



# Tipton County Foundation

PO Box 412 • Tipton, IN 46072

tcf@tiptoncf.org • 765-675-1940 • www.tiptoncf.org

Accredited in compliance with National Standards for U.S. Community Foundations, a program of legal, ethical, effective practices in philanthropy.



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## Offices & Conference Center

Located in Tipton at  
1020 W. Jefferson Street

## Founded 1986

TCF is a member of the Indiana  
Philanthropy Alliance and its  
GIFT program.



April 23, 2018

To the Tipton County Education Community

Dear Friends,

From its establishment in 1986, the Tipton County Foundation has tried to do its part to enhance education, primarily in our public school systems, but also as carried out at every age and grade level for youth and adults by various agencies and entities. TCF was engaged as the catalyst the Lilly Endowment used at the turn of this century to help local people determine our needs for educational initiatives, which resulted in the Education Center under the aegis of Purdue Extension. The evolution of that project influenced the decision of the Foundation Board to include in its 2016-2020 Strategic and Operational Plan the following priority action:

The Foundation will commission studies in collaboration with all of our partners in Education: the public school systems, the Extension Education Center, pre-schools, homeschooling parents, Indiana University Kokomo and Ivy Tech (as well as Ball State, Purdue, and other popular college choices of Tipton County students), youth-serving organizations, and agencies and churches that offer adult education from time-to-time.

- The first study will survey recent alumni of Tipton and Tri-Central schools regarding their perceptions of the strengths and weaknesses of their overall experience and preparation
- The other study will examine ideas about programs and structure for the next generation.

The alumni studies referred to in the first bullet have been underway for the classes 2014 through 2019, and are reported to the schools as results are collected. The reports contained in this packet are related to the first phase of the second bullet point. They address enrollment projections and academic offerings at Tipton Community School Corporation and Tri-Central Community Schools, as well as workforce information on our local region that we think is useful for decisions related to local students being ready for work when they graduate from their formal education.

Cooperation, as always, has been terrific. The consultants have been wise and helpful. The reports being made today are embargoed, intended at this stage for immediate private discussions by each school board and administration, by the Foundation's education committee, and by TCF's Board of Directors. Broader release to other stakeholders will be considered at follow-up joint meetings beginning next month.

Thank you for your interest and attendance. Please contact us if you have any questions or comments. Thank you.

Sincerely,

*Jan Henderson*

Jan L. Henderson  
Board Chair

*Frank M. Giammarino*

Frank M. Giammarino  
President & CEO

# TIPTON COUNTY SCHOOL DISTRICTS

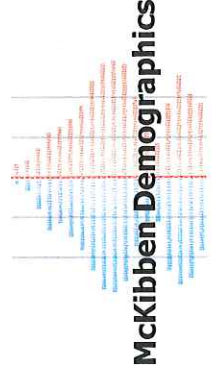
April 23, 2018

## McKibben Demographic Research, LLC

Jerome McKibben, Ph.D.  
Rock Hill, SC

[j.mckibben@mckibbendemographics.com](mailto:j.mckibben@mckibbendemographics.com)

978-501-7069



## Tipton County School Districts Forecast Assumptions

1. The national, state or regional economy does not go into deep recession at anytime during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)
2. Interest rates have reached a historic low and will not fluctuate more than one percentage point in the short term; the interest rate for a 30 year fixed home mortgage stays below 5.0%;
3. The rate of mortgage approval stays at 1999-2003 levels and lenders do not return to “sub-prime” mortgage practices;
4. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;
5. The rate of housing foreclosures does not exceed 125% of the 2005-2007 average of Tipton County for any year in the forecasts;



## Tipton County School Districts Forecast Assumptions

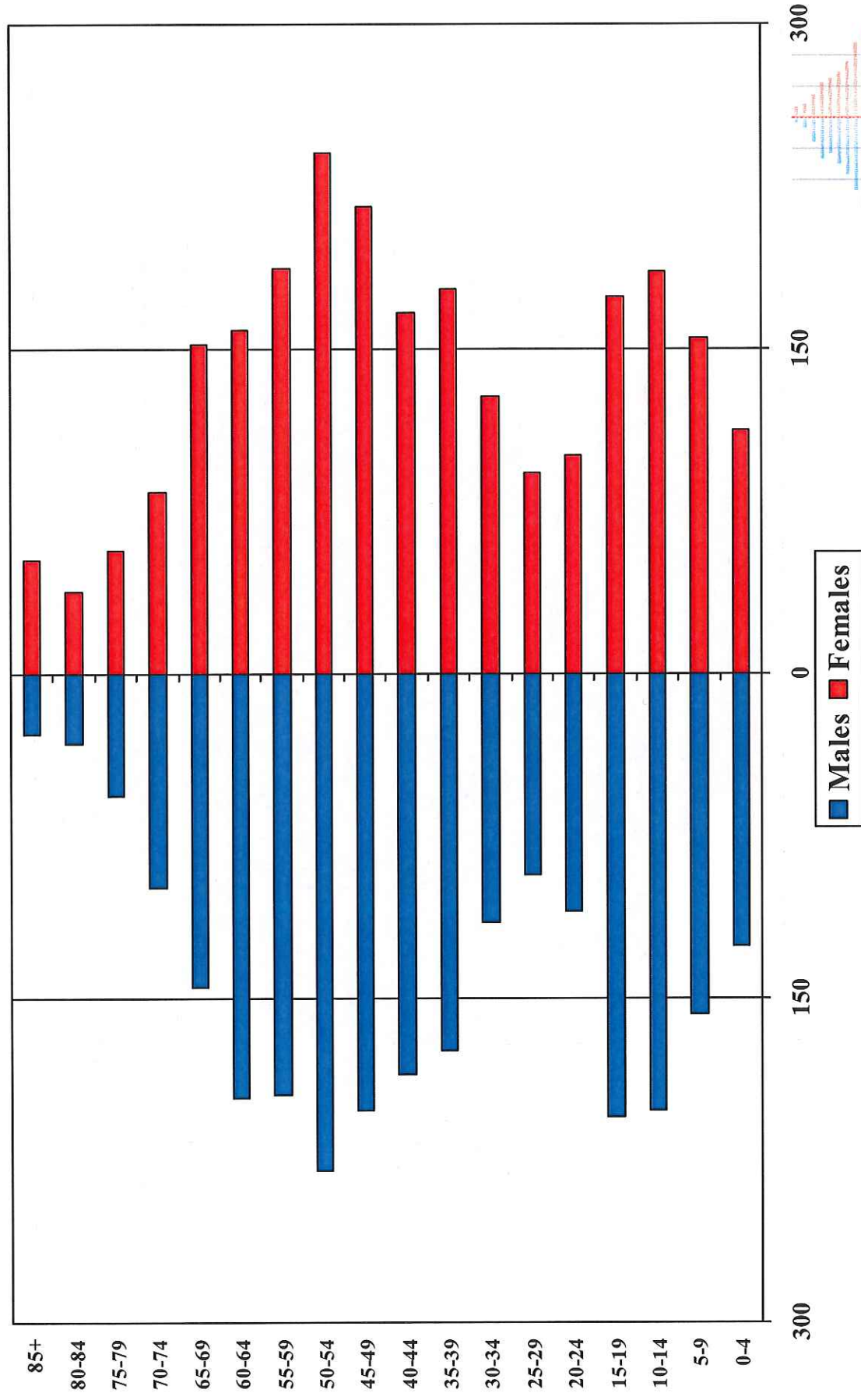
6. All currently planned, platted, and approved housing developments are built out and completed by 2026. All housing units constructed are occupied by 2027;
7. The unemployment rates for the Tipton County will remain below 6.5% for the 10 years of the forecasts;
8. The number of students transferring into of the Tipton County School Districts will remain at the 2017-18 level;
9. The rate of students transferring out of the Tipton County School Districts will remain at the 2011-12 to 2017-18 average;
10. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;
11. The state of Indiana does not change the current policy on open enrollment or school vouchers anytime in the next 10 years;



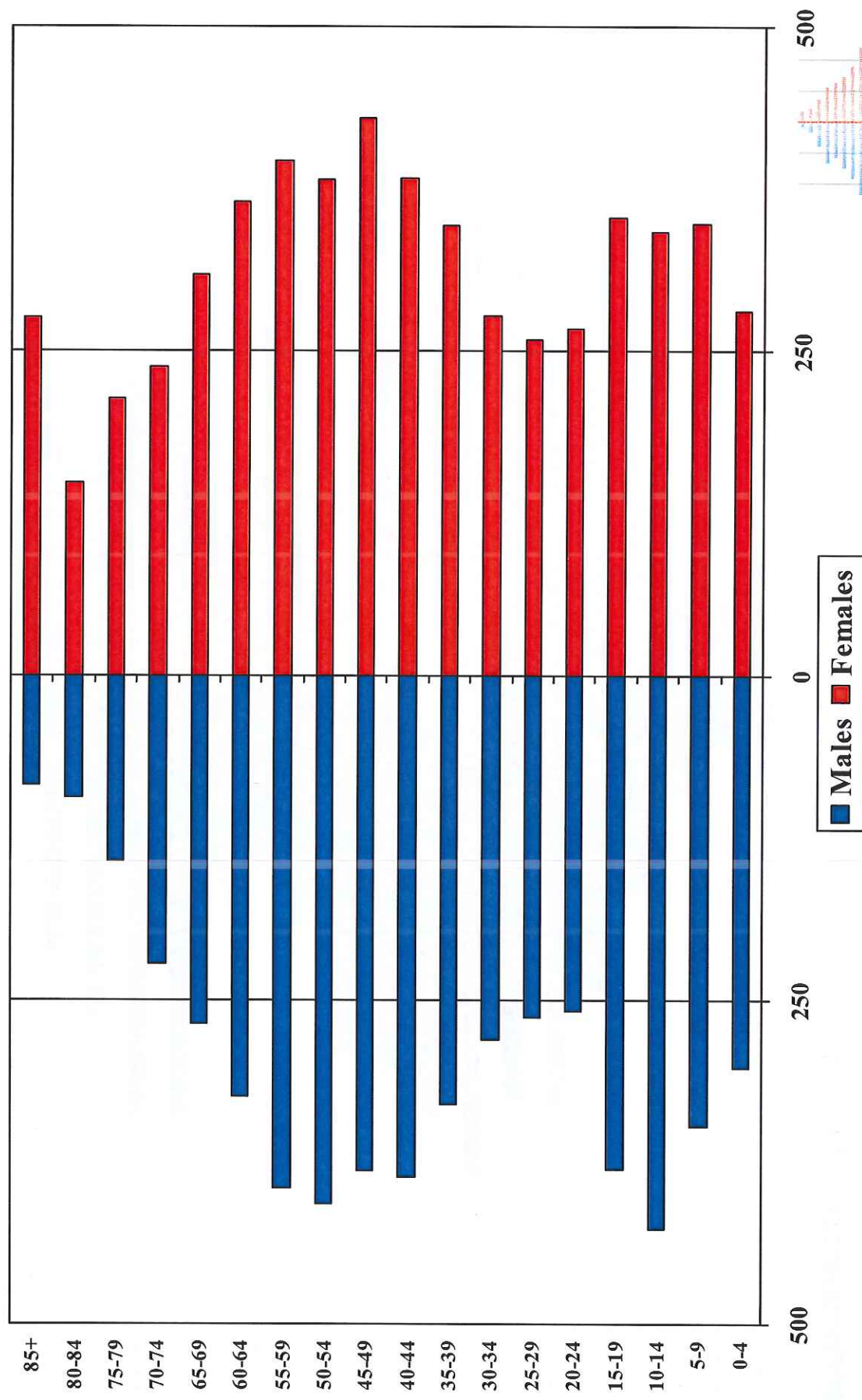
## Tipton County School Districts Forecast Assumptions

12. There will be no building moratorium within the district;
13. Businesses within the district and the Tipton County School Districts area will remain viable;
14. The number of existing home sales in the district that are a result of “distress sales” (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;
15. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 60;
16. Private school and home school attendance rates will remain constant;
17. The rate of foreclosures for commercial property remains at the 2004-2008 average for Tipton County;

# Tri-Central Community Schools Total Population – 2010 Census



# Tipton Community Schools Total Population – 2010 Census





**Table 1: Forecasted District Population Change, 2010 to 2020**

	2010	2015	2010-2015 Change	2020	2015-2020 Change	2010-2020 Change
Tipton Community	10,904	10,790	-1.1%	10,560	-2.1%	-3.2%
Tri-Central	5,032	5,000	-0.6%	4,940	-1.2%	-1.8%
Total County	17,946	17,805	-0.8%	17,520	-1.6%	-2.4%

**Table 2: Household Characteristics by Elementary Area, 2010 Census**

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
Tipton Community	1342	30.4%	4421	10704	2.42
Tri-Central	617	31.6%	1955	5027	2.57
Total County	1959	30.7%	6376	15731	2.47

**Table 3: Householder Characteristics by Elementary Area, 2010 Census**

	Percentage of Householders aged 35-54	Percentage of Householders aged 65+	Percentage of Householders who own homes
Tipton Community	37.9%	29.2%	76.9%
Tri-Central	42.1%	25.0%	85.1%
Total County	39.8%	27.7%	79.8%



**Table 4: Percentage of Households that are Single Person Households and Single Person Households that are over age 65 by Elementary Area , 2010 Census**

	Percentage of Single Person Households	Percentage of Single Person Households and are 65+
Tipton Community	27.4%	13.3%
Tri-Central	20.7%	9.1%
Total County	25.1%	11.8%

**Table 5: Elementary Enrollment (K-4), 2017, 2022, 2027**

	2017	2022	2016-2021 Change	2027	2021-2026 Change	2016-2026 Change
Tipton Community	670	600	-10.4%	566	-5.7%	-15.5%
Tri-Central	329	361	9.7%	308	-14.7%	-6.4%
Total County	999	961	-3.8%	874	-9.1%	-12.5%

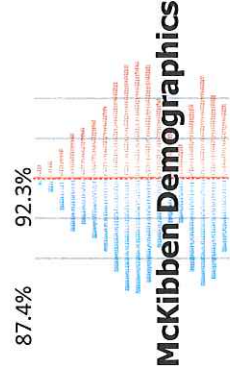
**Table 6: Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2010 Census**

	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
<b>Tipton Community</b>	90	114	133	120	126	144	133	153	125	141	157
<b>Tri-Central</b>	28	50	57	43	61	68	50	64	72	58	85
<b>Total County</b>	118	164	190	163	187	212	183	217	197	199	242



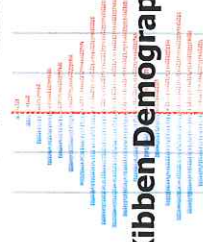
**Table 7 a: Comparison of Tipton Community Resident Enrollment by Grade with  
2010 Census Counts by Age, 2013-2017**

2010 Census	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years
Tipton Community Schools Total	90	114	133	120	126	144	133	153	125	141	157	152	159	142
2017 Enrollment	100	129	114	133	127	127	121	141	111	137	118			
	111.11%	113.16%	85.71%	110.83%	100.79%	88.19%	90.98%	92.16%	88.80%	97.16%	75.16%			
2016 Enrollment	95	134	119	127	132	127	129	142	122	145	134	134		
	105.56%	117.54%	89.47%	105.83%	104.76%	88.19%	96.99%	92.81%	97.60%	102.84%	85.35%	88.16%		
2015 Enrollment	98	122	130	123	140	122	141	146	128	146	142	146	133	
	108.89%	107.02%	97.74%	102.50%	111.11%	84.72%	106.02%	95.42%	102.40%	103.55%	90.45%	96.05%	83.65%	
2014 Enrollment	110	142	127	130	128	137	155	135	143	145	158	128	129	110
	96.5%	106.8%	105.8%	103.2%	88.9%	103.0%	101.3%	108.0%	101.4%	92.4%	103.9%	80.5%	90.8%	96.5%
2013 Enrollment		135	128	112	122	129	137	132	146	135	159	139	131	
		101.5%	106.7%	88.9%	84.7%	97.0%	89.5%	105.6%	103.5%	86.0%	104.6%	87.4%	92.3%	



