

Legislative Report Charter and Innovation Zone Schools in Iowa



November 14, 2018

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

State Board of Education

Brooke Axiotis, President, Des Moines
Michael Bearden, Vice President, Gladbrook
Bettie Bolar, Marshalltown
Joshua Byrnes, Osage
Angela English, Dyersville
Michael L. Knedler, Council Bluffs
William “Mike” May, Spirit Lake
Mary Ellen Miller, Mason City and Corydon
Kimberly Wayne, Des Moines
Fez Zafar, Student Member, Des Moines

Administration

Ryan M. Wise, Director and Executive Officer
of the State Board of Education

Division of Learning and Results

W. David Tilly, Deputy Director

Bureau of School Improvement

Amy J. Williamson, Chief
Janet A. Boyd, Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or complaints related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-0146, telephone number: 515-281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, telephone number: 312-730-1560, FAX number: 312-730-1576, TDD number: 877-521-2172, email: OCR.Chicago@ed.gov.

INTRODUCTION

AUTHORITY

This report serves as an update on the progress of the three charter schools in Iowa and contains the required annual reports for the 2017 – 2018 school year compiled by each individual charter school in accordance with Iowa Code 256F.12 (2) which states: *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.* 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 2017-2018 school year, there were three (3) 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
Prescott Elementary Charter School	Dubuque CSD	2006-2007	March 6, 2014	Charter not renewed per Dubuque CSD School Board
Storm Lake Early College Charter	Storm Lake Community School District (CSD)	2005-2006	March 6, 2014	2021-2022
West Central Charter High School	West Central CSD (Maynard)	2005-2006	Change in charter status: May 14, 2015	2018-2019

RENEWAL

On January 8, 2018, the Dubuque Board of Education voted not to renew the Prescott Elementary Charter School. The 2017-2018 school year was the final year of the school's operation.

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 2017-2018 school year the Charter School Consultant visited West Central. Technical assistance was provided for the two new administrators providing background on charter schools including Iowa Code.

The Charter School Consultant conducted ZOOM meetings with each of the charter schools to provide guidance for the annual report.

Throughout the year, the charter school administrators maintained communication electronically and via phone with the Department. The Department provided technical assistance to each charter school.

FINANCIAL STABILITY

The Bureau of Finance, Facilities, Operation, and Transportation Services reports none of the three public school districts currently operating charter schools in the state finished fiscal year 2018 (FY18) with a negative unspent balance.

DEPARTMENT OF EDUCATION'S FINDINGS AND RECOMMENDATIONS

EVALUATION OF CHARTER SCHOOLS AND INNOVATION ZONES

The Iowa Department of Education (Department) monitors and provides technical assistance to districts operating charter schools and programs. For the 2017-2018 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.

RECOMMENDATION

The State Board of Education 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 student 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 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: PRESCOTT ELEMENTARY CHARTER SCHOOL

I. School Information

Assurance of Compliance : The charter school or innovation zone school completing this report is NOT able to assure compliance with its contract, with Iowa Code chapter 256F, and with Iowa Administrative Code chapter 281—68.) The district has not submitted required data to the Iowa Department of Education.

APPENDIX B: STORM LAKE EARLY COLLEGE CHARTER SCHOOL

I. School Information

- A. Name of Charter: **Storm Lake/Iowa Central/Buena Vista Early College Charter High School**
- B. District Name and Address: **Storm Lake Community School District, 419 Lake Ave. Storm Lake, IA 50588**
- C. Superintendent's Name: **Dr. Stacey Cole**
- D. Person Completing Report:
 - a. **Beau Ruleaux**, bruleaux@slcsd.org
 - b. **Brittany Hill**, bhill@slcsd.org
- E. 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 and especially a portion of its most disadvantaged youth.**
- F. What year was this school chartered? **2005**
- G. Number of students enrolled in the charter school: **59**
- H. Student demographics:

Table 1: Student Demographics- Grade 12

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	#	%	#	%	#	%	#	%	#	%
Low SES	13	39	29	50	34	51	21	45	44	75
ELL	*	*	*	*	*	*	*	*	**37	63
IEP	*	*	*	*	*	*	*	*	*	*

Asian	*	*	*	*	11	16	*	*	*	*
African-American	*	*	*	*	*	*	0	0	*	*
Hispanic	18	55	46	79	35	54	32	70	19	32
Non-Caucasian	27	81	49	84	51	76	37	80	52	88
Caucasian	*	*	*	*	16	24	*	*	*	*
Males	21	64	25	43	34	51	24	52	30	51
Females	11	33	33	57	33	49	22	48	29	49
Total Enrolled Charter	33		58		67		46		59	

Note: An asterisk (*) indicates that there are fewer than ten students in that particular cell. No data will be publicly reported for those cells, to protect student Privacy pursuant to state and federal law.

