



IOWA CITY  
COMMUNITY  
SCHOOL DISTRICT  
**Child-Centered : Future-Focused**

# Annual Progress Report

Iowa City Community School District

2021-22

## Table of Contents

Board of Directors	3
List of Schools	4
District Demographics	5
Mission Statement	6
District Belief Statements	6
Student Learning Goals	6
Board of Directors Ends Policies	8
Student Academic Achievement	9
Academic Indicators	28
Curriculum and Instruction	34
Professional Development	35
School Improvement Advisory Committee	36
Student Behavior Statistics	38
Special Services	46
Learning Supports	47
District Health Services	51
Wellness Policy	53
Summer School	56
Equity	57
Partnerships	58

### Non-Discrimination Policy Statement

It is the policy of the Iowa City Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact: Laura Gray, Director of Diversity and Cultural Responsiveness (programming), [gray.laura@iowacityschools.org](mailto:gray.laura@iowacityschools.org), Eric Howard, Director of Equity and Employee Relations (employment), [howard.eric@iowacityschools.org](mailto:howard.eric@iowacityschools.org), 1725 N. Dodge Street, Iowa City, Iowa 52245, (319) 688-1000; or if you are unsure how to proceed or would like assistance in discussing your options, you may also contact Janet Abejo-Parker, Ombuds, [ombuds@iowacityschools.org](mailto:ombuds@iowacityschools.org) or (319) 688-1312.

## Annual Progress Report

The Annual Progress Report serves to provide a summary of the State of the District for the 2021-22 school year. Due to the COVID pandemic, during the 2019-20 school year, students were present through mid-March. During the 2020-21 school year, students may have been either full-time online or involved in the Return-to-Learn model (i.e., online, hybrid, or onsite) deployed in the District.

## Board of Directors

Name	Position
Shawn Eyestone	President
Ruthina Malone	Vice-President
J.P. Claussen	Director
Charlie Eastham	Director
Dromi Etsey/Maka Pilcher Hayek	Director
Janet Godwin/Jayne Finch	Director
Lisa Williams	Director
<i>Matt Degner</i>	<i>Superintendent of Schools</i>

## List of Schools

### Secondary Schools

#### City High

1900 Morningside Drive, Iowa City  
319-688-1040

#### Tate High

1528 Mall Dr., Iowa City  
319-688-1080

#### South East Junior High

2501 Bradford Drive, Iowa City  
319-688-1070

#### Liberty High

1400 S. Dubuque Street, North Liberty  
319-688-1350

#### North Central Junior High

180 E. Forevergreen Road, North Liberty  
319-688-1210

#### ICCSD Online

2200 E. Court Street, Iowa City  
319-688-1080

#### West High

2901 Melrose Avenue, Iowa City  
319-688-1050

#### Northwest Junior High

1507 8<sup>th</sup> Street, Coralville  
319-688-1060

### Elementary Schools

#### Alexander Elementary

3571 Sycamore Street, Iowa City  
319-688-1095

#### Garner Elementary

80 Birch Street, North Liberty  
319-688-1190

#### Hoover Elementary

1355 Barrington Rd, Iowa City  
319-688-1110

#### Lemme Elementary

3100 Washington Street, Iowa City  
319-688-1125

#### Lucas Elementary

830 Southlawn Drive, Iowa City  
319-688-1140

#### Shimek Elementary

1400 Grissel Place, Iowa City  
319-688-1160

#### Weber Elementary

3850 Rohret Road, Iowa City  
319-688-1170

#### ICCSD Online

2200 E. Court Street, Iowa City  
319-688-1080

#### Borlaug Elementary

1000 Kennedy Parkway, Coralville  
319-688-1155

#### Grant Elementary

1000 Centro Way, North Liberty  
319-688-1500

#### Horn Elementary

60 Koser Avenue, Iowa City  
319-688-1115

#### Lincoln Elementary

300 Teeters Court, Iowa City  
319-688-1130

#### Mann Elementary

521 N. Dodge St, Iowa City  
319-688-1145

#### Twain Elementary

1355 DeForest Avenue, Iowa City  
319-688-1165

#### Wickham Elementary

601 Oakdale Boulevard, Coralville  
319-688-1175

#### Coralville Central

501 6<sup>th</sup> Street, Coralville  
319-688-1100

#### Hills Elementary

301 W. Main Street, Hills  
319-688-1105

#### Kirkwood Elementary

1401 9<sup>th</sup> Street, Coralville  
319-688-1120

#### Longfellow Elementary

1130 Seymore Avenue, Iowa City  
319-688-1135

#### Penn Elementary

230 N. Dubuque Street, North Liberty  
319-688-1150

#### Van Allen Elementary

170 Abigail Avenue, North Liberty  
319-688-1185

#### Wood Elementary

1930 Lakeside Drive, Iowa City  
319-688-1180

## District Demographics

### Enrollment

The district certified weighted enrollment for the 2021-22 school year was 14,394.92 students. District enrollment increased by .78% from the previous year.

2021-22 Certified Weighted Enrollment

Enrollment Category	Enrollment
Resident Public Students Attending	14,067.30
Resident Public Students Attending Another Iowa Public School District	321.80
Non Public Shared Time & Competent Private Instruction Students Dual Enrolled for District Classes	5.55
Non Public Shared time & Competent Private Instruction Students Dual Enrolled for Post-Secondary Education Option Classes	0.27
<b>Actual Enrollment (Certified Weighted Enrollment)</b>	<b>14,394.92</b>

Note: Iowa Department of Education (2022). 2021-2022 Iowa Public School District Prek-12 Enrollments by District, Grade, Race, and Gender.xls. <https://educateiowa.gov/documents/public-district-prek-12-enrollment-grade-race-and-gender/2021/12/2021-2022-iowa-public>.

### Free and Reduced

The following chart summarizes the district's free and reduced lunch rates over the last five years.

2017-22 Free and Reduced Lunch Rates

Year	Percentage of Enrollment
2021-22	39.1%
2020-21	36.8%
2019-20	37.7%
2018-19	38.1%
2017-18	35.5%

Note: Iowa Department of Education (2022). 2021-2022 Iowa Public School K-12 Students Eligible for Free or Reduced-Price Lunch by District.xls. <https://educateiowa.gov/documents/district-frl/2021/12/2021-2022-iowa-public-school-k-12-students-eligible-free-or-reduced>.

### Race/Ethnicity

The following chart summarizes the district's race/ethnicity enrollment over the last five years.

2017-22 Race/Ethnicity Enrollment Trends

Year	Asian	Black or African American	Hispanic/Latino	Multi-Racial	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	White
2021-22	5.3%	21.5%	12.8%	6.1%	0.2%	0.1%	53.9%
2020-21	5.7%	21.6%	12.3%	5.9%	0.2%	0.1%	54.2%
2019-20	5.8%	20.5%	12.3%	5.8%	0.3%	0.1%	55.2%
2018-19	5.8%	20.0%	11.9%	5.6%	0.2%	0.1%	56.3%
2017-18	6.1%	19.3%	11.6%	5.2%	0.3%	0.1%	57.3%

Note: Iowa Department of Education (2022). 2021-2022 Iowa Public School District Prek-12 Enrollments by District, Grade, Race, and Gender.xls. <https://educateiowa.gov/documents/public-district-prek-12-enrollment-grade-race-and-gender/2021/12/2021-2022-iowa-public>.

## Mission Statement

The mission of the Iowa City Community School District is to ensure all students become responsible, independent learners capable of making informed decisions in a democratic society as well as in the dynamic global community. This is accomplished by challenging each student with a rigorous and creative curriculum taught by a diverse, professional, caring staff and enriched through the resources and efforts of families and the entire community.

## District Belief Statements

We believe that:

- Each person has intrinsic worth.
- Working collaboratively with others promotes achievement and growth.
- A democratic society depends upon the active participation of educated citizens.
- Free exchange of ideas is essential to education and learning in our democratic society.
- Self-esteem enhances personal motivation and achievement.
- All people can learn.
- Individuals learn in different ways.
- Life-long learning improves the quality of an individual's life.
- The entire community is responsible for education; the individual is ultimately responsible for learning.
- Challenge is vital to achieving potential.
- Expectations are directly related to performance.
- The understanding of and respect for human diversity are fundamental to individual rights and enrich community life.
- A supportive environment promotes risk-taking; risk is a part of growth.
- Creative expression enhances people's lives.
- The survival of our civilization depends upon a citizen's possession of a shared core of knowledge.
- Each person has a right to be in a safe environment.


## Student Learning Goals

As a result of their education, all Iowa City Community School District graduates will be:

- **Fluent and Effective Communicators** who listen, view, read and respond to other's messages and ideas as well as demonstrate the ability to communicate in reading, writing, speaking, listening, and who communicate mathematically, scientifically and artistically.
- **Collaborative Individuals** who use skillful leadership and responsible social and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.
- **Critical Thinkers** who understand and apply a core body of knowledge and skills to new tasks, who identify problems, use strategies to approach problems, and apply mathematical, logical, and creative reasoning to solve problems and make appropriate decisions.
- **Technological Practitioners** who use advanced technologies, including but not limited to the computer, to create, access, integrate and use information to communicate, reason, make decisions and solve complex problems in a variety of contexts.
- **Resourceful Learners** who create a positive vision for themselves and their future, view themselves as lifelong learners, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress and assume responsibility for their actions.
- **Quality Producers** who create and appreciate intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of advanced technology.
- **Responsible Citizens** who demonstrate the knowledge, skills, and motivation necessary to participate in the democratic process and to make wise decisions which reflect healthful living, interdependence and ethical behavior that contribute to society.

## Portrait of a Graduate

The Iowa City Community School District's Portrait of a Graduate design team has completed the initial work toward the goal of making 21st century learning a reality for all students. The team has developed the six core competencies that articulate our community's aspirations for all of our students. The six Iowa City Community School District Portrait of a Graduate competencies are detailed below.



### • PORTRAIT OF A GRADUATE •

**ADAPTABILITY**  
*A graduate...*

- Works effectively in a climate of uncertainty and changing priorities.
- Exhibits agility in thoughts and actions.
- Understands, negotiates, and balances diverse views and beliefs to reach innovative solutions and creates an environment where others can do the same.

**EMPATHY**  
*A graduate...*

- Practices awareness, sensitivity, concern, and respect for others.
- Seeks to understand others' feelings, opinions, experiences, and culture.

**COMMUNICATION**  
*A graduate...*

- Conveys thoughts and ideas effectively using communication skills in a variety of forms and contexts.
- Listens actively and effectively to understand meaning and diverse perspectives, including knowledge, values, attitudes, and intentions.
- Considers all audiences and ensures equity of voice, especially in a group setting.

**GLOBAL CITIZENS**  
*A graduate...*

- Values diverse cultures and unique perspectives through mutual respect and open dialogue.
- Demonstrates personal, civic, social, financial, environmental, local, and global responsibility through ethical and empathetic behaviors.
- Educates themselves and takes personal action to make their community and world a better place.

**CRITICAL THINKING**  
*A graduate...*

- Evaluates the quality of one's own thinking by skillfully analyzing, assessing, and reflecting.
- Engages in metacognition that is clear, rational, open-minded, and informed by evidence.

**LEARNER'S MINDSET**  
*A graduate...*

- Is motivated by curiosity to experience new ideas.
- Understands the concept of growth from failure.
- Expresses the desire to learn, unlearn, and relearn. Seizes opportunities to actively listen and embrace diverse perspectives from others.



**IOWA CITY  
COMMUNITY  
SCHOOL DISTRICT**  
Child-Centered • Future-Focused

## Board of Directors Goals and Objectives *(Board Policy 600.G1)*

### Reading

Students will over time, independently read increasingly complex and engaging text with understanding.

- On average, achievement will be as high as or higher than previous years for same grade groups.
- On average, achievement will increase at a rate equal greater than the national average for cohort groups.
- On average, achievement gaps between subgroups will decrease from previous years.

### Writing

Students will over time, independently write increasingly complex text with meaning, clarity, purpose, and application of standard conventions.

- On average, achievement will be as high as or higher than previous years for same grade groups.
- On average, achievement will increase at a rate equal to or greater than the national average for cohort groups.
- On average, achievement gaps between subgroups will decrease from previous years.

### Math

Students will over time, independently solve increasingly complex mathematical problems.

- On average, achievement will be as high as or higher than previous years for same grade groups.
- On average, achievement will increase at a rate equal to or greater than the national average for cohort groups.
- On average, achievement gaps between subgroups will decrease from previous years.

### Science

Students will over time, independently use increasingly complex scientific information and the processes of inquiry to construct scientific knowledge.

- On average, achievement will be as high as or higher than previous years for same grade groups.
- On average, achievement will increase at a rate equal to or greater than the national average for cohort groups.
- On average, achievement gaps between subgroups will decrease from previous years.

### Social Studies

Students will over time, develop the knowledge and the skills of the core discipline of social studies and apply this knowledge to their lives as citizens.

- On average, the passing rate of students enrolled in social studies courses will be as high or higher than previous years for the same course groups.
- On average, disproportionality between subgroups in the passing rate of students enrolled in social studies courses will decrease from previous years.

### Equity

The District's Comprehensive Diversity, Equity, and Inclusion Plan contains 6 goals to achieve more equitable outcomes for students.

- Reduce the opportunity gap for structurally disadvantaged students.
- Reduce disproportionality in discipline.
- Create equitable, inclusive, and supportive school environments.
- Attain diverse and culturally proficient teachers, administrators, and staff.
- Increase stakeholder engagement (parents, students, and community members).
- Create culturally responsive and equity informed district policies and practices.

### Character Development

Students will demonstrate knowledge and understanding of community accepted intrapersonal, interpersonal, and civic values consistent with the ICCSD Equity Statement. Students will demonstrate acceptance and internalization of those values through their behavior during the school day.

- On average, office behavior referrals and suspensions will be as low as or lower than previous years.
- On average, disproportionality between subgroups in office behavior referrals and suspensions will decrease from previous years.



## Board of Directors Goals and Objectives *(continued)*

### *Fine Arts*

Students will observe and/or participate in multiple fine arts experiences, representing a broad range of fine arts forms.

- On average, the number of experiences and/or range of art forms will increase over time.
- On average, the number and percentage of students from the disaggregated subgroups will increase in voluntary participation in one or more of the art forms.

## Student Academic Achievement

The Iowa Department of Education requires school districts to identify annual improvement goals and then use standardized test results to monitor progress.

### *Reporting for Total and Subgroup Performance*

One way to report academic achievement data is in terms of the percent of students proficient on an approved standardized test.

Data is reported for the state mandated assessment and will include:

- Percent proficient grades 3 - 11 – English language arts (ELA)
- Percent proficient grades 3 - 11 – mathematics
- Percent proficient grades 5, 8, and 10 – science

Schools in the Iowa City Community School District use the Iowa Statewide Assessment of Student Progress Report (ISASP) as an accountability and improvement measure. While scores can be reported in multiple ways, a common metric is to report proficiency rates.

To be considered proficient, a student must score at a specific standard score or higher, on the ISASP. The tables on the next page indicate the percentage of students who scored proficient during the 2021-22 school year in reading and mathematics by grade level bands.

We also report the percentage of students that fall within certain achievement bands on the ISASP. The charts following the grade level band tables show the 2021-22 Iowa City Community School District achievement levels and the State of Iowa achievement levels on the Iowa Statewide Assessment of Student Progress by percentage of students who are either proficient or above proficient by grade level and subgroup in reading, mathematics, and science.

### *Standard Error of Measurement*

A test score is an estimate of a student's true test performance. A standard error of measure is an estimate of possible error associated with an individual student's test score. The standard error of measure can be described as a band of error. It indicates that a reasonable chance exists that a student's true score may be slightly higher or slightly lower than what is reported. For Iowa Assessments, the standard error of measure is presented as a range of scores, indicating the student's true score would likely fall somewhere within the range.

Student Academic Achievement *(continued)*2021-22 Iowa Statewide Assessment of Student Progress Results  
% Proficient, by Grade Level Bands, All Students Tested

## Grades 3-6 ENGLISH LANGUAGE ARTS

	2020-21	2021-22
All students	65.2	68.9
American Indian or Alaska Native	---	---
Asian	83.2	90.9
Black or African American	39.8	43.0
Hispanic/Latino	39.8	42.7
Hawaiian/Pacific Islander	---	---
Multiracial	--	62.0
White	79.2	82.8
Female	--	71.8
Male	--	66.2
IEP	27.3	28.7
FRL	39.8	45.3
ELL	11.1	19.6

## Grades 3-6 MATH

	2020-21	2021-22
All students	64.8	65.5
American Indian or Alaska Native	---	---
Asian	88.3	90.5
Black or African American	34.4	35.3
Hispanic/Latino	36.4	38.9
Hawaiian/Pacific Islander	---	---
Multiracial	--	56.5
White	81.2	81.0
Female	--	63.2
Male	--	67.7
IEP	31.5	31.1
FRL	36.2	39.1
ELL	17.6	20.6

## Grades 7-8 ENGLISH LANGUAGE ARTS

	2020-21	2021-22
All students	69.5	74.4
American Indian or Alaska Native	---	---
Asian	89.7	94.4
Black or African American	43.1	46.0
Hispanic/Latino	55.6	55.1
Hawaiian/Pacific Islander	---	---
Multiracial	--	73.3
White	81.8	88.0
Female	--	79.9
Male	--	69.4
IEP	20.3	29.1
FRL	46.0	51.4
ELL	10.1	21.2

## Grades 7-8 MATH

	2020-21	2021-22
All students	65.5	65.8
American Indian or Alaska Native	---	---
Asian	89.1	93.5
Black or African American	35.6	34.7
Hispanic/Latino	47.6	44.0
Hawaiian/Pacific Islander	---	---
Multiracial	--	65.1
White	79.7	80.1
Female	--	66.0
Male	--	65.6
IEP	19.8	22.7
FRL	40.2	40.8
ELL	10.1	17.6

## Grades 9-11 ENGLISH LANGUAGE ARTS

	2020-21	2021-22
All students	73.0	73.1
American Indian or Alaska Native	---	---
Asian	91.7	92.8
Black or African American	42.3	41.7
Hispanic/Latino	55.5	53.1
Hawaiian/Pacific Islander	---	---
Multiracial	--	69.1
White	86.2	86.3
Female	--	78.6
Male	--	67.9
IEP	20.8	22.7
FRL	46.7	49.6
ELL	13.4	13.0

## Grades 9-11 MATH

	2020-21	2021-22
All students	65.4	65.5
American Indian or Alaska Native	---	---
Asian	90.0	93.3
Black or African American	33.8	29.8
Hispanic/Latino	39.4	40.4
Hawaiian/Pacific Islander	---	---
Multiracial	--	62.6
White	79.8	80.4
Female	--	67.2
Male	--	63.9
IEP	16.2	16.9
FRL	35.2	38.0
ELL	16.6	13.7

Note: Iowa Statewide Assessment of Student Progress Tables Data: State of Iowa Data: Pearson Education, Inc. (2022).

