

Legislative Report Charter and Innovation Zone Schools in Iowa



December 1, 2016

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

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INTRODUCTION

AUTHORITY

This report serves as an update on the progress of the three charter schools in Iowa and contains the annual reports for the 2015-2016 school year compiled by each individual charter school in accordance with Iowa Code 256F.10 (2) which states:

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

CHARTER SCHOOLS IN IOWA

During the 2015-2016 school year, there were three (3) public charter schools in the state of Iowa. Schools with public charter school are:

Charter	School District	Charter Status Year	Renewal Date	Next Renewal Year
Prescott Elementary Charter School	Dubuque CSD	2006-2007	March 6, 2014	2017-2018
Storm Lake Early College Charter	Storm Lake Community School District (CSD)	2005-2006	March 6, 2014	2017-2018
West Central Charter High School	West Central CSD (Maynard)	2005-2006	Change in charter status: May 14, 2015	2018-2019

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

A charter school or innovation zone school shall report at least annually to the school board or innovation zone consortium, advisory council, and the state board the information required by the school board or innovation zone consortium, advisory council, or the state board. The reports are public records subject to chapter 22.

DEPARTMENT OF EDUCATION'S FINDINGS AND RECOMMENDATIONS

EVALUATION OF CHARTER SCHOOLS AND INNOVATION ZONES

The Department keeps in regular contact with districts operating charter school programs and reviews the reports submitted annually by the charter schools. For the 2015-2016 school year, the Department has determined that each charter school operating in Iowa is fulfilling the requirements set forth in section Iowa Code 256F.4(2), which are:

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

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

- i. Be subject to and comply with the provisions of chapter 285 relating to the transportation of students.*
- j. Meetings and records of the advisory council are subject to the provisions of chapters 21 and 22.*

RECOMMENDATION

The Department recommends the legislature continue to examine the value of charter schools as part of the educational system of Iowa in increasing the achievement of all students and subgroups of students who would benefit from the educational opportunities offered by charter schools and innovation zones.

APPENDIX A: PRESCOTT ELEMENTARY CHARTER SCHOOL

2015-2016 End-of-Year Data Report Iowa Charter Schools

School Information

- A. Name of Charter: Prescott Elementary School
- B. District Name and Address: Dubuque Community School District
 2300 Chaney Rd.
 Dubuque, IA 52001
- C. Superintendent's Name: Stan Rheingans
- D. Person Completing Report: Vicki Sullivan, Principal (vsullivan@dbqschools.org)
- E. Mission Statement: The members of the Prescott Learning Community will empower each child to achieve to his/her highest potential and to become strong contributing members of the community.
- F. What year was this school chartered? 2006 (Renewed in 2010 and 2014)
- G. Number of students enrolled in the charter school: 273 PK-5th
- H. Student demographics:
 - 1. Grade levels and number of students
 PK-35, K-40, 1st-40, 2nd-41, 3rd-43, 4th-35, 5th-39
 - 2. Subgroups and number of students in each category
 - a. Race: Hispanic 8%/21 students, White 43%/117 students, Black 30%/81 students, Asian 0%, Pacific Islander 7%/20 students, Multi-Racial 13%/35 students
 - b. Socio-economic status: 79%/217 students eligible for Free or Reduced Lunch (74% Free, 6% Reduced)
 - c. IEP: 25%/68 students
 - d. Gender: Male 50%/138 students, Female 50%/136 students
 - e. ELL: 10%/27 students

Goal Progress

GOAL 1: Increase student achievement in **reading** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: Students demonstrate slow and steady progress in the area of reading. Both ITP and MAP provide evidence of this growth as measured by the average National Standard Score on ITP and the average RIT unit score on MAP. The data demonstrates the progress that has been made throughout our years as a charter school. Because of persistent achievement gaps between students represented in low SES vs. non low SES, IEP vs. non IEP, male vs. female, and ELL vs. non ELL subgroups we used the 2015-2016 year to plan for a transition from using a targeted Title 1 model to a school-wide Title 1 model. This change will allow us to increase the number of classrooms where co-teaching is being implemented. Specifically, two Title 1 Reading teachers will be co-teaching full-time with a general education teacher in each of our kindergarten classrooms. Our theory of action is that if we provide kindergarten students with a rich and robust inclusive setting and access to teachers whose area of expertise is reading instruction, then our students learning in the area of literacy will be stronger. This change will also allow us to create an Expeditionary Learning Demonstration Team. The team, comprised of three teachers, will be supporting new professional and experienced teachers in deepening their implementation of EL's core practices in order to sustain the implementation fidelity of our instructional design. Additionally, this team of teacher leaders, Prescott's building leadership team, and our Advisory Council will be instrumental in increasing the number of opportunities for students to access arts programming beyond the school day.

(Note: In the school year of 2011-2012, the ITBS test was re-normed and renamed to become the Iowa Test of Progress. This change could have impacted the data.)

GOAL 2: Increase student achievement in **math** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: Students demonstrate slow and steady progress in math as measured by the average National Standard Score on ITP and the average RIT until score on MAP.

GOAL 3: Increase student achievement in **science** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: Students demonstrate slow and steady progress in science as measured by the average National Standard Score on ITP.

GOAL 4: Increase student achievement in **social studies** on an annual basis.

PROGRESS: Students demonstrate slow and steady progress in social studies as measured by the average National Standard Score on ITP.

GOAL 5: Increase student involvement with and **staff implementation of the Expeditionary Learning** Core Practices and Design Principles.

PROGRESS: We continue to deepen the implementation of Expeditionary Learning by refining a PK-5 expedition curriculum map that aligns with the Iowa Core and provides both a horizontal

articulation and a vertical continuum. Teachers also have opportunities to observe each other, provide feedback to each other and collaboratively plan.

Other progress toward this goal:

- Professional development has been provided in a variety of areas including instructional protocols that focus on increasing student engagement.
- Each grade level team has participated in three half-day collaborative planning sessions to refine the learning expeditions throughout the year.
- Our learning expeditions are more closely aligned with the Iowa Core.
- We have engaged in cycles of collaborative inquiry to analyze a variety of student data. The protocols we have learned and used result in specific and targeted action plans to improve our teaching and students' learning.
- We have laid the groundwork to launch a structure called "Crew" in the 2016-2017 school year. Crews are made up of two staff members and one or two students from each grade level. These teams of learners will meet for three Fridays each month. The major goal of the innovation is to strengthen the climate at Prescott. The focus of each crew gathering is to promote student leadership, build community, support students in feeling connected to their school and to learn social and emotion regulation.

GOAL 6: Increase student participation in the visual and performing arts.

PROGRESS: The number of students participating in arts programming has increased since the beginning of the charter. Prior to the charter school opening there were no after-school programs in the arts.