**Table 7 b: Comparison of Tri-Central Resident Enrollment by Grade with  
2010 Census Counts by Age, 2013-2017**

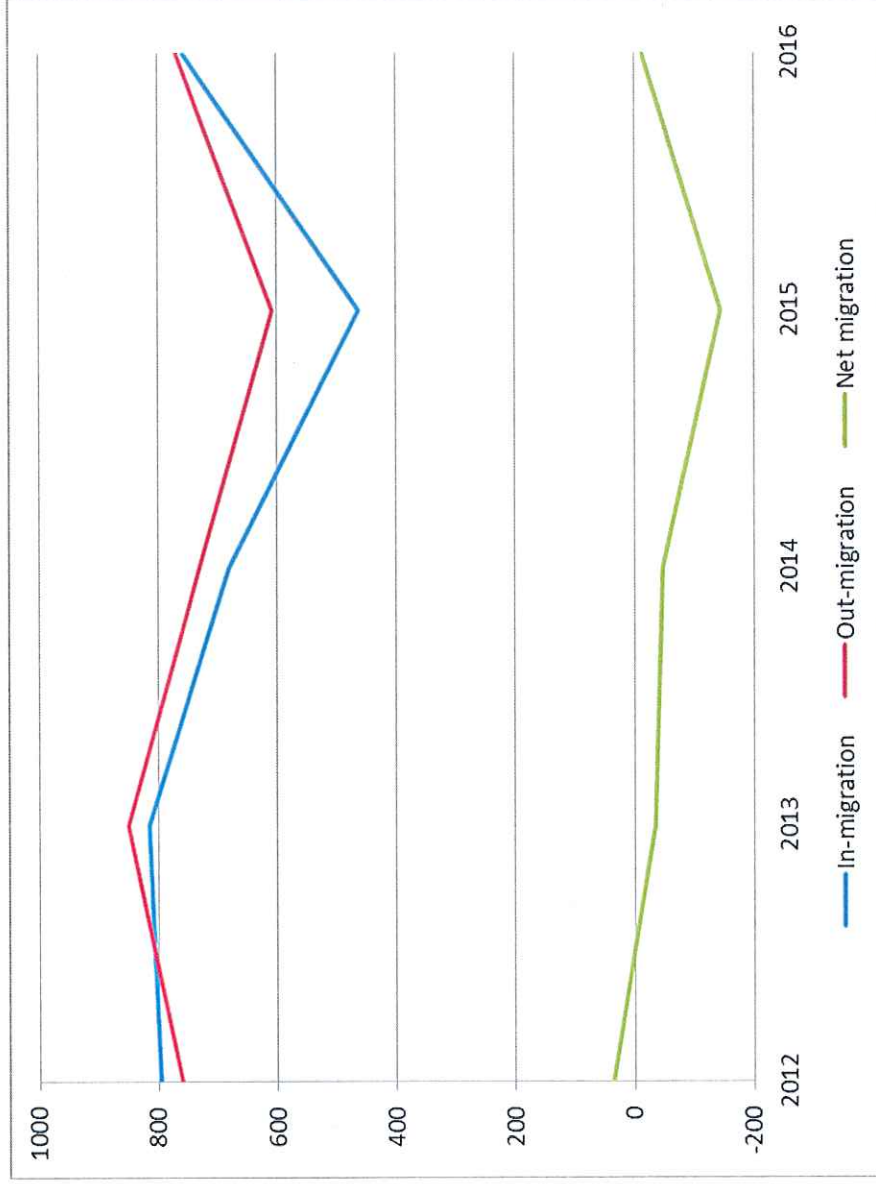
2010 Census	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years
Tri-Central Schools Total	28	50	57	43	61	68	50	64	72	58	85	72	83	65
2017 Enrollment	55	56	59	50	52	46	64	66	57	73	65			
	196.43%	112.00%	103.51%	116.28%	85.25%	67.65%	128.00%	103.13%	79.17%	125.86%	76.47%			
2016 Enrollment	54	52	64	47	49	54	62	67	54	70	66	86		
	192.86%	104.00%	112.28%	109.30%	80.33%	79.41%	124.00%	104.69%	75.00%	120.69%	77.65%	119.44%		
2015 Enrollment	53	50	62	46	51	51	59	65	70	70	70	86	77	
	189.29%	100.00%	108.77%	106.98%	83.61%	75.00%	118.00%	101.56%	97.22%	120.69%	82.35%	119.44%	92.77%	
2014 Enrollment		50	60	47	54	47	62	62	72	68	72	84	76	75
		100.0%	105.3%	109.3%	88.5%	69.1%	124.0%	96.9%	100.0%	117.2%	84.7%	116.7%	91.6%	115.4%
2013 Enrollment			59	49	54	43	61	53	63	70	67	86	81	75
			103.5%	114.0%	88.5%	63.2%	122.0%	82.8%	87.5%	120.7%	78.8%	119.4%	97.6%	115.4%



**McKibben Demographics**

# Tipton County Migration, 2012-2016

## Internal Revenue Data





**Table 8: Migration Flows for Tipton County, 2016**

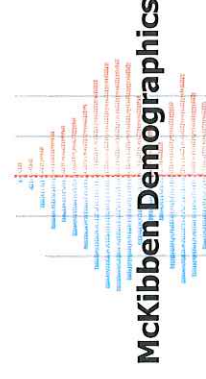
Migration Into Tipton County From:	Number of Households	Total Persons	Persons per Household	Mean Household Income
Howard County	103	219	2.13	\$41,806
Hamilton County	96	182	1.90	\$48,656
Madison County	53	113	2.13	\$31,189
Marion County	27	44	1.63	\$39,222
Migration From Tipton County To:	Number of Households	Total Persons	Persons per Household	Mean Household Income
Howard County	108	222	2.06	\$42,880
Hamilton County	70	137	1.96	\$55,986
Madison County	60	124	2.07	\$34,533
Marion County	23	32	1.39	\$34,826

# Tri-Central Schools Population Forecasts

	2010	2015	2020	2025
0-4	239	260	240	220
5-9	312	270	300	280
10-14	388	310	270	300
15-19	379	360	280	240
20-24	211	210	220	160
25-29	186	230	230	240
30-34	243	220	270	270
35-39	352	300	260	310
40-44	352	350	300	260
45-49	418	350	350	290
50-54	471	410	340	340
55-59	382	460	400	330
60-64	355	370	440	390
65-69	297	310	320	400
70-74	183	250	260	280
75-79	113	160	220	210
80-84	70	90	130	180
85+	81	90	110	130
Total	5,032	5,000	4,940	4,830
Median Age	42.9	44.9	46.4	47.3

Births	240	220	200
Deaths	190	220	250
Natural Increase	50	0	-50
Net Migration	-70	-60	-60
Change	-20	-60	-110

Differences between period Totals may not equal Change due to rounding.

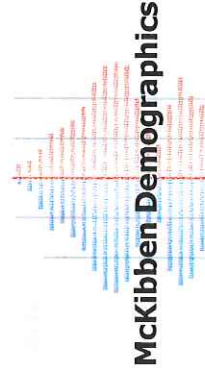


# Tipton Community Schools Population Forecasts

	2010	2015	2020	2025
0-4	583	490	470	430
5-9	696	640	550	530
10-14	768	700	640	550
15-19	733	730	660	580
20-24	526	510	490	440
25-29	521	560	550	530
30-34	557	570	610	620
35-39	676	620	650	710
40-44	770	670	620	640
45-49	811	760	660	620
50-54	789	810	760	660
55-59	791	780	780	730
60-64	689	770	750	760
65-69	576	610	680	660
70-74	460	510	540	590
75-79	356	410	440	430
80-84	243	290	320	350
85+	359	360	390	420
Total	10,904	10,790	10,560	10,250
Median Age	42.5	44.3	45.3	45.8

Births	470	450	400
Deaths	520	560	600
Natural Increase	-50	-110	-200
Net Migration	-90	-100	-110
Change	-140	-210	-310

Differences between period Totals may not equal Change due to rounding.



McKibben Demographics

# Tri-Central Schools Enrollment Forecasts

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	59	50	53	50	63	61	57	55	53	52	50	49	48	47	45
1	49	60	50	54	46	65	63	59	57	55	54	52	51	49	48
2	54	47	62	52	55	46	66	64	60	58	56	55	53	52	49
3	43	54	46	64	56	56	47	67	65	61	59	57	56	54	53
4	61	47	51	47	59	57	57	48	68	66	62	60	58	57	55
5	53	62	51	49	50	61	59	59	49	69	67	63	61	59	58
Total: K-5	319	320	313	316	329	346	349	352	352	361	348	336	327	318	308
6	63	62	59	54	52	52	63	61	60	50	70	68	64	62	60
7	70	72	65	62	46	53	53	64	62	61	51	71	69	65	63
8	67	68	70	67	64	46	54	54	65	63	62	52	72	70	66
9	86	72	70	54	66	63	45	53	53	64	62	61	51	71	69
10	81	84	70	70	57	65	62	44	52	52	63	61	60	50	70
11	75	76	86	66	73	56	64	61	43	51	51	62	60	59	49
12	73	75	77	86	65	72	55	63	60	42	50	50	61	59	58
Total: 6-12	515	509	497	459	423	407	396	400	395	383	409	425	437	436	435
Total: K-12	834	829	810	775	752	753	745	752	747	744	757	761	764	754	743
Total: K-12	834	829	810	775	752	753	745	752	747	744	757	761	764	754	743
Change		-5	-19	-35	-23	1	-8	7	-5	-3	13	4	3	-10	-11
% Change		-0.6%	-2.3%	-4.3%	-3.0%	0.1%	-1.1%	0.9%	-0.7%	-0.4%	1.7%	0.5%	0.4%	-1.3%	-1.5%
Total: K-5	319	320	313	316	329	346	349	352	352	361	348	336	327	318	308
Change		1	-7	3	13	17	3	3	0	9	-13	-12	-9	-9	-10
% Change		0.3%	-2.2%	1.0%	4.1%	5.2%	0.9%	0.9%	0.0%	2.6%	-3.6%	-3.4%	-2.7%	-2.8%	-3.1%
Total: 6-12	515	509	497	459	423	407	396	400	395	383	409	425	437	436	435
Change		-6	-12	-38	-36	-16	-11	4	-5	-12	26	16	12	-1	-1
% Change		-1.2%	-2.4%	-7.6%	-7.8%	-3.8%	-2.7%	1.0%	-1.3%	-3.0%	6.8%	3.9%	2.8%	-0.2%	-0.2%



# Tipton Community Schools Enrollment Forecasts

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	135	110	98	102	94	93	93	93	91	90	88	87	87	86	87
1	128	142	122	95	100	98	97	97	96	94	93	91	90	89	88
2	112	127	130	134	100	104	102	102	102	101	99	98	96	95	93
3	122	130	123	119	129	99	103	103	103	103	102	100	99	97	96
4	129	128	140	127	114	130	100	105	105	105	105	104	102	101	99
5	137	137	122	132	133	115	131	102	107	107	107	107	106	104	103
Total: K-5	763	774	735	709	670	639	626	602	604	600	594	587	580	572	566
6	132	155	141	127	127	137	118	136	106	111	111	111	111	110	108
7	146	135	146	129	127	124	134	117	135	105	110	110	110	110	109
8	135	143	128	142	121	126	123	133	116	134	104	109	109	109	109
Total: 6-8	413	433	415	398	375	387	375	386	357	350	325	330	330	329	326
9	159	145	146	122	141	123	129	127	137	119	138	107	112	112	112
10	139	158	142	145	111	137	119	125	123	133	115	134	104	109	109
11	131	128	146	134	137	105	130	113	119	117	126	109	127	99	104
12	132	129	133	134	118	132	101	125	108	114	112	121	105	122	95
Total: 9-12	561	560	567	535	507	497	479	490	487	483	491	471	448	442	420
Total: K-12	1737	1767	1717	1642	1552	1523	1480	1478	1448	1433	1410	1388	1358	1343	1312
Total: K-12	1737	1767	1717	1642	1552	1523	1480	1478	1448	1433	1410	1388	1358	1343	1312
Change	30	30	-50	-75	-90	-29	-43	-2	-30	-15	-23	-22	-30	-15	-31
% Change	1.7%	1.7%	-2.8%	-4.4%	-5.5%	-1.9%	-2.8%	-0.1%	-2.0%	-1.0%	-1.6%	-1.6%	-2.2%	-1.1%	-2.3%
Total: K-5	763	774	735	709	670	639	626	602	604	600	594	587	580	572	566
Change	11	11	-39	-26	-39	-31	-13	-24	2	-4	-6	-7	-7	-8	-6
% Change	1.4%	1.4%	-5.0%	-3.5%	-5.5%	-4.6%	-2.0%	-3.8%	0.3%	-0.7%	-1.0%	-1.2%	-1.2%	-1.4%	-1.0%
Total: 6-8	413	433	415	398	375	387	375	386	357	350	325	330	330	329	326
Change	20	20	-18	-17	-23	12	-12	11	-29	-7	-25	5	0	-1	-3
% Change	4.8%	4.8%	-4.2%	-4.1%	-5.8%	3.2%	-3.1%	2.9%	-7.5%	-2.0%	-7.1%	1.5%	0.0%	-0.3%	-0.9%
Total: 7-12	561	560	567	535	507	497	479	490	487	483	491	471	448	442	420
Change	-1	-1	7	-32	-28	-10	-18	11	-3	-4	8	-20	-23	-6	-22
% Change	-0.2%	-0.2%	1.3%	-5.6%	-5.2%	-2.0%	-3.6%	2.3%	-0.6%	-0.8%	1.7%	-4.1%	-4.9%	-1.3%	-5.0%

Mckibben Demographics

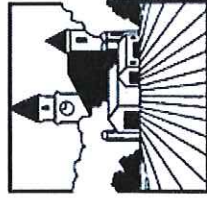




# COUNTY-WIDE STUDY ON EDUCATION

## TIPTON COMMUNITY SCHOOLS ACADEMIC REPORT

APRIL 23, 2018



**Tipton County Foundation**  
*Growing • Leading • Serving Since 1986!*

Prepared by:  
Carol Lindquist, Ed.D.  
David H. Lindquist, Ph.D.

## INTENT OF THE STUDY

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... to examine essential structures and practices that comprise effective, viable school districts in order to study and advance educational opportunities for current and future Tipton County students.





## **CAPACITY ...**

the policies, organizational structures, practices, capabilities, and willingness of a school district to provide each student with an appropriate education as identified by the district

## CAPACITY Findings

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- Throughout the community and school facilities, evidence of pride in the efforts of the schools and community involvement is abundant.
- Mission statements and goals have been adopted by the district and schools. It is unclear how they are made available to constituents or how progress toward goals is monitored and reported to all constituents.

# CAPACITY Findings

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- District leadership has demonstrated bold, creative efforts to partner with local and regional organizations. These partnerships have strengthened district capacity in many different aspects of the work of the district.
- An improved district website will ease access to important district information and encourage external persons and organizations to build their understanding of Tipton educational offerings.



## CAPACITY Findings

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- A strong culture reliant on informal rather than formal systems serves to align mission/vision/goals, curriculum and instruction, and accountability for district outcomes. AdvancED serves as a primary driver of curricular outcomes.
- While there is ongoing concern about the future of the school district, a will to explore new opportunities within district practice is not readily evident.



# CAPACITY Findings

- Financial support for district academic programs remains below the state average.

YEA R	TCS Annual Per Pupil Expenditure	IN Average Annual Per Pupil Expenditure	% TCS Acad Achievement Expenditure	% IN Acad Achievement Expenditure
2014	\$9,856	\$11,044	39.3%	48.0%
2015	\$10,381	\$11,052	45.4%	48.7%
2016	\$10,316	\$11,195	44.6%	48.9%

# CAPACITY Implications

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- Although the district operates effectively and efficiently within today's expectations, formalized academic, political, and financial systems provide continuity in times of change.
- Limited goal monitoring and reporting restrict district capabilities for enhancing and marketing its strengths.
- Long term underfunding of academic experiences reduces student opportunities to learn and compete.

## CAPACITY Implications

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- Given its position as the larger school district in the county and its geographical positioning near the greater Indianapolis area, the district's will to examine its practices and respond with its own manner of authentic creativity will determine its long term vitality.





## **ACCESS ...**

the availability of all educational opportunities and services to all students, regardless of personal characteristics, socio-economic level, past performance, or geographical location



# ACCESS Findings

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- An appropriate, viable, standard curriculum is provided to all students.
  - Based on state academic standards
  - Coordinated between grade levels and buildings
  - Ancillary functions (e.g., laboratories) provided as needed
- The district is committed to increasing utilization of 1:1 technology model.
  - Alignment with community interests in STEM
  - Continued professional development
  - Increased use expected

# ACCESS Findings

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- Teachers are properly certified and assigned within grade and subject level certifications.
- School counselors are provided. Media centers are being adapted to make use of online learning opportunities.
- The district is working to develop a model of early childhood education that functions satisfactorily for both the district and community families.
- The ability to continue providing advanced programming is impacted when finances and/or enrollment decline.

# ACCESS Findings

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- Middle school practices are not distinguished by research on unique physical and brain development of emerging adolescents.
- Lack of emphasis on the unique needs of middle school students may limit their identity, confidence, and success. Unaligned secondary schedules reduce opportunities for cross-functional educational experiences.
- Middle school students can earn a high school math credit but conflicting schedules do not allow for additional overlapping course availability.



# ACCESS Findings

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- The high school continues to focus on maximizing the advantages of the Block 4 schedule.
- Approximately 8% of high school students demonstrated “chronic” absences of more than 10 days during the 2016-17 academic year.
- High school course offerings and activities are maintained despite challenges of limited enrollment and participation.



