

December 28, 2007

Charter Schools in Iowa: Progress Update

Iowa Department of Education

2006-07

State of Iowa

December 28, 2007

Department of Education
Grimes State Office Building
Des Moines, Iowa
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Iowa Charter Schools are guided by goals developed by Iowa's charter school application to the USDE, the State Board of Education, Iowa Code, and goals developed by each charter school applicant. In its initial charter School application to the USDE, the Iowa Department of Education (DE) outlined five goals. Included are: 1) Establish charter schools during the next three years representing a diversity of programs, 2) Provide technical assistance for charter schools throughout development and implementation, 3) Collect and analyze the outcomes of the charter schools against, at a minimum, the state goals for school and student improvement, 4) "Incent", document, and disseminate best or promising practices, and 5) Grow the Public Charter Schools Program beyond the initial pilots.

With regard to goal one, charter school legislation was passed in Iowa during the 2003 session. It allowed for a maximum of 10 charter schools in Iowa. During the 2006 legislative session, the cap of charter schools was lifted in Iowa to 20; however, no additional funding was allocated. To date, Iowa has authorized 10 charter schools.

With regard to goal two, Iowa charter school partner with each other and the DE for growth. As a partner with charter schools, the DE provides technical assistance, support, monitoring, and budget management. In accordance with the Iowa Application for charter Schools, the Iowa DE continues to provide a wide range of services to the schools already at charter status, as well as schools in the charter-planning phase. Those services are outlined below:

- On-Site Technical Assistance – Each charter school received on-site visits from the DE Charter School Director and staff, including provisions for the following:
- Pre-Opening Visit – Review of application goals and objectives, legal obligations, curriculum, budget management, and school climate. The Pre-opening visit included interviews with local school board members, superintendent, parents, principal, lead teacher, advisory committee members, and charter teachers.
- Quarterly Meetings – Review of implementation and guidance for aligning instruction with research-based practices, as well as the provision for collaboration among charter school leaders.
- End of Year Review – Performance results, sustainability, program modifications, planning for the following year (year 2 or 3).

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The DE continues to collect and analyze the outcomes of the charter schools against the State Board of Education goals for school and student improvement. Those goals include: a) Each student will graduate from high school having had opportunities to take challenging, relevant courses that have prepared him/her well for success in post-secondary learning and the workplace and b) At least 90% of all Iowa high school graduates will go on to complete, at a minimum, two year of college or post-secondary education.

Four of Iowa's charter schools are specifically targeted toward increasing opportunities for students to participate in rigorous, relevant coursework through enrollment in college level courses. These charter schools partner with area community colleges, as well as Buena Vista University, coordinating these opportunities and encouraging high school students, many considered at-risk, to complete college level courses while still in high school and receive college credit. One charter High School provides enrollees an opportunity to participate in a fifth year of high school, earning an Associate's Degree upon high school graduation. Other charter high schools have experienced growth in the number and percentages of their students earning college credits while enrolled in high school, ensuring that their graduates experience an early start to a post-secondary education.

Goal four is centered on providing incentives, as well as documenting and disseminating best or promising practices. This goal is addressed through ongoing conversations focused on the review of the merits of the Charter Programs to determine their value to the state education system. Performance data are being collected on a continual basis to inform any decision-making (summarized later in this report).

Goal five involves growing the Public Charter Schools Program beyond the initial pilots. The first two Iowa charter schools achieved charter status at the beginning of the 2004-05 school year. During the following school year, 2005-06, five more charter applicants achieved charter status, four at the beginning of the school year and one mid-year. The following school year, 2006-07, one additional school was granted charter status prior to the beginning of the school year, one school achieved charter status mid-year, and one achieved charter status at the end of the year, bringing the total of charter schools in Iowa to 10. The 2006 General Assembly action led to an increase in the cap for the number of charter schools in Iowa (from 10 to 20); however, to date, no other applications for charter status have been submitted.

Caution should be utilized when making judgments regarding the success of charter schools in Iowa. Little research is available to determine the success of charter schools across the nation. Any benefit or harm as a result of attending a charter school depends upon the types of opportunities students had. Furthermore, since no student attends both a conventional public school and a charter school simultaneously, it is impossible to determine the benefit of one over the other.¹

Several obstacles to analysis exist with regard to charter schools in Iowa, including the types of data available for analysis and the small number of students represented by the data. With few exceptions, Iowa charter school data available to date includes those for different cohort groups of students year to year (e.g., students in grade 11 from one school year compared to students in grade 11 during the following year),

¹ National Charter School Research Project. *Hopes, Fears, & Reality: A Balanced Look at American Charter Schools in 2005*. Lake, R. J. & Hill, P. T. (Eds.)

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requiring the use of a status model for comparisons in achievement. This *apples-to-oranges* approach to data analysis lends itself to numerous false conclusions. Not only does it involve the comparison of two different groups of students, this approach fails to account for the fact that students in one cohort may have actually made greater achievement gains than students in the comparison group; however, by simply comparing the percentage of students proficient between the two cohorts, one might conclude that progress had not been made from one year to the next.

Comparative studies may yield differences between the academic performances of two groups; however, with the use of large data samples, measurement error may account for such differences. Conversely, studies that rely on small numbers of students are not reliable. Any conclusions made based upon small samples may be extremely distorted.

For the purpose of appraisal, one type of comparison researchers commonly make involves an estimation of the differences between actual student achievement and probable achievement gains students would have made if they had remained in their previous educational setting. This may be accomplished by comparing students' rate of achievement prior to and following entrance into charter schools. In Iowa, these types of data are not yet available; however, with the state's data management system, the Electronic Access for Iowa Education Records (Project EASIER), the availability of individual student achievement data will be greatly impacted. Additionally, Project EASIER will enable researchers to measure the academic growth of both individuals and cohort groups of students enrolled in Iowa charter schools.

The purposes of charter schools established by 256F.1 of the Iowa Code are as follows:

- Improve student learning
- Increase learning opportunities for students
- Encourage the use of different and innovative methods of teaching
- Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes
- Establish new forms of accountability for schools

In the five years that charter schools have existed in Iowa, learning opportunities have been created at the elementary (generally K-5) and the high school (generally 9-12) level. Elementary learning opportunities have included arts integration instruction, multiage/multicultural experiences, technology integration, inquiry learning, and expeditionary learning. Secondary learning opportunities have focused on partnerships with post-secondary institutions for expanded learning opportunities, career preparation, concurrent enrollment opportunities and increased instructional rigor and relevance. These expanded learning opportunities, particularly at the elementary, signify that the charter schools are exploring innovative methods of teaching.

This report serves to provide an update on the progress of charter schools in Iowa. Each Iowa charter school has developed, as a part of its charter application process, goals for the charter. At the end of each school year, Iowa charter schools complete an end of year report, documenting

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progress toward each of its goals. Though limited data are available for the purpose of assessing the success of charter schools in Iowa, the remainder of this report describes the progress made to date on each of the charter schools' goals.

District/Charter	Description of Charter	Goal	Measure	Progress made to Date
<p>Northeast Iowa Charter High School</p> <p>West Central Community School District PO Box 54 Maynard, IA 50655 563/637-2283</p> <p>Jim Patera, Superintendent</p> <p>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.</p> <p>First year of Charter Status: 2005-06</p> <p>Number of Charter Teachers/Administrators (2006-07) = 3/2</p> <p>District Dropout Rate 2004-05 = 0% 2005-06 = .63%</p> <p>District Ave. Daily Attendance K-8 2004-05 = 97.2% 2005-06 = 96.5%</p>	<p>Partnership between Northeast Iowa Community College and West Central High School for 11th and 12th grade students to provide unlimited learning opportunities producing a highly qualified work force. The high school is the Charter School (school-wide charter).</p> <p>Planning Grant: Yes – 2004-05</p>	<p>Students in the Charter participate in the fall administration of the Iowa Tests of Educational Development (ITEDs); consequently, 2005-06 data will be used as the baseline.</p> <ol style="list-style-type: none"> To increase the number of graduates who graduate with dual concentration of career academics and pathways making students more employable. Increase the number of graduates who complete postsecondary training. Increase ITED scores for 11th grade students in reading, math and science. 	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Document the number of graduates with a dual concentration (academic and career technical) Establish trend-line with class of 2003-04 . Track students' rate of course completion and transition to postsecondary following graduation. Establish baseline then use graduate follow-up survey and compare charter students with baseline. ITED assessment- (Disaggregated data) 	<ol style="list-style-type: none"> The number of students graduating with dual concentration increased by 14 from the 2004-05 to the 2005-06 school year; however, the 2005-06 school year will serve as the baseline year. During 2006-07, the number of seniors graduating with dual concentration increased by 8; however, the percentage decreased from 96% to 91%. The average number of college credits earned by Charter seniors increased by 14.8 percentage points (5.4 to 20.2 average number of credits) between 2004-05 and 2005-06, and increased by 1 credit between 2005-06 and 2006-07 (20.2 to 21.2) The 2005-06 school year will serve as the baseline year. The percentage of eleventh grade students scoring in the proficient

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
		4. To provide special needs and at-risk students with the opportunity to develop individualized courses of study (academic and vocations)	4. Percent of students with an individualized plan and successful completion rate.	range of achievement on the ITED increased in reading (94% to 96%), mathematics (90% to 92%), and science (95% to 96%). 4. This is an action step, not a goal. The Charter School has taken steps to complete this action.

