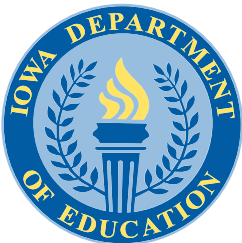


Legislative Report Charter Schools

November 15, 2023



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

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Contents

Legislative Report	1
Charter Schools	1
INTRODUCTION	4
Authority	4
Charters Authorized under 256E.....	4
Duty to Monitor	4
REPORT SUMMARY	5
1. Mission, Vision, Goals and Progress.....	6
2. Enrollment and Demographics.....	9
3. Attendance, Graduation, Dropout	10
4. Student Achievement.....	10
5. Number and Qualifications of Teachers and Administrators.....	11
6. Financial Sustainability	12
7. Findings.....	14
ON-SITE VISITS	15
RECOMMENDATIONS.....	16
APPENDICES.....	17
Appendix A	17
Appendix B	20
Appendix C.....	46

INTRODUCTION

In May 2021, Governor Reynolds signed two bills into law that affect the operations of new charter schools in Iowa. The 2021 Iowa Acts, chapter 112 (House File (HF) 813) and chapter 139 (HF847) establish new procedures for charter schools that became effective July 1, 2021. The new procedures are codified in [Iowa Code chapter 256E](#) and constitute a new charter school framework that governs the establishment and operations of charter schools in Iowa. This is in addition to Iowa Code chapter 256F, charter and innovation zone schools. Although Iowa Code chapter 256F remains in effect, no new charter schools may be authorized under this chapter.

Authority

Pursuant to Iowa Code section 256E.12, subsection 2 - *The state board shall prepare and file with the general assembly by December 1, annually, a comprehensive report with findings and recommendations relating to the charter school program in the state and whether the charter school program under this chapter is meeting the goals and purposes of the program. The report also shall contain, for each charter school, a copy of the charter school's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, and the number and qualifications of teachers and administrators.*

Charters Authorized under 256E

Two charter schools have been approved in accordance with Iowa Code chapter 256E for the 2022-23 school year:

- Choice Charter School (Grades 9-12) – Founding group, state board model
- Hamburg Charter High School (Grades 9-12) – School board, state board model

One charter school was approved in accordance with Iowa Code chapter 256E for the 2023-24 school year. No data is available for the 2022-23 school year:

- Horizon Science Academy Des Moines (Grades K-3 Year One) - Founding group, state board model

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.

Duty to Monitor

In accordance with 256E.3 *Department — duty to monitor. The department shall monitor the effectiveness of charter schools and shall implement the applicable provisions of this chapter.* During the 2022-23 school year Iowa Department of Education (Department) staff have conducted numerous monitoring activities. These activities include:

- Site Visits
- Individual charter school meetings (in person and virtual)
- Emails
- Phone calls

- Requested data from the charter schools
- Department data reports (Consolidated Accountability and Support Application (CASA), Basic Education Data Survey (BEDS), Student Reporting in Iowa (SRI), and Secondary Career and Technical Education Reporting Application (SCETRA))
- Focused visits (Special Education, Career and Technical Education)

The staff and leadership of both Hamburg Charter High School and Choice Charter School have been compliant to requests for information.

REPORT SUMMARY

This section is organized by the required data as indicated in 256E.12(2):

1. *Mission, Vision, Goals and Progress* is a summary of these areas in a table for ease of reference, and specifically provides the progress of each charter in *meeting the goals and purposes* set forth by the mission and goals.
2. *Enrollment & Demographics* is a table summary of charter school data in comparison to state-level data.
3. *Attendance, Graduation & Dropout* is a table summary of this required data in comparison to state-level data.
4. *Student Achievement* includes a table summary of one-year student achievement data in comparison to state-level data.
5. *Number and Qualifications of Teachers and Administrators* is a table summary of the number and percentage of:
 - Teachers: Fully certified
 - Teachers: Conditional
 - Teachers: Other. “Other” means not indicated as fully certified. Note that the staff in “Other” have a certification or degree - they are just not indicated as fully certified.
 - Administrators: Fully certified
 - Administrators: Other. “Other” means not indicated as fully certified. Note that the administration in “Other” have a certification or degree - they are just not indicated as fully certified.
6. *Financial Sustainability* provides a summary of financial data submitted by both charters, and related sustainability information.
7. *Findings* any findings of noncompliance across charters.

1. Mission, Vision, Goals and Progress

Both Choice Charter School and Hamburg Charter High School have clearly stated mission, vision and goals for their established schools. Hamburg Charter High School met seven (7) of their eight (8) established goals, or 88% (See Table 1). All Hamburg Charter High School goals are supported by data, and next steps are outlined to address any improvements needed. Choice Charter School met three (3) of three (3) established goals, or 100% (See Table 2).

Table 1. Mission, Vision, Goals and Progress: Hamburg Charter High School

a. Mission & Vision	b. Goals	c. Progress
<p>Mission. The Mission of the Hamburg Charter High School is to increase the number of students who graduate high school in Southwest Iowa by providing a nontraditional approach to school by focusing on job skill development which will equate to high paying jobs upon graduation.</p> <p>Vision. To provide relevant technical and vocational training to support student goals and create a skilled workforce for the vitality of our community.</p>	<ol style="list-style-type: none"> 1. Increase the number of students from low income families, and non-Caucasian students attaining advanced post-secondary credit/degrees and technical credits/diplomas/certificates. 2. Provide a high school experience that is more rigorous and relevant than a traditional school by focusing on college and career curriculum. 3. Each student will develop an Individual Learning Plan (ILP) that allows them to direct and decide their educational path which will be measured by performance in an apprenticeship program, Iowa assessments, and classroom performance. The ILP will measure mathematics, reading, and science skills as well as speaking and job performance skills. 4. Provide a year around school that incorporates apprenticeship programs where students learn valuable career skills while earning money during the summer months. 5. All students will have an individualized learning plan (ILP) that is based on their interests and life goals and will map out their career plan, set goals and measure outcomes. 6. Decrease the number of high school dropouts in Southwest Iowa by providing a meaningful alternative to traditional high school. 7. Provide a career mentor for each student in the charter school to help guide and aid students in their career choice. 	<p>Goal 1 has been met as 94.4% of the students receive free or reduced meals and 17% of students are non-Caucasian. 88% percent of students received Level I certification in CTE.</p> <p>Goal 2 met as 33% of high school students are pursuing college associate degrees. Students in the trades spent 50% of time in the selected trade with summer paid apprenticeship placements.</p> <p>Goal 3 met as every student has an ILP but noted with varying quality.</p> <p>Goal 4 met as 86% of the students completed a summer paid apprenticeship program.</p> <p>Goal 5 met as 100% of students created ILPs based on interests and goals.</p> <p>Goal 6 met with more study needed - deficiencies were monitored and addressed, a majority of students are on track to graduate with their peers (see further description in Appendix C, or the note below)</p> <p>Goal 7 not met as junior and seniors are assigned mentors but underclassmen are not.</p> <p>Goal 8 met as 100% staff members were provided professional development.</p>

a. Mission & Vision	b. Goals	c. Progress
	8. Provide professional development for all staff members on career and technical programming and ILPs.	

Note. Information in columns *a* and *b* is from the Hamburg Charter High School required report in Appendix C. Column C provides summary information from Hamburg Charter High School's report. More information may be found in Hamburg Charter High School's report. Specific to Goal 6 that indicates more study – the following information comes directly from Hamburg Charter High School's report: *“This is a difficult goal for us to measure because it is our first year as a Charter High School. We examined the 36 students who enrolled in our school and measured those that were NOT on track to graduate on time. At the end of the year, we measured to see if the deficiencies were corrected. We had one 12th grader, she was on track for graduation when she entered the school and was not in danger of being a dropout. We had one other senior who came to us in March 2023. At that time, he did not have enough credits to graduate on time because of poor attendance and not wanting to go to school. He has a new interest in school and will most likely graduate a semester late. As a result of the hands-on program the student does come to school on a more regular basis and is making a good attempt in his core subject area classes. We had 13 juniors, less than 10 were in danger of dropping out of school and were not on track to graduate with their class. At the end of the year 13 of 13 juniors were on track to graduate in May, 2024. We had less than 10 sophomores enrolled, with a few in danger of being dropouts and were not on track to graduate with their class. At the end of the school year all four were on track to graduate. We had 17 freshmen with less than 10 labeled as “struggling learners”. All the freshman students finished the year in good standing and are not in danger of dropping out. Goal 6 is being met but further study will need to occur to provide an accurate assessment.*

Table 2. Mission, Vision, Goals and Progress: Choice Charter School

a. Mission & Vision	b. Goals	c. Progress
<p><i>Choice Charter School</i> offers an engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer a standards-based learning environment and a comprehensive system of support to address the needs of the whole child.</p> <p>Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embody a sense of fair play, embrace diversity, and think flexibly.</p> <p>Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible for the stewardship of our fiscal resources and fair and equitable in their distribution.</p> <p>Our Families and Community are integral to the success of our students and schools. Families are active, engaged, and welcomed partners in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs</p>	<p>Choice Charter School will:</p> <ol style="list-style-type: none"> 1. Raise the graduation rate in Iowa by providing a conscientious comprehensive program to meet the needs of students who have dropped out of high school or who are at risk of dropping out of high school. 2. Create individual learning paths that honor the career dreams of the students it serves. 3. Prepare students to become participating, contributing members of society. 	<p>Goal 1 met as 8% of seniors completed graduation requirements. Student credit accrual rates increased.</p> <p>Goal 2 met as the required identification of goals within the application process, 100% of students have identified achievement goals with a career path.</p> <p>Goal 3 met as students are given future ready skills via project-based class that combines English, social studies, civic literacy, and information literacy. Student credit accrual rates increased and 38% (21/56) seniors graduated on time with the remaining (34/56) seniors on a path to graduate.</p>

Note. Information in columns a and b is from the Choice Charter School required report in Appendix B. Column C provides summary information from that report.

2. Enrollment and Demographics

Demographic data for Choice Charter School and Hamburg Charter High School are provided in Table 3 below; this includes total enrollment as the denominator for percent calculations, or a total of 169 students and 36 students, respectively.

In comparison to the state, Hamburg Charter High School has a significantly higher percentage of students on free-reduced lunch (more than 20%), as well as more students receiving special education services (6% more) - in keeping with their purpose of serving students at a higher risk of dropping out of school. While Hamburg Charter High School does not serve a particularly diverse population, demographics are similar to the district within which this charter resides.

While Choice Charter School serves significantly fewer students on free-reduced lunch (14% less than the state average), this charter does serve a much more diverse population with particular focus on Hispanic-Latino and African-American students. It is worth noting that Choice Charter School also serves a fairly equal population of males (47%) and females (50%).