# ACCESS Implications

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- Special services for Title I, special education, English Language Learners, and high ability are provided in classroom and non-classroom settings. Tipton provides SPED services to a higher percentage of students than the state average.
- Currently, small numbers of students require special services (e.g., English Language Learning, high ability). As student demographics change, additional development, access, and promotion of these services may be needed.
- Information regarding special services is difficult to access.



# **EQUITY ...**

equivalent participation and/or success  
among all identifiable groups

# EQUITY Findings

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- Tipton Community ISTEP+ scores in general
  - Exceed state averages at the elementary school level
  - Trail state averages at the middle school level
  - Trail state averages at the high school level
- Tipton Community ISTEP+ scores disaggregated
  - Achievement gap between Free/Reduced and Paid meal students
  - Attention to all identifiable groups, regardless of size

# EQUITY Findings

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- Tipton Community graduation rate
  - Consistently exceed the state graduation rate
  - Rely on graduation waivers at a significantly higher rate than the state average
- Tipton Community diploma distribution
  - Alignment of socio-economic capacity and diploma quality
  - Variations in gap increases and decreases
  - Free/reduced meal students earn “lesser” diplomas than paid meal students



# EQUITY Implications

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- An achievement gap exists between students of means and students of poverty.
  - Identification of needs within the classroom
  - Professional development to equip teachers with methods for addressing needs
  - Personalization of learning to close achievement gap
- A culture of progress monitoring for each student can enhance individual and collective success as defined by the district, particularly with changes in student demographics.
  - Systematic progress monitoring with identified targets
  - Systematic remediation/acceleration as needed



# FOUR CONSIDERATIONS



# FOUR CONSIDERATIONS

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1. Instability of enrollment due to population decline and changing state policies
  - a. Slow but persistent decline in district population and resulting effect on all aspects of the district's operation
  - b. More student transfers out than in
  - c. Analysis of transfers in and out as data to include in program reviews

# FOUR CONSIDERATIONS

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## 2. Remote location and community identification

- a. Availability of opportunities due to community size and proximity to greater Indianapolis area
- b. Alignment with other community growth initiatives
- c. Sensitivity to dynamics of Tri-Central district



## FOUR CONSIDERATIONS

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### 3. Financial considerations implicit in any district reorganization

- a. 2017-18 190 (11.63%) of Tipton students transfer out
- b. 2017-18 94 (5.7%) of students transfer into Tipton
- c. Debt load distribution among decreasing resident population
- d. Increasing educational competition, particularly online
- e. Margin to respond to sudden changes in enrollment, personnel, or capital needs

## FOUR CONSIDERATIONS

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### 4. Need for distinctive, relevant, appealing programs

- a. Proximity of families with high educational expectations
- b. Shift from competition to collaboration between Tipton County districts through inter-district agreements regarding programs and services



## **SECONDARY SCHEDULE CONSIDERATIONS**

**-APPROPRIATE FOR ALL SCHEDULING MODELS-**



# SECONDARY SCHEDULE CONSIDERATIONS

- Academic Sufficiency
  - Total credits available
  - Availability of advanced courses
  - Instructional minutes per course
- Gap scheduling
  - Interval(s) between sequenced courses
  - Alignment with AP exam schedules
- Alignment with middle school programming



## SECONDARY SCHEDULE CONSIDERATIONS

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- Use of instructional time

Teaching skills in maximizing available time

Authentic learning (e.g., labs, internships)

- Response to changing state regulations

STRONG SCHOOLS BUILD STRONG COMMUNITIES

# TIPTON COUNTY



## Economy Overview

**15,059**

**Population (2017)**

Population decreased by 670 over the last 5 years and is projected to decrease by 467 over the next 5 years.

**5,332**

**Jobs (2017)**

Jobs decreased by 98 over the last 5 years but are projected to grow by 269 over the next 5 years.

**\$54.0K**

**Median Household Income (2016)**

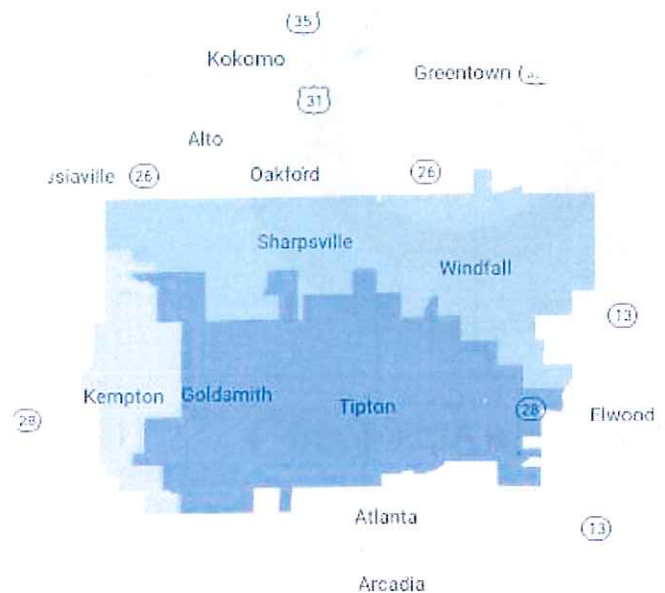
Median household income is \$1.3K below the national median household income of \$55.3K.

As of 2017 the region's population declined by 4.3% since 2012, falling by 670. Population is expected to decrease by 3.1% between 2017 and 2022, losing 467.

From 2012 to 2017, jobs declined by 1.8% in Tipton County, IN from 5,430 to 5,332. This change fell short of the national growth rate of 7.2% by 9.0%. As the number of jobs declined, the labor force participation rate increased from 61.9% to 68.2% between 2012 and 2017.

Concerning educational attainment, 14.3% of Tipton County, IN residents possess a Bachelor's Degree (4.1% below the national average), and 9.3% hold an Associate's Degree (1.4% above the national average).

The top three industries in 2017 are Crop Production, Education and Hospitals (Local Government), and Local Government, Excluding Education and Hospitals.



	Population (2017)	Labor Force (2017)	Jobs (2017)	Cost of Living	GRP	Imports	Exports
County	15,059	8,565	5,332	95.3	\$441.38M	\$898.52M	\$680.23M
State	6,658,081	3,340,425	3,298,395	94.0	\$320.02B	\$340.53B	\$395.80B
Nation	325,401,909	161,049,255	159,180,936	100.0	\$17.83T	\$0	\$7.90T



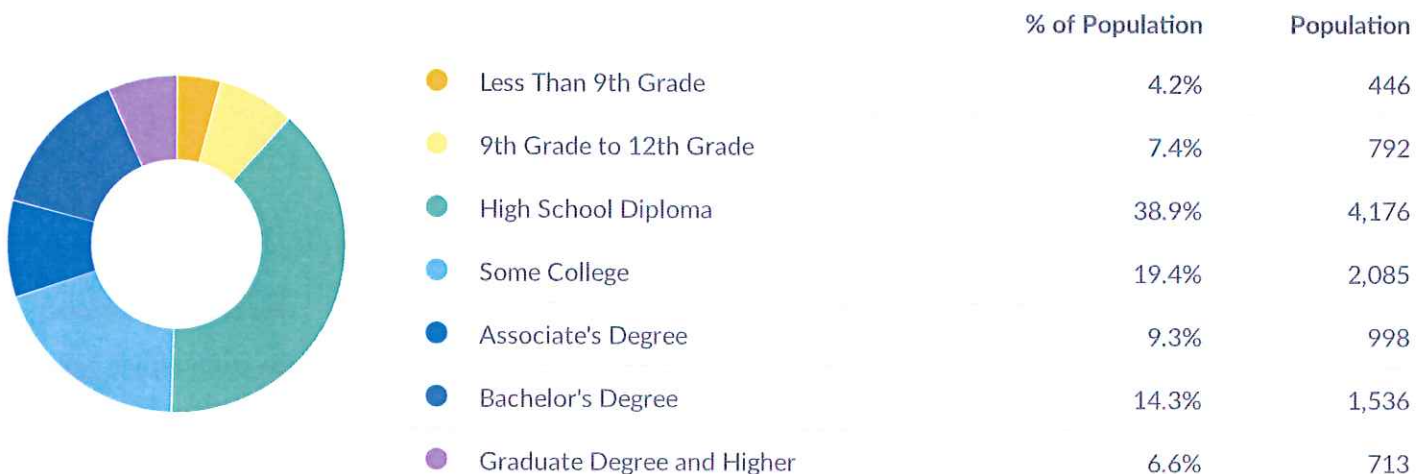
## Economy Overview - Cont.

### 2017 Labor Force Breakdown



### Educational Attainment

Concerning educational attainment, 14.3% of Tipton County, IN residents possess a Bachelor's Degree (4.1% below the national average), and 9.3% hold an Associate's Degree (1.4% above the national average).

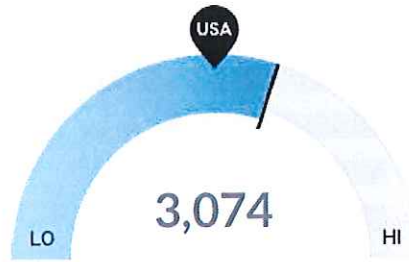


## Population Characteristics



**Millennials**

Tipton County, IN has 2,379 millennials (ages 20-34). The national average for an area this size is 3,151.



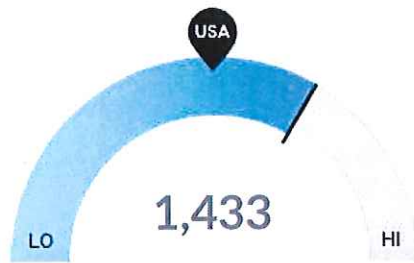
**Retiring Soon**

Retirement risk is high in Tipton County, IN. The national average for an area this size is 2,314 people 65 or older, while there are 3,074 here.



**Racial Diversity**

Racial diversity is low in Tipton County, IN. The national average for an area this size is 5,881 racially diverse people, while there are 745 here.



**Veterans**

Tipton County, IN has 1,433 veterans. The national average for an area this size is 897.



**Violent Crime**

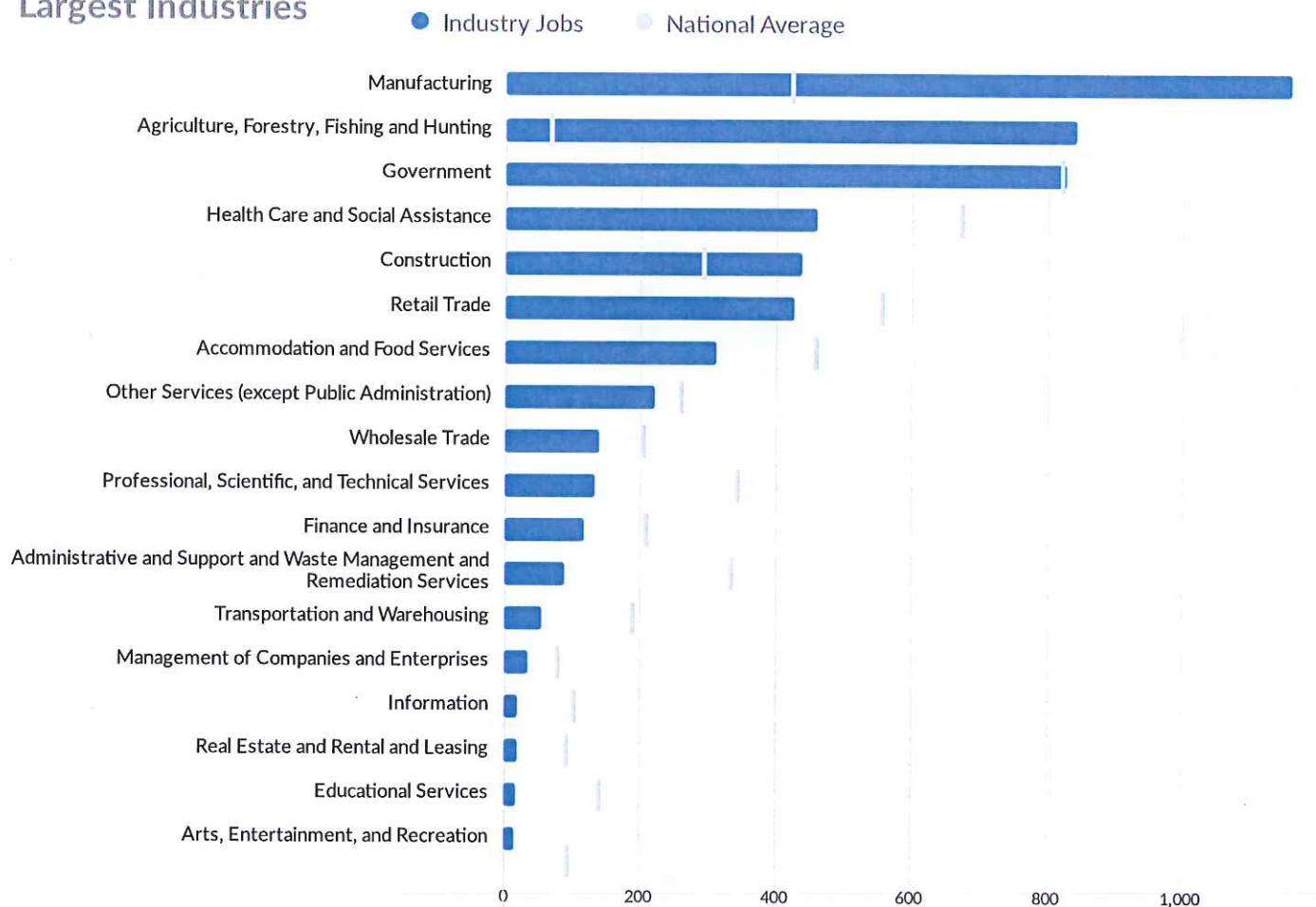
Tipton County, IN has 0.72 violent crimes per 1,000 people. The national rate is 3.75 per 1,000 people.



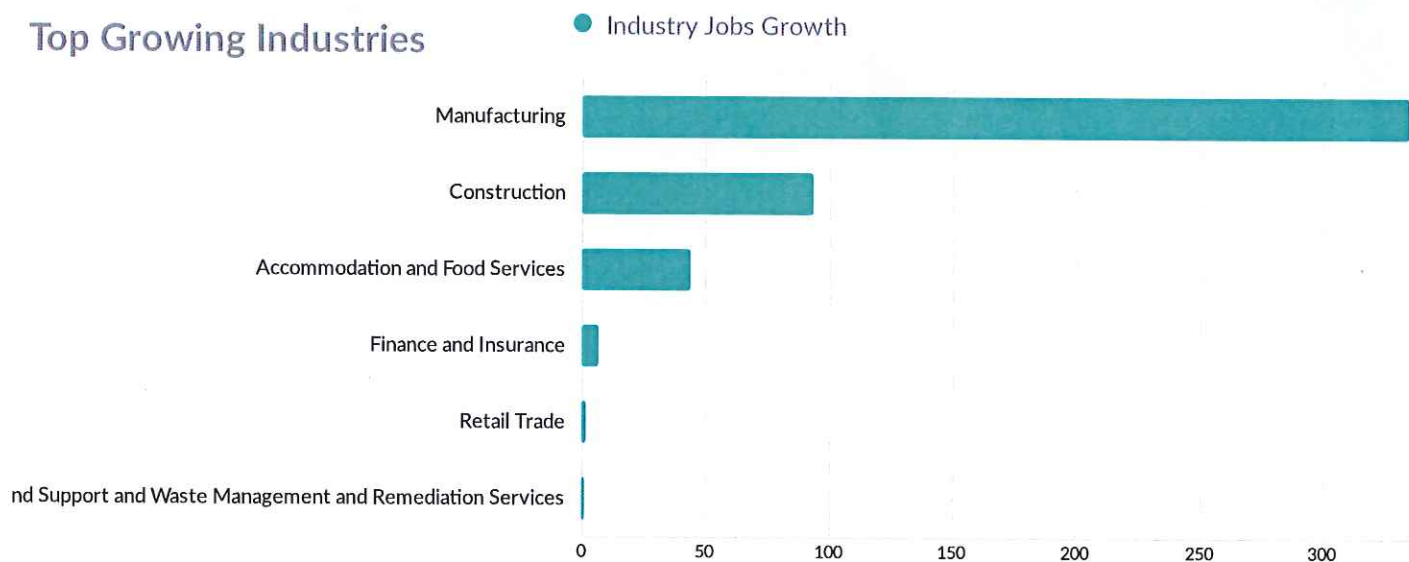
**Property Crime**

Tipton County, IN has 10.4 property crimes per 1,000 people. The national rate is 24.22 per 1,000 people.