<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2022). [Confidential Data File].

## Key

FRL = Free & Reduced Lunch    IEP = Individualized Education Program    ELL = English Language Learner

-- = # is zero or not previously reported    --- = # in subgroup is less than 30

Student Academic Achievement *(continued)*

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
English Language Arts (ELA), Third Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	50	15	65	55	10	65
Asian	55	33	88	57	15	72
Black or African American	39	4	42	36	2	38
Hispanic/Latino	37	8	45	44	4	48
Multiracial	46	11	57	50	8	58
White	58	20	78	59	12	71
Female	51	17	68	58	11	69
Male	49	14	63	52	9	61
IEP	22	5	27	22	2	24
Non-IEP	54	17	70	60	11	71
FRL	39	5	44	45	4	49
Non-FRL	59	22	81	62	14	76
ELL	25	--	25	23	--	23
Non-ELL	55	18	72	58	11	69

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
Mathematics, Third Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	47	24	71	52	21	73
Asian	30	63	92	49	30	79
Black or African American	39	7	46	36	5	41
Hispanic/Latino	44	8	52	46	9	55
Multiracial	39	19	58	47	16	63
White	54	30	84	55	24	79
Female	47	21	68	53	18	71
Male	46	27	73	51	23	74
IEP	26	11	37	33	6	39
Non-IEP	49	25	75	55	23	78
FRL	39	8	47	48	9	57
Non-FRL	52	35	87	54	28	82
ELL	30	1	32	31	2	33
Non-ELL	49	28	77	53	22	75

State of Iowa Data: Pearson Education, Inc. (2022). *ISASP Spring 2022 State Level Results Performance by Demographic Groups*.  
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.

**Key**

FRL = Free & Reduced Lunch    IEP = Individualized Education Program    ELL = English Language Learner

-- = # is zero or not previously reported    --- = # in subgroup is less than 30

Student Academic Achievement *(continued)*2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
English Language Arts (ELA), Fourth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	53	16	69	62	12	74
Asian	59	33	93	62	17	79
Black or African American	39	2	41	44	2	46
Hispanic/Latino	36	3	39	53	5	58
Multiracial	53	15	68	60	9	69
White	62	22	83	65	14	79
Female	52	18	70	63	14	77
Male	55	14	69	61	10	71
IEP	29	4	33	28	2	30
Non-IEP	58	18	75	67	13	80
FRL	43	3	47	54	5	59
Non-FRL	61	25	86	67	17	84
ELL	25	--	25	27	--	27
Non-ELL	57	18	75	64	13	77

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
Mathematics, Fourth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	48	11	59	55	14	69
Asian	67	22	88	52	24	76
Black or African American	21	--	22	33	2	35
Hispanic/Latino	21	3	24	46	5	51
Multiracial	43	10	53	51	10	61
White	62	16	77	60	17	77
Female	45	8	53	56	11	67
Male	51	14	64	55	17	72
IEP	26	3	29	30	3	33
Non-IEP	52	12	64	60	16	66
FRL	27	2	30	47	6	53
Non FRL	63	17	80	61	20	81
ELL	17	--	17	26	1	27
Non-ELL	52	12	64	57	15	72

State of Iowa Data: Pearson Education, Inc. (2022). *ISASP Spring 2022 State Level Results Performance by Demographic Groups*.  
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.

**Key**

FRL = Free & Reduced Lunch    IEP = Individualized Education Program    ELL = English Language Learner

-- = # is zero or not previously reported    --- = # in subgroup is less than 30

Student Academic Achievement *(continued)*

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
English Language Arts (ELA), Fifth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	58	12	69	60	7	67
Asian	65	20	85	61	14	75
Black or African American	44	1	45	37	1	38
Hispanic/Latino	37	3	40	48	3	51
Multiracial	56	10	66	57	6	63
White	66	17	83	65	8	73
Female	60	15	74	63	9	72
Male	55	9	64	58	6	64
IEP	24	2	26	21	1	22
Non-IEP	62	13	74	66	8	74
FRL	43	3	46	48	2	50
Non-FRL	67	18	84	68	10	78
ELL	14	--	14	17	--	17
Non-ELL	63	13	76	63	8	71

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
Mathematics, Fifth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	49	15	63	50	15	65
Asian	48	40	88	43	32	75
Black or African American	32	3	35	29	3	32
Hispanic/Latino	27	2	29	40	6	46
Multiracial	38	16	54	45	11	46
White	59	20	80	54	17	71
Female	49	14	62	51	12	63
Male	49	16	64	49	17	66
IEP	23	4	27	24	3	27
Non-IEP	52	16	67	54	17	71
FRL	33	4	37	41	6	47
Non-FRL	59	22	80	55	21	76
ELL	14	--	14	21	1	22
Non-ELL	53	16	69	52	16	68

State of Iowa Data: Pearson Education, Inc. (2022). *ISASP Spring 2022 State Level Results Performance by Demographic Groups*.  
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.

**Key**

FRL = Free & Reduced Lunch    IEP = Individualized Education Program    ELL = English Language Learner

-- = # is zero or not previously reported    --- = # in subgroup is less than 30

Student Academic Achievement *(continued)*2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
English Language Arts (ELA), Sixth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	59	12	72	62	7	69
Asian	61	36	97	61	14	75
Black or African American	42	2	44	39	1	40
Hispanic/Latino	45	2	46	48	2	50
Multiracial	49	13	62	54	6	60
White	70	16	87	66	8	74
Female	60	15	75	65	9	74
Male	59	10	69	58	5	63
IEP	23	5	28	23	1	24
Non-IEP	65	14	78	67	8	75
FRL	42	3	45	50	2	52
Non-FRL	71	19	90	69	10	79
ELL	12	--	12	15	--	15
Non-ELL	64	14	78	64	7	71

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
Mathematics, Sixth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	48	21	69	52	15	67
Asian	31	63	93	47	31	78
Black or African American	34	5	39	31	3	34
Hispanic/Latino	45	3	49	43	6	49
Multiracial	48	17	65	47	11	58
White	56	28	83	56	17	73
Female	50	20	70	52	14	66
Male	47	22	69	53	16	69
IEP	25	6	32	24	2	26
Non-IEP	51	23	75	57	17	74
FRL	38	5	43	44	6	50
Non-FRL	55	32	87	57	21	74
ELL	13	3	16	19	1	20
Non-ELL	52	23	75	54	16	70

State of Iowa Data: Pearson Education, Inc. (2022). *ISASP Spring 2022 State Level Results Performance by Demographic Groups*.  
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.

**Key**

FRL = Free & Reduced Lunch    IEP = Individualized Education Program    ELL = English Language Learner  
 -- = # is zero or not previously reported    --- = # in subgroup is less than 30

Student Academic Achievement *(continued)*

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
English Language Arts (ELA), Seventh Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	56	19	75	63	10	73
Asian	43	54	96	62	18	80
Black or African American	40	5	44	40	2	42
Hispanic/Latino	45	9	54	55	4	59
Multiracial	56	19	75	58	8	66
White	65	24	89	67	11	78
Female	54	25	79	66	12	78
Male	57	15	72	61	8	69
IEP	24	5	29	26	1	27
Non-IEP	59	21	80	69	11	80
FRL	45	6	50	53	3	56
Non-FRL	63	28	91	69	13	82
ELL	19	--	19	18	--	18
Non-ELL	59	21	80	65	10	75

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
Mathematics, Seventh Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	48	18	66	56	9	65
Asian	33	61	94	53	21	74
Black or African American	27	3	31	29	2	31
Hispanic/Latino	39	5	44	44	3	47
Multiracial	53	16	69	48	7	55
White	58	22	81	61	10	71
Female	49	16	65	56	7	63
Male	47	20	67	56	10	66
IEP	20	4	24	21	1	22
Non-IEP	51	20	71	61	10	71
FRL	35	4	40	45	3	48
Non-FRL	56	27	83	63	13	76
ELL	15	1	16	16	--	16
Non-ELL	51	19	70	58	9	67

State of Iowa Data: Pearson Education, Inc. (2022). *ISASP Spring 2022 State Level Results Performance by Demographic Groups*.  
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.

**Key**

FRL = Free & Reduced Lunch    IEP = Individualized Education Program    ELL = English Language Learner

-- = # is zero or not previously reported    --- = # in subgroup is less than 30

Student Academic Achievement *(continued)*2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
English Language Arts (ELA), Eighth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	60	14	74	67	9	76
Asian	55	38	93	67	16	83
Black or African American	44	4	48	45	2	47
Hispanic/Latino	53	3	56	59	4	63
Multiracial	61	21	82	63	7	70
White	70	18	88	67	12	80
Female	63	18	81	71	11	82
Male	57	10	67	63	6	69
IEP	29	--	29	27	--	27
Non-IEP	64	16	79	72	10	82
FRL	49	4	52	58	3	61
Non-FRL	67	20	87	72	12	84
ELL	22	1	23	25	--	25
Non-ELL	63	15	78	69	9	78

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
Mathematics, Eighth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	52	14	66	58	9	67
Asian	47	45	93	55	22	77
Black or African American	36	2	38	32	2	34
Hispanic/Latino	42	3	44	49	3	52
Multiracial	58	18	76	49	6	55
White	61	19	80	62	10	72
Female	53	14	67	60	8	68
Male	50	14	64	56	9	65
IEP	18	3	21	23	1	24
Non-IEP	56	15	71	63	10	73
FRL	40	2	42	47	3	50
Non-FRL	59	21	81	65	12	77
ELL	18	1	19	22	1	23
Non-ELL	55	15	70	60	9	69

State of Iowa Data: Pearson Education, Inc. (2022). *ISASP Spring 2022 State Level Results Performance by Demographic Groups*.  
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.

**Key**

FRL = Free & Reduced Lunch    IEP = Individualized Education Program    ELL = English Language Learner  
 -- = # is zero or not previously reported    --- = # in subgroup is less than 30



Student Academic Achievement *(continued)*2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
English Language Arts (ELA), Ninth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	57	16	73	63	8	71
Asian	55	35	90	63	18	81
Black or African American	36	2	38	39	2	41
Hispanic/Latino	54	4	58	52	3	55
Multiracial	55	14	69	58	7	65
White	66	22	88	68	9	77
Female	57	23	79	67	10	77
Male	57	10	68	59	6	65
IEP	24	--	24	24	--	24
Non-IEP	60	18	78	68	9	77
FRL	47	5	51	53	3	56
Non-FRL	64	24	87	69	11	80
ELL	11	--	11	15	--	15
Non-ELL	61	18	79	66	9	75

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
Mathematics, Ninth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	49	15	64	49	9	58
Asian	41	51	92	47	27	74
Black or African American	22	2	23	23	1	24
Hispanic/Latino	42	4	46	36	3	39
Multiracial	46	16	62	42	7	49
White	61	18	79	54	11	65
Female	52	14	67	52	8	60
Male	46	16	62	46	10	56
IEP	13	1	14	13	1	14
Non-IEP	52	16	69	54	11	65
FRL	33	5	38	36	3	39
Non-FRL	59	21	81	56	13	69
ELL	14	--	14	12	--	12
Non-ELL	52	16	69	51	10	61

State of Iowa Data: Pearson Education, Inc. (2022). ISASP Spring 2022 State Level Results Performance by Demographic Groups.  
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.

**Key**

FRL = Free & Reduced Lunch    IEP = Individualized Education Program    ELL = English Language Learner

-- = # is zero or not previously reported    --- = # in subgroup is less than 30

Student Academic Achievement *(continued)*2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
English Language Arts (ELA), Tenth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	56	19	75	63	10	73
Asian	47	54	100	61	18	79
Black or African American	38	3	41	42	2	44
Hispanic/Latino	50	9	59	53	4	57
Multiracial	60	17	77	57	8	65
White	63	25	88	66	11	77
Female	58	23	80	66	12	78
Male	53	16	70	59	8	67
IEP	17	1	18	22	1	23
Non-IEP	59	21	80	67	11	78
FRL	43	6	49	54	4	58
Non-FRL	62	27	89	67	13	80
ELL	18	--	18	19	--	19
Non-ELL	59	21	80	65	11	76

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
Mathematics, Tenth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	45	20	65	52	9	61
Asian	33	61	93	51	22	73
Black or African American	24	3	27	26	1	27
Hispanic/Latino	31	9	40	38	3	41
Multiracial	48	21	69	45	6	51
White	55	26	81	57	10	67
Female	49	17	67	55	7	62
Male	41	23	64	50	11	61
IEP	12	1	13	15	1	16
Non-IEP	48	22	70	57	10	67
FRL	30	4	34	40	3	43
Non-FRL	53	29	82	59	13	72
ELL	9	1	10	13	--	13
Non-ELL	48	22	70	54	10	64

State of Iowa Data: Pearson Education, Inc. (2022). *ISASP Spring 2022 State Level Results Performance by Demographic Groups*.  
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.

**Key**

FRL = Free & Reduced Lunch    IEP = Individualized Education Program    ELL = English Language Learner

-- = # is zero or not previously reported    --- = # in subgroup is less than 30

Student Academic Achievement *(continued)*

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
English Language Arts (ELA), Eleventh Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	48	23	71	57	13	70
Asian	36	55	91	54	22	76
Black or African American	39	7	46	36	3	39
Hispanic/Latino	34	6	40	47	6	53
Multiracial	43	27	70	54	11	65
White	56	27	83	60	14	74
Female	49	27	76	61	16	77
Male	48	18	66	53	10	63
IEP	25	3	27	19	1	20
Non-IEP	50	24	74	61	14	75
FRL	42	6	48	49	6	55
Non-FRL	52	32	83	61	16	77
ELL	10	--	10	14	--	14
Non-ELL	53	25	78	59	13	72

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
Mathematics, Eleventh Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	40	28	68	49	11	60
Asian	26	70	96	47	25	72
Black or African American	34	6	40	26	2	28
Hispanic/Latino	25	8	33	36	4	40
Multiracial	42	27	69	41	8	49
White	46	35	81	53	13	66
Female	42	26	69	52	9	61
Male	37	29	67	46	13	59
IEP	22	3	25	12	1	13
Non-IEP	41	30	71	53	12	65
FRL	35	8	42	37	4	41
Non-FRL	43	39	81	55	14	69
ELL	17	--	17	13	--	13
Non-ELL	43	31	74	51	12	63

State of Iowa Data: Pearson Education, Inc. (2022). ISASP Spring 2022 State Level Results Performance by Demographic Groups.  
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc. (2022). Confidential data file provided to the district.

**Key**

FRL = Free & Reduced Lunch    IEP = Individualized Education Program    ELL = English Language Learner  
-- = # is zero or not previously reported    --- = # in subgroup is less than 30

Student Academic Achievement *(continued)*2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
Science, Fifth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	54	5	59	58	3	61
Asian	73	8	80	59	6	65
Black or African American	26	--	26	27	--	27
Hispanic/Latino	23	1	24	40	1	41
Multiracial	59	4	63	51	2	53
White	69	8	77	64	3	67
Female	57	4	62	57	2	59
Male	51	6	57	58	3	61
IEP	24	2	26	24	1	25
Non-IEP	58	5	63	63	3	66
FRL	28	2	30	42	1	43
Non-FRL	71	7	78	68	4	72
ELL	4	--	4	12	--	12
Non-ELL	60	6	66	61	3	64

2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
Science, Eighth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	50	13	63	60	7	67
Asian	53	34	87	61	14	75
Black or African American	29	3	32	32	1	33
Hispanic/Latino	43	2	45	49	3	52
Multiracial	54	14	68	54	5	59
White	61	17	78	65	8	73
Female	53	13	66	62	6	68
Male	48	12	60	58	8	66
IEP	20	1	21	24	1	25
Non-IEP	54	14	68	65	8	73
FRL	34	3	37	48	3	51
Non-FRL	60	19	79	67	9	76
ELL	11	1	12	18	--	18
Non-ELL	54	14	67	62	7	69

State of Iowa Data: Pearson Education, Inc. (2022). ISASP Spring 2022 State Level Results Performance by Demographic Groups.  
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.

**Key**

FRL = Free & Reduced Lunch    IEP = Individualized Education Program    ELL = English Language Learner  
 -- = # is zero or not previously reported    --- = # in subgroup is less than 30

Student Academic Achievement *(continued)*

**2021-22 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
Science, Tenth Grade Students, % Proficient**

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
<b>All Students</b>	46	22	68	52	12	64
<b>Asian</b>	40	54	93	51	21	72
<b>Black or African American</b>	30	2	31	28	2	30
<b>Hispanic/Latino</b>	38	10	48	41	5	46
<b>Multiracial</b>	46	27	73	45	10	55
<b>White</b>	54	27	82	56	14	70
<b>Female</b>	49	22	71	53	12	65
<b>Male</b>	43	21	65	50	13	63
<b>IEP</b>	16	2	18	20	1	21
<b>Non-IEP</b>	49	23	72	55	13	68
<b>FRL</b>	32	5	38	42	5	47
<b>Non-FRL</b>	54	31	85	56	16	72
<b>ELL</b>	15	1	16	14	--	14
<b>Non-ELL</b>	49	23	73	54	13	67

.State of Iowa Data: Pearson Education, Inc. (2022). *ISASP Spring 2022 State Level Results Performance by Demographic Groups*.  
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.