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Northeast Iowa Charter High School
West Central Community School District
PO Box 54
Maynard, IA 50655
563/637-2283

Northeast Charter School Postsecondary Data			
	2004-05	2005-06 (Baseline Year)	2006-07
The Number of Students Graduating from High School with Dual Concentration	8	22	30
The Average Number of Postsecondary Credits Earned by Graduating Seniors	5.4	20.2	21.2

Percentage of Northeast Charter School Students in Grade 11 Proficient in Reading, Mathematics, and Science		
Content Area	2005-06 (Baseline Year)	2006-07
Reading	83.7%	96%
Mathematics	75.6%	92%
Science	78.3%	96%

District/Charter	Description of Charter	Goal	Measure	Progress made to Date
<p>Lincoln Academy of Integrated Arts</p> <p>Davenport Community School District 318 East 8th Street Davenport, IA 52803 563/324-0497</p> <p>Mary McMeekin, Principal</p> <p>Mission: In collaboration with parents, arts partners and the larger community, to engage the whole child through challenging academic, arts-infused learning in a safe and positive environment.</p> <p>First year of Charter Status: 2005-06</p> <p>Number of Charter Teachers/Administrators (2006-07) = 25/1</p> <p>District Dropout Rate 2004-05 = 4.163% 2005-06 = 4.72% District Ave. Daily Attendance K-8 2004-05 = 95.1% 2005-06 = 95.16%</p>	<p>K-5 arts integration model to accelerate student achievement and develop the whole child. One of 20 elementary schools in the Davenport Community School District, the elementary school is the Charter School (school-wide charter).</p> <p>Planning Grant: Yes – 2004-05</p>	<p>Students in the Charter participate in the mid-year administration of the Iowa Tests of Basic Skills (ITBS); consequently, 2004-05 data will be used as the baseline.</p> <ol style="list-style-type: none"> The percentage of all students proficient in reading will increase by the end of the 2007-2008 academic school year. The percentage of all students proficient in math will increase by the end of the 2007-2008 academic school year. The percentage of all students proficient in science will increase by the end of the 2007-2008 academic school year. All students will demonstrate proficiency in one or more of the four disciplines of creative arts – 	<ol style="list-style-type: none"> ITBS Reading Comprehension (Disaggregated by race & SES and IEP) ITBS Mathematics (Disaggregated by race, SES, and IEP) ITBS Science (Disaggregated by race, SES & IEP) District Creative Arts Performance Based Assessment 	<ol style="list-style-type: none"> The percentage of students in grade 4 and grades 3-5 (combined) proficient in reading decreased between 2004-05 and 2005-06; however, a slight increase was noted the following year (2006-07). The percentage of students in grade 4 and grades 3-5 (combined) proficient in mathematics decreased between 2004-05 and 2005-06; however, an increase was noted the following year (2006-07). The percentage of students in grade 4 and grades 3-5 (combined) proficient in science decreased between 2004-05 and 2005-06, and changed very little the following year (2006-07). The district has developed a rubric to assess student proficiency with regard to creative

District/Charter	Description of Charter	Goal	Measure	Progress made to Date
		<p>dance/creative movement, theatre/creative dram, music, or the visual arts – by the end of the 2007-2008 academic school year.</p> <p>5. School climate will improve and student engagement will increase by the end of the 2007-2008 academic school year.</p>	<p>5. a) Truancy/Tardiness Data b) Tardiness c) Behavioral referrals d) Suspensions e) Asset checklist (grades 4-6) f) self-directed learning – Local Rubric g) Creative, higher order thinking – Local Rubric h) District Developed Technology Assessment</p>	<p>arts. At this point, data gathering is preliminary and ongoing.</p> <p>5. Between 2004-05 and 2005-06, the total number of office referrals decreased; however, between 2005-06 and 2006-07 the number increased slightly. The truancy rate increased between 2004-05 and 2005-06, as well as between 2005-06 and 2006-07. The average daily attendance for students in the charter decreased between 2004-05 and 2005-06, but remained fairly stable over the following school year. The rate of tardiness increased during both the 2005-06 and 2006-07 school years. The rate of suspensions remained constant between 2004-05 and 2005-06, but dropped by two students in 2006-07.</p>

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Lincoln Academy of Integrated Arts
 Davenport Community School District
 318 East 8th Street
 Davenport, IA 52803
 563/324-0497

Indicators of School Climate and Student Engagement			
	2004-05 (Baseline Year)	2005-06	2006-07
Office Referrals	808	576	608
Average Truancy Rate Per Student	7.3	9.4	10.5
Average Daily Attendance	95.67	94.06	94.15
Tardies	7.2	8.25	11.09
Suspensions	12	12	10

Percentage of Lincoln Academy Charter Students Proficient on the ITBS									
	Reading			Mathematics			Science		
Grades	2004-05 (Baseline Year)	2005-06	2006-07	2004-05 (Baseline Year)	2005-06	2006-07	2004-05 (Baseline Year)	2005-06	2006-07
Grades 3-5 Combined	66.9%	60.7%	64.71	71.3%	64.3%	70.59	77.9%	72.9 %	72.55
Grade 4 Lincoln Academy	69%	64.7%	65.71	78.6%	49%	80	85.7%	76.5%	74.29
Grade 4 Davenport District	64.83%	67.04%	73.87%	75.05%	74.98%	77.62%	72.49%	74.65%	NA

Lincoln Academy of Integrated Arts (Continued)

Creative Arts Rubric				
	1	2	3	4
Elements of Design	The student did the minimum or the artwork was never completed	The student did the assignment in a satisfactory manner, but lack of planning was evident	The artwork shows that the student applied the principles discussed in class adequately	The artwork shows that the student applied the principles discussed in class in unique manner
Creativity	The piece shows little or no evidence of original thought	The student work lacked sincere originality	The student work demonstrates originality	The student work demonstrates a unique level of originality
Effect	The student did not finish the work in a satisfactory manner	The student finished the project, but it lacks finishing touches or can be improved upon with little effort	The student completed the project in an above average manner, yet more could have been done	The student gave an effort far beyond the requirements of the project
Skill	The student showed poor craftsmanship or lack of understanding	The student showed average craftsmanship and understanding	The student showed above average craftsmanship and understanding	The artwork is outstanding and was finished with a great deal of patience
Responsiveness	The student displayed a negative response throughout the development of the piece	The student displayed a negative response at times during the development of the piece	The student displayed a positive response most of the time during the development of the piece	The student displayed a positive response all of the time during the development of the piece
Total				

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Lincoln Academy of Integrated Arts (Continued)
Lincoln Academy of Arts Integration
Teacher Report on Student Assets

Student Name: _____ Date: _____ PRE POST

Please circle the number in each set that best describes the student's performance on completing academic work.

Personal Power

1. Is able to solve problems consistently, has control over how to respond to difficult situations.

Strongly

Agree

1 2 3 4 5 6 7 8 9

Strongly

Disagree

10

Self-Esteem

2. Overall, demonstrates characteristics of high self-esteem (e.g.---)

Strongly

Agree

1 2 3 4 5 6 7 8 9

Strongly

Disagree

10

Sense of Purpose

3. Actively engages skills that relate to sense of purpose.

Strongly

Agree

1 2 3 4 5 6 7 8 9

Strongly

Disagree

10

Positive View of Personal Future

4. Hopeful and positive about his/her personal future.

Strongly

Agree

1 2 3 4 5 6 7 8 9

Strongly

Disagree

10

TOTAL SCORE: _____

Range 4-12

Comments:

District/Charter	Description of Charter	Goal	Measure	Progress made to Date
<p>Iowa Central Charter High School</p> <p>Southeast Webster-Grand School District PO Box 49 Burnside, IA 50521 515/359-2235</p> <p>Dr. Mike Jorgensen, Superintendent</p> <p>Mission: To develop a fast track program that will assist students in working towards an AA degree in a specific vocational area or towards a four-year degree program.</p> <p>First year of Charter Status: 2004-05</p> <p>Number of Charter Teachers/Administrators (2006-07) = 9/2</p> <p>District Dropout Rate 2004-05 = 1.65% 2005-06 = .66%</p> <p>District Ave. Daily Attendance K-8 2004-05 = 95.6% 2005-06 = 95.7%</p>	<p>A partnership with Iowa Central Community College to serve 11th and 12th grade students who have specific vocational and academic needs and want to be on a fast track to post-secondary study. The Charter School is a school within a school.</p> <p>Planning Grant: Yes – 2003-04</p>	<p>Students in the Charter participate in the mid-year administration of the ITED; consequently, 2003-04 data will be used as the baseline.</p> <ol style="list-style-type: none"> Increase the number of graduates who complete post-secondary training Increase math, science and reading ITED scores at grade 11 	<ol style="list-style-type: none"> SE Webster Graduate Data ICCHS Graduate Data ITED scores (disaggregated) 	<ol style="list-style-type: none"> The percentage of students earning college credit while in high school increased by 14 percentage points between 2003-04 and 2004-05, and by four percentage points between 2004-05 and 2005-06, bringing the percentage up to 100%, where it remained between 2005-06 and 2006-07. Additionally, the average number of college credits earned by graduates in the charter school increased by approximately 10 credits between 2003-04 and 2004-05, by approximately two credits from 2004-05 to 2005-06, and by slightly more than two credits between 2005-06 and 2006-07. Between the 2003-04 and 2006-07 school years, the percentage of students at grade 11 scoring in the proficient range of achievement on the Iowa Tests of Educational Development (ITED) in reading decreased by 2.9 percentage points, increased by 4.3 percentage points, and finally increasing by 14

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		<p>3. Improve ACT composite scores</p> <p>4. Increase the course offerings available to all students and individualize instruction to meet individual needs.</p>	<p>3. ACT</p> <p>4. Course Enrollment Data Individual Instructional Plan Data</p>	<p>percentage points. Similarly, slight initial decreases followed by increases in the percentage of students proficient on the ITED were noted for mathematics. In science, increases were noted for the first two years, followed by a slight decrease.</p> <p>3. The average composite score for students taking the ACT during the 2005-06 school year increased over a two-year period by .4 points and between 2005-06 and 2006-07 an increase of 3.8 points was noted.</p> <p>4. This is an action step, not a goal. The Charter School has taken steps to complete this action.</p>
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Iowa Central Charter High School
 Southeast Webster-Grand School District
 PO Box 49
 Burnside, IA 50521
 515/359-2235

Iowa Central Charter High School				
Indicator of Success	2003-2004 (Baseline Year)	2004-2005	2005-2006	2006-07
Percentage of High School Students Earning College Credit while in High School	81%	96%	100%	100%
Average College Credits Earned per High School Graduate	10.6	20.3	22.28	24.5
Average Composite Score on the ACT	21.4	21.0	21.8	<u>24.1</u>

Percentage of Iowa Central Charter High School Grade 11 Students Proficient on the ITED				
	2003-04 (Baseline Year)	2004-05	2005-06	2006-07
Reading	67.9%	65%	69.3%	83%
Mathematics	83.0%	80%	85.7%	76.6%
Science	76.8%	85%	93.8%	87.2%

District/Charter	Description of Charter	Goal	Measure	Progress made to Date
<p>Elma Elementary Charter School</p> <p>Howard-Winneshiek Community School District 1000 Schroder Drive Cresco, IA 52136 563/547-2762</p> <p>Robert Hughes, Principal</p> <p>Mission: To provide standard-based multiage instruction that ensures each child innovative learning experiences, multicultural awareness, and the use of technological tools to develop responsible citizens, while embracing parents, families, and community.</p> <p>First Year of Charter Status: 2005-06</p> <p>Number of Charter Teachers/Administrators (2006-07) = 7/1</p> <p>District Dropout Rate 2004-05 = 1.169% 2005-06 = 1.47%</p> <p>District Ave. Daily Attendance K-8 2004-05 = 96.6% 2005-06 = 96.4%</p>	<p>To provide standard-based multiage instruction K-5 that ensures each child innovative learning experiences, multicultural awareness, and the use of technological tools to develop responsible citizens, while embracing parents, families, and community. The school is the Charter School (school-wide charter) and is one of four elementary schools in the district.</p> <p>Planning Grant: Yes - 2004-05</p>	<p>Students in the Charter participate in the mid-year administration of the ITBS; consequently, 2004-05 data will be used as the baseline.</p> <p>LITERACY-VOCABULARY</p> <p>1a. Increase the percentage of students proficient in reading.</p>	<p>1a. ITBS BRI MISIC / MAP</p>	<p>1a. Using cohort data, the percentage of students proficient in reading increased between 2004-05 (grades 3-5) and 2005-06 (grades 4-6) (Cohort 1). Between 2005-06 and 2006-07, the percentage of students in grades 3-5 and 4-6 (cohort 2) proficient in reading decreased slightly. When cohort data are compared across several school years, growth was noted using National Grade Equivalent (NGEs). Between 2003-04 and 2004-05, students moving from grade 3 to grade 4 gained 1.2 NGEs in reading. Between 2004-05 and 2005-06, the same students moving from grade 4 to grade 5 gained 1.4 NGEs in reading. Between 2005-06 and 2006-07, the same group of students moving from grade 5 to grade 6 gained .8 NGEs in reading. Essentially, the same group of students made 3.4 years growth in reading using NGEs over a three year period (cohort</p>