## Largest Industries



## Top Growing Industries



Industry	2012 Jobs	2017 Jobs	Change in Jobs	% Change in Jobs	2017 LQ	2017 Earnings Per Worker	2016 GRP
Manufacturing	826	1,161	335	+41%	2.76	\$64,963	\$115.73M
Agriculture, Forestry, Fishing and Hunting	1,201	844	-357	-30%	13.08	\$41,211	\$42.51M
Government	843	827	-16	-2%	1.01	\$41,376	\$38.60M
Health Care and Social Assistance	577	461	-116	-20%	0.69	\$44,584	\$23.24M
Construction	343	437	94	+27%	1.51	\$45,522	\$30.20M
Retail Trade	425	427	2	+0%	0.77	\$34,696	\$25.17M
Accommodation and Food Services	267	311	44	+16%	0.68	\$12,790	\$6.35M
Other Services (except Public Administration)	237	221	-16	-7%	0.86	\$22,404	\$8.27M
Wholesale Trade	166	139	-27	-16%	0.69	\$58,172	\$16.97M
Professional, Scientific, and Technical Services	149	133	-16	-11%	0.39	\$71,894	\$13.49M
Finance and Insurance	110	117	7	+6%	0.57	\$61,937	\$16.68M
Administrative and Support and Waste Management and Remediation Services	88	89	1	+1%	0.27	\$21,890	\$3.99M
Transportation and Warehousing	64	54	-10	-16%	0.29	\$42,169	\$4.87M
Management of Companies and Enterprises	39	34	-5	-13%	0.46	\$83,683	\$3.27M
Information	28	21	-7	-25%	0.21	\$47,625	\$4.18M
Real Estate and Rental and Leasing	24	20	-4	-17%	0.23	\$34,851	\$16.71M
Educational Services	27	19	-8	-30%	0.14	\$15,792	\$551.90K
Arts, Entertainment, and Recreation	15	15	0	0%	0.17	\$13,754	\$928.95K



## Business Characteristics

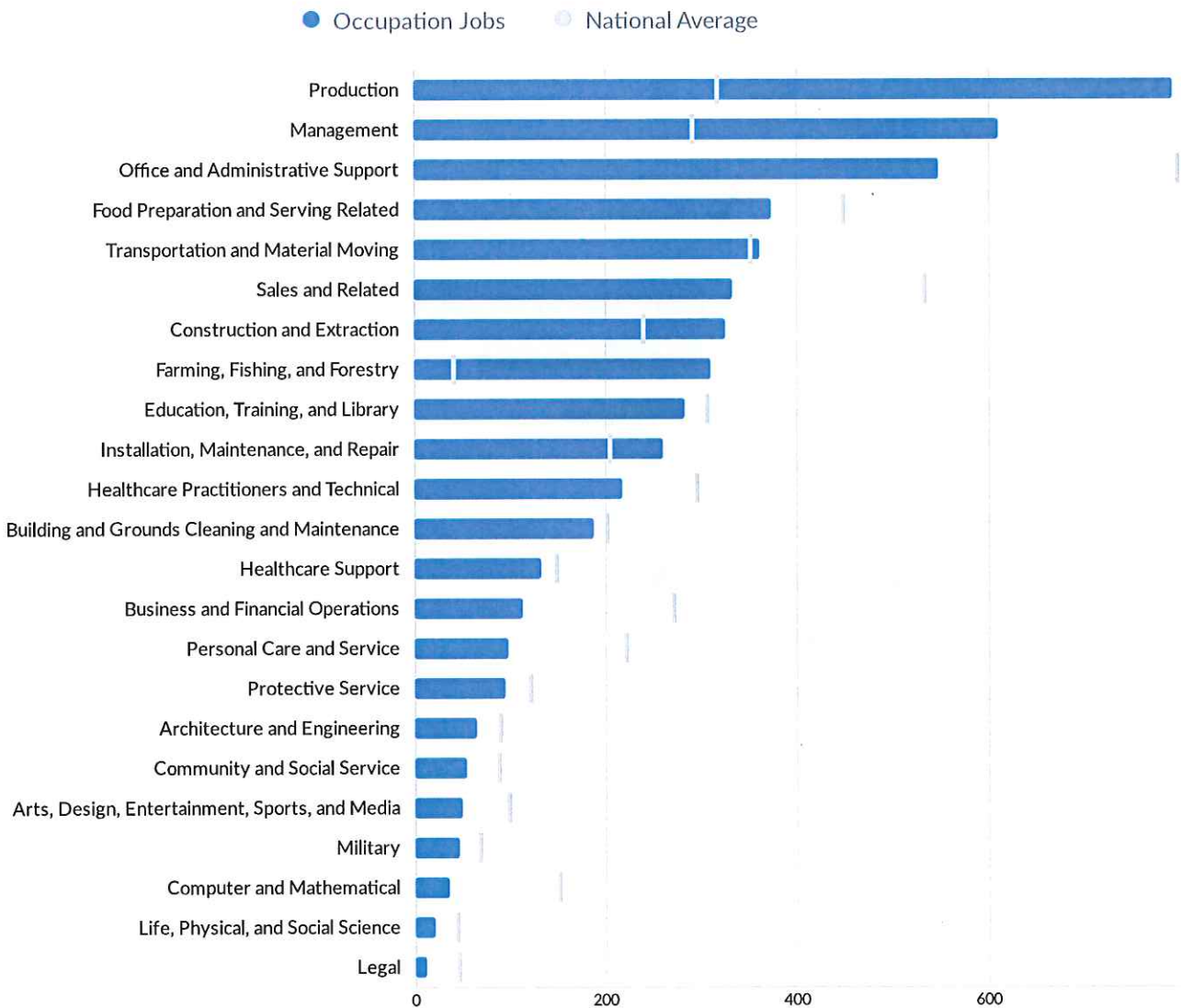
### 605 Companies Employ Your Workers

Online profiles for your workers mention 605 companies as employers, with the top 10 appearing below. In the last 12 months, 359 companies in Tipton County, IN posted job postings, with the top 10 appearing below.

Top Companies	Profiles		Top Companies Posting	Unique Postings
DuPont Pioneer	37	<div></div>	Hogan Transports Inc	875 <div></div>
Tipton Community School Cor...	26	<div></div>	Lyft, Inc.	762 <div></div>
FCA US LLC	22	<div></div>	Averitt Express, Inc.	443 <div></div>
Steel Parts Manufacturing, Inc.	16	<div></div>	CRST International, Inc.	382 <div></div>
Chrysler	14	<div></div>	McLane Company, Inc.	298 <div></div>
FIAT CHRYSLER AUTOMOBILE...	9	<div></div>	Cowan Systems, LLC	224 <div></div>
Indiana University Health	9	<div></div>	New York Life Insurance Comp...	202 <div></div>
Park 100 Foods Inc	9	<div></div>	C.R. England, Inc.	193 <div></div>
Community Howard Regional H...	7	<div></div>	Wel Companies, Inc.	183 <div></div>
DELPHI AUTOMOTIVE PLC	7	<div></div>	Quality Companies, Inc.	172 <div></div>

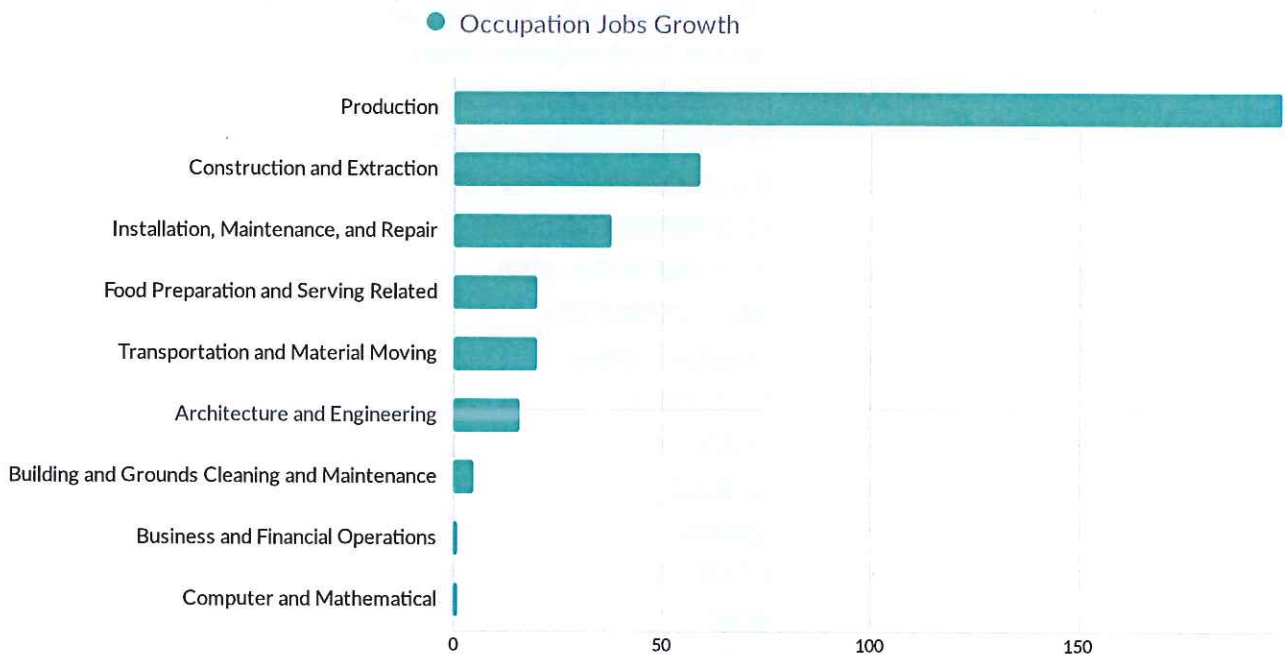
## Workforce Characteristics

### Largest Occupations



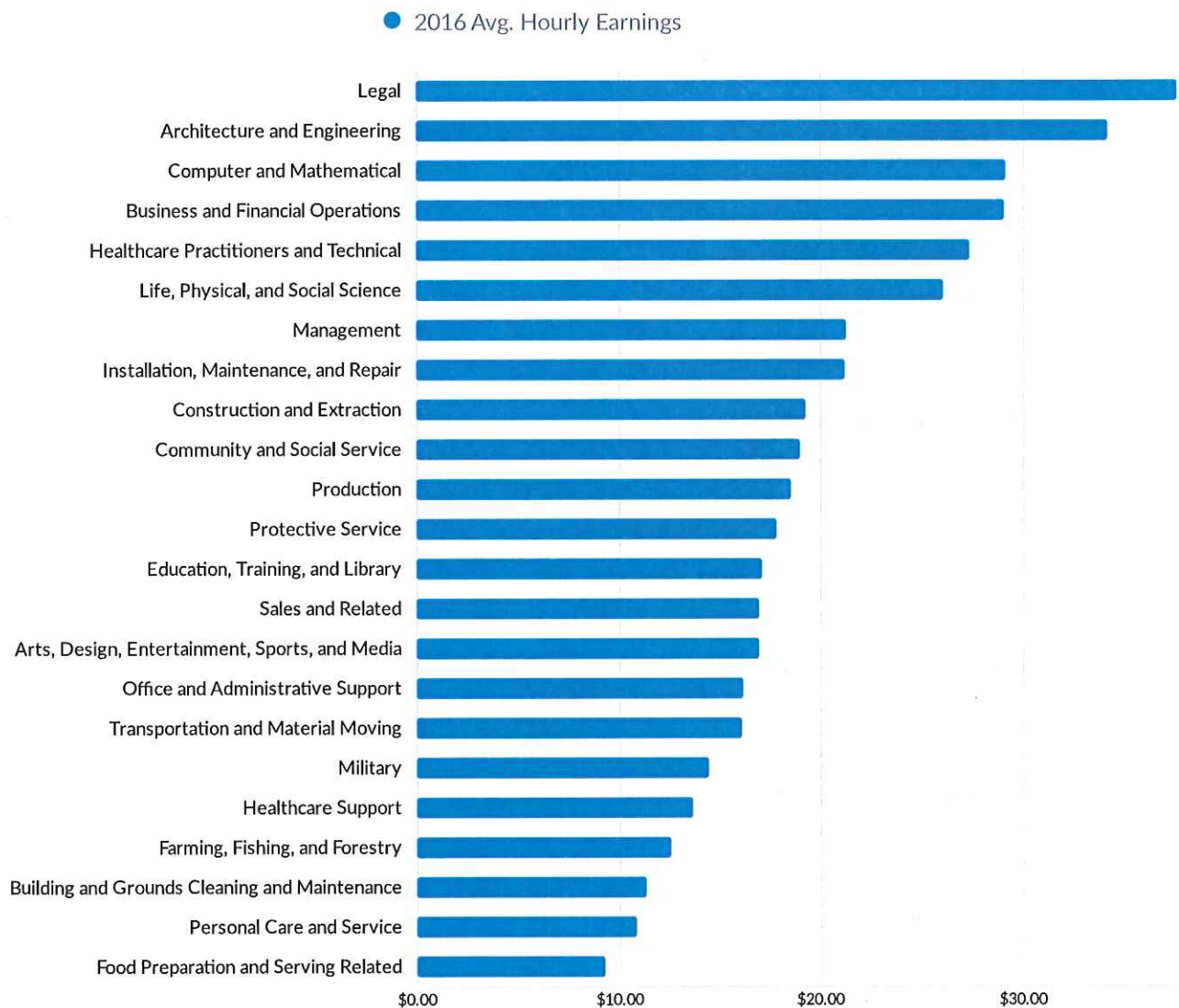
## Workforce Characteristics - Cont.

### Top Growing Occupations



## Workforce Characteristics - Cont.

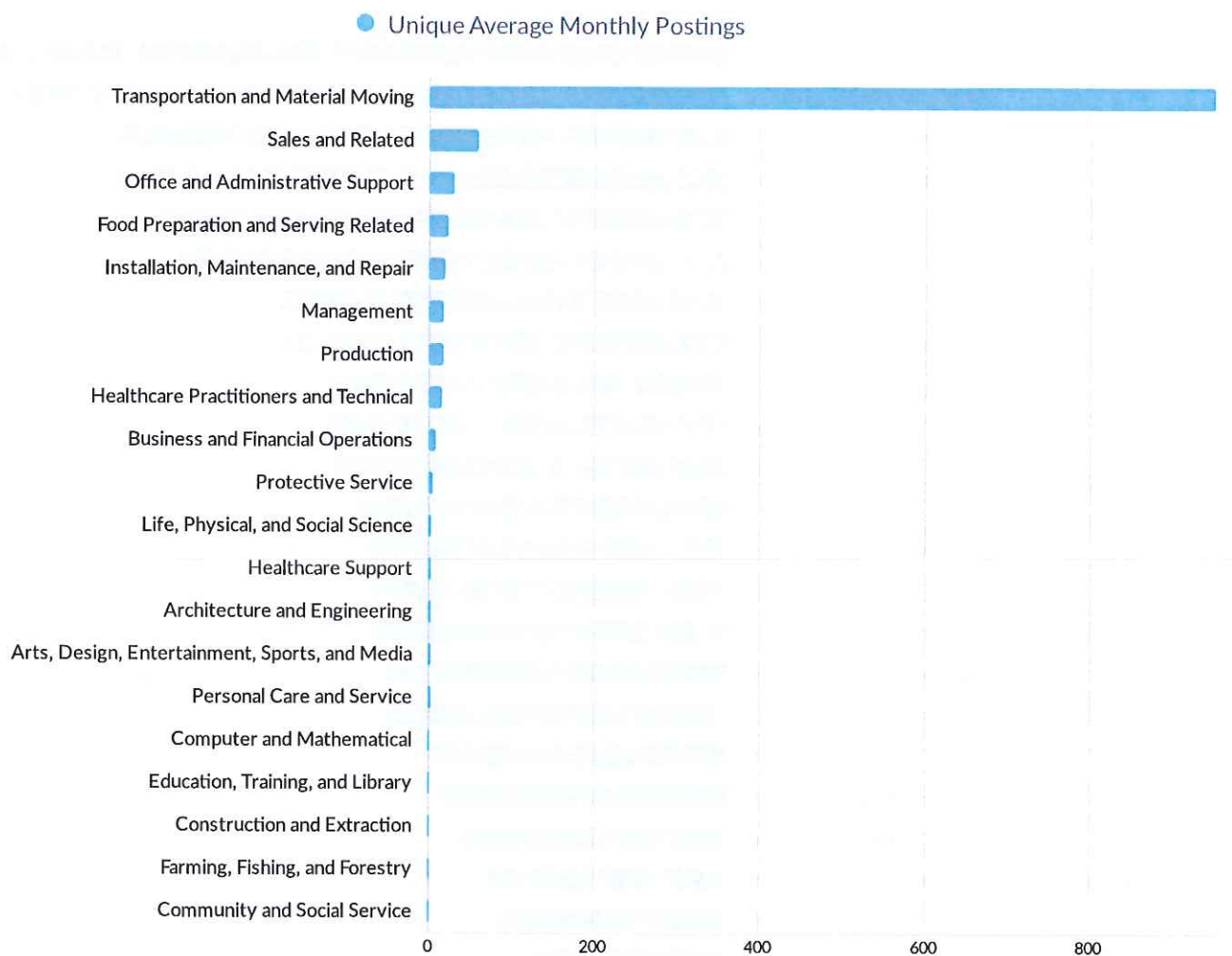
### Top Occupation Earnings





## Workforce Characteristics - Cont.

### Top Posted Occupations



# ***Workforce Profile and Readiness for Graduation***

## **Introduction and Reasoning**

This report provides data concerning the opportunities and challenges to the workforce climate of Tipton County and Region 4 as defined by the Indiana Department of Workforce Development. (Benton, Carroll, Cass, Clinton, Fountain, Howard, Miami, Montgomery, Tippecanoe, Tipton, Warren, and White Counties)

This information was compiled by Tipton County Foundation staff and the Region 4 office of the Indiana Department of Workforce Development. Research assistance was provided by Drs. Carolyn and David Lindquist.