Table 3. Demographic Data: 2022-2023

a. Demographics	Choice Charter School		Hamburg Charter High School		State
	b. Percent	c. Number	d. Percent	e. Number	f. Percent
Grade 9	18%	31/169	47%	17/36	**
Grade 10	20%	33/169	11%	4/36	**
Grade 11	25%	43/169	39%	14/36	**
Grade 12	37%	62/169	3%	1/36	**
FRL	28%	48/169	64%	23/36	42%
IEP	18%	30/169	19%	7/36	13%
ELL	0%	0/86	0%	0/36	7%
Male	46.7%	79/169	61%	22/36	51.4%
Female	49.7%	84/169	39%	14/36	48.5%
Nonbinary	3.6%	6/169	0%	0/36	.1%
White	73%	123/169	83%	30/36	72%
Hispanic-Latino	14%	23/169	2%	2/36	13%
African-American	12%	20/169	3%	1/36	7%
Asian-Pacific Island	.60%	1/169	0%	0/36	3%
Multi-Race	1.2%	2/169	0%	0/36	5%

Note. Data in columns *b* through *e* are from Charter School reports in Appendix B & C. State data are from: *Iowa Department of Education, Bureau of Information and Analysis, Address File, and SRI Fall Merged 2023 file.*

3. Attendance, Graduation, and Dropout

Overall, charters established during the first year of 256E implementation appear to have addressed the needs identified for students at risk of dropping out of traditional school. See Table 4 for an overview of attendance, graduation and dropout rates for comparison to state data. For example, average daily attendance (ADA) for both Choice Charter School and Hamburg Charter High School are above 80% - however Hamburg Charter High School has exceeded the state ADA of 92.7% by 1.5 percentage points at 94.2%. Choice Charter School graduated 21 out of a total of 56 students in grade 12 (the remaining 35 students are on track to graduate); Hamburg Charter High School graduation was at 100%. Most importantly, both charters are retaining students with dropout rates far below Iowa's dropout rate of 3%. As one of the primary purposes of both charter schools' rests on working with students with a high risk of dropping out of school, these results may indicate a promising first year of work.

Table 4. Attendance, Graduation and Dropout.

Area	a. Choice Charter School	b. Hamburg Charter High School	c. State
Attendance (ADA)	82.3%	94.2%	92.7%
Graduation	38%	100%	89.9%
Dropout	1%	0%	3%

Note. Data in columns a and b are from the required charter school reports in Appendix B (Choice Charter School) and C (Hamburg Charter High School). Data in column C is from [state statistics](#) across attendance, graduation and dropout.

4. Student Achievement

Proficiency data from the Iowa School Performance Profile (2023) in English language arts (ELA) and mathematics for both Choice Charter School and Hamburg Charter High School are provided in Tables 5 and 6. Data indicate students across both charters perform below the state in ELA and mathematics. Further details around student engagement, satisfaction, additional student performance data, and other factors are provided in the charters' full reports in Appendices A and B.

Table 5. ELA - Mathematics Proficiency: Choice Charter School

Grade	ELA#	ELA%	Mathematics #	Mathematics%
9th	7/19	37%	5/19	26%
10th	11/19	58%	8/22	36%
11th	11/20	55%	5/23	22%
All students	29/58	50%	18/64	28%

Grade	ELA#	ELA%	Mathematics #	Mathematics%
STATE		70%		68%

Note. Data are based on the Iowa School Performance Profile proficiency 2023.

Table 6. ELA - Mathematics Proficiency: Hamburg Charter High School

Grade	ELA#	ELA%	Mathematics #	Mathematics%
9th	10/16	63%	9/16	56%
10th	**	**	**	**
11th	6/13	46%	8/13	62%
All students	20/33	61%	17/33	52%
STATE		70%		68%

Note. Data are based on the Iowa School Performance Profile proficiency 2023. Hamburg Charter High School did not have enough data to report for 10th grade ELA and mathematics.

5. Number and Qualifications of Teachers and Administrators.

Number and qualifications of teachers and administrators for Choice Charter School and Hamburg Charter High School are provided in Table 7 below. Choice Charter School has 100% teachers and administrators indicated as fully or conditionally certified. Hamburg Charter High School indicates 100% of teachers and administrators are fully or conditionally certified. The Department used the 2022-2023 fall BEDS staff submission to cross check licensure. For details regarding the degrees held across teachers and administrators, see Appendices B and C for Choice Charter School and Hamburg Charter High School, respectively.

Table 7. Number and Qualifications of Teachers and Administrators

Qualified Personnel	Choice Charter School		Hamburg Charter High School	
	Percent	Number	Percent	Number
Teachers: Fully Certified	100%	16/16 ¹	89%	8/9 ²
Teachers: Conditional	0%	0/16 ¹	11%	1/9 ²
Administrators, Certified	100%	3/3 ¹	100%	2/2 ²

¹Choice Charter School data is from 2022-2023 fall BEDS staff submission. Choice Charter School submitted data (see Appendix B) for the 2023-2024 school year which states they has 25 employees and nine contracted personnel for a total of 34 staff. Out of this number, there are a total of 12.5 teachers, and

four administrators (CEO, curriculum director, principal and assistant director). All employees and personnel have at least an occupational certificate (a total of two staff) with most having a bachelor's or master's degree.

² Hamburg Charter High School has a total of 9 teachers and three administrators. All three administrators have a masters, one has a JD; all teachers have a BA, and four have an MA. Hamburg's submission was verified by 2022-2023 fall BEDS staff submission.

6. Financial Sustainability

Data in this section comes directly from reports submitted by Choice Charter School and Hamburg Charter High School.

Funding from the Department for Choice Charter School was established at \$42.05 per student, based on the state student aid and days of enrollment. In addition, the Department awarded a one-time allocation to Choice Charter School of \$1,000,000¹ to support start-up costs. The total funding for Choice Charter School in 2023-2024 was \$1,932,881.29 (see Table 8, row 23). Total expenditures equaled \$1,378,472.21, with a remaining end balance of \$554,409.08. Expenses for 2023-2024 are provided in Table 8, columns *d* and *e*. Total funding for 2023-24 is \$2,188,569.08 (row 23) with a current projected ending balance of \$558,481.19 shown in row 40. Total funding increased by 13% from 2022-23 to 2023-24 (\$2,188,569.08-\$1,932,881.29/\$1,932,881.29).

In addition, Choice Charter School projects a 76% increase in enrollment throughout the 2023-2024 school year. This would equate to serving approximately 336 students throughout the school year.

Table 8. Choice Charter School Finance Table

a. Fund 10: General Fund Revenue	b. 2022-2023 Budget	c. 2022-2023 Expenditures June 30, 2023	d. 2023-2024 Budget	e. 2023-2024 YTD
1 Taxes Levied on Property	\$0.00	\$0.00	\$0.00	\$0.00
2 Utility Replacement Excise Tax	\$0.00	\$0.00	\$0.00	\$0.00
3 Income Surtaxes	\$0.00	\$0.00	\$0.00	\$0.00
4 Tuition\Transportation Received	\$54,000.00	\$121,189.56	\$80,000.00	\$0.00
5 Earnings on Investments	\$0.00	\$0.00	\$0.00	\$0.00
6 Nutrition Program Sales	\$0.00	\$0.00	\$0.00	\$0.00
7 Student Activities and Sales	\$0.00	\$0.00	\$0.00	\$0.00
8 Other Revenues from Local Sources	\$0.00	\$0.00	\$0.00	\$0.00

¹ These funds were provided out of the ESSER state allocation.

a. Fund 10: General Fund Revenue	b. 2022-2023 Budget	c. 2022-2023 Expenditures June 30, 2023	d. 2023-2024 Budget	e. 2023-2024 YTD
9 Revenue from Intermediary Sources	\$0.00	\$0.00	\$0.00	\$0.00
10 State Foundation Aid	\$0.00	\$0.00	\$0.00	\$0.00
11 Instructional Support State Aid	\$0.00	\$0.00	\$0.00	\$0.00
12 Other State Sources	\$832,380.00	\$811,691.73	\$1,554,160.00	\$0.00
13 Commercial and Industrial Replacement	\$0.00	\$0.00	\$0.00	\$0.00
14 Title 1 Grants	\$0.00	\$0.00	\$0.00	\$0.00
15 IDEA and Other Federal Sources	\$1,000,000.00	\$1,000,000.00	\$0.00	\$0.00
16 Total Revenues	\$1,886,380.00	\$1,932,881.29	\$1,634,160.00	\$0.00
17 General Long-Term Debt Proceeds	\$0.00	\$0.00	\$0.00	\$0.00
18 Transfers In	\$0.00	\$0.00	\$0.00	\$0.00
19 Proceeds of Fixed Asset Dispositions	\$0.00	\$0.00	\$0.00	\$0.00
20 Special Items/Upward Adjustments	\$0.00	\$0.00	\$0.00	\$0.00
21 Total Revenues & Other Sources	\$1,866,360.00	\$1,932,881.29	\$1,634,160.00	\$0.00
22 Beginning Fund Balance	\$0.00	\$0.00	\$554,409.08	\$554,409.08
23 Total Resources	\$1,886,380.00	\$1,932,881.29	\$2,188,569.08	\$554,409.08
24 Instruction	\$1,426,048.00	\$1,278,755.15	\$1,537,526.89	\$0.00
25 Student Support Services	\$0.00	\$0.00	\$0.00	\$0.00
26 Instructional Staff Support	\$2,000.00	\$7,178.73	\$2,720.00	\$0.00
27 General Administration	\$32,000.00	\$39,564.81	\$22,000.00	\$0.00
28 Building Administration	\$0.00	\$0.00	\$0.00	\$0.00
29 Business & Central Administration	\$54,351.00	\$46,567.52	\$61,141.00	\$0.00
30 Plant Operation and Maintenance	\$6,406.00	\$6,406.00	\$6,700.00	\$0.00
31 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00
32 Non-Instructional Programs	\$0.00	\$0.00	\$0.00	\$0.00

a. Fund 10: General Fund Revenue	b. 2022-2023 Budget	c. 2022-2023 Expenditures June 30, 2023	d. 2023-2024 Budget	e. 2023-2024 YTD
33 Facility Acquisition and Construction	\$0.00	\$0.00	\$0.00	\$0.00
34 Debt Services	\$0.00	\$0.00	\$0.00	\$0.00
35 AEA Support - Direct to AEA	\$0.00	\$0.00	\$0.00	\$0.00
36 Total Expenditures	\$1,520,805.00	\$1,378,472.21	\$1,630,087.89	\$0.00
37 Transfers Out	\$0.00	\$0.00	\$0.00	\$0.00
38 Other Uses	\$0.00	\$0.00	\$0.00	\$0.00
39 Total Expenditures, Transfers Out & Other Uses	\$1,520,805.00	\$1,378,472.21	\$1,630,087.89	\$0.00
40. Ending Fund Balance	\$365,575.00	\$554,409.08	\$558,481.19	\$0.00

Note: Columns *d* and *e* indicating \$0.00 does not necessarily indicate no funds will be dispersed in any particular line item. For example, Title funds will be distributed to Choice Charter School, however these funds are not yet calculated and posted.