- We have a before-school arts program that averages 50 students per day.
- Vocal choir is offered two mornings per week before school. This group of students performs at a variety of school-based and community events.
- Fifth graders are offered the opportunity to take small group or individualized instrumental music lessons during the school day and to participate in a whole group rehearsal one day per week after school. Prescott School and the Dubuque School District have instruments available for students to use.
- Private piano lessons are offered on-site after school.
- All expeditions have an infused component of the arts.
- A variety of partnerships within the community, individual donors and other donations provide the financial support for the enrichment classes that occur in the arts.
- Soup Luncheon: The students of Prescott put on an annual Soup Luncheon for members of the community. During the luncheon, a variety of music groups perform and a student art show is held. Money raised through the luncheon is used to support the arts program.
- Paper Dress Show: Each year as part of the 4th grade expedition on the human body, our students host a Paper Dress Show. Students designed paper dresses to model on a runway during a fashion show. This has become an annual event for the last five years. Now the entire school district is invited to participate. Last year a Skype opportunity was added to enable students from different grade levels to work together.
- Prescott PanrythmiXs: This is the school's steel drum band. This group is sponsored by the Dubuque Drum and Bugle Corps. Students perform at various community events throughout the city. Since students have left us and moved on to the middle school, they have expressed a desire to continue with the steel band. Our music teacher has begun a steel band ensemble for the students in middle school so they can continue with this art form.
- We have increased the opportunities for students to have experiences in drama. For three years we have performed an all-school musical. Students in grades K-5 have an opportunity to participate in this production together. This past year, 130 students participated. We also have a 5th grade play about American History and a 1st grade play about Fairy Tales.

Other:

1. Dropout rate (secondary only): Does Not Apply
2. Attendance rate: Average Daily Attendance for 2015-2016 – 94.5%

Program Highlights and Evaluation

1. The charter was evaluated by Linda Munger for the first four years and an external report was sent to the state at the end of each of those years. The cost of this evaluation was covered through the charter grant. Now that these funds are no longer available, she has not completed an evaluation since 2009.

- a. Our implementation of Expeditionary Learning is completed by our Expeditionary Learning School Designers. The EL school designer also works with our staff to align professional development with the goals and needs of our building to increase the quality of our implementation.
 - b. Each year, our school submits a SINA plan to the Iowa Department of Education. That plan matches and is aligned with our charter school plan. An external evaluator from the Iowa Department of Education reviews our plan and our progress and provides feedback to our school each spring in the form an external report.
 - c. Each year as part of the SINA process, our school improvement plan undergoes a peer review by another other schools. This past year, our staff presented our plan and progress to the leadership teams of five Dubuque Schools who all had all been identified as a SINA school.
 - d. We work collaboratively with the Dubuque Community School's District staff. Although we may have a different instructional design as a charter school, the curriculum staff of the district offer us support and feedback regarding our progress toward the Iowa Core Standards.
 - e. Because of our SINA restructuring plan, representatives from our district meet with our leadership team to help us to review and structure our work in student improvement.
 - f. The Advisory Council meets monthly. The Council reviews progress toward the goals and provides an external perspective regarding our work.
2. Is the charter school successful?
- a. Prescott is making slow and steady growth in all identified academic areas as well as in increasing opportunities in the arts for our students. Despite a density of low SES students, IEP students, ELL students and a more diverse population, the progress has been gradual and steady. The charter school instructional design is making a positive impact upon student performance.
 - b. Through the process of a needs assessment in the spring of 2016, the following strengths of the school were identified by staff, students and parents.
 - Co-teaching framework with general education teachers and special education teachers
 - Full-inclusion of special education students in the general education classroom
 - Two year looping connection between teachers and students
 - The Expeditionary Learning framework
 - Parents report of feeling involved in the life of the school
 - Parents and students report stronger satisfaction with school structures than staff
 - Professional Development
 - c. In 2014, we presented our data and the story of the progress of our school since we became a charter school. We presented to the local school board, parents, the Advisory Council and to the Iowa State Board of Education. From all of these different groups we received high compliments for our accomplishments. The

members of the Iowa State Board of Education said that we were “models of what a charter school should be, and encouraged us to share with others what we are learning and doing.”

MAP Supporting Data for Prescott Elementary School

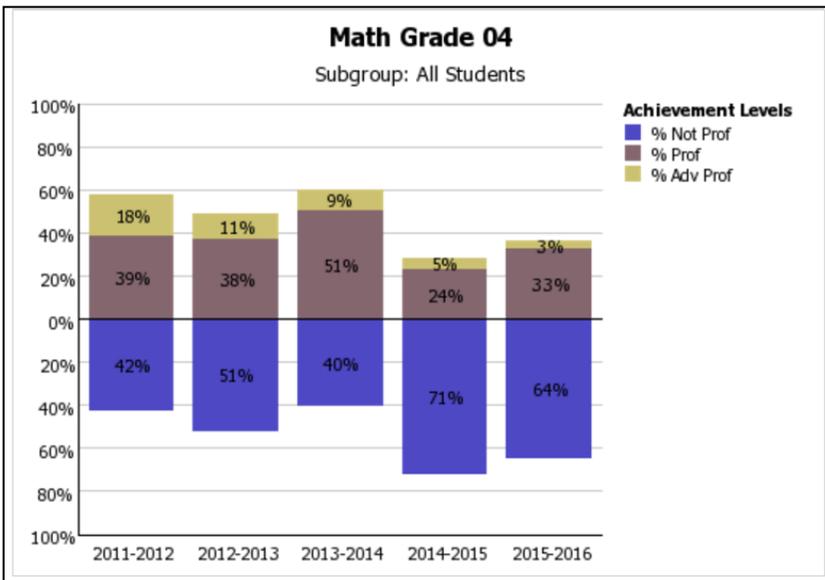
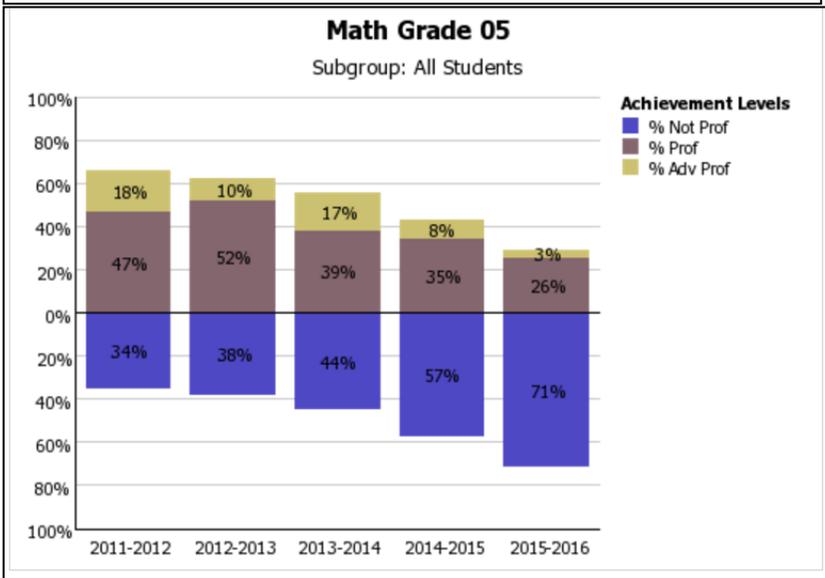
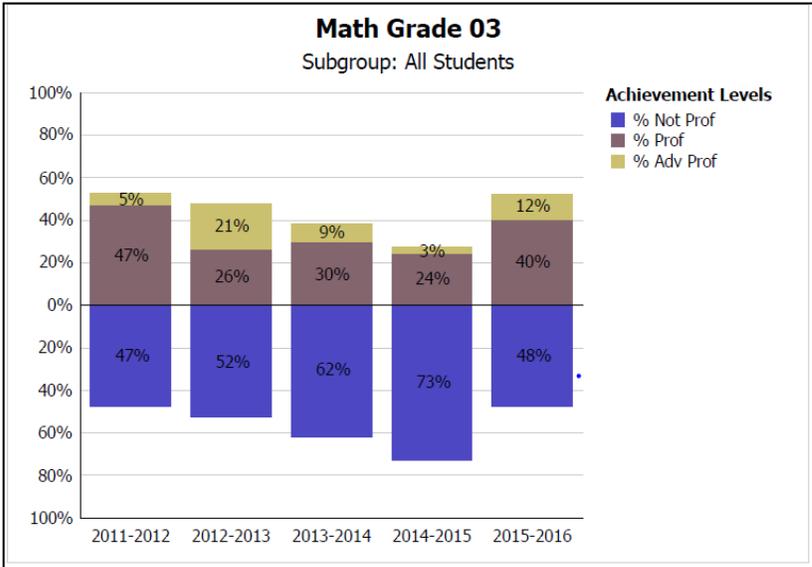
Math MAP Mean RIT - Spring				
	2nd	3rd	4th	5th
2011	182.6	196.2	203.8	210.9
2012	184.5	194.6	205.3	212.9
2013	182.5	195.9	204.8	214.0
2014	182.3	189.3	205.1	211.2
2015	186.2	192.4	197.7	212.4
2016	185.4	194.4	197.1	203.6