**Key**

FRL = Free & Reduced Lunch      IEP = Individualized Education Program      ELL = English Language Learner

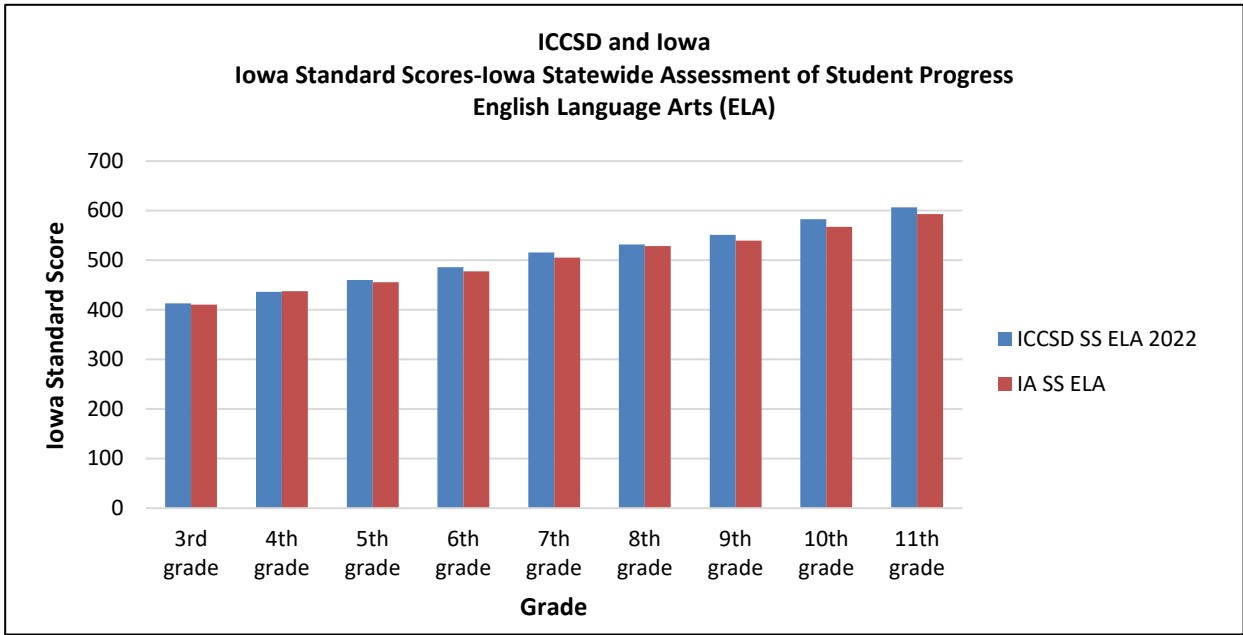
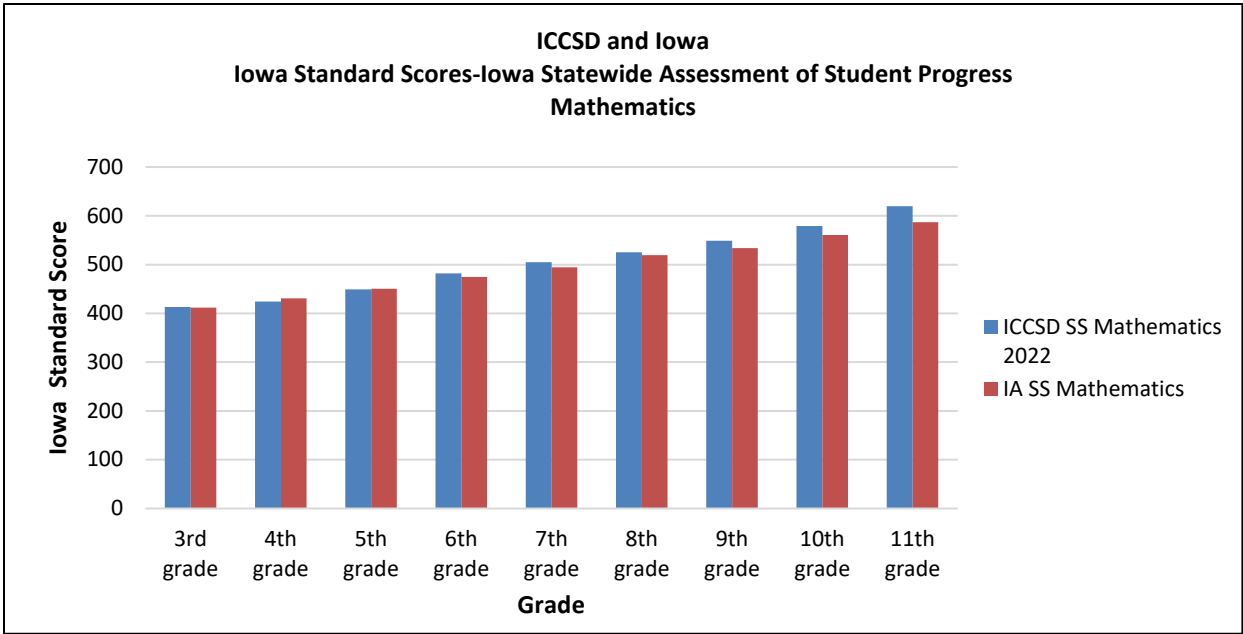
-- = # is zero or not previously reported      --- = # in subgroup is less than 30

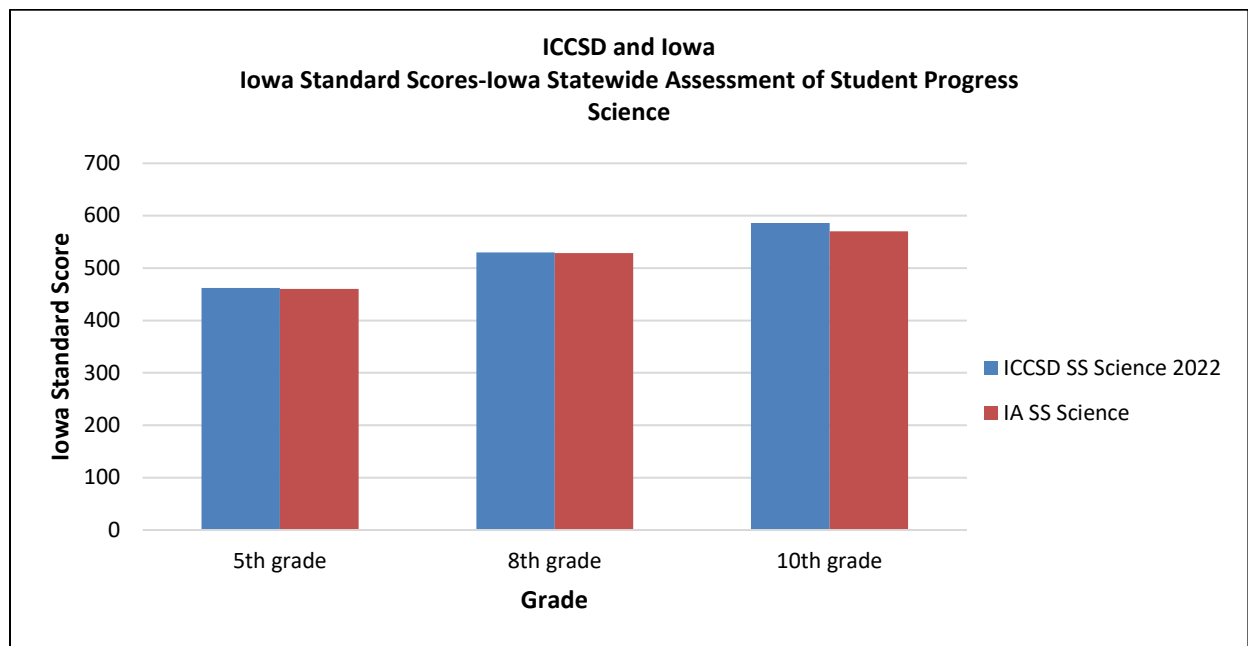
Student Academic Achievement (continued)

ICCSD Student Performance Same Grade Comparisons (total group—all students tested) with Data Compared to Iowa Averages

The following charts depict student achievement performance in the areas of English language Arts (ELA), mathematics, and science for all students who took the test. The data reflect achievement as recorded by the Iowa Statewide Assessment of Student Progress (ISASP) for grades three through eleven. Tests administered in the spring. Iowa standard scores are reported.

The bar graph permits the reader to compare the performance of ICCSD students to the average performance of the students of the state of Iowa. The Iowa standard score is a number that describes the group’s location on an achievement continuum.



Student Academic Achievement *(continued)*

Note: State of Iowa Data: Pearson Education, Inc. (2022). *ISASP Change Difference Scale Scores\_081222\_Final.pdf*.  
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

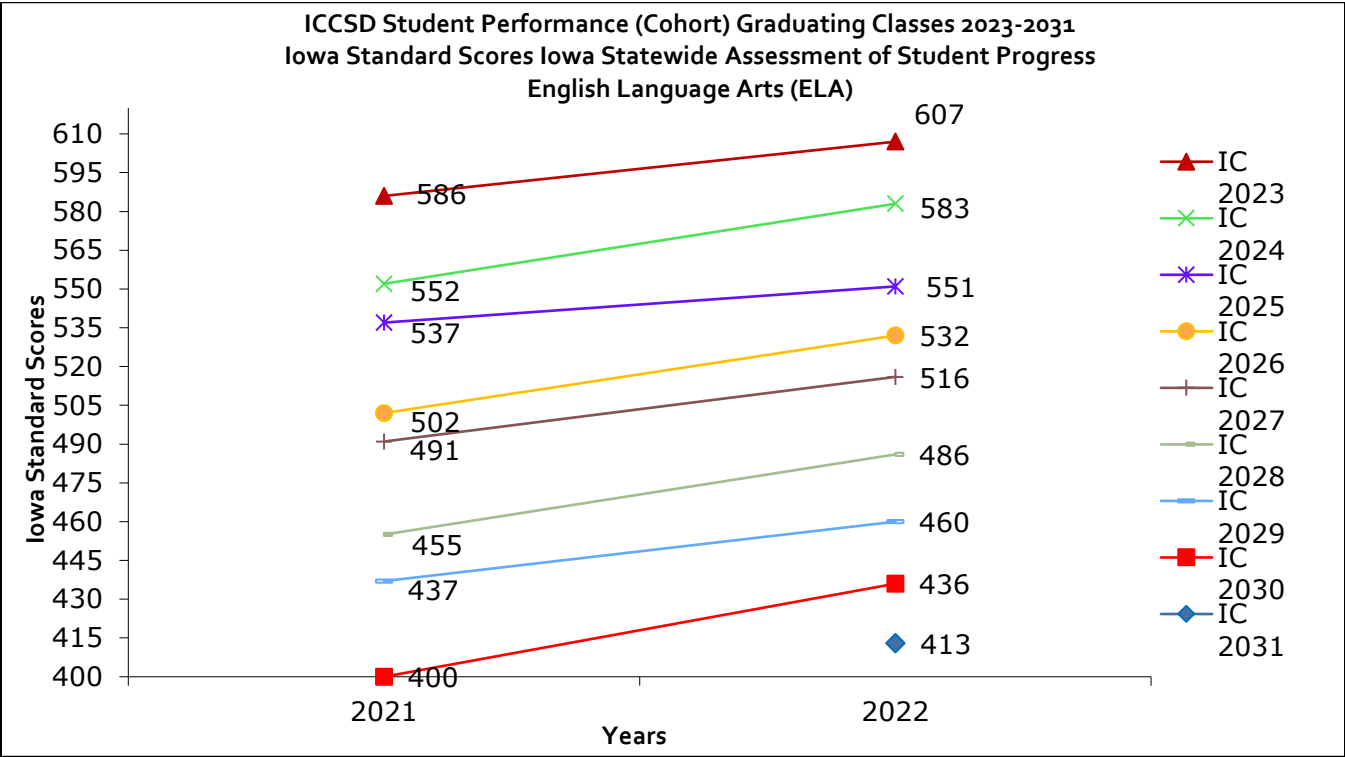
Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.

Student Academic Achievement (continued)

ICCSD Student Performance Cohort Group Comparisons

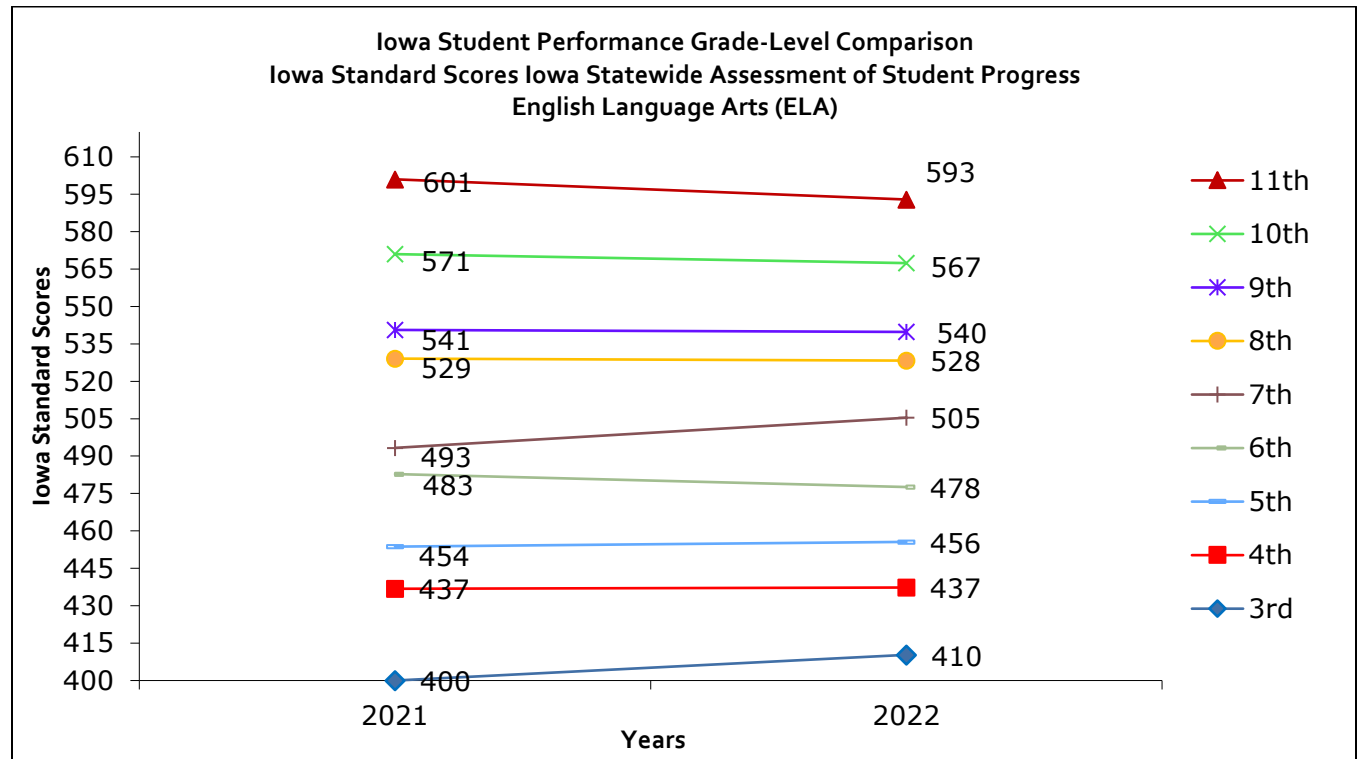
The following charts depict student achievement performance in the areas of English language arts (ELA), mathematics, and science for all students who took the test. The data reflect achievement as recorded by the *Iowa Statewide Assessment of Student Progress* (ISASP) for grades three through eleven. Tests were administered in the spring. Iowa standard scores are reported.

The line graph will permit the reader to compare the growth performance of ICCSD students as a cohort from one year to the next and to the average grade-level growth performance of the students of the state of Iowa. The Iowa standard score is a number that describes the group’s location on an achievement continuum.



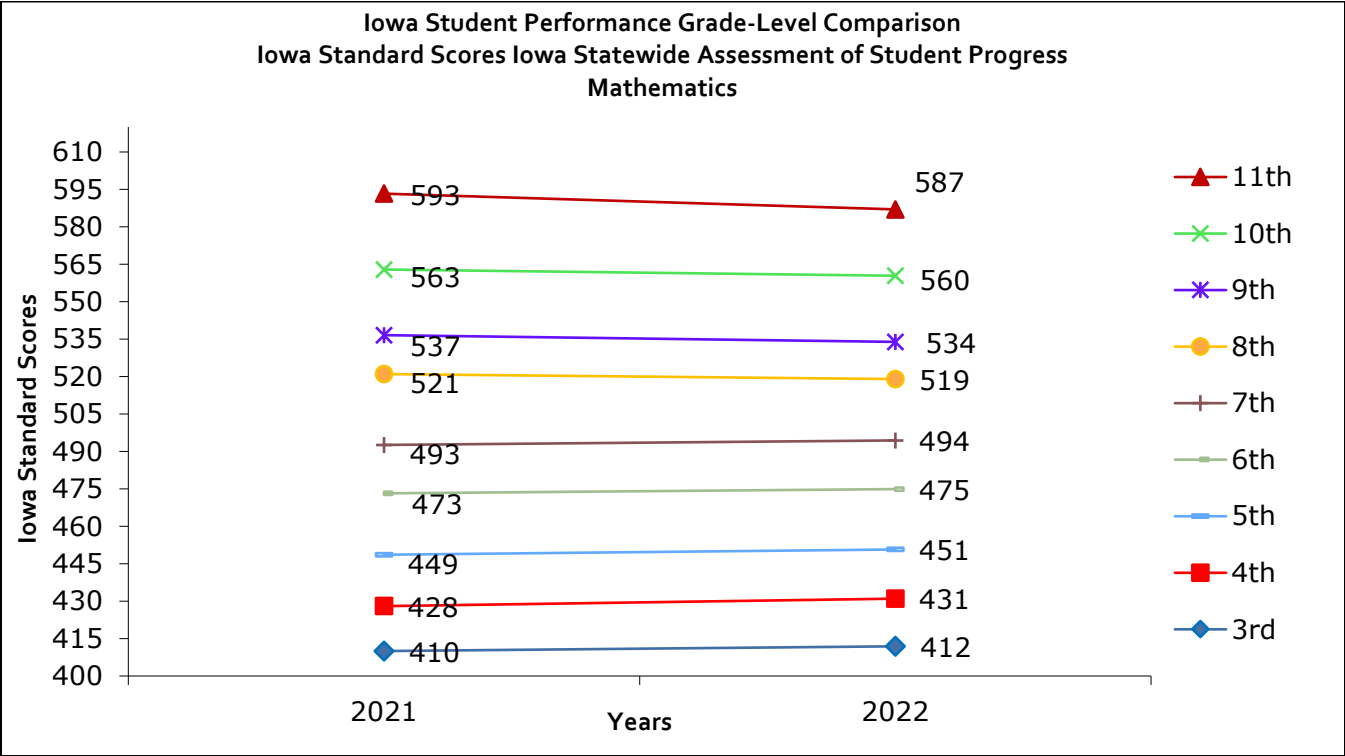
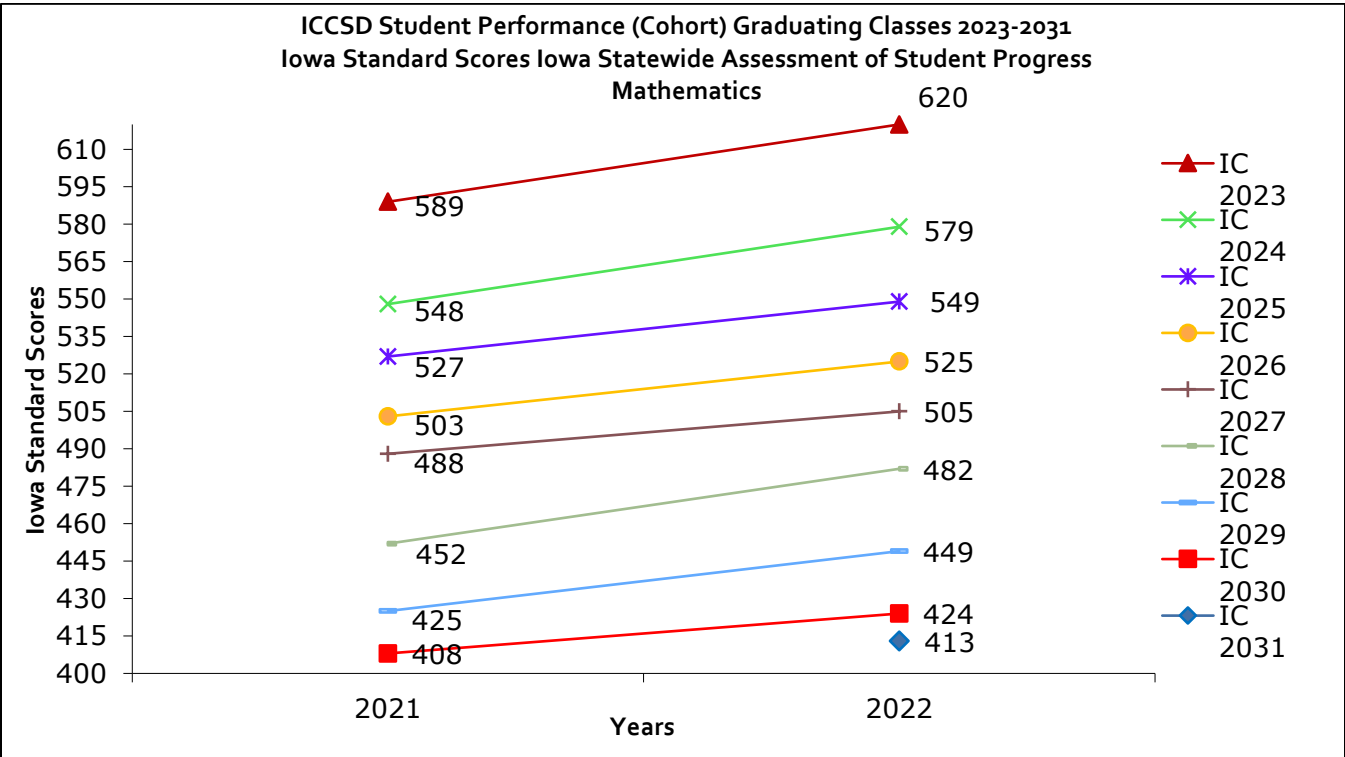
Note: Iowa Statewide Assessment of Student Progress Table Data: State of Iowa Data: Pearson Education, Inc. (2022). ISASP Change Difference Scale Scores\_081222\_Final.pdf. <https://iowa.pearsonaccess.com/resources/reporting-resources/>.  
Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.



