



IOWA CITY  
COMMUNITY  
SCHOOL DISTRICT

**Child-Centered : Future-Focused**

# Annual Progress Report

Iowa City Community School District

2020-21

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### 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, marital status, sexual orientation, gender identity and socioeconomic status in its educational programs, activities, or 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 Eric Howard, Director of Equity and Employee Relations, 1725 N. Dodge St., Iowa City, IA 52245, 319-688-1000, [howard.eric@iowacityschools.org](mailto:howard.eric@iowacityschools.org).

## Annual Progress Report

The Annual Progress Report serves to provide a summary of the State of the District for the 2020-21 school year. The 2020-21 school year proved to be unique in that, due to the COVID-19 pandemic, the Iowa City Community School District employed multiple Return-to-Learn models (on-site, hybrid, and online) throughout the year. Roughly one-third of the student population remained online during the entire school year. Additional information can be found on the district website.

## Board of Directors

Name	Position
Shawn Eyestone	President
Ruthina Malone	Vice-President
J.P. Claussen	Director
Charlie Eastham	Director
Dromi Etsey	Director
Janet Godwin	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 Drive, 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

#### 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 Ave, 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

#### Borlaug Elementary

1000 Kennedy Parkway, Coralville  
319-688-1155

#### Grant Elementary

1000 Centro Way, North Liberty  
319-688-1500

#### Horn Elementary

600 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 Main Street, Hills  
319-688-1105

#### Kirkwood Elementary

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

#### Longfellow Elementary

1130 Seymour 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 2020-21 school year was 14,283.80 students. District enrollment decreased by 1% from the previous year.

#### 2020-21 Certified Weighted Enrollment

Enrollment Category	Enrollment
Resident Public Students Attending	13,897.70
Resident Public Students Attending Another Iowa Public School District	381.80
Non Public Shared Time & Competent Private Instruction Students Dual Enrolled for District Classes	4.30
Non Public Shared time & Competent Private Instruction Students Dual Enrolled for Post-Secondary Education Option Classes	0.00
Actual Enrollment (Certified Weighted Enrollment)	14,283.80

### Free and Reduced

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

#### 2016-21 Free and Reduced Lunch Rates

Year	Percentage of Enrollment
2020-21	36.8%
2019-20	37.7%
2018-19	38.1%
2017-18	35.5%
2016-17	36.8%

### Race/Ethnicity

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

#### 2016-21 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
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%
2016-17	6.2%	18.9%	11.5%	4.9%	0.3%	0.1%	58.1%

## 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.

### 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.

### 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.

### EMPATHY

#### ***A graduate...***

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

### 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.

### 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.



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## Board of Directors Goals and Objectives

### 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 overtime.
- On average, the number and percent 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 Sub Group 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 percent of students who scored proficient during the 2020-21 school year in reading and mathematics by grade level bands.

We also report the percent of students that fall within certain achievement bands on the ISASP. The charts following the grade level band tables show the 2020-21 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.

Student Academic Achievement (*continued*)

**2020-21 Iowa Statewide Assessment of Student Progress Results**  
**% Proficient, by Grade Level Bands, All Students Tested**

**Grades 3-6 ENGLISH LANGUAGE ARTS**

	<b>2018-19</b>	<b>2020-21</b>
All students	67.6	65.2
FRL	42.0	39.8
IEP	29.0	27.3
ELL	20.6	11.1
American Indian or Alaska Native	58.3	60.0
Asian	85.0	83.2
Black or African American	41.3	39.8
Hispanic/Latino	49.0	39.8
Hawaiian/Pacific Islander	--	69.2
White	80.8	79.2

**Grades 7-8 ENGLISH LANGUAGE ARTS**

	<b>2018-19</b>	<b>2020-21</b>
All students	70.8	69.5
FRL	42.0	46.0
IEP	17.4	20.3
ELL	19.3	10.1
American Indian or Alaska Native	--	52.6
Asian	95.1	89.7
Black or African American	37.7	43.1
Hispanic/Latino	49.0	55.6
Hawaiian/Pacific Islander	--	75.0
White	85.2	81.8

**Grades 9-11 ENGLISH LANGUAGE ARTS**

	<b>2018-19</b>	<b>2020-21</b>
All students	73.1	73.0
FRL	47.3	46.7
IEP	17.3	20.8
ELL	17.0	13.4
American Indian or Alaska Native	64.9	68.3
Asian	89.5	91.7
Black or African American	40.7	42.3
Hispanic/Latino	57.8	55.5
Hawaiian/Pacific Islander	--	87.5
White	86.5	86.2

**Grades 3-6 MATH**

	<b>2018-19</b>	<b>2020-21</b>
All students	72.2	64.8
FRL	47.9	36.2
IEP	30.3	31.5
ELL	30.3	17.6
American Indian or Alaska Native	63.9	48.9
Asian	90.9	88.3
Black or African American	45.1	34.4
Hispanic/Latino	51.9	36.4
Hawaiian/Pacific Islander	--	69.2
White	85.4	81.2

**Grades 7-8 MATH**

	<b>2018-19</b>	<b>2020-21</b>
All students	69.5	65.5
FRL	40.6	40.2
IEP	16.4	19.8
ELL	22.2	10.1
American Indian or Alaska Native	--	47.4
Asian	92.3	89.1
Black or African American	38.4	35.6
Hispanic/Latino	45.7	47.6
Hawaiian/Pacific Islander	--	75.0
White	84.0	79.7

**Grades 9-11 MATH**

	<b>2018-19</b>	<b>2020-21</b>
All students	71.4	65.4
FRL	44.1	35.2
IEP	18.1	16.2
ELL	23.5	16.6
American Indian or Alaska Native	67.6	58.5
Asian	95.0	90.0
Black or African American	38.2	33.8
Hispanic/Latino	50.9	39.4
Hawaiian/Pacific Islander	--	87.5
White	85.3	79.8

**Key**

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

**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 Statewide Assessment of Student Progress, 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)*2020-21 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	44	7	51	45	5	50
Male	46	5	51	41	3	44
Female	42	10	52	48	7	55
FRL	24	2	26	31	2	33
Non FRL	59	11	70	55	8	63
IEP	19	3	22	14	1	15
Non IEP	48	8	56	50	6	56
ELL	4	0	4	8	0	8
Non ELL	50	8	58	47	5	52
Asian	56	14	70	48	8	56
Black or African American	23	0	23	21	1	22
Hispanic/Latino	20	7	27	28	2	30
White	56	10	66	50	6	56

2020-21 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	44	20	64	51	18	69
Male	46	22	68	50	21	71
Female	41	18	59	53	16	69
FRL	31	6	37	45	8	53
Non FRL	53	31	84	56	26	82
IEP	25	10	35	32	5	37
Non IEP	47	22	69	55	21	76
ELL	24	1	25	28	2	30
Non ELL	47	23	70	53	20	73
Asian	44	44	88	43	31	74
Black or African American	30	2	32	31	3	34
Hispanic/Latino	23	8	31	44	7	51
White	54	28	82	55	22	77

Student Academic Achievement *(continued)*2020-21 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	57	14	71	62	11	73
Male	53	13	66	61	9	70
Female	61	16	77	63	13	77
FRL	45	3	48	55	4	59
Non FRL	65	21	86	68	16	84
IEP	24	2	26	27	1	28
Non IEP	61	16	77	68	12	80
ELL	15	0	17	28	0	28
Non ELL	63	16	79	64	11	75
Asian	47	38	85	62	17	79
Black or African American	45	2	47	43	2	45
Hispanic/Latino	42	3	45	54	4	58
White	66	20	86	65	13	78

2020-21 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	52	10	62	55	11	66
Male	50	11	61	55	13	68
Female	53	8	61	54	9	63
FRL	31	1	32	45	4	49
Non FRL	66	16	82	63	17	80
IEP	25	2	27	28	2	30
Non IEP	55	11	66	60	13	73
ELL	16	0	16	26	0	26
Non ELL	57	11	68	57	12	69
Asian	30	49	79	50	23	73
Black or African American	30	0	30	45	4	49
Hispanic/Latino	31	2	33	45	4	49
White	67	12	69	59	13	72

Student Academic Achievement *(continued)*2020-21 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	56	10	66	58	7	65
Male	55	9	64	55	6	61
Female	58	11	69	60	8	68
FRL	37	2	39	46	2	48
Non FRL	69	15	84	67	10	77
IEP	27	3	30	19	1	20
Non IEP	60	11	71	64	8	72
ELL	9	0	9	13	0	13
Non ELL	61	11	72	60	7	67
Asian	68	25	93	61	12	73
Black or African American	37	1	38	35	2	37
Hispanic/Latino	40	1	41	45	2	47
White	66	13	79	62	8	70

2020-21 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	47	16	63	49	13	62
Male	46	19	65	49	15	64
Female	49	14	63	49	11	60
FRL	30	4	34	41	5	46
Non FRL	58	24	82	56	19	75
IEP	24	9	33	22	2	24
Non IEP	51	17	68	54	15	69
ELL	11	1	12	19	1	20
Non ELL	51	18	69	51	14	65
Asian	41	53	94	45	29	74
Black or African American	27	4	31	28	3	31
Hispanic/Latino	35	4	39	39	5	44
White	58	21	79	54	15	69

Student Academic Achievement *(continued)*2020-21 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	60	14	74	63	8	71
Male	59	10	69	61	6	77
Female	60	19	79	66	10	76
FRL	47	3	50	53	3	56
Non FRL	68	22	90	71	12	83
IEP	26	5	31	25	1	26
Non IEP	64	15	79	70	9	79
ELL	20	0	20	19	0	19
Non ELL	63	15	78	66	8	74
Asian	63	34	97	64	15	79
Black or African American	43	1	44	40	1	41
Hispanic/Latino	46	8	54	53	3	56
White	68	19	87	68	9	77

2020-21 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	44	27	71	52	13	65
Male	43	27	70	52	15	67
Female	45	26	71	52	12	64
FRL	34	7	41	43	5	48
Non FRL	51	40	91	58	20	78
IEP	19	11	30	21	2	23
Non IEP	47	28	75	57	15	72
ELL	15	0	15	19	0	19
Non ELL	47	29	76	53	14	67
Asian	20	78	98	46	29	75
Black or African American	28	4	32	28	2	30
Hispanic/Latino	44	9	53	43	5	49
White	52	34	86	56	16	72

Student Academic Achievement *(continued)*

2020-21 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	55	11	66	58	5	63
Male	54	7	61	54	4	58
Female	57	15	72	62	6	68
FRL	39	3	42	45	2	47
Non FRL	66	17	83	67	7	74
IEP	20	0	20	17	0	17
Non IEP	60	13	73	64	6	70
ELL	10	0	10	12	0	12
Non ELL	60	12	72	60	5	65
Asian	51	32	83	61	12	73
Black or African American	36	3	39	31	1	32
Hispanic/Latino	46	6	52	47	2	49
White	67	14	81	62	6	68

2020-21 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	50	16	66	55	8	63
Male	50	16	66	55	9	64
Female	49	16	65	54	7	61
FRL	37	3	40	63	12	71
Non FRL	58	25	83	63	12	75
IEP	19	3	22	19	1	20
Non IEP	53	18	71	60	9	69
ELL	12	0	12	17	0	17
Non ELL	53	17	70	57	8	65
Asian	39	48	87	50	23	73
Black or African American	31	2	33	28	1	29
Hispanic/Latino	45	4	49	44	3	47
White	60	21	81	60	9	69

Student Academic Achievement *(continued)*2020-21 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	58	17	75	63	10	73
Male	60	10	70	60	7	67
Female	57	25	82	66	13	79
FRL	49	4	53	54	4	58
Non FRL	64	25	89	69	14	83
IEP	21	0	21	24	1	25
Non IEP	61	19	80	68	12	80
ELL	11	0	11	19	0	19
Non ELL	61	19	80	65	11	76
Asian	50	44	94	62	19	81
Black or African American	44	2	46	41	2	43
Hispanic/Latino	55	7	62	54	4	58
White	64	23	87	66	12	78