The purpose of this information is to dispel assumptions and reinforce observed trends. Any findings are provided through the lens of readiness for graduation as a tool for counselors and school administration.

## **Tipton County Workforce Profile**

The following are the top ten (in terms of number of positions) job titles currently held in Tipton County.

1	Team Assemblers
2	Registered Nurses
3	General and Operations Managers
4	Machinists
5	Elementary School Teachers, Except Special Education
6	Heavy and Tractor-Trailer Truck Drivers
7	First-Line Supervisors of Production and Operating Workers
8	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
9	Maintenance and Repair Workers, General
10	Cement Masons and Concrete Finishers

The most recent projections indicate that all of the top jobs in Tipton County will be in increased demand over the next 10 years. In fact, WorkOne and The Department of Workforce Development rank the projected demand of jobs over the coming ten years on a scale of 1 to 5 (5 being the highest) by assessing their availability, pay and stability. All of the top 10 jobs listed above are considered a 4 or 5 by these measurements. In addition, these jobs are projected to grow in availability in Tipton County by an average of 23% by 2027.

It is also true that that these jobs are consistent with labor trends with both Region 4 and the State of Indiana, with the following exceptions:

## ***Workforce Profile and Readiness for Graduation***

- “Elementary School Teachers, Except Special Education” appears on the Regional and State listing of “Top Jobs,” but not until positions 11 and 13 respectively, while “Cement Masons and Concrete Finishers” is, for all intents and purposes, a top job title unique to Tipton County.
- “Machinists” and “First-Line Supervisors of Production and Operating Workers” do appear in the top 10 in the region, but fall to positions 22 and 14 respectively on the State listing.

Exploring further down the top job listings, the “Top 50” Tipton County Jobs are equally in keeping with the Region and State numbers. In fact, 43 of the Top 50 Tipton County Jobs also place in the top 50 at the Regional level. 36 of the top 50 in the county remain on the list even at the state level.

Challenges appear when comparing the median yearly earnings of these top jobs. ***Thirty-two (32) Of the top 50 jobs in Tipton County, which account for over 30% of total positions, earn an annual average income of less than \$45,510. This places the school-aged children in the household within the limits of the National School Breakfast and Lunch Program for Indiana.*** (This assumes a household of 4 on a single income. If a household of 3 is assumed, that number decreases to 20 of 50).

### **Educational Attainment**

In Tipton County, the vast majority of students are finishing high school, and equally as many are continuing their education in some capacity.

In reference to the Educational Requirements of the top 10 jobs, the results are in alignment with the current attainment trend of the county. Only “Registered Nurse” and “Elementary School Teachers, Except Special Education” require a Bachelor’s Degree. Four of the remaining jobs require a post-secondary certificate or training, while the final four on the list require a high school diploma or equivalent.

In fact, the trend continues throughout the top 50 employment opportunities in the county, with 37 jobs requiring a High School diploma, a Post-secondary certificate, or “some” college courses.

The chart below represents the educational attainment of the current Tipton County workforce.

Level of Attainment	% Labor Force	# Labor Force
Less Than 9th Grade	4.2%	446
9th Grade to 12th Grade	7.4%	792
High School Diploma	38.9%	4,176
Some College	19.4%	2,085
Associate's Degree	9.3%	998



## ***Workforce Profile and Readiness for Graduation***

Bachelor's Degree	14.3%	1,536
Graduate Degree and Higher	6.6%	713

Studies by the Tipton County Foundation of the last 5 graduating classes of Tipton and Tri-Central high schools indicate that nearly 70% of students intend to attend college at the time of graduation. As noted, 19.4% of the workforce has “some college” as their highest level of attainment. Since bachelor’s degrees are not necessary for most jobs in the immediate area, students who complete them do not come back to the county to work.

- It will be important for counselors and administration to demonstrate to students the kind of post-graduation education that will set them up for a position available in Tipton County, or the immediate region.
- **To increase the return of better-educated students, there would need to be an increase of jobs which require Bachelor’s or equivalent technical degrees, with appropriate salaries.**

### **Potential Barriers to Work**

While unemployment is low in Tipton County, there are still those who face a barrier to work.

Of the county’s unemployed, or those outside the workforce entirely, 17% do not work because of a disability (state average: 13%), while another 10% are currently on public assistance or SNAP benefits (state average 13%).

With a job pool of 5,332 positions, and a total workforce of 8,565, Tipton County is considered a “High Outbound Commuter” area. In contrast to the State Average (32%), 49% of Tipton County working residents commute out of county for employment.

- This means that half of all students in the school systems have at least one parent who leaves the county for work. While parents may be employed within Region 4, the primary county to which Tipton residents commute is Hamilton. (The doughnut counties around Tipton, represent three different Regions.) In these households, there is likely little focus on the employment opportunities available in Tipton County.

\* A “Veteran-Heavy” workforce. Tipton County has 59.8% more veterans than the national average for a community its size.



## ***Workforce Profile and Readiness for Graduation***

### **Unique Challenges**

- Concerning educational attainment, 14.3% of Tipton County residents possess a Bachelor's Degree (4.1% below the national average). 19.9% hold a Bachelor's or higher.
- The number of jobs in Tipton County is down 1.8% in the last 5 years.
- An aging community: Tipton County has 2,379 millennials (ages 20-34). This is 25.4% below the national average for a population this size. On the other hand, of Tipton County's 15,059 residents, 3,074 are 65 or older (32.8% higher than the national average for a population this size).

### **Unique Opportunities**

- 9.3% hold an Associate's Degree (1.4% above the national average)
- The unemployment rate in Tipton County is 3.1%, down 4.75% since 2012.

### **School Implications**

1. Students in Tipton County are clearly college-bound. While there is a large proportion of these students who do not obtain bachelor's (or higher) degrees as a result, they nonetheless have the perception that the next step is a post-secondary education. It will be important that school counselors have understanding of current Workforce Development data so conversations with students during high school can clearly illustrate local opportunities.
2. Tipton County is well below average in regard to the number of 20-34 year-old residents. Without further research, we cannot assume the reason for the shortage of millennials besides the lack of career opportunities, but they may include the lack of recreational and social outlets.
  - a. The effect may be such that high school students do not have contact with local examples of what a professional young family looks like. Relationships with such people, likely via their employers, may be a way the schools can show students that there is the possibility of a future in Tipton County.
3. With 37 of the top 50 jobs in Tipton County requiring less than an Associate's degree, the availability of internships/job shadows at the high school level is advisable. Programs like the Governor's Workforce Ethics Certificate, already in progress, are useful components in assuring these relationships with local companies.

## ***Workforce Profile and Readiness for Graduation***

### **Summary**

Tipton County is an area of declining population and, by extent, labor force. However, unemployment is low due in part to the availability of jobs both in and around the county which match the education level of the workforce. Education in the county is at a crossroads. **The majority of high school students leave the county after graduation to pursue a higher education, disregarding (or unaware of) the local opportunities for which it is not required.** Young families are in shorter supply as a result.

As an aging community, retirement risk is high, creating entry and mid-level vacancies that are hard to fill. This extends to the elective government and volunteer sectors as well. The county is not unique in its job opportunities, sharing many of the workforce requirements with the region and state in which it resides.

Where the county is unique lies in the makeup of its workforce. As a veteran-heavy community (59% above average), as well as a county where 20% of all residents are over 65, special services are a priority that may take attention from education and workforce concerns.

Moving forward, the landscape of Tipton County will continue to change. **If trends persist, the vast majority of students will continue to leave the community for an education, and those who attain a bachelor's degree will have little employment-based motivation to return.** In their case, it will be essential for all players: the schools, local government, the Tipton County Foundation, etc., to market the other strengths of the county in order to remain an appealing option.

In the case of those who will not receive bachelor's degrees, the community at large (particularly the school systems and local industry) will need to build relationships that display the local opportunities to students **before they leave.**







## TIPTON COMMUNITY SCHOOL CORPORATION

### *County-Wide Study on Education Academic Offerings*

Prepared by Carol Lindquist, Ed.D. and David Lindquist, Ph.D.  
April 23, 2018

School districts have long enjoyed the privilege and responsibility of providing educational and nurturing services to children and youth. However, the manner in which those functions are fulfilled continues to change as new cultural expectations and technological capabilities have required districts to adopt innovative responses. Moreover, state and national educational policies endorse a dramatic shift away from traditional approaches regarding where, when, how, and for what purposes education is offered to P-12 students. Within this environment, Indiana's public school districts continue to be required to produce high-quality, quantifiable results despite limited availability of the resources needed to achieve those outcomes. Because of this, school districts across the state must examine their practices to determine effective ways of preparing all students to live successful, fulfilling lives throughout the 21<sup>st</sup> century.

Responding to these conditions, the Tipton County Foundation has formed a collaborative of its educational partners, youth service organizations, and agencies that offer adult education from time to time to study and advance educational opportunities for current and future students in the county. This Academic Audit of the Tipton Community schools is designed to examine three principles (Capacity, Access, and Equity) that are essential elements of the structures and practices that comprise an effective, viable school district. Within the given definition of each principle, district-based data illustrate current performance and suggest key considerations that can be embedded in future planning.

**CAPACITY ... the policies, organizational structures, practices, capabilities, and willingness of a school district to provide each student with an appropriate education as identified by the district**

Capacity is the critical factor that allows a school district to accomplish what it wishes and is required to accomplish. Capacity reflects the district's organizational structure as well as the systems of interaction and accountability that unify components of that structure. The interdependency that characterizes such systems builds capacity when all parts of the system work effectively. Conversely, when a system is improperly constructed or if part of a system is weak, the district's potential to realize its goals is compromised. Within this framework, district leadership is charged with balancing competing needs and preferences facing the district in support of the delivery of the education that is desired.

Accomplishing district goals requires two-way accountability between the centralized functions of the district and the distinguishing needs and characteristics of each of its schools. As such, Capacity also reflects the ability of the district office to organize and support identified services to schools so that schools can deliver needed services to students. When this relationship is mutually responsive, school needs become the decisive factors in determining district priorities just as district direction brings cohesion and direction to the work of the schools.

This report examines the academic Capacity of the Tipton Community School Corporation by focusing on the district's: 1) identified mission, priorities, goals, and financial support for instructional endeavors; 2) instructional framework; and 3) sense of academic urgency.

The district's social contract with its constituency requires that Tipton Community cares for all of its students while educating them to appropriate levels of success as defined by state law and the district's overall vision. Critical statements of strategic direction can be found in District Policy 2105, as adopted by the Board of School Trustees.

*TCSC Mission Statement*

*Working together for student success*

*TCSC Vision Statement*

*The future success of TCSC is dependent upon our school's strong partnership between students, staff, parents, and community. This collaboration provides opportunities for student success and growth in their academic, vocational, and personal pursuits. It is an environment where students take ownership of their future while becoming respected, responsible citizens in an ever-changing world. A highly motivated staff implements best practices through a well-articulated K-12 curriculum and oversees development in students' character, social, and collaboration skills.*

*Belief and Value Statements*

*We believe...*

- that all students can learn and achieve.*
- that education is a partnership between schools, families, and communities.*
- that a diverse learning environment with high expectations maximizes student success and achievement.*
- that content, instruction and assessments must be stimulating, intellectually challenging and relevant to the lives and future success of the students.*
- that professional development is essential for all staff members*
- that every person is a teacher and role model through their actions.*
- that a highly qualified, highly effective staff must be recruited, retained, and developed.*
- that our schools are a positive reflection and an integral part of the community.*
- that family and community integration enables students to see value in learning, fosters a sense of responsibility, and provides safe and secure learning environments.*
- that sound financial planning and implementation is essential to achieve district/corporation goals.*



- *that fine arts, creative arts, academic clubs, and athletic experiences facilitate personal growth, leadership and positive relationships.*
- *that a responsible education also includes values, personal reflection, interpersonal relationships, and social responsibilities.*

*We value...*

- *the uniqueness of each student.*
- *instructional practices based on evidence-based research*
- *a well planned, articulated curriculum that is implemented throughout the K-12 setting and meets the individual needs of students.*
- *collaborative relationships between community members, businesses, and leaders for the benefit of our students and public education.*
- *facilities that are safe and well-maintained to provide a quality learning, working, and social environment.*
- *the integration of technology as a tool which enhances student learning, reduces expenses, and improves efficiencies.*

In addition to the district mission, vision, beliefs and values, two goal statements can be found through published materials and the district website. Equivalent information for the middle school and high school was not available at the time this report was submitted.

*TCSC Goals (2016-17 Printed District Overview)*

- Develop an integrated plan for technology.*
- Develop a marketing plan.*
- Meet the instructional needs of all students.*
- Maintain financial stability.*

*TCSC Goals (Website, Elementary School Improvement Plan)*

- Develop and articulate the K-12 curriculum-LT*
- Expand and enhance collaborative community partnerships-LT*
- Positive Behavioral Support Programs implementation-LT*
- Develop a professional development plan for K-12 certified staff-ST*
- Develop a corporate technology integration program-ST*

Designed to establish the district's core direction, the statements provided above reflect that the district values a comprehensive program of content and experiences that are important to building good citizens. The statements retain the flexibility necessary for district practice to respond to needs identified through the systematic consideration of data, community interaction, and educational policy changes. The above statements also recognize a shift away from viewing a high school diploma as the primary measure of educational attainment toward recognizing the importance of life-long learning that blends academic and work skills. The district's goals reflect a commitment to preparing students to remain in the local area while also preparing students to live outside central Indiana.

It is understood that the board and superintendent engage in regularly reviewing the district's mission and progress toward district goals. While board-adopted district goals have long-term value, the establishment of specific, measurable, annual targets helps prioritize and

focus district efforts. As the district measures achievements that reflect academic, fiscal, operational, and community engagement priorities, publication of the findings of these reviews through a variety of media can serve to direct resources to where they are most needed while reinforcing community confidence in district leadership.

School districts are regularly reminded to use board policy tools that have already been adopted: 1) to monitor the quality of programs and practices that impact the overall success of the district; and 2) to report the findings to all stakeholders on a routine basis. Such practice is particularly important in small, tightly knit communities where familiarity and intuitive knowledge can lead to conclusions that can be confirmed, questioned, or enhanced through the inclusion of high quality, meaningful data-informed assessment.

The fulfillment of a school district's academic purpose is realized when an intentional and reliable instructional framework is visible to all constituents. Necessarily unique for each district, an instructional framework both directs and supports teachers. It reflects the district's expectations for the use of instructional time, expectations for teaching and differentiation within the classroom, and the use of formative and summative assessments while recognizing individual or small group needs. To ensure its effectiveness, an instructional framework includes local development of lessons and assessments while also guiding training that allows teachers to use those lessons and assessments effectively in achieving the goal of personalized learning.

It is unclear whether the Tipton district has a specified instructional framework, relying instead on the principals to set the instructional expectations for their building. To assist in aligning school-based processes and expected outcomes, the district has been accredited by the AdvancED Accreditation to assure that attention is given to many of the components of an instructional framework. As identified in the AdvancED standards for both school systems and schools, efforts to improve educational outcomes include the establishment of a learning culture throughout all aspects of the district, readily identifiable expectations for student learning, appropriately aligned instruction, processes to monitor growth toward identified learning benchmarks, and processes for modifying district systems to assure effectiveness and consistency. The district leadership's enthusiasm for and support given to the schools in meeting AdvancED accreditation requirements is evidence of the district's understanding of such an instructional framework.

The Tipton schools update their continuous improvement plans through the identification of immediate needs, immediate and long-term responses to identified problems, professional development for educators, and methods to build cultural competency throughout the school. When examined together and structured for complementary implementation, these factors can build individual school capacity while also enhancing district capacity. It is unclear if the district has a similarly structured improvement plan that bridges multiple grades levels and programs. In the absence of such a district plan, the primary responsibility for educational and nurturing services has been relegated to the individual schools. Districts experiencing academic growth as a whole generally share individual school plans among all member schools as a means of fostering a collective impact that helps the district reach its stated goals. This process implements a strand of two-way accountability that enhances overall district performance. Because district academic performance triggers many accountability labels and, potentially, sanctions, it is



critical that district personnel understand the relationship between individual school academic performance and overall district achievement.