		<p>1b. Increase vocabulary development.</p> <p>2a. All students will develop the effective use of a variety of math problem solving strategies.</p>	<p>1b. Project-Based Learning (PBL). Presentations Rubrics ITBS Vocabulary Program Review Team</p> <p>2a. ITBS Math Total MISIC / MAP</p>	<p>3). Between 2004-05 and 2005-06, students moving from grade 3 to grade 4 gained 1.0 NGEs in reading. Between 2005-06 and 2006-07, the same students moving from grade 4 to grade 5 gained 1.2 NGEs in reading. Essentially, the same group of students made 2.2 years growth in reading using NGEs over a two year period (cohort 4). Furthermore, between 2005-06 and 2006-07, students moving from grade 3 to grade 4 gained 1.2 NGEs in reading (cohort 5).</p> <p>1b. When combined and compared as cohort groups (grades 3-5 for 2004-05 and grades 4-6 for 2005-06), the percentage of students proficient on the vocabulary subtest of the ITBS decreased slightly. Between 2005-06 and 2006-07, the percentage of students in grades 3-5 and 4-6 (cohort 2) increased by slightly more than 6 percentage points.</p> <p>2a. When combined and compared as cohort groups (grades 3-5 for 2004-05 and grades 4-6 for 2005-06), the percentage of students proficient in mathematics problem solving increased. Between 2005-06 and 2006-07, the percentage of</p>
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				<p>students in grades 3-5 and 4-6 (cohort 2) proficient in mathematics decreased slightly. When cohort data are compared across several school years, growth was noted using National Grade Equivalents (NGEs). Between 2003-04 and 2004-05, students moving from grade 3 to grade 4 gained 1.1 NGEs in mathematics. Between 2004-05 and 2005-06, the same students moving from grade 4 to grade 5 gained 2.2 NGEs in mathematics. Between 2005-06 and 2006-07, the same group of students moving from grade 5 to grade 6 gained .6 NGEs in mathematics. Essentially, the same group of students made 3.9 years growth in mathematics using NGEs over a three year period (cohort 3). Between 2004-05 and 2005-06, students moving from grade 3 to grade 4 gained 1.5 NGEs in mathematics. Between 2005-06 and 2006-07, the same students moving from grade 4 to grade 5 gained 1.4 NGEs in mathematics. Essentially, the same group of students made 2.9 years growth in mathematics using NGEs over a two year period (cohort 4). Furthermore, between 2005-06 and 2006-07, students moving from grade 3 to grade 4 gained 2.0 NGEs in mathematics (cohort 5).</p>
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		<p>2b. All students will increase the understanding of the scientific inquiry method & its applications.</p>	<p>2b. ITBS Science M3. ISIC / MAP</p>	<p>2b. When combined and compared as cohort groups (grades 3-5 for 2004-05 and grades 4-6 for 2005-06), the percentage of students proficient in science increased. Between 2005-06 and 2006-07, the percentage of students in grades 3-5 and 4-6 (cohort 2) proficient in reading decreased slightly. When cohort data are compared across several school years, growth was noted using National Grade Equivalents (NGEs). Between 2003-04 and 2004-05, students moving from grade 3 to grade 4 gained .3 NGEs in science. Between 2004-05 and 2005-06, the same students moving from grade 4 to grade 5 gained 2.4 NGEs in science. Between 2005-06 and 2006-07, the same group of students moving from grade 5 to grade 6 gained .9 NGEs in science. Essentially, the same group of students made 3.6 years growth in science using NGEs over a three year period (cohort 3). Between 2004-05 and 2005-06, students moving from grade 3 to grade 4 gained 1.3 NGEs in science. Between 2005-06 and 2006-07, the same students moving from grade 4 to grade 5 gained 1.1 NGEs in science. Essentially, the same group of students made 2.4 years growth in science using NGEs</p>
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		<p>3. All students will select and use appropriate tools and technology resources to accomplish a variety of tasks, solve problems, do online research and as a tool for presentation of information.</p> <p>4. Develop character education: Refine multi-age instruction, Cool Cadets, & Circle of Friends.</p>	<p>3. Program Review Team Program Review Team P.B.L. Presentations / Rubrics</p> <p>4. Program Review Team Surveys Participation P.B.L. Presentations / Rubrics</p>	<p>over a two year period (cohort 4). Furthermore, between 2005-06 and 2006-07, students moving from grade 3 to grade 4 gained 1.1 NGEs in science (cohort 5).</p> <p>3. According to Charter School officials, students used laptop computers extensively. This resource offered the students the opportunity to a larger text bank of words and communications: increase in vocabulary exposure. The students developed concept webs, graphic organizers, and PowerPoint presentations throughout the school year. Increased participation with these activities encouraged further vocabulary development and usage. Students were able to share through different media.</p> <p>4. According to Charter School officials, students responded extremely well to the mixed and flexible groups. Choice and participation helped define the community atmosphere for the multiage setting. The teachers carried out proactive classroom management techniques in a positive manner. Small group and cooperative activities re-emphasized the collaborative effort. The respect and opportunity for student involvement increased the</p>
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				<p>participation, commitment, and effectiveness of our safe and friendly school structure. Lower elementary students thoroughly enjoyed the multiage setting. Preschool surveys emphasized this appreciation. Upper elementary grouped and regrouped students in various manners; clock partners, interest areas, content information, random, ability, and P.B.L. groups. Students responded positively.</p>
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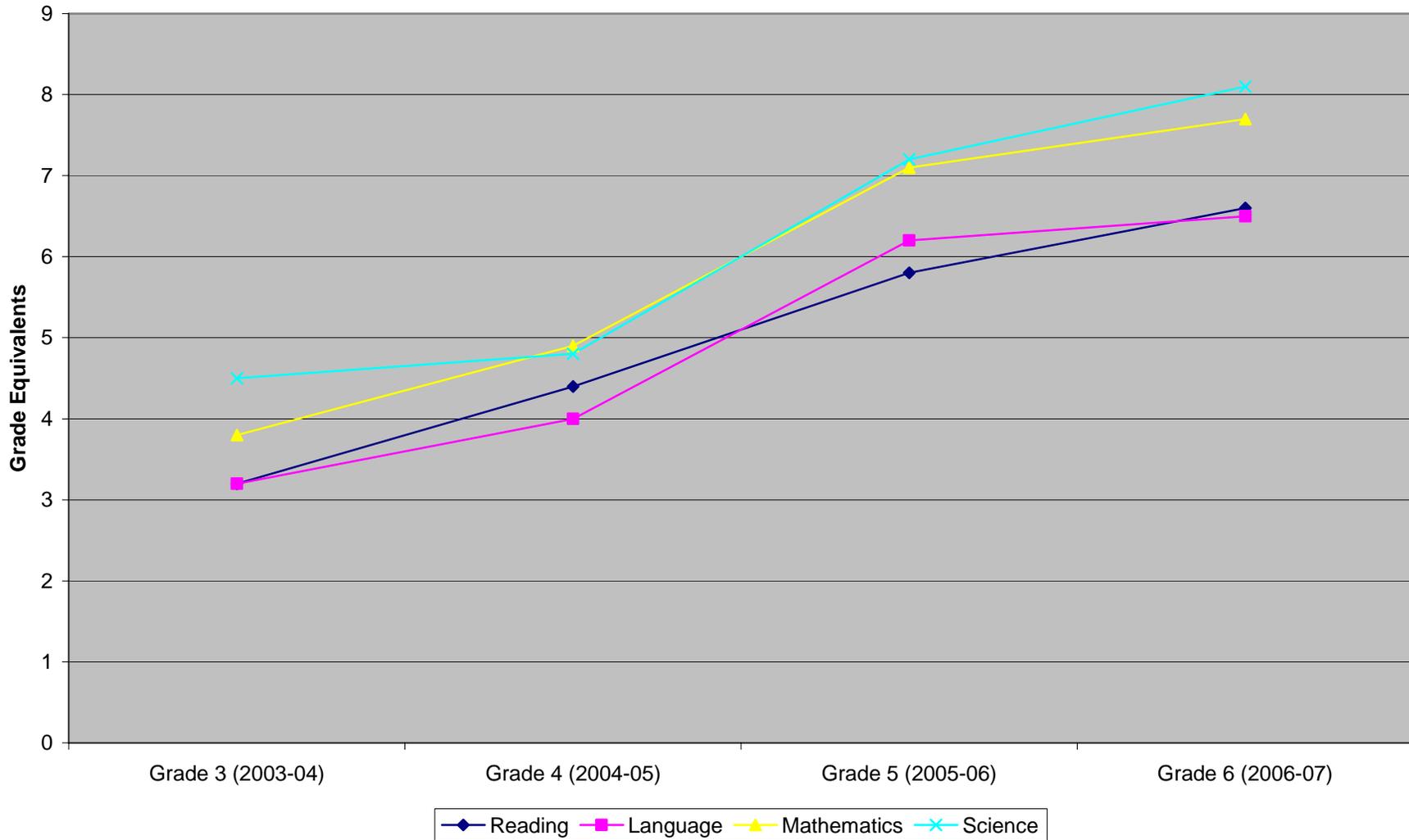
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Elma Elementary Charter School
 Howard-Winneshiek Community School District
 1000 Schroder Drive
 Cresco, IA 52136
 563/547-2762

Elma Elementary Charter School Cohort Data (Percentage Proficient)				
Indicator of Success	2004-2005 (Baseline Year) Percentage Proficient	2005-2006 Percentage Proficient	2005-2006 Percentage Proficient	2006-07 Percentage Proficient
Increase the percentage of students proficient in reading (ITBS).	Grades 3-5 Combined (Cohort 1) 60% proficient	Grades 4-6 Combined (Cohort 1) 66% proficient	Grades 3-5 Combined (Cohort 2) 71% proficient	Grades 4-6 Combined (Cohort 2) 63% proficient
Increase vocabulary development (ITBS)	Grades 3-5 Combined (Cohort 1) 72% proficient	Grades 4-6 Combined (Cohort 1) 65.5% proficient	Grades 3-5 Combined (Cohort 2) 64% proficient	Grades 4-6 Combined (Cohort 2) 70.3% proficient
All students will develop the effective use of a variety of math problem solving strategies (ITBS).	Grades 3-5 Combined (Cohort 1) 63.33% proficient	4-6 Combined (Cohort 1) 73.33% proficient	Grades 3-5 Combined (Cohort 2) 71% proficient	Grades 4-6 Combined (Cohort 2) 67% proficient
All students will increase the understanding of the scientific inquiry method & its applications.	Grades 3-5 Combined (Cohort 1) 76.66% proficient	Grades 4-6 Combined (Cohort 1) 83.33% proficient	Grades 3-5 Combined (Cohort 2) 79% proficient	Grades 4-6 Combined (Cohort 2) 78% proficient

