

Iowa State Board of Education

Executive Summary

November 17, 2021



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): Janell Brandhorst, Chief
Bureau of School Improvement

Janet A. 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



November 17, 2021

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 the annual update under Iowa Code 256F.10 subsection 2 for the 2020-2021 school year for the charter schools authorized under Iowa Code 256F and Iowa Administrative Code Chapter 68. This authority was modified with the passage of House File (HF) 813, Charter School Programs, effective July 1, 2021. While no new charter schools will be authorized under Iowa Code 256F, the state board is required to submit this report to the general assembly for the remaining charter schools authorized under Iowa Code 256F.

Iowa Code section 256F.10 requires the following: *Not later than December 1 annually, 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.*

CHARTER SCHOOLS IN IOWA

During the 2020-2021 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 |

The appendices of this report are the self-reported data from each individual schools' assessment on progress towards each of its goals and other required data. This data is submitted to the Iowa Department of Education (Department) by each individual charter school in the form of an annual report.

CHARTER SCHOOL GOALS AND END-OF-THE-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 subsection 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.

SUPERVISORY VISITS

During the 2020-2021 school year, the Department charter school consultant did not conduct any face-to-face visits to charter schools in the state due to the pandemic. All business was either conducted via phone, email, or virtual meetings.

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 2021 (FY21) 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. For the 2020-2021 school year, the Department has determined that each charter school operating in Iowa is fulfilling the requirements set forth in Iowa Code 256F.4 subsection 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 located within the boundaries of a school district subject to court-ordered desegregation at the time the charter school or innovation zone school application is approved shall be subject to the desegregation order unless otherwise specifically provided for in the desegregation order. (Amended by HF228, 2021 General Assembly)*
- 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.*

NEW CHARTER CODE

Effective on July 1, 2021, HF813 established a new charter school Code Chapter 256E and also created Code Section 256F.12 which states: *Operation of existing charter schools. Charter schools established under this chapter prior to July 1, 2021, shall continue to operate under and be subject to the requirements of this chapter and shall not be subject to chapter 256E.*

RECOMMENDATIONS

The State Board of Education will continue to 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 256F.1 subsection 3 as the existing charters come to the State Board for renewal. Iowa Code 256F.1 subsection 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
 Matt Doebel, mdoebel@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: 49

TABLE 1: STUDENT DEMOGRAPHICS- GRADE 12

| | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | | 2020-2021 | |
|-------------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|------------|
| | # | % | # | % | # | % | # | % | # | % |
| Low SES | 21 | 45% | 44 | 75% | 38 | 64% | 39 | 61% | 28 | 57% |
| ELL | ** | ** | *37 | 63% | 44 | 75% | 24 | 38% | 35 | 71% |
| IEP | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Asian | ** | ** | ** | ** | 13 | 22% | 12 | 19% | 10 | 20% |
| African-American | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Hispanic | 32 | 70% | 19 | 32% | 35 | 59% | 37 | 58% | 28 | 57% |

| | | | | | | | | | | |
|-------------------------------|----|-----|----|-----|--------|-----|--------|-----|-----------|------------|
| Non-Caucasian | 37 | 80% | 52 | 88% | 54 | 91% | 56 | 88% | 43 | 88% |
| Caucasian | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| | | | | | | | | | | |
| Males | 24 | 52% | 30 | 51% | 28 | 47% | 28 | 44% | 28 | 57% |
| Females | 22 | 48% | 29 | 49% | 31 | 53% | 36 | 56% | 21 | 43% |
| | | | | | | | | | | |
| Total Enrolled Charter | 46 | | 59 | | ^45/59 | | ^62/64 | | ^45/49 | |

*Prior to 2017-2018, ELL categories were calculated based upon ESL services students were receiving. Data from 2017-2018 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.

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

GOAL REPORTING

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 2.1, the overall number of students attaining a degree or certification has decreased slightly from five students to two students over the past year. This fluctuation is consistent from year to year and attributed to student interest and the uncertainty that followed the global pandemic. The program is continually seeing students enroll and attain college credit for the first time or building upon college credit taken in high school. For many students the goal is to transfer 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 four students entered the program at semester increasing our overall number from 45 to 49 students. The subgroups of this category are broken down based on all 49 students.