2020-21 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	54	13	67	59	9	68
Male	52	13	65	57	9	66
Female	56	14	70	62	8	70
FRL	40	3	43	49	3	52
Non FRL	63	20	83	66	12	78
IEP	17	0	17	23	1	24
Non IEP	57	14	71	64	10	74
ELL	8	0	8	23	0	23
Non ELL	57	14	71	61	9	70
Asian	47	44	91	55	26	81
Black or African American	33	1	34	34	1	35
Hispanic/Latino	43	5	48	49	3	52
White	64	16	80	63	10	73



Student Academic Achievement *(continued)*2020-21 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	60	15	75	63	9	72
Male	57	13	70	59	7	66
Female	63	17	80	66	11	77
FRL	46	2	48	53	3	56
Non FRL	68	22	90	69	13	82
IEP	15	1	16	20	1	21
Non IEP	64	16	80	68	10	78
ELL	17	0	17	16	0	16
Non ELL	64	16	80	65	9	74
Asian	63	35	98	64	16	80
Black or African American	38	2	40	38	2	40
Hispanic/Latino	56	8	64	52	3	55
White	68	20	88	66	10	76

2020-21 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	48	16	64	51	9	60
Male	45	18	63	49	10	59
Female	50	14	64	53	8	61
FRL	30	2	32	39	3	42
Non FRL	57	24	81	59	13	72
IEP	10	2	12	14	1	15
Non IEP	51	17	68	56	10	66
ELL	10	1	11	13	0	13
Non ELL	51	17	68	53	10	63
Asian	40	53	93	50	23	73
Black or African American	21	3	24	25	2	27
Hispanic/Latino	30	10	40	39	4	43
White	59	19	78	56	11	67

Student Academic Achievement *(continued)*2020-21 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	57	22	79	64	11	75
Male	54	20	74	60	9	69
Female	59	24	83	68	13	81
FRL	52	4	56	56	4	60
Non FRL	60	32	92	68	14	92
IEP	26	3	29	24	1	25
Non IEP	59	23	84	68	12	80
ELL	19	0	19	24	0	24
Non ELL	61	24	85	66	11	77
Asian	41	58	99	62	18	80
Black or African American	49	3	52	42	2	44
Hispanic/Latino	48	7	55	54	4	58
White	62	27	89	67	12	79

2020-21 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	42	26	68	53	9	62
Male	42	28	70	51	10	61
Female	42	24	66	55	8	63
FRL	30	7	37	42	3	45
Non FRL	49	37	86	60	13	73
IEP	19	2	21	14	1	15
Non IEP	44	28	72	58	10	68
ELL	18	0	18	17	0	17
Non ELL	44	29	73	55	10	65
Asian	29	66	95	53	21	74
Black or African American	30	5	35	28	1	29
Hispanic/Latino	30	7	37	39	3	42
White	50	32	82	58	11	69

Student Academic Achievement *(continued)*2020-21 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	51	23	74	59	14	73
Male	48	21	69	55	12	67
Female	53	25	77	64	17	81
FRL	41	6	47	52	6	58
Non FRL	56	33	89	63	19	82
IEP	17	6	23	20	1	21
Non IEP	53	25	78	63	16	79
ELL	9	0	9	17	0	17
Non ELL	55	26	81	61	15	76
Asian	33	49	82	55	22	77
Black or African American	31	5	36	39	4	43
Hispanic/Latino	55	10	65	52	7	59
White	58	29	87	62	16	78

2020-21 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	44	26	70	52	12	64
Male	40	30	70	48	14	62
Female	48	22	70	56	10	66
FRL	35	7	42	41	4	45
Non FRL	48	36	84	57	16	73
IEP	13	6	19	13	1	14
Non IEP	46	27	73	56	13	69
ELL	21	2	23	16	1	17
Non ELL	46	28	74	53	13	66
Asian	32	57	89	49	27	76
Black or African American	34	3	37	30	2	32
Hispanic/Latino	41	11	52	42	4	46
White	48	33	81	55	14	69

Student Academic Achievement *(continued)*2020-21 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	45	10	55	47	6	53
Male	47	10	57	49	6	55
Female	43	10	53	46	6	53
FRL	26	2	28	34	2	36
Non FRL	57	16	73	57	9	66
IEP	20	6	26	20	1	21
Non IEP	48	11	59	52	7	59
ELL	6	1	7	9	0	9
Non ELL	49	11	60	49	6	55
Asian	47	36	83	44	13	57
Black or African American	22	1	23	21	1	22
Hispanic/Latino	31	2	33	31	2	33
White	56	13	69	53	7	60

2020-21 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	40	24	64	47	17	64
Male	39	21	60	44	18	62
Female	41	27	68	49	16	65
FRL	30	8	38	40	8	48
Non FRL	47	34	81	51	23	74
IEP	14	1	15	20	2	22
Non IEP	43	26	69	50	19	69
ELL	3	0	3	13	0	13
Non ELL	43	25	68	48	18	66
Asian	34	56	90	44	28	72
Black or African American	24	3	27	26	3	29
Hispanic/Latino	36	9	45	39	7	46
White	47	31	78	50	20	70

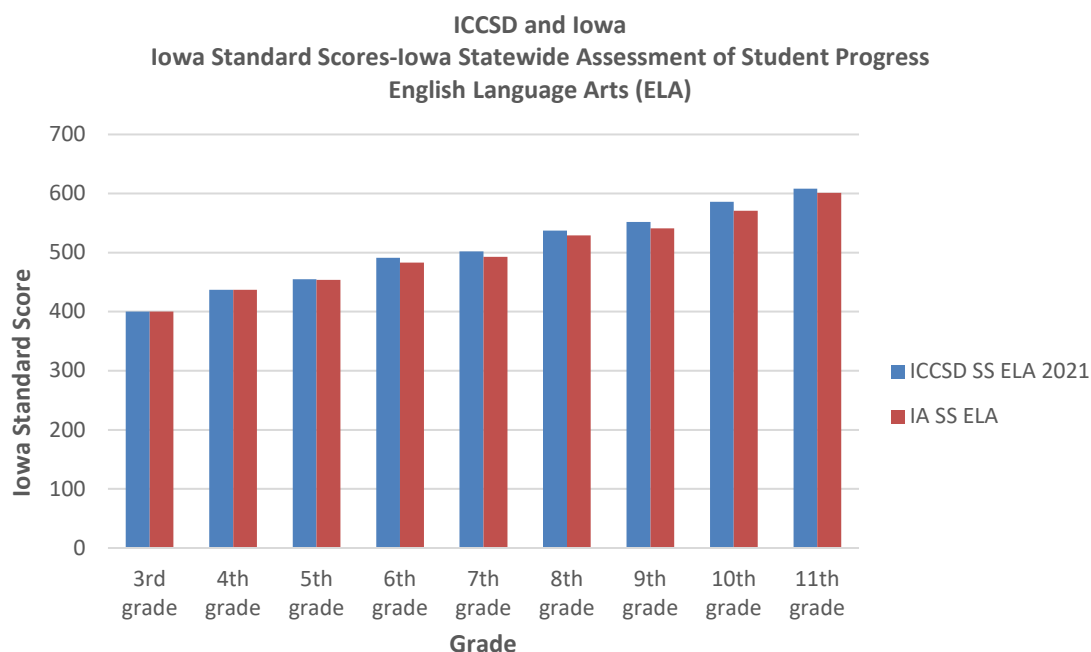
Student Academic Achievement *(continued)*2020-21 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa  
Science, Tenth Grade Students, % Proficient

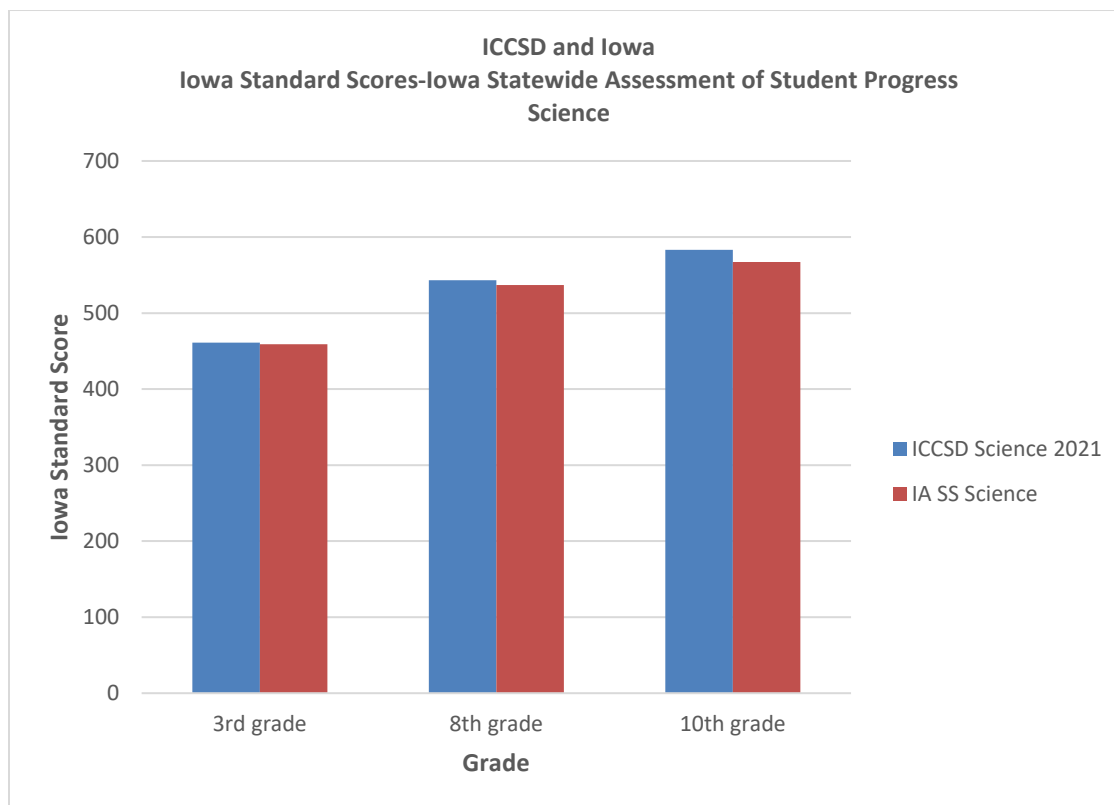
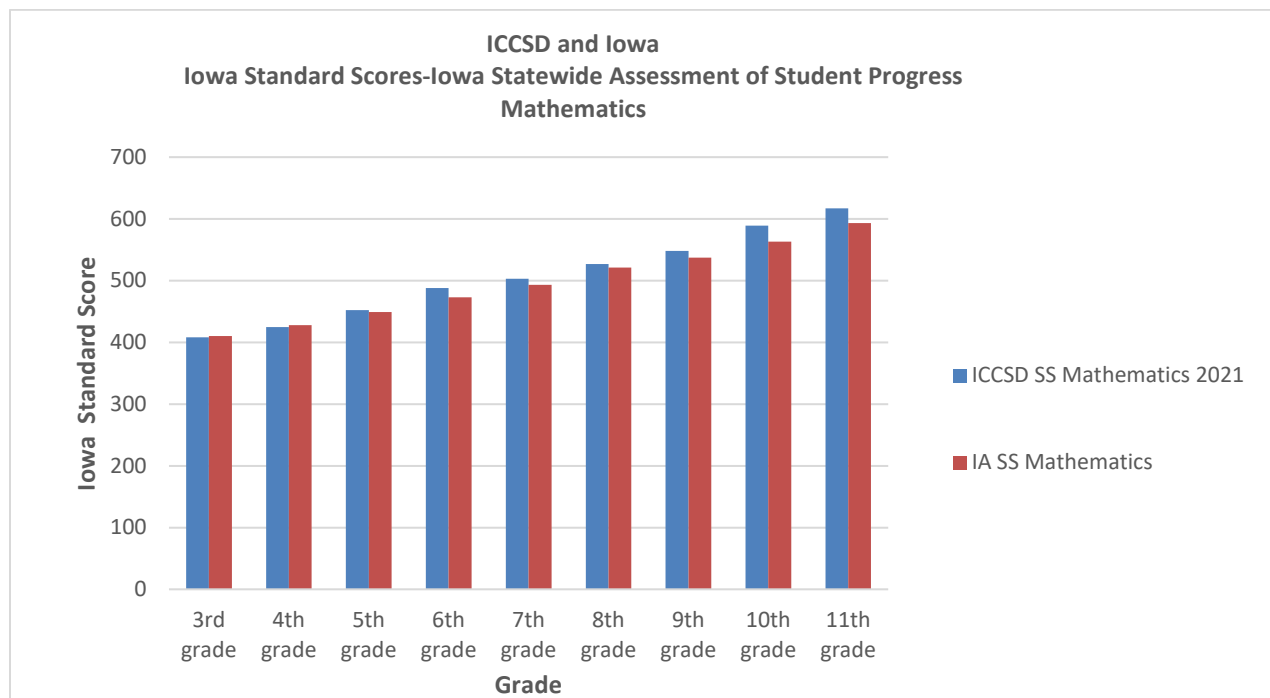
	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	48	19	67	55	8	63
Male	47	18	65	52	8	60
Female	49	21	70	59	7	66
FRL	34	5	39	44	3	47
Non FRL	56	28	84	62	11	73
IEP	24	1	25	18	0	18
Non IEP	50	21	71	60	9	69
ELL	15	0	15	17	0	17
Non ELL	51	21	72	58	8	66
Asian	46	51	97	57	16	73
Black or African American	31	3	34	31	1	32
Hispanic/Latino	38	6	44	42	3	45
White	55	24	79	59	9	68