Hamburg Charter High School finances are provided in Table 9 below, which includes total revenue, expenditures and remaining funds. Also included is a two-year projection of revenue and expenditures. Currently Hamburg Charter High School has experienced a 42% increase in the number of students attending; if such an increase continues to occur over the next few years, Hamburg Charter High School will increase revenue accordingly.

Table 9. Hamburg Charter High School Finance Table

a. Year	b. Number of Students	c. Revenue	d. Expenditures	e. Ending Fund
2022-2023	36 (Actual)	\$270,000	(\$243,000)	\$52,000
2023-2024	51 (Actual)	\$387,600	(\$280,000)	\$145,000
2024-2025	75 (Projected)	\$592,900	(\$350,000)	\$337,900
2025-2026	100 (Projected)	\$800,000	(\$450,000)	\$687,900

Note. Data table from required report submitted by Hamburg Charter High School in Appendix C.

7. Findings

Iowa Code 256.11 states the minimum program requirements to be offered and taught in grades 9 through 12. The following required items in Table 10 were found to need correction by the charter schools for the 2022-23 school year. Both charters have submitted corrective action

plans. In accordance with 256E.10 subsection 4 *The state board may take appropriate corrective actions or impose sanctions, other than revocation, in response to deficiencies in the charter school's performance or compliance with applicable laws and rules. Such actions or sanctions may include requiring the charter school to develop and execute a corrective action plan within a specified time period.*

Table 10. Offer and Teach

a. Iowa Code 256.11	b. Choice Charter School	c. Hamburg Charter High School
a. Five units of science including physics and chemistry.	Five units. <i>Met.</i>	Three and a half units. <i>Not met.</i>
b. Five units of the social studies.	Three units. <i>Not met.</i>	Three and a half units. <i>Not met.</i>
c. Six units of English-language arts.	Seven units. <i>Met.</i>	Four units. <i>Not met.</i>
d. Four units of a sequential program in mathematics. e. Two additional units of mathematics.	Three units of sequential mathematics and one and a half additional units. <i>Not met.</i>	Four units of sequential mathematics. <i>Not met.</i>
f. Four sequential units of one world language.	<i>Not met.</i>	Requirement waived during application.
g. (1) All students physically able shall be required to participate in physical education activities during each semester they are enrolled in school except as otherwise provided in this paragraph. A minimum of one-eighth unit each semester is required.	One-eighth unit each semester. <i>Met.</i>	Requirement waived during application.

In accordance with Iowa Code 256.11 subsection 9, *each school district shall have a qualified teacher librarian.* Choice Charter School did not have a librarian for the 2022-23 school year. This situation has been corrected.

ON-SITE VISITS

The Department staff conducted site visits at Choice Charter School and Hamburg Charter High School during the 2022-23 school year. On March 6, 2023 a Department team conducted a virtual visit with Choice Charter School. The team met with administrators, teachers, and students. In addition, a tour of the “Charter Verse” was provided. The “Charter Verse” is a virtual setting where student and teacher avatars interact and complete course work. On March 14, 2023 a Department team visited Hamburg Charter High School. The team met with administrators, students, and teachers. In addition, a tour was provided which included the student-built house and a meal provided by the culinary students.

RECOMMENDATIONS

The State Board will continue to examine the following data to determine if the existing charter schools are meeting the purposes outlined in 256E:

- Data contained in this report, including:
 - Mission, Vision, Goals and Progress
 - Enrollment & Demographics
 - Attendance, Graduation & Dropout
 - Student Achievement
 - Number and Qualifications of Teachers and Administrators
 - Financial Sustainability
 - Findings & Recommendations
- The appendices of this report that contain all data required to be submitted to the Department as outlined in Appendix A, and
- Additional necessary monitoring data.

Choice Charter School and Hamburg Charter High School have established functioning charter schools over the course of 2022-23 that are compliant with expectations for charter schools established in statute. It is anticipated that they will continue to make progress toward the charter schools stated mission, vision, and goals.

APPENDICES

The following are included in the appendices:

- **Appendix A** is the report requirements provided by the Department to Iowa Charter Schools Authorized under 256E.
- **Appendix B** is the full required report submitted by Choice Charter School.
- **Appendix C** is the full required report submitted by Hamburg Charter High School.

Appendix A

2022-2023 End-of-Year Data Report Iowa Charter Schools Authorized under 256E

Instructions:

The Iowa Department of Education annually develops a comprehensive report to evaluate the state's charter school programs as required by Iowa Code 256E.12

1. Each charter school shall prepare and file an annual report with the department. The department shall prescribe by rule the required contents of the report, but each such report shall include information regarding student achievement, including annual academic growth and proficiency, graduation rates, and financial performance and sustainability. The reports are public records and the examination, publication, and dissemination of the reports are governed by the provisions of chapter 22.

2. The state board shall prepare and file with the general assembly by December 1, annually, a comprehensive report with findings and recommendations relating to the charter school program in the state and whether the charter school program under this chapter is meeting the goals and purposes of the program. The report also shall contain, for each charter school, a copy of the charter school's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, and the number and qualifications of teachers and administrators.

281—19.15(256E) Reports.

19.15(1) Annual report. *Each charter school shall prepare and file an annual report with the department. The department shall prescribe by rule the required contents of the report, but each such report shall include information regarding student achievement, including annual academic growth and proficiency, graduation rates, and financial performance and sustainability. The reports are public records, and the examination, publication, and dissemination of the reports are governed by the provisions of Iowa Code chapter 22. The annual report is due to the department October 1 and shall include data for the prior school year. Required content includes:*

a. The charter school's mission statement, including a vision statement and goals, as well as data measuring goal attainment.

b. Student demographics, disaggregated by grade level and protected characteristics.

c. Attendance statistics and dropout rate (average daily attendance, dropout rate, student mobility).

d. Graduation data, including four-year and five-year graduation rates, credit accrual, and number of students on track for graduation.

e. Student achievement, including annual academic growth and proficiency, including Iowa statewide assessment of student progress (ISASP) data, other assessment data, and aggregate assessment test scores.

f. Financial performance, including projections of financial stability.

g. The number and qualifications of teachers and administrators.

h. Sustainability data, including enrollment trends, staff satisfaction, and parent and student satisfaction.

This report will be used to provide a basic overview of 2022-2023 data for Iowa Charter Schools for State Board of Education, Iowa legislators, parents, governing boards, school officials, United States Department of Education, and the general public. The report must be approved by the Iowa State Board of Education before submission to the general assembly.

The End-of-Year Charter School Report contains four (4) sections. The requirements for each section are attached. Use 2022-2023 data for this report. Each of the sections should be completed and returned without this instruction page. You may use the attached document as a template for your report. All data should be presented in a black line chart (color graphs do not print well). Data points under 10 for any category of students MUST be redacted. Please submit by returning it via email in Microsoft Word format. Here is the 21-22 report for reference: [Charter Schools and Innovation Zone School Report](#).

By October 13, 2023, please complete in word format and submit electronically to:

Janet A. Boyd, School Improvement Consultant

Iowa Department of Education

Grimes State Office Building

Des Moines, IA 50319-0146

janet.boyd@iowa.gov

I. School Information

A. Name of Charter:

B. Address:

C. Superintendent's Name:

D. Person Completing Report:

E. The charter school's mission statement, including a vision statement and goals, as well as data measuring goal attainment.

F. What year was this school chartered?

G. Number of students enrolled in the charter school:

a. Student demographics, disaggregated by grade level and protected characteristics:

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

II. Goal Progress

1. Student achievement, including annual academic growth and proficiency, including Iowa statewide assessment of student progress (ISASP) data, other assessment data, and aggregate assessment test scores.
2. Attendance statistics and dropout rate (average daily attendance, dropout rate, student mobility).
3. Graduation data, including four-year and five-year graduation rates, credit accrual, and number of students on track for graduation.
4. Financial performance, including projections of financial stability.
5. Number and qualifications of teachers and administrators.
6. Sustainability data, including enrollment trends, staff satisfaction, and parent and student satisfaction.

III. Program Highlights and Evaluation

Please provide a summary of highlights from the 22-23 school year.

1. How is the charter school program evaluated?
2. Is the charter school successful?
3. How is success measured?
4. Other Locally Determined Information (exclude any personally identifiable information)

IV. Assurance of Compliance

- A. The charter school completing this report is able to assure compliance with its contract, with Iowa Code chapter 256E, and with Iowa Administrative Code chapter 281—19.
- B. The charter school completing this report is not able to assure compliance with its contract, with Iowa Code chapter 256E, and with Iowa Administrative Code chapter 281—19, and is taking the following corrective action: [BRIEFLY DESCRIBE CORRECTIVE ACTION AND TIMELINE]

Appendix B

School Information

- A. Name of Charter: Choice Charter School
- B. Address: P.O. Box 193 Union, Iowa 50258
- C. Director's Name: Dr. Cynthia Knight
- D. Person Completing Report: Dr. Corey Lunn

I. Program Highlights and Evaluation

Please provide a summary of highlights from the 22-23 school year.

1. How is the charter school program evaluated?

Choice Charter School is evaluated through the use of State testing data, student data - completion of courses, attendance, graduation rates, discipline records, and staff feedback, stakeholder surveys, financial measures and projections, and sustainability measures.

2. Is the charter school successful?

Yes! In just its first year, Choice Charter School has changed the lives of over 160 families throughout the state of Iowa and graduated 21 students who are now finding their way to being productive, participating citizens. Many of these students would not be enrolled in school, and/or failing to thrive and progress as needed to complete the requirements for an Iowa High School Diploma.

Based on enrollment trends from the previous school year, an increase in enrollment during the start of year two, and the school board-approved budget, the model is financially sustainable for Choice Charter School going into year 2.

3. How is success measured?

The success of Choice Charter School is measured through feedback from our key stakeholders; our students, parents, and staff members. State assessment data is also used to show the growth and progress of our students. Ultimately, it is the graduation of our students, and their success afterward that is the most gratifying and important indicator.

4. Other Locally Determined Information (exclude any personally identifiable information)

Being the first founding group charter school in the great state of Iowa has been both rewarding and challenging. In just its first year, Choice Charter School has changed the lives of over 160 families throughout the state of Iowa and graduated 21 students who are now finding their way to being productive, participating citizens in this wonderful state.

While incredibly rewarding for the staff and families involved, this journey has not been without issues. In spite of these challenges and difficulties, you will find in this report, in only its first year, that Choice Charter School did some amazing things for the families and students served.

All the families, students, and staff, who chose Choice Charter School were pleased with the results according to our Conditions of Learning and internal surveys that were conducted.

II. Assurance of Compliance

The charter school completing this report is able to assure compliance with its contract, with Iowa Code chapter 256E, and with Iowa Administrative Code chapter 281—19.