To ensure stakeholder understanding of district priorities and accomplishments, it is suggested that attention be directed to the Tipton Community School Corporation website. Not only is information difficult to access, it also appears that a many links are broken or outdated, leaving the website viewer with an inaccurate appreciation for the efforts and achievements of both students and staff. In anticipation of modifications to the web presence of the school district, devoting time to correcting information or links of significance could help reduce the negative impact of the current website until a more useful website is developed, even if the construction of a new website is anticipated for the near future.

As noted in its 2016 Annual Performance Report, the district's three-year average total expenditure per pupil was \$10,316 compared to the state average of \$11,195. Similarly, 44.6% percent of the adopted Tipton budget was devoted to Academic Achievement and Instructional Support compared to the state average of 48.9%. These data show that Tipton's cost to educate each student is lower in real dollars than the statewide average, and that Tipton commits a lower percentage of its budget to instruction than the statewide average. (n.b., Equivalent information was not available on the 2017 Annual Performance report.) Factors relating to this lower allocation should be part of the annual budget preparation process if they are not currently included.

Significant financial reductions occurred a decade ago, causing the community to identify its priorities at the time. Through caring and creative financial efforts, teacher reductions were handled through retirements, and many programs were retained but streamlined in order to continue their availability. Recent efforts to update the school facilities resulted in improved lighting and environmental control. An anticipated future reduction of student enrollment may necessitate an additional round of financial reductions within the next few years.

As part of the annual process for presenting and adopting the district budget, the school board and community stakeholders should have a full understanding of available funds and their use in meeting the district goals and financial liabilities. In this regard, the last component of Capacity, willingness, is perhaps the most important factor to consider when evaluating a school district's determination to provide an appropriate education for each of its students. The willingness factor may be viewed in terms of the academic urgency (or lack of academic urgency) found in the district and possibly the level of financial support the community is willing to provide.

Academic urgency involves moving past the idea that "What we have is good enough," a frequently used but false educational truism that continues to limit progress in numerous school districts throughout the country. Once the reliance on past practices, successes, and traditions is relaxed, a school district can begin to pose tough, challenging, and uncomfortable questions that lead to meaningful consideration of what is best for contemporary students. Of necessity, that consideration must involve board members, district personnel, and the community in examining all available options that retain the district's most meaningful characteristics while also confronting the challenging realities of being a low enrollment district in a semi-remote location.



The Tipton Community Schools Corporation enjoys a unique role in the county because of its proximity to a significant number of community resources that can enhance the attainment of the district's goals. Concerted efforts to build community partnerships have resulted in having IU Kokomo students assist with marketing materials; the involvement of high level corporate executives in assist with career understanding of the Tipton County Career Readiness Advisory Council; and in the development of a wide array of opportunities for students to participate in authentic learning experiences. As a vital community asset, the district's services often extend beyond the immediate school families, as evidenced by the Weather Bug and support of alternative energy sources. Programs with the Boys and Girls Club, creative problem solving for challenges associated with early childhood education, the middle school "My Closet" initiative, HIRE Technology, Project Connect, and a partnership with Four County Counseling serve to enhance the quality of life of all residents in the Tipton area. Consideration of future endeavors to secure the viability of academic and extra-curricular strengths as a district must include thoughtful sensitivity to the impact any changes might have on the mutually supportive relationship that exists between the schools and the local community.

An anticipated decline in population and, therefore, the number of students in the Tipton Community Schools immediately raises questions regarding the feasibility and advisability of the two Tipton County public school districts examining services/resources that might be shared effectively, up to and including combining all resources into a single, fully integrated district.

This study does not and should not advocate for a particular degree or configuration of shared resources; the responsibility for decisions made in that regard rests with the schools boards and administrations of the two districts. However, it should be remembered that any changes to the independent identity and operation of the neighboring Tri-Central school program would result in a long-term impact on the spirit as well as the function of the Sharpsville community. Based upon the findings of this report, four major considerations have been identified and are intended to encourage informed conversation regarding the impact of any amount of partnership on the school district and its local community. They can be found under "Four Considerations" on page 15 of this report.

The Tipton Community Schools Corporation demonstrates a willingness to explore new opportunities as it joins the Tipton County Foundation's study on education. The dedication of its school board members ensures deep institutional knowledge that is best used when blended with ideas offered by students, teachers, emerging community leaders, and other adults who advocate for best practices in educating children and youth. It is critical that all interested parties realize that the era when school boards focused primarily on the financial bottom line has been replaced by a new expectation, that is, that elected officials should focus on educational attainment as identified in lofty goals that are established in board policy. When this approach is implemented, a growing trust in a unifying vision for the county emerges, thus allowing community leaders to ask tough questions about what is needed to ensure that a meaningful, rigorous education is available to every Tipton Community student.

Regardless of any actions taken or not taken by the Tipton County school districts (individually or in partnership with each other), the ongoing existence of at least four specific



problematic situations is anticipated based upon recent history. First, enrollment in Tipton County schools will continue to decline (even though short-term reversals of that trend may occur on occasion). Second, financial uncertainties (some linked to enrollment and others caused by local, state, regional, national, and international economic trends) will confront the districts. Third, legislation that advances and accelerates school choice will pose both challenges (e.g., outmigration) and opportunities (e.g., immigration) to the districts as an increasing number of parents choose schools for their children based on perceived educational value instead of location (i.e., residence). Fourth, the needs of currently underserved subgroups of students will continue to expand in both quantity and complexity.

The city of Tipton demonstrates a strong collective commitment as it advocates for relationships, relevance, and rigor; as it focuses on career and college preparation; as it recognizes the developmental needs of all age groups; and as it utilizes the expertise and resources of a revitalized community. The strength that exists in both the community's commitment to the its schools and the leadership systems that are in place will continue to serve the students and community within its attendance area.

***ACCESS - the availability of all educational opportunities and services to all students, regardless of personal characteristics, socio-economic level, past performance, or geographical location***

School leadership strives to maximize efforts to serve all students by providing meaningful opportunities to learn. However, districts are routinely faced with wanting to provide more than they are able to provide; therefore, district leadership must choose between multiple good options regarding what, how, and where services are provided. As a result, cost and efficiency often determine the way districts provide services to students. While logical (at least in a general way), this long accepted practice may impact student success negatively over time if not reevaluated on an ongoing basis. Specifically, the cost/efficiency approach raises concerns when learning opportunities are regularly made available to large groups of students while being made available to small groups of students on an infrequent basis. Within this context, this report examines the Access of Tipton students to: 1) the availability of the standard curriculum; 2) the availability of special programs; and 3) the staffing of qualified teachers.

The Tipton Community School Corporation includes three schools recognized by the Indiana Department of Education. Tipton Elementary School enrolls students in pre-kindergarten through grade 5. Tipton Middle School enrolls students in grades 6-8, and Tipton High School enrolls students in grades 9-12. Students may also attend the John Hinds Career Center.

The district contracts teachers and support staff to teach all levels and programs as required by law and within budgetary provisions. Up from 103 teachers during the 2016-17 academic year, 111 teachers currently are providing instructional services, with all or nearly all of these teachers certified by the State of Indiana as fully prepared for their teaching assignments. On occasion, the district may hire a teacher on an emergency permit in order to fill a special need or a part-time position.

Tipton Community Schools take pride in hiring newly trained, effective, enthusiastic teachers to complement the skills of teachers who have been in the field for an extended time. Proximity to communities immediately north of Indianapolis enables eager teachers to commute to Tipton, enticed by the supportive professional community found within the district and the district's reputation for valuing both students and their teachers.

The current school schedule delays the opening of the student day by 30 minutes on Wednesday mornings. That time has been protected for professional development through training activities and/or collaboration among teachers, evidence of the district's understanding of the value of continual professional growth. However, some districts have found that short amounts of time allocated to professional growth lose value when such sessions focus on simple concepts or easy practices. In general, more than 30 minutes are needed to explain and model complex practices, and hopefully greater impact, unless additional outside support is provided. The administration is encouraged to review the productivity of the weekly meetings in order to determine their systematic impact and if the scheduling of more extended time frames for professional growth activities is advisable. In addition to the PBIS and the PRIDE programs, principals and key staff in leadership roles are encouraged to remain focused on the needs of students as the primary driver of decisions made within the district.

District enrollment (per the Indiana Department of Education [IDOE] website) indicates a slow but consistent decline in numbers, with indicators of student diversity included in IDOE data. The following charts present relevant data in this regard.

Enrollment	2013-14	2014-15	2015-16	2016-17	2017-18
Tipton Elem *	766	779	742	707	673
Tipton Middle	412	431	412	398	371
Tipton Senior	554	555	555	524	503
<i>Total</i>	<i>1732</i>	<i>1765</i>	<i>1709</i>	<i>1629</i>	<i>1547</i>

[\* = Includes Pre-K]

Data Point (2016-17)	Tipton	State Average
Special Education	15.6 %	15.0 %
Free/Reduced Meals	39.3 %	45.7 %
English as a New Language	1.6 %	4.8 %
Non-White Population	10.9 %	31.7 %

In 2014, the Indiana State Board of Education adopted new academic standards that are “designed to identify, evaluate, synthesize, and create high-quality, rigorous standards for Indiana students. They have been validated as college and career ready by the Indiana Education Roundtable, the Indiana Commission for Higher Education, the Indiana Department of Education, the Indiana State Board of Education, and the Indiana Center for Education and Career Innovation. This means that students who master these objectives for what they should



know and be able to do in Math and English/Language Arts disciplines by the time they graduate from high school will be ready to go directly into the workplace or a postsecondary educational opportunity without the need of remediation” (IDOE website).

In response to this mandate, curricula based on the Indiana State Academic Standards and the district’s Mission Statement are provided for all grades with principals, supported by the superintendent, being responsible for appropriate coordination between various grade levels. Adequate and current instructional materials are provided throughout the district in alignment with the state textbook adoption process, and particular attention is paid to balancing the needs of all grade levels and content areas. Instructional laboratories and laboratory materials are provided as needed, available, and within budgetary provisions.

Because technology is valued as a way to transform learning, Tipton schools strive to integrate technology into instructional practices that build higher order thinking skills in students. A MacBook is provided to each student in Grades 5-12, and the district plans to provide iPads to students in earlier grade levels. Similar to situations found in many districts, young teachers who are “digital natives” are leading Tipton’s exploration and application of electronic-based learning opportunities that were previously unavailable to students. The district is encouraged to continue its focus on building teacher and student facility in using classroom technology in order to expand interest and understanding while also stressing that the independent use of technology helps equalize access to learning. The potential to use technology for enhanced problem solving and collaboration skills among students is vast and can serve as the foundation for project-based learning and student presentations. These advancements extend the potential for learning and will grow in value as school personnel, students, and family members increasingly utilize various capabilities provided by the devices. It should also be noted that the ubiquitous nature of technology makes it necessary that school districts review their plans for updating existing technologies on a routine basis as a means of preparing to use emerging technologies that will enhance the capabilities of both students and teachers. The district is urged to develop and implement such a practice if it has not done so already. The district’s dedication to accessing meaningful and secure technologies reflects its focus on maximizing students’ learning opportunities within financial and geographical constraints. Enthusiasm for growth in this area aligns well with civic interest in growing the region’s economy and quality of life.

The elementary school provides a standard curriculum and is organized using a primary/intermediate structure. An administrator is assigned to supervise activities at each level. A pre-school (for students age 4 or older) whose curriculum is aligned to the elementary program is operated five days per week; participation at this school is intended to insure that students are ready to succeed in kindergarten. The Tipton Elementary School Parent Teacher Organization (TESO) meets monthly in support of various school programs. TESO also organizes various events designed to engage families in the life of the school. E-learning instruction, organized by grade level, is available to help students and parents become acclimated to the e-learning format used when school is canceled due to weather or other reasons.

The middle school offers courses required by the state and semi-elective courses that expose students to diverse areas of academic and career pursuits. Of note is an apparent disassociation between the middle school and the high school as evidenced by two substantially



different instructional approaches and schedules. The middle school, as suggested through years of research on physical and brain development of the emerging adolescent, is structured to build requisite knowledge while also encouraging healthy social interaction and the exploration of varied content areas. In support of this philosophy, the middle school provides academic and experiential exposure to STEM and the humanities. Content areas that are tested annually because of state and federal accountability laws are taught in classes that meet daily throughout the academic year. Because of the breadth and complexity of the Language Arts content, each student enrolled in two courses from that curricular discipline so that students have twice the instructional minutes per day to learn the relevant standards. Exploratory courses are offered on a quarterly rotation, in part to increase the number of subjects that can be explored and in part to protect instructional time for state-tested content courses. In support of adolescent personal development and to encourage an awareness of one's place in a community, the middle school stresses systematic organization through its PASS Program and its innovative "My Closet" program.

Tipton High School uses the Block 4 schedule to extend learning opportunities for students as they prepare for post-secondary training and careers. Extended class periods allow for in-depth work and require extensive teacher preparation in order to include a variety of different activities that utilize available class time effectively. On the block schedule, students may complete more courses than can be taken in a traditional schedule, thus providing an opportunity for students to complete extensive course work in desired content areas. As might be expected, large high schools using a block schedule can offer up to six years of on-site world language or science study. Smaller schools such as Tipton use the extended class period format to offer off-site opportunities for additional study at a nearby university or internships with local businesses. Indiana academic standards and graduation requirements expect that high schools build on the content knowledge and skills learned in middle school, extending and deepening them through advanced content and applications that prepare graduates for college and careers. The block schedule supports this goal while requiring that students learn to manage their time and to work in similar fashion to what is expected in college.

Given the relative strengths of the middle school and the high school, devoting attention to the transition between their respective philosophies and structures could extend learning opportunities and increase the appeal of the district to potential non-resident students and their families. A review of the alignment of the middle school and high school programs could provide valuable insights that could be helpful in determining future efforts. For example, the current use of different time schedules means that algebra is the only course that middle school students can complete for high school credit. In addition, the difference in schedules means that an eighth-grade student taking algebra in the middle school and the ninth-grade student taking algebra in the high school would have significantly different amounts of instructional time to learn the same content. On a broader scale, research has shown that the transition between middle school and high school is a primary determiner of high school completion; for this reason, a study of the impact of such diverse approaches to the organization of content and the instructional day on personal development and academic performance would be a worthy effort.

The availability of secondary courses is, perhaps, the most important and most challenging area to be examined when considering student access to a well-rounded, quality



education. Schools with large enrollments have more teachers (generally with a broad array of certification areas) and can offer more courses than buildings with smaller enrollments. However, some families may view the complexity found in a large school as a deterrent to enrollment and involvement. The personalization that characterizes a small school has a positive impact on learning, but the limitation of course options found in a small school can mitigate that benefit, especially for students with special interests or needs.

Available data indicate that the high school provides varied, meaningful options for students in Grade 9-12. Tipton High School offers approximately 120 different courses, extra-curricular activities, and programs to encourage broad student exploration of academic content and life experiences. In 2015-16, 11.1% of graduating seniors passed at least one Advanced Placement examination administered through one of college-level Advanced Placement courses.

Tipton High School students can access opportunities for career exploration and skill development through enrollment at the John Hinds Career Center and via partnerships developed with businesses and area industries (including prominent agribusinesses). Partnerships also support growing interest in the Governor's Work Ethic Certification, a program that stresses attendance, quality academic performance, appropriate citizenship, and community service. Extracurricular activities include traditional athletic programs (twenty varsity sports), music programs, and a state championship won by the Tipton Bass Anglers.

It should be noted that 42 (8%) of Tipton High School's students had ten (10) or more absences during the 2016-17 academic year, a reduction from 52 (9.3%) the previous year. Given that ten (10) absences in an academic year is considered to be the point at which absence is defined as chronic, the district may want to identify the effect of attendance issues on student achievement, particularly as those issues affect schools using a Block 4 schedule.

District students are encouraged to develop a college and career readiness academic plan based on the IDOE's options for Core 40 (the state default diploma), Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas. Although not equivalent in rigor to the Core 40 diploma, a General Diploma option is available through an opt-out process. The General Diploma is intended for students unable to meet the demand of the Core 40 default diploma because of cognitive challenge(s) or extraordinary circumstance that impede their ability to meet course requirements associated with the Core 40 diploma. Recent changes to the approved Indiana high school diploma must be implemented fully with the graduating class of 2023, therefore requiring the secondary schools to examine their course offerings and structures so that the new requirements will be met. A more complete discussion of this issue is included in the Equity portion of this report.