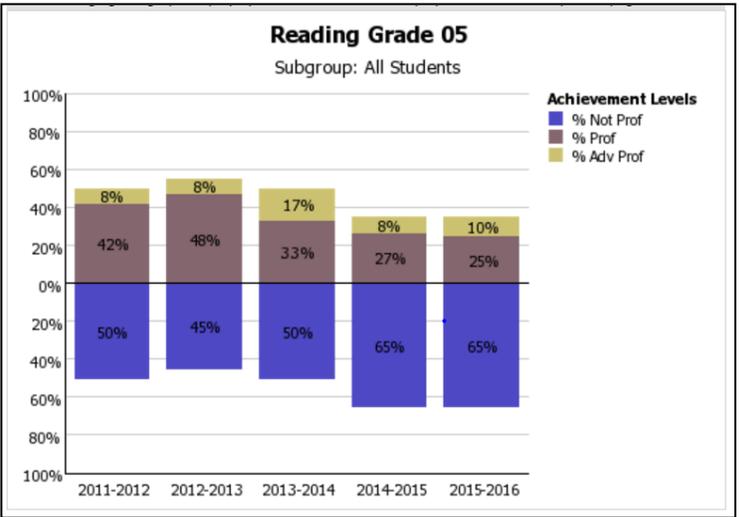
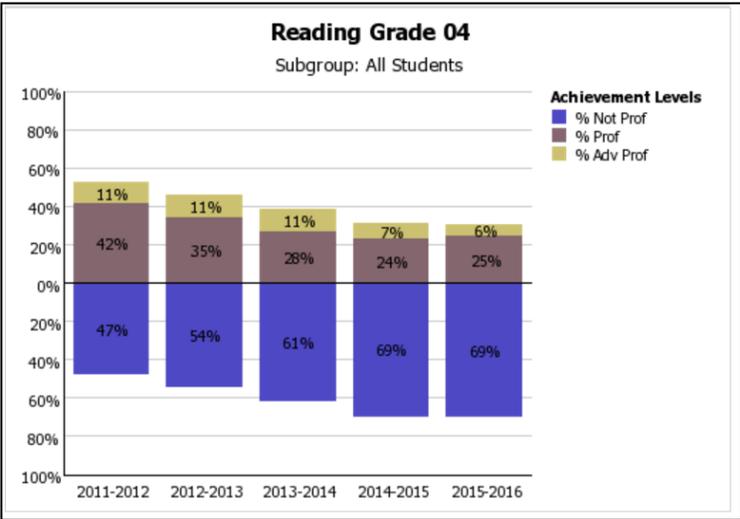
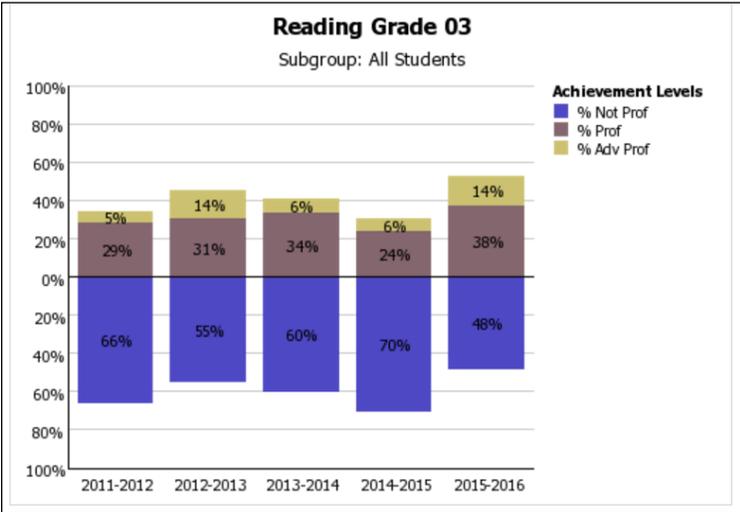
Reading MAP Mean RIT - Spring				
	2nd	3rd	4th	5th
2011	178.4	191.2	199.0	203.7
2012	179.6	188.4	198.4	204.6
2013	176.1	192.5	197.7	206.5
2014	177.8	183.1	197.3	204.0
2015	182.3	186.8	191.7	203.7
2016	185.0	193.7	192.2	198.0