III. Annual Reports Requirements

By October 1st of each year the Charter School shall submit an annual report to assist the State Board in evaluating the Charter School's performance and compliance with the performance framework. The Annual Report shall meet all requirements set forth in Iowa Code Chapter 256E and Iowa Administrative Code 281-19.15, including:

- a. The Charter School's mission statement, including a vision statement and goals, as well as data measuring goal attainment.
- b. Student demographics, disaggregated by grade level and protected characteristics.
- c. Attendance statistics and dropout rate (average daily attendance, dropout rate, student mobility).
- d. Graduation data, including four-year and five-year graduation rates, credit accrual, and number of students on track for graduation.
- e. Student achievement, including annual academic growth and proficiency, including Iowa statewide assessment of student progress (ISASP) data, other assessment data, and aggregate assessment test scores.
- f. Financial performance, including projections of financial stability.
- g. The number and qualifications of teachers and administrators.
- h. Sustainability data, including enrollment trends, staff satisfaction, and parent and student satisfaction.

256E.12 CHARTER SCHOOLS

SCHOOL BOARD AND FOUNDING GROUP MODELS, REPORTS

1. Each charter school shall prepare and file an annual report with the department. The department shall prescribe by rule the required contents of the report, but each such report shall include information regarding student achievement, including annual academic growth and proficiency, graduation rates, and financial performance and sustainability. The reports are public records and the examination, publication, and dissemination of the reports are governed by the provisions of chapter 22.

2. The state board shall prepare and file with the general assembly by December 1, annually, a comprehensive report with findings and recommendations relating to the charter school program in the state and whether the charter school program under this chapter is meeting the goals and purposes of the program. The report also shall contain, for each charter school, a copy of the charter school's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, and the number and qualifications of teachers and administrators.

2021 Acts, ch 112, §12 Referred to in §256E.10

IV. Mission/Vision Statement and Goals

The Charter School's mission statement, including a vision statement and goals, as well as data measuring goal attainment.

Vision, Goals, & Values: A brighter future for the students who need it the most.

Goals:

- Choice Charter School will raise the graduation rate in Iowa by providing a conscientious comprehensive program to meet the needs of students who have dropped out of high school or who are at risk of dropping out of high school.
- Choice Charter School will create individual learning paths that honor the career dreams of the students it serves.
- Choice Charter School will prepare students to become participating, contributing members of society.

Values:

- Individual learning styles, interests, and needs to create a learning path that truly meets the needs of the student.
- Worthy work that crosses over content areas.
- Competency-based education.
 - Teaching staff who has the skills to create project-based learning opportunities
 - Teaching staff who enjoy working with students who struggle with traditional learning

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embody a sense of fair play, embrace diversity, and think flexibly.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible for the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged, and welcomed partners in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs.

Our School offers an engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer a standards-based learning environment and a comprehensive system of support to address the needs of the whole child.

Achievement of Goals

Choice Charter School is a non-traditional, nonprofit school meeting the needs of unique students who want a brighter future. Choice Charter School will provide a research evidence-based program for students who want a nontraditional high school option, have dropped out of high school, and are motivated to earn a diploma. Through individual learning paths that honor

students' college/career dreams, we will prepare people to become engaged members of society by:

- Integrating learning strengths, student choice, interests, and needs to create personalized learning.
- Recognizing the value of each student and the unique circumstances brought to the learning environment.
- Creating a curriculum that is cross-curricular.
- Focusing on competency, project-based education.

Pretests (Accuplacer, ACT, etc.) will be used to check for competencies at intake. Pretests for science using the AAAS database are being developed. Students will be given future-ready skills via an 8 semester, project-based class that combines English, social studies, civic literacy, and information literacy. Students will identify a potential career path and achieve success in various ways:

- Internships/pre-apprenticeships in health, STEM/STEAM, service, business, or technology via a certificate model.
- Workplace readiness leading to a diploma program or AA degree at Job Corps or local community college, or a military career.
- Gaining confidence and background knowledge to pursue more traditional 4-year college pathways.

Year 1 priority was a focus on students aged 18 to 20 in grades 11 and 12, aiming to reach 8-10% of the approximately 4,000 dropouts or around 300 students. Iowa Code 282.1 specifies enrollment age is 5-21. The actual result was more of an interest from underclassmen than expected, with the first year made up of 18.3% 9th graders, 19.5% 10th graders, 25.4% 11th graders, and 36.7% 12th graders.

Identifying achievement goals was a requirement of the application process. What was identified for assessment were the ISASP, AAIMS probes and SDRT (pre/post), Accuplacer, and ACT. Without knowing the makeup of students, and the type of students that Choice Charter School would attract during the first year, made this a challenge. In conversations with the Department of Education, it was clarified that these goals would be flexible with this in mind. See under the "Student Achievement - Academic Growth and Proficiency" section for results and more details.

V. Student Demographics

Student demographics, disaggregated by grade level and protected characteristics (Based on the total number of students enrolling in and out of Choice Charter School for the year).

Enrollment Status (SRI Spring 2022-23):

Active Students:	Independent Charter Enrolled	149
In Active Students:	Transferred Out of District	18
	Graduated from High School	21
	Enrolled but Never Attended	1
	Stopped attending, no record request	1

By Gender;

Females = 84/169	49.7%
Males = 79/169	46.7%
Other Designation "X" = 6/169	3.6%

By Designated Gifted and Talented:

4/169	2.4%
-------	------

By Grade:

9th = 31/169	18.3%
5/31 Hispanic Males, 1/31 Black X (binary), 2/31 Black Females	
10th = 33/169	19.5%
2/33 Hispanic Males, 2/33 Hispanic Females, 2/33 Black Males, 1/33 Black Females	
11th = 43/169	25.4%
3/43 Hispanic Males, 2/43 Hispanic Females 3/43 Black Males, 1/43 Black Females 1/43 Mixed Race Male, 1/43 Asian Female	
12th = *62/169	36.7%
2/62 Hispanic Males, 5/62 Hispanic Females 6/62 Black Males, 5/62 Black Females 1/62 Mixed Race Male	

(*21 completed the requirements for graduation. Many of the students come to the school with severe shortages in the credits required to graduate)

By Free and Reduced Lunch:

Free = 29/169	17.2%
4/29 Hispanic, 4/29 Black	
Reduced = 19/169	11.2%
1/19 Hispanic, 3/19 Black	
Total = 48/169	28.4%

By Race:

Black = 20/169	11.8%
White = 123/169	72.8%
Hispanic = 23/169	13.6%
Asian = 1/169	.6%
"T" = 1/169	.6%
Left Blank = 1/169	.6%

By Special Education Services:

(From 2023 Spring SRI Results)

30/169	17.6%
4/30 Hispanic, 2/30 Black	

VI. Attendance Statistics

Attendance statistics and dropout rate (average daily attendance, dropout rate, student mobility). Attendance and engagement of students is calculated at Choice Charter School using participation in daily classes (live), mentoring sessions, time choice classes (asynchronous self-paced classes), and tutoring with teachers (during office hours). NOTE: 169 students entered the school, with 21 graduating during the school year.

Average Daily Attendance (SPRING SRI 22-23, see Appendix for records for daily attendance)

	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
Student Count	30	32	44	60	166
Days Present	2983	3022.5	4103	6916	17024.50
Days Enrolled	3269	3251	4561	7530	18611.00
Attendance Rate (%)	91.25	92.97	89.96	91.85	91.48
Maximum Days Enrolled	166	166	166	166	
ADA	17.97	18.21	24.72	41.66	102.56
ADM	19.69	19.58	27.48	45.35	112.11

Attendance data included in the State’s MTSS Ed Portal shows an average daily attendance rate of 82.3%, the percent of students that have attended 90% or more of school days. From September to December, the attendance rates showed a gradual increase This is to be expected as students become more acclimated and show more success within the more flexible processes at Choice Charter School. The goal for the 2022-2023 school year was 95.3%. Although the average did not meet this percentage, from December until the end of the school year the average attendance rate was frequently near 95%.

Dropout Rate and Student Mobility:

With just one year in existence, comparing dropout rates from one school year to the next is not applicable. During the first school year, 169 students entered the school, with 21 graduating during the school year. For students who left Choice Charter School, most returned to their “home” district (i.e. not finding success in Choice Charter School, suspension ended in “home” district, or students that wanted to participate in extracurriculars in their resident district - attending Choice Charter School and participating in activities in the home district was not allowed by the State. The destination of the other students is unknown, for the basis of this report they are being considered as “dropouts.” Over the course of the school year, this calculates to a mobility rate of 3.5% (6/169) and a dropout rate of 1.2% (2/169).

VI. Graduation Data

Graduation data, including four-year and five-year graduation rates, credit accrual, and number of students on track for graduation (SRI Spring 22-23 data).

DIPLOMA	
No	0
Yes	21
Not Applicable	148

<redacted – individual student information>

Student’s Progress Towards Graduation

During the first year of operation, CCS enrolled 56 seniors. Twenty-one completed the requirements for graduation, have begun transitions to additional training/schooling, and/or per below are becoming successful citizens in their local communities. It is the philosophy of Choice Charter School to focus on the individual needs of students and progress toward competencies, versus the traditional grade-level attainment by age.

<redacted – individual student information>

Credit Accrual

Students that come to Choice Charter School are usually extremely credit deficient, due to the traditional school model not meeting their needs. During the 22-23 school year:

- 9th Grade Students entered CCS with an average of 1.7 credits earned (47 total credits). At the completion of the school year, this increased to an average of 5.1 (189 total

credits). This is an increase of 142 credits, or 302.1% (142/47). On average, the 9th graders are 6.9 credits behind the progress needed for graduation.

- 10th Grade Students entered CCS with an average of 9.3 credits earned (260.3 total credits). At the completion of the school year, this increased to an average of 14.7 (412.3 total credits). This is an increase of 152 credits, or 58.4% (152/260.3). On average, the 10th graders are 9.3 credits behind the progress needed for graduation.
- 11th Grade Students entered CCS with an average of 20.7 credits earned (577.5 total credits). At the completion of the school year, this increased to an average of 24.2 (676.6 total credits). This is an increase of 99.1 credits, or 17.2% (99.1/577.5). On average, the 11th graders are 11.8 credits behind the progress needed for graduation.
- 12th Grade Students entered CCS with an average of 23.4 credits earned (655.3 total credits). At the completion of the school year, this increased to an average of 25.3 (708.3 total credits). This is an increase of 53 credits, or 8.1% (53/655.3) On average, the 12th graders are 22.7 credits behind the progress needed for graduation.

The longer the students have been in the traditional system, the further they have fallen behind, and the more difficult it has been to catch them up during the first year of operation.

On Track for Graduation (after the first year of attending CCS)

Grade 9 = 42.9% (12/28)

Grade 10 = NA - <redacted – individual student information>

Grade 11 = NA - <redacted – individual student information>

Grade 12 = 38% (21/56)

Total = 149 Students

* 20 students did not show up, and/or returned to the resident district. Total = 169

According to the edportal data gathered from the approved student information system by the Department, Choice Charter School the Academics indicator identifies each student's lowest grade for each subject in the selected timeframe, then counts how many subjects are considered critical. This can help you determine which students may benefit the most from academic intervention or support. CCS students were above the AEA and State in this area.