Focused services in special education, high ability learning, and English as a New Language (ENL) are available to students. Current attention to the needs of high ability students will benefit not only the targeted students but will also enhance the effectiveness of teaching practices for all students. Appropriate special education and Title I services for targeted grade levels are offered to support academic needs, with personal support provided by school counselors, as available. Special education services are coordinated with the support of the Kokomo Area Special Education Cooperative. Media centers are provided for student use and



carry the potential to contribute to significantly different forms of instruction as technology is increasingly integrated into curricula.

Information regarding how these and other services may be accessed by students and parents/guardians is not available on the district website. Because it is important that all students and their families know what resources are available, the district may wish to explore ways to increase access to information regarding available services while expanding ways to access those services when desired. Broken or outdated links on the district or school websites are not only inconvenient; they undermine stakeholder confidence in the district's commitment to full engagement with parents and toward transparency with the broader community.

#### **EQUITY - *equivalent participation and/or success among all identifiable groups***

Access considers what is available to students within the district, while Equity examines how those opportunities serve the needs of students as a whole, in subgroups, and as individuals. Given this approach, this section focuses on: 1) the overall success of the student body in general; 2) disaggregated data regarding students who are not successful; and 3) support for students who need special assistance in order to meet district and state academic goals.

The landmark federal legislation *No Child Left Behind (NCLB)* (2001) forever changed American education when it shifted schools away from the practice of “teaching to the middle.” Instead, *NCLB* required that the educational progress of all students be monitored and reported by various subgroups (e.g., poverty, race/ethnicity, gender, English as a New Language, and special needs) that reflect various student situations and characteristics. In addition to evaluating data for whole grade levels or schools, the disaggregation of data by subgroups thus became standard practice, allowing educators to evaluate student learning based on subgroups and to respond to demonstrated needs with appropriate interventions.

Because of frequent, ongoing changes in state academic standards and the summative assessments that measure student performance relative to those standards (with changes adopted most recently in 2014), only data for the 2014-2015, 2015-2016, and 2016-17 academic years, as posted on the IDOE website, were available for review in this study. Test scores dropped statewide during those years due to two primary reasons, namely: 1) the standards had not yet been assimilated fully into district curricula at the time of testing, and 2) the state tests may not have been aligned fully with the new standards. Regardless of these deficiencies, the validity of state test data rests on the fact that students from throughout the state were tested on the same standards under the same testing conditions.

Examining Equity within the Tipton schools identifies areas in need of attention if continuous improvement is desired. For the school years indicated, overall student performance in the Tipton Elementary School exceeded overall state averages on ISTEP+ with two exceptions (one of which was by only 0.2%). Conversely, student performance on ISTEP+ in the middle school has consistently trailed state averages by varying margins with two exceptions. Scores on ISTEP+ 10 (from 2015-2016 and 2016-2017) also trailed state averages. (In this regard, it should be noted that the statewide performance of students on ISTEP+ during those years was far below expected levels.) Because ISTEP+ has assumed several iterations within the last few years, the

pattern of uneven performance that exists is frustrating because it does not reflect the extensive work of both central office and school-based educators, nor does it show desired progress toward district and state-wide goals.

Because limited data points are available on the IDOE website (i.e., three years), it is not possible to track individual cohorts over extended periods of time; however, district personnel may wish to conduct such an analysis using data that are available to them in order to determine if the current pattern (a) involves given cohorts or (b) indicates a dissonance between scores at the various grade levels. It is essential to remember that as ISTEP+ is intended to measure the state standards and as the state standards are adopted as statements of the minimal academic learning required for graduates to be successful in life, the district's definition of student progress should not be limited to ISTEP+ neither should the district ignore the important learning patterns demonstrated through IDOE reported ISTEP+ results.

District and State ISTEP+ Results for Percent Passing both English & Math		
	Tipton	Indiana
2014-15 Grade 3	71.4	57.5
2015-16 Grade 3	66.4	54.1
2016-17 Grade 3	65.2	53.1
2014-15 Grade 4	57.4	57.6
2015-16 Grade 4	68.6	54.8
2016-17 Grade 4	70.0	54.1
2014-15 Grade 5	42.8	56.1
2015-16 Grade 5	63.6	53.7
2016-17 Grade 5	61.4	53.8
2014-15 Grade 6	46.8	53.3
2015-16 Grade 6	46.4	52.0
2016-17 Grade 6	51.6	52.8
2014-15 Grade 7	45.5	48.6
2015-16 Grade 7	52.4	47.9
2016-17 Grade 7	41.9	46.2
2014-15 Grade 8	47.8	48.0
2015-16 Grade 8	42.3	46.7
2016-17 Grade 8	58.1	48.3
2015-16 Grade 10	26.4	32.2
2016-17 Grade 10	31.8	34.3

It is commendable that the district's graduation rates have exceeded the state's rates by several percent in each of the last four years. It can be argued that graduation data provide summative evidence that students leave high school sufficiently prepared for employment and life decisions.



Year	Tip Grad Rate %	IN Grad Rate %	Tip Waivers %	IN Waivers %
2014	96.9	90.0	8.9	7.1
2015	97.5	88.9	12.0	6.8
2016	97.7	89.1	19.0	7.5
2017	95.6	87.2	12.2	8.1

Before making that assumption, however, it is also important to examine the percentage of a district's students who require at least one waiver to meet graduation requirements. While it is expected that reasonable accommodations should be provided for students with unique needs, especially in the current standards-based era of high-stakes assessments, a student can be harmed in the long run when standards are lowered. Communities want and need residents who possess a strong understanding of language and mathematics as well as the ability to apply relevant competencies in the workplace. Community strength is a function of the ability and willingness of residents to contribute to the community's economic life while also investing financially and personally in various areas (e.g., the arts, recreation, social services) that make the community a desirable place to live. Therefore, Tipton's graduation requirement waiver rate, which exceeded the statewide rate for all four years that are reviewed in this study, is a matter of concern. Moreover, the fact that Tipton's rate was substantially higher than the statewide rates for 2015, 2016, and 2017 raises serious questions. The most recent federal *Every Student Succeeds Act* (ESSA) makes further consideration of the waiver process a matter of prime importance as waivers will be discontinued as equivalent to earned diplomas.

Probing IDOE data further to look at student performance by economic status shows how an at-risk population can become increasingly at-risk if needed interventions are not provided when needs are first identified. IDOE data show a disproportionately high percentage of Free/Reduced meal students failing to pass ISTEP+ at all levels, providing evidence that teaching practices and possibly materials need to be modified in order to close the achievement gap for students of reduced means.

Tipton ISTEP+ NOT PASSING Results for Combined English & Math		
	% of all Paid Meals	% of all Free/Reduced
2014-15 Grade 3	14.9	45.8
2015-16 Grade 3	26.7	44.0
2016-17 Grade 3	22.2	50.0
2014-15 Grade 4	30.8	62.0
2015-16 Grade 4	16.0	49.2
2016-17 Grade 4	25.4	35.6
2014-15 Grade 5	42.5	77.6
2015-16 Grade 5	28.0	50.0
2016-17 Grade 5	19.2	64.8
2014-15 Grade 6	45.5	63.1
2015-16 Grade 6	41.0	76.3
2016-17 Grade 6	36.4	68.9
2014-15 Grade 7	45.7	67.9



2015-16 Grade 7	35.3	65.5
2016-17 Grade 7	44.6	78.0
2014-15 Grade 8	45.7	65.9
2015-16 Grade 8	43.6	Suppressed
2016-17 Grade 8	32.6	59.6

The available data indicate that the Free/Reduced situation described above exists in the Tipton schools. For the 17 data points given, the unweighted mean difference between Paid and Free/Reduced passing rates on English and Math combined is 27.7%, with differences ranging from 10.2% to 45.6%. It is recommended that district personnel conduct a comprehensive analysis using all data that are available to them as a first, critical, and necessary step to be taken in seeking to overcome this disparate situation.

Data that identify uneven patterns of achievement in the earning of various diploma types also suggest that the circumstance noted is present in the district. As the quality level of the diploma decreases, the likelihood that students who participate in the Free/Reduced lunch will be overly represented increases.

Graduation Diploma Types	2016 Subgroup %	2017 Subgroup %
Honors Diplomas, All Graduates	23.8	35.9
Honors Diplomas, Paid Meals	32.2	44.7
Honors Diplomas, Free Meals	5.9	15.4
Core 40 Diploma, All Graduates	54.8	48.1
Core 40 Diplomas, Paid Meals	49.4	44.7
Core 40 Diplomas, Free Meals	61.8	50.0
General Diplomas, All Graduates	21.4	16.0
General Diplomas, Paid Meals	18.4	10.6
General Diplomas, Free Meals	32.4	34.6

Issues of Equity are often addressed by providing supportive services that occur outside the regular classroom, but greater benefit is realized when such services are provided within the classroom setting. The imperative to personalize learning for every student and the rapid increase in research related to brain-based learning have accelerated teacher interest in and understanding of ways to differentiate instruction in the classroom. For example, effective differentiation may involve different students using different materials as they build a particular skill. Differentiation may also employ a wide array of instructional approaches that align with student interests, learning styles, and/or prior knowledge. Various assessment techniques, such as performing rather than describing a task, may also be utilized as a differentiation method. Regardless of how content, instruction, and assessment are personalized for students individually or in small groups, significant growth for all learners occurs when their specific learning needs are met.

Ultimately, each school district must engage three critical questions regarding its definition of success. First, how is success defined within the district? Second, what is an acceptable failure rate? Third, which students are allowed to fail? The starkness of the last two questions can trigger a defense of existing practices or attitudes but is meant to stimulate deep

consideration of the importance of investigating personal and institutional effort into the preparation of every Tipton student to live a satisfying, self-sufficient in a world of increasing complexity. Whether the district measures its scores and ratings against other Indiana districts or against its own Mission Statement, student performance data for children and youth who are underserved must be understood by the district so that measures to improve their performance, and ultimately their lives, can be implemented. For this to occur, a committed effort enhancing the fullness and effectiveness of both special programs and interventions is required in order that a substantial increase in achievement is experienced by all students. Given Tipton Community School's appetite for relevance and improvement, the will to provide whatever it takes for each student to experience success in school must be modeled by all persons associated with the educational process, especially those in leadership roles in the district.

#### **FOUR CONSIDERATIONS**

Every school district faces various circumstances that challenge the effectiveness of its educational programs and its ability to operate according to established regulations and financial limitations. In these regard, four specific circumstances relevant to Tipton should be noted.

I. Instability of enrollment due to a decline in population and ever-changing state educational policies

District leadership seeks to attract and retain students because enrollment directly affects budget increases and/or decreases, facility needs, and staffing. Viewed in terms of percentages of Tipton's total enrollment, a considerable number of students voluntarily transfer to or from the district as part of the state choice program. This circumstance should be a matter of interest on the part of the administration as it seeks to prioritize district efforts. The administration is encouraged to study transfer students (enrolling or departing) on a case-by-case basis in order to determine if any particular patterns exist regarding who is leaving or entering the district and their reasons for doing so. What student or family characteristics (e.g., high/low achieving students; students of particular grade levels; students of poverty; students with special academic or career interests or extra-curricular interests; students living in particular geographical areas, etc.) are represented by those choosing to exercise transfer options?

Conducting this study would be beneficial in two ways. First, the administration might be able to identify students who are likely to leave the district, thus providing opportunities for the district to work directly with those students and their parents in order to retain their enrollment. Given a pattern of identified districts shortcomings, the administration might be able make modifications to courses, programs, or practices that would be of greater appeal to students and families. Similarly, this study would allow the administration to identify perceived strengths that have caused students to enroll in Tipton from other districts, therefore building the appeal of the district to non-resident students and parents who might find the district to be likewise attractive.



## II. Remote location and community identification

Tipton County faces the challenge of retaining the strength and appeal of two small school corporations when their respective communities and geographical locations generate distinct educational culture. Should steps be taken to blend programs of the two Tipton County districts in some way, care and sensitivity to what is lost as well as what is gained by each district is needed. In particular, intentional planning should include ways to sustain high levels of interaction between the schools and the greater Sharpsville community in order to retain county vitality and to attract families and businesses to the area. Tipton's location provides opportunities for authentic learning experiences associated with the new Pathways initiative of the state. However, Tri-Central's traditions that build tight community within the student body contribute to the overall success of its students and stability of the Sharpsville community. Because such identity and traditions tend to focus on the high school level, openness to a new schedule or mascot coupled with excitement for new academic opportunities for students is a necessary component of successful transition from the old to the new.

## III. Financial considerations implicit in district reorganization

Although many school districts look to shared services or consolidation as a means of assuring financial viability, available research does not support the concept of substantial savings from consolidation if original programs and personnel are retained. However, two factors can influence the potential for savings or loss resulting from shared services or consolidation and should be factored into future planning. First, because the state has a generous transfer policy and because money follows the student, school districts throughout the state are forced to compete for students rather than to cooperate with each other as has generally occurred in the past. Because nearly all school districts strive to keep their budgets somewhat level from one year to the next, the challenge of keeping enrollment from declining places extraordinary pressure on district programs and their outcomes. Indiana Department of Education data for 2017-18 show that 190 of the 1637 K-12 students (11.6%) living in the Tipton Community School Corporation attendance area transferred to schools outside the district. Of those 190 students, 29 students enrolled in a virtual school. Conversely, 94 students currently enrolled in the Tipton Community School Corporation (5.7% of the district's total enrollment) have transferred into the district from other districts.

Larger districts tend to feel the impact of sudden changes in enrollment less than smaller districts because of greater flexibility of larger districts to place students and teachers where there is space or need. A smaller district has less structural capacity for reassigning students and teachers but generally has a stronger relational culture to accommodate needs that arise. An in-depth study of fixed and non-fixed budget expenditures, especially as they function under the new



Indiana school finance structure, might build district understanding of its capacity to respond to immediate needs.

Second, the current school facilities accommodate a wide variety of programs due to far-sighted planning and recent updates. As expectations for student learning focus increasingly on STEM, the use of technology, application of skills in project-based learning and internships, and acquisition of post-secondary training, curricular changes will be needed based on current and future needs. Such changes may require adaptations to learning spaces within the existing facility or consideration of new/different learning facilities that could impact district debt and the tax rate.

#### IV. Need for distinctive, relevant, and appealing programs

Each school and school district should endeavor to “become known” for some special strength or competency, a factor that is especially true given the school choice program that currently exists in Indiana. Tipton is well positioned in this regard as it has a working planetarium and an aquatic center; it is also active in its use of alternative energy. Should the Tri-Central and Tipton school districts determine that they will retain their distinct identities (whether or not they participate in a legal consolidation), it is recommended that they consider developing programs that focus on special areas of expertise and/or student interest. Doing so would increase each district’s attractiveness to county residents and likely carry over to those considering transferring from non-Tipton County school districts. As such, this approach could help reduce the district’s enrollment-based vulnerability.

### **DYNAMICS OF THE HIGH SCHOOL BUILDING SCHEDULE**

Discussions with administrative personnel from both the Tri-Central and Tipton districts indicate that each district is committed to its particular high school building schedule. Should the districts desire to move forward with any level of shared programming, the development of some common ground regarding this issue would be required. Given that, the following text outlines various concerns that affect the selection of a building schedule.

“Learning in America is a prisoner of time. For the past 150 years, American public schools have held time constant and let learning vary. The rule, only rarely voiced, is simple: learn what you can in the time we make available. It should surprise no one that some bright, hard-working students do reasonably well. Everyone else – from the typical student to the dropout – runs into trouble.”

From *Prisoners of Time* (1994)

## General Comments

Although somewhat dated as American schooling in 2018 is considered, the quotation given above retains its relevancy as on-site schools continue to operate “by the clock.” As a result, each school district must determine the schedules that best suit its various grade level configurations. In this regard, it should be noted that the use of various schedules is most common at the high school level; for this reason, the comments made in this discussion will focus primarily on the Grades 9-12 setting, but they could also affect the middle school grades regarding shared academic and supportive services.

From the advent of the modern American public high school until around 1990, almost all of the nation’s public high schools operated on a traditional schedule that included six or seven class periods per day, with each class period usually being held over a 50-55 minute time frame. This so-called “lock step approach” to the school schedule fit the assembly line format with which the country’s businesses operated and also met the requirements of the Carnegie Unit, the system used to determine high school credits and, therefore, each student’s eligibility for graduation. Beginning in the late 1980s and early 1990s, many school districts implemented various alternative (“flex”) schedules (e.g., the tri-semester, Block 4x4, Block 8, hybrid varieties of these formats, etc.) in an attempt to increase both academic achievement and the overall efficiency with which their high schools were operated. Since that time, intense debate about the positives and the negatives of both traditional and flex schedules has been a standard part of the nation’s education discourse.

This discussion is not designed to suggest that any one schedule is better than another, or that a given schedule is particularly suited to fit the needs of a specific school setting. Instead, this review is intended to identify various factors in the school setting that may be affected by the schedule format that is used. As such, each district must determine what it wishes to achieve and how various schedules may help or hinder the district as it seeks to meet its goals.

