

Iowa State Board of Education

Executive Summary

November 18, 2020



Agenda Item: Charter and Innovation Zone Schools in Iowa Legislative Report

State Board Priorities: All

State Board Role/Authority: Pursuant to Iowa Code section 256.24, this report needs to be submitted to the State Board of Education for approval.

Presenter(s): Amy Williamson, Deputy Director

Janet Boyd, Consultant
Bureau of School Improvement

Attachment(s): One

Recommendation: It is recommended that the State Board approve the submission of the Charter and Innovation Zone Schools Legislative Report to the Iowa Legislature.

Background: The Department compiles a Charter and Innovation Zone Schools in Iowa report for the Legislature on December 1 each year. The existing charters have traditionally self-reported to the Department. This information has been combined into a single report for submission to the Legislature.

Legislative Report

Charter and Innovation Zone Schools in Iowa



December 1, 2020

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

State Board of Education

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INTRODUCTION

AUTHORITY

This report serves as for the 2019-2020 school year compiled by each individual charter school in accordance with Iowa Code 256F.12 (2) which states:

Not later than December 1 annually, an update on the progress of the two charter schools in Iowa and contains the required annual reports the state board shall submit a comprehensive report with findings and recommendations to the general assembly. The report shall evaluate the state's charter school and innovation zone school programs generally, including but not limited to an evaluation of whether the charter schools and innovation zone schools are fulfilling the purposes set forth in section 256F.4, subsection 2. The report also shall contain, for each charter school or innovation zone school, a copy of the charter school or innovation zone school's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, the number and qualifications of teachers and administrators, and number of and comments on supervisory visits by the department of education. In addition, the report contains each individual schools' self-assessment on progress towards each of its goals and other required data.

CHARTER SCHOOLS IN IOWA

During the 2019-2020 school year, there were two public charter schools in the state of Iowa. Schools with public charter school status are:

Charter	School District	Charter Status Year	Renewal Date	Next Renewal Year
Storm Lake Early College Charter	Storm Lake Community School District (CSD)	2005-2006	March 29, 2018	2021-2022
West Central Charter High School	West Central CSD (Maynard)	2005-2006	March 28, 2019	2022-2023

CHARTER SCHOOL GOALS AND END OF YEAR REPORTS

As a part of its application, each public charter school has developed goals for the charter school. These goals are specific to each charter, which does not allow for comparison between or among charter schools. At the end of each school year, Iowa charter schools complete an end-of-the-year report documenting progress toward each of its goals in accordance with Iowa Code 256F.10 (1) which states:

A charter school or innovation zone school shall report at least annually to the school board or innovation zone consortium, advisory council, and the state board the information required by the school board or innovation zone consortium, advisory council, or the state board. The reports are public records subject to chapter 22. The end-of-the-year reports are collected annually and support is provided to the schools as needed.

SUPERVISORY VISITS

During the 2019-2020 school year, the Iowa Department of Education (Department) charter school consultant conducted the following visits to charter schools in the state. On October 29, 2019, West Central Charter High School was visited. The consultant met with the superintendent, high school principal, and counselor to discuss the end of year data, renewal, and general concerns. On October 31, 2019, the Storm Lake Early College Charter received an on-site visit. The consultant met with the high school principal and the charter school coordinator to provide technical assistance. As always, the consultant provided technical assistance via phone and email contacts throughout the year.

FINANCIAL STABILITY

The Bureau of School Business Operations reports none of the two public school districts currently operating charter schools in the state finished fiscal year 2020 (FY20) with a negative unspent balance.

DEPARTMENT OF EDUCATION'S FINDINGS AND RECOMMENDATIONS

EVALUATION OF CHARTER SCHOOLS AND INNOVATION ZONES

The Department monitors and provides technical assistance to districts operating charter schools and programs. On March 28, 2019, West Central Charter High School appeared before the Iowa State Board of Education (State Board) for renewal. The Department provided the [2019-03-28 West Central Charter School Renewal](#) information to the State Board. The State Board voted unanimously to grant the West Central Charter High School and West Central Community School District in Maynard, Iowa a renewal of their charter through the end of the 2022-2023 school year. This is reflected in the [March 28, 2019 State Board of Education minutes](#). For the 2019-2020 school year, the Department has determined that each charter school operating in Iowa is fulfilling the requirements set forth in Iowa Code 256F.4(2), which are:

Although a charter school or innovation zone school may elect to comply with one or more provisions of statute or administrative rule, a charter school or innovation zone school is exempt from all statutes and rules applicable to a school, a school board, or a school district, except that the charter school or innovation zone school shall do all of the following:

- a. Meet all applicable federal, state, and local health and safety requirements and laws prohibiting discrimination on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, ancestry, or disability. A charter school or innovation zone school shall be subject to any court-ordered desegregation plan in effect for the school district at the time the charter school or innovation zone school application is approved.
- b. Operate as a nonsectarian, nonreligious public school.
- c. Be free of tuition and application fees to Iowa resident students between the ages of five and twenty-one years.
- d. Be subject to and comply with chapters 216 and 216A relating to civil and human rights.
- e. Provide special education services in accordance with chapter 256B.
- f. Be subject to the same financial audits, audit procedures, and audit requirements as a school district. The audit shall be consistent with the requirements of sections 11.6, 11.14, 11.19, 256.9, subsection 20, and section 279.29, except to the extent deviations are necessary because of the program at the school. The department, the auditor of state, or the legislative services agency may conduct financial, program, or compliance audits.
- g. Be subject to and comply with chapter 284 relating to the student achievement and teacher quality program. A charter school or innovation zone school that complies with chapter 284 shall receive state moneys or be eligible to receive state moneys calculated as provided in section 257.10, subsections 9 and 10, and section 257.37A as if it did not operate under a charter school or innovation zone school contract.
- h. Be subject to and comply with chapters 20 and 279 relating to contracts with and discharge of teachers and administrators.
- i. Be subject to and comply with the provisions of chapter 285 relating to the transportation of students.
- j. Meetings and records of the advisory council are subject to the provisions of chapters 21 and 22.

RECOMMENDATIONS

The State Board recommends the legislature continue to examine the value of charter schools as part of the educational system of Iowa in increasing achievement of all students and subgroups of students who would benefit from this type of educational opportunities. The State Board will also examine the data contained in the appendices of this report, as well as additional necessary information, to determine if the existing charter schools are meeting the purposes outlined in 257F.1(3) as the existing charters come to the State Board for renewal. Iowa Code 257F.1(3) states:

The purpose of a charter school or an innovation zone school established pursuant to this chapter shall be to accomplish the following:

- a. Improve student learning.
- b. Increase learning opportunities for students.
- c. Encourage the use of different and innovative methods of teaching.
- d. Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes.
- e. Establish new forms of accountability for schools.
- f. Create new professional opportunities for teachers and other educators, including the opportunity to be responsible for the learning program at the school site.
- g. Create different organizational structures for continuous learner progress.
- h. Allow greater flexibility to meet the education needs of a diverse and constantly changing student population.
- i. Allow for the allocation of resources in innovative ways through implementation of specialized school budgets for the benefit of the schools served.

APPENDIX A: STORM LAKE/IOWA CENTRAL/BUENA VISTA EARLY COLLEGE CHARTER HIGH SCHOOL

SCHOOL INFORMATION

Name of Charter: Storm Lake/Iowa Central/Buena Vista Early College Charter High School

District Name and Address: Storm Lake Community School District, 419 Lake Ave. Storm Lake, IA 50588

Superintendent's Name: Dr. Stacey Cole

Person Completing Report: Brittany Brown, bbrown2@slcsd.org

Mission Statement: The mission of the Early College Charter High School Program is to make higher education more accessible, affordable, and attractive to all students, especially those who do not see a college degree in their future due to language and/or economic barriers, and, thereby helping to increase Storm Lake's high school graduation and successful college completion rates for all of its graduates- especially a portion of its most disadvantaged youth.