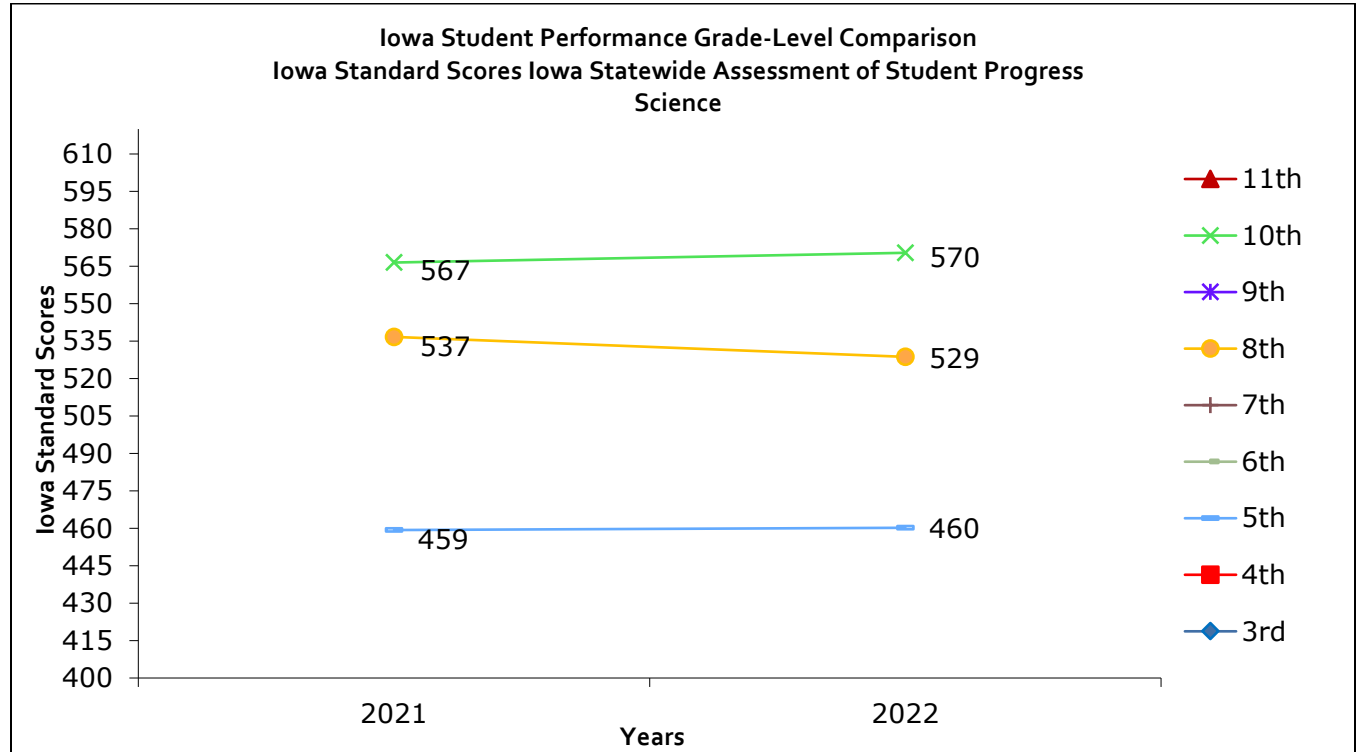
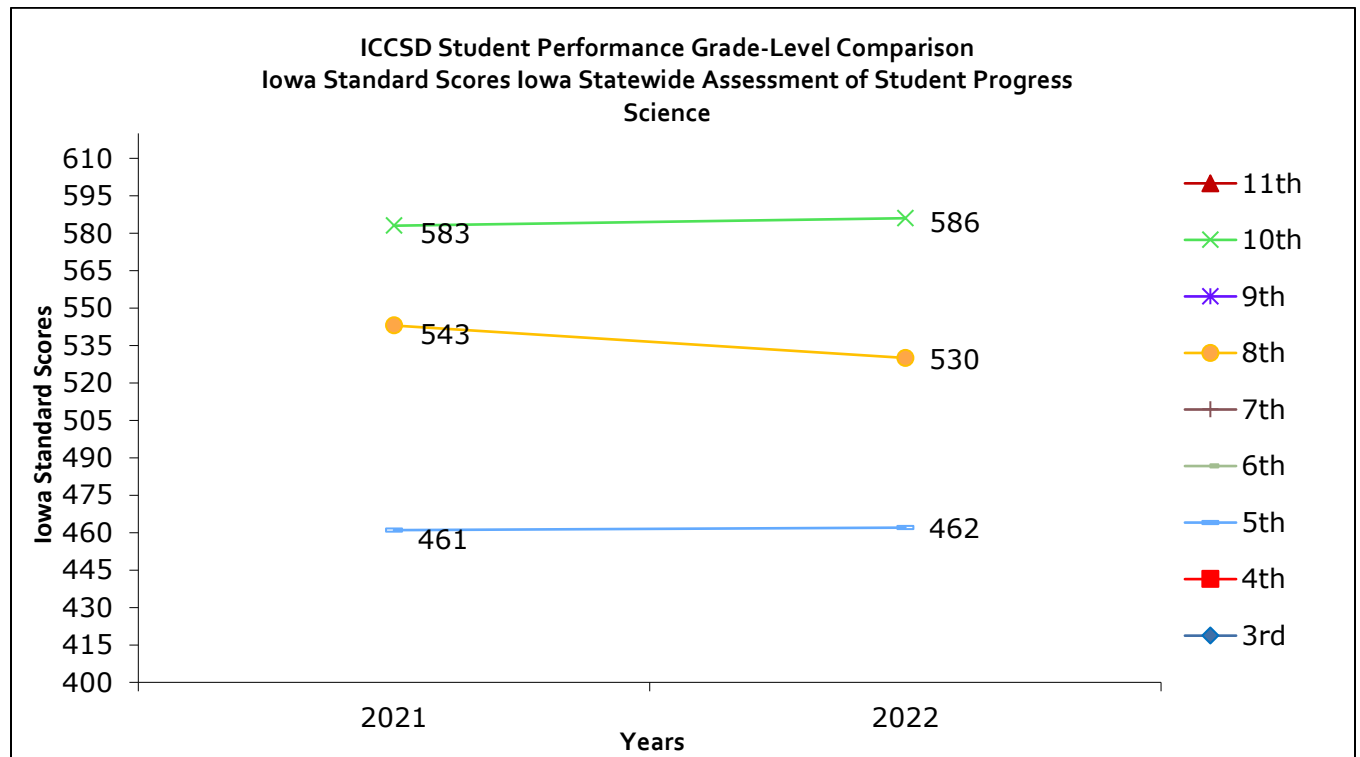
Student Academic Achievement *(continued)*

Note: Iowa Statewide Assessment of Student Progress Table Data: State of Iowa Data: Pearson Education, Inc. (2022). ISASP Change Difference Scale Scores\_081222\_Final.pdf. <https://iowa.pearsonaccess.com/resources/reporting-resources/>.  
Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.

Student Academic Achievement (continued)



Note: Iowa Statewide Assessment of Student Progress Table Data: State of Iowa Data: Pearson Education, Inc. (2022). ISASP Change Difference Scale Scores\_081222\_Final.pdf. <https://iowa.pearsonaccess.com/resources/reporting-resources/>. Iowa City Community Schools Data: Pearson Education, Inc (2022). Confidential data file provided to the district.

Student Academic Achievement *(continued)*

Note: Iowa Statewide Assessment of Student Progress Table Data: State of Iowa Data: Pearson Education, Inc. (2022). ISASP Change Difference Scale Scores\_081222\_Final.pdf. <https://iowa.pearsonaccess.com/resources/reporting-resources/>.  
Iowa City Community Schools Data: Pearson Education, Inc. (2022). Confidential data file provided to the district.

## Academic Indicators

### American College Test (ACT)

The American College Testing Program (ACT) is the college entrance exam usually taken by students who intend to go to college. The majority of college bound students in the Iowa City Community School District take the ACT. Their scores consistently rank above both the State of Iowa and the nation.

The class of 2022 had an average composite score of 24.5. Out of the 518 ACT-tested 2022 ICCSD students, the percentages of students who met college readiness benchmarks are represented in the table below.

Class of 2022 ACT Results					
% of students who met college readiness benchmarks					
	ACT English	ACT Math	ACT Reading	ACT Science	Met all 4 Benchmarks
<b>District</b>	84	62	70	64	51
<b>Iowa</b>	65	40	52	43	28
<b>Nation</b>	53	31	41	32	22

Average ACT Scores by Gender and Race/Ethnicity					
	English ICCSD/State	Math ICCSD/State	Reading ICCSD/State	Science ICCSD/State	Composite ICCSD/State
<b>All Students</b>	23.9/20.4	23.7/20.6	25.4/22.3	24.5/21.6	24.5/21.4
<b>Asian</b>	28.4/22.4	29.0/22.8	29.1/23.7	25.7/23.1	28.8/23.2
<b>Black/African American</b>	18.5/16.0	18.9/16.7	20.0/18.0	19.7/17.6	19.5/17.2
<b>Hispanic/Latino</b>	21.2/17.4	21.8/18.3	23.5/19.9	23.2/19.3	22.6/18.9
<b>Multiracial</b>	24.1/19.6	28.5/20.7	25.9/21.7	25.7/20.8	25.1/20.5
<b>White</b>	24.2/21.0	23.8/21.1	25.7/22.9	24.7/22.2	24.7/21.9
<b>Female</b>	24.0/20.6	22.8/19.9	25.1/22.3	23.7/21.1	24.1/21.1
<b>Male</b>	23.5/20.2	24.6/21.6	25.5/22.3	25.2/22.3	24.9/21.7

Note: District and State Data: ACT, Inc. (2022). *The ACT Profile Report – District. Graduating Class 2022. Iowa City Cmty School District* [Confidential Data File].

National Data: ACT, Inc. (2022). *2022-National-ACT-Profile-Report.pdf*. <https://www.act.org/content/act/en/research/services-and-resources/data-and-visualization/grad-class-database-2022.html>.

Special Education, Free and Reduced Lunch, and English Language Learner data not provided by ACT, Inc.

### National Merit Scholars

Recognition as a National Merit Semifinalist was received by 33 students at City High, Liberty High, and West High. Thirty-three were considered as finalists.

### Global Biliteracy Seal Awards

Recognition of language proficiency in two or more languages was received by 54 students at City High, Liberty High and West High.

Note: National Merit and Global Biliteracy Seal Award data. Iowa City Community School District (2022). Unpublished internal district data.

Academic Indicators *(continued)*

## Graduation Rate

The ICCSD four-year graduation rate was 91.6 in 2021-22. The statewide graduation rate was 90.2 for 2021-22. The percentage of graduates by comparison subgroups is summarized in the following tables.

2021-2022 ICCSD Graduation Rate Data

<b>Race/Ethnicity</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
Asian	72	6.96%	71	7.50%	98.6%
Black of African American	183	17.70%	148	15.63%	80.1%
Hispanic/Latino	134	12.96%	119	14.15%	88.8%
Multiracial	57	5.51%	52	6.02%	91.2%
White	584	56.48%	553	61.67%	94.7%
<b>Total</b>	<b>1034</b>	<b>100%</b>	<b>947</b>	<b>100%</b>	<b>91.6%</b>

<b>Gender</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
Female	530	51.26%	498	52.59%	94.0%
Male	504	48.74%	449	53.22%	89.1%
<b>Total</b>	<b>1034</b>	<b>100%</b>	<b>947</b>	<b>100%</b>	<b>91.6%</b>

<b>IEP</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
IEP	87	8.41%	56	5.91%	64.4%
Non-IEP	947	91.59%	891	94.09%	94.1%
<b>Total</b>	<b>1034</b>	<b>100%</b>	<b>947</b>	<b>100%</b>	<b>91.6%</b>

<b>FRL</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
FRL	415	40.14%	341	36.01%	82.2%
Non FRL	619	59.86%	606	63.99%	98.0%
<b>Total</b>	<b>1034</b>	<b>100%</b>	<b>947</b>	<b>100%</b>	<b>91.6%</b>

<b>ELL</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
ELL	116	11.22%	93	9.82%	80.2%
Non-ELL	918	88.78%	854	90.18%	93.0%
<b>Total</b>	<b>1034</b>	<b>100%</b>	<b>947</b>	<b>100%</b>	<b>91.6%</b>

Note: Iowa Department of Education (2022). *IND 11.1 – Graduation Report*. [Confidential Data File].

**Key**

FRL = Free & Reduced Lunch      IEP = Individualized Education Program      ELL = English Language Learner  
 -- = # is zero      --- = # in subgroup is less than 30

## Academic Indicators *(continued)*

### Postsecondary Plans

The class of 2022 was surveyed about their postsecondary intentions.

Class of 2022 Postsecondary Plans		
Intention	Number of Students	Percent of Graduates
Postsecondary School	814	78.72%
Other Training	8	0.8%
Employed	58	5.61%
Active Military	15	1.5%
Unknown	156	12.0%

Note: Iowa Department of Education (2022). *2021-2022 Iowa Public High School Graduate Intentions.xlsx*.  
<https://educateiowa.gov/documents/2021-2022-iowa-public-high-school-graduate-intentions>

**Academic Indicators** *(continued)***Reading**

The Formative Assessment System for Teachers (FAST) is administered to students in grades K-6. The results of the spring assessment for 2017-18 to 2021-22 school years with the percent of students who scored proficient in each category is represented in the table below. Data is disaggregated when available. Proficiency rates for IEP, FRL, and ELL status were not reported in previous years.

**2017-18 to 2021-22 FAST Proficiency Levels**  
**Kindergarten through Sixth Grade Students, % Proficient**

<b>Iowa City Community School District</b>	<b>Proficient by Year</b>			
	<b>2017-18</b>	<b>2018-19</b>	<b>2020-21</b>	<b>2021-22</b>
<b>All Students</b>	75.61	73.75	66.06	70.42
<b>Kindergarten</b>	72.47	68.93	59.89	63.65
<b>First Grade</b>	75.22	68.06	54.32	61.34
<b>Second Grade</b>	70.17	73.06	65.20	65.61
<b>Third Grade</b>	74.40	74.11	65.06	74.04
<b>Fourth Grade</b>	76.36	77.21	71.88	72.36
<b>Fifth Grade</b>	79.83	75.92	70.52	76.65
<b>Sixth Grade</b>	81.64	79.96	75.55	79.15
<b>Asian</b>	84.94	86.55	85.48	91.77
<b>Black or African American</b>	56.38	53.76	44.95	50.90
<b>Hispanic/Latino</b>	55.46	57.30	45.54	51.34
<b>Multiracial</b>	76.42	76.36	63.94	71.31
<b>White</b>	84.03	82.92	77.58	81.07
<b>Female</b>	77.62	75.50	67.68	71.54
<b>Male</b>	73.67	72.09	64.54	69.36
<b>IEP</b>	--	--	--	26.42
<b>FRL</b>	--	--	--	39.00
<b>ELL</b>	--	--	--	9.00

**2020-21 FAST Proficiency Levels**  
**7<sup>th</sup> and 8<sup>th</sup> Grade Students % Proficient**

<b>Iowa City Community School District</b>	<b>2020-21</b>	<b>2021-22</b>
<b>All Students</b>	73.90	70.14
<b>Seventh Grade</b>	75.70	74.24
<b>Eighth Grade</b>	71.96	65.63
<b>Asian</b>	87.39	88.66
<b>Black or African American</b>	48.26	40.51
<b>Hispanic/Latino</b>	57.64	49.77
<b>Multiracial</b>	76.11	72.97
<b>White</b>	83.23	82.34
<b>Female</b>	67.62	61.51
<b>Male</b>	67.00	64.11
<b>IEP</b>	--	23.92
<b>FRL</b>	--	45.31
<b>ELL</b>	--	8.96

Note: Formative Assessment System for Teacher Data. Fast Bridge Learning, Illuminate Education (2022). Confidential data file.