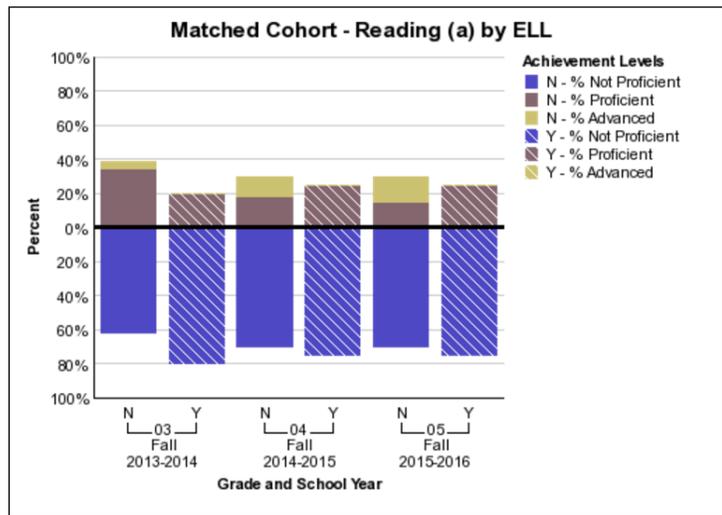
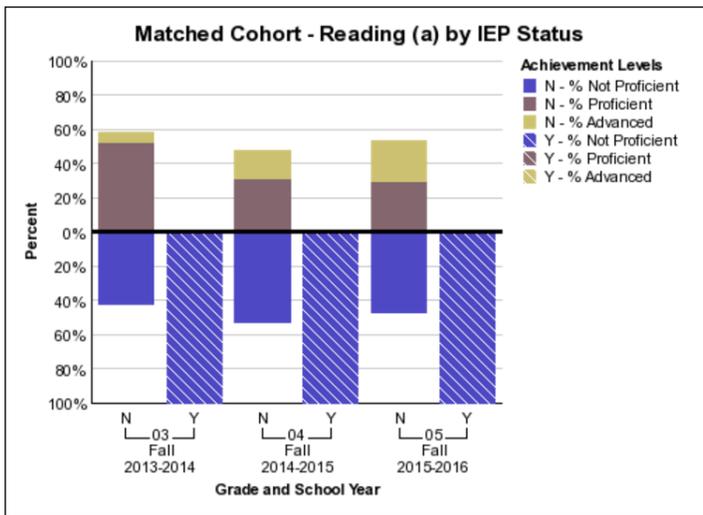
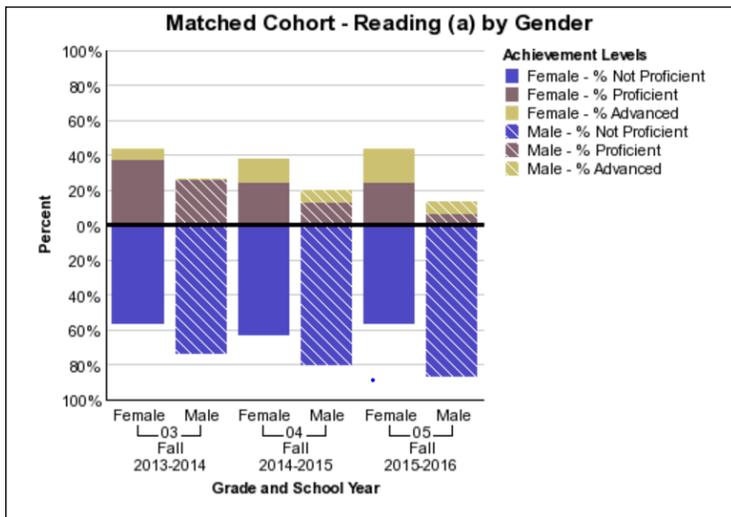
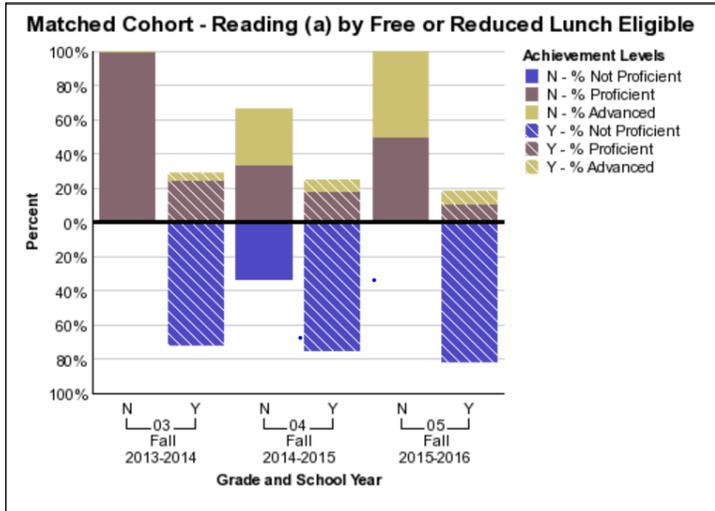
ITP Supporting Data for Prescott Elementary School

Average National Standard Score Values for Prescott Elementary School (1863-0520)

Subtest	2013-2014		2014-2015		2015-2016	
	03		04		05	
	Fall		Fall		Fall	
	Test Count	Average	Test Count	Average	Test Count	Average
Mathematics or MT No Comp (a)	45	161	41	174	37	183
Punctuation	45	164	41	179	39	186
Reading (a)	45	162	41	178	39	187
Science (a)	45	168	41	182	38	185
Social Studies	45	166	41	176	38	187
Spelling	45	164	41	177	39	184
Vocabulary	45	164	41	181	39	186
Written Expression	45	167	41	179	39	180







APPENDIX B: STORM LAKE EARLY COLLEGE CHARTER SCHOOL

2015-2016 End-of-Year Data Report
Iowa Charter Schools

I. **School Information**

- A. Name of Charter: **Storm Lake/Iowa Central/Buena Vista Early College Charter High School**
- B. District Name and Address: **Storm Lake Community School District, 419 Lake Ave. Storm Lake, IA 50588**
- C. Superintendent's Name: **Dr. Carl Turner**
- D. Person Completing Report:
 - a. **Beau Ruleaux**, bruleaux@slcsd.org
 - b. **Brittany Hill**, bhill@slcsd.org
- E. Mission Statement: **The mission of the Early College Charter High School Program would be to make higher education more accessible, affordable, and attractive to all students and especially those who did not see a college degree in their future due to language and/or economic barriers, and, thereby help to increase Storm Lake's high school graduation and successful college completion rates for all of its graduates and especially a portion of its most disadvantaged youth.**
- F. What year was this school chartered? **2005**
- G. Number of students enrolled in the charter school: **67**
- H. Student demographics:
 - 1. Grade levels and number of students
 - 2. Subgroups and number of each student in each category
 - a. Race
 - b. Socio-economic status
 - c. IEP
 - d. Gender
 - e. ELL

Table 1: Student Demographics- Grade 12

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	%	#	%	#	%	#	%	#	%
Low SES	11	22	20	36	13	39	29	50	34	51%
ELL	26	53	16	29	3	9	3	5	5	7.5%
IEP	7	14	2	4	1	3	1	2	2	3%
Asian	4	8	3	5	8	24	2	3	11	16%
African-American	1	2	3	5	1	3	1	2	5	7.5%
Hispanic	29	59	35	64	18	55	46	79	35	54%
Non-Caucasian	34	69	41	75	27	81	49	84	51	76%
Caucasian	15	31	14	25	6	18	9	16	16	24%
Males	31	63	29	53	21	64	25	43	34	51%
Females	18	37	28	51	11	33	33	57	33	49%
Total Enrolled Charter	49		55		33		58		67	

Goal Progress

The report must contain the items listed below. In addition, other items of interest may be added.

1. Aggregate Assessment Scores
2. Report the progress of **each goal and/or objective listed in the original charter application.** Begin by listing the goal and use the following as indicators of progress.
 - a. This should include the type(s) of assessment used to determine progress for each goal. For Example:
 - (1) Standardized assessments (Iowa Assessments, ACT, etc.)
 - (2) Innovative measurements – locally developed assessments for specialized purpose (i.e., number of students considered “Completers” for career and technical courses or number of PSEO courses completed)
 - (3) Performance-based measures (art, dance, music, demonstration of skill, etc.)
 - (4) Perception measures (opinion surveys, stakeholder feedback, etc.)
 - b. Student progress must be disaggregated by the following subgroups (even if the student population is fewer than ten in a subgroup) All reported data must include baseline and trend line (if available):
 - (1) Socio-economic status
 - (2) Race
 - (3) Gender
 - (4) IEP
3. Dropout rate (secondary only)
4. Attendance rate

Goal Reporting

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

Rationale: As shown in Table 2, the overall number of students attaining a degree or certification has increased slightly from 4 students to 7 students. The program is seeing more students enroll and attain college credit for the first time or building upon college credit taken in High School. During the 2014-2015 school year, 50 students attained college credit where as last year 67 students attained college credit. The steady increase in participants is producing a steady increase in students obtaining their Associates Degree in just one year of Charter. The subgroups of this category are broken down below.