It should be noted that countless studies of the effect of the school schedule on the educational process have been conducted. These investigations have ranged from small scale projects, often examining one school or district, to mega studies in which the effect of the school schedule on numerous districts spanning divergent geographical, economic, and demographic groupings have been investigated. With reference to this vast research base, one commonality must be stressed, that is, no definitive conclusion that “*this is the way to do it*” has been reached.

In addition, discussions about whether or not a given district should maintain a particular schedule or change to a different one may occur within the context of various “umbrella” issues that often affect school districts (e.g., personalities, political motivations, changing dynamics, availability of other community resources, or community perceptions). Given this reality, each district that considers the topic of the school schedule should be aware of how local situations and circumstances may impact that examination.

While this discussion identifies factors that may be affected by the school schedule that is utilized, it is beyond the scope of this format to analyze details involved with these aspects. For this reason, school personnel (especially the high school principal) should contextualize each factor within the given school setting. It is also critical to note that none of these factors exist in



isolation; instead, each affects and is affected by the others. (Note: This list is not presented in any particular order and, as such, the relative importance of each factor is not implied.)

#### Factors to Consider When Choosing a High School Building Schedule

Effect on standardized test scores (e.g., ISTEP+, SAT/ACT, Advanced Placement)  
Effect on students' stress levels (e.g., number of courses taken simultaneously, availability of desired/needed courses)

Effect on student discipline (e.g., length and number of passing periods, number of students in the lunchroom at a given time, class size)

Effect on school climate (e.g., availability of time or opportunity to meet with teachers or guidance personnel, grouping of students into select courses)

Effect of attendance issues on student success (e.g., instructional time lost, available time to acquire missed materials/information)

Opportunities in the regular school setting (e.g., number of credits earned, remediation, ability to accelerate work in given subject areas, etc.)

Opportunities outside the regular school setting (e.g., internships, college course enrollment, agri-business experiences, volunteer and service projects, etc.)

Ability of students to meet increasing graduation requirements

Flexibility in meeting changing state educational policies and requirements

Ability to focus on a given content area (and meeting the state Pathway requirement)

Total instructional time per course (e.g., instructional minutes per day per course, instructional minutes per course per semester)

Student-teacher relationships (e.g., student load, length of time in an instructional relationship)

Impact on teaching styles and methods (e.g., direct instruction, project-based learning, technology-based instruction, collaboration, content coverage and skill development)

Effect on class size (e.g., distribution of students across total school enrollment, desired class size for advanced courses or large groups such as band)

Coordination with the middle school schedule (e.g., teacher licensure and availability, facility usage, supportive services, etc.)

Teacher utilization (e.g., available teachers per class period, needed certifications)

Teacher load and preparation (planning) time (e.g., time required to prepare for class sessions of varying lengths, time required between class sessions to appropriately assess and provide feedback on student work)

Teacher professional development (e.g., instructional practices to maximize benefits of adopted schedule, authentic assessments)

Effect on different courses (e.g., lab courses, physical education, etc.)



Impact on various student groups (e.g, high ability, special education, employed)

Effect on student transfers from school to school (especially mid-year)

Impact on state-required school improvement processes

The “gap” issue for testing (e.g., semester examinations, AP exams)

The “gap” issue for course sequencing (e.g., mathematics, world languages)

Impact on the use of technology (e.g., classroom instruction, e-learning days)

Utilization of facilities (both academic and supportive)

Impact on special course circumstances (e.g., music, “singletons,” AP courses, low enrollment courses, etc.)

Effect of weather-related circumstances (e.g., fog delays, cancellations, etc.)

Compliance with athletic eligibility rules (per IHSAA regulations)

### **SUGGESTED CRITERIA FOR FURTHER ACTION**

As the school districts of Tipton County determine the educational opportunities they want to provide to current and future students, they are encouraged to stretch their thinking to include a wide range of possibilities for using currently available resources differently, exploring unfamiliar programs or practices including those that reach beyond familiar affiliations with neighboring districts and entities. Decisions made in response to this study should reflect a broad array of factors which, at times, may seem to compete with each other for time, attention, facilities, and money. The role of district leadership involves both examining each possible option for its impact on all academic components and selecting the option(s) that best prepare(s) students for a lifetime of satisfaction, productivity, and citizenship. A list of suggested criteria is provided below. These criteria could be applied to any options that the respective boards choose to explore.

#### **1. TEACHER QUALITY**

Of all aspects of a student’s life that are impacted by a school, the quality of instruction that occurs each day in each classroom is the most important factor in determining student success. Effective instruction relies heavily on the strengths of the teachers who deliver it, blending their knowledge and training to respond to district expectations and the needs of their students.

***How will the option(s) under consideration impact the district’s ability to attract, retain, continually develop, and flexibly use teachers within district academic programs?***

- State law requires that courses are taught by licensed teachers, and research indicates that both the quality and quantity of student learning decreases when teachers lack substantial training in the content areas they teach. A new era of

teacher shortage is apparently underway as decreasing numbers of people are entering the teaching profession while many currently employed persons are leaving teaching for other more appealing occupations or retirement. Teacher shortages are particularly acute in advanced or specialized content areas (e.g., physics, family and consumer sciences, industrial technology). What unique qualities of the district elevate its profile so that potential teachers want to learn more about the district? What additional efforts may be required to attract high quality certified teachers to the district? What salary and benefits may be required to attract and retain them?

- A change in Indiana teacher licensure rules divides the former secondary license (generally valid for teaching a given content area in Grades 7-12) into distinct middle school and high school licenses. As a result, most newly licensed teachers will not be able to divide their teaching schedules between junior and senior high school programs. (n.b., This provision does not affect K-12 licenses in the arts, world languages, and physical education.) While this change does not affect currently licensed teachers, it will affect newcomers to the profession. How will this new licensure structure affect the use of teachers when scheduling needs at both the junior high and senior high levels exist?
- The required national and state shift away from teaching all students in a similar way has forced districts to enhance their professional development efforts so that teachers can personalize the education of all of their students. Teacher collaboration is a powerful, accessible, and much appreciated technique that can be used to achieve this goal. Through collaboration, teachers of like students discuss effective instructional practice and determine effective ways to work with individual students. Teacher collaboration bolsters overall teacher performance by analyzing student needs based on observation and data; modifying classroom practice appropriately; and utilizing resources not generally found in a standard classroom. How does the option in question impact the availability and proximity of teachers with the same teaching assignments or connect teachers without content area peers from within the district to content area peers outside the district? How might teaching schedules and/or facility arrangements be maximized for effective collaboration or other forms of professional development, including online opportunities?

## **2. COURSE AND PROGRAM AVAILABILITY**

The State of Indiana requires each student to complete an academic program that prepares him/her for college and/or a career. Within that stipulation, the availability of courses and programs serves to expand learning opportunities and build student interest in pursuing training and life experiences after high school. In most areas of study, introduction to knowledge at an early age both inspires additional learning and allows for substantial advancement.



***How will the option under consideration impact the district's ability to provide all students with meaningful courses and programs that will help them be successful throughout the 21<sup>st</sup> century?***

- Minimum state requirements provide opportunities for elective courses and programs. The appeal of such courses and programs can be based on the content studied, the instructional approach used, or the availability of a structured progression of courses. Offering high quality and interesting courses attracts and retains students when the benefits students gain from such courses are readily apparent.
- The availability of elective courses or specialized programs usually requires sufficient student enrollment to justify committing the teacher time required for a course or program. Similarly, full utilization of teacher time is an important factor to consider when maximizing the cost benefit of employment. Within this tension, it is important that a school district not assume that financial limitations be the single determinant of whether or not a low enrollment course or program is offered.
- Grade level configurations influence the availability of courses and programs, but no grade particular configuration has been proven to provide substantially greater benefit than any other. Successful grade level configurations enhance student identify, offer age appropriate opportunities, encourage flexibility in grouping students, and build appropriate progressions of study.
- Facility and equipment needs vary by course and program. Consideration should be given to the durability, expansibility, adaptability, and usefulness of instructional facilities and equipment.
- Schools thrive when they are a source of community pride. Strong, readily identifiable courses and programs often serve to enhance community pride, ultimately enhancing the quality of life in the community.

### **3. EXTRA-CURRICULAR ACTIVITIES**

Engagement in extra-curricular activities is often cited as the most reliable predictor of success in post-secondary learning. The reasons for this are that extra-curricular activities encourage the development of personal interests and skills, build a sense of identity, enhance cooperation, and often require students to maintain strong academic standing in order to participate.

***How will the option under consideration impact the district's ability to provide athletic and non-athletic extra-curricular activities at all grade levels?***

- Extra-curricular activities heavily influence the vocational and avocational interests of high school graduates. Many graduates select their college majors or their professions based on participation in extra-curricular activities while in



junior or senior high school. Therefore, offering a broad array of service, vocational, musical, athletic, and career-oriented extra-curricular activities can keep students interested in school while preparing them for life.

- The availability of indoor and outdoor facilities has a strong influence on the provision of extra-curricular activities. What is the current availability of such facilities? How effectively are they maintained and utilized? How might they be modified, expanded, or replaced in order to accommodate other extra-curricular activities?
- Extra-curricular activities often require budgets for staffing (e.g., coaches for athletic programs, sponsors for fine art programs), materials (e.g., equipment, transportation), and memberships (e.g., association fees, contest registration fees). How does the option being considered affect program costs? What kinds of costs savings might be possible?

#### **4. TECHNOLOGY**

In all aspects of contemporary life, technology drives information access, information processing, and communication. Propelled by continuous advancements, the availability of technology in the educational setting has both enriched and complicated curriculum and instruction as well as the business mechanisms that support teaching and learning experiences.

***How does this option impact the needs and use of technology for educational services and administrative functions?***

- Expanding the curriculum well beyond what can be found in textbooks, technology enables teachers to probe challenging questions, link learning to real world activities, and illustrate concepts in multiple dimensions that build student interest and understanding. How does the option under consideration continue to move the use of technology beyond limited applications (i.e., an e-version of a textbook) and toward use in building critical thinking skills, creativity, and teamwork? How can technology be used to teach technical skills linked to college or career while also building employability skills such as problem solving, self-motivation, teamwork, or time management.?
- Many administrative functions rely on technology for the storage, organization, and retrieval of information. How will the option under consideration impact the district's current system of electronic-based administrative functions (e.g., (student and human resources record keeping, transportation scheduling, financial management, communication with parents)? How might the option under consideration expand the usefulness of electronic-based administrative functions?
- What configuration and capacity of technology hardware is required to implement the option? What software needs must be considered? What is the district's capacity to purchase and install needed hardware or software? How

would current contractual agreements be affected? What adaptability in the district's technology system is desired?

## **5. INSTRUCTIONAL BUDGET**

While the availability of rigorous and relevant learning experiences is at the heart of the district leadership's set of responsibilities, that factor is followed closely by leadership's fiduciary responsibility to taxpayers and the public in general. Recent changes in the state funding formula are intended to give local school districts increased flexibility in the use of available funds while simultaneously maintaining the quality of instruction as the overriding priority. An important function of this study is to encourage increased educational opportunities for all students while increasing financial efficiency in the delivery of high quality education experiences.

*How does this option impact the need for or available amount of funding to support the instructional program?*

- Districts regularly struggle to find an appropriate balance between the cost of teachers (e.g., salaries, benefits, professional development, substitutes) and other costs that are associated with providing high quality educational experiences for children and youth. While alternative forms of instruction have usefulness, care must be exercised when assuming that online instruction or teaching kits can replace the oversight and relationships generated when students and teachers work together throughout the learning process.
- In general, the greater the number of teachers within a district, the greater the variety and breadth of course and programs that may be offered. Consideration should be made regarding the credentialing and anticipated work spans of current teachers in anticipation of potential needs associated with the option under consideration.
- An economy of scale may be realized by consolidating personnel structures (e.g., potentially fewer administrators, custodians, department chairs) although it should be stressed that consolidation of programs or schools within or between districts does not reduce the overall amount of work required. Any form of consolidation often creates new work expectations that should be anticipated when developing various parts of the budget that will fund the option under consideration.

## **6. PERSONALIZED SERVICES**

Many districts across the state find that at-risk sub-groups of students are more vulnerable to failing state required assessments, shifting them to dependence on a graduation waiver to earn a diploma or to opt out of the Core 40 default diploma altogether. Some students fall behind academically year after year, while others are diverted from their studies by life circumstances beyond their control. For still others, unfamiliarity with or a reticence to engage in special programs suppresses learning and life potential. Continued attention must be given to the



various ways that students veer from the expectation to be College and Career ready upon completion of high school, especially in light of new Pathway requirements. It is important that a district office provide coordinated services to help schools personalize each student's educational experience while simultaneously seeking school-based input regarding the district services that would be most beneficial in support of this priority.

***How will the option under consideration affect the availability or quality of personalized and/or differentiated services provided to help children and youth learn what is desired by the district?***

- Most districts publicly recognize that their work is not complete when students graduate; districts share responsibility for assisting the transition of its graduates into living-wage employment, enrollment, or military enlistment. Relevant pathways leading to lifelong success must begin early in each student's education through the exploration of various content areas accompanied by participation in extra-curricular activities and diverse learning experiences. This factor is especially critical for young adolescents as they bridge the life stages of childhood and young adulthood. How does the option under consideration recognize the junior high/middle school years as a distinct stage of life, thus providing opportunities for exploring and constructing an educational foundation that will prepare each student for employment, enrollment, or enlistment upon graduation from high school?
- The availability of academic and social counseling is a critical factor in ensuring that all students follow an academic plan that leads to college and/or career readiness. However, school counselors often assume additional duties that limit their availability to provide such services. In reviewing the option under consideration, how is time for academic and social counseling offered in structured and responsive settings? Is such counseling provided to students of all grade levels without disproportionate loss of service to lower grades?
- In addition to group efforts to provide counseling for all grades, differentiation in the classroom must also occur on a regular basis. How might the option under consideration impact the availability and use of student data to inform instruction and affect changes in instructional practices? How might professional development and teaching tools be enhanced to increase the individualization of instruction, especially for general education students who may fall behind in their educational attainment?

## **7. COMMUNITY ENGAGEMENT**

Efforts to enhance the quality of life in Tipton County should include the consideration of ways to use community assets to enrich the learning experiences of persons of all ages. Fortunately, the Tipton County Foundation involves people, organizations, and businesses that are eager to link their endeavors to authentic learning opportunities that may be afforded to residents of the county. A review of the collaborations and partnerships established through the



current emphasis on county revitalization reflects the innovation and courage that is characteristic of the residents in the county. Within this context, Tipton County as a whole will benefit from enhanced cooperation between the Sharpsville area and the city of Tipton as a means to educational, economic, and cultural strength.

***In what ways can this option be used to build stronger relationships with businesses and service organizations in the district to enhance educational outcomes and community pride?***

- Partnerships between schools and businesses or service agencies offer opportunities for students to help solve real world predictable and unpredictable problems, a situation that provides the most authentic of all learning. Such connections build student skills and deepen understanding of and appreciation for community functions, thus increasing the likelihood that students will choose to remain in the community after graduation from high school.
- Community-endorsed educational endeavors bolster civic ownership of educational outcomes while building pride in local identity, innovative community facilities, and distinguished programs. Community pride brings people together, attracts newcomers, and positions the community to seek new sources of revenue or activity.
- Community involvement in enhancing currently strong educational endeavors and in adopting new educational initiatives helps provide a seamless transition from high school to enrollment in post-secondary training, sustainable-wage employment, or military enlistment. It also serves to elevate the expectations families have for the educational attainment of their children as they participate fully in opportunities that will improve their lives.

The seven criteria discussed above represent much of what schools do and the challenges that they confront in an increasingly complex, interrelated world. It is suggested that each critical decision reached about the future of the Tipton County school districts, taken individually or cooperatively, be considered within the framework provided by these criteria. Both districts share a rich history of successfully educating their students. Provided by the Tipton County Foundation, the opportunity for self-reflection made available through the County-Wide Study on Education – Academic Offerings positions the Tri-Central and Tipton schools to implement innovative steps that will ensure the future academic, economic, and social success of their students.

<b>FINAL COMMENTS</b>
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Tipton strives to attract students to its schools based on the quality of education that is provided and the educational experiences that are offered. Its attractiveness to potential students and their families could extend beyond location, cultural familiarity, and academic history through continuation and possible expansion of innovative, distinguished programs.

Recent efforts to invigorate the secondary programs with authentic learning experiences made possible through technology and expanded community partnerships are generating the excitement worthy of harnessing as the district strives to elevate its profile in the area. The districts commitment to “give back” to its community through various operations further generates the sense of partnership required to ensure a high quality education for all students.

As Tipton faces the pressures of competition from nearby school districts at the same time that the state offers parents choices about where, when, and how their children are educated. Tipton’s willingness to place student needs above other priorities will likely result in well planned and innovative programs that appeal to families and fulfill the district’s mission.