



IOWA CITY
COMMUNITY
SCHOOL DISTRICT

Child-Centered : Future-Focused

Annual Progress Report

Iowa City Community School District

2019-2020

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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 Jeremy Tabor, Director of Equity and Employee Relations, 1725 N. Dodge St., Iowa City, IA 52245, 319-688-1000, Tabor.Jeremy@iowacityschools.org.

Annual Progress Report

The Annual Progress Report serves to provide a summary of the State of the District for the 2019-20 school year. Additional information can be found on the district website.

Board of Directors

Name	Position
Janet Godwin	President
Shawn Eyestone	Vice-President
J.P. Claussen	Director
Charlie Eastham	Director
Ruthina Malone	Director
Paul Roesler	Director
Lisa Williams	Director
<i>Stephen Murley</i>	<i>Superintendent of Schools</i>

List of Schools

Secondary Schools

City High

1900 Morningside Drive, Iowa City
319-688-1040

Liberty High

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

West High

2901 Melrose Avenue, Iowa City
319-688-1050

Tate High

(at Old Hoover Elementary Site)
2200 E. Court, Iowa City
319-688-1080

North Central Junior High

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

Northwest Junior High

1507 8th Street, Coralville
319-688-1060

South East Junior High

2501 Bradford Drive, Iowa City
319-688-1070

Elementary Schools

Alexander Elementary

3571 Sycamore Street, Iowa City
319-688-1095

Borlaug Elementary

1000 Kennedy Parkway, Coralville
319-688-1155

Coralville Central

501 6th Street, Coralville
319-688-1100

Garner Elementary

80 Birch Street, North Liberty
319-688-1190

Grant Elementary

1000 Centro Way, North Liberty
319-688-1500

Hills Elementary

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

Hoover Elementary

1355 Barrington Rd, Iowa City
319-688-1110

Horn Elementary

60 Koser Avenue, Iowa City
319-688-1115

Kirkwood Elementary

1401 9th Street, Coralville
319-688-1120

Lemme Elementary

3100 Washington Street, Iowa City
319-688-1125

Lincoln Elementary

300 Teeters Court, Iowa City
319-688-1130

Longfellow Elementary

1130 Seymore Avenue, Iowa City
319-688-1135

Lucas Elementary

830 Southlawn Drive, Iowa City
319-688-1140

Mann Elementary

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

Penn Elementary

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

Shimek Elementary

1400 Grissel Place, Iowa City
319-688-1160

Twain Elementary

1355 DeForest Avenue, Iowa City
319-688-1165

Van Allen Elementary

170 Abigail Avenue, North Liberty
319-688-1185

Weber Elementary

3850 Rohret Road, Iowa City
319-688-1170

Wickham Elementary

601 Oakdale Boulevard, Coralville
319-688-1175

Wood Elementary

1930 Lakeside Drive, Iowa City
319-688-1180

District Demographics

Enrollment

The district certified weighted enrollment for the 2019-20 school year was 14571.62 students. District enrollment increased by 1% from the previous year.

2019-20 Certified Weighted Enrollment

Enrollment Category	Enrollment
Resident Public Students Attending	14,181.90
Resident Public Students Attending Another Iowa Public School District	381.00
Non Public Shared Time & Competent Private Instruction Students Dual Enrolled for District Classes	8.64
Non Public Shared time & Competent Private Instruction Students Dual Enrolled for Post-Secondary Education Option Classes	0.08
Actual Enrollment (Certified Weighted Enrollment)	14,571.62

Free and Reduced

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

2015-20 Free and Reduced Lunch Rates

Year	Percentage of Enrollment
2019-20	37.7%
2018-19	38.1%
2017-18	35.5%
2016-17	36.8%
2015-16	35.8%

Race/Ethnicity

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

2015-20 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
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%
2015-16	6.2%	18.1%	11.1%	4.8%	0.3%	0.1%	59.4%

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.

Board of Directors Ends Policies

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.

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, achievement will be as high as or higher than previous years for same grade groups.

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, positive Character Development outcomes will improve (not decline) as measured by district indicators.

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. These goals are aligned with district ends policies.

