

Legislative Report Charter and Innovation Zone Schools in Iowa



December 1, 2019

State of Iowa
Department of Education
Grimes State Office Building
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Des Moines, IA 50319-0146

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INTRODUCTION

AUTHORITY

This report serves as for the 2018 – 2019 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 2018-2019 school year, there were two (2) 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 2018-2019 school year the Iowa Department of Education (Department) Charter School Consultant conducted the following visits to charter schools in the state. On September 25, 2018 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. The Storm Lake Early College Charter did not receive an onsite visit but technical assistance was provided via phone and email contacts.

FINANCIAL STABILITY

The Bureau of Finance, Facilities, Operation, and Transportation Services reports none of the two public school districts currently operating charter schools in the state finished fiscal year 2019 (FY19) 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. On March 28, 2019, West Central Charter High School appeared before the State Board of Education (Board) for renewal. The Department provided the [2019-03-28 West Central Charter School Renewal](#) information to the Board. The 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 2018-2019 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 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: 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: 45

Student demographics:

1. Grade levels and number of students
2. Subgroups and number of each students in each category
 - a. Race
 - b. Socio-economic status
 - c. IEP
 - d. Gender
 - e. ELL

TABLE 1: STUDENT DEMOGRAPHICS- GRADE 12

* 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.

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

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	#	%	#	%	#	%	#	%	#	%
Low SES	29	50	34	51	21	45	44	75	38	64%
ELL	3	5	5	7.5	6	13	*37	63	*44	75%
IEP	1	2	2	3	2	4	3	5	0	0%
Asian	2	3	11	16	5	11	4	7	13	22%
African-American	1	2	5	7.5	0	0	1	2	4	7%
Hispanic	46	79	35	54	32	70	19	32	35	59%
Non-Caucasian	49	84	51	76	37	80	52	88	54	91%
Caucasian	9	16	16	24	9	20	7	19	5	9%
Males	25	43	34	51	24	52	30	51	28	47%
Females	33	57	33	49	22	48	29	49	31	53%
Total Enrolled Charter	58		67		46		59		^45/59	

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 decreased slightly from seven students to four 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, and Non-Caucasian students are still showing high representation in enrollment. It is important to note fourteen students entered the program at semester increasing our overall number from 45 to 59 students. The subgroups of this category are broken down based on all 59 students.

TABLE 2

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

	2014-15 # of students attaining degrees or certifications		2014-15 # of students attaining college credit		2014-15 Total		2015-16 # of students attaining degrees or certifications		2015-16 # of students attaining college credit		2015-16 Total	
	#	%	#	%	#	%	#	%	#	%	#	%
First Gen	**	**	32	55%	39	67%	**	**	26	39%	26	39%
Low SES	**	**	23	40%	29	50%	**	**	34	51%	34	51%
ELL	**	**	**	**	**	**	**	**	**	**	**	**
IEP	**	**	**	**	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**	11	16%	11	16%
African American	**	**	**	**	**	**	**	**	**	**	**	**
Hispanic	**	**	40	67%	46	79%	**	**	36	54%	35	54%
Total Non-Caucasian	**	**	42	72%	49	84%	**	**	52	78%	51	76%
Caucasian	**	**	**	**	**	**	**	**	15	22%	16	24%
Males	**	**	21	36%	25	43%	**	**	34	51%	34	51%
Females	**	**	29	50%	33	57%	**	**	33	49%	33	49%

TABLE 2.1

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

	2016-17 # of students attaining degrees or certifications		2016-2017 # of students attaining college credit		2016-17 Total		2017-18 # of students attaining degrees or certifications		2017-18 # of students attaining college credit		2017-18 Total	
	#	%	#	%	#	%	#	%	#	%	#	%
First Gen	**	**	16	35%	21	46%	**	**	42	61%	50	85%
Low SES	**	**	13	28%	21	46%	**	**	26	38%	44	75%
ELL	**	**	**	**	**	**	**	**	39	57%	37	63%
IEP	**	**	**	**	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**	**	**	**	**
African American	**	**	**	**	0	0	**	**	**	**	**	**
Hispanic	**	**	28	61%	32	70%	**	**	39	57%	19	32%
Total Non-Caucasian	**	**	36	78%	37	80%	**	**	11	16%	52	88%
Caucasian	**	**	**	**	**	**	**	**	13	19%	**	**
Males	**	**	23	50%	24	52%	**	**	30	43%	30	51%
Females	**	**	18	39%	22	48%	**	**	31	45%	29	49%