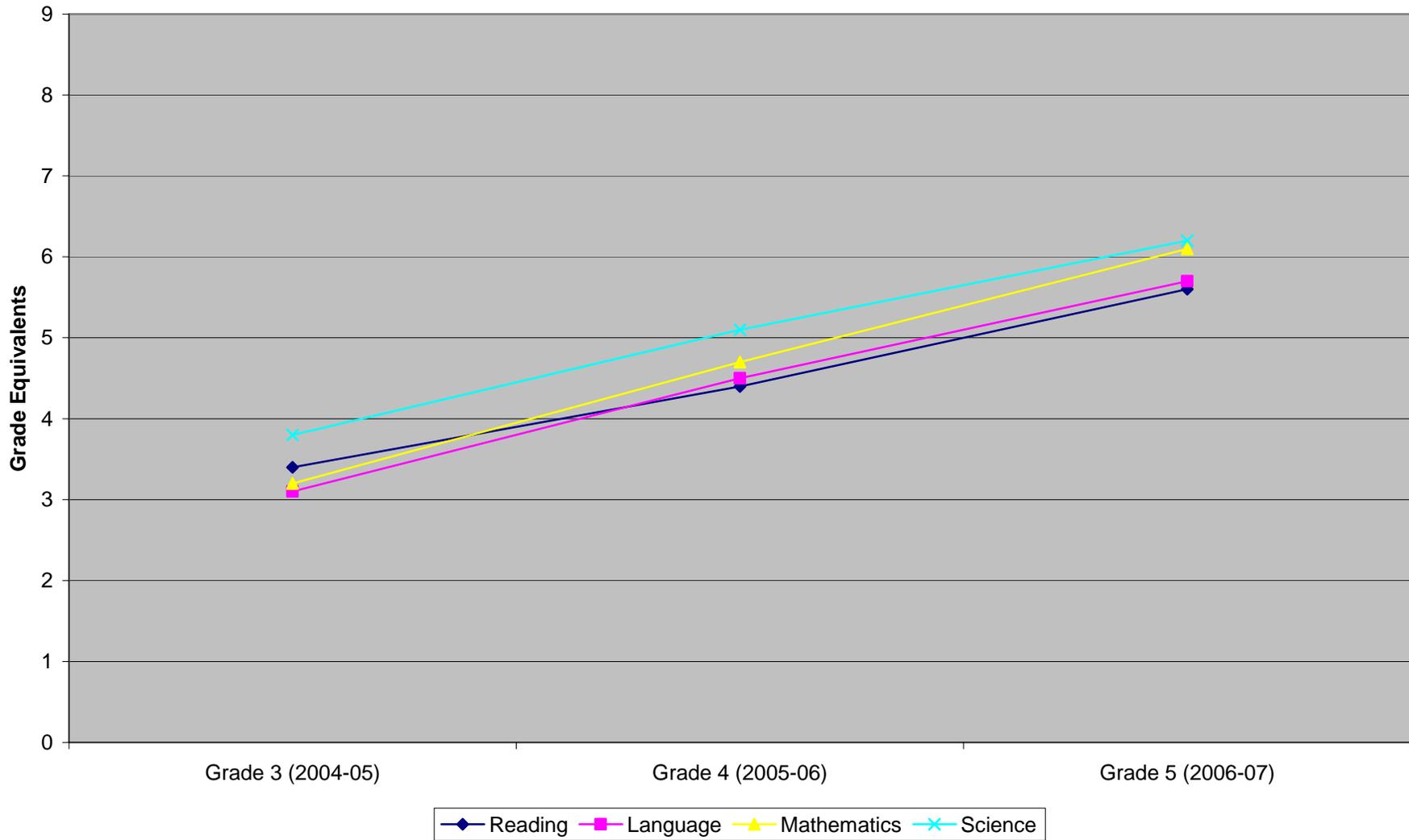
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Elma Elementary Charter School Cohort 3 Data (Growth by National Grade Equivalents) From 2003-04 to 2006-07



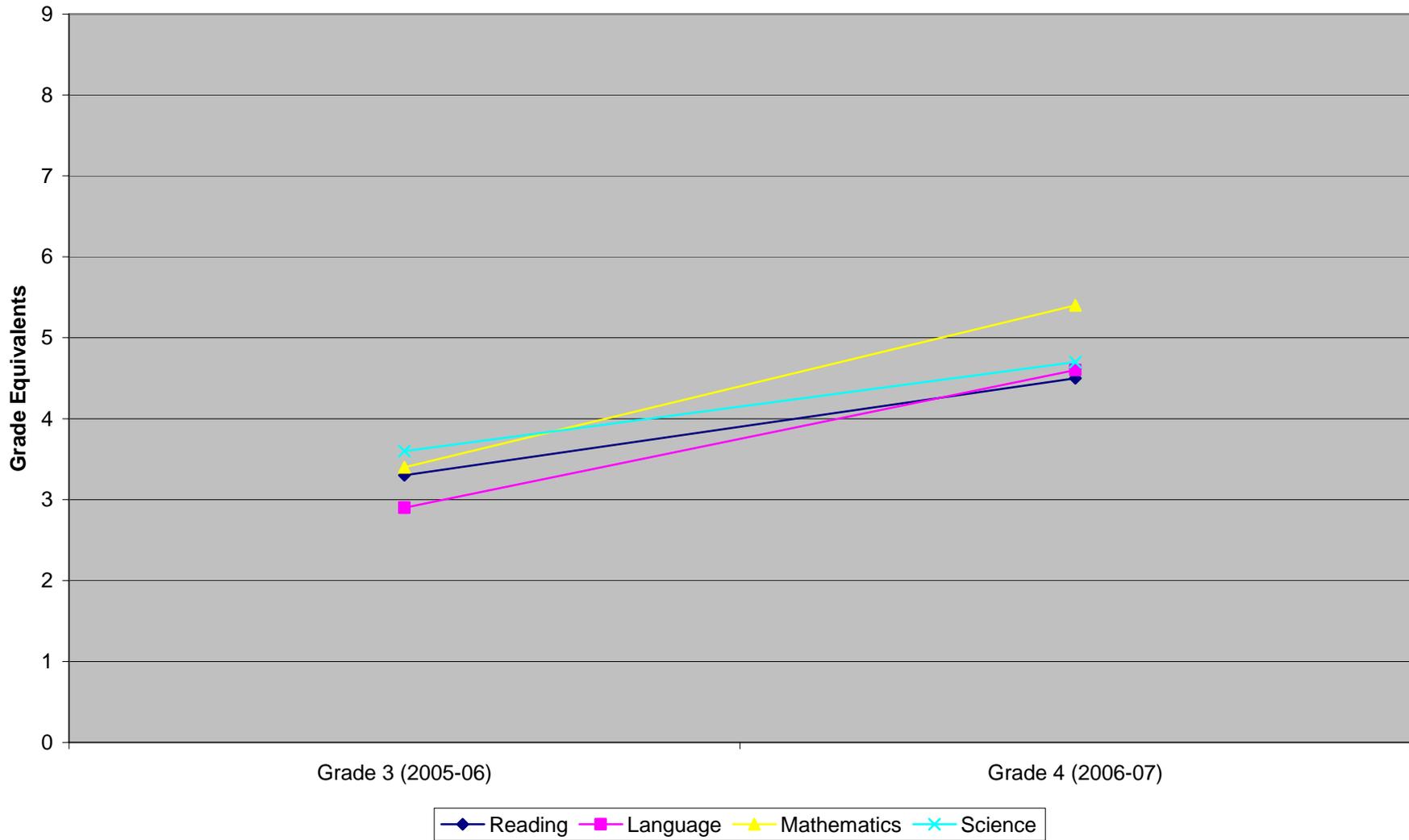
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Elma Elementary Charter School Cohort 4 Data (Growth by National Grade Equivalents) From 2004-05 to 2006-07



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Elma Elementary Charter School Cohort 5 Data (Growth by National Grade Equivalents) From 2005-06 to 2006-07



District/Charter	Description of Charter	Goal	Measure	Progress made to Date
<p>Buffalo Ridge Elementary Charter School</p> <p>Sioux Central Community School District 4440 US Hwy 71 Sioux Rapids, IA 50585 712/283-2571</p> <p>Kevin Teno, Principal</p> <p>Mission: To foster student achievement through the use of inquiry learning and decision making to create pathways for each student to become a competent and responsible citizen.</p> <p>First year of Charter Status: 2004-05</p> <p>Number of Charter Teachers/Administrators (2006-07) = 3/1</p> <p>District Dropout Rate 2004-05 = .287% 2005-06 = .81%</p> <p>District Ave. Daily Attendance K-8 2004-05 = 97.8% 2005-06 = 94.7%</p>	<p>A K-5 school that fosters student achievement through the use of inquiry learning and decision making to create pathways for each student to become a competent and responsible citizen. The Charter is a school within a school.</p> <p>Planning Grant: Yes - 2003-04</p>	<p>Students in the Charter participate in the mid-year administration of the ITBS; consequently, 2003-04 data will be used as the baseline.</p> <ol style="list-style-type: none"> All students will be proficient or above in mathematics by June 2008 All students will be proficient or above in science by June 2008 	<ol style="list-style-type: none"> ITBS, Portfolio Assessment ITBS and NASA indicators 	<ol style="list-style-type: none"> Between the 2003-04 and 2005-06 school years (two-year period), the percentage of students proficient in mathematics increased in 4 out of the 6 grades assessed. During 2006-07, grade 3 was the only grade with at least 10 students; therefore, growth will be measured through the use of Grade Equivalents (GE) for cohort groups of students (same group of students each year) across three grade levels. Caution should be used in interpreting the data, however, due to the declining number of students represented in the data each year (29 students in grades 2-4 combined during 2004-05, 22 students in grades 3-5 combined during 2005-06, and 13 students in grades 4-6 combined during 2006-07). Therefore, pure cohort comparisons could not be made. The percentage of students proficient in science increased in