Table 2

	2014-2015 # of students attaining degrees or certification		2014-2015 # of students attaining college credit		2014-2015 Total		2015-2016 # of students attaining degrees or certification		2015-2016 # of students attaining college credit		2015-2016 Total	
	#	%	#	%	#	%	#	%	#	%	#	%
First Generation	3	5%	32	55%	39	67%	5	7.5%	26	39%	26	39%
Low SES	0	0	23	40%	29	50%	4	6%	34	51%	34	51%
ELL	0	0	3	5%	3	5%	0	0	5	7.5%	5	7.5%
IEP	1	2%	1	2%	1	2%	0	0	2	3%	2	3%
Asian	0	0	1	0	2	3%	0	0	11	16%	11	16%
African American	0	0	1	2%	1	2%	1	1.5%	5	7.5%	5	7.5%
Hispanic	3	5%	40	67%	46	79%	5	7.5%	36	54%	36	54%
Total Non-Caucasian	3	5%	42	72%	49	84%	6	9%	52	78%	52	78%
Caucasian	1	2%	8	14%	9	16%	1	1.5%	15	22%	15	22%
Males	2	3%	21	36%	25	43%	5	7.5%	34	51%	34	51%
Females	2	3%	29	50%	33	57%	2	3%	33	49%	33	49%

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

Rationale: The number of concurrent enrollment courses remained the same for the 2015-2016 year. As shown in Table 3, there were 78 possible FlexNet, PSEO or Early Bird courses that a Storm Lake High School student could enroll. FlexNet courses are taken online and completed at the student’s pace. This allows each student to take advantage of dual credit courses and college prerequisites while in High School. Table 3 shows the number of college course offerings for the last 5 years along with the number of credits junior and seniors earned.

Table 3: Number of college credit course offerings at SLHS

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Course Offerings	42	39	58	78	78
Juniors	172	205	181	225	185
Seniors	490	456	358	543	333

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

Rationale: The school district started using the Iowa Assessment instead of the ITED during the 2011-2012 academic year, thus serves as our baseline data. As shown in Table 4, during 2015-2016 school year, the percentage of students proficient in Reading, Math, and Science decreased slightly from the previous year. The slight decrease was consistent across most sub groups with the exception of an increase in Math proficiency among Asian students as well as a slight increase in Reading proficiency among ELL students. In addition, the Asian, Hispanic and ELL sub groups all grew in Science proficiency. As requested by the State Board, the MAPs (Measures of Academic Progress) assessment is being used to indicate/measure student growth. Table 5 shows Fall 2015 and Spring 2016 Mean RIT (short for Rasch Unit and is an estimation of a student’s instructional level and measures student progress or growth in school) scores as well as overall growth in the areas of Reading, Math, and Science. The data indicates that students average RIT scores increased for Math and Science and had a slight (0.3) decrease in Reading during the 2015-2016 school year.

Table 4

Iowa Assessment 11th Grade Percent Proficient- School Wide Data					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Reading	64.7	62.3	66.1	71	64
Math	57.7	60.9	69.6	78	77
Science	61.3	67.1	66.6	69	65
Iowa Assessment 11th Grade Percent Proficient - Sub Group Data					
READING					
Hispanic	61.1	62.8	64.6	63	62
Asian	55	26.9	42.9	50	41
Caucasian	76.5	82.9	87.5	90	88
ELL	23.7	16.6	12.1	8	13
Low SES	61.2	52	59.1	64	57
MATH					
Hispanic	50.7	61.5	63.3	73	72
Asian	65	42.3	71.4	56	77
Caucasian	66	77.1	87.5	95	94
ELL	28.2	28.6	39.4	28	39
Low SES	55.2	55.1	62.6	73	69
SCIENCE					
Hispanic	65.3	69.2	60.8	61	63
Asian	60	38.5	50	50	65
Caucasian	56.9	80	87.5	95	85
ELL	39.5	26.2	30.3	16	35
Low SES	63.3	62.2	60	61	60

Table 5

MAPs Results	Fall 2014 Mean RIT score	Spring 2015 Mean RIT score	Observed Growth	Fall 2015 Mean RIT score	Spring 2016 Mean RIT score	Observed Growth
Reading	223.1	223.9	0.8	222.6	222.3	-0.3
Math	236.3	239.4	3.1	233.3	235.0	1.7
Science	215.4	216.7	1.3	215.0	217.0	2.0

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

Rationale: Table 6 shows there was a significant increase in the number of concurrent enrollment credits earned during high school as well as after high school. In comparison of last year, the number of college credits earned after high school increased 68% whereas the number of credits earned in four years of high school increased 22%. Table 7 shows the breakdown of these credits obtained by the various subgroups. The steady increase shown in both tables could be attributed to the increased enrollment into the charter program as well as more students being eligible to take college level courses while in High School.

Table 6

Number of College Credits Earned after Four Years of High School				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
790	887	846.5	1016	1708
Number of College Credits Earned during Four Years of High School				
582	631	372	505	617

Table 7

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

Goal 5: All students will have individual learning plans.

Rationale: All students entering the Charter program will have an individual learning plan mapped out with the Charter Counselor and other Iowa Central Community College officials. The Charter Counselor holds monthly Charter meetings, informational meetings during parent-teacher conferences, and one-on-one appointments as needed throughout the year to adjust or revise these plans. It is thought that as the result of consistency in the program and student outreach, a positive growth in students completing and obtaining college credit can be seen. Table 8 shows the number of Charter students who completed their program of study as well as the number of students who obtained college credit and continued on to a 2 or 4-year college or university.

Table 8

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Program Completers *	5	2	6	4	7
Continuing Credits**	39	53	21	45	38
<p>* These students completed their program of study and earned their degree. **These students will remain enrolled in college but beginning in 2016 but will no longer be considered part of the Charter. Some of these students are also gainfully employed.</p>					

2. Dropout rate (secondary only)

7-12 Dropout Rate	
2004-2005	.937%
2005-2006	2.00%
2006-2007	2.53%
2007-2008	2.23%
2008-2009	4.25%
2009-2010	2.52%
2010-2011	3.42%
2011-2012	2.80%
2012-2013	2.19%
2013-2014	2.35%
2014-2015	2.23%

II. **Program Highlights and Evaluation**

Please provide a summary of highlights from the school year. This section will be used to provide a basic overview of Iowa charter schools for public reference (State Board of Education, Iowa legislators, parents, advisory committee, school officials, United States Department of Education, etc.).

1. How is the charter school program evaluated?

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

2. Is the charter school successful?

The Storm Lake/Iowa Central/Buena Vista Early College Charter High School is very successful. It continues to serve some of the most unrepresented students going to college. Enrollment continues to remain high and more students are completing programs which are fulfilling high need jobs in the immediate area. A trend has been noticed where the charter program is providing a way for more students to pursue their bachelor's degree in more fields. Out the 7 students who completed the charter program, 2 were able to finish with their AA after one year and are currently enrolled in 4-year universities. The third student able to finish their AA choose to stay enrolled at Iowa Central for another year to acquire all his prerequisites to transfer to Iowa State University's Engineering program next Fall. The remaining 4 students finished their diplomas in Welding and Industrial Tech and are gainfully employed. An additional highlight of our charter school is 42 students continued with college after their charter year, 24 of which will finish in the Spring 2017 with their AA or AAS degrees. 4 students from the 2014-2015 Charter also finished this year with their AA's and one AAS is Auto Collision.