What year was this school chartered? 2005

Number of students enrolled in the charter school: 64

Student demographics:

Grade levels and number of students

Subgroups and number of each students in each category

Race

Socio-economic status

IEP

Gender

ELL

Table 1: Student Demographics- Grade 12

	2015-16		2016-17		2017-18		2018-19		2019-20	
	#	%	#	%	#	%	#	%	#	%
Low SES	34	51	21	45	44	75	38	64%	39	61%
ELL	**	**	**	**	*37	63	44	75%	24	38%
IEP	**	**	**	**	**	**	**	**	**	**
Asian	11	16	**	**	**	**	13	22%	12	19%
African-American	**	**	**	**	**	**	**	**	**	**
Hispanic	35	54	32	70	19	32	35	59%	37	58%
Non-Caucasian	51	76	37	80	52	88	54	91%	56	88%
Caucasian	16	24	**	**	**	**	**	**	**	**
Males	34	51	24	52	30	51	28	47%	28	44%
Females	33	49	22	48	29	49	31	53%	36	56%
Total Enrolled Charter	67		46		59		^45/59		^62/64	

*Before this year, ELL categories were calculated based upon ESL services students were receiving. 2017-2018 data and beyond reflects students who have previously received ESL services.

^Reflects the number of students reported at the beginning of the year. The second number includes the increase due to enrollment at semester. The second number is used for subgroup data.

GOAL PROGRESS

Goal 1: Increase the number of first-generation, Low SES, ELL and Non-Caucasian students attaining advanced postsecondary degrees/certificates or college credits.

Rationale: As shown in Table 2.2, the overall number of students attaining a degree or certification has increased slightly from four students to five students over the past year. This fluctuation is seen from year to year and can be attributed to student interest and enrollment. The program is seeing more students enroll and attain college credit for the first time or building upon college credit taken in High School with the goal of transferring on to a four-year university or enroll in an additional associate's degree program. First generation, Low SES, ELL and Non-Caucasian students are still showing high representation in enrollment. It is important to note two students entered the program at semester increasing our overall number from 62 to 64 students. The subgroups of this category are broken down based on all 64 students.

Table 2

	2015-16 # of students attaining degrees or certification		2015-16 # of students attaining college credit		2015-16 Total		2016-17 # of students attaining degrees or certification		2016-17 # of students attaining college credit		2016-17 Total	
	#	%	#	%	#	%	#	%	#	%	#	%
First Gen	**	**	26	39%	26	39%	**	**	**	**	21	46%
Low SES	**	**	34	51%	34	51%	**	**	**	**	21	46%
ELL	**	**	**	**	**	**	**	**	**	**	**	**
IEP	**	**	**	**	**	**	**	**	**	**	**	**
Asian	**	**	11	16%	11	16%	**	**	**	**	**	**
African American	**	**	**	**	**	**	**	**	**	**	**	**
Hispanic	**	**	36	54%	35	54%	**	**	**	**	32	70%
Total Non-Caucasian	**	**	52	78%	51	76%	**	**	**	**	37	80%
Caucasian	**	**	15	22%	16	24%	**	**	**	**	**	**
Males	**	**	34	51%	34	51%	**	**	**	**	24	52%
Females	**	**	33	49%	33	49%	**	**	**	**	22	48%

Note: If less than 10 students are in a subgroup, data total is not reported (denoted by **)

Table 2.1

	2017-18 # of students attaining degrees or certification		2017-18 # of students attaining college credit		2017-18 Total		2018-19 # of students attaining degrees or certification		2018-19 # of students attaining college credit		2018-19 Total	
	#	%	#	%	#	%	#	%	#	%	#	%
First Gen	**	**	42	61%	50	85%	**	**	45	76%	54	92%
Low SES	**	**	26	38%	44	75%	**	**	32	58%	38	64%
ELL	**	**	39	57%	37	63%	**	**	37	63%	44	76%
IEP	**	**	**	**	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**	10	17%	13	22%
African American	**	**	**	**	**	**	**	**	**	**	**	**
Hispanic	**	**	39	57%	19	32%	**	**	31	53%	35	59%
Total Non-Caucasian	**	**	11	16%	52	88%	**	**	44	76%	54	92%
Caucasian	**	**	13	19%	**	**	**	**	**	**	**	**
Males	**	**	30	43%	30	51%	**	**	23	39%	28	47%
Females	**	**	31	45%	29	49%	**	**	26	44%	31	53%

Note: If less than 10 students are in a subgroup, data total is not reported (denoted by **)