District Ends Policies

- Students will over time, independently read increasingly complex and engaging text with understanding.
- Students will over time, independently solve increasingly complex mathematical problems.
- Students will over time, independently use increasingly complex scientific information and the processes of inquiry to construct scientific knowledge.

Annual Improvement Goal

- On average, achievement will be as high as or higher than previous years for the 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.

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

Reporting in this section will reflect the following academic ends policy requirement:

- Achievement gaps between subgroups will decrease from previous years.

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 2018-19 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 2018-19 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.

In the spring of 2020, all Iowa schools were closed due to COVID and the requirement to administer ISASP was waived for the 2019-2020 school year. Thus no ISASP information for 2019-2020 will be available.

Student Academic Achievement *(continued)*

2018-19 Iowa Statewide Assessment of Student Progress Results
% Proficient, by Grade Level Bands, All Students Tested

Grades 3-6 ENGLISH LANGUAGE ARTS

	2018-19
All students	67.6
FRL	42.0
IEP	29.0
ELL	20.6
American Indian or Alaska Native	58.3
Asian	85.0
Black or African American	41.3
Hispanic/Latino	46.8
Hawaiian/Pacific Islander	---
White	80.8

Grades 7-8 ENGLISH LANGUAGE ARTS

	2018-19
All students	70.8
FRL	42.0
IEP	17.4
ELL	19.3
American Indian or Alaska Native	---
Asian	95.1
Black or African American	37.7
Hispanic/Latino	49.0
Hawaiian/Pacific Islander	---
White	85.2

Grades 9-11 ENGLISH LANGUAGE ARTS

	2018-19
All students	73.1
FRL	47.3
IEP	17.3
ELL	17.0
American Indian or Alaska Native	64.9
Asian	89.5
Black or African American	40.7
Hispanic/Latino	57.8
Hawaiian/Pacific Islander	---
White	86.5

Grades 3-6 MATH

	2018-19
All students	72.2
FRL	47.9
IEP	36.5
ELL	30.3
American Indian or Alaska Native	63.9
Asian	90.9
Black or African American	45.1
Hispanic/Latino	51.9
Hawaiian/Pacific Islander	---
White	85.4

Grades 7-8 MATH

	2018-19
All students	69.5
FRL	40.6
IEP	16.4
ELL	22.2
American Indian or Alaska Native	---
Asian	92.3
Black or African American	38.4
Hispanic/Latino	45.7
Hawaiian/Pacific Islander	---
White	84.0

Grades 9-11 MATH

	2018-19
All students	71.4
FRL	44.1
IEP	18.1
ELL	23.5
American Indian or Alaska Native	67.6
Asian	95.0
Black or African American	38.2
Hispanic/Latino	50.9
Hawaiian/Pacific Islander	---
White	85.3

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 Assessments, the standard error of measure is presented as a range of scores, indicating the student's true score would likely fall somewhere within the range.

Student Academic Achievement *(continued)*2018-19 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	52.3	11.2	63.6	56.2	8.8	65.0
Male	51.8	8.3	60.1	NA	NA	NA
Female	52.9	14.4	67.3	NA	NA	NA
FRL	35.4	2.6	38.0	NA	NA	50.1
Non FRL	63.6	17.0	80.7	NA	NA	NA
IEP	30.2	2.0	32.2	NA	NA	24.5
Non IEP	55.6	12.6	68.2	NA	NA	NA
ELL	19.0	0.6	19.6	NA	NA	25.7
Non ELL	57.6	12.9	70.5	NA	NA	NA
Asian	50.0	29.8	79.8	NA	NA	65.9
Black or African American	36.6	3.6	40.1	NA	NA	37.4
Hispanic/Latino	36.9	2.3	39.2	NA	NA	48.7
White	62.4	13.9	76.3	NA	NA	70.5

2018-19 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	48.1	23.1	71.2	56.2	15.5	71.7
Male	47.7	23.9	71.6	NA	NA	NA
Female	48.6	22.2	70.8	NA	NA	NA
FRL	41.9	5.2	47.1	NA	NA	58.0
Non FRL	52.2	35.1	87.3	NA	NA	NA
IEP	34.9	10.1	45.0	NA	NA	39.1
Non IEP	50.0	25.0	75.1	NA	NA	NA
ELL	32.3	4.4	36.7	NA	NA	38.3
Non ELL	50.6	26.1	76.7	NA	NA	NA
Asian	39.4	48.9	88.3	NA	NA	73.1
Black or African American	38.7	6.1	44.8	NA	NA	42.5
Hispanic/Latino	46.9	3.8	50.8	NA	NA	56.5
White	53.5	30.6	84.1	NA	NA	77.1