*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 were administered in the spring. Iowa standard scores are reported.

The bar graph permits the reader to compare performance of ICCSD students to 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.



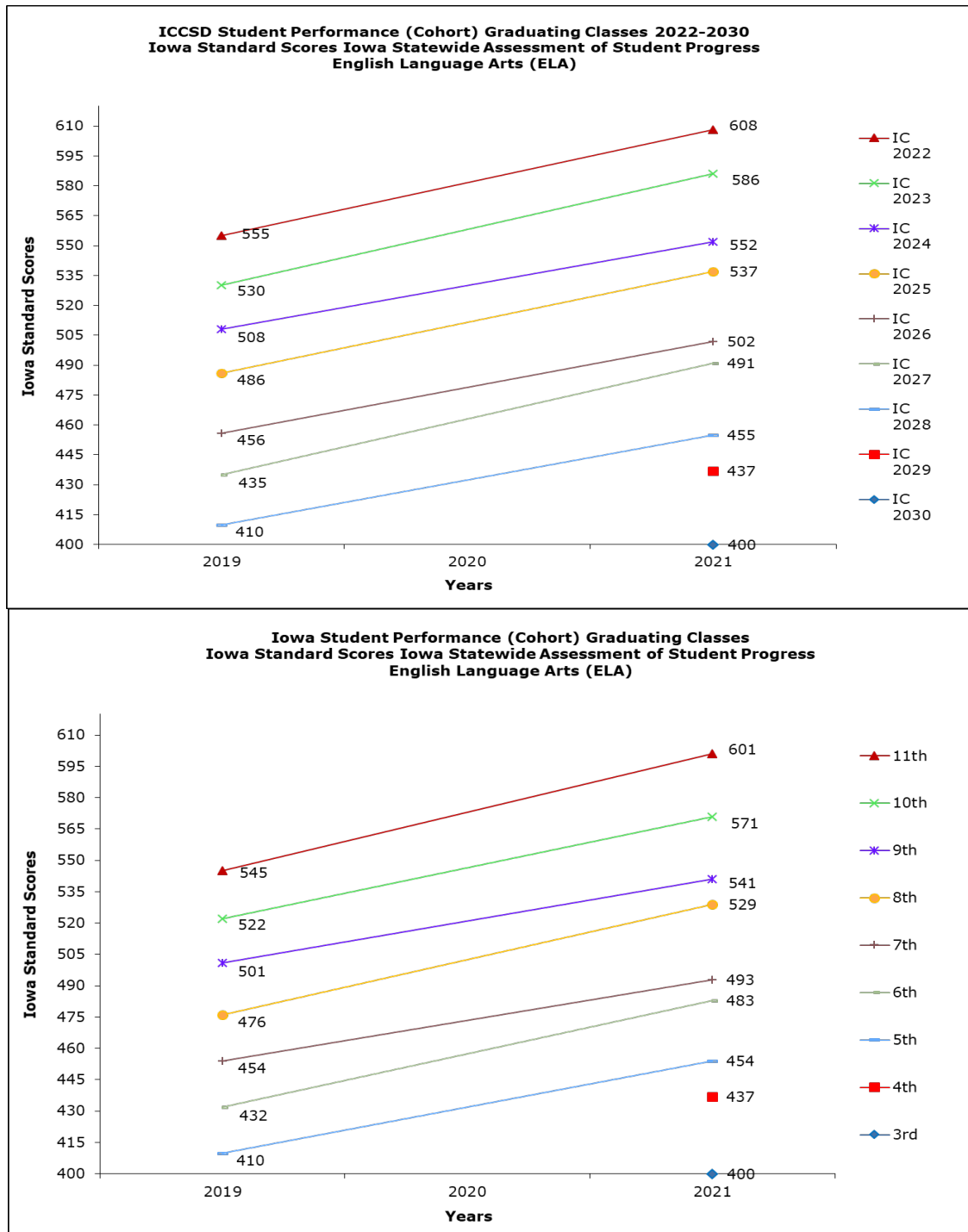
Student Academic Achievement *(continued)*

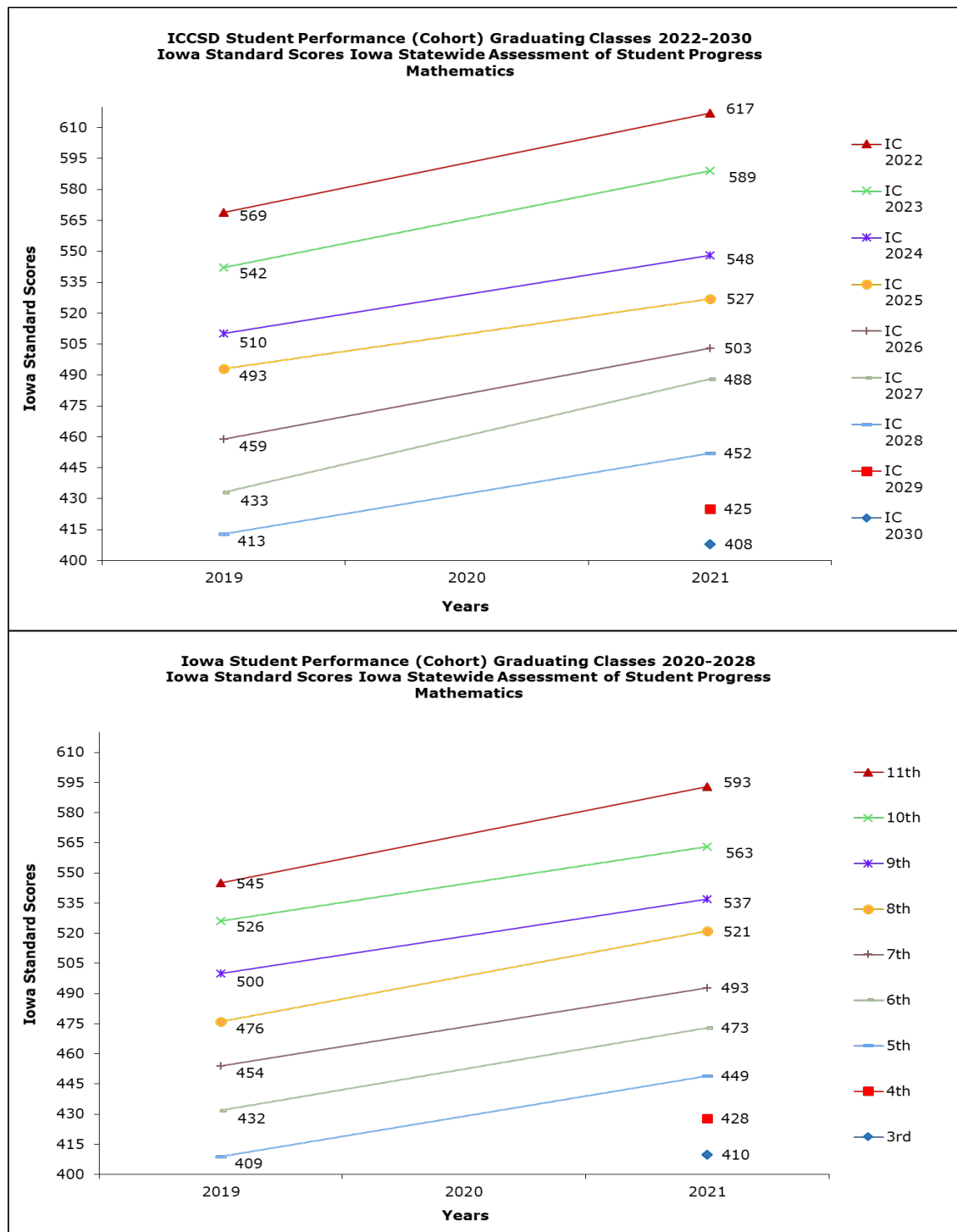
## Student Academic Achievement *(continued)*