Table 2.2

	2019-20 # of students attaining degrees or certification		2019-20 # of students attaining college credit		2019-20 Total	
	#	%	#	%	#	%
First Gen	**	**	51	80%	57	89%
Low SES	**	**	33	52%	39	61%
ELL	**	**	24	38%	24	38%
IEP	**	**	**	**	**	**
Asian	**	**	11	17%	12	19%
African American	**	**	**	**	**	**
Hispanic	**	**	34	53%	37	58%
Total Non-Caucasian	**	**	15	23%	56	88%
Caucasian	**	**	**	**	**	**
Males	**	**	28	44%	28	44%
Females	**	**	29	45%	36	56%

Note: If less than 10 students are in a subgroup, data total is not reported (denoted by **)

Goal 2: Provide a more rigorous/relevant college/prep curriculum.

Rationale: The number of concurrent enrollment courses increased slightly from the 2018-2019 year. As shown in Table 3, Storm Lake High School offers approximately 94 PSEO, Early Bird, or Distance Learning (online) courses that students may enroll. These courses allow each student to take advantage of dual credit courses and college prerequisites while in High School. Table 3 shows the number of college course offerings for the last 5 years along with the number of credits junior and seniors earned. Freshmen and sophomore credits earned have been included as those who qualify may also take college credit offerings. Data does not reflect multiple courses taken by students, only overall concurrent enrollment for the year.

Table 3

	2015-16	2016-17	2017-18	2018-19 [^]	2019-20
Number of Course Offerings	*78	*78	*73	*83	*94
Freshmen	NA	NA	NA	**	**
Sophomores	NA	11	**	36	**
Juniors	185	252	390	162	393
Seniors	333	324	558	483	362

*The number of course offerings reported indicates courses students enrolled in via Online, Early Bird, or PSEO. Interest and availability change offerings therefore 94 represents the number of courses in which students enrolled.

[^] 2018-2019 is the first-year reporting freshmen credits for concurrent enrollment.

Note: If less than 10 students are in a subgroup, data total is not reported (denoted by **)

Goal 3: Raise ITED/Iowa Assessment scores in Reading, Math, and Science

Rationale: The school district started using the Iowa Assessment instead of the ITED during the 2011-2012 academic year. The new assessment, ISASP, started in the 2018-2019 school year. The ISASP data was not disaggregated until after the 2018-2019 legislative deadline therefore those results were not included in last year's report. Due to the COVID-19 pandemic, there is also no ISASP data available for the 2019-2020 school year. Table 4 includes data from the 2018-2019 ISASP in Math and English. Science is no longer required for juniors on the ISASP therefore no data is reported. There is a rise in scores in several areas; however, it is hard to compare data over the last five years when two different assessments serve as the baseline.

The school district implemented the PSAT to all juniors in the fall of 2017. This year's fall of 2019 data shows the PSAT scores in the areas of Evidence-Based Reading and Writing, and Math. The scores for these categories range 160-760 with an overall score range of 320-1520. Table 5 indicates that the juniors at Storm Lake High School scored an average of 518. The overall average for juniors was 1,014. This shows a steady increase in scores since we first began reporting in 2017.

Table 4

Iowa Assessment 11th Grade Percent Proficient- School Wide Data

	2015-16	2016-17	2017-18	2018-19	2019-20
Reading	64	72	78	58	NA
Math	77	76	65	61	NA
Science	65	71	65	NA	NA

Iowa Assessment 11th Grade Percent Proficient- Sub Group Data

READING					
Hispanic	62	67	57	55	NA
Asian	41	71	44	60	NA
Caucasian	88	91	81	85	NA
ELL	13	25	16	17	NA
Low SES	57	64	52	55	NA
MATH					
Hispanic	72	73	69	57	NA
Asian	77	74	56	63	NA

Caucasian	94	96	84	92	NA
ELL	39	32	33	26	NA
Low SES	69	73	60	55	NA
SCIENCE					
Hispanic	63	69	65	NA	NA
Asian	65	68	44	NA	NA
Caucasian	85	87	78	NA	NA
ELL	35	24	35	NA	NA
Low SES	60	66	54	NA	NA

**NA-Not Applicable-no data to report*

Table 5

PSAT Results	Average ERW Score	Average Math Score	Average Total Score
2017-2018 Juniors	428	428	857
2018-2019 Juniors	466	463	929
2019-2020 Juniors	518	496	1,014

Goal 4: Increase the number of dual-credit/concurrent enrollment credit earned.