Additional highlights include employment of a charter student at AmeriCorps in Storm Lake. The student helped with 4H programming, the Clover Kids and Robotics Clubs, and worked closely with the ISU Extension for training opportunities. This position earns the student a stipend for future educational use. The program also saw a student use their newly obtained Carpentry knowledge and degree to obtain employment for the company working on the Storm Lake High School renovation project.

The recorded credit count for charter students as of the 2012-2013 renewal was 10,452 credits earned since the program's inception in 2005. Over the last three years the number has increased to 14,022 credits earned. This is a tremendous highlight and reflects the hard work of these students and the success of the program. Such results could point to a higher skilled workforce and have a positive impact on local economies.

APPENDIX C: WEST CENTRAL CHARTER HIGH SCHOOL

End-of-Year Report 2015-2016 West Central Charter School

West Central School District
P.O. Box 54
305 Pember St.
Maynard, IA 50655

Superintendent – Mr. Rick Pederson

Report completed by Stuart Fuhs – High School Principal on 10/28/2016

CHARTER’S MISSION:

To produce a literate, lifelong learner who is visionary and productive, aware of self, accepting of cultural differences, sensitive to others, and who applies knowledge to make morally responsible decisions in an ever-changing global society.

DESCRIPTION OF CHARTER:

West Central Charter High School consists of a partnership between Northeast Community College and West Central High School for 9th through 12th grade students to provide unlimited learning opportunities producing a high qualified work force.

FIRST YEAR OF CHARTER: 2005-2006 **Charter Renewal Dates:** 2008-2009, 2012-2013, Spring 2015

STUDENT ACHIEVEMENT AND GOALS

The primary design of the West Central Charter High School is to provide students with career academics and pathways with a post-secondary institution that gives them access to rigorous and relevant courses not available at West Central. It provides students with a fast track to completion of post-secondary training in either an AA or four-year course of study beyond PSEO options. Students have access to expanded programming specific to career orientated areas based on current business and industry standards and needs. Programs and courses not available in the resident district, West Central, are provided by Northeast Community College. Instruction included the integration of upper level math, science and technical reading skills into vocational coursework. The partnership with NICC had resulted in a more rigorous and relevant curriculum for the students. The anticipated results were for improved student achievement in math, reading and science; which has been achieved. In addition, students with special needs and other at-risk students are provided with employability skills training, vocational training and remedial math and English courses for success in high school and post-secondary courses. NICC provides access to their Development Educational Program which delivers extensive transition strategies, tutoring and specialized services to the students. Students in the West Central’s Learning Success Center, (an alternative diploma option for students who desire a high school education and are struggling in the regular school setting), also have the opportunity to participate in the Charter School, which will lead them into completion of a post-secondary training program.

The partnership between the Charter School, local district, and Northeast Community College provides students with a combination of local offerings, college campus offerings, and distance learning opportunities that would not be possible at just West Central or with the Senior Plus legislation. It is basically a school within a school

that prepares the students for the ever changing workplace structure. This is done by providing each student with and individualized plan of instruction to meet each of their unique needs and aspirations. The original plan was based on concepts generated by Tech Prep, School-to-Work and *High Schools That Work* research. Since then, STEM programs and Project Lead the Way objectives have been incorporated as well. Plans are underway to have a West Central teacher provide Project Lead the Way courses to all area schools through the Regional Academy for Math and Science in Oelwein, IA. The anticipated result will be continued improvement in achievement scores for math, science and reading and preparation for success in engineering disciplines.

The opportunity for students to enter the labor market with high skills at an earlier stage in their career at a minimum level of expense has proven to be a huge success for this charter school. The support of faculty, Northeast Community College & West Central administration, school board members, community business leaders and parents for the Public Charter School is 100%. Following are the goals of the charter and the results:

Students Enrolled in Charter: 42 (2015-2016)

Forty of Forty Three (43/48) seniors and juniors took college level courses in 15-16, for a 89.5% participation rate. They took a total of 799.5 college credits. An average of 16.5 credits were taken by all juniors and seniors in the charter for 2015-16.

Senior demographics:

Total N: 28 (28 of 28 graduating seniors in 2016 took college level classes for 100% percent participation)

Males 19; Females 9

Low SES: <10 (5 of 5 for 100%)

IEP: <10 (9 out of 9)

Minority: 1/1

Junior demographics:

Total N: 20 (15 of 20 took college level classes for 75% percent participation)

Males 8 out of 11; Females 7 out of 9

Low SES: <10 (3 out of 6)

IEP: <10 (0 out of 1)

Minorities: N/A

Sophomore demographics:

Total N: 18 (11 of 18 took college level classes for 61% percent participation)

Males 2 out of 6; Females 9 out of 12

Low SES: <10 (2 out of 7)

IEP: <10 (0 out of 3)

Minorities: 1 of 1

Freshman demographics:

Total N: 19 (15 of 19 took college level classes for 78.9% percent participation)

Males 7 out of 8; Females 8 out of 11

Low SES: <10 (8 out of 9)

IEP: <10 (1 out of 1)

Minorities: 1 of 2

**WEST CENTRAL CHARTER HIGH SCHOOL
GOALS AND PROGRESS**

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

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

West Central High School Charter: Senior Credits

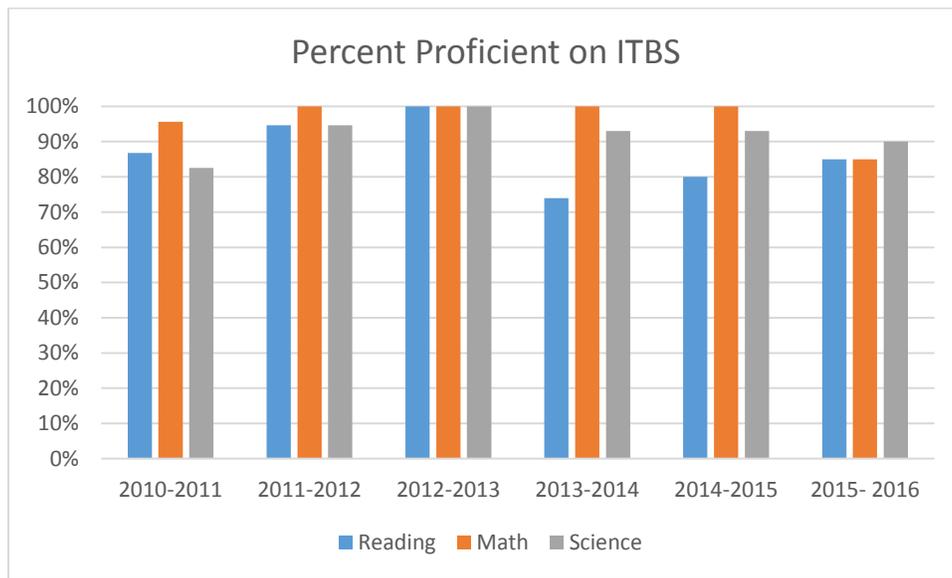
<p>Senior Class 2011: 23 graduates</p> <ul style="list-style-type: none"> • 15 totaled 348 credits • 5 earned over 6 credits • 2 earned over 20 credits • 5 earned over 30 credits • 2 earned over 50 credits 	<p>Senior Class 2012: 26 graduates</p> <ul style="list-style-type: none"> • 23 of 26 took 469 credits • 16 earned 15 hours of credit or more • 7 earned 30 hours of credit or more • 1 earned more than 40 hours of credit
<p>Senior Class 2013: 23 graduates</p> <ul style="list-style-type: none"> • 22 totaled 715 credits • 7 earned 15 hours of credit or more • 6 earned 30 hours of credit or more • 7 earned 40 hours of credit or more • 2 earned over 50 credits 	<p>Senior Class 2014: 28 graduates</p> <ul style="list-style-type: none"> • 27 totaled 786 credits • 22 earned 15 hours of credit or more • 13 earned 30 hours of credit or more • 6 earned 40 hours of credit or more • 2 earned over 50 credits
<p>Senior Class 2015: 13 graduates</p> <ul style="list-style-type: none"> • 13 totaled 536 credits • 12 earned over 15 hours of credit • 9 earned over 30 hours of credit • 6 earned more than 48 hours of credit <p>5 earned their AA degree (64 credit hrs.)</p>	<p>Senior Class of 2016: 28 graduates</p> <ul style="list-style-type: none"> • 28 totaled 1141.5 credits (Avg.40.8) • 24 earned over 15 hours of credit • 17 earned over 30 hours of credit • 13 earned over 48 hours of credit • 10 earned over 60 hours of credit • 8 earned their AA degree