### 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.

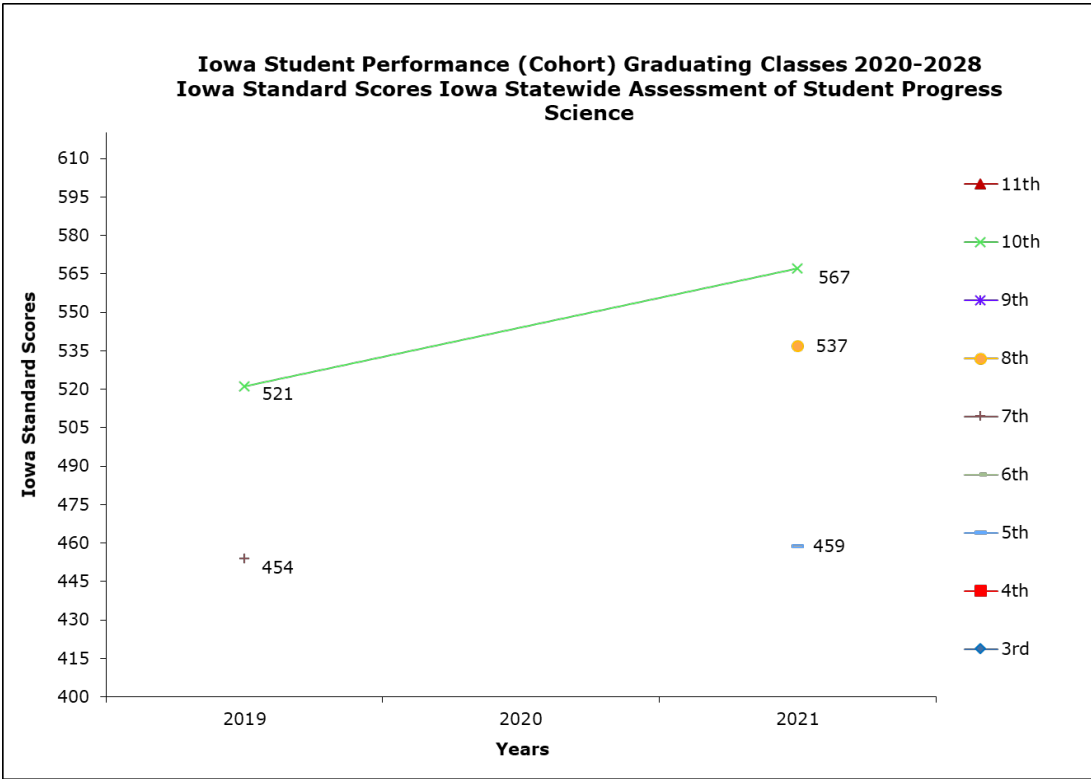
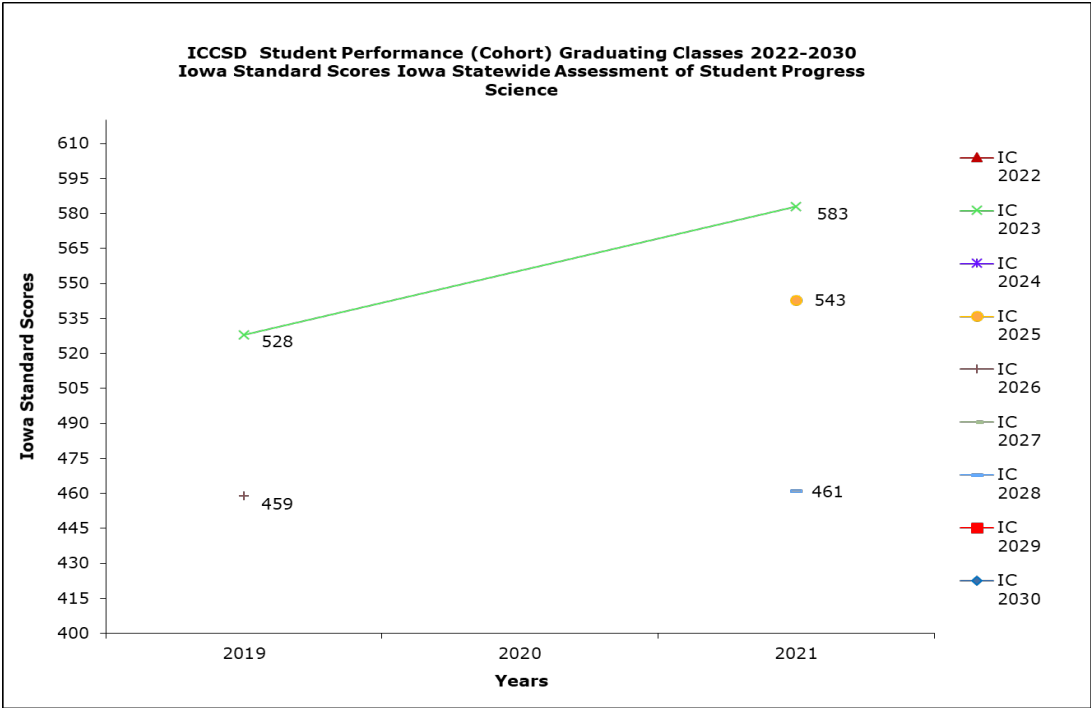
The line graph will permit the reader to compare growth performance of ICCSD students as a cohort from one year to the next and to the average growth performance of the students of the state of Iowa. The Iowa standard score is a number that describes the group's location on an achievement continuum.



Student Academic Achievement *(continued)*



Student Academic Achievement (continued)



## 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 2021 had an average composite score of 26.4. Out of the 443 ACT-tested 2021 ICCSD students, the percentages of students who met college readiness benchmarks are represented in the table below.

Class of 2021 ACT Results					
% of students who met college readiness benchmarks					
	ACT English	ACT Math	ACT Reading	ACT Science	Met all 4 Benchmarks
<b>District</b>	89	75	77	71	62
<b>Iowa</b>	64	41	52	44	29
<b>Nation</b>	56	36	44	35	25

Average ACT Scores by Race/Ethnicity					
	English ICCSD/State	Math ICCSD/State	Reading ICCSD/State	Science ICCSD/State	Composite ICCSD/State
<b>All Students</b>	25.9/20.4	26/20.8	27/22.4	26.2/21.8	26.4/21.5
<b>Black/African American</b>	18/15.3	18.9/16.6	18.3/17.2	18.6/17.1	18.5/16.7
<b>White</b>	26/21.2	26.2/21.3	27.6/23.2	26.5/22.4	22.2
<b>Hispanic/Latino</b>	23/17.1	21.7/18.1	23.9/19.2	23/19.1	23/18.5
<b>Asian</b>	29.3/22.3	29.4/22.8	29.2/23.3	28.9/22.9	29.4/23
<b>Two or More Races</b>	28.4/20.4	28/20.7	28.8/22.7	28/21.8	28.3/21.5

### National Merit Scholars

Recognition as a National Merit Semi-finalist was received by 32 students at City High, Liberty High and West High. Twenty-nine of these students were also named National Merit Finalists.

### Postsecondary Plans

The class of 2021 was surveyed about their postsecondary intentions.

Class of 2021 Postsecondary Plans		
Intention	Number of Students	Percent of Students
Postsecondary School	492	49.1%
Other Training	10	1.0%
Employed	43	4.3%
Homemaker	1	<1%
Active Military	10	1.0%
Unknown	42	4.2%
Didn't complete survey	404	40.3%

**Academic Indicators (continued)****Graduation Rate**

The ICCSD four-year graduation rate was 92.6% in 2019-2020. The statewide graduation rate was 91.6% for 2019-2020. The percentage of graduates by comparison subgroups is summarized in the following tables.

**2019-2020 ICCSD Graduation Rate Data**

<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>
<b>Female</b>	495	47.50%	461	47.77%	93.13%
<b>Male</b>	547	52.50%	504	52.23%	92.14%
<b>Total</b>	1,042	100%	965	100%	92.6%

<b>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>
<b>Asian</b>	60	5.53%	60	5.90%	100%
<b>Black of African American</b>	198	18.49%	174	15.91%	87.88%
<b>Hispanic/Latino</b>	135	11.76%	115	11.12%	85.19%
<b>Multi-Racial</b>	54	4.62%	50	4.89%	92.59%
<b>White</b>	589	59.40%	560	62.07%	95.07%
<b>Not Reported</b>	2	<1%	2	<1%	100%
<b>Total</b>	1,042	100%	965	100%	92.6%

<b>IEPs</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>
<b>IEP</b>	114	10.94%	87	9.02%	76.32%
<b>Non IEP</b>	928	89.06%	878	90.98%	94.6%
<b>Total</b>	1,042	100%	965	100%	92.6%

<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>
<b>ELL</b>	125	12%	104	10.78%	83.2%
<b>Non ELL</b>	917	88%	861	89.22%	93.9%
<b>Total</b>	1,042	100%	965	100%	92.6%

\*Graduation rate data is always reported one year behind due to availability of data.

**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 2016-17 to 2020-21 school years with the percent of students who scored proficient in each category is represented in the table below. Data is disaggregated when available. The testing was unable to be administered during the spring of the 2019-20 school year due to the school closure due to the COVID-19 Pandemic.

**2016-17 to 2020-21 FAST Proficiency Levels  
Kindergarten through Sixth Grade Students, % Proficient**

**Iowa City Community School District**

	2016-17	2017-18	2018-19	2020-21	State Spring 2021
<b>All Students</b>	73.50	75.61	73.75	66.06	--
<b>Kindergarten</b>	75.04	72.47	68.93	59.89	61%
<b>First Grade</b>	69.38	75.22	68.06	54.32	56%
<b>Second Grade</b>	71.16	70.17	73.06	65.20	62%
<b>Third Grade</b>	72.86	74.40	74.11	65.06	66%
<b>Fourth Grade</b>	73.71	76.36	77.21	71.88	--
<b>Fifth Grade</b>	75.93	79.83	75.92	70.52	--
<b>Sixth Grade</b>	77.05	81.64	79.96	75.55	--
<b>Male</b>	NA	73.67	72.09	64.54	--
<b>Female</b>	NA	77.62	75.50	67.68	--
<b>Asian</b>	86.67	84.94	86.55	85.48	--
<b>Black or African American</b>	50.50	56.38	53.76	44.95	--
<b>Hispanic/Latino</b>	56.94	55.46	57.30	45.54	--
<b>Native Hawaiian or Other Pacific Islander</b>	73.33	50.00	50.00	54.55	--
<b>Multi-Racial</b>	74.74	76.42	76.36	63.94	--
<b>White</b>	82.80	84.03	82.92	77.58	--
<b>American Indian or Alaska Native</b>	80.00	70.37	86.67	71.43	--

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

**Iowa City Community School District**

	2020-21
<b>All Students</b>	73.90
<b>Seventh Grade</b>	75.70
<b>Eighth Grade</b>	71.96
<b>Male</b>	67.00
<b>Female</b>	67.62
<b>Asian</b>	87.39
<b>Black or African American</b>	48.26
<b>Hispanic/Latino</b>	57.64
<b>Multi-Racial</b>	76.11
<b>White</b>	83.23

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 2020-21 with the percent of students who scored proficient in each category is represented in the table below. Data is disaggregated when available. The testing was unable to be administered during spring of the 2019-20 school year due to the school closure due to the COVID-19 Pandemic.

2017-2018 to 2020-21 FAST Proficiency Levels Kindergarten through Sixth Grade Students, % Proficient			
Iowa City Community School District	% Proficient by Year		
	2017-18	2018-19	2020-21
All Students	62.05	64.59	64.69
Kindergarten	51.95	63.95	70.07
First Grade	74.71	71.12	58.27
Second Grade	75.11	77.60	65.38
Third Grade	57.40	57.18	62.18
Fourth Grade	54.59	62.12	66.89
Fifth Grade	55.52	53.69	60.79
Sixth Grade	64.44	66.73	69.67
Male	64.05	66.36	67.19
Female	59.98	62.73	62.04
Asian	84.39	86.58	91.08
Black or African American	29.82	34.02	33.51
Hispanic/Latino	30.40	44.54	39.46
Native Hawaiian or Other Pacific Islander	40.00	62.50	54.55
Multi-Racial	61.43	63.48	61.41
White	75.23	77.83	80.77
American Indian or Alaska Native	59.26	62.50	85.71

2020-21 FAST Proficiency Levels 7 <sup>th</sup> and 8 <sup>th</sup> Grade Students % Proficient	
Iowa City Community School District	2020-21
All Students	67.31
Seventh Grade	69.53
Eighth Grade	64.81
Male	67.00
Female	67.62
Asian	90.91
Black or African American	34.03
Hispanic/Latino	49.07
Multi-Racial	67.96
White	80.06

## 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 947 graduates in the class of 2021, 53% 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.