Student Academic Achievement *(continued)*2018-19 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	57.7	12.1	69.8	62.8	7.5	70.3
Male	58.3	8.3	66.6	NA	NA	NA
Female	57.1	16.3	73.4	NA	NA	NA
FRL	38.6	2.2	40.8	NA	NA	55.4
Non FRL	70.5	18.7	89.2	NA	NA	NA
IEP	27.8	6.1	33.9	NA	NA	27.0
Non IEP	61.5	12.8	74.4	NA	NA	NA
ELL	18.0	0.0	18.0	NA	NA	27.3
Non ELL	63.7	13.9	77.6	NA	NA	NA
Asian	61.9	23.8	85.7	NA	NA	73.9
Black or African American	36.1	2.7	38.8	NA	NA	38.8
Hispanic/Latino	41.3	4.3	45.7	NA	NA	54.3
White	69.8	15.5	85.3	NA	NA	75.9

2018-19 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	52.5	17.4	69.9	58.7	13.5	72.2
Male	52.4	18.5	70.8	NA	NA	NA
Female	52.7	16.1	68.8	NA	NA	NA
FRL	38.9	3.9	42.8	NA	NA	57.8
Non FRL	61.7	26.4	88.1	NA	NA	NA
IEP	28.7	10.4	39.1	NA	NA	34.7
Non IEP	55.6	18.2	73.8	NA	NA	NA
ELL	17.3	2.3	19.5	NA	NA	35.6
Non ELL	57.8	19.6	77.5	NA	NA	NA
Asian	53.6	39.3	92.9	NA	NA	77.2
Black or African American	36.9	3.1	40.0	NA	NA	39.3
Hispanic/Latino	33.7	7.6	41.3	NA	NA	57.4
White	62.7	22.2	84.8	NA	NA	78.0

Student Academic Achievement *(continued)*2018-19 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	56.3	9.4	65.6	61.1	6.2	67.3
Male	54.4	6.1	60.4	NA	NA	NA
Female	58.2	12.8	71.0	NA	NA	NA
FRL	37.6	2.4	40.0	NA	NA	52.4
Non FRL	69.3	14.2	83.5	NA	NA	NA
IEP	20.2	0.8	20.9	NA	NA	21.7
Non IEP	61.0	10.5	71.5	NA	NA	NA
ELL	19.4	0.0	19.4	NA	NA	20.5
Non ELL	61.8	10.8	72.5	NA	NA	NA
Asian	66.7	19.2	85.9	NA	NA	72.2
Black or African American	40.7	2.4	43.1	NA	NA	38.5
Hispanic/Latino	42.3	1.6	43.9	NA	NA	51.6
White	65.6	13.2	78.8	NA	NA	72.6

2018-19 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	47.6	21.5	69.1	54.2	15.3	69.5
Male	44.9	23.2	68.1	NA	NA	NA
Female	50.4	19.7	70.1	NA	NA	NA
FRL	39.8	3.7	43.5	NA	NA	55.2
Non FRL	53.1	33.8	86.9	NA	NA	NA
IEP	24.0	3.1	27.1	NA	NA	29.3
Non IEP	50.7	23.9	74.6	NA	NA	NA
ELL	31.9	0.7	32.6	NA	NA	33.0
Non ELL	49.9	24.6	74.5	NA	NA	NA
Asian	39.7	47.4	87.2	NA	NA	78.8
Black or African American	40.0	4.4	44.4	NA	NA	41.2
Hispanic/Latino	43.9	4.9	48.8	NA	NA	56.1
White	53.0	30.0	82.9	NA	NA	74.5