TABLE 2

| | 2016-2017 # of students attaining degrees or certification | | 2016-2017 # of students attaining college credit | | 2016-2017 Total | | 2017-18 # of students attaining degrees or certificatio n | | 2017-18 # of students attaining college credit | | 2017-18 Total | |
|-------------------------|--|----|---|----|--------------------|-----|--|----|--|-----|---------------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| First Gen | ** | ** | ** | ** | 21 | 46% | ** | ** | 42 | 61% | 50 | 85% |
| Low SES | ** | ** | ** | ** | 21 | 46% | ** | ** | 26 | 38% | 44 | 75% |
| ELL | ** | ** | ** | ** | ** | ** | ** | ** | 39 | 57% | 37 | 63% |
| IEP | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Asian | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| African American | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Hispanic | ** | ** | ** | ** | 32 | 70% | ** | ** | 39 | 57% | 19 | 32% |
| Total Non- Caucasian | ** | ** | ** | ** | 37 | 80% | ** | ** | 11 | 16% | 52 | 88% |
| Caucasian | ** | ** | ** | ** | ** | ** | ** | ** | 13 | 19% | 7 | 19% |
| Males | ** | ** | ** | ** | 24 | 52% | ** | ** | 30 | 43% | 30 | 51% |
| Females | ** | ** | ** | ** | 22 | 48% | ** | ** | 31 | 45% | 29 | 49% |

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

TABLE 2 CONTINUED

| | 2018-2019 # of students attaining degrees or certificati on | | 2018-2019 # of students attaining college credit | | 2018-2019 Total | | 2019-2020 # of students attaining degrees or certification | | 2019-2020 # of students attaining college credit | | 2019-2020 Total | |
|---------------------|---|----|---|-----|--------------------|-----|---|----|---|-----|--------------------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| First Gen | ** | ** | 45 | 76% | 54 | 92% | ** | ** | 51 | 80% | 57 | 89% |
| Low SES | ** | ** | 32 | 58% | 38 | 64% | ** | ** | 33 | 52% | 39 | 61% |
| ELL | ** | ** | 37 | 63% | 44 | 76% | ** | ** | 24 | 38% | 24 | 38% |
| IEP | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Asian | ** | ** | 10 | 17% | 13 | 22% | ** | ** | 11 | 17% | 12 | 19% |
| African American | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Hispanic | ** | ** | 31 | 53% | 35 | 59% | ** | ** | 34 | 53% | 37 | 58% |
| Total Non-Caucasian | ** | ** | 44 | 76% | 54 | 92% | ** | ** | 15 | 23% | 56 | 88% |
| Caucasian | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Males | ** | ** | 23 | 39% | 28 | 47% | ** | ** | 28 | 44% | 28 | 44% |
| Females | ** | ** | 26 | 44% | 31 | 53% | ** | ** | 29 | 45% | 36 | 56% |

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

TABLE 2.1

| | 2020-2021 # of students attaining degrees or certification | | 2020-2021 # of students attaining college credit | | 2020-2021 Total | |
|---------------------|---|----|---|-----|--------------------|------------|
| | # | % | # | % | # | % |
| First Gen | ** | ** | 37 | 76% | 41 | 84% |
| Low SES | ** | ** | 22 | 45% | 28 | 57% |
| ELL | ** | ** | 27 | 55% | 35 | 71% |
| IEP | ** | ** | ** | ** | ** | ** |
| Asian | ** | ** | ** | ** | ** | ** |
| African American | ** | ** | ** | ** | ** | ** |
| Hispanic | ** | ** | 23 | 47% | 28 | 57% |
| Total Non-Caucasian | ** | ** | 32 | 65% | 43 | 88% |
| Caucasian | ** | ** | ** | ** | ** | ** |
| Males | ** | ** | 16 | 33% | 28 | 57% |
| Females | ** | ** | 21 | 43% | 21 | 43% |

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 remained the same from the previous year. The number of credits earned by most grade levels increased significantly. 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 five 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

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Number of Course Offerings | *78 | *73 | *83 | *94 | *94 |
| Freshmen | NA | NA | ^** | ** | 50 |
| Sophomores | 11 | ** | 36 | ** | 27 |
| Juniors | 252 | 390 | 162 | 393 | 259 |
| Seniors | 324 | 558 | 483 | 362 | 614 |

*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. Due to the pandemic, there is no ISASP data available for the 2019-2020 school year. Table 4 includes data from the 2020-2021 ISASP in Math and English. Science is no longer required for juniors therefore no data is reported. There is a decrease in scores among subgroups however the ELL and Low SES scores in both Reading and Math have increased as well as the overall Reading scores. It will take several years to know the effects the pandemic had on our students learning and it is difficult to compare data over the last five years when two different assessments and a pandemic gap year serve as the baseline.