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

II. Goal Progress

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, the overall number of students attaining a degree or certification has increased from two students to seven students over the past year. 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. First generation, Low SES, and Non-Caucasian students are still showing high representation in enrollment. It is important to note ten students entered the program at semester increasing our overall number of students to 69. The subgroups of this category are broken down based on all 69 students.

Table 2

	2014-2015 # of students attaining degrees or certificatio n		2014-2015 # of students attaining college credit		2014-2015 Total		2015-2016 # of students attaining degrees or certification		2015-2016 # of students attaining college credit		2015-2016 Total	
	#	%	#	%	#	%	#	%	#	%	#	%
First Gen	*	*	32	55%	39	67%	*	*	26	39%	26	39%
Low SES	0	0	23	40%	29	50%	*	*	34	51%	34	51%
ELL	0	0	*	*	*	*	0	0	*	*	*	*
IEP	*	*	*	*	*	*	0	0	*	*	*	*
Asian	0	0	*	*	*	*	0	0	11	16%	11	16%
African American	0	0	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	40	67%	46	79%	*	*	36	54%	36	54%
Total Non- Caucasia n	*	*	42	72%	49	84%	*	*	52	78%	52	78%
Caucasia n	*	*	*	*	*	*	*	*	15	22%	15	22%
Males	*	*	21	36%	25	43%	*	*	34	51%	34	51%
Females	*	*	29	50%	33	57%	*	*	33	49%	33	49%

Note: An asterisk (*) indicates that there are fewer than ten students in that particular cell. No data will be publicly reported for those cells, to protect student Privacy pursuant to state and federal law.

Table 2 continued

	2016-2017 #of students attaining degrees or certificati on		2016-2017 # students attaining college credit		2016-2017 Total		2017-2018 # of students attaining degrees or certificati ons		2017-2018 # of students attaining college credit		2017-2018 Total	
	#	%	#	%	#	%	#	%	#	%	#	%
First Gen	*	*	16	35	21	46	*	*	42	61	50	72
Low SES	0	0	13	28	21	46	*	*	26	38	30	43
ELL	*	*	*	*	*	*	*	*	39	57	43	62
IEP	0	0	*	*	*	*	0	0	*	*	*	*
Asian	0	0	*	*	*	*	0	0	*	*	*	*
African American	0	0	0	0	0	0	0	0	*	*	*	*
Hispanic	*	*	28	61	32	70	*	*	39	57	46	67
Total Non- Caucasian	0	0	36	78	37	80	*	*	11	16	43	62
Caucasian	0	0	*	*	*	*	*	*	13	19	26	38
Males	*	*	23	50	24	52	*	*	30	43	34	49
Females	0	0	18	39	22	48	*	*	31	45	35	51

Note: An asterisk (*) indicates that there are fewer than ten students in that particular cell. No data will be publicly reported for those cells, to protect student Privacy pursuant to state and federal law.

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

Rationale: The number of concurrent enrollment courses remained roughly the same for the 2017-2018 year. As shown in Table 3, Storm Lake High School offers approximately 73 possible FlexNet, PSEO or Early Bird courses that students may enroll. FlexNet courses are online and completed at the student's pace. This allows 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. Sophomores have been included as those who qualify may also take college credit offerings.

Table 3

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Course Offerings	*58	*78	*78	*78	*73
Sophomores	NA	NA	NA	11	9
Juniors	181	225	185	252	390
Seniors	358	543	333	324	558

*The number of course offerings reported indicates courses students enrolled in via FlexNet or Early Bird. Interest and availability change PSEO offerings therefore 73 represents the number of courses in which students enrolled.

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, thus serves as our baseline data. As shown in Table 4, during 2017-2018 school year, the percentage of students proficient in Reading increased while the percentage of students proficient in Math and Science decreased slightly from the previous year. The decrease was consistent across most sub groups with a slight increase in proficiency in Math and Science with the ELL students. The school district implemented the PSAT (Preliminary Scholastic Aptitude Test) to all juniors and was administered in the Fall of 2017. The PSAT scores the areas of Evidence-Based Reading and Writing, and Math with a score range of 160-760 and overall score range of 320-1520. The data indicates that the juniors at Storm Lake High School scored an average of 428. The overall average for juniors was an 857.