Student Academic Achievement *(continued)*2018-19 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	58.4	13.4	71.7	61.1	6.1	67.2
Male	56.3	8.6	65.0	NA	NA	NA
Female	60.5	18.3	78.8	NA	NA	NA
FRL	46.5	3.3	49.8	NA	NA	51.7
Non FRL	66.2	20.0	86.2	NA	NA	NA
IEP	24.3	4.5	28.8	NA	NA	22.0
Non IEP	62.3	14.4	76.7	NA	NA	NA
ELL	27.0	0.0	27.0	NA	NA	22.0
Non ELL	61.6	14.8	76.4	NA	NA	NA
Asian	56.0	33.3	89.3	NA	NA	76.5
Black or African American	40.9	2.1	43.0	NA	NA	37.2
Hispanic/Latino	52.8	5.6	58.4	NA	NA	52.1
White	66.4	16.7	83.1	NA	NA	72.2

2018-19 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	51.3	27.3	78.6	55.2	14.2	69.4
Male	50.5	25.7	76.1	NA	NA	NA
Female	52.1	29.0	81.1	NA	NA	NA
FRL	50.0	8.5	58.5	NA	NA	54.6
Non FRL	52.1	39.7	91.8	NA	NA	NA
IEP	28.8	4.5	33.3	NA	NA	28.8
Non IEP	53.9	30.0	83.8	NA	NA	NA
ELL	30.0	1.0	31.0	NA	NA	30.3
Non ELL	53.5	30.0	83.5	NA	NA	NA
Asian	38.1	57.1	95.2	NA	NA	79.5
Black or African American	48.5	3.4	51.9	NA	NA	36.4
Hispanic/Latino	48.8	15.2	64.0	NA	NA	54.6
White	54.8	34.9	89.7	NA	NA	74.9

Student Academic Achievement *(continued)*

2018-19 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Seventh Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	56.6	13.4	70.0	62.2	7.3	69.5
Male	57.6	7.8	65.4	NA	NA	NA
Female	55.6	18.8	74.4	NA	NA	NA
FRL	37.7	2.5	40.2	NA	NA	53.4
Non FRL	68.1	20.1	88.3	NA	NA	NA
IEP	14.4	0.9	15.3	NA	NA	20.8
Non IEP	61.5	14.9	76.4	NA	NA	NA
ELL	17.5	0.0	17.5	NA	NA	18.8
Non ELL	60.8	14.9	75.6	NA	NA	NA
Asian	59.4	36.2	95.7	NA	NA	76.7
Black or African American	31.1	2.5	33.6	NA	NA	36.6
Hispanic/Latino	49.2	4.6	53.8	NA	NA	53.0
White	67.9	16.9	84.8	NA	NA	75.1

2018-19 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	50.2	18.8	69.0	60.3	9.7	70.0
Male	48.9	19.3	68.3	NA	NA	NA
Female	51.5	18.3	69.8	NA	NA	NA
FRL	35.0	3.5	38.5	NA	NA	54.3
Non FRL	59.6	28.2	87.8	NA	NA	NA
IEP	13.5	1.8	15.3	NA	NA	25.7
Non IEP	54.5	20.8	75.3	NA	NA	NA
ELL	22.3	0.0	22.3	NA	NA	25.3
Non ELL	53.2	20.8	74.1	NA	NA	NA
Asian	40.6	52.2	92.8	NA	NA	79.5
Black or African American	31.1	3.3	34.4	NA	NA	35.8
Hispanic/Latino	40.8	7.7	48.5	NA	NA	52.3
White	61.2	23.3	84.5	NA	NA	75.7

Student Academic Achievement *(continued)*2018-19 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	56.0	15.7	71.6	61.1	8.1	69.2
Male	52.9	13.3	66.2	NA	NA	NA
Female	59.2	18.1	77.3	NA	NA	NA
FRL	41.6	2.3	43.9	NA	NA	53.8
Non FRL	65.2	24.2	89.5	NA	NA	NA
IEP	17.6	2.0	19.6	NA	NA	19.2
Non IEP	60.4	17.3	77.6	NA	NA	NA
ELL	21.1	0.0	21.1	NA	NA	23.0
Non ELL	60.3	17.6	77.9	NA	NA	NA
Asian	50.0	44.6	94.6	NA	NA	77.2
Black or African American	41.4	0.9	42.3	NA	NA	40.6
Hispanic/Latino	40.2	3.4	43.6	NA	NA	52.5
White	65.4	20.1	85.5	NA	NA	74.3