**Key**

FRL = Free & Reduced Lunch    IEP = Individualized Education Program    ELL = English Language Learner

-- = # is zero or not previously reported    --- = # in subgroup is less than 30

Academic Indicators *(continued)*

## Mathematics

The Formative Assessment System for Teachers (FAST) is administered to students in grades K-6. The results of the spring assessment for 2017-18 to 2021-22 and the winter assessment for 2019-20 with the percent of students who scored proficient in each category is represented in the table below. Proficiency rates for IEP, FRL, and ELL status were not reported in previous years.

**2017-2018 to 2021-22 FAST Proficiency Levels  
Kindergarten through Sixth Grade Students, % Proficient**

Iowa City Community School District	Proficient by Year			
	2017-18	2018-19	2020-21	2021-22
<b>All Students</b>	62.05	64.59	64.69	66.36
<b>Kindergarten</b>	51.95	63.95	70.07	72.54
<b>First Grade</b>	74.71	71.12	58.27	70.75
<b>Second Grade</b>	75.11	77.60	65.38	61.37
<b>Third Grade</b>	57.40	57.18	62.18	68.10
<b>Fourth Grade</b>	54.59	62.12	66.89	62.22
<b>Fifth Grade</b>	55.52	53.69	60.79	62.99
<b>Sixth Grade</b>	64.44	66.73	69.67	66.34
<b>Asian</b>	84.39	86.58	91.08	90.35
<b>Black or African American</b>	29.82	34.02	33.51	37.67
<b>Hispanic/Latino</b>	30.40	44.54	39.46	42.96
<b>Multiracial</b>	61.43	63.48	61.41	63.23
<b>White</b>	75.23	77.83	80.77	82.22
<b>Female</b>	59.98	62.73	62.04	63.22
<b>Male</b>	64.05	66.36	67.19	69.31
<b>IEP</b>	--	--	--	34.04
<b>FRL</b>	--	--	--	37.00
<b>ELL</b>	--	--	--	13.00

**2020-21 FAST Proficiency Levels  
7<sup>th</sup> and 8<sup>th</sup> Grade Students % Proficient**

Iowa City Community School District	2020-21	2021-22
<b>All Students</b>	67.31	62.94
<b>Seventh Grade</b>	69.53	65.02
<b>Eighth Grade</b>	64.81	60.87
<b>Asian</b>	90.91	92.55
<b>Black or African American</b>	34.03	27.30
<b>Hispanic/Latino</b>	49.07	37.50
<b>Multiracial</b>	67.96	63.39
<b>White</b>	80.06	78.45
<b>Female</b>	67.62	61.51
<b>Male</b>	67.00	64.11
<b>IEP</b>	--	14.29
<b>FRL</b>	--	33.41
<b>ELL</b>	--	9.80

Note: Formative Assessment System for Teacher Data. Fast Bridge Learning, Illuminate Education (2022). Confidential data file.

**Key**

FRL = Free & Reduced Lunch    IEP = Individualized Education Program    ELL = English Language Learner

-- = # is zero or not previously reported    --- = # in subgroup is less than 30



## Academic Indicators *(continued)*

### Rigorous Core Program

Students who complete a rigorous program of required and elective courses in core areas generally score substantially higher on college entrance exams.

A rigorous core program is identified by the district as four years of English, three years of social studies, three years of math, which must include Algebra I, Geometry and Algebra II and three years of science, which must include Biology, Chemistry and one of the following courses: Physics, AP Physics, AP Biology or AP Chemistry. Of the 1,034 graduates in the class of 2022, 57% completed the rigorous core program.

### College Preparation and Dual Credit Courses

The district identifies programs that offer more rigorous college preparation courses, articulation agreements with colleges, and dual credit—Advanced Placement classes, Post-Secondary Enrollment Option (PSEO) classes, and Kirkwood Courses. The table below summarizes student participation in these options.

2021-22 College Prep Participation										
Course	Number of Classes	Number of Registrations	Number of Students	Asian #/%	Black or African American #/%	Hispanic or Latino #/%	White #/%	Special Education #/%	ELL #/%	FRL #/%
Advanced Placement	32	8670	1856	184/9.91	169/9.11	165/8.89	1244/67.03	---	---	318/17.13
U of Iowa PSEO	115	115	75	37/32.2	6/5.22	4/3.48	62/53.91	--	---	---
Kirkwood Academies	1488	1997	785	52/6.62	78/9.94	62/7.90	548/69.81	---	---	158/20.13

### Advanced Placement

City, Liberty, and West High Schools combined offer 24 Advanced Placement classes in the areas of language arts, social studies, science, mathematics, and world languages to students in grades 9-12. Many four-year colleges in the United States give students credit, advanced placement or both for students who score 3 or higher on AP exams. The table below summarizes participation in Advanced Placement classes.

#### 2021-22 Advanced Placement Program Participation

Number of students who took AP Exams	1,369
Number of Exams taken	2,169
Number of Exams receiving 3 or higher	1,644
Percentage of Exams receiving 3 or higher	73

2021-22 Advanced Placement Score Results									
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Multiracial	No Race/Ethnicity Reported	Total
Score of 1	---	23	35	17	---	115	0	13	203
Score of 2	---	40	31	33	---	216	20	20	360
Score of 3	---	88	19	24	---	352	36	27	546
Score of 4	---	87	15	42	---	349	29	23	545
Score of 5	---	146	0	25	---	266	22	23	482
Total Exams	---	384	109	141	---	1,298	116	106	2,162
Mean Score	---	3.76	2.38	3.18	---	3.34	3.3	3.22	--
# of Students	---	165	75	101	---	853	73	95	1,369

Note: Rigorous Core, College Prep and Advanced Placement Data: Iowa City Community School District (2022). Unpublished internal district data.

#### Key

-- = # is zero or not reported      --- = # in subgroup is less than 30

## Curriculum and Instruction

The Iowa City Community School District reviews curriculum for the purpose of 1) meeting the state requirement of reviewing curriculum, and 2) to guide the development of the district Comprehensive School Improvement Plan (CSIP). The curriculum review process provides a systematic procedure to study existing curriculum areas and programs relative to internal and external standards. Each year, at the district-wide level, a self-study committee is appointed for the areas under study for that particular school year. Membership of the committee is composed of teacher representatives of grade levels and/or courses, administrators, parents, and community representatives. The Self-Study Committee has the responsibility of carrying out the K-12 curriculum review process for each curriculum area. Within an eight-year period all curricular or support areas are evaluated. The curriculum review cycle is as follows:

### 2021-2029 Curriculum Review Cycle

	2021-22	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
<b>Year 1:</b> Collect Data & Prepare for Review	ELL Health Math	Gifted Education Science	World Language	Library	Language Arts	Music Art	PE Social Studies	Guidance Math
<b>Year 2:</b> Conduct Review	PE Guidance	ELL Health Math	Gifted Education Science	World Language	Library	Language Arts	Music Art	PE Social Studies
<b>Year 3:</b> Pilot & Select Materials	PE Secondary Social Studies	Guidance Elementary Math	ELL Health Secondary Math	Gifted Education Science	World Language	Elementary Language Arts Library	Secondary Language Arts	Music Art Elementary Social Studies
<b>Year 4:</b> Implement Plan and Monitor Progress	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Elementary Math	ELL Health Secondary Math	Gifted Education Science	World Language	Elementary Language Arts Library	Secondary Language Arts
<b>Year 5:</b> Implement Plan and Monitor Progress	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Elementary Math	ELL Health Secondary Math	Gifted Education Science	World Language	Elementary Language Arts Library
<b>Year 6:</b> Implement Plan and Monitor Progress	Elementary Language Arts Library	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Elementary Math	ELL Health Secondary Math	Gifted Education Science	World Language
<b>Year 7:</b> Implement Plan and Monitor Progress	World Language	Elementary Language Arts Library	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Elementary Math	ELL Health Secondary Math	Gifted Education Science
<b>Year 8:</b> Implement Plan and Monitor Progress	Gifted Education Science	World Language	Elementary Language Arts Library	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Elementary Math	ELL Health Secondary Math

Note: Career and Technical Education is required by state and federal legislation to undergo a Self-Study/Program Evaluation every 5 years and conduct a Comprehensive Local Needs assessment every two years. These processes will satisfy the district's curriculum review requirements.

## Professional Development

The intent of the ICCSD professional development program is to provide teachers with training that is focused, collaborative, and directly supports the Comprehensive School Improvement Plan goals for student achievement and/or the curriculum review improvement plan.

Professional development activities are scheduled during Thursday early release days, workshop days, the one in-service day and during summer months. Professional development, based on the Iowa Professional Development Model, is driven by the district's Comprehensive School Improvement Plan (CSIP) to improve student achievement. The priorities in the plan were:

### Literacy

- Universal Screening & Progress Monitoring Administration and Interpretation
- Common Core Standards
- Orton Gillingham
- Phonemic Awareness and Phonics Instruction
- Early Literacy Implementation (ELI)
- Literacy Blueprint/Small Group Reading Module
- New Curricular Materials (SuperKids, Wonders)
- Literacy Interventions (95% Group, Lexia, etc.)
- Secondary Diagnostic Reading

### Safe and Connected Schools

- Positive Behavioral Interventions and Supports (PBIS)
- Cultural Competency/Implicit Bias
- Social-Emotional and Mental Health Skills
- Restorative Justice and Restorative Circles
- Adverse Childhood Experiences (ACEs)
- Advancement via Individual Determination (AVID)
- Behavior Basics
- Sheltered Instruction Observation Protocol (SIOP)
- Quality Behavior Institute (QBS)/ Safety Care Training
- Behavior Intervention Plans
- SEBH Interventions (Check-In Check-Out, etc.)
- Verbal De-Escalation
- ALICE Intruder Training
- Bullying Prevention
- Culture and Language
- Critical Incident Stress Management
- Teaching Tolerance
- LGBTQ+ Inclusion
- Culturally Responsive Instruction

### Math

- Universal Screening & Progress Monitoring Administration and Interpretation
- enVision Elementary Mathematics Implementation
- Number Sense
- Shifts in Common Core State Standards
- Mathematical Discourse
- Math Interventions (Dreambox, DTM, etc.)

### Administration and Teacher Leadership

- Administrator and Teacher Mentoring
- Professional Learning Communities (PLCs)
- Comprehensive Review of Standards, Benchmarks and Grade Level Objectives (essential skills)
- Explicit Instruction Strategies
- Differentiated Instruction
- Multi-Tier System of Supports (MTSS)
- High Reliability Schools
- Grading for Equity
- Curriculum Review
- Understanding by Design
- Sheltered Instruction Observation Protocol (SIOP)
- Cognitive Coaching
- Every Student Succeeds Act
- Adaptive Schools
- Culturally Responsive Instruction
- Collective Teacher Efficacy
- Coaching for Equity

### Multi-Tier System of Supports

- Self-Assessment of MTSS
- Understanding by Design
- Common Formative Assessments
- Data Based Decision Making
- Progress Monitoring and Goal Writing
- Special Education

Professional Development *(continued)*

*Funding Sources*

The content of professional development is aligned with building and district Comprehensive School Improvement Plans. General fund, categorical funds including Title I, Title II, Teacher Quality funds, Every Student Succeeds Act (ESSA) funds and other grant funding supported professional development. Funds for professional development programs are allocated from multiple funding sources at the local, state and federal levels. The largest sources were:

2021-22 Professional Development Funding Sources	
Teacher Quality Program	\$643,512
Title I ESSA	\$46,770
General Fund	\$60,000
Title I	\$3,759
Title II	\$28,581
ESSER	\$497,987

Note: Professional Development Funding Source Data. Iowa City Community School District (2022). Unpublished internal district data.

School Improvement Advisory Committee

Pursuant with Iowa Code 280.12 (2) the Board of Education is to appoint a School Improvement Advisory Committee for the purpose of making recommendations to the board. Based on the committee members’ analysis of the needs assessment data, the committee shall make recommendations to the board regarding 1) major education needs; 2) student learning goals; 3) long-range goals for reading, mathematics, and science achievement; and 4) harassment or bullying prevention goals, programs, and training. Membership must be representative of the community and include students, educators, parents, and community members. The committee members are balanced by gender and provide representation from the different geographic areas of the district. Committee membership was approved during the December 14, 2021 Board of Directors Meeting.

The meeting took place on March 2, 2022, from 4:30 to 6:00 p.m., through a virtual format. Those present were invited to provide input on our district goals and were asked to review the district Comprehensive School Improvement Plan and the Portrait of A Graduate competencies. The members were divided into two groups and the comments and questions that surfaced are included below. Please accept these as input on the educational goals for the district.

School Improvement Advisory Committee *(continued)***DISTRICT COMPREHENSIVE SCHOOL IMPROVEMENT GOALS****Feedback:**

- Can we collect data on increasing positive behaviors and well-being of our students, rather than just decreasing negative behaviors/consequences? (Panorama, MySAEBRS, climate surveys, etc.)
- Could we include more data about specific groups of students' growth rather than comparing total population at one point in time to total population at another point in time where we are not actually comparing the same population?
- Are there other (better) measures of academic success besides standardized/state assessments?
- Could we develop other methods of measurement?
- What role(s) could the ISASP data play in terms of academic goals data?
- Why is there a 6% increase goal compared to a 3% increase goal between the "all students" and the discrepant student groups?
- Do schools meet the academic goals that we have established?
- How are we accounting for the COVID pandemic as we do longitudinal data comparisons? How are other districts doing that?
- Could there be a specific percentage for staffing goal increase in relation to increasing staff of color?
- Could there be specific goals for "categories" of staff members such as certified and classified?
- Consider adding a more robust staffing goal: consider recruitment/retention comparisons and comparisons between employee groups.
- Look at the staffing stability for those employees who work with our discrepant groups. What is our turnover rate for special ed teachers and paras, or ELL teachers, for instance.
- By what percent do we plan to increase the staff of color? (Add more specifics - How to make the candidates stay and how differences in race change the time teachers spend working for the district?)

**PORTRAIT OF A GRADUATE COMPETENCIES****Feedback:**

- If all measures for the goals are assessed by grades (which we're trying to align to standards), how do we place importance/value on these 6 competencies?
- Practicality comes into play-how can we quantify this and make it explicit for students?
- As educators, do we look for ways to create learning environments that will require students to activate these competencies?
- Can we look at patterns and systems?
- Do we measure these and how will we measure these or operationalize these? How will that data inform or change our practices?
- How do we make these competencies accessible for our students with exceptionalities?
- Feedback from a parent rep with an elementary student was positive. We need to continue to think about how these competencies will look, sound, and feel different at our different levels (elementary, JH, HS).
- How do we embed these competencies within our existing processes and procedures (e.g., math review, FAST data collection, curriculum review, etc.)?
- Social media for our students is a major consideration and plays a major role in their lives. How can we find a spot for something like social media or digital literacy and digital citizenship into competencies? Embed it underneath the Global Citizenship competency and/or Communication and Empathy.
- How do we get these in front of students even more than we have done so far?

## Student Behavior Statistics

The Iowa City Community School District tracks statistics regarding behavior that may put a student at risk for graduation. The data is summarized in the following tables. Due to state reporting timeframes, dropout data is reported for the previous year 2020-21.

### Dropout Rates

Of the students in grades 7-12 in 2020-21, 127 students dropped out during the school year. The percentage of dropouts has increased from 1.35% in 2019-20 to 1.95% in 2020-21.

The percentage of dropouts by comparison subgroups is summarized in the following tables.

2020-21 Dropout Comparison Data

<u>Race/Ethnicity</u>	<u># of 7-12 Students</u>	<u>% of 7-12 Students</u>	<u># of Dropouts</u>	<u>% of Dropouts</u>	<u>Dropout Rate</u>
American Indian or Alaska Native	---	<1%	---	---	---
Asian	360	5.52%	--	0.00%	0.00%
Black or African American	1317	20.18%	54	42.52%	4.10%
Hispanic/Latino	850	13.02%	---	---	---
Multiracial	348	5.33%	---	---	---
White	3635	55.9%	38	29.92%	1.05%
Native Hawaiian or Other Pacific Islander	---	<1%	--	---	---
<b>Total</b>	<b>6527</b>	<b>100%</b>	<b>127</b>	<b>100%</b>	<b>1.95%</b>

<u>Gender</u>	<u># of 7-12 Students</u>	<u>% of 7-12 Students</u>	<u># of Dropouts</u>	<u>% of Dropouts</u>	<u>Dropout Rate</u>
Female	3243	49.69%	64	50.39%	1.97%
Male	3284	50.31%	63	49.61%	1.92%
<b>Total</b>	<b>6527</b>	<b>100%</b>	<b>127</b>	<b>100%</b>	<b>1.95%</b>

<u>IEP</u>	<u># of 7-12 Students</u>	<u>% of 7-12 Students</u>	<u># of Dropouts</u>	<u>% of Dropouts</u>	<u>Dropout Rate</u>
IEP	619	9.48%	---	---	---
Non-IEP	5908	90.52%	105	82.68%	1.78%
<b>Total</b>	<b>6527</b>	<b>100%</b>	<b>127</b>	<b>100%</b>	<b>1.95%</b>

<u>ELL</u>	<u># of 7-12 Students</u>	<u>% of 7-12 Students</u>	<u># of Dropouts</u>	<u>% of Dropouts</u>	<u>Dropout Rate</u>
ELL	538	8.24%	---	---	---
Non-ELL	5989	91.76%	104	81.89%	1.74%
<b>Total</b>	<b>6527</b>	<b>100%</b>	<b>127</b>	<b>100%</b>	<b>1.95%</b>

<u>FRL</u>	<u># of 7-12 Students</u>	<u>% of 7-12 Students</u>	<u># of Dropouts</u>	<u>% of Dropouts</u>	<u>Dropout Rate</u>
FRL	2414	36.98%	85	66.93%	3.52%
Non-FRL	4113	63.02%	42	33.07%	1.02%
<b>Total</b>	<b>6527</b>	<b>100%</b>	<b>127</b>	<b>100%</b>	<b>1.95%</b>

Note: Iowa Department of Education (2022). DR712 2021 District.xlsx. <https://educateiowa.gov/documents/dropouts-district/2022/03/iowa-public-school-district-2020-2021-grade-7-12-dropout-data>.