Table 4

Iowa Assessment 11th Grade Percent Proficient- School Wide Data					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Reading	66	71	64	72	78
Math	70	78	77	76	65
Science	67	69	65	71	65
Iowa Assessment 11th Grade Percent Proficient - Sub Group Data					
READING					
Hispanic	65	63	62	67	57
Asian	43	50	41	71	44
Caucasian	88	90	88	91	81
ELL	12	8	13	25	16
Low SES	59	64	57	64	52
MATH					
Hispanic	63	73	72	73	69
Asian	71	56	77	74	56
Caucasian	88	95	94	96	84
ELL	39	28	39	32	33

Low SES	63	73	69	73	60
SCIENCE					
Hispanic	61	61	63	69	65
Asian	50	50	65	68	44
Caucasian	88	95	85	87	78
ELL	30	16	35	24	35
Low SES	60	61	60	66	54

Table 5

PSAT Results	Average ERW Score	Average Math Score	Average Total Score
Juniors	428	428	857

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 shows the breakdown of these credits obtained by the various subgroups.

Table 6

Number of College Credits Earned after Four Years High School				
2013-2014	2014-2015	2015-2016	2016-2107	2017-2018
846.5	1016	1708	922	1390
Number of College Credits Earned during Four Years of High School				
372	505	617	308	615

Table 7

Subgroup	In Traditional High School 2014-2015	Outside of Traditional High School	Total 2014-2015	In Traditional High School 2015-2016	Outside of Traditional High School	Total 2015-2016
First Gen	280	636	916	233	651	884
Low SES	195	437	632	281	861.5	1142.5
ELL	14	40	54	11	129	140
Caucasian	144	235	379	196	388	584
Non Caucasian	481	957	1438	421	1320	1741
Female	234	534	768	222	788	1010
Male	271	482	753	395	920	1315

Table 7 continued

Subgroup	In Traditional High School 2016-2017	Outside of Traditional High School	Total 2016-2017	In Traditional High School 2017-2018	Outside of Traditional High School	Total 2017-2018
First Gen	120	347	467	327	935	1262
Low SES	126	361	487	149	357	506
ELL	0	144	144	336	654	990
Caucasian	79	168	247	352	785	1137
Non Caucasian	229	754	983	260	605	865
Female	114	324	438	242	697	939

Male	194	598	792	370	693	1063
-------------	-----	-----	-----	------------	------------	-------------

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. Growth in students completing and obtaining college credits is a result of consistency in the program along with student and community outreach. 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. Seven of the ten students who entered at semester will continue on this year in the charter. The other two students transferred to Iowa State University and one entered the workforce.

Table 8

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Program Completers **	*	*	*	*	*
Continuing Credits***	21	45	38	35	33

Note: An asterisk (*) indicates that there are fewer than ten students in that particular cell. No data will be publicly reported for those cells, to protect student Privacy pursuant to state and federal law.

**** These students completed their program of study and earned their degree.**

*****These students will remain enrolled in college but beginning in 2018 will no longer considered part of the Charter.**

Dropout rate (secondary only)

7-12 Dropout Rate	
2012-2013	2.19%
2013-2014	2.35%
2014-2015	2.23%
2015-2016	2.6%
2016-2017	2.6%

5. 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.

7. Does the district have a negative unspent balance for FY17?

The Storm Lake Community School District does not have a negative unspent balance for FY17.

III. **Program Highlights and Evaluation**

1. 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.

2. 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 going to 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, two students completed their diploma degrees, one in Carpentry and one in Early Childhood. Five students were able to complete their AA degrees within their charter year and all have transferred to various universities. Additionally, twenty-five of the 2015-2017 charter students were able to finish with their AA, AAS, or diploma degrees 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 results of informing those who live and work in our community a priority. This is the sixth year that Iowa Central Admissions counselors will attend parent-teacher conferences to explain academic programs, transferring credits, and campus living, etc. in more depth. This will be the fifth year the charter

program will visit Juntos, an Iowa State Extension community group that serves to educate Latino youth succeed in school and pursue higher education. This will also be the fifth year Iowa Central Representatives and the Charter Coordinator hold financial aid and scholarship workshops along with year-end events to congratulate each charter student on their achievements and collegiate plans. These collaborative efforts between Iowa Central, Buena Vista and the Storm Lake Community School District has helped our success, complete our mission, and reach our goals each year.