**2020-21 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	24	3,368	2017	221/11.0	246/12.2	138/6.8	1404/69.6	18/0.9	26/1.3	384/19
U of Iowa PSEO	74	177	90	35/38.9	N<10	N<10	48/53.3	0/0	0/0	N<10
Kirkwood courses	71	1488	572	35/6.12	67.1/1.71	33/5.77	434/75.87	15/2.62	19/3.32	94/16.43

### 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 assessments.

**2020-21 Advanced Placement Program Participation**

Number of students who took AP Exams	1,284
Number of Exams taken	2,026
Number of Exams receiving 3 or higher	1,510
Percentage of Exams receiving 3 or higher	74.6%

**2020-21 Advanced Placement Score Results**

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Multi-Racial	No response	Total
Score of 1		16	30	14		110	N<10	10	191
Score of 2		26	20	27		226	15	10	325
Score of 3		69	26	38		354	22	14	N<10
Score of 4		93	13	31		343	31	20	533
Score of 5		122	N<10	26		253	29	14	453
Total Exams	N<10	326	98	136	N<10	1,286	106	68	2,026
Mean Score		3.86	2.50	3.21		3.31	3.53	3.26	
# of Students	N<10	148	74	90	N<10	849	69	49	1,284

## 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, students and community representatives. The Self-Study Committee has the responsibilities 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:

**2020-2028 Curriculum Review Cycle**

	2020-21	2021-22	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<b>Year 1:</b> Collect Data & Prepare for Review	PE Guidance	ELL Health Math	Gifted Education Science	World Language	Library	Language Arts	Music Art	PE Social Studies
<b>Year 2:</b> Conduct Review	Music Art Social Studies	PE Guidance	ELL Health Math	Gifted Education Science	World Language	Library	Language Arts	Music Art
<b>Year 3:</b> Pilot & Select Materials	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Elementary Math	ELL Health Secondary Math	Gifted Education Science	Library World Language	Elementary Language Arts	Secondary Language Arts
<b>Year 4:</b> Implement Plan and Monitor Progress	Elementary (3- 6) Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Elementary Math	ELL Health Secondary Math	Gifted Education Science	Library World Language	Elementary Language Arts
<b>Year 5:</b> Implement Plan and Monitor Progress	Elementary Language Arts	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Elementary Math	ELL Health Secondary Math	Gifted Education Science	Library World Language
<b>Year 6:</b> Implement Plan and Monitor Progress	Library World Language	Elementary Language Arts	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Elementary Math	ELL Health Secondary Math	Gifted Education Science
<b>Year 7:</b> Implement Plan and Monitor Progress	Gifted Education Science	Library World Language	Elementary Language Arts	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Elementary Math	ELL Health Secondary Math
<b>Year 8:</b> Implement Plan and Monitor Progress	ELL Health Secondary Math	Gifted Education Science	Library World Language	Elementary Language Arts	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Elementary 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 2 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

- Orton Gillingham
- Common Core Standards
- 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)
- 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

**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:

#### 2020-21 Professional Development Funding Sources

Teacher Quality Program	\$991,794
Title I ESSA	\$66,900
General Fund	\$60,000
Title I	\$63,379
Title II	\$38,492



## 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 proposed committee members are balanced by gender and provide representation from the different geographic areas of the district. Committee membership was approved during the February 9, 2021 Board of Directors Meeting.

The meeting took place on April 6, 2021 from 4:30 to 6:00pm 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 Diversity, Equity, and Inclusion Plan. 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.

### Goal #1

#### Reduce the Opportunity Gap for Structurally Disadvantaged Students

##### Notes:

- Elementary-1A: 100% goal is important
- Secondary-1A: Consider setting a minimum percentage, since each building gets to decide its own percentage.
- Elementary-1B: Students in ELP should be more representative of the student population.
- Elementary-1C: All students need to have access to rigorous core programming.
- Secondary-1C: We need to have fewer kids in lower-than-grade-level math courses. We need to offer more supports to make sure that's possible. Ensuring all students meet grade-level performance probably needs to be prioritized over ELP.

### Goal #2

#### Reduce Disproportionality in Discipline

##### Notes:

- Concerns about disproportionality between groups in all data points.
- Consider collecting data about the utilization of places like SACs, NEST, Guidance, etc.
- Connect to the district discipline data reports and use their recommendations to better support these goal areas.

### Goal #3

#### Create Equitable, Inclusive and Supportive School Environments

##### Notes:

- Consider opportunities to gather SEL data earlier in the school year and more frequently than the U of Iowa Survey.
- There is a lot of reliance on the U of I survey, consider other data points.
- Consider data that could provide more individual results, not just collective information.
- More education is needed around the holocaust, as well as information to combat anti-Islamic and anti-Asian rhetoric.

### Goal #4

#### Attain Diverse and Culturally Proficient Teachers, Administrators, and Staff

##### Notes:

- Recruiting may not be as difficult as retaining people. Consider collecting information on why people stay and why they leave (e.g. exit interviews). Do we collect information about what efforts we are making to keep students of color here? For example, are guidance counselors trying to encourage students of color to teach?

## School Improvement Advisory Committee (*continued*)

- Consider having instructional coaches collect data about conversations they have with teachers regarding culturally responsive and equity informed practices.
- There are teachers/admin/ staff that utilize culturally responsive practices as well. Consider ways to identify them and share practices.
- Consider making Restorative Justice Training mandatory. This would reflect the movement in restorative disciplinary practices.
- Administrators are assessing teachers' culturally responsive teaching practices. It might be helpful to know what students' families think-consider collecting information from students/families on this.
- Consider getting that information from the University of Iowa Culture and Climate Survey.
- Consider adding a culturally responsive leadership standard.
- Consider a 360 evaluation of administrators.

### Goal #5

#### Increase Stakeholder Engagement (Parents, Students, and Community Members)

##### Notes:

- Consider collecting data capturing the percent of each buildings' community groups that are people of color (like PTO, DPO, Back to School Nights, Ice Cream Social, conferences, etc.).
- Consider collecting data from families about what they know about these opportunities and how we could make it more inviting to all families or create opportunities that are more engaging.
- Define what engagement means to different families.
- Identify parents and invite them to individually be a part of the process.
- Go out into the community so you can be involved in a regular event to receive feedback.
- Establish what groups, committees, decision-making entities that we want to collect data from.
- Consider ways to counter the trauma of the building that prevents families from wanting to come to the school.
- Collect data about how many groups are using translation services or receive communication in their native language.
- Recruit individuals who speak a variety of languages within a school.
- We need to be careful of an over-reliance on emails, especially long emails when we may be able to send critical information via text, call, or social media and other means that are a part of a family's life.

### Goal #6:

#### Create Culturally Responsive and Equity-Informed District Policies and Practices

##### Notes:

- Consider collecting and sharing information about building-level funding discrepancies and staffing allocations to see if this is supporting the work of equity.
- Continue to have community level discussions to develop a community understanding of equity work.

## 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.

### Dropout Rates

Of the 6,437 students in grades 7-12 in 2019-20, 87 students dropped out during the school year. The percentage of dropouts has decreased from 1.60% in 2018-19 to 1.35% in 2019-20.

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

**2019-20 Dropout Comparison Data**

<b>Gender</b>	<b># of 7-12 Students</b>	<b>% of 7-12 Students</b>	<b># of Dropouts</b>	<b>% of Dropouts</b>	<b>Drop Out Rate</b>
<b>Female</b>	3,178	49.37%	35	40.23%	1.10%
<b>Male</b>	3,259	50.63%	52	59.77%	1.60%
<b>Total</b>	6,437	100%	87	100%	1.35%

<b>Ethnicity</b>	<b># of 7-12 Students</b>	<b>% of 7-12 Students</b>	<b># of Dropouts</b>	<b>% of Dropouts</b>	<b>Drop Out Rate</b>
<b>American Indian or Alaska Native</b>	22	<1%	0	0.00%	0.00%
<b>Asian</b>	364	5.65%	0	0.00%	0.00%
<b>Black or African American</b>	1,222	18.98%	27	31.03%	2.21%
<b>Hispanic/Latino</b>	851	13.22%	24	27.59%	2.82%
<b>Multi-Racial</b>	327	5.08%	8	9.20%	2.45%
<b>White</b>	3,645	56.63%	28	32.18%	.77%
<b>Not Reported</b>	6	<1%	0	0%	0%
<b>Total</b>	6,437	100%	87	100%	1.35%

<b>IEPs</b>	<b># of 7-12 Students</b>	<b>% of 7-12 Students</b>	<b># of Dropouts</b>	<b>% of Dropouts</b>	<b>Drop Out Rate</b>
<b>IEP</b>	621	9.65%	11	12.64%	1.77%
<b>Non IEP</b>	5,816	90.35%	76	87.36%	1.31%
<b>Total</b>	6,437	100%	87	100%	1.35%

<b>ELL</b>	<b># of 7-12 Students</b>	<b>% of 7-12 Students</b>	<b># of Dropouts</b>	<b>% of Dropouts</b>	<b>Drop Out Rate</b>
<b>ELL</b>	577	8.96%	20	22.99%	3.47%
<b>Non ELL</b>	5,860	91.04%	67	77.01%	1.14%
<b>Total</b>	6,437	100%	87	100%	1.35%

*\*Dropout data is always reported one year behind due to availability of data.*

## Student Behavior Statistics *(continued)*

### Suspensions

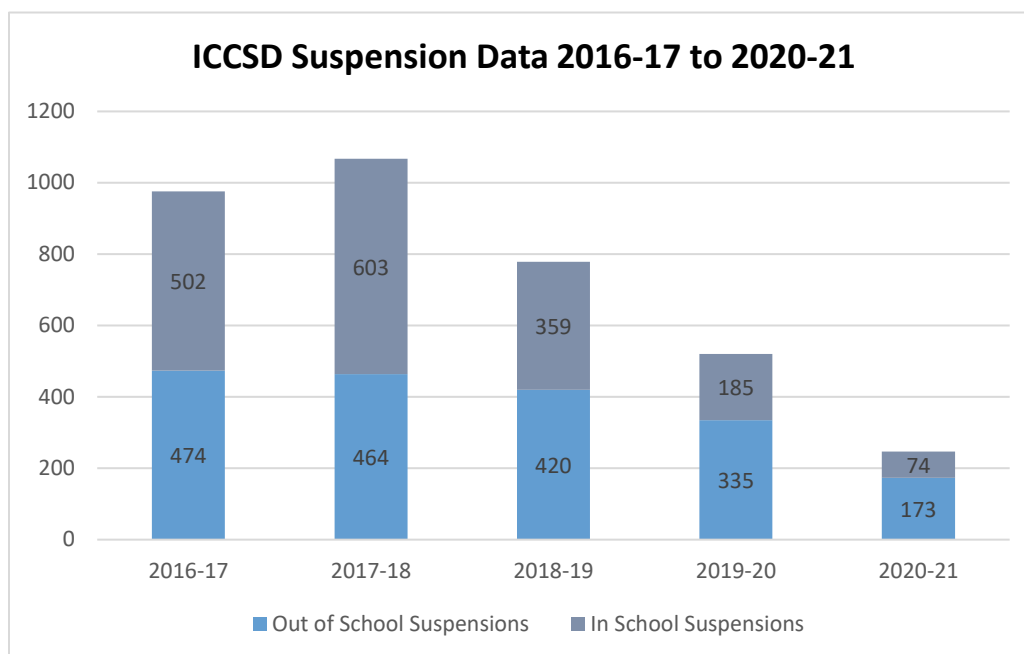
Students may receive school suspension for infractions of district rules that threaten the safety of other students. The table below summarizes the number of in-school and out-of-school suspensions for K–12 for the 2019-20\* and 2020-21 school years.

\*Note: 2019-20 School year data is only through March 13, 2020, due to early school closure for the COVID-19 Pandemic. The 2020-21 data is also unique in that there were several learning models (i.e. online, hybrid and onsite) employed throughout the school year.