The school district implemented the PSAT to all juniors in the fall of 2017. This year's fall of 2021 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 525. The overall average for juniors was 1,007. This shows a steady increase in ERW scores since we first began reporting in 2017.

TABLE 4

Iowa Assessment 11th Grade Percent Proficient- School Wide Data

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|----------------|-----------|-----------|-----------|-----------|-----------|
| Reading | 72 | 78 | 58 | NA | 63 |
| Math | 76 | 65 | 61 | NA | 44 |

| | | | | | |
|----------------|----|----|----|----|-----------|
| Science | 71 | 65 | NA | NA | NA |
|----------------|----|----|----|----|-----------|

Iowa Assessment 11th Grade Percent Proficient- Sub Group Data

| | | | | | |
|------------------|----|----|----|----|-----------|
| READING | | | | | |
| Hispanic | 67 | 57 | 55 | NA | 64 |
| Asian | 71 | 44 | 60 | NA | 58 |
| Caucasian | 91 | 81 | 85 | NA | 78 |
| ELL | 25 | 16 | 17 | NA | 54 |
| Low SES | 64 | 52 | 55 | NA | 57 |
| MATH | | | | | |
| Hispanic | 73 | 69 | 57 | NA | 39 |
| Asian | 74 | 56 | 63 | NA | 50 |
| Caucasian | 96 | 84 | 92 | NA | 61 |
| ELL | 32 | 33 | 26 | NA | 39 |
| Low SES | 73 | 60 | 55 | NA | 61 |
| SCIENCE | | | | | |
| Hispanic | 69 | 65 | NA | NA | NA |
| Asian | 68 | 44 | NA | NA | NA |
| Caucasian | 87 | 78 | NA | NA | NA |
| ELL | 24 | 35 | NA | NA | NA |
| Low SES | 66 | 54 | NA | 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 |
| 2020-2021 Juniors | 525 | 476 | 1,001 |

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

Rationale: Table 6 shows a decrease in the number of concurrent enrollment credits earned during high school as well as after high school for the 2020-2021 school year. Table 7 and 7.1 list the breakdown of credits obtained in high school and outside of high school for the last five years by subgroups. The previous data shows a trend consistent with a steady increase in credits earned in and outside of high school. The pandemic however limited face-to-face instruction creating barriers and unavoidable obstacles for student success.

TABLE 6

Number of College Credits Earned after Four Years High School

| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|-----------|-----------|-----------|-----------|-----------|
| 922 | 1390 | 1053 | 1321 | 665 |

Number of College Credits Earned during Four Years of High School

| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|-----------|-----------|-----------|-----------|-----------|
| 308 | 615 | 455 | 578 | 453 |

TABLE 7

| Subgroup | In HS | Outside HS | Total | In HS | Outside of HS | Total | In HS | Outside of HS | Total |
|-----------|-----------|------------|-----------|-----------|---------------|-----------|-----------|---------------|-----------|
| | 2016-2017 | 2016-2017 | 2016-2017 | 2017-2018 | 2017-2018 | 2017-2018 | 2018-2019 | 2018-2019 | 2018-2019 |
| First Gen | 120 | 347 | 467 | 327 | 935 | 1262 | 431 | 919 | 1350 |

| | | | | | | | | | |
|----------------------|-----|-----|-----|-----|-----|------|-----|------|------|
| Low SES | 126 | 361 | 487 | 149 | 357 | 506 | 296 | 571 | 867 |
| ELL | 0 | 144 | 144 | 336 | 654 | 990 | 352 | 787 | 1139 |
| Caucasian | 79 | 168 | 247 | 352 | 785 | 1137 | 57 | 37 | 94 |
| Non Caucasian | 229 | 754 | 983 | 260 | 605 | 865 | 398 | 1016 | 1414 |
| Female | 114 | 324 | 438 | 242 | 697 | 939 | 190 | 522 | 712 |
| Male | 194 | 598 | 792 | 370 | 693 | 1063 | 265 | 531 | 796 |