TABLE 2.2

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

	2018-19 # of students attaining degrees or certifications		2018-19 # of students attaining college credit		2018-19 Total	
	#	%	#	%	#	%
First Gen	**	**	45	76%	54	92%

	2018-19		2018-19		2018-19	
	# of students attaining degrees or certifications		# of students attaining college credit		Total	
Low SES	**	**	32	54%	38	64%
ELL	**	**	37	63%	44	76%
IEP	**	**	0	0	0	0
Asian	**	**	10	17%	13	22%
African American	**	**	3	5%	4	7%
Hispanic	**	**	31	53%	35	59%
Total Non-Caucasian	**	**	44	76%	54	92%
Caucasian	**	**	2	3%	5	8%
Males	**	**	23	39%	28	47%
Females	**	**	26	44%	31	53%

GOAL 2: PROVIDE A MORE RIGOROUS/RELEVANT COLLEGE/PREP CURRICULUM.

Rationale: The number of concurrent enrollment courses increased slightly for the 2018-2019 year. As shown in Table 3, Storm Lake High School offers approximately 83 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. Freshmen and sophomores 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

* The number of course offerings reported indicates courses students enrolled in via FlexNet or Early Bird. Interest and availability change PSEO offerings therefore 83 represents the number of courses in which students enrolled.

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

	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Course Offerings	*78	*78	*78	*73	*83
Freshmen	NA	NA	NA	NA	^6
Sophomores	NA	NA	11	9	36
Juniors	225	185	252	390	162
Seniors	543	333	324	558	483

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. Table 4 does not include data of last year's state assessment, as the data is not available to our district at the time of this report.

The school district implemented the PSAT (Preliminary Scholastic Aptitude Test) to all juniors in the Fall of 2017. This year's Fall of 2018 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. The data indicates that the juniors at Storm Lake High School scored an average of 466. The overall average for juniors was 929.

TABLE 4

Iowa Assessment 11th Grade Percent Proficient- School Wide Data

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
READING	71	64	72	78	NA
MATH	78	77	76	65	NA
SCIENCE	69	65	71	65	NA

Iowa Assessment 11th Grade Percent Proficient- Sub Group Data

READING	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Hispanic	63	62	67	57	NA
Asian	50	41	71	44	NA
Caucasian	90	88	91	81	NA
ELL	8	13	25	16	NA
Low SES	64	57	64	52	NA

MATH	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Hispanic	73	72	73	69	NA
Asian	56	77	74	56	NA
Caucasian	95	94	96	84	NA
ELL	28	39	32	33	NA
Low SES	73	69	73	60	NA

SCIENCE	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Hispanic	61	63	69	65	NA
Asian	50	65	68	44	NA
Caucasian	95	85	87	78	NA
ELL	16	35	24	35	NA
Low SES	61	60	66	54	NA

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

GOAL 4: INCREASE THE NUMBER OF DUAL-CREDIT/CONCURRENT ENROLLMENT CREDIT EARNED.

Rationale: Table 6 shows there was a slight decrease 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. With the number of early graduates currently enrolled in the program, the trend of higher enrollment credits is expected in next year's data. Table 7.2 shows the breakdown of these credits obtained in the 2018-2019 year by the various subgroups. Overall, an increase is seen among the subgroups in dual-credit/concurrent credits earned in comparison to the previous year.

TABLE 6 NUMBER OF COLLEGE CREDITS EARNED AFTER FOUR YEARS HIGH SCHOOL

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1016	1708	922	1390	1053

Number of College Credits Earned during Four Years of High School

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
505	617	308	615	455

Subgroup	In Traditional High School 2014-2015	Outside of Traditional High School	Total 2014-2015
First Gen	280	636	916
Low SES	195	437	632
ELL	14	40	54
Caucasian	144	235	379
Non Caucasian	481	957	1438
Female	234	534	768
Male	271	482	753

TABLE 7.1

Subgroup	In Traditional High School 2015-16	Outside of Traditional High School	Total 2015-16	In Traditional High School 2016-17	Outside of Traditional High School	Total 2016-17
First Gen	233	651	884	120	347	467
Low SES	281	861.5	1142.5	126	361	487
ELL	11	129	140	0	144	144
Caucasian	196	388	584	79	168	247
Non Caucasian	421	1320	1741	229	754	983
Female	222	788	1010	114	324	438
Male	395	920	1315	194	598	792

