

Iowa State Board of Education

Executive Summary

November 15, 2023



Agenda Item: Charter and Innovation Zone Schools Legislative Report

State Board Priority: All

State Board Role/Authority: Pursuant to Iowa Code section 256F.10, this report needs to be submitted to the State Board of Education for approval.

Presenter(s): Tina Wahlert, Chief
Bureau of School Improvement

Janet A. Boyd, Consultant
Bureau of School Improvement

Attachment(s): One

Recommendation: It is recommended that the State Board approve the submission of the Charter and Innovation Zone Schools Legislative Report to the Iowa Legislature in accordance with Iowa Code section 256F.10

Background: The Iowa Department of Education compiles a Charter and Innovation Zone Schools in Iowa report for the Legislature on December 1 each year. The existing charters have traditionally self-reported to the Department. This information has been combined into a single report for submission to the Legislature.

Legislative Report

Charter and Innovation Zone Schools

November 15, 2023



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

State Board of Education

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INTRODUCTION

AUTHORITY

This report serves as the annual update under Iowa Code 256F.10 subsection 2 for the 2022-2023 school year for the charter schools authorized under Iowa Code 256F and Iowa Administrative Code chapter 68. This authority was modified with the passage of 2021 Iowa Acts, chapter 112 (House File 813), Charter School Programs, effective July 1, 2021. While no new charter schools will be authorized under Iowa Code 256F, the State Board of Education (State Board) is required to submit this report to the general assembly for the remaining charter schools authorized under Iowa Code 256F.

Iowa Code section 256F.10 requires the following: Not later than December 1 annually, the state board shall submit a comprehensive report with findings and recommendations to the general assembly. The report shall evaluate the state's charter school and innovation zone school programs generally, including but not limited to an evaluation of whether the charter schools and innovation zone schools are fulfilling the purposes set forth in section 256F.4, subsection 2. The report also shall contain, for each charter school or innovation zone school, a copy of the charter school or innovation zone school's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, the number and qualifications of teachers and administrators, and number of and comments on supervisory visits by the department of education.

Effective July 1, 2021, House File 813 was signed establishing a new charter school Iowa Code chapter 257E and also creating Iowa Code section 256F.12 which states: *Operation of existing charter schools. Charter schools established under this chapter prior to July 1, 2021, shall continue to operate under and be subject to the requirements of this chapter and shall not be subject to chapter 256E.*

CHARTER SCHOOLS IN IOWA

During the 2022-2023 school year, there were two public charter schools in the state of Iowa authorized under Iowa Code chapter 256F.

CHARTER	SCHOOL DISTRICT	CHARTER STATUS YEAR	RENEWAL DATE	NEXT RENEWAL YEAR
Storm Lake Early College Charter	Storm Lake Community School District (CSD)	2005-2006	March 24, 2022	2025-2026
West Central Charter High School	West Central CSD (Maynard)	2005-2006	March 23, 2023	2026-2027

The appendices of this report are the self-reported data from each individual schools' assessment on progress towards each of its goals and other required data. This data is

submitted to the Iowa Department of Education (Department) by each individual charter school in the form of an annual report.

CHARTER SCHOOL GOALS AND END-OF-THE-YEAR REPORTS

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

A charter school or innovation zone school shall report at least annually to the school board or innovation zone consortium, advisory council, and the state board the information required by the school board or innovation zone consortium, advisory council, or the state board. The reports are public records subject to chapter 22. The end-of-the-year reports are collected annually and support is provided to the schools as needed.

SUPERVISORY VISITS

Prior to the West Central CSD request for renewal, the Department charter school consultants visited West Central Charter High School on March 17, 2023. Department staff met with students, administrators, and the school counselor to discuss the charter school data and the renewal process. Storm Lake Charter School receive ongoing support from the Department, when requested by the charter, through phone and email communication.

FINANCIAL STABILITY

The Bureau of School Business Operations reports neither of the two public school districts currently operating charter schools in the state authorized under Iowa Code 256F finished fiscal year 2023 (FY23) with a negative unspent balance.