Grade Level	Enrollment	Academics (in %)	Academics Numerator	Academics Denominator
Choice Charter School	128	100	87	87
Choice Charter School (Compare)	128	100	87	87
Central Rivers AEA (Compare)	67406	83	17114	20556
Iowa Department of Ed (Compare)	521753	84	165295	197756
	9	28	100	21

Grade Level	Enrollment	Academics (in %)	Academics Numerator	Academics Denominator
10	30	100	24	24
11	35	100	23	23
12	35	100	19	19

Data included in the State's MTSS Ed Portal shows all CCS students are making progress toward graduation. That fits well with the CCS philosophy that students learn at their own pace.

GRADE	ENROLLMENT	ACADEMICS	ATTENDANCE	BEHAVIOR
All Students	128	100%	44%	100%
9	28	100%	46%	100%
10	30	100%	60%	100%
11	35	100%	26%	100%
12	35	100%	46%	100%

CCS is working on the recording of students' attendance and has created a better way of recording the attendance of our students for the upcoming 23-24 school year.

VIII. Student Achievement - Academic Growth and Proficiency

Student achievement, including annual academic growth and proficiency, Iowa statewide assessment of student progress (ISASP) data, other assessment data, and aggregate assessment test scores.

ISASP was taken by CCS students in April/May and the scores were received in June. There were sites secured throughout the state for students to come for two days of testing. The results are below (61/89 students took part in the assessment):

<table redacted – individual student information>

Results indicated the following in ELA and mathematics across grades 9-11:

- 29/58 or 50% students proficient in ELA.
- 18/64 or 28% students proficient in mathematics.

SDRT has been changed to ROAR and was not available this year. CommonLit was used instead, and scores were reading comprehension average at the beginning of the year at 25% and end of year average 65% comprehension. AAIMS probes were given at the beginning of the year showing that students averaged 5 correct in 5 minutes, and at the end of the year students averaged 19 correct in 5 minutes. This data will be used to collect more norms next year.

Iowa Statewide Assessment of Student Progress (ISASP)

ELA	Proficient	Not Yet Proficient	Advanced	Not Attempted
9th Grade	36.8%	63.2%	0%	0%
10th Grade	52.4%	38.1%	0%	9.5%
11th Grade	45.5%	40.9%	4.5%	9.1%

Mathematics	Proficient	Not Yet Proficient	Advanced	Not Attempted
9th Grade	17.2%	48.3%	0%	34.5%
10th Grade	32%	56%	0%	12%
11th Grade	10.8%	48.6%	2.7%	37.8%

Science	Proficient	Not Yet Proficient	Advanced	Not Attempted
10th Grade	32%	44%	0%	24%

ACCUPLACER

ACCUPLACER is a series of tests that evaluate students' skills in reading, writing, and mathematics to help college administrators place them in courses that match their skills. ACCUPLACER Reading, Writing, Quantitative Reasoning and Statistics, and Advanced Algebra and Functions tests each have a score range of 200–300. To help you understand what your score means, you can review the Skills Insight™ statement for each test. The Skills Insight statements break down the scores into five score bands:

- 200–236
- 237–249
- 250–262
- 263–275
- 276–300

For each score band, each test's Skills Insight statement describes what a student scoring within that band is likely to know and be able to do.

	Next-Generation Writing Average	Next-Generation Reading Average	Next-Generation Arithmetic Average
Averages =	241.29	243.67	248.54
% College Ready =	23.2% (16/69)	39.1% (27/69)	42% (29/69)

IX. Financial Performance

Financial performance, including projections of financial stability.

Projections of Financial Stability

During the 22-23 school year, Choice Charter School began with 64 students, a total of 169 entering and exiting during the school year, graduating 21 seniors, and an ending enrollment of 166 students.

The daily rate of funding from the State was \$42.08 (based on the state student aid and days of enrollment). There was also a one-time allocation - for start-up costs - from ESSER funds in the amount of \$1,000,000. The amount of revenue (ESSER Funds, Daily State Aid, and Special Education Reimbursements) for the 22-23 school year was \$1,932,881.29. The number of expenditures equaled \$1,378,472.21, with a remaining end balance of \$554,409.08.

Choice Charter School FY 22-23 Budget

Fund 10: General Fund Revenue	22-23 Budget	Year to Date
1 Taxes Levied on Property	\$0.00	\$0.00
2 Utility Replacement Excise Tax	\$0.00	\$0.00
3 Income Surtaxes	\$0.00	\$0.00
4 Tuition\Transportation Received	\$54,000.00	\$121,189.56
5 Earnings on Investments	\$0.00	\$0.00
6 Nutrition Program Sales	\$0.00	\$0.00
7 Student Activities and Sales	\$0.00	\$0.00
8 Other Revenues from Local Sources	\$0.00	\$0.00
9 Revenue from Intermediary Sources	\$0.00	\$0.00
10 State Foundation Aid	\$0.00	\$0.00
11 Instructional Support State Aid	\$0.00	\$0.00
12 Other State Sources	\$832,380.00	\$811,691.73
13 Commercial and Industrial Replacement	\$0.00	\$0.00
14 Title 1 Grants	\$0.00	\$0.00
15 IDEA and Other Federal Sources	\$1,000,000.00	\$1,000,000.00
16 Total Revenues	\$1,886,380.00	\$1,932,881.29

Fund 10: General Fund Revenue	22-23 Budget	Year to Date
17 General Long-Term Debt Proceeds	\$0.00	\$0.00
18 Transfers In	\$0.00	\$0.00
19 Proceeds of Fixed Asset Dispositions	\$0.00	\$0.00
20 Special Items/Upward Adjustments	\$0.00	\$0.00
21 Total Revenues & Other Sources	\$1,866,360.00	\$1,932,881.29
22 Beginning Fund Balance	\$0.00	\$0.00
23 Total Resources	\$1,886,380.00	\$1,932,881.29
24 Instruction	\$1,426,048.00	\$1,278,755.15
25 Student Support Services	\$0.00	
26 Instructional Staff Support	\$2,000.00	\$7,178.73
27 General Administration	\$32,000.00	\$39,564.81
28 Building Administration	\$0.00	
29 Business & Central Administration	\$54,351.00	\$46,567.52
30 Plant Operation and Maintenance	\$6,406.00	\$6,406.00
31 Student Transportation	\$0.00	
32 Non-Instructional Programs	\$0.00	
33 Facility Acquisition and Construction	\$0.00	
34 Debt Services	\$0.00	
35 AEA Support - Direct to AEA	\$0.00	
36 Total Expenditures	\$1,520,805.00	\$1,378,472.21
37 Transfers Out	\$0.00	\$0.00
38 Other Uses	\$0.00	\$0.00
39 Total Expenditures, Transfers Out & Other Uses	\$1,520,805.00	\$1,378,472.21
Ending Fund Balance	\$365,575.00	\$554,409.08

When planning for the 23-24 school year, Choice Charter School is beginning with 154 (students as of August 28,2023). Using the 22-23 enrollment trends (see “sustainability data”), there is a strong likelihood that the growth at Choice Charter School will continue.

For the 23-24 school year, the daily rate of funding from the State will be \$43.17 (based on the state student aid and days of enrollment). There will be no additional ESSER dollars. Based on 200 students enrolling in the school, the amount of revenue (Daily State Aid, and Special Education Reimbursements) projected for the 23-24 school year is \$1,634,160. The amount of expenditures is expected to be \$1,630,087, with a remaining end balance of \$4,072.11. This does not include the previous 22-23 years fund balance of \$554,409.08. Any enrollment greater than 200 students will result in greater revenue and an increased remaining balance at the end of the school year. The 23-24 budget was developed with a student enrollment of 200. With current staffing in place, the capacity of CCS is 300 students.

Choice Charter School FY 23-24 Budget

Fund 10: General Fund Revenue	Current Budget	YTD
1 Taxes Levied on Property		\$0.00
2 Utility Replacement Excise Tax		\$0.00
3 Income Surtaxes		\$0.00
4 Tuition\Transportation Received	\$80,000.00	\$0.00
5 Earnings on Investments		\$0.00
6 Nutrition Program Sales		\$0.00
7 Student Activities and Sales		\$0.00
8 Other Revenues from Local Sources		\$0.00
9 Revenue from Intermediary Sources		\$0.00
10 State Foundation Aid		\$0.00
11 Instructional Support State Aid		\$0.00
12 Other State Sources	\$1,554,160.00	\$0.00
13 Commercial and Industrial Replacement		\$0.00
14 Title 1 Grants		\$0.00
15 IDEA and Other Federal Sources		\$0.00
16 Total Revenues	\$1,634,160.00	\$0.00
17 General Long-Term Debt Proceeds		\$0.00
18 Transfers In		\$0.00

Fund 10: General Fund Revenue	Current Budget	YTD
19 Proceeds of Fixed Asset Dispositions		\$0.00
20 Special Items/Upward Adjustments		\$0.00
21 Total Revenues & Other Sources	\$1,634,160.00	\$0.00
22 Beginning Fund Balance	\$554,409.08	\$554,409.08
23 Total Resources	\$2,188,569.08	\$554,409.08
24 Instruction	\$1,537,526.89	
25 Student Support Services		
26 Instructional Staff Support	\$2,720.00	
27 General Administration	\$22,000.00	
28 Building Administration		
29 Business & Central Administration	\$61,141.00	
30 Plant Operation and Maintenance	\$6,700.00	
31 Student Transportation		
32 Non-Instructional Programs		
33 Facility Acquisition and Construction		
34 Debt Services		
35 AEA Support - Direct to AEA		
36 Total Expenditures	\$1,630,087.89	\$0.00
37 Transfers Out	\$0.00	\$0.00
38 Other Uses	\$0.00	\$0.00
39 Total Expenditures, Transfers Out & Other Uses	\$1,630,087.89	\$0.00
Ending Fund Balance	\$558,481.19	\$0.00

Based on enrollment trends from the previous school year, an increase in enrollment during the start of year two, and the school board approved budget, the model is financially sustainable for Choice Charter School going into year 2.

X. Staff and Administrative Information

The number and qualifications of teachers and administrators.

Choice Charter School Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible for the stewardship of our fiscal resources and the fair and equitable distribution.

Choice Charter School will be an incubator for educators who want to hone their craft in curriculum design, online teaching, and student achievement/success/relationships. The creative atmosphere and continuous learning of new and innovative ways to meet the needs of students are at the forefront of our professional development activities. With the signing of the new teacher apprenticeship program from the Governor of Iowa, we will be growing our own as well. Many of the students we serve want to become teachers, childcare providers, or social workers.