TABLE 7.2

Subgroup	In Traditional High School 2017-18	Outside of Traditional High School	Total 2017-18	In Traditional High School 2018-19	Outside of Traditional High School	Total 2018-19
First Gen	327	935	1262	431	919	1350
Low SES	149	357	506	296	571	867
ELL	336	654	990	352	787	1139
Caucasian	352	785	1137	57	37	94
Non Caucasian	260	605	865	398	1016	1414
Female	242	697	939	190	522	712
Male	370	693	1063	265	531	796

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. Of the fourteen students who entered at semester last year, ten continued through the charter this year, several on track to graduate in May. Of the other returning charter students, 33 returned to complete their program of study, two transferred to Iowa State University, and one student joined the military with plans to complete college when duties are complete.

TABLE 8

	2014-15	2015-16	2016-17	2017-18	2018-19
Program Completers *	4	7	2	7	4
Continuing Credits**	45	38	35	33	35

Dropout Rate (secondary only)

7-12 Dropout Rate

School Year	Dropout Rate
2013-14	2.35%
2014-15	2.23%
2015-16	2.6%
2016-17	2.6%
2017-2018	2.26%

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 FY9?

The Storm Lake Community School District does not have a negative unspent balance for FY19.

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 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, three students completed their diploma degrees, one in Carpentry and two in Culinary Arts. One student was able to complete their AA and AS degrees within their charter year and transferred to the University of Iowa where they were accepted into the Chemical Engineering Program. Additionally, twenty of the 2017-2018 charter students were able to finish with their AA, Practical Nursing, Auto-Technology, and Computer Technologies, Photography, and Criminal Justice 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 result of informing those who live and work in our community a priority. This is the seventh 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 sixth 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 sixth year Iowa Central Representatives and the Charter Coordinator hold summer orientations to help retention in the program, financial aid/scholarship workshops along 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.

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

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: 74 9-12 grade students enrolled at West Central

Student demographics:

1. Grade levels and number of students
 - a. Seniors: 21
 - b. Juniors: 19
 - c. Sophomores: 16
 - d. Freshmen: 20
2. Subgroups and number of each students in each category
 - a. Race: 2
 - b. Socio-economic status: 29
 - c. IEP: 6
 - d. Gender: Male - 32 Female - 42
 - e. 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
2015	13	13 for 536	12	9	6	5
2016	29	29 for 1133	24	16	13	8
2017	20	19 for 783	14	9	7	5
2018	17	17 for 639	12	10	8	4
2019	21	21 for 811	20	11	10	6

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
2014-15	80%	100%	93%
2015-16	85%	85%	90%
2016-17	73%	87%	80%
2017-18	89%	94%	83%
2018-19	*	*	*

*Data for the new Iowa Assessments/ISASP is not available at this time.

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
2014-15	13 of 13	5 of 5	1 of 1
2015-16	29 of 29	6 of 6	4 of 4
2016-17	19 of 20	3 of 4	4 of 4
2017-18	17 of 17	2 of 2	2 of 2
2018-19	21 of 21	3 of 3	0 of 0

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
2014-15	13 of 13 (100%)	<10 (100%)	<10 (100%)
2015-16	29 of 29 (100%)	<10 (100%)	<10 (100%)
2016-17	19 of 20 (95%)	<10 (75%)	<10 (100%)
2017-18	17 of 17 (100%)	<10 (100%)	<10 (100%)
2018-19	21 of 21 (100%)	<10 (100%)	<10 (100%)

Average Credits Earned Per Graduating Senior

Year (all seniors)	Credits	Students	Credits/student
2014-15	536	13	41.2
2015-16	1133	29	40.5
2016-17	783	19	40.1
2017-18	639	17	39.94
2018-19	811	21	38.62

ACT Participation and Average Composite

Year	ACT Participation	ACT average composite
2014-15	9 of 13 69.2%	23.8
2015-16	15 of 29 52%	22.7
2016-17	7 of 20 35%	23.1
2017-18	6 of 17 35%	23.6
2018-19	9 of 21 42.9%	23.5

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

Attendance rate: 94.42%

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.