District/Charter	Description of Charter	Goal	Measure	Progress made to Date
		<p>3. All students will be proficient or above in reading by June 2008</p>	<p>3. ITBS and other standardized reading assessments</p>	<p>3 out of 5 grades assessed between 2003-04 and 2005-06. During 2006-07, grade 3 was the only grade with at least 10 students; therefore, growth will be measured through the use of Grade Equivalents (GE) for cohort groups of students (same group of students each year) across three grade levels. Caution should be used in interpreting the data, however, due to the declining number of students represented in the data each year (29 students in grades 2-4 combined during 2004-05, 22 students in grades 3-5 combined during 2005-06, and 13 students in grades 4-6 combined during 2006-07). Therefore, pure cohort comparisons could not be made.</p> <p>3. At most grade levels (4 out of 5 grades assessed), the percentage of students proficient in reading increased between the 2003-04 and 2005-06 school years (two-year period). The percentage of students proficient in reading during the same two-year period at grade 3 remained constant. During 2006-07, grade 3 was the only grade with at least 10 students; therefore, growth will be measured through the use of Grade Equivalents (GE) for cohort groups of students (same</p>

District/Charter	Description of Charter	Goal	Measure	Progress made to Date
		<p>4. All students will be conversational in Spanish after completing six years in BRECS.</p> <p>5. All students will be able to compose and perform music and dance through the use of steel drums and keyboards.</p> <p>6. All students will use technology as a tool for online research and be prepared to pass the 8th grade technology literacy test.</p>	<p>4. locally developed rubric</p> <p>5. Standardized and locally developed rubric</p> <p>6. 8th grade technology assessment</p>	<p>group of students each year) across three grade levels. Caution should be used in interpreting the data, however, due to the declining number of students represented in the data each year (29 students in grades 2-4 combined during 2004-05, 22 students in grades 3-5 combined during 2005-06, and 13 students in grades 4-6 combined during 2006-07). Therefore, pure cohort comparisons could not be made.</p> <p>4. No data are available. The original Charter School's administrator resigned at the end of the 2005-06 school year without submitting this information. The current administrator is unaware of any data related to goal 4.</p> <p>5. No data are available. The original Charter School's administrator resigned at the end of the 2005-06 school year without submitting this information. The current administrator is unaware of any data related to goal 5.</p> <p>6. No data are available. The original Charter School's administrator resigned at the end of the 2005-06 school year without submitting this information. The current administrator is unaware of any</p>

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
		7. Parent participation	7. Perception survey	data related to goal 6. 7. No data are available. The original Charter School's administrator resigned at the end of the 2005-06 school year without submitting this information. The current administrator is unaware of any data related to goal 7.

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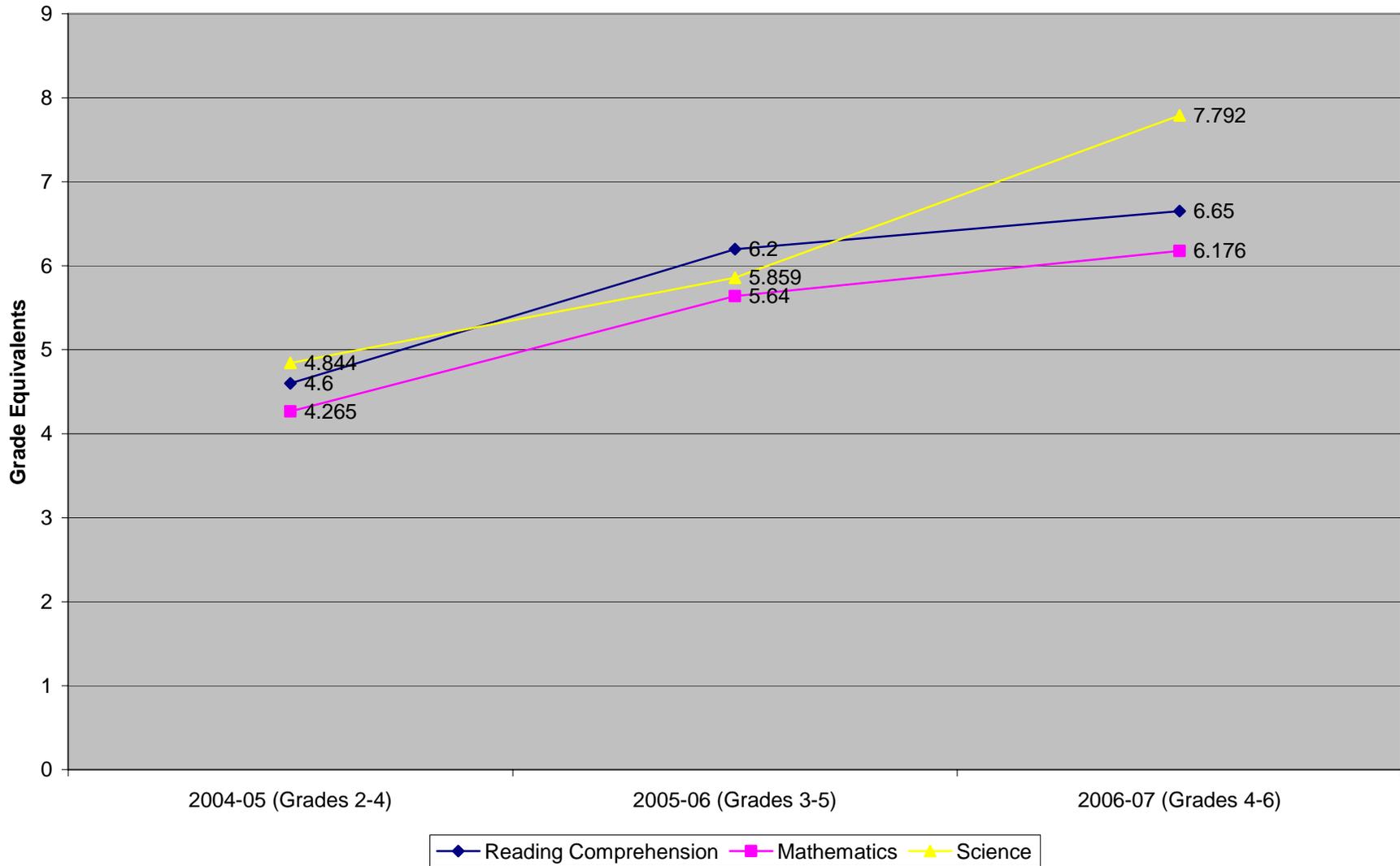
Buffalo Ridge Elementary Charter School
 Sioux Central Community School District
 4440 US Hwy 71
 Sioux Rapids, IA 50585
 712/283-2571

Buffalo Ridge Charter School Percentage of Students Proficient

Grades	Reading				Mathematics				Science			
	03-04 (Baseline Year)	04-05	05-06	06-07	03-04 (Baseline Year)	04-05	05-06	06-07	03-04 (Baseline Year)	04-05	05-06	06-07
1	69%	100%	NA	NA	92%	100%	100%	NA	NA	NA	NA	NA
2	69%	78%	100%	NA	66%	100%	88%	NA	54%	66%	88%	NA
3	71%	56%	71%	50%	67%	78%	71%	70%	67%	89%	71%	80%
4	77%	75%	100%	NA	71%	83%	50%	NA	85%	92%	75%	NA
5	78%	83%	82%	NA	66%	100%	82%	NA	81%	100%	82%	NA
6	79%	75%	88%	NA	82%	66%	63%	NA	79%	75%	63%	NA

NA= Not applicable – These data were not reported due to fewer than 10 students in the grade level

Average Cohort Growth by Grade Equivalents on the ITBS



District/Charter	Description of Charter	Goal	Measure	Progress made to Date
<p>Storm Lake/Iowa Central/Buena Vista Early College Charter High School</p> <p>Storm Lake Community School District PO Box 638 419 Iake Avenue Storm Lake, IA 50588-0638 712/732-8060</p> <p>Paul Tedesco, Superintendent</p> <p>Mission: To make higher education more accessible, affordable, 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.</p> <p>First year of Charter Status: 2005-06</p> <p>Number of Charter Teachers/Administrators (2006-07) = 16/1</p> <p>District Dropout Rate 2004-05 = .937%</p>	<p>A 9-12 expanded dual-credit educational program in collaboration with Iowa Central Community College and Buena Vista University. The Charter is a school within a school.</p> <p>Planning Grant: Yes - 2004-05</p>	<p>Students in the Charter participate in the mid-year administration of the ITBS; consequently, 2004-05 data will be used as the baseline.</p> <ol style="list-style-type: none"> Increase the number of first-generation, low income, English language learners, and students of color attaining a post-secondary degree, certificate, and/or diploma, two years of college credit, or advanced standing toward a post secondary program. Provide a more rigorous and relevant college career-prep curriculum and increase course offerings to charter students to enable them to attain a planned and focused program of study (toward both a high school diploma and college credits for a toward a post-secondary degree, diploma or certificate. Raise individual ITED scores in reading, math, and science: impacting overall class performance. Specifically, within the first two years of the goal is 	<ol style="list-style-type: none"> Enrollment data, disaggregated by designated areas. Evaluate courses according to board adopted rating scale prepared to determine rigor and relevance. <ol style="list-style-type: none"> ITED scores in reading, math and science. Compass assessment ASSET 	<ol style="list-style-type: none"> The total college credits earned by Charter Students during the 2005-06 school year was 353, the majority of which were earned by Hispanics. During 2006-07 the total increased to 1399 credits earned, an increase of 1046 credits. As in 2005-06, during 2006-07 the majority of those credits were earned by Hispanic students (864/62%). This is an action step, not a goal. No data exist by which to measure progress toward this action step. Using the performance scores of all SLHS juniors (as reported for No Child Left Behind), a slight decrease was noted in the percentage of students proficient

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<p>2005-06 = 1.44%</p> <p>District Ave. Daily Attendance K-8 2004-05 = 95.6% 2005-06 = 95.7%</p>		<p>to have a class percentile ranks in the 60's and proficiency rates at the 80% level or above, and the highest increase reflected in the subgroup scores.</p> <p>4. Increase the number of dual-credits offerings and PSEO opportunities for all students, specifically monitoring increased participation and performance of subgroups and Charter enrollees.</p>	<p>4. Student enrollment data and personal questionnaire.</p>	<p>in reading on the Iowa Tests of Educational Development (ITEDs) using National Percentile Ranks between 2004-05 and 2005-06. Slight increases were noted in the percentage of students proficient in science and mathematics. Specific subgroup gains in the percentage of students proficient were noted in reading, math, and science between 2004-05 and 2006-07 (even though some intermediate declines were noted).</p> <p>4. During the 2005-2006 school year charter programming saw twelve additional dual-credit courses introduced into the curricular offerings for all SLHS students including Fundamentals of Communication, Fundamentals of American Government, Stats I, Basic Electronics, Accounting Essentials, Office Procedures, Calculus I, Business Math, Technical Math, and others. As a result there was a 43% increase in overall dual-credit enrollments and a doubling of enrollments in "pre-charter" courses including AAA English (Accelerated Acquisition of Academic English), Basic Reading, Basic Writing, and Fundamentals of Algebra. Students also took several new courses through Post Secondary Education Options with Buena Vista University and Iowa Central Community College including</p>
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		<p>5. All students in the Charter will have an Individual Learning Plan that is overseen by Storm Lake High School and SL/ICCC/BV Administration and staff.</p>	<p>5. Review of student records</p>	<p>Human Growth & Development, Anatomy & Physiology, Criminal Justice, Religions of Asia, Introduction to Education, Education & The Teaching Process, Cultural Anthropology, Sound Production, and several computer/web offerings. The four Charter I students (5th year of high school through charter enrollment) earned 102 college credits in the 2005-2006 school year. During 2006-07, 56% of the charter school students were enrolled in more post-secondary courses than high school courses.</p> <p>5. This is an action step, not a goal. Storm Lake High School implemented a school-wide Academic Advisor/Advisee program in 2005-2006 with special Advisor/Advisee sessions scheduled throughout the second semester and culminating with scheduled parent/student/advisor conferences during spring conferences. The conference group looked over the student's transcript to date, ran a credit check, and looked over the student's long-range educational plan as well as their course requests for the 2006-2007 school year. Over 80% of parents and students in grades 9-11 scheduled and attended these academic conferences.</p>
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Storm Lake/Iowa Central/Buena Vista Early College Charter High School