DEPARTMENT OF EDUCATION'S FINDINGS AND RECOMMENDATIONS

EVALUATION OF CHARTER SCHOOLS AND INNOVATION ZONES

The Department monitors and provides technical assistance to districts operating charter schools and programs. For the 2022-2023 school year, the Department has determined that each charter school operating in Iowa is fulfilling the requirements set forth in Iowa Code 256F.4 subsection 2, which are:

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

- a. Meet all applicable federal, state, and local health and safety requirements and laws prohibiting discrimination on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, ancestry, or disability. A charter school or innovation zone school 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. Operates as a nonsectarian, nonreligious public school.
- c. Be free of tuition and application fees to Iowa resident students between the ages of five and twenty-one years.
- d. Be subject to and comply with chapters 216 and 216A relating to civil and human rights.
- e. Provide special education services in accordance with chapter 256B.
- f. Be subject to the same financial audits, audit procedures, and audit requirements as a school district. The audit shall be consistent with the requirements of sections 11.6, 11.14, 11.19, 256.9, subsection 20, and section 279.29, except to the extent deviations are necessary because of the program at the school. The department, the auditor of state, or the legislative services agency may conduct financial, program, or compliance audits.
- g. Be subject to and comply with chapter 284 relating to the student achievement and teacher quality program. A charter school or innovation zone school that complies with chapter 284 shall receive state moneys or be eligible to receive state moneys calculated as provided in section 257.10, subsections 9 and 10, and section 257.37A as if it did not operate under a charter school or innovation zone school contract.
- h. Be subject to and comply with chapters 20 and 279 relating to contracts with and discharge of teachers and administrators.
- i. Be subject to and comply with the provisions of chapter 285 relating to the transportation of students.
- j. Meetings and records of the advisory council are subject to the provisions of chapters 21 and 22.

RECOMMENDATIONS

The State Board will continue to examine the data contained in the appendices of this report, as well as additional necessary information, to determine if the existing charter schools are meeting the purposes outlined in 256F.1 subsection 3 as the existing charters come to the State Board for renewal.

Appendix A

I. School Information

- A. Name of Charter: **Storm Lake/Iowa Central/Buena Vista Early College Charter High School**
- B. District Name and Address: **Storm Lake Community School District, 419 Lake Ave. Storm Lake, IA 50588**
- C. Superintendent's Name: **Dr. Stacey Cole**
- D. Person Completing Report: **Brittany Brown-Hopkins**, bbrown2@slcsd.org
Matt Doebel, mdoebel@slcsd.org
- E. Mission Statement: **The mission of the Early College Charter High School Program is to make higher education more accessible, affordable, and attractive to all students, especially those who do not see a college degree in their future due to language and/or economic barriers, and, thereby helping to increase Storm Lake's high school graduation and successful college completion rates for all of its graduates- 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: **60**
- H. Student demographics:
 - 1. Grade levels and number of students
 - 2. Subgroups and number of each students in each category
 - a. Race
 - b. Socio-economic status
 - c. IEP
 - d. Gender
 - e. ELL

Table 1: Student demographics- grade 12.

	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	#	%	#	%	#	%	#	%	#	%
Low SES	38	64%	39	61%	28	57%	40	63%	18	30%
ELL	44	75%	24	38%	35	71%	50	79%	35	58%
IEP	**	**	**	**	**	**	**	**	**	**
Asian	13	22%	12	19%	10	20%	13	21%	11	18%
African-American	**	**	**	**	**	**	**	**	**	**
Hispanic	35	59%	37	58%	28	57%	44	70%	25	42%
Non-Caucasian	54	91%	56	88%	43	88%	57	90%	47	78%
Caucasian	**	**	**	12%	**	12%	**	**	13	22%
Males	28	47%	28	44%	28	57%	31	49%	30	50%
Females	31	53%	36	56%	21	43%	32	51%	29	48%
Non-Binary	**	**	**	**	**	**	**	**	**	**
Total Enrolled Charter	^45/ 59		^62/ 64		^45/ 49		63		60	

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

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

Goal Progress

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

Rationale: As shown in Table 2, the overall number of students attaining a degree or certification has increased from nine students to fourteen students over the past year. The program is continually seeing students enroll and attain college credit for the first time or building upon college credit taken in high school. For many students the goal is to transfer to a four-year university or enroll in an additional associate's degree program. First generation, Low SES, ELL and Non-Caucasian students are still showing high representation in enrollment.

Table 2: Number of students attaining degree/certification and attaining college credit.