**Key:**

FRL = Free & Reduced Lunch IEP = Individualized Education Program ELL = English Language Learner

-- = # is zero --- = # in subgroup is less than 30

## Student Behavior Statistics *(continued)*

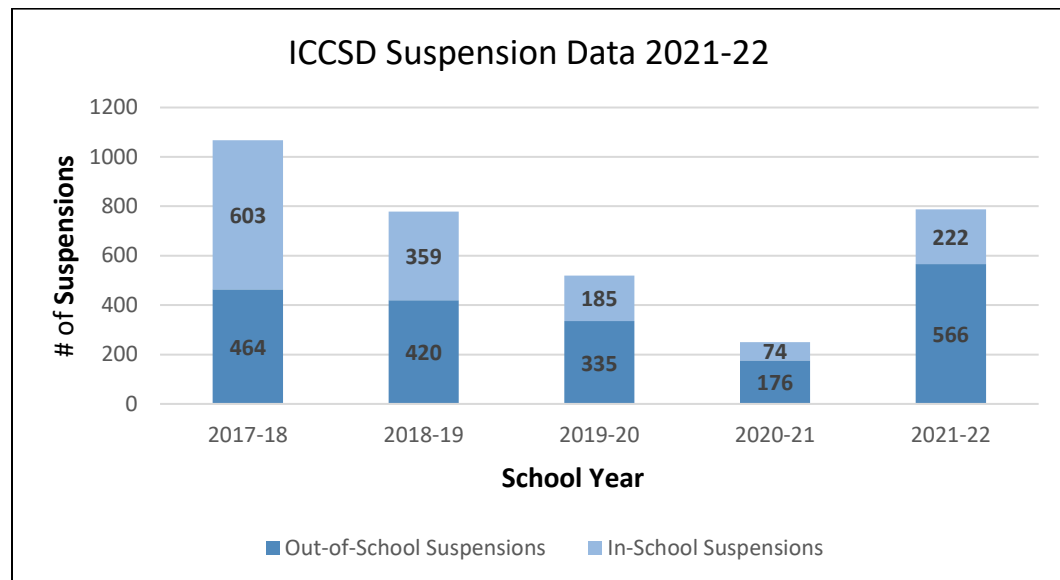
### Suspensions

Students may receive school suspension for infractions of district rules. The table below summarizes the number of in-school and out-of-school suspensions for K–12 for the 2020-21 and 2021-22 school years.

Number of In-School Suspensions			Number of Out-of-School Suspensions		
Offense	2020-21	2021-22	Offense	2020-21	2021-22
Arson	--	3	Arson	--	10
Use/Possession of Alcohol	--	2	Use/Possession of Alcohol	--	10
Use/Possession of Drugs	7	6	Use/Possession of Drugs	20	56
Use/Possession of Tobacco	4	6	Use/Possession of Tobacco	2	9
Criminal Mischief	1	10	Criminal Mischief	2	9
Fighting	14	37	Fighting	68	178
Physical Aggression	25	75	Physical Aggression	46	171
Verbal Aggression	5	16	Verbal Aggression	1	17
Bullying	--	1	Bullying	3	--
Harassment	5	22	Harassment	13	55
Theft	1	5	Theft	1	13
Weapons	2	9	Weapons	8	31
DIN-DD	10	30	DIN-DD	9	7
<b>Grand Total</b>	<b>74</b>	<b>222</b>	<b>Grand Total</b>	<b>173</b>	<b>566</b>

Key  
 DIN-DD=Defiance, Insubordination/Non-Compliance, Disrespect, Disruption  
 -- = # is zero

The chart below represents in-school and out-of-school suspensions in the last five years.



Note: Suspension Data: Iowa Department of Education (2022). Students\_with\_removals.xlsx [Confidential Data File].  
<https://educateiowa.gov/data-reporting/iowa-education-portal> [District Employee Access Only].

Student Behavior Statistics *(continued)*

## 2021-22 In and Out of School Suspensions: Disaggregated Data

Offense	Total	Race/Ethnicity						Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I/P	M	W	F	M	Non-IEP	IEP	FRL	Paid	Non-ELL	ELL
<b>Arson (Total)</b>	<b>13</b>	--	<b>8</b>	<b>2</b>	--	<b>1</b>	<b>2</b>	--	<b>13</b>	<b>9</b>	<b>4</b>	<b>13</b>	--	<b>7</b>	<b>6</b>
ISS	<b>3</b>	--	<b>2</b>	--	--	--	<b>1</b>	--	<b>3</b>	<b>3</b>	--	<b>3</b>	--	<b>3</b>	--
OSS	<b>10</b>	--	<b>6</b>	<b>2</b>	--	<b>1</b>	<b>1</b>	--	<b>10</b>	<b>6</b>	<b>4</b>	<b>10</b>	--	<b>4</b>	<b>6</b>
<b>Controlled Substances (Total)</b>	<b>89</b>	<b>1</b>	<b>41</b>	<b>19</b>	--	<b>8</b>	<b>20</b>	<b>48</b>	<b>41</b>	<b>61</b>	<b>28</b>	<b>71</b>	<b>18</b>	<b>74</b>	<b>15</b>
<b>Use Possession of Alcohol (Total)</b>	<b>12</b>	--	<b>2</b>	<b>1</b>	--	<b>2</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>11</b>	<b>1</b>	<b>4</b>	<b>8</b>	<b>12</b>	--
ISS	<b>2</b>	--	--	--	--	--	<b>2</b>	<b>2</b>	--	<b>2</b>	--	--	<b>2</b>	<b>2</b>	--
OSS	<b>10</b>	--	<b>2</b>	<b>1</b>	--	<b>2</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>9</b>	<b>1</b>	<b>4</b>	<b>6</b>	<b>10</b>	--
<b>Use/Possession of Drugs (Total)</b>	<b>62</b>	<b>1</b>	<b>32</b>	<b>14</b>	--	<b>4</b>	<b>11</b>	<b>36</b>	<b>26</b>	<b>38</b>	<b>24</b>	<b>53</b>	<b>9</b>	<b>49</b>	<b>13</b>
ISS	<b>6</b>	--	<b>4</b>	--	--	<b>2</b>	--	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>6</b>	--
OSS	<b>56</b>	<b>1</b>	<b>28</b>	<b>14</b>	--	<b>2</b>	<b>11</b>	<b>33</b>	<b>23</b>	<b>34</b>	<b>22</b>	<b>48</b>	<b>8</b>	<b>43</b>	<b>13</b>
<b>Use/Possession of Tobacco (Total)</b>	<b>15</b>	--	<b>7</b>	<b>4</b>	--	<b>2</b>	<b>2</b>	<b>5</b>	<b>10</b>	<b>12</b>	<b>3</b>	<b>14</b>	<b>1</b>	<b>13</b>	<b>2</b>
ISS	<b>6</b>	--	<b>4</b>	<b>1</b>	--	--	<b>1</b>	--	<b>6</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>2</b>
OSS	<b>9</b>	--	<b>3</b>	<b>3</b>	--	<b>2</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>9</b>	--	<b>9</b>	--
<b>Criminal Mischief (Total)</b>	<b>19</b>	--	<b>4</b>	<b>4</b>	--	<b>3</b>	<b>8</b>	<b>4</b>	<b>15</b>	<b>12</b>	<b>7</b>	<b>15</b>	<b>4</b>	<b>17</b>	<b>2</b>
ISS	<b>10</b>	--	<b>1</b>	<b>2</b>	--	<b>1</b>	<b>6</b>	<b>2</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>9</b>	<b>1</b>
OSS	<b>9</b>	--	<b>3</b>	<b>2</b>	--	<b>2</b>	<b>2</b>	<b>2</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>8</b>	<b>1</b>
<b>Disorderly Conduct/Assault (Total)</b>	<b>494</b>	<b>2</b>	<b>337</b>	<b>34</b>	<b>3</b>	<b>36</b>	<b>82</b>	<b>193</b>	<b>301</b>	<b>307</b>	<b>187</b>	<b>432</b>	<b>62</b>	<b>450</b>	<b>44</b>
<b>Fighting</b>	<b>215</b>	<b>2</b>	<b>149</b>	<b>17</b>	<b>1</b>	<b>15</b>	<b>31</b>	<b>102</b>	<b>113</b>	<b>148</b>	<b>67</b>	<b>186</b>	<b>29</b>	<b>196</b>	<b>19</b>
ISS	<b>37</b>	--	<b>25</b>	<b>2</b>	--	<b>4</b>	<b>6</b>	<b>17</b>	<b>20</b>	<b>30</b>	<b>7</b>	<b>32</b>	<b>5</b>	<b>33</b>	<b>4</b>
OSS	<b>178</b>	<b>2</b>	<b>124</b>	<b>15</b>	<b>1</b>	<b>11</b>	<b>25</b>	<b>85</b>	<b>93</b>	<b>118</b>	<b>60</b>	<b>154</b>	<b>24</b>	<b>163</b>	<b>15</b>
<b>Physical Aggression (Total)</b>	<b>246</b>	--	<b>166</b>	<b>15</b>	<b>1</b>	<b>19</b>	<b>45</b>	<b>77</b>	<b>169</b>	<b>139</b>	<b>107</b>	<b>216</b>	<b>30</b>	<b>223</b>	<b>23</b>
ISS	<b>75</b>	--	<b>48</b>	<b>8</b>	--	<b>5</b>	<b>14</b>	<b>18</b>	<b>57</b>	<b>48</b>	<b>27</b>	<b>65</b>	<b>10</b>	<b>65</b>	<b>10</b>
OSS	<b>171</b>	--	<b>118</b>	<b>7</b>	<b>1</b>	<b>14</b>	<b>31</b>	<b>59</b>	<b>112</b>	<b>91</b>	<b>80</b>	<b>151</b>	<b>20</b>	<b>158</b>	<b>13</b>
<b>Verbal Aggression (Total)</b>	<b>33</b>	--	<b>22</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>14</b>	<b>19</b>	<b>20</b>	<b>13</b>	<b>30</b>	<b>3</b>	<b>31</b>	<b>2</b>
ISS	<b>16</b>	--	<b>10</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>14</b>	<b>14</b>	<b>2</b>	<b>14</b>	<b>2</b>	<b>14</b>	<b>2</b>
OSS	<b>17</b>	--	<b>12</b>	<b>1</b>	--	<b>1</b>	<b>3</b>	<b>12</b>	<b>5</b>	<b>6</b>	<b>11</b>	<b>16</b>	<b>1</b>	<b>17</b>	--

Note: Suspension Data: Iowa Department of Education (2022). Students\_with\_removals.xlsx [Confidential Data File].

<https://educateiowa.gov/data-reporting/iowa-education-portal> [District Employee Access Only].

**Key**

ISS = In School Suspension      OSS = Out of School Suspension

DIN-DD = Defiance, Insubordination/Non-Compliance, Disrespect, Disruption

A = Asian      B = Black or African American      H = Hispanic/Latino      I/P = American Indian, Alaskan Native, Native Hawaiian, or Other Pacific

Islander      M = Multi-Racial      W = White

F = Female      M = Male

IEP = Individualized Education Program      Non-IEP = Students not part of an Individualized Education Program

FRL = Free and Reduced Lunch      Non-FRL = Students not part of Free & Reduced Lunch Program

ELL = English Language Learner      Non-ELL = Students not English Language Learners

-- = # is zero



Student Behavior Statistics *(continued)*

2021-22 In and Out of School Suspensions: Disaggregated Data (Continued)

Offense	Total	Race/Ethnicity						Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I/P	M	W	F	M	Non-IEP	IEP	FRL	Paid	Non-ELL	ELL
<b>Bullying/Harassment (Total)</b>	<b>78</b>	--	31	5	--	6	36	29	49	51	27	57	21	71	7
Bullying (Total)	1	--	1	--	--	--	--	1	--	1	--	1	--	1	--
ISS	1	--	1	--	--	--	--	1	--	1	--	1	--	1	--
OSS	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
<b>Harassment (Total)</b>	<b>77</b>	--	30	5	--	6	36	28	49	50	27	56	21	70	7
ISS	22	--	9	1	--	2	10	7	14	15	7	16	6	22	--
OSS	55	--	21	4	--	4	26	21	35	35	20	40	15	48	7
<b>Theft (Total)</b>	<b>18</b>	<b>1</b>	<b>16</b>	<b>1</b>	--	--	--	<b>7</b>	<b>11</b>	<b>11</b>	<b>7</b>	<b>16</b>	<b>2</b>	<b>18</b>	--
ISS	5	1	4	--	--	--	--	2	3	1	4	3	2	5	--
OSS	13	--	12	1	--	--	--	5	8	10	3	13	--	13	--
<b>Weapons (Total)</b>	<b>40</b>	--	<b>18</b>	<b>5</b>	--	<b>5</b>	<b>11</b>	<b>8</b>	<b>32</b>	<b>28</b>	<b>12</b>	<b>29</b>	<b>11</b>	<b>35</b>	<b>5</b>
ISS	9	--	4	1	--	--	4	1	8	7	2	5	4	9	--
OSS	31	--	14	4	--	5	8	7	24	21	10	24	7	26	5
<b>DIN-DD (Total)</b>	<b>37</b>	--	<b>19</b>	--	--	<b>5</b>	<b>13</b>	<b>14</b>	<b>23</b>	<b>25</b>	<b>12</b>	<b>31</b>	<b>6</b>	<b>35</b>	<b>2</b>
ISS	30	--	16	--	--	5	9	9	21	19	11	26	4	29	1
OSS	7	--	3	--	--	--	4	5	2	6	1	5	2	6	1
<b>Grand Total</b>	<b>788</b>	<b>4</b>	<b>474</b>	<b>70</b>	<b>3</b>	<b>64</b>	<b>172</b>	<b>303</b>	<b>485</b>	<b>504</b>	<b>284</b>	<b>664</b>	<b>124</b>	<b>707</b>	<b>81</b>
ISS	222	1	128	16	1	20	56	64	157	156	66	182	40	202	20
OSS	566	3	346	54	2	44	117	239	328	348	218	482	84	505	61

Unduplicated count of students and infractions: In and Out of School Suspensions 2021-22

Offense	Total	Race/Ethnicity						Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I/P	M	W	F	M	Non-IEP	IEP	FRL	Paid	Non-ELL	ELL
<b>Unduplicated Students</b>	<b>473</b>	---	<b>257</b>	<b>50</b>	---	<b>38</b>	<b>124</b>	<b>177</b>	<b>296</b>	<b>327</b>	<b>146</b>	<b>383</b>	<b>90</b>	<b>419</b>	<b>54</b>
ISS	137	---	68	12	---	12	44	37	100	95	42	103	34	124	13
OSS	336	---	189	38	---	26	80	140	196	232	104	280	56	295	41

Note: 473 students account for the 788 suspension behavior infractions. 104 are elementary students and 369 are secondary students.

Note: Suspension Data: Iowa Department of Education (2022). Students\_with\_removals.xlsx [Confidential Data File].  
<https://educateiowa.gov/data-reporting/iowa-education-portal> [District Employee Access Only].

## Key

ISS = In School Suspension      OSS = Out of School Suspension

DIN-DD = Defiance, Insubordination/Non-Compliance, Disrespect, Disruption

A = Asian      B = Black or African American      H = Hispanic/Latino      I/P = American Indian, Alaskan Native, Native Hawaiian, or Other Pacific Islander

M = Multi-Racial      W = White

F = Female      M = Male

IEP = Individualized Education Program      Non-IEP = Students not part of an Individualized Education Program

FR L = Free and Reduced Lunch      Non-FRL = Students not part of Free & Reduced Lunch Program

ELL = English Language Learner      Non-ELL = Students not English Language Learners

-- = # is zero

Student Behavior Statistics *(continued)*

## Office Referrals

The table below summarizes the number of office referrals for K–12 for the 2021-22 school year.

2021-22 Office Referrals

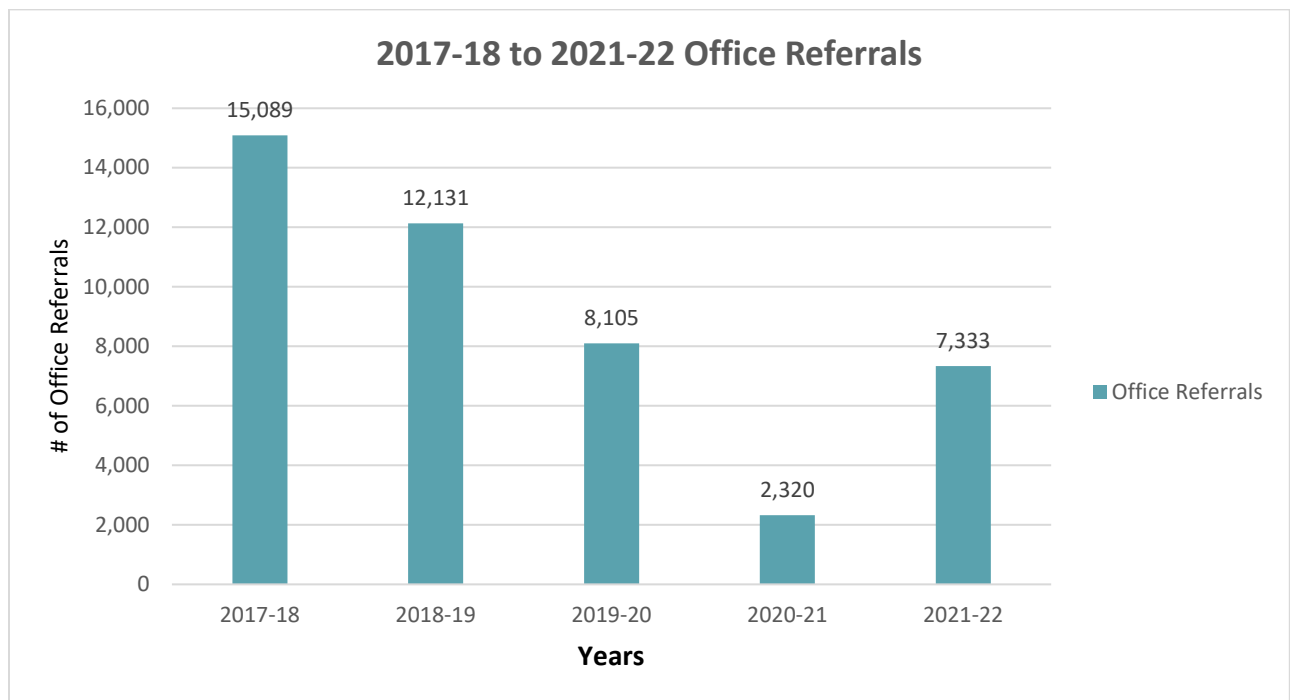
Offense	Total	Race/Ethnicity						Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I/P	M	W	F	M	IEP	Non-IEP	FRL	Paid	Non-ELL	ELL
Abusive/ inappropriate language – profanity	527	6	211	64	7	25	214	113	414	194	333	383	144	428	99
Bullying	74	--	46	7	--	13	8	38	36	13	61	46	28	60	14
Communication of a threat	49	--	18	7	--	5	19	11	38	19	30	35	14	45	4
Defiance/ Insubordination/Non-Compliance	1528	18	684	163	36	140	487	371	1157	645	883	1125	403	1277	251
Disrespect	377	2	148	62	5	43	117	93	284	108	269	276	101	308	69
Disruption	751	3	282	80	7	64	315	142	609	257	494	523	228	601	150
Dress Code Violation	8	--	4	1	--	1	2	1	7	2	6	5	3	7	1
Harassment	36	1	14	7	--	1	13	11	25	16	20	27	9	29	7
Inappropriate Display of Affection	35	1	14	3	--	1	16	5	30	6	29	23	12	30	5
Inappropriate Location/ Out of Bounds Area	561	7	246	58	--	30	220	146	415	329	232	421	140	492	69
Lying/ Cheating	27	--	9	4	--	2	12	8	19	4	23	16	11	25	2
Other Behavior	32	2	7	1	--	4	18	3	29	9	23	18	14	27	5
Physical Aggression w/Injury	182	--	41	42	1	21	77	39	143	113	69	113	69	138	44
Physical Aggression w/out Injury	2403	26	880	282	2	187	1026	406	1997	1172	1231	1683	720	1974	429
Physical Aggression w/Serious Bodily Injury	6	--	1	--	--	1	4	1	5	4	2	3	3	6	--
Physical Fighting w/Injury	20	1	8	2	--	--	9	2	18	5	15	13	7	17	3
Physical Fighting w/out Injury	212	4	118	23	--	11	56	46	166	44	168	144	68	170	42
Property Damage/ Vandalism/ Misuse	182	5	52	25	2	27	71	35	147	69	113	123	59	154	28
Skipped Class	130	--	35	27	--	39	29	24	106	50	80	107	23	102	28
Technology Violation	59	1	22	7	--	2	27	13	46	12	47	38	21	52	7
Theft	75	--	39	8	--	10	18	30	45	17	58	59	16	54	21
Truancy	12	--	10	--	--	--	2	7	5	3	9	12	--	11	1
Use/ Possession of Alcohol	6	--	--	2	--	--	4	2	4	--	6	3	3	4	2
Use/ Possession of Drugs	2	--	1	--	--	--	1	2	--	1	1	--	2	2	--
Use/ Possession of Tobacco	18	--	8	2	--	1	7	7	11	4	14	15	3	18	--
Use/ Possession of Weapons	21	1	13	2	--	1	4	4	17	7	14	17	4	20	1
<b>Grand Total</b>	<b>7333</b>	<b>78</b>	<b>2,911</b>	<b>879</b>	<b>60</b>	<b>629</b>	<b>2776</b>	<b>1560</b>	<b>5773</b>	<b>3103</b>	<b>4230</b>	<b>5228</b>	<b>2105</b>	<b>6051</b>	<b>1282</b>

Note: Iowa City Community School District, Infinite Campus Student Information System. (2022). Unpublished internal district data.