2023-2024 Choice Charter School employees include:

- | | |
|--------------------------------------|--|
| 1 - CEO (full-time) | 1 - Clerk/Healthcare (hourly *fee-for-service) |
| 1 - Registrar (full-time) | 1 - Administrative Assistant (hourly) |
| 1 - Curriculum Director (full-time) | 1 - HR Generalist (hourly) |
| .5 - Assistant Director (part-time) | 1 - IT Consultant (hourly *fee-for-service) |
| 1 - Principal (full-time) | 1 - Counseling Support (hourly) |
| 6 - Teachers/1 counselor (full-time) | 1 - Librarian (hourly) |
| 2.5 - Teachers (5 = part-time) | 4 - Teachers (hourly, 5-10 hrs) |
| 3 - Associates/Paraeducators | 14 - Mentors (*fee-for-service) |

TOTALS = 16 Full and Part-Time Salaried Staff 24 - Part-Time Hourly Staff
 (* NOT TOTAL FTEs, *=1099 Contractor)

Demographics and Qualifications:

The CCS employee data is divided into employee and contractor data. The “contractors” are staff that have been hired to serve as mentors to the students. “Employees” include teachers, associates, administrators, and other support staff.

Demographics of Employees:

Ethnicity:

Not Hispanic or Latino	23	92.00%
Hispanic or Latino	1	4.00%
Prefer Not to Answer	1	4.00%

Race:

White	19	76.00%
Black or African American	4	16.00%
American Indian or Alaska Native	1	4.00%
Two or More Races	1	4.00%

Highest Degree Earned:

Associate degree	3	12.00%
Technical or occupational certificate	1	4.00%
Bachelor's degree	7	28.00%
Master's degree	10	40.00%
Professional (Doctor, Dentist, etc.)	1	4.00%
Doctorate (PhD/EdD)	3	12.00%

Years of Experience in Current Role:

(Average of 10.64 years)

1-10 Years	18	72.00%
11-20 Years	3	12.00%
21-30 Years	1	4.00%
30+ Years	3	12.00%

Demographics of Contractors:

(9 contractors, 1 serves as, and is listed as an employee above)

Ethnicity:

Not Hispanic or Latino	8	100.00%
Hispanic or Latino	0	0.00%
Prefer Not to Answer	0	0.00%

Race:

White	7	77.78%
Black or African American	0	0.00%
American Indian or Alaska Native	0	0.00%
Two or More Races	2	22.22%

Highest Degree Earned:

High school or equivalent	1	14.29%
Associate degree	2	28.57%
Technical or occupational certificate	1	14.29%
Bachelor's degree	2	28.57%
Master's degree	1	14.29%
Professional (Doctor, Dentist, etc)	0	0.00%
Doctorate (PhD/EdD)	0	0.00%

Years of Experience in Current Role:

(Average of 8.44 years)

1-10 years	7	87.50%
11-20 years	0	0.00%
21-30 years	0	0.00%
30+ years	1	12.50%

XI. Sustainability Data

Sustainability data, including enrollment trends, staff satisfaction, and parent and student satisfaction.

Enrollment Trends (Growth Rates)

During the 22-23 school year, enrollment began the week of September 9 with 64 students. After winter break this had increased to 113 (76.6% increase), with an ending week enrollment of 140 (118.8% increase). 169 Students enrolled in the program during the school year (including early graduates, and students who left the program).

Sustainability Data (Estimated Growth)

The 23-24 school year began with 154 (as of 8/28/23) students enrolled. Using the enrollment trends from the 22-23 school year, the number of students after winter break is projected to increase to 271.91 (76.6% increase), with an ending week enrollment of 336 (118.2% increase). However, the same growth over the first month is not being expected or planned for year 2.

Given the start of the school year enrollment, growth trends from the previous year, beginning positive fund balance, and a balanced 23-24 preliminary budget - including a surplus, based on 200 students, the model is sustainable going into year two.

Staff Satisfaction:

Our staff survey data – looking at areas of communication, relationships, and learning strategies - is extremely supportive. Showing 18 of 22 responses 100% “agree” or “strongly agree” – and the remaining 4 were at 85% “agree” or “strongly agree”.

CCS Staff Survey 2023 (21 responses)

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Choice Charter School creates a culture using language and expectations where students are empowered and supported.	81%	19%	0%	0%
2. The principal and teachers are consistent in operating in a manner aligned to the circumstances or individual needs of students.	85.7%	14.3%	0%	0%
3. Parents or guardians are notified about student progress on a regular basis.	38.1%	57.1%	4.8%	0%
4. My students feel safe at school.	71.4%	28.6%	0%	0%
5. Adults who work in the school treat my child with respect.	85%	15%	0%	0%
6. At Choice Charter School, student ideas are listened to and collaborative solutions are found.	80%	20%	0%	0%
7. The school communicates with me about my child, sharing successes and challenges.	47.6%	47.6%	4.8%	0%
8. My child's teachers care about them.	52.4%	42.9%	4.7%	0%
9. The school lets me know if my child is doing a good job.	61.9%	38.1%	0%	0%
10. If a student is struggling, a team approach is used to set a plan and determine the success of the follow through.	95.2%	4.8%	0%	0%
11. Adults in this school respect differences in students (for example, gender, race, culture, learning differences, sexual orientation, etc.)	76.2%	27.8%	0%	0%

	Strongly Agree	Agree	Disagree	Strongly Disagree
12. The teachers, mentors and administrators in this school are able to talk to students one-on-one.	90.5%	9.5%	0%	0%
13. The teachers, mentors, and administrators in this school celebrate the successes of the students.	90.5%	9.5%	0%	0%
14. Choice Charter School offers my child individual support and the ability to make progress with their learning.	85.7%	14.3%	0%	0%
15. There is at least one adult at school that my child could go to for help with a problem.	95.2%	4.8%	0%	0%
16. Respectful relationships between students and adults are a focus at Choice Charter School.	90.5%	9.5%	0%	0%
17. My child has the support they need to be academically successful.	47.6%	52.4%	0%	0%
18. The material my child is learning is connected to their life.	76.2%	23.8%	0%	0%
19. The format of this school, with a focus on two or three classes, is creating an opportunity for success that was not present before.	85.7%	14.3%	0%	0%
20. The 10 am start time has helped my student better adjust to school.	52.4%	38.1%	9.5%	0%
21. At Choice Charter School, students who attend school regularly and meet with their teachers are able to advance in their coursework.	90.5%	9.5%	0%	0%

	Strongly Agree	Agree	Disagree	Strongly Disagree
22. At Choice Charter School, mentors are critical team members that help to ensure student success.	85.7%	14.3%	0%	0%

23. Additional feedback I would like to share is...

- XXXXXXXX had a vision and all of the admin team has led the way in seeing this vision become a reality. Students in the school are fortunate to have such a fantastic set of leaders!
- This is a great place to work. Thank you for trusting our judgment as professionals and treating us respect and with dignity!
- I think we should have a mentor meeting once a month to share ideas and so forth. I would gladly take up that staff position.
- We need more variety in person classes.

24. Suggestions for improvements include...

- Cameras being an expectation during class time would hold students accountable in participating during class (don't even have to see their face) for all classes.
- I would like to have mentors be willing to see everything in JMC like classes, grades, etc.
- There should be more contact between mentors to share knowledge and resources.

Parent Satisfaction:

The parent survey data – looking at areas of communication, relationships, and learning strategies - is extremely supportive. With 16 of the 22 responses as 100% “agree” or “strongly agree” – and the remaining 6 being at 85% “agree” or “strongly agree”.

CCS Parent Survey 2023 (19 responses)

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Choice Charter School creates culture using language and expectations to empower and support students.	94.7%	5.3%	0%	0%
2. The principal and staff are consistent in operating in a manner sensitive to the challenges or circumstances these students have experienced.	89.5%	10.5%	0%	0%
3. Parents/guardians are notified about student progress on a regular basis.	73.7%	21.1%	5.2%	0%
4. My students feel safe at school.	89.4%	10.5%	0%	0%
5. Adults who work in the school have respectful relationships with students.	89.4%	10.5%	0%	0%
6. At Choice Charter School, student ideas are listened to and collaborative solutions are found.	84.2%	15.8%	0%	0%
7. The staff regularly communicates with parents about their child, sharing successes and challenges.	68.4%	26.3%	5.3%	0%
8. The staff lets parents know if their child is doing a good job.	73.7%	16.3%	0%	0%
9. The students are given expectations and multiple on-ramps if they have struggles to meet those expectations.	84.2%	10.5%	5.3%	0%

	Strongly Agree	Agree	Disagree	Strongly Disagree
10. The staff cares about students.	84.2%	10.5%	5.3%	0%
11. Adults in this school respect differences in students (for example, gender, race, culture, learning differences, sexual orientation, etc.)	89.5%	10.5%	0%	0%
12. The teachers, mentors and administrators in this school are able to talk to students one-on-one.	89.5%	10.5%	0%	0%
13. The teachers, mentors, and administrators in this school celebrate student successes.	84.2%	15.8%	0%	0%
14. Choice Charter School offers students the individual support and ability to make progress with their learning.	84.2%	15.8%	0%	0%
15. There is at least one adult at school that students could go to for help with a problem.	84.2%	10.5%	5.3%	0%
16. Respectful relationships between students and adults are a focus.	100%	0%	0%	0%
17. The material students are learning is connected to their life.	78.9%	21.1%	0%	0%
18. Students have the support they need to be academically successful.	68.4%	31.6%	0%	0%
19. The format of this school, with a focus on two or three classes, is creating an opportunity for success that was not present for these students before.	94.7%	5.3%	0%	0%
20. The 10am start time has helped my students adjust better to school.	89.5%	10.5%	0%	0%

	Strongly Agree	Agree	Disagree	Strongly Disagree
21. At Choice Charter School, students who attend school regularly and meet with their teachers are able to advance in their coursework.	84.2%	10.5%	5.3%	0%
22. At Choice Charter School, mentors are critical team members to ensure student success.	85.7%	14.3%	0%	0%

23. Additional feedback I would like to share is...

- I am so thankful for all the teachers and staff at choice charter. My son's mentor is amazing, she works with XXX and adjusts things to make him successful. These opportunities were never given to him in a public-school setting, we tried many things and they were unsuccessful. Thanks to you all for helping to ensure my son gets the education he needs!
- We are so incredibly grateful for Choice Charter School and how our son is appreciated, valued, and celebrated for his hard work and successes by all of the staff. Every staff member that he has worked with has helped him embrace his uniqueness and build his self-confidence and self-esteem, as well as connect his learning to skills he will use well beyond High School. Words can't describe how life changing him attending this school has been.
- Just very pleased with this avenue that my daughter was able to utilize to get through school.
- Our experience thus far has been great!
- My daughter struggles with trusting people, so she resists building relationships with anyone. The answers to the questions around relationships with students isn't based on lack of effort and ability of the staff, but my daughter's outright refusal to build connections with anyone.
- Thank you for helping XXXXX this year.
- I would like to see mentors helping with assignments more. My students mentor just meet with them but do not insure that the work is being done.

24. Suggestions I have for improvements include ...

- Honestly, the only thing I can think of that still worries me a bit is the Standards Based grading over the Grade Point Average. I'm just not sure how this works with colleges and I want to ensure that our son gets the credit for the amazing work he's been doing. To be clear, this is a very small worry in comparison to every other amazingly awesome thing Choice Charter School is doing.
- Only one small item, our XXXXXXXX teacher is a little hard to get in touch with being out of the country; but everything seems to be going fine with the class.
- Involving students in selecting their classes for the next hex and getting the information to them a little earlier would be really helpful.
- I would like ways to teach my students to be proactive and work. I get that students should want to work, but it has been a huge struggle to complete work.