	2018-2019 # of students attaining degree or certification		2018- 2019 # of students attaining college credit		2018- 2019 Total		2019-2020 # of students attaining degree or certification		2019-2020 # of students attaining college credit		2019-2020 Total	
	#	%	#	%	#	%	#	%	#	%	#	%
First Gen	**	**	**	**	54	92	**	**	**	**	57	89
Low SES	**	**	**	**	38	64	**	**	**	**	39	61
ELL	**	**	**	**	44	76	**	**	**	**	24	38
IEP	**	**	**	**	**	**	**	**	**	**	**	**
Asian	**	**	**	**	13	22	**	**	**	**	12	19
African American	**	**	**	**	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	35	59	**	**	**	**	37	58
Total Non- Caucasian	**	**	**	**	54	92	**	**	**	**	56	88
Caucasian	**	**	**	**	**	**	**	**	**	**	**	**
Males	**	**	**	**	28	47	**	**	**	**	28	44
Females	**	**	**	**	31	53	**	**	**	**	36	56

Note: If less than 10 students are in a subgroup or the personally identifiable information can be calculated, data total is not reported and denoted by **)

Table 2 continued: Number of students attaining degree/certification and attaining college credit.

	2020-2021 # of students attaining degree or certification		2020-2021 # of students attaining college credit		2020-2021 Total		2021-2022 # of students attaining degree or certification		2021-2022 # of students attaining college credit		2021-2022 Total	
	#	%	#	%	#	%	#	%	#	%	#	%
First Gen	**	**	**	**	41	84	**	**	**	**	52	83
Low SES	**	**	**	**	28	57	**	**	**	**	40	63
ELL	**	**	**	**	35	71	**	**	**	**	50	79
IEP	**	**	**	**	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**	**	**	13	21
African American	**	**	**	**	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	28	57	**	**	**	**	44	70
Total Non-Caucasian	**	**	**	**	43	88	**	**	**	**	57	90
Caucasian	**	**	**	**	**	**	**	**	**	**	**	**
Males	**	**	**	**	28	57	**	**	**	**	31	49
Females	**	**	**	**	21	43	**	**	**	**	32	51

Note: If less than 10 students are in a subgroup or the personally identifiable information can be calculated, data total is not reported and denoted by **)

Table 2 continued: Number of students attaining degree/certification and attaining college credit.

	2022-2023 # of students attaining degrees or certification		2022-2023 # of students attaining college credit		2022-2023 Total	
	#	%	#	%	#	%
First Gen	**	**	**	**	42	70
Low SES	**	**	**	**	19	32
ELL	**	**	**	**	32	53
IEP	**	**	**	**	**	**
Asian	**	**	**	**	10	17
African American	**	**	**	**	**	**
Hispanic	**	**	**	**	26	43
Total Non-Caucasian	**	**	**	**	15	25
Caucasian	**	**	**	**	27	45
Males	**	**	**	**	29	48
Females	**	**	**	**	33	55
Nonbinary	**	**	**	**	**	**

Note: If less than 10 students are in a subgroup or the personally identifiable information can be calculated, data total is not reported and denoted by **)

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

Rationale: The number of concurrent enrollment courses students enrolled in decreased slightly from 120 last year to 90 PSEO, Early Bird, or Distance Learning (online) courses this year. However, the number of credits earned by freshmen increased significantly. These courses allow each student to take advantage of dual credit courses and college prerequisites while in high school. Table 3 shows the number of college course offerings for the last five years along with the number of credits junior and seniors earned. Freshmen and sophomore credits earned have been included as those who qualify may also take college credit offerings. Data reflects concurrent enrollment credits earned for the year.

Table 3: Number of college course offerings per grade level

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number of Course Offerings	*83	*94	*94	*121	*90
Freshmen	^6	9	50	33	87
Sophomores	36	9	27	138	132
Juniors	162	393	259	975	906
Seniors	483	362	614	1200	1062

*The number of course offerings reported indicates courses students enrolled in via Online, Early Bird, or PSEO. Interest and availability change offerings therefore 90 represent the number of courses in which students enrolled not the overall total of courses offered.

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

Goal 3: Raise ITED/Iowa Assessment scores in reading, mathematics, and science.