TABLE 7.1

| Subgroup | In Traditional High School 2019-2020 | Outside of Traditional High School 2019-2020 | Total 2019-2020 | In Traditional High School 2020-2021 | Outside of Traditional High School 2020-2021 | Total 2020-2021 |
|----------------------|---|---|------------------------|---|---|------------------------|
| First Gen | 521 | 1200 | 1721 | 347 | 532 | 879 |
| Low SES | 347 | 728 | 1075 | 214 | 368 | 582 |
| ELL | 277 | 590 | 867 | 296 | 479 | 775 |
| Caucasian | 54 | 204 | 258 | 97 | 111 | 208 |
| Non Caucasian | 387 | 763 | 1150 | 356 | 554 | 910 |
| Female | 241 | 638 | 879 | 138 | 366 | 504 |
| Male | 337 | 683 | 1020 | 315 | 299 | 614 |

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 meet with their academic advisors ahead of the charter school year, given a proper college orientation, meet with Academic Assistance and Accommodations Specialists, and the Work Based Learning Coordinator to inform students of the resources and opportunities on campus.

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 four students who entered at semester, two continued through the charter this year, one transferred to a four-year university, and the other returned at part-time capacity. Of the other returning charter students, 22 returned to complete their program of study at Iowa Central Community College. Five additional students transferred to four-year universities to work towards bachelor's degrees in their respective fields.

TABLE 8

| | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Program Completers * | ** | ** | ** | ** | ** | ** |
| Continuing Credits** | 38 | 35 | 33 | 35 | 37 | 27 |

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

DROPOUT RATE (SECONDARY ONLY)

| 7-12 Dropout Rate | |
|-------------------|-------|
| 2015-2016 | 2.6% |
| 2016-2017 | 2.6% |
| 2017-2018 | 2.26% |
| 2018-2019 | 1.89% |
| 2019-2020 | 2.2% |

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 FY21?

The Storm Lake Community School District does not have a negative unspent balance for FY21.

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 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 careers in high need/high demand trade programs as well as associate and bachelor's degrees. Student achievement is measured by those who complete their program, continue their education and finish their second year, or transfer to enroll in a university. This year, one student completed their diploma program in Carpentry. One student completed their associate's degree and transferred to the University of Iowa pursuing a career in Social Work. Of the students who returned this current academic year, two returned to Iowa Central to complete the LPN (Licensed Practical Nursing) degree. Additionally, eleven of the 2019-2020 charter students were able to finish with their AA or AAS degrees in Auto-Technology, Criminal Justice, Electrical Tech, and Industrial Automation and Robotics 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 this diverse community.

The success of the program is a direct result of informing those who live and work in our community a priority. Due to the continued presence of COVID-19, many of the programs and procedures in place to help with community outreach changed to ensure safety protocols. Iowa Central Admissions counselors held virtual meetings to explain academic programs, transfer credits, campus living, virtual course work, and COVID safety protocols. Yearly collaboration continues with the local Iowa State Extension community group that serves to educate Latino youth to succeed in school and pursue higher education. With various safety measures in place, this was the eighth 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 continued virtually and safely in person with distancing. As the presence and uncertainty of the COVID-19 pandemic continues into the 2021-2022 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:
Gary Benda, 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:
82 9TH-12TH students enrolled at West Central

Student demographics:
Grade levels and number of students
Seniors-22
Juniors-19
Sophomores-25
Freshmen-16

Subgroups and number of each students in each category
Race: **
Socio-economic status: 29
IEP: **
Gender: Male-37 Female-45
ELL: **

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

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 | ** | ** | ** |
| 2021 | 20 | 20 - 678 | 16 | ** | ** | ** |

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 |
| 2020-2021 | 61% | 50% | * |

* The science test was not administered to 11th grade during the 2018-2021 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 | ** |
| 2020-21 | 19 OF 20 | ** | ** |

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

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%) |
| 2020-2021 | 19 OF 20 | <10 (83%) | <10 (50%) |

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 |
| 2020-21 | 678 | 20 | 33.9 |

ACT PARTICIPATION AND AVERAGE COMPOSITE

| Year | ACT Participation | ACT average composite |
|----------------------|-------------------|-----------------------|
| 2014-2015 | ** | 23.8 |
| 2015-2016 | 15 of 29 52% | 22.7 |
| 2016-2017 | ** | 23.1 |
| 2017-2018 | ** | 23.6 |
| 2018-2019 | ** | 23.5 |
| 2019-2020 | ** | 22.5 |
| 2020-21 (Covid year) | ** | 32 |

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

Attendance rate: 96.82%

HOW IS THE CHARTER SCHOOL PROGRAM EVALUATED?

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.