Demographic Data for Storm Lake/Iowa Central/Buena Vista Early College Charter High School		
Subgroup	Number/Percentage 2005-06	Number/Percentage 2006-07
Males	27/46%	41/46%
Females	32/54%	48/54%
Juniors	36/61%	41/46%
Seniors	19/32%	44/50%
Charter I	4/7%	4/4%
Caucasian	8/14%	22/25%
Asian	4/7%	7/8%
Sudanese	1/1%	3/3%
Hispanic	46/78%	57/64%
First Generation	46/78%	63/71%
Low SES	36/61%	53/60%
ELL	49/83%	68/76%
Students of Color	51/86%	67/75%

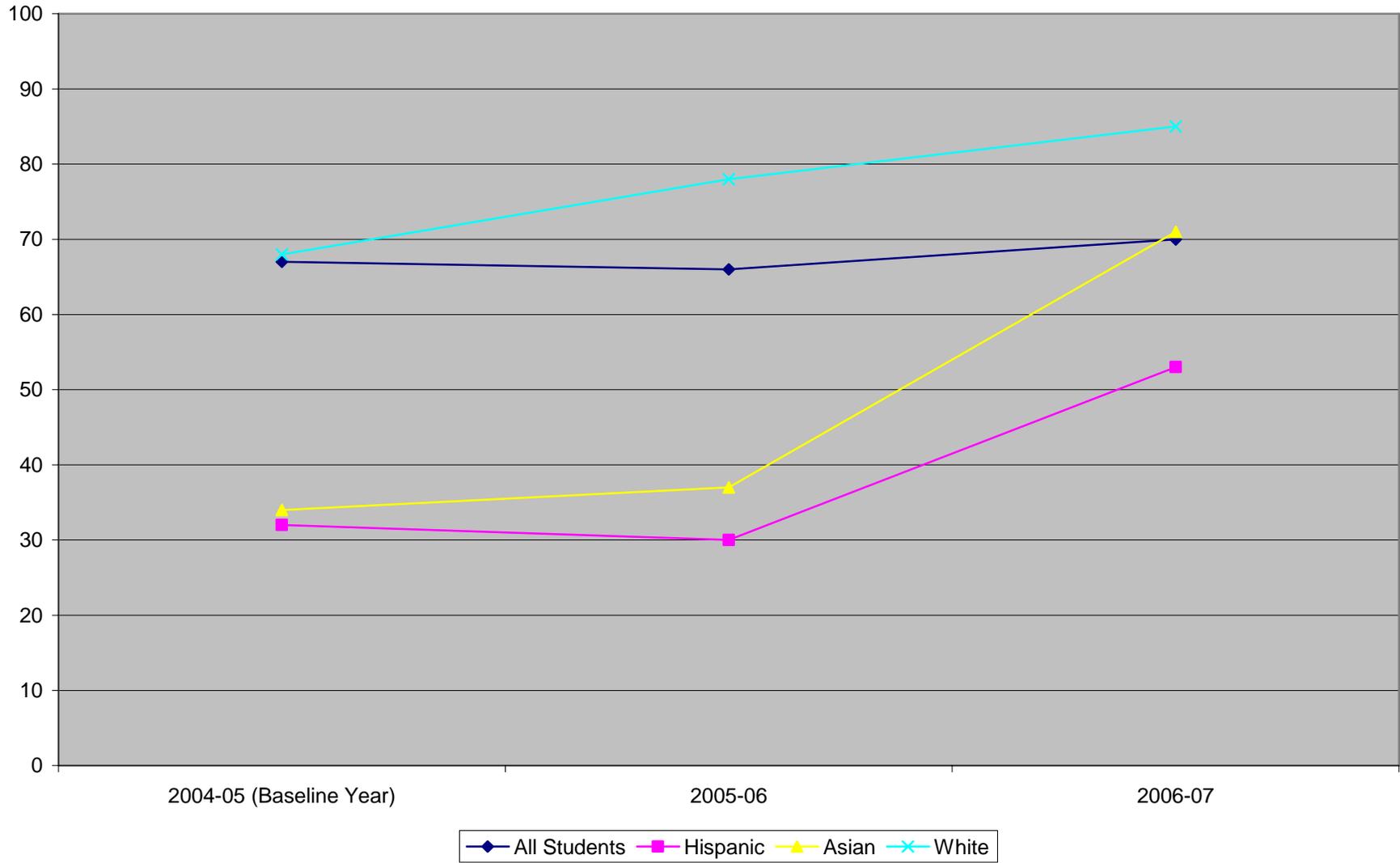
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Storm Lake/Iowa Central/Buena Vista Early College Charter High School (continued)

College Credits Earned by Storm Lake/Buena Vista Early College Charter High School Students During 2005-06		
	Number of College Credits Earned/Percentage of Total College Credits Earned 2005-06	Number of College Credits Earned/Percentage of Total College Credits Earned 2006-07
Hispanic Students	270/76%	864/62%
Asian Students	12/3.4%	120/9%
White Students	33/9.3%	388/28%
Other Students	38/10.8%	27/2%
Total College Credits Earned	353/100%	1399/100%

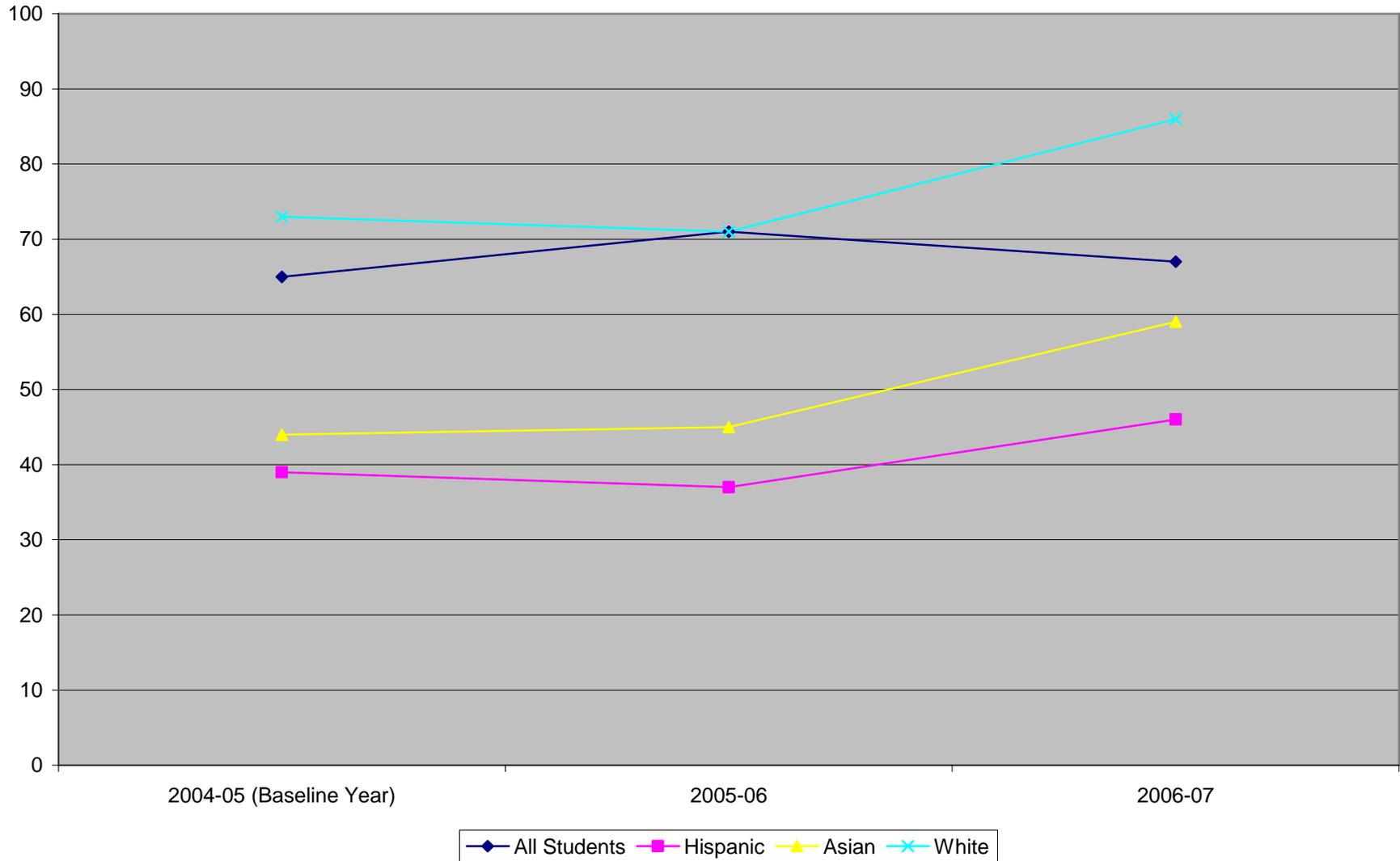
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The Percentage of Storm Lake Charter School Students Proficient on the ITED in Reading