Rationale: Table 4 contains Iowa Assessment Data. The school district started using the Iowa Assessment instead of the ITED during the 2011-2012 academic year. The new assessment, ISASP, started in the 2018-2019 school year. Due to the pandemic, there is no ISASP data available for the 2019-2020 school year. Table 4 includes data from the 2022-2023 ISASP in Mathematics and English. Science is no longer required for juniors. There is an increase in scores among all subgroups. At the time of this report, our ELL data has not been disaggregated and uploaded into our new management system. It will be updated when that data is available. Last year, a different implementation of testing was in effect in hopes to show performance growth. Student's cognitive endurance proved unable to withstand one full day of testing implemented during the previous testing year. A two-day split allows students a break between testing and has proven positive in improving score data.

The school district implemented the PSAT to all juniors in the fall of 2017. This year's fall of 2022 data shows the PSAT scores in the areas of Evidence-Based Reading and Writing, and Mathematics. The scores for these categories range 160-760 with an overall score range of 320-1520. Table 5 indicates that the juniors at Storm Lake High School scored an average ERW of 530. The overall average for juniors was 1,058. This is not only an increase in scores but the highest of scores since we first began reporting in 2017.

Table 4: Iowa Assessment 11th grade percent proficient - school wide data.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Reading	58	NA	63	39	53
Mathematics	61	NA	44	35	55
Science	NA	NA	NA	NA	NA

Table 4 continued: Iowa Assessment 11th grade percent proficient - school wide data.

READING	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Hispanic	55	NA	64	37	51
Asian	60	NA	58	47	61
Caucasian	85	NA	78	48	69
ELL	17	NA	54	34	NA
Low SES	55	NA	57	40	47
MATHEMATICS					
Hispanic	57	NA	39	37	52
Asian	63	NA	50	44	71
Caucasian	92	NA	61	33	64
ELL	26	NA	39	34	NA
Low SES	55	NA	61	36	47
SCIENCE					
Hispanic	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Caucasian	NA	NA	NA	NA	NA
ELL	NA	NA	NA	NA	NA
Low SES	NA	NA	NA	NA	NA

**NA-Not Applicable-no data to report*

Table 5: PSAT results.

PSAT Results	Average ERW Score	Average Mathematics Score	Average Total Score
2018-2019 Juniors	466	463	929
2019-2020 Juniors	518	496	1,014
2020-2021 Juniors	525	476	1,001
2021-2022 Juniors	503	474	977
2022-2023 Juniors	530	528	1,058

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

Rationale: Table 6 shows an increase in the number of concurrent enrollment credits earned during high school (traditional 9-12 grade) as well as after high school (during their 5th year through Charter) for the 2022-2023 school year. Table 7 list the breakdown of credits obtained in high school and outside of high school for the last five years by subgroups. The previous data shows a trend consistent with a steady increase in credits earned in (9-12) and outside of high school (5th year with Charter. This year's data, although slightly decreased in credits earned after high school, overall shows an increase in credits earned during high school and across several subgroups.

Table 6: Number of college credits earned after four-years high school.

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1053	1321	665	1312	1288

Table 6 continued: Number of college credits earned during four-years of high school.

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
455	578	453	546	681

Table 7: Concurrent credits obtained in high school and outside of high school.

Subgroup	In HS 2018-2019	Outside of HS 2018-2019	Total 2018-2019	In HS 2019-2020	Outside of HS 2019-2020	Total 2019-2020	In HS 2020-2021	Outside of HS 2020-2021	Total 2020-2021
First Gen	431	919	1350	521	1200	1721	347	532	879
Low SES	296	571	867	347	728	1075	214	368	582
ELL	352	787	1139	277	590	867	296	479	775
Caucasian	57	37	94	54	204	258	97	111	208
Non-Caucasian	398	1016	1414	387	763	1150	356	554	910
Female	190	522	712	241	638	879	138	366	504
Male	265	531	796	337	683	1020	315	299	614

Table 7 continued: Concurrent credits obtained in high school and outside of high school.