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

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

West Central Charter High School: Percentage of Junior Class Charter Students Proficient in Reading, Mathematics, and Science on Iowa Assessments

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Reading	86.8%	94.6%	100%	74%	80%	85%
Math	95.6%	100%	100%	100%	100%	85%
Science	82.5%	94.6%	100%	93%	93%	90%



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

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

PROGRESS:

11th Grade- Iowa Assessment Proficiencies for 2015-2016:

	All Student	Low SES	IEP	Male	Female	Minority
Reading	85%	86%	0%	75%	100%	N/A
Math	85%	71%	100%	84%	88%	N/A
Science	90%	86%	0%	83%	100%	N/A

Total Senior Students Earning College Credits compared to Low SES and IEP Senior Students

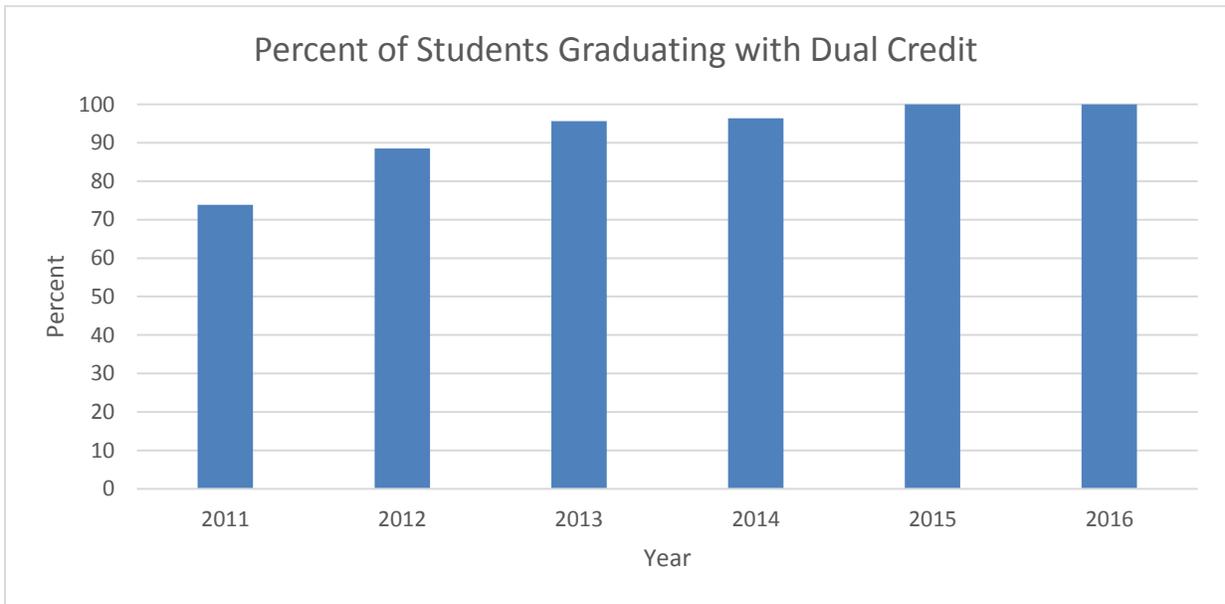
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
All Seniors	15 of 23	23 of 26	22 of 23	27 of 29	13 of 13	28 of 28
Low SES	4 of 4	7 of 7	7 of 7	5 of 5	5 of 5	9 of 9
IEP	2 of 2	0 of 1	1 out 1	2 of 2	1 of 1	4 of 4

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

PROGRESS: The number of students graduating with dual concentration increased from forty-seven percent (47%) in 2004-2005 pre-charter to 100% in 2015-2016. Data indicates that the charter is providing increased opportunities for students who are low income and who have IEPs, as well as students in the general population.

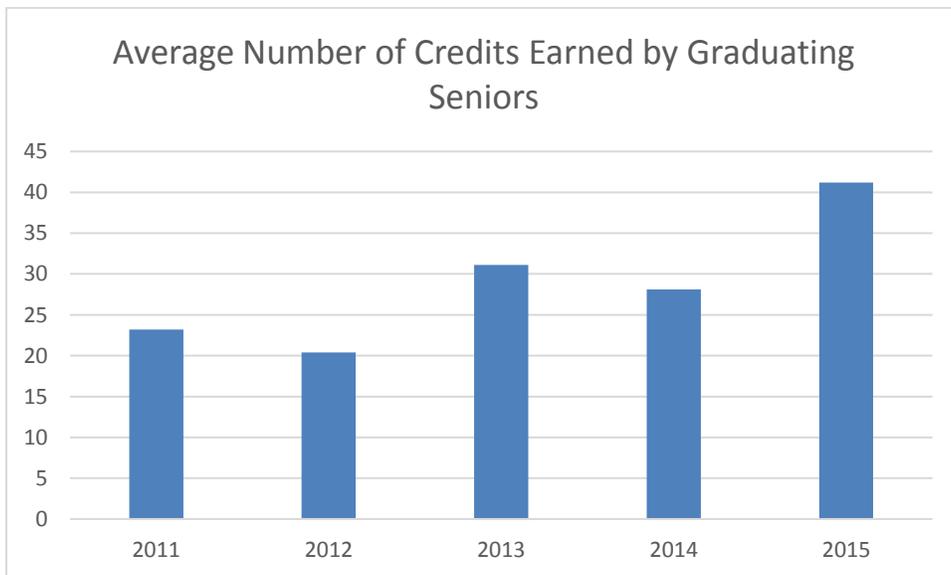
West Central Charter High School: Students Graduating with Dual Concentration

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
All Seniors	15 of 23 73.9%	23 of 26 88.5%	22 of 23 95.6%	28 of 29 96.4%	13 of 13 100%	28 of 28 100%
Low SES	< 10 62.5	< 10 100%	< 10 100%	< 10 100%	< 10 100%	< 10 100%
IEP	< 10 40%	< 10 0%	< 10 100%	< 10 100%	< 10 100%	< 10 100%