Rationale: Table 6 shows there was an increase in the number of concurrent enrollment credits earned during high school as well as after high school. In comparison of previous years, a trend of higher enrollment, results in more dual/concurrent enrollment credit earned. Table 7 and 7.1 shows the breakdown of these credits obtained in high school and outside of high school for the last five years by subgroups. Overall, an increase can be seen, compared to the previous year, among the subgroups in dual-credit/concurrent credits earned.

Table 6 Number of College Credits Earned after Four Years High School

2015-16	2016-17	2017-18	2018-19	2019-20
1708	922	1390	1053	1321

Number of College Credits Earned during Four Years of High School

2015-16	2016-17	2017-18	2018-19	2019-20
617	308	615	455	578

Table 7

Subgroup	In HS 2015-16	Outside HS 2015-16	Total 15-16	In HS 2016-17	Outside HS 2016-17	Total 16-17	In HS 2017-18	Outside of HS 2017-18	Total 17-18
First Gen	233	651	884	120	347	467	327	935	1262
Low SES	281	861.5	1142.5	126	361	487	149	357	506
ELL	11	129	140	**	144	144	336	654	990
Caucasian	196	388	584	79	168	247	352	785	1137
Non-Caucasian	421	1320	1741	229	754	983	260	605	865
Female	222	788	1010	114	324	438	242	697	939
Male	395	920	1315	194	598	792	370	693	1063

Table 7.1

Subgroup	In Traditional High School 2018-19	Outside of Traditional High School 2018-19	Total 2018-19	In Traditional High School 2019-20	Outside of Traditional High School 2019-20	Total 2019-20
First Gen	431	919	1350	521	1200	1721
Low SES	296	571	867	347	728	1075
ELL	352	787	1139	277	590	867
Caucasian	57	37	94	54	204	258
Non-Caucasian	398	1016	1414	387	763	1150
Female	190	522	712	241	638	879
Male	265	531	796	337	683	1020

Goal 5: All students will have individual learning plans.

Rationale: All students entering the Charter program have an individual learning plan mapped out with the Charter Counselor and other Iowa Central Community College officials. The Charter Counselor holds monthly Charter meetings, informational meetings during parent-teacher conferences, and one-on-one appointments as needed throughout the year to adjust or revise these plans. Students get to meet with their advisors ahead of the charter school year, given a proper college orientation, and meet with Academic Assistance and Accommodations Specialists to inform students of their resources on campus. Due to COVID-19, many of these plans were discussed and revised virtually between the spring and summer months.

Table 8 shows the number of Charter students who completed their program of study as well as the number of students who obtained college credit and continued on to a two- or four-year college or university. Of the two students who entered at semester, both continued through the charter this year, both on track to graduate in May 2021. Of the other returning charter students, 36 returned to complete their program of study at Iowa Central Community College and one student joined the military with plans to complete college when duties are complete.

Table 8

	2015-16	2016-17	2017-18	2018-19	2019-20
Program Completers *	**	**	**	**	**
Continuing Credits**	38	35	33	35	37

Note: If less than 10 students are in a subgroup, data total is not reported (denoted by **)

7 – 12 Dropout rate (secondary only)

2014-2015	2.23%
2015-2016	2.6%
2016-2017	2.6%
2017-2018	2.26%
2018-2019	1.89%

Qualifications of teachers?

All teachers employed at Storm Lake High School are qualified to teach in their areas in accordance with the BOEE. Iowa Central Community College and Buena Vista University instructors meet the requirements set forth by their institutions.

Does the district have a negative unspent balance for FY19?

The Storm Lake Community School District does not have a negative unspent balance for FY20.

PROGRAM HIGHLIGHTS AND EVALUATION

How is the charter school program evaluated?

The Storm Lake/Iowa Central/Buena Vista Early College Charter High School program is evaluated annually through the Charter Advisory Board and the Iowa Department of Education Consultant, Janet Boyd. The charter report is reviewed annually, evaluated, and suggestions are given on improvements. The board is comprised of Iowa Central advisors and representatives, Storm Lake School District Administration, board members and staff, former and current charter students, and members of the Storm Lake community.