Emails sent out about 22 missing assignments cause more anxiety and means they shut down more.

Student Satisfaction (Conditions of Learning Survey Results):

Choice Charter School students had more favorable responses in comparison to the State averages in all 5 areas measured. The score for “emotional safety” was calculated incorrectly by the State report - see following date - and should have been reported as 66% positive, versus 34%.

Conditions of Learning Summary Areas:	Choice Charter School	Other State Non-Public Schools	Other State Public Schools
Adult-Student Relationships	87%	83%	36%
Boundaries and Expectations	69%	67%	36%
*Emotional Safety	34%	33%	24%
Physical Safety	75%	72%	48%
Student-Student Relationships	58%	56%	38%

*Note that the emotional Safety measure being reported is the percent of students who answered positively to **all** items/questions within the construct. 23 (34%) out of the 67 respondents responded positively to all items in the Emotional Safety construct. Out of the 44 responses with at least one negative response in the construct, 37 students answered "0 times" to the item, "Other students made me feel included in their group of friends" (Note: that item is reverse-scored; "0 times" is considered a negative response while all other responses are considered positive). The only other item with more than five negative responses was "Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me" with eight.

More data under the “Emotional Safety” area:

Q1: 91% of our students responded that they were called names, were made fun of, or teased in a hurtful way 0 TIMES.

Q2: 88% of our students responded that they were left out of things on purpose, excluded from their group of friends, or completely ignored 0 TIMES.

Q3: 96% of our students responded that they were kicked, pushed, or shoved, or locked indoors 0 TIMES.

Q4: 93% of our students responded that other students told lies, spread false rumors about them, and tried to make others dislike them 0 TIMES.

Q5: 93% of our students responded that other students made sexual jokes, comments, or gestures that hurt their feelings 0 TIMES.

Q6: 94% of our students responded that have received a threatening or hurtful message from another student online 0 TIMES.

Q7: 96% of our students responded that something hurtful had been shared about them on social media 0 TIMES.

Q8: 55% of our students responded that other students made them feel included in their group of friends 0 TIMES (as a side note, this would be more difficult to do in an online/virtual school).

Based on the satisfaction data from students, families, and staff - that was overwhelmingly positive, and an increase in interest and enrollment beginning year 2, enrollment is sustainable for Choice Charter School going into year 2.

Appendix C

I. School Information

Name of Charter: Hamburg Charter High School

Address: 309 S Street Hamburg, IA 51640

Superintendent's Name: Dr. Mike Wells

Person Completing Report: Dr. Mike Wells, Mrs. Jacqueline Barrett, Mr. Alec Hendrickson

The charter school's mission statement, including a vision statement and goals, as well as data measuring goal attainment.

MISSION STATEMENT: The Mission of the Hamburg Charter High School is to increase the number of students who graduate high school in Southwest Iowa by providing a nontraditional approach to school by focusing on job skill development which will equate to high paying jobs upon graduation.

VISION STATEMENT: To provide relevant technical and vocational training to support student goals and create a skilled workforce for the vitality of our community.

Goal #1: Increase the number of students from low income families, and non-Caucasian students attaining advanced post-secondary credit/degrees and technical credits/diplomas/certificates.

Data: Based on our 2022-2023 student numbers, 34 out of 36 students received free or reduced meals which is a rate of 94.4%. The racial demographics of the Charter High School was 29 students were Caucasian (80.5%); less than 10 students were Hispanic-Latino; and/or African American. The percentage of minority students at the Charter School is higher proportionally than any school in Southwest Iowa. Out of the 36 students enrolled, students earned 15+ credits toward the Associate of Arts Degree, 10 students earned Welding Level I Certificates (American Builders and Contractors-ABC), less than 10 students earned Construction Trades Level I Certification (American Builders and Contractors-ABC), less than 10 students participated in 1 semester of Automotive-no certificates earned; and less than 10 students earned Level I Culinary Arts through a local certification program. 22 of 25 students received a Level I certificate in their CTE area which is 88%. Goal #1 was met

Goal #2: Provide a high school experience that is more rigorous and relevant than a traditional school by focusing on college and career curriculum.

Data: Students in the Charter High School have the freedom to choose their path and to pursue the program that best meets their current plans for the future. The charter school creates paths for students in the trades but it also creates a path for those seeking higher education. This is demonstrated by the high percentage of students seeking a college degree (AA) while in high school. 33% of high school students chose to pursue a two-year associates degree. These students had further options including being on campus and being a true college student, or to take online classes. 8/9 students chose to be on campus which provided them a unique opportunity to learn but also an opportunity to learn responsibility as college students. The ability to seek an AA degree certainly demonstrates a more rigorous and relevant track for students than most traditional school settings. Of those students, some will only need 15 more hours to complete their AA degree at Iowa Western in the fall.

Students who selected a trade spent 50% of their high school time in the selected trade. Each program had a “classroom” portion and an on the job component. Students learned concepts of welding, construction, and culinary in the classrooms but then had to go on a job site and apply the learning. Construction students built a house from the ground up. Welding students learned to evaluate a job, construct a budget for the project, and complete the project. After welding jobs were complete they had to communicate with the customer to make sure they were satisfied with the job. Our culinary students learned their skills in the classroom and then utilized them outside of the classroom as they catered several events. They were highly praised for their work and given several recommendations for other jobs

In the summer students in the trade were placed in paid apprenticeship programs earning \$10 to \$15 per hour. Many of our students were earning more money than their parents in these apprenticeship programs and some were hired to continue on during the school year. Raises were based on showing up on time, attendance, attitude, and communication skills.

Comparing this program to traditional school it is clear that the real-world application is what makes it special and successful. We utilized employer feedback and performance reports, and student surveys to measure success. Goal #2 was met.

Goal #3: Each student will develop an Individual Learning Plan (ILP) that allows them to direct and decide their educational path which will be measured by performance in an apprenticeship program, Iowa Assessments, and classroom performance. The ILP will measure mathematics, reading, and science skills as well as speaking and job performance skills.

Data: Mrs. Nicole Matheson is our apprenticeship coordinator and is responsible for assuring each student has an Individual Learning Plan (ILP). At the beginning of each year, students attend training on creating learning plans. The plans are web based and are shared with teachers, parents and administrators. Once a month, students have a block of time to work with Mrs. Matheson, discuss the ILP, and add artifacts. Although every student did create an ILP they vary in quality. Students have to present their plans each year to the Hamburg Charter High School Board of Education to explain what their goals are, how they are progressing, and what the school can do to assist them in reaching their goals. Overall, Goal #3 has been met but we have a long way to go on creating quality Individual Learning Plans.

Goal #4: Provide a year around school that incorporates apprenticeship programs where students learn valuable career skills while earning money during the summer months.

Data: We provided an opportunity for every student in the Charter High School to participate in a paid summer apprenticeship program. Out of 36 students, 31 completed the program and were successful. Success was measured by the employer’s feedback sheets which rated students in their work based on showing up on time, work quality, professionalism and attitude. Students started at \$10 per hour and up to 40 hours a week for 10 weeks. Students who showed up on time each day, and did not miss any days of work would get a \$2.00 raise per hour after 4 weeks. After an additional four weeks of showing up on time and not missing work their pay would go up to \$15.00 per hour. Unfortunately, none of the students reached the \$15 per hour because they had at least one day where they were late. We try to emphasize the importance of showing up on time and working hard. Five students did not have the attitude necessary to be placed in employment. Three of those students chose to return to a more traditional school for the 2023-2024 school year. The Summer Apprenticeship Program was successful because for many of our students it was the first time they

were treated as adults and asked to do adult work. Also, we are a very poor area so you can imagine the excitement of our students when they got their first check for \$1200. They also learned about taxes and that their checks were reduced by 25% as a result of them. Goal #4 was met.

Goal #5: All students will have an individualized learning plan that is based on their interests and life goals and will map out their career plan, set goals and measure outcomes.

Data: As stated above, 100% of our students created individual learning plans based on their interests and goals. Students will present their ILP in the fall, 2023 to the Hamburg Charter High School Board of Education. Goal #5 was met.

Goal #6: Decrease the number of high school dropouts in Southwest Iowa by providing a meaningful alternative to traditional high school.

Data: This is a difficult goal for us to measure because it is our first year as a Charter High School. We examined the 36 students who enrolled in our school and measured those that were NOT on track to graduate on time. At the end of the year, we measured to see if the deficiencies were corrected. We had one 12th grader, she was on track for graduation when she entered the school and was not in danger of being a dropout. We had one other senior who came to us in March 2023. At that time, he did not have enough credits to graduate on time because of poor attendance and not wanting to go to school. He has a new interest in school and will most likely graduate a semester late. As a result of the hands-on program the student does come to school on a more regular basis and is making a good attempt in his core subject area classes. We had 13 juniors, less than 10 were in danger of dropping out of school and were not on track to graduate with their class. At the end of the year 13 of 13 juniors were on track to graduate in May, 2024. We had less than 10 sophomores enrolled, some were in danger of being dropouts and were not on track to graduate with their class. At the end of the school year all four were on track to graduate. We had 17 freshmen with less than 10 labeled as "struggling learners". All the freshman students finished the year in good standing and are not in danger of dropping out. Goal 6 is being met but further study will need to occur to provide an accurate assessment.

Goal #7: Provide a career mentor for each student in the charter school to help guide and aid students in their career choice.

Data:
We have not been successful assigning mentors to all of our students. We are having a difficult time finding enough mentors within the trade areas. We applied and received from the Iowa Department of Education a \$20,000 mentoring grant which will provide an additional person to develop and assign mentors for the 2023-2024 school year. Currently, juniors and seniors are assigned mentors, underclassmen have not. **We did not fully meet this goal.**

Goal #8: Provide professional development for all staff members on career and technical programming and individualized learning plans.

Data: We provided professional development about the Charter School program, and the importance of real-world learning to all staff. We provided career and technical training to those involved with developing and monitoring individual learning plans. In 2023-2024 we will expand this to assigning

students to high school teachers who will each have a few students to work on the ILP and help them explore additional learning opportunities. This goal was met.

- J. What year was this school chartered? 2022-2023
- K. Number of students enrolled in the charter school:36 (2022-2023); 51 (2023-2024)
- a. Student demographics, disaggregated by grade level and protected characteristics:
 - 1. Grade levels and number of students:

Grade	2022-2023	2023-2024
9th	17	12
10th	4	18
11th	14	6
12th	1	15

- 2. Subgroups and number of each students in each category
 - a. Race: (2022-2023)
9th Grade: 16 white students
<redacted – individual student information>
 - b. Socio-economic status: (2022-2023)
9th Grade: 14 students receive free meals
<redacted – individual student information>
 - c. IEP (2022-2023)
<redacted – individual student information>
 - d. Gender:(2022-2023)
<redacted – individual student information>
 - e. ELL (2022-2023)
<redacted – individual student information>

II. **Goal Progress**

- 1. Student achievement, including annual academic growth and proficiency, including Iowa statewide assessment of student progress (ISASP) data, other assessment data, and aggregate assessment test scores.