IV. Assurance of Compliance

- A. 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 C: 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:
Josh Bahr, 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:
74 9TH-12TH students enrolled at West Central

Student demographics:
Grade levels and number of students
Seniors-17
Juniors-22
Sophomores-19
Freshmen-16

Subgroups and number of each students in each category
Race: 2
Socio-economic status: 29
IEP: 6
Gender: Male-32 Female-42
ELL: 0

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
2004	28	17	*	0	0	0
2005	18	*	*	0	0	0
2006	23	22	16	3	0	0
2007	33	30	22	12	*	0
2008	33	30	22	12	*	*
2009	22	22	14	*	*	0
2010	23	22	*	*	0	0
2011	23	15 for 348	*	*	*	0
2012	26	23 for 469	16	*	*	0
2013	23	22 for 715	*	*	*	0
2014	28	27 for 786	22	13	*	0
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	*	*

Note: An asterisk (*) indicates that there are fewer than ten students in that particular cell. No data will be publicly reported for those cells, to protect student Privacy pursuant to state and federal law.

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
2005-2006	83%	75%	78%
2006-2007	96%	92%	96%
2007-2008	83%	94%	83%
2008-2009	86%	90%	100%
2009-2010	86.8%	95.6%	82.5%
2010-2011	86.8%	95.6%	82.5%
2011-2012	94.6%	100%	94.6%
2012-2013	100%	100%	100%
2013-2014	74%	100%	93%
2014-2015	80%	100%	93%
2015-2016	85%	85%	90%
2016-2017	73%	87%	80%
2017-2018	89%	94%	83%

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
2007-2008	30 of 33	*	*
2008-2009	22 of 22	*	*
2009-2010	22 of 23	*	*
2010-2011	15 of 23	*	*
2011-2012	23 of 26	*	*
2012-2013	22 of 23	*	*
2013-2014	27 of 29	*	*
2014-2015	13 of 13	*	*
2015-2016	29 of 29	*	*
2016-2017	19 of 20	*	*
2017-2018	17 of 17	*	*

Note: An asterisk (*) indicates that there are fewer than ten students in that particular cell. No data will be publicly reported for those cells, to protect student Privacy pursuant to state and federal law.

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

Progress: The number of students graduating with dual concentration increased from forty-seven percent (47%) in 2004-2005 pre-charter to more than eighty-eight (95.6%) in 2012-2013. Data indicates that the charter is providing increased opportunities for students who are low income and who have IEPs, as well as students in the general population.

Students Graduation with Dual Concentration

Year	All Seniors	Low SES	IEP
2004-2005	8 of 17 (45%)	<10 (25%)	<10 (0%)
2005-2006	22 of 23 (96%)	<10 (100%)	<10 (50%)
2006-2007	30 of 33 (91%)	<10 (100%)	<10 (60%)
2007-2008	29 of 31 (96%)	<10 (75%)	<10 (60%)
2008-2009	22 of 22 (100%)	<10 (100%)	<10 (100%)
2009-2010	19 of 21 (90.5%)	<10 (66.6%)	<10 (75%)
2010-2011	15 of 23 (73.9%)	<10 (62.5%)	<10 (40%)
2011-2012	23 of 26 (88.5%)	<10 (100%)	<10 (0%)
2012-2013	22 of 23 (95.6%)	<10 (100%)	<10 (100%)
2013-2014	28 of 29 (96.4%)	<10 (100%)	<10 (100%)
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%)

Average Credits Earned Per Graduating Senior

Year (all seniors)	Credits	Students	Credits/student
2006-2007	666	33	20.2
2007-2008	861	31	27.8
2008-2009	488	22	22.2
2009-2010	367	21	17.5
2010-2011	348	23	23.2
2011-2012	469	23	20.4
2012-2013	715	23	31.1
2013-2014	786	28	28.1
2014-2015	536	13	41.2
2015-2016	1133	29	40.5
2016-2017	783	19	40.1
2017-2018	639	17	39.94

ACT Participation and Average Composite

Year	ACT Participation	ACT average composite
2007-2008	16 of 39 44.4%	24.18
2008-2009	19 of 31 61.29%	23.32
2009-2010	12 of 22 54.54%	21.92
2010-2011	9 of 21 52.38%	22.77
2011-2012	8 of 23 34.8%	24.9
2012-2013	14 of 26 53.8%	23.36
2013-2014	15 of 23 65%	24.11
2014-2015	9 of 13 69.2%	23.8
2015-2016	15 of 29 52%	22.7
2016-2017	7 of 20 35%	23.1
2017-2018	6 of 17 35%	23.6

Dropout rate:

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

Attendance rate: 95.8%

How is the charter school program evaluated?

The charter school has impacted almost all 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 which to participate. The Advisory Board meets regularly to review data on the charter school and make further recommendations to increase its effectiveness.

The advisory council reviews all the data and helps give direction to the charter. In the spring of 2011 the council made recommendations to organize nights where all the stakeholders (college staff, parents, students) could meet and discuss offerings. The results of those meeting saw a spike in interest and increased involvement by the students.

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. 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.