Is the charter school successful?

The Storm Lake/Iowa Central/Buena Vista Early College Charter High School is very successful. It continues to serve some of the most unrepresented students attending college. The charter program is providing a way for more students to pursue their bachelor's degree in more fields with student achievement being measured by those who continue their education and finish their second year or transfer to enroll in a university. This year, five students completed their diploma programs, two in Welding, one in Carpentry, one in Criminal Justice, and one in Practical Nursing. The Nursing student returned to Iowa Central this year to complete the LPN (Licensed Practical Nursing) degree. Additionally, ten of the 2018-2019 charter students were able to finish with their AA or AAS degrees in Nursing, Auto-Technology, Criminal Justice, Electrical Tech, Industrial Automation and Robotics, and Professional Photography after their second year. Many of these students transferred to various universities, found gainful employment in their fields, or are pursuing an additional degree from Iowa Central.

This highlights the success of these individual students but more importantly, the value and opportunity the charter school provides to families in the community.

The success of the program is a direct result of informing those who live and work in our community a priority. Due to COVID-19, many of the programs and procedures in place to help with community outreach changed to ensure safety protocols were being met. Iowa Central Admissions counselors held virtual meetings to explain academic programs, transfer credits, campus living, virtual course work, mask expectations/safety protocols. The Charter Coordinator was able to visit Juntos (an Iowa State Extension community group that serves to educate Latino youth to succeed in school and pursue higher education) this past fall and conversations on how best to visit this group in the future are in progress. Although it looked very different with various safety measures in place, this was the seventh year Iowa Central Representatives and the Charter Coordinator held summer orientation to help retention in the program. Financial aid/scholarship workshops along with year-end events and meetings were also held virtually. As the COVID-19 pandemic continues into the 2020-2021 school year, the Storm Lake/Iowa Central/Buena Vista Charter program continues to collaborate, adapt and innovate ways to safely inform the students and community of our mission and to reach our goals each year.

ASSURANCE OF COMPLIANCE

The charter school or innovation zone school completing this report is able to assure compliance with its contract, with Iowa Code chapter 256F, and with Iowa Administrative Code chapter 281—68.

APPENDIX B: WEST CENTRAL CHARTER HIGH SCHOOL

SCHOOL INFORMATION

Name of Charter: West Central Charter High School

District Name and Address:
West Central Community Schools
305 Pember St.
Maynard, IA 50662

Superintendent's Name: Fred Matlage, Superintendent

Person Completing Report: Matthew Molumby, PK-12 Principal

Mission Statement:

Engage each and every student through collaborative relationships, exceptional teaching, and personalized learning experiences that will result in confident graduates who will be successful in their chosen path.

What year was this school chartered?
2005-2006

Number of students enrolled in the charter school:
85 9TH-12TH students enrolled at West Central

Student demographics:
Grade levels and number of students
Seniors-23
Juniors-20
Sophomores-25
Freshmen-17

Subgroups and number of each students in each category

Race: **

Socio-economic status: 29

IEP: **

Gender: Male-38 Female-47

ELL: **

** denotes less than 10 students

GOAL PROGRESS

GOAL 1: Increase the percent of graduates who complete post-secondary training from West Central Community School District.

Progress: See chart below for detailed information regarding the number of students and post-secondary credits earned by graduation.

Post-Secondary Credits Earned by Graduating Seniors

Year	Graduates	# of students & total credits	15+ credits earned	30+ credits earned	40+ credits earned	AA degree earned
2015	13	13 for 536	12	**	**	**
2016	29	29 for 1133	24	16	13	**
2017	20	19 for 783	14	**	**	**
2018	17	17 for 639	12	10	**	**
2019	21	21 for 811	20	11	10	**
2020	22	22 for 660	12	**	**	**

Note: If less than 10 students are in a subgroup, data total is not reported (denoted by **)

GOAL 2: Continue to raise Iowa Assessment proficiencies for 11th grade students in reading, mathematics, and science.

Progress: Iowa Assessment scores for 11th grade charter students increased in science, mathematics, and reading.