Subgroup	In Traditional HS 2021-2022	Outside of Traditional HS 2021-2022	Total 2021-22	In Traditional HS 2022-2023	Outside of Traditional HS 2022-2023	Total 2022-2023
First Gen	399	1029.5	1428.5	414	891	1305
Low SES	291	791.5	1082.5	190	400	590
ELL	382	1011	1393	341	729	1070
Caucasian	81	157	238	272	469	741
Non-Caucasian	320	877	1198	147	421	568
Female	257	648	905	375	711	1086
Male	289	664	953	297	559	856

Goal 5: All students will have individual learning plans.

Rationale: All students entering the Charter program have an individual learning plan mapped out with the Charter Counselor and other Iowa Central Community College officials. The Charter Counselor holds monthly Charter meetings, informational meetings during parent-

teacher conferences, and one-on-one appointments as needed throughout the year to adjust or revise these plans. Students meet with their academic advisors ahead of the charter school year, given a proper college orientation, meet with Academic Assistance and Accommodations Specialists, and the Work Based Learning Coordinator to inform students of the resources and opportunities on campus.

Table 8 shows the number of Charter students who completed their program of study as well as the number of students who obtained college credit and continued on to a two or four year college or university. As shown, 14 students completed their program of study and 22 returned to complete their program at Iowa Central Community College. Additionally, 10 students transferred to four-year universities to work towards bachelor’s degrees in their respective fields.

Table 8: Charter students program completers and continuing.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Program Completers	4	5	2	9	14
Continuing Credits	35	37	27	28	22

Table 9: 7-12 Dropout rate (secondary only).

2017-2018	2.26%
2018-2019	1.89%
2019-2020	2.2%
2020-2021	3.9%
2021-2022	3.2%

Qualifications of teachers

All teachers employed at Storm Lake High School are qualified to teach in their areas in accordance with the Bureau of Educational Examiners. Iowa Central Community College and Buena Vista University instructors meet the requirements set forth by their institutions.

Does the district have a negative unspent balance for FY23?

The Storm Lake Community School District does not have a negative unspent balance for FY23.

Program Highlights and Evaluation:

1. How is the charter school program evaluated?

The Storm Lake/Iowa Central/Buena Vista Early College Charter High School program is evaluated annually through the Charter Advisory Board and the Iowa Department of Education. The charter report is reviewed annually, evaluated, and suggestions are given on improvements. The board is composed of Iowa Central Community College advisors and representatives; Storm Lake Community School District administration, board members and staff, former and current charter students, and members of the Storm Lake community.

2. Is the charter school successful?

The Storm Lake/Iowa Central/Buena Vista Early College Charter High School is successful. It continues to serve some of the most underrepresented students attending college. The charter program is providing a way for more students to pursue careers in high need/high demand trade programs as well as associate and bachelor's degrees. Student achievement is measured by those who complete a program, continue education and finish the second year, transfer to a university, or find gainful employment after graduation. A student this year was able to obtain their associate's degree from Iowa Central while also taking several courses through Buena Vista University as part of our Aspiring Teachers partnership. This year edges last year as the highest number of completers in a single year compared to the last five years of data. Areas of completion range from Carpentry, Welding, Criminal Justice, Industrial Mechanics, Nursing and Education.

Additionally, 23 previous charter students were able to finish with their associate's degree or program after an additional year or longer in areas of Auto Technology, Diesel Technology, Auto Collision Technology, Culinary Arts & Hospitality Management, Nursing, TV & Radio Production, and Turf grass Management. Many of these students transferred to various universities, found gainful employment in their fields, or are pursuing an additional degree from Iowa Central. Of the 22 that returned this year, 19 should graduate in the spring. This highlights the success of these individual students but more importantly, the value and opportunity the charter school provides to families in this diverse community.

Programs and procedures in place during COVID have returned to normal while ensuring safety protocols are still being met. Iowa Central admissions counselors are back in the high school explaining academic programs, transfer credits, campus living, course work, etc. The district added a College and Career Transition Counselor (CCTC) this year and her role will be in assisting students with college and career exploration. Yearly collaboration continues with the local Iowa State Extension community group that serves to educate Latino youth to succeed in school and pursue higher education. This was the 10th year Iowa Central Representatives and the Charter Coordinator held summer orientation to help retention in the program. Financial aid/scholarship workshops along with year-end events and meetings resumed in person. The Storm Lake/Iowa Central/Buena Vista Charter program continues to collaborate, adapt and innovate ways to safely inform the students and community of our mission and to reach our goals each year.