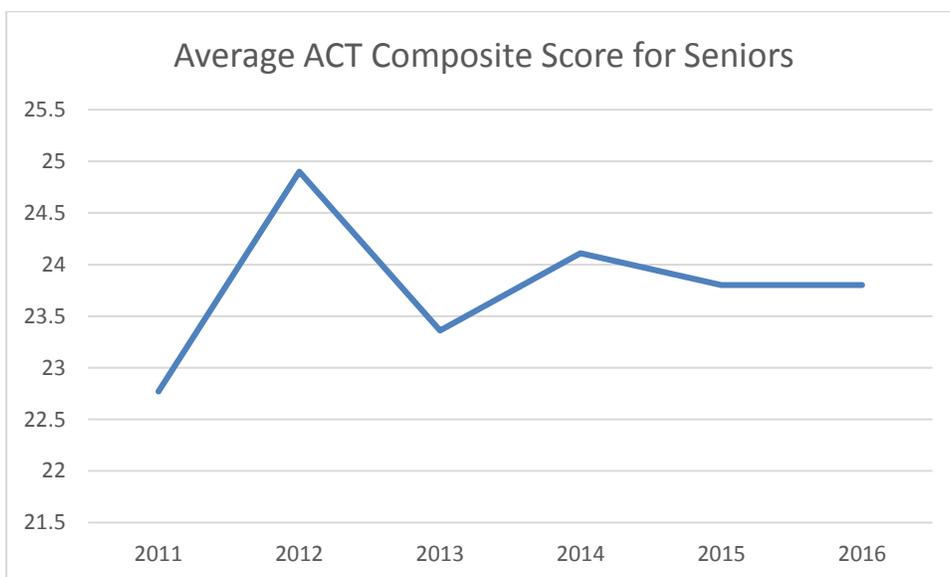
Total Charter Credits earned/ student average # of credits earned: 9 year charter trend-line data

	2010-2011 Cr./Student Aver. # Cr	2011-2012 Cr./Student Aver. # Cr	2012-2013 Cr./Student Aver. # Cr	2013-2014 Cr./Student Aver. # Cr	2014-2015 Cr./Student Aver. # Cr	2015-2016 Cr./Student Aver. # Cr
All Seniors	348/23 23.2 Cr	469/23 20.4 Cr	715/23 31.1 Cr	786/28 28.1 Cr	536/13 41.2 Cr.	1141.5/28 40.8 Cr

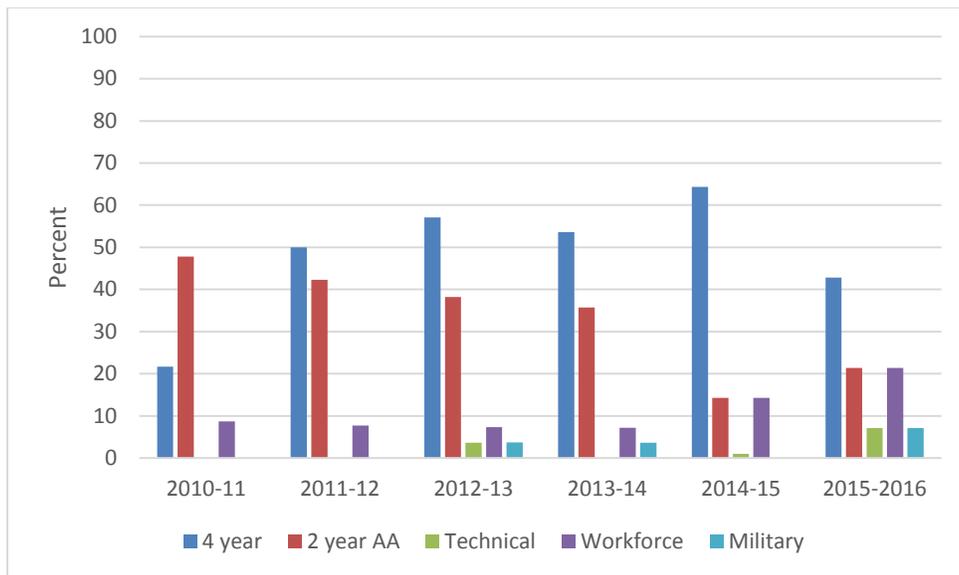


ACT DATA: A total of 15 seniors, or 54% of the class of 2016, has taken the ACT for a class total average of 22.8. 11 out of 15 seniors taking the ACT, or 73.3%, scored at or above the cut-score of 20, which is the cut-score used to indicate probable success in college. 8 of the 15 were above the national average score of 21 and 8 of the 15 were above the state average score of 22.

	2011	2012	2013	2014	2015	2016
ACT Participation Rate	9 of 21 52.38%	8 of 23 34.8%	14 of 26 53.8%	15 of 23 65%	9 of 13 69.2%	15 of 28 54%
Average ACT Score	22.77	24.9	23.36	24.11	23.8	22.8



Post-Secondary Graduation Intentions with Two Years of Pre-Charter Data (Percentage)						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
4 year	21.7	50	57.1	53.6	64.3	42.8
2 year AA	47.8	42.3	38.2	35.7	14.3	21.4
Technical	0	0	3.6	0	1	7.1
Workforce	8.7	7.7	7.3	7.2	14.3	21.4
Military	0	0	3.7	3.6	0	7.1



Total Percentage of All Drop-outs (7-12) for West Central School District: 0%

Is the charter school an effective, viable organization with effective leadership? The charter school has impacted almost all the students who attend the West Central School District. The charter has an active board that is committed to providing educational opportunities to those that wish to participate. The Advisory Board meets regularly to review data on the charter school and make further recommendations to increase its effectiveness.

What role has the Advisory council played in the school?

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

Are parents, students, teachers and other stakeholders satisfied? How is information and input gathered from parents?

We receive constant feedback from our many stakeholders as to their satisfaction with the charter. Our students are asked to evaluate the college courses they take and their instructors. We are made aware of the results. The Deans at the college attend our advisory council meetings and provide feedback. Our parents are required to review course selections and must give their approval.

We survey graduates at one year and five years and have received very positive comments on the opportunities made available through the charter. Most comment on how great the opportunity was to take courses on campus and at West Central. The experience they gained has helped them immensely in their post-secondary choices. Our parents participated in a school climate survey in 2011 and were very positive about the educational opportunities made available to their children. Their support for the charter school is overwhelming.

Describe the successes and challenges the charter school has experienced since its inception? What impact have these had on the charter school and its future?

Some might point to the eight students that were able to obtain their AA degree by the summer they had graduated from high school as our biggest achievement. But one of our best success stories is of a special education student, who neither parent had ever taken a college course.

As a senior with just elective credits remaining to graduate from high school, we were able to help get her on her way to a career in Early Childhood Education. We took her to campus and met with the program coordinator and helped her register for sixteen college credits. We transported her to campus and she made the dean's list that spring. She completed her diploma program the following year and her AA degree the following year. Today she is employed as a preschool teacher something she always dreamed about.

The biggest challenge has been the coordination between the many course offering and delivery systems available to our students. Our students have opportunities to take college course on the Calmar campus of NICC, in the Regional Academy of Science and Math (RAMS) in Oelwein, at West Central High School where classes can be face to face or on the ICN and through online offerings that might be a hybrid, synchronized or the traditional online format.

The future of the charter has been adjusted since 2015. We are now going to be West Central Charter School that will incorporate all grades 9-12. We did this in part due to so many sophomores taking charter classes and being able to guide freshman to incorporate charter classes into their high school plan of study.

Some qualitative data:

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