**Key**  
 A = Asian      B = Black or African American      H = Hispanic/Latino      I/P = American Indian, Alaskan Native, Native Hawaiian, or Other Pacific Islander  
 M = Multi-Racial      W = White      F = Female      M = Male      IEP = Individualized Education Program  
 Non-IEP = Students not part of an Individualized Education Program      FRL = Free and Reduced Lunch      Non-FRL = Students not part of Free & Reduced Lunch Program  
 ELL = English Language Learner      Non-ELL = Students not English Language Learners  
 -- = # is zero

## Student Behavior Statistics *(continued)*

The chart below represents the number of office referrals for the last five years.



## Expulsions

In 2021-22, there were zero cases of student expulsions. The table below represents the # of expulsions for the last five years.

2017-2022 Expulsions	
Year	# of Expulsions
2021-22	0
2020-21	0
2019-20	0
2018-19	0
2017-18	0

Note: Office Referral and Expulsion Data: Iowa City Community School District, Infinite Campus Student Information System. (2022). Unpublished internal district data.

## Student Behavior Statistics *(continued)*

### Attendance Data

The table below summarizes the K-12 district average daily attendance rate by building and trimester for the 2021-2022 school year.

Elementary School	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
Alexander	93%	93%	93%
Borlaug	93%	93%	94%
Coralville Central	94%	94%	94%
Garner	94%	94%	94%
Grant	94%	94%	95%
Hills	92%	92%	92%
Hoover	93%	93%	93%
Horn	95%	94%	95%
Kirkwood	92%	92%	93%
ICCSO Online K-6	95%	94%	94%
Lemme	94%	94%	94%
Lincoln	94%	94%	94%
Longfellow	94%	92%	92%
Lucas	92%	93%	92%
Mann	92%	93%	93%
Penn	95%	95%	95%
Shimek	93%	93%	93%
Twain	91%	91%	91%
Van Allen	94%	94%	94%
Weber	93%	93%	93%
Wickham	95%	95%	95%
Wood	92%	92%	92%
Junior High School			
ICCSO Online 7-8	98%	98%	97%
North Central	94%	94%	93%
Northwest	93%	93%	93%
South East	92%	92%	92%
High School			
City	90%	91%	91%
ICCSO Online 9-12	99%	99%	98%
Liberty	91%	91%	91%
West	91%	91%	91%
Tate	75%	73%	72%

Note: Attendance Data: Iowa City Community School District, Infinite Campus Student Information System. (2022). Unpublished internal district data.

## Student Behavior Statistics *(continued)*

### Mobility and Stability

**Mobility** represents the number of entering and exiting incidents divided by the total number of students in the building. If a student enters and exits within the same year, the student is counted as two incidents. This data reflects student turnover within a building.

**Stability** represents the number of students who were in the building for one calendar year divided by the total number of students in the building. This data reflects the percentage of students who have been in the building for one full calendar year.

The following table represents the K-12 Mobility and Stability rates by building for the 2021-22 school year.

2021-22 Mobility and Stability by Building		
Building	Mobility	Stability
City High	9.3%	90.7%
Liberty High	8.0%	92.0%
West High	8.4%	91.6%
Tate High	36.9%	63.1%
North Central JH	7.3%	92.7%
Northwest JH	8.1%	91.9%
South East JH	8.7%	91.3%
Alexander	17.2%	82.8%
Borlaug	11.9%	88.1%
Coralville Central	8.5%	91.5%
Grant	15.9%	84.1%
Garner	11.9%	88.1%
Hills	10.5%	89.5%
Hoover	17.8%	82.2%
Horn	8.7%	91.3%
Kirkwood	23.7%	76.3%
Lemme	18.7%	81.3%
Lincoln	10.7%	89.3%
Longfellow	15.0%	85.0%
Lucas	11.2%	88.8%
Mann	10.8%	89.2%
Penn	8.3%	91.7%
Shimek	8.4%	91.6%
Twain	5.3%	94.7%
Van Allen	11.9%	88.1%
Weber	11.4%	88.6%
Wickham	17.1%	82.7%
Wood	6.4%	93.6%

Note: Mobility and Stability Data: Iowa City Community School District, Infinite Campus Student Information System. (2022). Unpublished internal district data.

## Special Services

### Special Education

In accordance with the Individuals with Disabilities Education Act and Iowa eligibility standards, the Iowa City School District serves eligible individuals as directed by the student's Individualized Educational Plan. There was a decrease of 0.8% in the number of eligible individuals in the 2021-22 school year as compared to the 2020-21 school year.

2017-22 Special Education Enrollment		
Year	Students	Percent of Enrollment
2021-22	1,347	9.0%
2020-21	1,360	9.8%
2019-20	1,400	9.8%
2018-19	1,218	8.5%
2017-18	1,174	8.3%

Note: Iowa Department of Education (2022). 2021-2022 Iowa Public School District K-12 All Student Enrollment, Special Education (IEP) Enrollment by District, Race and Gender.xlsx. <https://educateiowa.gov/documents/special-education-iep-enrollment/2021/12/2021-2022-iowa-public-school-district-k-12-and>.

### English Language Learners

ELL enrollment in the Iowa City Community School District continues to increase. The District's English Language Learner (ELL) Program serves students in grades K-12 from more than 65 language and cultural backgrounds. The predominant home languages of ICCSD English Learners are Spanish, Arabic, French and Swahili. Students are eligible for ELL services until they demonstrate proficiency in English in all four language domains (reading, writing, speaking, and listening) on the ELPA21 Summative Assessment. Proficient students are exited from services and monitored by the district for two years.

2017-22 English Language Learners Enrollment	
Year	Number of ELL Students
2021-22	1,841
2020-21	1,745
2019-20	1,836
2018-19	1,745
2017-18	1,623

Note: Iowa Department of Education (2022). 2021-2022 Iowa Public School K-12 English Learners (EL) by District and Grade.xlsx. <https://educateiowa.gov/documents/district-el/2021/12/2021-2022-iowa-public-school-k-12-english-learners-el-district-and>.

### Extended Learning Program

The Iowa City Community School District serves students who qualify for gifted education services according to Iowa Code 281.59. In the 2021-22 school year, 1,812 students were enrolled in gifted education services. Programming includes cross-curricular units of study, enrichment in math and language arts, independent studies, and career development counseling services.

2017-22 Extended Learning Program Enrollment	
Year	Number of ELP Students
2021-22	1,906
2020-21	1,730
2019-20	1,885
2018-19	1,776
2017-18	1,518

Note: Iowa Department of Education (2022). 2021-2022 Iowa Public School Talented and Gifted (TAG) Count by District and Grade.xlsx. <https://educateiowa.gov/documents/gifted-and-talented/2021/12/2021-2022-iowa-public-school-talented-and-gifted-tag-count>.

## Special Services *(continued)*

### Preschool Education

The Iowa City Community School District serves preschool aged students using the following funding sources: Statewide Voluntary Preschool Program (SWVPP) funds, Shared Visions Grant, and private tuition. The ICCSD was a recipient of the SWVPP funds the first year (2007-08) it was offered by the Iowa Department of Education. The district has partnered with community preschool programs to increase the number of children served through SWVPP. The preschool enrollment is summarized in the table below.

2017-22 Preschool Program Enrollment			
Year	Students Funded by SWVPP	Students Other funding	Students Total
2021-22	561	112	673
2020-21	470	88	558
2019-20	559	101	660
2018-19	501	77	578
2017-18	514	61	575

Note: Preschool Enrollment Data: Iowa City Community School District, Infinite Campus Student Information System. (2022). Unpublished internal district data

### Learning Supports

ICCSD recognizes that some students have barriers to learning, or risk factors, which require additional support. ICCSD staff partner closely with families and the community so that all students can overcome barriers to learning and reach their full potential.

The Iowa City Community School District utilizes a Multi-Tier System of Supports (MTSS) that consists of three levels of intervention. Tier 1 interventions are universal, serving all students in the district. If Tier 1 interventions are implemented with fidelity, fewer students will need additional supports. Tier 2 interventions are for students who are experiencing some barriers to learning and early interventions are needed for them to gain skills to be successful. Finally, Tier 3 interventions are for students who have significant barriers to learning, and intensive supports are needed for the students to have academic success.

2021-22 Learning Supports Funding	
2021-22 Funding Sources	Amount
Dropout Prevention & Required Match	\$6,600,463
Supplemental Weighted Funding	\$474,850
McKinney - Vento Homeless Grant	\$36,943
SAVE	\$583,006
21st Community Learning Center Grants	\$355,663
United Way/Community Foundation	\$94,985
City of Coralville, Hills, North Liberty	\$50,776

Note: Learning Supports Funding Data: Iowa City Community School District (2022). Unpublished internal district data.

Learning Supports *(continued)*

Tier 1		
Universal Program	Description	Audience
<b>Positive Behavioral Intervention Supports (PBIS)</b>	Proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environment.	All K-12 buildings
<b>Classroom Counseling/Steps to Respect - Bullying Prevention</b>	School-wide instruction to identify and prevent bullying behaviors.	All elementary buildings
<b>Second Step Elementary Counseling Curriculum</b>	School-wide social emotional learning program.	All elementary and junior high buildings
<b>Behavior Strategist</b>	Professional development and coaching to build capacity to manage challenging behaviors.	All elementary and junior high buildings
<b>Instructional Design Strategists</b>	Professional development to build teacher capacity to assist struggling learners.	All K-12 buildings
<b>School Counseling Program</b>	Developmental, comprehensive, and data-driven program that is accessible to each student and ensures opportunities for academic, career and social/emotional development	All K-12 buildings

Tier 2		
Program Name	Description	Target Audience
<b>K-12</b>		
<b>Joan Buxton's School Children's Aid</b>	Support for medications, clothing, eyeglasses, and eye exams.	Students on Free or Reduced Lunch (FRL) or the family must have some extenuating circumstances.
<b>School-based Health Clinic</b>	Accessible health care to underserved and uninsured populations.	Johnson County residents ages 0-21 (birth through high school graduation) who are without access to affordable healthcare such as no insurance, ineligible for insurance, or underinsured.
<b>PBIS Tier II</b>	If Universal, Tier 1 instruction does not adequately meet a student's needs, evidence-based targeted or individualized small group structured interventions may be added. These may include interventions such as Check-In/Check-Out (CICO) with or without modified features and SAIG.	Students who have demonstrated a need for social, emotional, behavioral, or academic support beyond universal instruction. Students who meet intervention "in" criteria based upon a convergence of data sources.

**Elementary**

<b>Academic Supports</b>	Intensive and additional reading and math support for elementary students.	Students who have not demonstrated proficiency on two consecutive FAST screeners.
<b>Title I</b>	Intensive and additional reading and math support for elementary students.	Students who have not demonstrated proficiency on two consecutive FAST screeners in Title I schools.



## Learning Supports *(continued)*

<b>Extended Day/Extended Year</b>	After school and summer programming for families facing barriers and/or for students below proficiency needing extra teacher support in reading & math.	The 21st CCLC program serves students in grades K-6 attending high poverty schools who are below proficiency in reading and math.
<b>Secondary</b>		
<b>Success Center</b>	Individual tutoring, teaching organizational skills and self-advocacy skills.	Students who have two or more risk factors including: low proficiency, attendance concerns, behavior referrals, course failures, homelessness or a lack of being connected to school.
<b>Intensive Reading Support</b>	Additional course for students who are not proficient in reading.	Students who have not demonstrated proficiency in reading through FAST or ISASP.
<b>I-Jag (City, West &amp; Liberty)</b>	Career exploration and skill development, work experience opportunities.	Career exploration, skill development and work opportunities for students who need assistance engaging with school, attendance, and connecting to academic and post-secondary goals.
<b>Career Development Facilitator (City, Liberty, Tate &amp; West)</b>	Career exploration and skill development, college, and post-secondary related services.	Structurally disadvantaged students, first-generation college students, students from low-income families and students who face additional barriers and lack of access to career and college opportunities.
<b>Credit Recovery-High School /Summer School</b>	Online credit recovery.	Online credit recovery during the school year and summer for students who have failed one or more classes.
<b>Tier 3</b>		
<b>K-12</b>		
<b>Student and Family Advocates/ Case Management</b>	Liaison between school, parents, and community to address barriers to learning and access resources.	All district students Pre-K to 12 <sup>th</sup> grade who, through a convergence of data, may need additional support around housing instability, socio-emotional behavioral health support and navigation, and community and district navigation.
<b>School-based Mental Health Services</b>	Community providers support the provision of limited therapy and psychiatric services.	All students Pre-K to 12 <sup>th</sup> grade who, through a convergence of data, may need access to additional support provided through key mental health providers.
<b>Homeless Support</b>	Identification of homeless students and connecting students and families to district and community resources, (e.g., transportation, food, clothing, academic support).	All students who meet homeless criteria as defined by the McKinney-Vento act.

## Learning Supports *(continued)*

Program Name	Description	Target Audience
<b>PBIS Tier 3</b>	Intensive support to students who have highly disruptive behaviors. Strategies for classroom teachers to promote positive behaviors.	Intensive support to students who have highly disruptive behaviors. Strategies for classroom teachers to promote positive behaviors.
<b>Tate Alternative High School</b>	An alternative high school that serves students who need a smaller setting, individualized learning, and a more flexible path towards graduation.	Students who need additional support with attendance, grades, and behavior.
<b>Juvenile Court Liaison/ART</b>	Aggression Replacement Training and intensive life skills development for students involved with juvenile court to avoid residential placement.	Students who have been assigned a Juvenile Court Officer.
<b>Student Advisory Center Coordinators</b>	Individualized support to students who have been removed from class because of significant behavior issues. SAC coordinators work with students to build relationships, resolve conflict, and teach skills necessary for the student to be successful in school.	Students on Tier II or Tier III Plans, and students who have been removed from class for behavior issues or students serving in-school suspension.

## District Health Services

The District Health Services staff work with students, families, staff, and the community to ensure that children's health needs are met so that they can attend school and be healthy and ready to learn. The tables below provide data regarding student health concerns and student emergencies that the district health services staff address each year.

2017-2022 Reported Student Health Concerns					
	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Asthma</b>	957	907	907	827	860
<b>ADHD/ADD</b>	1,407	1,391	1,398	869	1,244
<b>Seizure Disorder</b>	112	119	121	125	136
<b>Type I Diabetes</b>	28	35	36	38	35
<b>Severe Food Allergies</b>	186	230	268	653	269
<b>Depression</b>	74	82	101	87	113
<b>Anxiety</b>	400	351	367	366	399

2017-2022 Student Accidents, Injuries, and Medications					
	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Accidents/Injuries</b>					
Total student accidents/injuries that required further medical evaluation	114	104	80	37	115
<b>Medications</b>					
Number of students taking prescription medication scheduled daily at school	462	436	453	195	182

Note: District Health Service Data: Iowa City Community School District, Infinite Campus Student Information System. (2022). Unpublished internal district data.

## Continuum of Services

The school nurses are an integral member of the building team and provide a continuum of services to students. They provide ongoing supervision of all staff whose responsibilities include delivering health services. Special education health paraeducators assist in providing direct care to special education students with more severe health conditions and physical limitations. Building secretaries and health office paraeducators may assist in administering medications and provide basic first aid to students when the nurse is unavailable. The nurses respond to emergency situations in buildings and provide advanced first aid. The nurses also provide direct nursing care to specific students, care coordination, health record maintenance, and health promotion across the district. Health services staff is involved in community and county collaborative efforts related to the health of our students and families.

The continuum of health services also includes professional development for all staff members. Online training is available to staff for blood borne pathogens, medication administration, and mandatory reporter training. The school nurses supplement this training with individual review of district and state protocols and policies. They also provide information to building staff on a variety of childhood health issues pertinent to students' learning and safety. All coaches and staff members providing direct care to students are trained in CPR. The Health Services department offers CPR training to district staff members.

The following chart summarizes the number of district staff trained in CPR (this does not include BASP staff).

2017-22 Staff Trained in CPR					
	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Staff trained in CPR</b>	119	149	53	72	109

Note: District Health Service Data: Iowa City Community School District, Infinite Campus Student Information System. (2022). Unpublished internal district data.