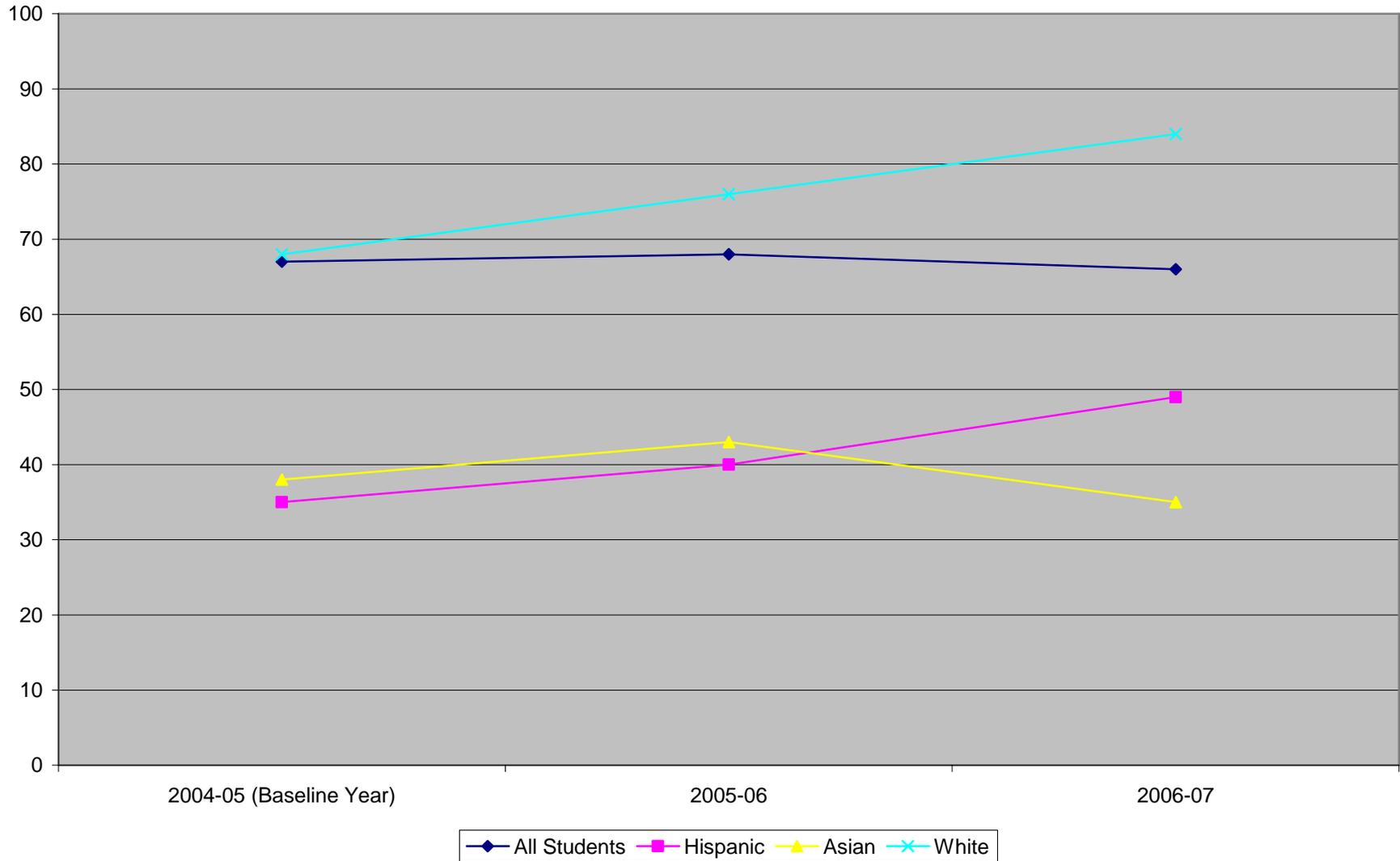
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The Percentage of Storm Lake Charter School Students Proficient on the ITED in Mathematics



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The Percentage of Storm Lake Charter School Students Proficient on the ITED in Science



District/Charter	Description of Charter	Goal	Measure	Results
<p>Northwest Iowa Charter High School</p> <p>Hartley-Melvin Sanborn Community School District 173 South Central Avenue Hartley, IA 51346</p> <p>Lynn Evans, Superintendent</p> <p>Mission: To develop career academies and pathways beyond what could possibly be available within the Hartley-Melvin-Sanborn High School, to provide students a fast track to a college education, and to focus on students with special needs or who are considered at risk.</p> <p>First year of Charter Status: 2005-06</p> <p>Number of Charter Teachers/Administrators (2006-07) = 4/.25</p> <p>District Dropout Rate 2004-05 = .683% 2005-06 = .73%</p> <p>District Ave. Daily Attendance K-8 2004-05 = 96% 2005-06 = 96.5%</p>	<p>Offers 11th & 12th grade students that choose to participate an opportunity to increase course rigor and relevancy through extensive selection of dual credit courses. Increases probability of meaningful senior year. The school is a school within a school. All students in grade 11 and 12 are in the charter.</p> <p>Planning Grant: Yes - 2004-05</p>	<ol style="list-style-type: none"> Increase student participation in college credit courses (dual credit, PSEO, AP) Each student in the Charter School will have HS and college level courses aligned with a Career Pathway Improve student achievement in the areas of math, reading, and science (11th grade) 	<ol style="list-style-type: none"> Participation numbers – disaggregated by subgroups Locally developed assessment ITED, ACT 	<ol style="list-style-type: none"> The 2005-06 school year data will serve as a baseline for future reporting. In the spring of 2006, 68 students were enrolled in 160 college credit courses. During 2006-07, 79 students were enrolled in 304 college credit courses. The 2005-06 school year data will serve as a baseline for future reporting. During 2005-06, 100% of the Charter Students had HS and college level courses aligned with a Career Pathway. The percentage for 2006-07 remained constant. The 2005-06 school year data will serve as a baseline for future reporting. During 2005-06, of the students in grade 11, 92.9 % were proficient in mathematics, 82% in reading, and 92% in science. During 2006-07, significant decreases in terms of the percentage of students proficient were noted: 65.7% of the students in grade 11 were proficient in reading, 68.5% in mathematics, and 80% in science.

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		4. Assure safe environment for charter students at all locations.	4. Perception survey and record of incidence.	4. This is actually an action step for the school/district. As a means to achieve this action, transportation is provided to and from all college campus classes. Student behavior and safety policies and procedures are reviewed jointly by community college representatives and school district staff to ensure consistency and continuity. According to interviewees (2007), "there is virtually no concern about the safety of charter students on the college campus."
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Northwest Iowa
Charter High School
Hartley-Melvin Sanborn Community School District
173 South Central Avenue
Hartley, IA 51346

Northwest Iowa Charter High School Post-Secondary Data

	2005-06 (Baseline Year)	2006-07
The percentage of students enrolled in college credit courses	68%	57%
The percentage of Charter students with high school and college level courses aligned with a career pathway	100%	100%

The Percentage of Northwest Iowa Charter School Students at Grade 11 Proficient on the ITEDs

	2005-06 (Baseline Year)	2006-07
Reading	82%	65.7%
Mathematics	92.9%	68.5%
Science	92%	80%

District/Charter	Description of Charter	Goal	Measure	Results
<p>Prescott Elementary Charter School</p> <p>Dubuque Community School District 1151 White Street Dubuque, IA 52001 (563) 552-4200</p> <p>Chris McCarron, Principal</p> <p>Mission: The mission of Prescott Elementary School, <i>an Expeditionary Learning School for the Arts</i>, is to empower each child to achieve to his/her highest potential and to become a strong contributing member of the community.</p> <p>First year of Charter Status: 2006-07</p> <p>Number of Charter Teachers/Administrators (2006-07) = 31/1</p> <p>District Dropout Rate 2004-05 = 4.163% 2005-06 = 2.41%</p> <p>District Ave. Daily Attendance K-8 2004-05 = 95.1% 2005-06 = 95.80%</p>	<p>Serves students in grades K-5, intertwining Expeditionary Learning Outward Bound, Iowa's Positive Behavior Support Initiative, and a visual and performing arts-infused curriculum. The school is the Charter (school-wide charter).</p> <p>Planning Grant: Yes - 2005-06</p>	<ol style="list-style-type: none"> 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. 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. 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. 	<ol style="list-style-type: none"> 1. Kindergarten Early Literacy Assessment Observation Survey – Grade 1 Basic Reading Inventory – Grades 2-5 ITBS – Grades 3-5 Measures of Academic Progress – Reading – Grades 3-5 2. ITBS – Grades 3-5 Measures of Academic Progress – Grades 3-5 3. ITBS – Grades 3-5 Measures of Academic Progress – Grades 3-5 	<ol style="list-style-type: none"> 1. The 2006-07 school year data will serve as a baseline for future reporting, as 2006-06 was the first year of implementation, and students were administered the Iowa Tests of Basic Skills (ITBS) in the fall. The following chart displays the percentage of students (including subgroups) proficient in reading on the ITBS. Data are aggregated for students in grades 3-5. 2. The 2006-07 school year data will serve as a baseline for future reporting, as 2006-06 was the first year of implementation, and students were administered the ITBS in the fall. The following chart displays the percentage of students (including subgroups) proficient in mathematics on the ITBS. Data are aggregated for students in grades 3-5. 3. The 2006-07 school year data will serve as a baseline for future reporting, as 2006-06 was the first year of implementation, and students were administered the ITBS in the fall. The following chart displays the percentage of students (including subgroups) proficient in science on the ITBS. Data are aggregated for students in grades 3-5.