Assurance of Compliance

The charter school or innovation zone school completing this report is able to assure compliance with its contract, with Iowa Code chapter 256F, and with Iowa Administrative Code chapter 281—68.

Appendix B

School Information

Name of Charter:

West Central Charter High School

District Name and Address:

West Central Community Schools

305 Pember St.

Maynard, IA 50662

Superintendent's Name:

Rob Busch, Superintendent

Person Completing Report:

Matthew Molumby, 6-12 Principal

Mission Statement:

Engage each and every student through collaborative relationships, exceptional teaching, and personalized learning experiences that will result in confident graduates who will be successful in their chosen path.

What year was this school chartered?

2005-2006

Number of students enrolled in the charter school:

86 9TH-12TH students enrolled at West Central

Student demographics 23-24:

Grade levels and number of students

Seniors- 20

Juniors- 19

Sophomores- 20

Freshmen- 27

Subgroups and number of each students in each category

Race: 6% Hispanic-Latino

94% White

Socio-economic status: 57% Free/Reduced

IEP: 9%

TAG: 2%

Gender: Male- 42% Female- 58%

ELL: 1%

Goal Progress

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

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

Postsecondary Credits Earned by Graduating Seniors

Year	Graduates	# of Students and Total Credits	15+ Credits Earned	30+ Credits Earned	40+ Credits Earned	AA Degree Earned
2020	22	22 for 660	12	9	3	3
2021	20	20 for 678	16	9	8	6
2022	19	19 for 522	8	6	6	6
2023	21	21 for 970	17	12	12	12

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

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

11th Grade Proficiencies on Iowa Assessments

Year	Reading	Mathematics	Science
2019-2020	NA	NA	NA
2020-2021	61%	50%	*
2021-2022	65%	76%	*
2022-2023	78%	89%	*

* The science test was not administered to 11th grade during the 2019-2023 school year.

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

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

Total senior students earning college credits compared to low SES and IEP senior students

Year	All Seniors	Low SES	IEP
2019-2020	22 of 22	11 of 11	2 of 2
2020-2021	19 of 20	5 of 6	1 of 2
2021-2022	17 of 19 (5 new students, 2 students < 1 yr)	3 of 3	3 of 3
2022-2023	20 of 21	2 of 3	2 of 3

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

Progress: The data provided by the chart above continues to provide evidence that students of low SES and students with an IEP continue to have the same success and opportunities afforded to the general population of students.

Students Graduating with Dual Concentration

Year	All Seniors	Low SES	IEP
2019-2020	22 of 22 (100%)	11 (100%)	<10 (100%)
2020-2021	19 of 20 (95%)	<10 (83%)	<10 (50%)
2021-2022	17 of 19 (89%)	<10 (100%)	<10 (100%)
2022-2023	18 of 21 (86%)	<10 (66%)	<10 (66%)

Average Credits Earned Per Graduating Senior

Year (all seniors)	Credits	Students	Credits/Student
2019-2020	660	22	30.7
2020-2021	678	20	33.9
2021-2022	522	19	36
2022-2023	970	21	41.2

ACT Participation and Average Composite

Year	ACT Participation	ACT Average Composite
2019-2020 (Covid Year)	9 of 22 (44%)	22.5
2020-2021 (Covid Year)	2 of 20 (10%)	32
2021-2022 (Covid Year)	NA	NA
2022-2023	5 of 21 (24%)	31.2

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

Attendance rate: 96%

How is the charter school program evaluated?

The charter school continues to impact the students who attend the West Central

School District. The charter has an active board that is committed to providing educational opportunities to those that wish to participate. The Advisory Board meets regularly to review data on the charter school and make further recommendations to increase its effectiveness.

Is the charter school successful?

Based off the data communicated in this report the charter has been effective at producing opportunities for students to earn college credits experiencing rigor in coursework which results in higher scores on standardized tests. We have also seen an increase in the amount of opportunities in career and technical supports that allow students to earn not only an AA degree, but also certificates required for on the job employment directly after high school. Students, parents, and school personnel communicate positive perceptions of the charter.

Some qualitative data:

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

Assurance of Compliance

The charter school or innovation zone school completing this report is able to assure compliance with its contract, with Iowa Code chapter 256F, and with Iowa Administrative Code chapter 281—68.