Number of In-School Suspensions			Number of Out-of-School Suspensions		
Offense	2019-20	2020-21	Offense	2019-20	2020-21
Arson	0	0	Arson	1	0
Use/Possession of Alcohol	4	0	Use/Possession of Alcohol	6	0
Use/Possession of Drugs	3	7	Use/Possession of Drugs	38	20
Use/Possession of Tobacco	4	4	Use/Possession of Tobacco	22	2
Criminal Mischief	4	1	Criminal Mischief	7	2
Fighting	34	14	Fighting	107	68
Physical Aggression	62	25	Physical Aggression	107	46
Verbal Aggression	11	5	Verbal Aggression	8	1
Bullying	4	0	Bullying	3	3
Harassment	3	5	Harassment	10	13
Theft	2	1	Theft	3	1
Weapons	2	2	Weapons	14	8
DIN-DD*	52	10	DIN-DD*	9	9
<b>Grand Total</b>	<b>185</b>	<b>74</b>	<b>Grand Total</b>	<b>335</b>	<b>173</b>

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

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



Student Behavior Statistics *(continued)*

## 2020-21 In and Out of School Suspensions: Disaggregated Data

Offense	Total	Ethnicity					Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I	W	F	M	Non IEP	IEP	FRL	Paid	Non ELL	ELL
<b>Arson (Total)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
ISS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OSS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Controlled Substances (Total)</b>	<b>33</b>	<b>0</b>	<b>19</b>	<b>3</b>	<b>0</b>	<b>11</b>	<b>10</b>	<b>23</b>	<b>24</b>	<b>9</b>	<b>26</b>	<b>7</b>	<b>28</b>	<b>5</b>
<b>Use Possession of Alcohol (Total)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
ISS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OSS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Use/Possession of Drugs (Total)</b>	<b>27</b>	<b>0</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>10</b>	<b>10</b>	<b>17</b>	<b>21</b>	<b>6</b>	<b>21</b>	<b>6</b>	<b>24</b>	<b>3</b>
ISS	7	0	2	1	0	4	4	3	6	1	6	1	6	1
OSS	20	0	13	1	0	6	6	14	15	5	15	5	18	2
<b>Use/Possession of Tobacco (Total)</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>2</b>
ISS	4	0	2	1	0	1	0	4	1	3	3	1	3	1
OSS	2	0	2	0	0	0	0	2	2	0	2	0	1	1
<b>Criminal Mischief (Total)</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>1</b>
ISS	1	0	0	0	0	1	0	1	0	1	1	0	0	1
OSS	2	0	2	0	0	0	0	2	0	2	2	0	2	0
<b>Disorderly Conduct/Assault (Total)</b>	<b>159</b>	<b>0</b>	<b>131</b>	<b>11</b>	<b>1</b>	<b>16</b>	<b>50</b>	<b>109</b>	<b>103</b>	<b>56</b>	<b>134</b>	<b>25</b>	<b>140</b>	<b>19</b>
<b>Fighting</b>	<b>82</b>	<b>0</b>	<b>74</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>18</b>	<b>64</b>	<b>56</b>	<b>26</b>	<b>71</b>	<b>11</b>	<b>71</b>	<b>11</b>
ISS	14	0	13	1	0	0	4	10	12	2	11	3	12	2
OSS	68	0	61	3	0	4	14	54	44	24	60	8	59	9
<b>Physical Aggression (Total)</b>	<b>71</b>	<b>0</b>	<b>55</b>	<b>5</b>	<b>1</b>	<b>10</b>	<b>30</b>	<b>41</b>	<b>44</b>	<b>27</b>	<b>58</b>	<b>13</b>	<b>63</b>	<b>8</b>
ISS	25	0	18	3	0	4	10	15	17	8	20	5	22	3
OSS	46	0	37	2	1	6	20	26	27	19	38	8	41	5
<b>Verbal Aggression (Total)</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>0</b>
ISS	5	0	1	2	0	2	2	3	2	3	4	1	5	0
OSS	1	0	1	0	0	0	0	1	1	0	1	0	1	0

Student Behavior Statistics *(continued)*

## 2020-21 In and Out of School Suspensions: Disaggregated Data (Continued)

Offense	Total	Ethnicity					Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I	W	F	M	Non IEP	IEP	FRL	Paid	Non ELL	ELL
<b>Bullying/Harassment (Total)</b>	<b>21</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>8</b>	<b>13</b>	<b>13</b>	<b>8</b>	<b>14</b>	<b>7</b>	<b>19</b>	<b>2</b>
<b>Bullying (Total)</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>
ISS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OSS	3	0	2	0	0	1	3	0	2	1	3	0	3	0
<b>Harassment (Total)</b>	<b>18</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>5</b>	<b>13</b>	<b>11</b>	<b>7</b>	<b>11</b>	<b>7</b>	<b>16</b>	<b>2</b>
ISS	5	0	2	0	0	3	1	4	4	1	2	3	4	1
OSS	13	0	8	0	0	5	4	9	7	6	9	4	12	1
<b>Theft (Total)</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>
ISS	1	0	0	0	0	1	0	1	1	0	1	0	1	0
OSS	1	0	0	0	0	1	1	0	0	1	1	0	1	0
<b>Weapons (Total)</b>	<b>10</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>2</b>	<b>10</b>	<b>0</b>
ISS	2	0	1	0	0	1	1	1	2	0	1	1	2	0
OSS	8	0	7	0	0	1	1	7	3	5	7	1	8	0
<b>DIN-DD (Total)</b>	<b>19</b>	<b>0</b>	<b>13</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>11</b>	<b>11</b>	<b>8</b>	<b>15</b>	<b>4</b>	<b>18</b>	<b>1</b>
ISS	10	0	8	1	0	1	3	7	5	5	8	2	9	1
OSS	9	0	5	2	0	2	5	4	6	3	7	2	9	0
<b>Grand Total</b>	<b>247</b>	<b>0</b>	<b>185</b>	<b>17</b>	<b>1</b>	<b>44</b>	<b>79</b>	<b>168</b>	<b>157</b>	<b>90</b>	<b>202</b>	<b>45</b>	<b>219</b>	<b>28</b>
ISS	74	0	47	9	0	18	25	49	50	24	57	17	64	10
OSS	173	0	138	8	1	26	54	119	107	66	145	28	155	18

## Unduplicated count of students and infractions: In and Out of School Suspensions 2020-21

Offense	Total	Ethnicity					Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I	W	F	M	Non IEP	IEP	FRL	Paid	Non ELL	ELL
<b>Unduplicated students</b>	<b>179</b>	<b>0</b>	<b>126</b>	<b>15</b>	<b>1</b>	<b>37</b>	<b>58</b>	<b>121</b>	<b>121</b>	<b>58</b>	<b>142</b>	<b>37</b>	<b>159</b>	<b>20</b>
ISS	66	0	40	8	0	18	22	44	45	21	50	16	57	9
OSS	113	0	86	7	1	19	36	77	76	37	92	21	102	11

## 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 W=White F=Female M=Male  
 IEP=Individualized Education Program Non IEP=Students not on an Individualized Education Program  
 FRL=Free and Reduced Lunch Non FRL=Students not on Free & Reduced Lunch  
 ELL=English Language Learner Non ELL=Students not English Language Learners

Student Behavior Statistics *(continued)*

## Office Referrals (not resulting in suspension as action taken)

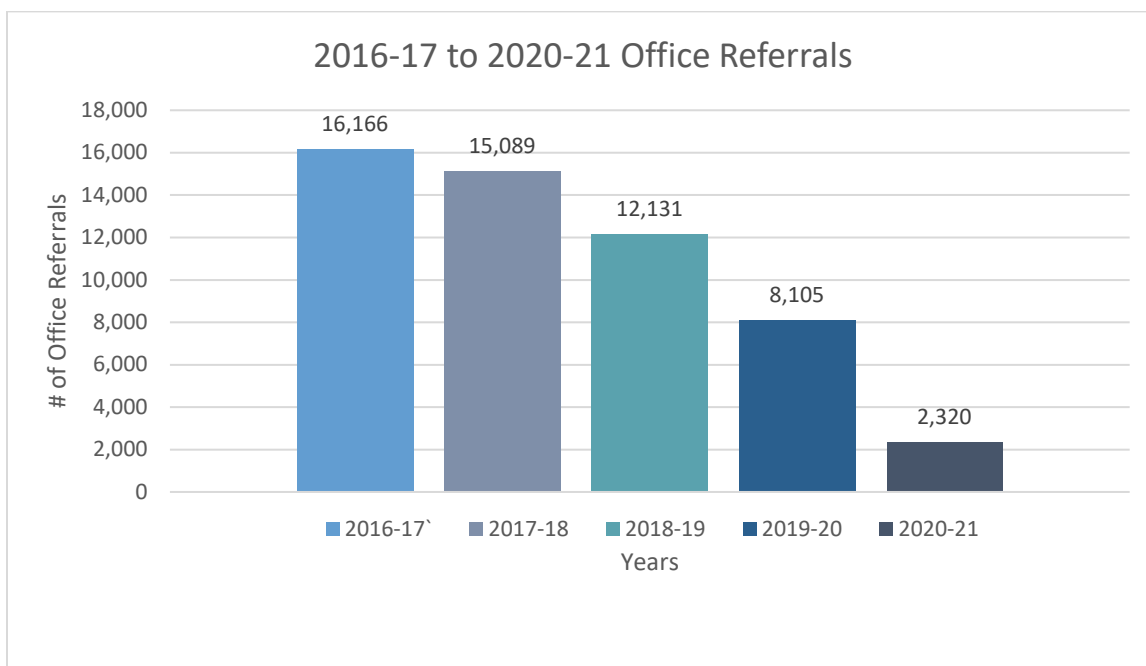
The table below summarizes the number of office referrals for K–12 for the 2020-21 school year.

2020-21 Office Referrals

Offense	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	White	Total
Abusive / inappropriate language – profanity	4	64	11	0	0	67	146
Arson	0	0	0	0	0	0	0
Bomb Threat/False Alarm	0	0	0	0	0	0	0
Bullying	0	10	2	0	0	19	31
Combustible related	0	1	0	0	0	0	1
Communication of a threat	0	5	1	0	0	2	8
Defiance / Insubordination/Non-Compliance	0	262	43	3	0	281	589
Disrespect	3	32	4	1	0	36	76
Disruption	1	77	7	0	0	75	160
Dress Code Violation	0	1	0	0	0	2	3
Forgery / Theft	1	1	0	0	0	0	2
Harassment	0	16	0	0	0	11	27
Inappropriate Display of Affection	0	0	0	0	0	5	5
Inappropriate Location / Out of Bounds Area	0	43	1	0	0	26	70
Lying / Cheating	0	2	1	0	0	1	4
Other Behavior	0	19	2	0	0	9	30
Parking Violation	0	0	0	0	0	0	0
Physical Aggression w/Injury	1	41	2	3	0	53	100
Physical Aggression w/out Injury	5	326	58	2	0	336	727
Physical Aggression w/Serious Bodily Injury	0	0	1	0	0	0	1
Physical Fighting w/Serious Bodily Injury	0	1	0	0	0	0	1
Physical Fighting w/Injury	0	11	2	0	0	3	16
Physical Fighting w/out Injury	0	87	4	0	0	20	111
Property Damage / Vandalism / Misuse	0	38	1	1	0	38	78
Skipped Class	0	0	2	0	0	0	2
Special Education Admin Law Judge Decision	0	0	0	0	0	0	0
Tardy	0	0	0	0	0	0	0
Technology Violation	0	14	6	0	0	15	35
Theft	0	20	3	0	0	12	35
Truancy	0	8	4	0	0	0	12
Use / Possession of Alcohol	0	0	0	0	0	0	0
Use / Possession of Combustibles	0	0	0	0	0	0	0
Use / Possession of Drugs	0	14	2	0	0	11	27
Use / Possession of Tobacco	0	9	0	0	0	1	10
Use / Possession of Weapons	0	8	0	0	0	5	13
Verbal Aggression	0	0	0	0	0	0	0
<b>Grand Total</b>	<b>15</b>	<b>1,110</b>	<b>157</b>	<b>10</b>	<b>0</b>	<b>1,028</b>	<b>2,320</b>

## Student Behavior Statistics *(continued)*

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



## Expulsions

In 2020-21, there were zero cases of student expulsions. The table below represents the # of expulsions for the last five years.