## District Health Services *(continued)*

### Healthy Kids School-based Health Clinic

Healthy Kids School-based Health Clinic offers free health services in the Iowa City Community School District to children in the Johnson County area who are without access to affordable health care (i.e., no insurance, underinsured, or ineligible for insurance). The clinic is primarily funded by United Way and by an endowment fund established by Mercy Iowa City and managed by the Community Foundation of Johnson County. With the collaboration of community partnerships, the clinic is able to provide in-kind services and resources to our Healthy Kids patients.

The primary types of services provided by the clinic include well-child exams, pre-participation athletic physicals, immunizations, diagnosis and treatment of illness, x-rays, blood work, health education, prescriptions for medications, and referrals to specialty care, mental health counseling, dental and vision care. The clinic staff also assists families with applying for insurance and establishing care with a primary health provider. There is no charge for services. The goal of the clinic is to keep students healthy so that they will be successful in school.

In 2021-2022, a university pediatrician, a family practice physician, and a child psychiatrist staffed the clinic along with a volunteer pediatrician and dermatologist. The primary care clinic provided a variety of services to 356 children in the 839 clinic visits. Of these 356 children, approximately 83% do not have health insurance. Of the 356, 30 children were eligible and enrolled for Medicaid or the state children's health insurance program (HAWK-I). The pediatric psychiatric clinic provided services to 43 children in the 103 visits. Thirty-two children were referred for a complete eye exam and 170 children received dental care.

### ICCSA Wellness Committee

The Iowa City Community School District Wellness Committee membership is comprised of school staff with an interest and expertise in health and nutrition. The District Health Services Specialist is chair of the committee. The Wellness Committee developed the school district's local Wellness Policy, which was approved by the School Board in July of 2006. The purpose of this policy is to provide direction to the school system for promoting student wellness through health education, physical activity, and the selection of nourishing foods and beverages and to fulfill the requirements of Public Law 108-265, Section 204, June 30, 2004, Child Nutrition and WIC Reauthorization Act of 2004.

In previous years, the Wellness Committee made and implemented changes to the Wellness Policy and Administrative Guidelines related to foods served to children. These changes continued to be implemented this year, providing a safer school environment for students with food allergies, ensuring that foods disseminated to a group of students for a classroom snack or to celebrate a special occasion meet the USDA Smart Snacks Guidelines, ensuring that foods sold to students from midnight to 30 minutes after school dismissal meet the USDA Smart Snacks Guidelines and ensuring that food is not used as a reward for students unless it is part of student's individual education plan.

Ongoing Wellness Committee work included continued collaboration with Farm to School. Locally grown produce was served in school lunches several times throughout the year and in the summer lunch program. Iowa State University Extension's nutrition education program, Pick a Better Snack™, was provided to primary grades in all elementary schools. Four elementary schools (Alexander, Hills, Kirkwood, and Wood) received a Fresh Fruits and Vegetables grant, which provided a fruit or vegetable snack to all students three to five mornings per week. Universal free meals were offered to all students this year due to the COVID-19 Pandemic.

## Wellness Policy

The ICCSD Wellness Policy (507.9) was adopted in 2006, to provide direction to the school system for promoting student wellness through health education, physical activity, and the selection of nourishing foods and beverages, as well as to fulfill the requirements of Public Law 108-265, Section 204, and Child Nutrition and WIC Reauthorization Act of 2004. The policy was last revised and approved by the Board on June 22, 2021. Administrative Guidelines (535) are in place for implementation of this board policy.

The District's Wellness Committee provides oversight and evaluation of the district's Wellness Policy. This report will highlight accomplishments that were made in 2021-22 in each area of the policy, as well as identify areas where improvement is needed and goals for 2022-23.

### Physical Education/Physical Activity

- Physical Education (PE)
  - Use resource *SHAPE America Grade Level Outcomes for K-12 Physical Education*
  - Expand the connection between mind and body for academic improvement
    - Teach and promote brain bursts in all classrooms
  - Use benchmarks to direct assessment activities
- PE schedule for all grades:
  - Kindergarten – 54 minutes/week
  - 1<sup>st</sup>-4<sup>th</sup> grade – 81 minutes/week
  - 5-6<sup>th</sup> grade – 108 minutes/week
  - Junior high – every other day for the full year
  - High school – 58 classes/year; scheduled daily for one trimester
    - Academic PE waiver available to any student enrolled in full academic load in each trimester at the parents' request.
- Daily Recess
  - K-3<sup>rd</sup> grades – 235 minutes/week
  - 4<sup>th</sup> grade – 175 minutes/week
  - 5-6<sup>th</sup> grades – 100 minutes/week

### Health Education

- K-6<sup>th</sup> grade– Health curriculum content areas are taught in Science, Social Studies, PE, and Guidance (now called School Counseling Education)
  - Nutrition and Physical Activity
  - Safety/Sexual Abuse Prevention
  - Alcohol, Tobacco, and Other Drugs
  - Personal Health and Wellness
  - Family Life/Sexuality Education
  - HIV/AIDS
  - Social/Emotional/Mental Health
  - Bullying prevention/ Anti-bullying
- 7-8<sup>th</sup> grade
  - Personal Development – one trimester/year
  - Family Consumer Science – one trimester/year, includes nutrition education
- 9-12<sup>th</sup> grade – one trimester Health
- Since 2016 the new health curriculum is being implemented across the District
  - *McGraw Hill Health and Wellness*– K–6<sup>th</sup> grades
  - *Teen Health*– 7–8<sup>th</sup> grades
  - *Glencoe Health* – 9–12<sup>th</sup> grade
  - *3 R's: Rights, Respect, Responsibility*– K–12<sup>th</sup> grades
- Community collaboration:

## Wellness Policy *(continued)*

- Pick A Better Snack – ISU Extension – Nutrition education is provided to primary grades in all elementary schools.
- Field to Family/ Farm to School Program
  - Locally grown produce (watermelon, cantaloupe, zucchini, cherry tomatoes, sweet potatoes, cucumbers) served in school meals and summer lunch program
- Fresh Fruits and Vegetables grant – at Alexander, Hills, Kirkwood, Twain, and Wood. Students received a fresh fruit or vegetable snack 3–5 mornings/week, depending on the specific plan in each building. The produce is purchased from Hy-Vee, who prepares and delivers the produce.
- Community agencies
  - United Action for Youth – Health Educator
  - Rape and Victim Advocacy Center – Health Educator
  - Community and Family Resources – Health Educator

## School Nutrition Services

When the COVID-19 pandemic hit in the Spring of 2020, schools in Iowa were ordered to close their campuses following spring break. Although learning went online and school facilities were no longer in use, the Nutrition Services Department continued to produce Grab & Go student meals and hand them out curbside on a daily basis. In the 2021-22 school year when school was in session, regular meals were also provided in schools. Most notably, all meals were free to students for over 2 years due to USDA covid relief programs.

### Meal Service Highlights:

- Pandemic benefits were extended again for the 2021-22 school year which provided free breakfast and lunch meals in schools for all students.
- With most students back in school and all meals being free, any barriers that may have historically limited participation were gone. The result was a 200% increase in breakfast participation and a 150% increase in lunch participation from last year.
- Meal Served: Breakfast meals = 536,817, Lunch meals = 1,473,063, Total meals = 2,121,573
- Grab and Go meals were also provided curbside for most of the year. However, with the majority of students eating on-site, grab and go meals transitioned to an order-based pick-up system for online students only beginning in February.
- Since the beginning in March of 2020, 1,086,721 Grab & Go Meals have been served.

### Farm to School Highlights:

- Local Food Day is celebrated every October and the menu features local apples, red peppers, and local yogurt. In addition, the district serves a variety of fresh and local produce seasonally, which includes cucumbers, tomatoes, cantaloupe, watermelon, zucchini, and bell peppers
- Field to Family works with the Nutrition Department to source local produce. Following is a summary of pounds purchased of locally grown produce for school meals over the past 10 years:
  - 2012: 1,243
  - 2013: 9,436
  - 2014: 5,430
  - 2015: 12,613
  - 2016: 13,081
  - 2017: 13,270
  - 2018: 21,718
  - 2019: 25,342
  - 2020: 26,434
  - 2021: 32,324

## Wellness Policy *(continued)*

### Nutrition Analysis Highlights:

- Enhanced features to Meal Viewer software to provide additional nutrient information to all students, families, and staff, along with entree pictures.

### *Snacks, Birthday, Classroom, and Building Celebrations*

The District continued to implement changes that were made in the 2015-16 school year, which include the following:

When snacks are being served in the classroom, the school district will:

- allow healthy snacks to be served in the classroom, especially at the primary level;
- allow only fresh fruits/vegetables or purchased foods with the ingredients listed;
- allow only foods that meet the Healthy Food Guidelines/Smart Snacks, which is posted on the [district website](#);
- not allow foods with peanuts or peanut butter, or food that were made in a factory where cross-contamination may occur;
- all food should be removed from the classroom at the end of each day;
- encourage celebrations that promote non-food-related activities (example: play a game).

### *Fundraising*

The District continued to implement the changes that were made in the 2015-16 school year, which include the following:

- encourage that healthy food to be sold at bake sales and other fund-raising activities, similar to Healthy Food Guidelines/Smart Snacks and;
- not allow food/beverage sales to occur during the school breakfast or lunch period;
- allow only foods that meet Healthy Food Guidelines/Smart Snacks to be sold to students during the school day, and up to 30 minutes after school is dismissed;
- not allow unhealthy foods and beverage advertisements on school grounds.

### *Rewards and Incentives*

The district continued to implement the changes that were made in the 2015-16 school year, which include the following:

- Allow staff to only use non-food items as rewards or incentives to encourage student achievement or desirable behavior
- Allow an exception to this ONLY if the student's IEP or other individual student plan includes the use of food for behavior modification. In this case, food shall be used as a last alternative and used minimally. Healthy food options should always be considered first.
- Not withhold food or beverages as a punishment of students.

### *Other School-based Activity Goals that Promote Student and Staff Wellness*

Student and family activities

- Walking/running clubs – at many elementary schools
- Fuel Up to Play 60 – a few buildings participate in this
- Run for the Schools
- Bike Rodeos – held at 15 schools
- COVID Vaccine Clinics for 5-11 year olds - sponsored by the Visiting Nurse Association (VNA); in the fall of 2021 the VNA came to 10 elementary buildings to host both first and second dose COVID-19 vaccine clinics for ICCSD students ages 5-11. A total of 1211 first doses and 1114 second doses of the COVID-19 vaccine were administered.

### *Staff wellness*

- Comprehensive health insurance plan offered to staff.
  - Including an option of telemedicine service (Doctor on Demand) to members
  - Including an option of a Naturally Slim weight loss program option free of charge to members

## Wellness Policy *(continued)*

- Staff flu clinics – sponsored by the Visiting Nurse Association, in every building in the fall of 2021. Influenza (1,664) vaccines were administered to staff, their families, students, and parents.
- Staff Health Assessments - March-April 2022

### Plan for 2022-23

- Continue to educate staff, students, parents and community partners about the Wellness Policy and Smart Snacks requirements
- Continue to serve breakfast in all buildings
- Continue Farm to School collaboration and support school gardens

## Summer School

### Extended Year Special Education

The Iowa City Community School District 2022 summer school program included extended year special education programming for eligible special education students. Enrollment and attendance is summarized in the table below.

Extended Year Special Education Program				
Group	Student Enrollment	Student Days	Student Absences	Total Days Attended
Elementary	129	1773	566	1207
Secondary	24	151	13	138

### Credit Recovery

High school students had the opportunity to take summer school during the summer of 2022 for the purpose of credit recovery. A summary of the program is provided in the following table.

Credit Recovery Participation Data			
Location	Student Enrollment	Classes Completed	Dropped/Did not receive credit
Online	180	118	62

### Elementary Summer School

K-3 students were invited to attend based on their universal screening for reading and math.

Elementary Summer School				
Students Invited	Students Enrolled	% Invited That Enrolled	Number of Students Attended 80% of Program	% of Students with Attendance 80% or Greater
491	235	47.86%	67	28.51%

Note: Summer School Data: Iowa City Community School District, Infinite Campus Student Information System. (2022). Unpublished internal district data.



## Equity

The Iowa City Community School District is committed to providing programs that promote Educational Equity and Multicultural/Gender Fair approaches to instruction and curriculum. The Equity Office is charged with ensuring that equitable practices exist and that equal opportunities are available for all participants regardless of race, creed, sex, color, religion, national origin, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status. Working collaboratively with students, parents, district staff, and community members within our diverse school community, the Equity Office serves the district in the following areas:

1. Investigate district complaints of bullying/harassment/discrimination from students, staff, and parents, including but not limited to:
  - Gender Complaints
  - Hostile Environment
  - Racial Discrimination
  - Sexual Harassment
  - Bullying/Harassment/Discrimination
  - Religious Concerns/Discrimination
  - Disability Discrimination
  - Sexual Orientation Discrimination
2. Provide the following professional development:
  - Sexual Harassment
  - Bullying/Harassment
  - Conflict Resolution
  - Compliance Issues
  - Cultural Proficiency
  - Implicit Bias
  - LGBTQ Safety
  - District Policies
  - Restorative Practices
  - Diversity in the Work Place
  - MCGF Instruction & Environments
3. Cooperate with civil right complaints filed outside of the district with the Local and State Civil Right Commission, Office of Civil Rights and Equal Employment Opportunity Commission.
4. Collaborate with the University of Iowa College of Engineering, which provides tutors for students each week through the Multi- Ethnic Engineering Student Association (MESA).
5. Facilitate the Equity Advisory Committee that includes community members who advise the district to develop, implement and promote equal opportunities for all stakeholders on Equal Employment Opportunity.
6. Assist with creating, reviewing, and implementing Equity based policies and administrative guidelines (i.e., LGBTQ Youth Supports).
7. Manage Equity Ambassador Team, a team of 7 educators paid via the TLC Grant, to implement district-wide on demand professional development regarding cultural proficiency, culturally responsive teaching, etc. (New in the 2021-22 school year.)
8. Facilitate Restorative Justice rollout district-wide in conjunction with RJ Coordinator, Equity Coordinator and RJ Ambassador team. (New in the 2021-22 school year.)
9. Manage Restorative Justice Ambassadors, a team of 5 educators who will assist with district-wide restorative justice initiatives. (New in the 2021-22 school year.)
10. Assist Curriculum Department with Advancement via Individual Determination (AVID) implementation as the district director for ICCSD. AVID is a global non-profit organization that operates with one guiding principle: Hold students accountable to the highest standards, provide academic and social support and they will rise to the challenge. AVID's kindergarten through higher education system brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas.
11. Assist Curriculum Department by participating in the review process for all subjects.
12. Monitor and work to reduce disproportionality in student discipline, assignment of students to special education, graduation rates, course taking and student educational achievement.
13. Facilitate mediation meetings.
14. Complete federal compliance reports.
15. Assist with review and revision of Diversity Equity and Inclusion District-Wide Plan.

## Partnerships

**Parent Involvement** - The District Parents Organization (DPO) is an autonomous group that meets monthly to facilitate and enhance communication throughout the Iowa City Community School District. In addition to working with schools, administration, and the School Board, the DPO facilitates a Candidates' Forum prior to the School Board elections and sponsors the DPO Education Scholarship Reception where deserving teachers, staff, and volunteers are honored, as well as scholarships are awarded to ICCSD seniors who will be pursuing a career in education. The DPO membership is composed of elected officers, a representative from each school in the district, and the president of each school's parent organization.

**Volunteer Involvement** - The impact and support of parental and community volunteers on the Iowa City Community School District is widespread and profound. Volunteers come from all facets of our community including parents, businesspeople, university students, seniors, and community people. Volunteers work in every school in the district as well as on special district-wide projects to enhance and enrich the curriculum.

**Booster Club Donations** – The Iowa City Athletic Booster Club is comprised of the Little Hawks Club, the Liberty Lightning Booster Club, and Club West. There are over 800 members between the clubs, and they represent athletes at City, Liberty, and West High Schools and North Central, Northwest, and South East Junior High Schools. The funds raised represent half of each school's athletic budget and are the first revenue source used to provide each school with the equipment and supplies needed to serve the more than 3,500 students who participate in the school sports program. The annual Pancake Day and Kinnick Stadium Clean-up are the major fundraisers with contributions over \$65,000 in 2021-22 which will be divided amongst the junior highs and high schools. Little Hawks Club, Liberty Lightning Booster Club, and Club West have separate projects and furnish volunteers for many of the activities hosted by each school. Funds raised by the Iowa City Athletic Booster Club benefit The Little Hawks Club, Liberty Lightning Booster Club, and Club West.

**Music Auxiliary Donations** - The Iowa City Music Auxiliary is a district-wide parent support group for the more than 3,000 students who participate in the district's band, chorus, and orchestra programs. The group is governed by a board of directors, comprised of parent representatives from each performing group. Yearly sponsorship donations and a car wash help the district's music faculty provide additional support, equipment, and transportation costs that enhance the students' music education and musical experiences. The auxiliary has a budget of approximately \$88,000 and provides support to the fifth through twelfth grade performance music programs. Over 850 families support the Music Auxiliary with their generous financial donations.

**The Foundation for The Iowa City Community School District** - The Foundation partners with the public school district to provide funding for programs and projects that would not otherwise be available. Money raised through the Foundation does not replace district funding from local, state, and federal sources. In fiscal year 2021-22, more than 1,800 donors contributed \$1,113,071 to the Foundation to help support our area schools and students. The Foundation strives to enhance the educational experiences of all students in the district by providing resources to enrich the curriculum, programs, and student & staff experiences.

**Workplace Learning Connection** - The Workplace Learning Connection (WLC) is a department of Kirkwood Community College providing work-based learning services to the K-12 districts in the Grant Wood Area Education Agency region. WLC connects Economic Development, Chambers of Commerce, local businesses, and industry partners to coordinate relevant volunteer opportunities supporting the next-generation workforce. Through these experiences, students gain career awareness, essential skill development, explore career options and interests while they engage in high quality career connected learning programming. The partnership serves as a single point of contact for schools and employers that supports student job shadowing, student internships, teacher professional development, worksite tours, career speakers, and a variety of middle and high school career events. The goal of their intermediary work is to support K-12 districts in guiding students along their career path, so they are better informed, prepared, and aligned to pursue those paths successfully.

**Partnerships** *(continued)*

**Grant Wood Area Education Agency** - Grant Wood Area Education Agency (AEA) works in partnership with the ICCSD to provide educational services, programs, and resources for improving the learning outcomes and well-being of all children and youth. AEA staff members serve children from birth to age 21, families, educators, and communities. Grant Wood AEA provides services in nine areas: curriculum, instruction, and assessment; instructional media; professional development; leadership; multicultural, gender-fair; school and community planning; school management; school technology; and special education.