11th grade Proficiencies on Iowa Assessments

Year	Reading	Math	Science
2014-2015	80%	100%	93%
2015-2016	85%	85%	90%
2016-2017	73%	87%	80%
2017-2018	89%	94%	83%
2018-2019	84%	63%	*
2019-2020	NA	NA	NA

* The science test was not administered to 11th grade during the 2018-2019 school year.

GOAL 3: Provide special needs and at-risk students with the opportunity to develop individualized courses of study working toward a high school diploma and developing employability skills.

Graduation rate for charter school students is 100% since inception in 2005.

Total senior students earning college credits compared to low SES and IEP senior students

Year	All Seniors	Low SES	IEP
2014-2015	13 of 13	**	**
2015-2016	29 of 29	**	**
2016-2017	19 of 20	**	**
2017-2018	17 of 17	**	**
2018-2019	21 of 21	**	**
2019-2020	22 of 22	11 of 11	**

GOAL 4: Increase the percentage of students that graduate with a dual concentration of vocational and academic credits.

Progress: The data provided by the chart above continues to provide evidence that students of low SES and students with an IEP continue to have the same success and opportunities afforded to the general population of students.

Students Graduation with Dual Concentration

Year	All Seniors	Low SES	IEP
2014-2015	13 of 13 (100%)	<10 (100%)	<10 (100%)
2015-2016	29 of 29 (100%)	<10 (100%)	<10 (100%)
2016-2017	19 of 20 (95%)	<10 (75%)	<10 (100%)
2017-2018	17 of 17 (100%)	<10 (100%)	<10 (100%)
2018-2019	21 of 21 (100%)	<10 (100%)	<10 (100%)
2019-2020	22 of 22 (100%)	11 (100%)	<10 (100%)

Average Credits Earned Per Graduating Senior

Year (all seniors)	Credits	Students	Credits/student
2014-2015	536	13	41.2
2015-2016	1133	29	40.5
2016-2017	783	19	40.1
2017-2018	639	17	39.94
2018-2019	811	21	38.62
2019-2020	660	22	30.7

ACT Participation and Average Composite

Year	ACT Participation	ACT average composite
2014-2015	**	23.8
2015-2016	**	22.7
2016-2017	**	23.1
2017-2018	**	23.6
2018-2019	**	23.5
2019-2020	**	22.5

Dropout rate: Graduation rate for charter school students is 100%.

Attendance rate: 96.82%

PROGRAM HIGHLIGHTS AND EVALUATION

How is the charter school program evaluated?

The charter school continues to impact the students who attend the West Central School District. The charter has an active board that is committed to providing educational opportunities to those that wish to participate. The Advisory Board meets regularly to review data on the charter school and make further recommendations to increase its effectiveness.

Is the charter school successful?

Based off the data communicated in this report the charter has been effective at producing opportunities for students to earn college credits experiencing rigor in coursework which results in higher scores on standardized tests. We have also seen an increase in the amount of opportunities in career and technical supports that allow students to earn not only an AA degree, but also certificates required for on the job employment directly after high school. Students, parents, and school personnel communicate positive perceptions of the charter.

Some qualitative data:

- As a result of the Charter School, more students are transferring to higher education with more college credits than ever before.

- Students are taking a more rigorous course load earlier in their high school career than prior to entering the Charter for flexibility in their schedules for their junior and senior year. Most take seven or more classes per semester
- Students with IEP's and who are Low SES have had an increased opportunity for participation in college. Both are finding success at the college level as a result of the charter participation.
- All interviewees, including Charter and Non-Charter students, high school and college faculty, and advisory members feel the Charter is good for students, families, and the West Central School District. Numerous individuals referenced the support of the school board and administration for their commitment to maintaining the Charter.
- The Charter Advisory Committee has a good understanding of the requirements of the Charter, the responsibilities of the Advisory Committee to the Charter, and a high degree of confidence in the leadership and administration at both NICC and West Central. The group operates independently from the school BOD; the Superintendent is responsible for communicating between the advisory committee and BOD.

ASSURANCE OF COMPLIANCE

The charter school or innovation zone school completing this report is able to assure compliance with its contract, with Iowa Code chapter 256F, and with Iowa Administrative Code chapter 281—68.