2016-2021 Expulsions	
Year	# of Expulsions
2020-21	0
2019-20	0
2018-19	0
2017-18	0
2016-17	0



## Student Behavior Statistics *(continued)*

### Attendance Data

The table below summarizes the K-12 district average daily attendance rate by building and trimester for the 2020-2021 school year.

Elementary School	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
Alexander	90.93%	91.33%	92.38%
Borlaug	93.27%	93.87%	94.50%
Coralville Central	92.88%	92.42%	93.07%
Garner	96.28%	95.79%	96.48%
Grant	97.49%	97.05%	96.37%
Hills	91.39%	92.13%	92.32%
Hoover	95.93%	96.16%	96.06%
Horn	97.15%	96.41%	95.06%
Kirkwood	93.63%	94.60%	95.99%
Lemme	96.10%	95.55%	95.71%
Lincoln	95.28%	96.64%	95.84%
Longfellow	94.96%	94.71%	95.95%
Lucas	94.76%	92.03%	92.91%
Mann	95.94%	93.56%	93.52%
Penn	97.97%	97.11%	96.59%
Shimek	97.20%	97.96%	96.54%
Twain	93.17%	92.56%	92.25%
Van Allen	96.69%	97.05%	96.92%
Weber	97.04%	95.78%	93.77%
Wickham	98.40%	98.29%	97.59%
Wood	92.04%	91.20%	93.09%
<b>Junior High School</b>			
North Central	97.36%	95.73%	94.58%
Northwest	97.92%	97.05%	94.63%
South East	97.87%	96.66%	92.68%
<b>High School</b>			
City	95.33%	94.38%	91.87%
Liberty	96.26%	94.97%	91.32%
West	96.71%	96.40%	91.59%
Tate	90.62%	86.68%	75.95%

## 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 calendar year.

The following table represents the Mobility and Stability rates by building for the 2020-21 school year.

2020-21 Mobility and Stability by Building		
Building	Mobility	Stability
City High	11.6%	95.8%
Liberty High	6.4%	97.2%
West High	10.6%	95.9%
Tate High	50.3%	82.5%
North Central JH	6.3%	96.5%
Northwest JH	7.4%	95.8%
South East JH	9.4%	96.9%
Alexander	26.5%	86.6%
Borlaug	17.2%	93.1%
Coralville Central	24.6%	88.4%
Grant	9.0%	96.0%
Garner	15.8%	91.6%
Hills	11.4%	95.2%
Hoover	10.6%	95.2%
Horn	15.8%	94.8%
Kirkwood	15.1%	94.5%
Lemme	13.7%	94.4%
Lincoln	16.6%	90.8%
Longfellow	18.9%	90.2%
Lucas	19.2%	91.6%
Mann	18.6%	92.4%
Penn	14.5%	95.4%
Shimek	12.5%	95.1%
Twain	16.3%	93.8%
Van Allen	11.9%	95.7%
Weber	21.6%	89.5%
Wickham	3.5%	98.1%
Wood	16.7%	94.5%

## 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.

**2016-21 Special Education Enrollment**

Year	Students	Percent of Enrollment
<b>2020-21</b>	1,360	9.8%
<b>2019-20</b>	1,400	9.8%
<b>2018-19</b>	1,218	8.5%
<b>2017-18</b>	1,174	8.3%
<b>2016-17</b>	1,164	8.3%

### English Language Learners

ELL enrollment in the Iowa City Community School District is presented below. The predominant languages in the ICCSD are English, Spanish, Arabic, French, Swahili and Chinese. Students and families speak more than 87 different languages. Students are eligible for ELL services until they demonstrate proficiency in English language skills (reading, writing, speaking, and listening). Proficient students are exited from services and monitored by the district for two years.

**2016-21 English Language Learners Enrollment**

Year	Number of ELL Students
<b>2020-21</b>	1,745
<b>2019-20</b>	1,836
<b>2018-19</b>	1,745
<b>2017-18</b>	1,623
<b>2016-17</b>	1,467

### 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 2020-21 school year, 1,730 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.

**2016-21 Extended Learning Program Enrollment**

Year	Number of ELP Students
<b>2020-21</b>	1,730
<b>2019-20</b>	1,885
<b>2018-19</b>	1,776
<b>2017-18</b>	1,518
<b>2016-17</b>	1,448

## 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.

2016-21 Preschool Program Enrollment			
Year	Students Funded by SWVPP	Students Other funding	Students Total
2020-21	470	88	558
2019-20	559	101	660
2018-19	501	77	578
2017-18	514	61	575
2016-17	446	53	499

### 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.

2020-21 Learning Supports Funding	
2020-21 Funding Sources	Amount
Dropout Prevention & Required Match	\$6,560,068
Supplemental Weighted Funding	\$467,501
McKinney - Vento Homeless Grant	\$47,045
SAVE	\$530,647
21st Community Learning Center Grants	\$281,652
United Way/Community Foundation	\$194,906
City of Coralville, Hills, North Liberty	\$65,766

## Tier 1 activities include the following

Universal Program	Description	Audience
<b>Positive Behavioral Intervention Supports (PBIS)</b>	A multi-tiered support system consisting of culturally relevant universal practices including proactive strategies for defining, teaching, and supporting appropriate student behaviors through a continuum of responses to create a safe, supportive and positive school environment. PBIS is a framework to support continuous improvement and alignment of initiatives focused on overall social, emotional, and behavioral wellness as well as academic achievement.	All students
<b>Classroom Counseling/Steps to Respect - Bullying Prevention</b>	School-wide intervention to identify and prevent bullying behaviors.	All elementary buildings
<b>Second Step Elementary and Jr. High Social Emotional Learning Curriculum</b>	School-wide social emotional learning program.	All elementary and junior high buildings and students
<b>Behavior Analysts</b>	Professional development and coaching to build capacity to manage challenging behaviors.	Available to all elementary buildings
<b>Instructional Design Strategists</b>	Professional development to build teacher capacity to assist struggling learners.	All K-12 buildings
<b>Mental Health Coordinator</b>	Professional development to build expertise to support children and families with mental health issues.	All K-12 buildings

Learning Supports *(continued)*

Tier 2 Interventions		
Program Name	Description	Target Audience
<b>K-12</b>		
Joan Buxton's School Children's Aid	Support for medications, clothing, eyeglasses, and eye exams.	Students on Free or Reduced Lunch (FRL) or the family must have some extenuating circumstances.
School-based Health Clinic	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.
PBIS Tier II	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.
<b>Elementary</b>		
Academic Supports	Intensive reading and math support for elementary students.	Students who have not demonstrated proficiency on two consecutive FAST screeners.
Title I	Intensive reading and math support for elementary students.	Students who have not demonstrated proficiency on two consecutive FAST screeners in Title I schools.
Extended Day/Extended Year	After school and summer programming for families facing barriers and/or for students below proficiency needing extra teacher support in reading & math.	The 21 <sup>st</sup> CCLC program serves students in grades K-6 attending high poverty schools who are below proficiency in reading and math.
<b>Secondary</b>		
Success Center	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.
Intensive Reading Support	Additional course for students who are not proficient in reading.	Students who have not demonstrated proficiency in reading through FAST or ISASP.
I-Jag (City High & West High)	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.
Career Development Facilitator (City, Liberty, Tate & West)	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.

**Credit Recovery-High School /Summer School**

On-line credit recovery during the school year and summer for students who have failed one or more classes.

Online credit recovery during the school year and summer for students who have failed one or more classes.

**Tier 3 Interventions**

Program Name	Description	Target Audience
<b>K-12</b>		
<b>Student and Family Advocates/ Case Management (Family Resource Centers)</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>On-site Mental Health Services</b>	On-site therapy and psychiatric services at the school-based health clinic.	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, (i.e. transportation, food, clothing, academic support).	All students who meet homeless criteria as defined by the McKinney-Vento act.
<b>Elementary</b>		
<b>PBIS Tier 3</b>	Intensive support to students who have highly disruptive behaviors. Strategies for classroom teachers to promote positive behaviors.	Students who have demonstrated a need for social, emotional, behavioral, or academic support beyond targeted group instruction. Students who meet intervention "in" criteria for Tier 3 or individualized supports based upon a convergence of data sources.
<b>Secondary</b>		
<b>Tate Alternative High School</b>	Students who have not connected to traditional schools, as indicated by excessive absences, failing grades and behavior issues. Individualized support and a flexible schedule in a smaller learning environment.	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 works 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 district employs a Health Services specialist, 13 full-time school nurses, and a 1:1 special education nurse who provides nursing coverage to all buildings and off-site programs. The tables below provide trend data regarding student health concerns and student emergencies that the district health services staff address each year. Please note, due to the COVID-19 Pandemic we offered online learning as well as a hybrid model for a portion of the school year. The data may not be reflective of previous years due to fewer students on campus daily.

2016-2021 Student Health Concerns					
	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Asthma</b>	1,011	957	907	907	827
<b>ADHD/ADD</b>	1,452	1,407	1,391	1,398	869
<b>Seizure Disorder</b>	73	112	119	121	125
<b>Type I Diabetes</b>	30	28	35	36	38
<b>Severe Food Allergies</b>	185	186	230	268	653
<b>Depression</b>	99	74	82	101	87
<b>Anxiety</b>	310	400	351	367	366

2016-2021 Student Accidents, Injuries, and Medications					
	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Accidents/Injuries</b>					
Total student accidents/injuries that required further medical evaluation	102	114	104	80	37
<b>Medications</b>					
Number of students taking prescription medication scheduled daily at school	459	462	436	453	195
Number of PRN Medications administered at school	-	-	-	-	537

## Continuum of Services

The school nurses are an integral member of the building team and provide a continuum of services to students. District nurses supervise the delivery of health services to students by other staff members, such as Special education health paraeducators that provide direct care to special education students with more severe health conditions and physical limitations and building secretaries and health office paraeducators who administer medications and provide basic first aid to students. 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. This year during the COVID-19 Pandemic they worked closely with Johnson County Public Health and played an important role in screening staff and students for COVID-19 related symptoms and contact tracing in the district.

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. The Health Services department and the district athletic trainers offer CPR and First Aid training to the Before/After School Program Staff (BASP), staff, and coaches.



## District Health Services *(continued)*

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

2016-21 Staff Trained in CPR					
	2016-17	2017-18	2018-19	2019-20	2020-21
Staff trained in CPR	120	119	149	53	72

### Healthy Kids School-based Health Clinic

Healthy Kids School-based Health Clinic offers traditional health services in the Iowa City Community School District with the collaboration of community partnerships in the Johnson County area. The clinic is open to students in the school district who are without access to affordable health care (i.e. no insurance or underinsured). 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. Many community agencies and organizations provide in-kind services and resources to our Healthy Kids students.

To receive health care at the school-based health clinic, students under the age of 18 must have a completed consent form signed by a parent/guardian. The primary types of services provided by the clinic include well-child exams, pre-participation athletic physicals, child psychiatry referrals, immunizations, diagnosis and treatment of illness, x-rays, blood work, health education, prescriptions for medications, referrals for specialty care, mental health counseling referrals, and assistance 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 2020-2021, a University of Iowa pediatrician, a family practice physician, and a child psychiatrist staffed the clinic. Both in-person and tele-medicine visits were offered during the COVID-19 pandemic. The clinic provided a variety of services to 287 children in the 660 clinic visits. Of these 287 children, approximately 79% had no health insurance at the time of their visit to the clinic. Of the 79%, 18 children were eligible for Medicaid or the state children's health insurance program (HAWK-I) and were enrolled in one of these programs. Due to the pandemic, dental, vision and mental health services were limited this year. Dental care and referrals were provided for 68 children. Mental health care and referrals were provided to 24 children. Vision exams were completed for 26 children.