		<p>4. Increase student achievement in social studies on an annual basis.</p> <p>5. Increase student involvement with and staff implementation of the Expeditionary Learning Core Practices and Design Principles.</p> <p>6. Increase student participation and positive perceptions regarding the visual and performing arts.</p>	<p>4. ITBS – Grades 3-5 Measures of Academic Progress – Grades 3-5</p> <p>5. Instructional Practices Inventory (IPI)</p> <p>6. Student participation in before- and after-school arts opportunities</p>	<p>4. The 2006-07 school year data will serve as a baseline for future reporting, as 2006-06 was the first year of implementation, and students were administered the ITBS in the fall. The following chart displays the percentage of students (including subgroups) proficient in social studies on the ITBS. Data are aggregated for students in grades 3-5.</p> <p>5. A sampling of IPI measures of student engagement is included in the following chart. Using the IPI, six categories were identified to measure student engagement, teacher-directed instruction, and disengagement:</p> <ul style="list-style-type: none"> o Student Active Engaged Learning o Student Learning Conversations o Teacher-Led Instruction o Student Work with Teacher Engaged o Student Work with Teacher Not Engaged o Complete Disengagement <p>IPI was administered during the fall and again in the spring of 2006-07 to measure growth.</p> <p>6. A variety of before- and after-school arts opportunities were offered to students. A total of 242 students (not necessarily unduplicated) participated in these opportunities.</p>
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		<p>7. Create a safer school environment.</p> <p>8. Increase parental involvement.</p> <p>9. Increase the economic diversity of the students who attend Prescott School.</p> <p>10. Increase the attendance rate.</p> <p>11. Increase community involvement and support for Prescott School.</p>	<p>7. In-school and out of school suspensions School-wide Evaluation Tool (SET)</p> <p>8. Parental participation in Learning Celebrations, student conferences, Literacy Night, and Advisory Council and Action Teams</p> <p>9. Percentage of students whose families qualify for free and/or reduced priced meals (Low SES)</p> <p>10. Average daily attendance rates</p> <p>11. Classroom volunteers/mentors</p>	<p>7. In-school suspensions: 4 half-day and 1 full-day Out of school suspensions: 3 half-day and 2 full-day SET: 78.7% (80% is considered a high implementing school)</p> <p>8. Learning Celebrations: 80% Student conferences: 97% fall and 95% spring Literacy Night: 120 students and family members Advisory Council and Action Teams: 6 parents serving</p> <p>9. 83% Low SES in 2007</p> <p>10. 91.1%</p> <p>11. Average of 20 volunteers per month and 31 mentors</p>
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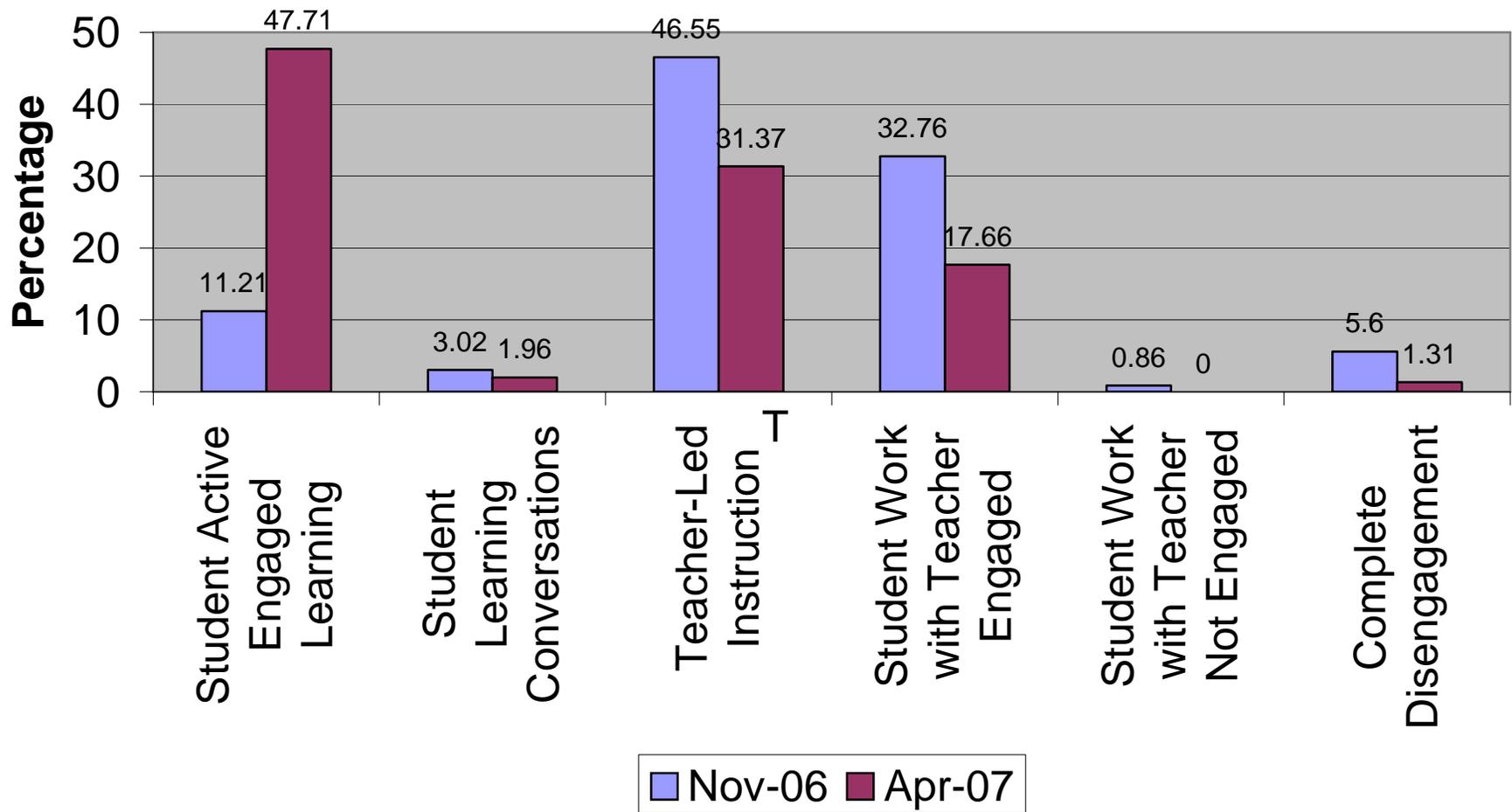
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The Percentage of Prescott Full Academic Year (FAY) Students Proficient on the ITBS	
	2006-07
Reading	
All Students (grades 3-5 combined)	55.1%
Male	40%
Female	75.8%
White	64.2%
Non-White	36%
Low SES	50.8%
Non-Low SES	73.3%
IEP	25%
Non-IEP	60.6%
Mathematics	
All Students (grades 3-5 combined)	48.7%
Male	46.7%
Female	51.5%
White	64.2%
Non-White	16%
Low SES	44.4%
Non-Low SES	66.7%
IEP	25%
Non-IEP	53%
Science	
All Students (grades 3-5 combined)	48.7%
Male	42.2%
Female	57.6%
White	64.2%
Non-White	16%
Low SES	41.3%
Non-Low SES	80%
IEP	50%
Non-IEP	48.5%

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The Percentage of Prescott Full Academic Year (FAY) Students Proficient on the ITBS Continued	
	2006-07
Social Studies	
All Students (grades 3-5 combined)	43.6%
Male	42.2%
Female	45.5%
White	52.8%
Non-White	24%
Low SES	38.1%
Non-Low SES	66.7%
IEP	33.3%
Non-IEP	45.5%

Comparison of Observation Results Prescott Elementary School 2006-07



District/Charter	Description of Charter	Goal	Measure	Results
<p>Panorama Charter School</p> <p>Panorama Community School District 701 w. Main, P.O. Box 39 Panora, Iowa 50216</p> <p>John Millhollin, Superintendent</p> <p>Mission: To provide a rigorous and relevant curriculum; ensure all students achieve competency of our core curriculum; students will become confident college level performers before graduating from high school; and strengthen relationships amongst our district's families, school district and colleges to support college success of our students.</p> <p>First year of Charter Status: 2006-07</p> <p>Number of Charter Teachers/Administrators (2006-07) = 34/3</p> <p>District Dropout Rate 2004-05 = 0% 2005-06 = 0%</p>	<p>The Charter School exists to increase the rigor and relevance at the secondary level. The curriculum will be reviewed and core areas will require a C grade in order for students to demonstrate competency in those areas. Post-secondary opportunities will be encouraged and all students will have an Individual learning Plan (ILP) developed with parent input and school personnel reflecting the educational goals to the students. The school is the Charter School (school-wide charter).</p> <p>Planning Grant: No</p>	<ol style="list-style-type: none"> 1. To increase parent and school collaborative academic and career planning through the development of an ILP. <ol style="list-style-type: none"> 1a. Attendance rates will increase 1b. Truancy will decrease 1c. Student enrollment will increase 1d. Discipline referrals will decrease 1e. Increase student use of technology 2. To increase the percentage of students who can competently perform the skills benchmarks of the district to 100%. <ol style="list-style-type: none"> 2a. Decrease the percentage of students in the low proficiency band on the ITBS/ITED. 2b. Increase the attendance rate of parents during parent-teacher conferences. 2c. Increase student GPA 2d. Increase student competency on district standards and benchmarks. 3. To increase the percentage of graduates who obtain "advanced college standing" before they receive a high school diploma. <ol style="list-style-type: none"> 3a. Increase the percentage of students successfully completing a second year of college. 3b. Increase the percentage of students completing the CORE and 	<ol style="list-style-type: none"> 1. JMC Data 2a. ITBS/ITED 2b. Sign in sheets 2c. Report Card data 2d. District standards and benchmarks 3a. Post-Secondary Graduate Survey 3b. ACT feedback 	<p>Implementation will begin 2007-08. No results available yet.</p>

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District Ave. Daily Attendance K-8 2004-05 = 95.59% 2005-06 = 95.8%		more than the CORE on the ACT annual review.		
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District/Charter	Description of Charter	Goal	Measure	Results
<p>eSigourney Entrepreneurial Academy for Leadership (eSEAL)</p> <p>Sigourney Community School District 107 W. Marion Sigourney, IA 51591 (641) 622-2025</p> <p>Todd Abrahamson, Superintendent</p> <p>Mission: The eSigourney Entrepreneurial Academy for Leadership (eSEAL) is being formed with the unique focus to broaden choice for all students in the Sigourney Community School District in grades 7-12, including the district alternative school students and interested community members, to realize opportunities to be entrepreneurs., to select post-secondary options, and to expand opportunities in career fields. A long-range goal for the community is to stop the "brain drain" from the local area and to demonstrate that students can have a productive, successful life owning a personal business, locally or within the state of Iowa.</p> <p>First year of Charter Status: 2007-08</p>	<p>ESEAL provides choice for students in grades 7-12 to grow entrepreneurial skills through the application of classroom knowledge to the actual experience of owning a personal business. A strong relationship with Indian Hills Community College allows students, through an innovative 4+1 schedule, to enroll in postsecondary classes leading to a variety of careers. The Charter will be a school within a school.</p> <p>Planning Grant: No</p>	<ol style="list-style-type: none"> 1. All students will achieve at high levels in reading comprehension. 2. All students will achieve at high levels in mathematics. 3. All students will achieve at high levels in science. 4. Increase the number of classroom activities that utilize technology in the classroom in grades 7-12. 5. Increase participation in activities that develop leadership skills in grades 7-12. 6. Create a curriculum /Framework for students to develop a business plan, conduct research, and explore business start-up. 7. 9-12 student in e-SEAL will learn to identify and evaluate market opportunities for entrepreneurial 	<p>ITBS/ITED NWEA Alternative Assessments IHCC courses completed</p> <p>ITBS/ITED NWEA Alternative Assessments IHCC courses completed</p> <p>ITBS/ITED NWEA Alternative Assessments IHCC courses completed</p> <p>Identify e-SEAL classes that have integrated technology in grades 7-12, and the total number of students involved.</p> <p>Number of students involved in leadership activities through e-SEAL grades 7-12</p> <p>Curriculum Framework development, local board approval, and implementation</p> <p>e-SEAL curriculum will reflect competencies for entrepreneurial exploration and new business start</p>	<p>Implementation will begin 2007-08. No results available yet.</p>

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<p>District Dropout Rate 2004-05 = .84% 2005-06 = 1.13%</p> <p>District Ave. Daily Attendance K-8 2004-05 = 96.06% 2005-06 = 96.4%</p>		<p>ideas</p> <p>8. Students will interact with entrepreneurs at the local, state, national and/or international level throughout their participation in e-SEAL and plan development.</p> <p>9. e-SEAL will establish an incubator to support new business start-ups in the community.</p>	<p>up. Student assessments will serve as an evaluation of the learning.</p> <p>e-SEAL classes will have entrepreneurs as guest speakers, instructors, and/or mentors for each student in the charter</p> <p>e-SEAL administration, advisory committee, and students will develop plans for, establish and operate a business incubator as part of the charter educational experience.</p>	
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