ISASP Data

ELA Growth from 8th to 9th	Mathematics Growth from 8th to 9th	Proficient 8th ELA	Proficient 9th ELA	Proficient 8th Mathematics	Proficient 9th Mathematics
10/16	10/16	12/16	10/16	NA	NA
63%	63%	75%	63%	NA	NA
ELA Growth from 9th to 10th	Mathematics Growth from 9th to 10th	Proficient 9th ELA	Proficient 10th ELA	Proficient 9th Mathematics	Proficient 10th Mathematics
100%	67%	67%	100%	34%	0%
ELA Growth from 10th to 11 th	Mathematics Growth from 10th to 11th	Proficient 10th ELA	Proficient 11th ELA	Proficient 10th Mathematics	Proficient 11th Mathematics
85%	85%	54%	46%	54%	62%

*Numbers redacted as N-size less than 10

ISASP AGGREGATE DATA 2022-2023

9th Grade ELA	% Proficient	10th Grade ELA	% Proficient	11th Grade ELA	% Proficient
All	63%	All	100%	All	38%
Female	67%	Female	0%	Female	81%
Male	60%	Male	100%	Male	25%
Hispanic	100%	Hispanic	0%	Hispanic	0%
White	60%	White	100%	White	63%
SPED	20%	SPED	100%	Black	46%
NONSPED	80%	NONSPED	100%	SPED	N/A
				NONSPED	46%
TOTAL # STUDENTS	16 students		NA – N less than 10		15 students

9th Grade Mathematics	% Proficient	10th Grade Mathematics	% Proficient	11th Grade Mathematics	% Proficient
All	56%	All	0%	All	62%
Female	67%	Female	0%	Female	80%
Male	50%	Male	0%	Male	50%
Hispanic	100%	Hispanic	0%	Hispanic	50%
White	53%	White	0%	White	63%
SPED	20%	SPED	0%	Black	100%
NONSPED	73%	NONSPED	0%	SPED	63%
				NONSPED	62%
TOTAL # STUDENTS	16 students		NA – N less than 10		15 students

Each Hamburg Charter High School student is required to complete a portfolio that showcases the student's strengths, interests, individuality, hobbies and goals. It shows not only the academic strengths but also the accomplishments of the student in and out of school. The portfolio will be presented to the Hamburg Charter High School Board once each year. The portfolio is a living, breathing visual document students can share with prospective college admission teams or in the job interview process as they begin the transition from high school to college, trade school, or the workforce. This is another tool used to assess students' progress throughout their high school career.

- Attendance statistics and dropout rate (average daily attendance, dropout rate, student mobility).

Average Daily Attendance

Grade	Number of Pupils	Average Daily Attendance	Percent of Days Attended
9 th	19	7.07	93.34
10 th	NA	NA	NA
11 th	16	13.42	95.19
12 th	NA	NA	NA
Total	41	35.15	94.24

Dropout Rate: 0%

Student Mobility: 0%

- Graduation data, including four-year and five-year graduation rates, credit accrual, and number of students on track for graduation.

During the 2022-2023 School Year, we had two 12th grade students. One of the students graduated. The other student came to us with deficiencies in the amount of credits he had accrued due to poor attendance at his previous school. We completed a credit review and due to increased attendance and credit

recovery, he is on track to graduate fall of 2023. All other students enrolled in the Hamburg Charter High School are on track to graduate in their respective years.

4. Financial performance, including projections of financial stability.

The financial operation of the school has been extremely challenging because we are starting a high school from scratch. Identifying and hiring qualified teachers has been a real challenge for us so we have had to rely on a “grow your own teachers” model, with limited resources. Below is a chart of the current students, amount of revenue and amount of expenditure for the 2022-2023 school year as well as a five-year projection.

Year	Number of Students	Revenue	Expenditures	Ending Fund
2022-2023	36 (Actual)	\$270,000	(\$243,000)	\$52,000
2023-2024	51 (Actual)	\$387,600	(\$280,000)	\$145,000
2024-2025	75 (Projected)	\$592,900	(\$350,000)	\$337,900
2025-2026	100 (Projected)	\$800,000	(\$450,000)	\$687,900

5. Number and qualifications of teachers and administrators.

Administrative Staff: Dr. Mike Wells, Superintendent
BA, MA, JD

Mr. Alec Hendrickson Athletic Director/Social Studies
BA, MA

Mrs. Jacqueline Barrett, Principal/Curriculum Director (fully certified)
BA, MA

Teachers:

Mrs. Kim Dovel, Language Arts/PE (fully certified)
BA

Mrs. Kathryn Freed, Mathematics (fully certified)
BA, MA

Mr. Alec Hendrickson, Social Studies (fully certified)
BA, MA

Mrs. Karen Wells, Art/TAG (fully certified)
BA

Mrs. Sheri Hunter, Choir (fully certified)
BA, MA

Mr. Randy Wells, Science (conditional)
BA

Mrs. Katherine Hazelwood, Mild Moderate Strategist I (fully certified)
BA, MA

Mr. Nick Matheson, Construction Trades Instructor (fully certified)
Occupational License

Mrs. Elizabeth Shirley, Medical Field Instructor, (fully certified)
BA

1. Mrs. Kim Dovel, Language Arts/PE (fully certified) BA
2. Mrs. Kathryn Freed, Mathematics (fully certified) BA, MA
3. Mr. Alec Hendrickson, Social Studies (fully certified) BA, MA
4. Mrs. Karen Wells, Art/TAG (fully certified) BA
5. Mrs. Sheri Hunter, Choir (fully certified) BA, MA
6. *Mr. Randy Wells, Science (conditional)BA*
7. Mrs. Katherine Hazelwood, Mild Moderate Strategist I (fully certified) BA, MA
8. Mr. Nick Matheson, Construction Trades Instructor (fully certified)
Occupational License
9. Mrs. Elizabeth Shirley, Medical Field Instructor, (fully certified) BA

6. Sustainability data, including enrollment trends, staff satisfaction, and parent and student satisfaction.

In year one of the Charter School, we predicted we would have 15 students. We ended up with 36 the first year. The second year, we started with 52 students.

According to a parent survey, 83% of the parents of the Hamburg Charter High School were very satisfied with the career academy portion of the high school, 10% were satisfied, 0% were neutral, 7% were unsatisfied and 0% were very unsatisfied. On the other hand, 83% were very satisfied with the academic portion of the program, 10% were satisfied, 7% were neutral, 0% were unsatisfied and 0% were very unsatisfied.

According to a student survey, 73% of the students of the Hamburg Charter High School were very satisfied with the career academy portion of the high school, 33% were satisfied, 6% were neutral, 0% were unsatisfied and 0% were very unsatisfied. On the other hand, 67% were satisfied with the academic portion of the program, 27% were neutral, 6% were unsatisfied and 0% were very unsatisfied.

According to a staff survey, 70% of the staff of the Hamburg Charter High School were very satisfied with the career academy portion of the high school, 20% were satisfied, 10% were neutral, 0% were unsatisfied and 0% were very unsatisfied. On the other hand, 70% were very satisfied with the academic portion of the program, 20% were satisfied, 0% were neutral, 10% were unsatisfied and 0% were very unsatisfied.

III. Program Highlights and Evaluation

A. Please provide a summary of highlights from the 2022-2023 school year.

1. How is the charter school program evaluated?

The Charter School is evaluated by graduation rates, job placement, and career and technical completers. We consider ISASP, classroom reports, and survey data from both parents and students to determine the success of our programs.

2. Is the charter school successful?

Yes, the Hamburg Charter High School is successful. We have 100% graduation rate. All kids were placed in apprenticeship programs over the summer to hone the skills that they learned in their different career academies throughout the year.

3. How is success measured?

Success is measured by graduation rates, attendance rates, ISASP scores, portfolio presentations, parent and student surveys, and job placement. It is also measured by meeting the goals that we set for our program that were listed earlier in the report.

4. Other Locally Determined Information (exclude any personally identifiable information)

The Hamburg Charter High School has created a lot of good conversations throughout not only our community but also around the general Southwest Iowa area. Throughout this first year members of our community have been excited to see the impact that the charter school is having on not only our students, but our community as well. For example, our construction trade students have built a house from the ground up. This is a great service to our community. In 2019 our town went through a flood and several homes were lost. Since then, we have been struggling to rebuild. This program has allowed us to help give back to the community by building a house to replace one that was lost, therefore, allowing another family to move into the district. Two of our students from the construction program completed an apprenticeship program with a construction company in Shenandoah. Welding students have assisted community members and businesses. They have completed projects ranging from building handrails for elderly community members, building cattle feeders, completing a fencing project on a farm, and helping restore a livestock trailer for a local farmer to name a few. The culinary students have participated in events such as catering food for wedding receptions to participating in barbeque competitions in the area. One of our automotive students completed an apprenticeship program at a car dealership in Nebraska City over the summer. Through a partnership with Iowa Western Community College, some of our students have been working towards earning an associate degree. The Charter School also had two students acquire their Certified Nursing Assistant certificate through Iowa Western Community College and are now employed part time by a local nursing home. Through these programs' students have been able to work and gain real-world experience in careers that interest

them. It has also allowed some students to realize that what they thought was a good career path for them, was not exactly what they thought it would be and they were able to look at other opportunities before investing a great deal of time and money into a career. This program has allowed many of our students who would be stuck in dead end jobs realize that there are opportunities available to them and they can break the cycle of poverty that has plagued their family for years. One student stated, "I now have hope for a brighter future."

IV. Assurance of Compliance

A. The charter school completing this report is able to assure compliance with its contract, with Iowa Code chapter 256E, and with Iowa Administrative Code chapter 281—19.

We have corrected the following noncompliance issues:

1. According to the Offer/Teach Review based on the SRI, we were short 2 units in the area of language arts, 2 units in mathematics, 1.5 units in social studies and 2 units in science. Several of our students were taking classes at the college level in all subject areas. We have addressed all of the above issues in the area of offer and teach and each has been corrected. We have added courses to our charter school to correct these deficits for the 2023-2024 school year. We are now offering and teaching 6 units in English: English 9, English 10, English 11, English 12, Novels, Public Speaking, English Composition 1, and English Composition II; 6 units in mathematics; Pre-Algebra, Algebra, Geometry, Algebra II, Pre-Calculus, Statistics; 5 units in science: Earth Science, Physical Science, Biology I, Chemistry, Physics, Anatomy; and 5 units in social studies: Civics, Geography, World History, American History; Government, Introduction to Psychology; Introduction to Sociology, Economics. We have also expanded our CTE offers and there are now courses in the following Career Academy's: Welding, Construction Trades, Culinary Arts, Auto Mechanics, Entrepreneurship (Business); and Technology. Changes in Iowa Code also allows us to utilize college courses to meet minimum offerings and make up for any other deficits.