### ICCSD 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 March 10, 2015. 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 2019-20 in each area of the policy, as well as identify areas where improvement is needed and goals for 2021-22.

### 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
  - Assessment is done in each of the following areas:
    - Aerobic capacity
    - Flexibility
    - Muscle strength
- 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-3rd grades - 200 minutes/week
  - 4th grade - 150 minutes/week
  - 5-6th 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 (Risk-Reduction)/Sexual Abuse Prevention
  - Alcohol, Tobacco and Other Drugs-Substance Abuse Prevention
  - Personal Health and Wellness
  - Family Life/Sexuality Education-Human Growth and Sexual Health 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
  - *Human Growth and Sexual Health Education-3 R's: Rights, Respect, Responsibility* - K-6th grades
  - *Teen Health* - 7-8th grades
  - *Glencoe Health* - 9-12th grade
- Community collaboration:
  - Pick A Better Snack – ISU Extension – nutrition education is provided to primary grades in all elementary schools

## Wellness Policy *(continued)*

- 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, 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

### *School Nutrition Services*

General Guidelines - Beginning with the 2012-13 school year, school meals and snacks continue to meet the requirements of the Healthy Hunger Free Kids Act. An interim final rule extended menu planning flexibilities, continuing with the Target I sodium level.

#### Meal Service Highlights:

- Due to the pandemic, free meals were offered to all students beginning in March of 2020. Throughout the year, students were offered Grab & Go meals at the curb for online learners and others and when students were in school, regular meals were served. All of these meals were free.
  - Over 975,000 Grab & Go meals have been served since March of 2020. In addition, due to the COVID-19 pandemic, free meals were offered to all students beginning in March of 2020 throughout the 2020-21 school year.
- Four elementary schools participate in the Fresh Fruit and Vegetable Grant and receive fresh produce daily for snacks.

#### Farm to School Highlights:

- Local Food Day was celebrated on October 11 and the menu featured local apples, sweet potatoes and red peppers. 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 and due to the unusually great growing season this year they were able to source 100% of our requested needs. Following is a summary of pounds purchased of locally grown produce for school meals over the past 8 years:
  - 2013: 9,436
  - 2014: 5,430
  - 2015: 12,613
  - 2016: 13,081
  - 2017: 13,270
  - 2018: 21,718
  - 2019: 25,342
  - 2020: 26,434

#### Nutrition Analysis Highlights:

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

#### Grab & Go Meal Service:

- During the COVID-19 World Pandemic in spring 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 and serve student meals on a daily basis.
  - During the 2020-21 school year meals were provided both in school and at the curb to meet the needs of all students. Since March of 2020, over 975,000 Grab & Go meals have been served.

## Wellness Policy *(continued)*

### Classroom Snacks and Classroom Foods for Celebrations

#### Classroom Snacks

In regards to snacks being served in the classroom, the school district will:

- Allow and encourage 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. This list is updated and available to parents and teachers on the district website: <https://www.iowacityschools.org/Page/1165>
- Not allow foods with peanuts or peanut butter, or foods that were made in a factory where cross-contamination may occur
- Inform staff that all food should be removed from the classroom at the end of each day

#### Birthday, Classroom and Building Celebrations

The school district will:

- Limit foods and drinks brought for classroom celebrations initiated by parents, students or staff during the school day to a list of foods that meet the Healthy Foods Guidelines/ Smart Snacks. This list is on the district website: <https://www.iowacityschools.org/Page/1165>
- Allow only fresh fruits/vegetables or purchased foods with the ingredients listed (the only exception to this would be food-tasting related to district-approved curriculum lessons)
- Not allow foods with peanuts or peanut butter, or food that were made in a factory where cross-contamination may occur
- Remind parents as needed of the list of acceptable food options if non-compliant foods are served at classroom celebrations
- Encourage staff to incorporate physical activities into classroom and building celebrations

Eight elementary schools decided to celebrate student birthdays without food, while four elementary schools offered students the option of choosing to celebrate with or without food.

### Fundraising

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

- 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 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

## Wellness Policy *(continued)*

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

#### Student and family activities

- Walking/running clubs – at one elementary school
- Run for the Schools was virtual for the 20-21 school year

#### Staff wellness

- Comprehensive health insurance plan offered to staff.
  - Telemedicine service (Doctor on Demand) continued
  - Naturally Slim weight loss program continued free of charge to members
- Staff flu clinics – sponsored by the Visiting Nurse Association in the fall of 2020. Influenza (1,536) vaccines were administered to staff, their families, students and parents.
- Transformation Challenge was not offered due to the COVID-19 pandemic
- Staff Health Assessments – March-April 2021
- Provided COVID-19 testing and vaccine administration at no cost to employees
  - Partnered with UIHC to provide vaccines to 1,950 district staff, substitute teachers, student teachers, BASP staff, and bus drivers

### Plan for 2021-22

- Hold quarterly meetings with the District Wellness Committee
- 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
- Revisit wellness events that were held prior to the COVID-19 pandemic such as Fuel-Up to Play 60, bike/walk to school week, Hy-Vee Kids Fit at Kinnick Stadium, and collecting BMI and fitness information in physical education.

## Summer School

### Extended Year Special Education

The Iowa City Community School District 2021 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	122	1,451	480	971
Secondary	41	641	77	564

### Credit Recovery

High school students had the opportunity to take summer school during the summer of 2021 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	70	56	14 students

## 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 with 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.

## Technology & Innovation

The Technology & Innovation Department provides technology support and services to all schools, off-site programs, Physical Plant, and the Educational Services Center. The Department supports a wide variety of technology, including computers for staff and students, classroom technologies, instructional and academic software and systems, communications, business systems, and network and information infrastructure. The impacts of the work of the Technology & Innovation Department reach every member of the school community on a daily basis. Some key information is shared below.

### State of technology in the district

- Our students-per-computer ratio is better than 1:1. This year, our take home 1:1 program expanded to include take-home laptops for all elementary students, in addition to the pre-existing program for secondary students. All student laptops were replaced with new models at the end of the 2020-21 school year.
- The percent of teaching stations with a projector, document camera and interactive whiteboard is 100%.
- This year, we switched to a new student information system, Infinite Campus. This system will give our team better access to data, as Infinite Campus more easily connects to other systems in the district.
- ICCSD's help desk became public-facing in 2020. This means they have assisted students/families directly in addition to the tech support services they have always provided to ICCSD staff. During peak times, they received up to 350 total requests per day via chat, phone, email, and our ticketing system.
- District-provided internet services expanded this year. ICCSD now supports internet access for over 1,000 students via hotspot and 272 students via a direct-to-home internet connection from Mediacom.

### Projected 2021-22 initiatives

- Setting up a redundant network connection via Liberty High School. This will act as a backup, and help us maintain internet services across the district if our main network connection goes down.
- Piloting learning management systems for onsite elementary teachers. Pilot participants will employ their selected LMS platform during the fall with the goal of being able to make a decision by early spring.
- Implementing a policy review within the Office of Technology and Innovation.

## Safety and Security

In the spring of 2018, the ICCSD School Board appointed a School Safety Advisory Committee (SSAC) to provide guidance to the school board regarding safety and security measures for students and staff in the District. The goal of the committee was to present recommendations to the school board regarding the topic of improving school safety. The SSAC met 17 times during the 2018-19 school year and presented their recommendations to the school board on April 23, 2019. The District has been working on the implementation of seven of the eight safety recommendations.

### Progress on School Safety in 2020-21:

- The District in collaboration with emergency personnel developed an Emergency Operations Plan to meet requirements of Senate File 2253. This includes a plan for relocation and reunification of students and staff. The plan is updated annually. In addition, each building principal updates a building specific emergency plan annually.
- The ICCSD increased communication to parents and community members regarding safety and security measures.
- Mandated consistent implementation of all safety features district-wide.
- Developed safety video highlighting safety features. The mandatory training video is utilized annually to train all staff on features to ensure consistent implementation.
- Developed a process to equip all staff, including substitutes, with intruder lock set keys.
- Implemented Care Assessment in the 2020-21 school year.

### Emergency Safety Training:

- Alert, Lockdown, Inform, Counter, and Evacuate (**ALICE**) Training provided (virtually) for new staff in fall and spring.
- Elementary & secondary staff participate in Active Intruder Drills every other year.

- All buildings conduct their bi-annual fire drill and annual tornado drills.
- All staff receive annual mandatory PD on district safety features and a refresher on Run, Hide, Fight annually.

The Iowa City Community School District also continued their work on the Safety and Security Enhancement Plan developed in 2013-14, which included the Safety and Security Improvements below. All should all be completed by the fall of 2021, with the exception of the future improvement projects.

#### Completed Projects:

- **Intruder Locksets:** Install intruder locksets in remaining classrooms and new door closers.
- **Electronic Door Access:** Install electronic door access where required, minimum of two per building.
- **Front Entry Door Cameras:** Provide camera/intercoms at main entrances not readily visible to main office.
- **Building Security Systems:** Improve and install security monitoring at all exterior door locations.
- **Camera Surveillance Systems:** Install interior and exterior camera surveillance systems at buildings without systems and improve inadequate or outdated camera surveillance systems.
- **Fire Alarm Upgrades and Replacements:** Update fire alarm systems where required and align all fire alarm locations with school building renumbering plan.
- **Radios:** Provide radios to all schools and busses to assist in emergency communication.
- **Fencing:** Install fencing at elementary schools to establish boundaries.

#### Projects in Progress:

- **Intercoms:** Update and/or replace all outdated systems and include an exterior public address speaker at all schools.
- **Room Numbering Plan:** Complete district room renumbering plan and installation of ADA signage.
- **Lockdown Buttons:** Install capability to lockdown building with a single action.
- **Duress Buttons:** Install capability to contact law enforcement with a single action.

#### Future Improvement Projects:

- **Systems Integration:** Develop the infrastructure and systems integration required to enable a 24/7 central monitoring station at the Physical Plant and Educational Services Center for all systems, to include but not limited to electronic door access, interior and exterior security camera systems, fire alarm systems, heating and cooling system controls, district emergency radio system, building security systems.

#### Buildings where safety and security improvements were completed between the 2014-15 to 2020-21 school years:

Alexander	Hoover	Lincoln	Shimek	Wood	City High	Hy-Vee Warehouse
Borlaug	Hoover East	Longfellow	Twain	NCJH	Liberty High	District Warehouse
Coralville Central	Horn	Lucas	Van Allen	NWJH	Tate High	ESC
Garner	Kirkwood	Mann	Weber	SEJH	West High	
Hills	Lemme	Penn	Wickham	TREC	Eastdale/Transitions	

#### Safety and Security Improvements on hold or removed from the original list:

- **Fence Improvements:** Install chain link fencing and gates as required at elementary school playgrounds.
- **Window Blinds:** Provide window blinds in all classrooms where needed.
- **Visitor Management System:** Provide a district-wide visitor management system in place of sign-in sheets. Systems run instant background checks and prints a nametag with the visitor's name, photo, date and time.



## 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** –Due to COVID restriction, no volunteers were allowed to be on-site in our buildings supporting our students this past year.

**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 is 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. These were not held last year due to the COVID-19 pandemic. 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.

**Iowa City Community School District Foundation** - The ICCSD 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 2020-21, 1750 donors contributed \$1,366,485.94 to the Foundation to help support our area schools and students. The ICCSD 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 and local businesses and industry partners to coordinated and 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. In the 2020-21 school year, the Workplace Learning Connection team provided 203 students virtual onsite job shadows, 81 student internships processed (4 completers due to COVID-19), 13 career events engaging 1772 student participants involving 274 local and regional volunteers.

**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.