2018-19 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	46.2	23.9	70.1	61.0	10.5	71.5
Male	45.7	23.3	69.0	NA	NA	NA
Female	46.7	24.6	71.3	NA	NA	NA
FRL	36.1	6.8	42.9	NA	NA	56.2
Non FRL	52.7	34.9	87.6	NA	NA	NA
IEP	15.7	2.0	17.6	NA	NA	24.5
Non IEP	49.7	26.4	76.2	NA	NA	NA
ELL	21.1	0.9	22.0	NA	NA	30.7
Non ELL	49.3	26.8	76.1	NA	NA	NA
Asian	32.4	59.5	91.9	NA	NA	82.8
Black or African American	38.1	4.7	42.8	NA	NA	40.3
Hispanic/Latino	36.8	6.0	42.7	NA	NA	55.4
White	53.4	30.2	83.6	NA	NA	76.7

Student Academic Achievement *(continued)*2018-19 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	61.8	16.8	78.6	65.7	9.6	75.3
Male	60.0	13.9	74.0	NA	NA	NA
Female	63.6	19.6	83.2	NA	NA	NA
FRL	51.7	3.7	55.4	NA	NA	60.2
Non FRL	66.7	23.2	89.9	NA	NA	NA
IEP	22.6	0.0	22.6	NA	NA	23.5
Non IEP	65.5	18.4	83.9	NA	NA	NA
ELL	21.4	0.0	21.4	NA	NA	23.1
Non ELL	65.8	18.5	84.3	NA	NA	NA
Asian	44.0	45.3	89.3	NA	NA	77.1
Black or African American	45.6	3.0	48.5	NA	NA	47.2
Hispanic/Latino	58.4	4.4	62.8	NA	NA	58.2
White	70.4	21.1	91.5	NA	NA	80.3

2018-19 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	50.8	24.0	74.7	57.6	11.1	68.7
Male	45.5	27.7	73.2	NA	NA	NA
Female	56.1	20.2	76.3	NA	NA	NA
FRL	42.3	8.5	50.9	NA	NA	52.0
Non FRL	54.9	31.5	86.4	NA	NA	NA
IEP	14.0	6.5	20.4	NA	NA	20.2
Non IEP	54.3	25.6	79.9	NA	NA	NA
ELL	29.6	1.0	30.6	NA	NA	25.1
Non ELL	52.9	26.3	79.2	NA	NA	NA
Asian	33.3	62.7	96.0	NA	NA	78.4
Black or African American	36.7	5.1	41.8	NA	NA	37.3
Hispanic/Latino	53.1	8.8	61.9	NA	NA	51.7
White	57.6	29.4	87.1	NA	NA	74.0

Student Academic Achievement *(continued)*2018-19 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	53.4	21.3	74.8	64.3	9.6	73.9
Male	48.5	20.6	69.2	NA	NA	NA
Female	58.0	22.0	80.0	NA	NA	NA
FRL	43.9	3.7	47.6	NA	NA	58.3
Non FRL	58.3	30.4	88.6	NA	NA	NA
IEP	14.1	1.3	15.4	NA	NA	21.0
Non IEP	56.6	22.9	79.5	NA	NA	NA
ELL	19.4	0.0	19.4	NA	NA	22.7
Non ELL	57.3	23.8	81.1	NA	NA	NA
Asian	37.6	54.1	91.8	NA	NA	77.6
Black or African American	37.8	3.6	41.4	NA	NA	42.9
Hispanic/Latino	58.2	4.1	62.3	NA	NA	56.9
White	60.5	26.9	87.4	NA	NA	78.8

2018-19 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	43.4	27.5	71.0	55.5	11.2	66.7
Male	37.7	30.5	68.2	NA	NA	NA
Female	48.8	24.8	73.6	NA	NA	NA
FRL	39.4	2.3	41.7	NA	NA	49.2
Non FRL	45.5	40.4	85.9	NA	NA	NA
IEP	16.7	0.0	16.7	NA	NA	17.4
Non IEP	45.6	29.7	75.3	NA	NA	NA
ELL	25.0	0.0	25.0	NA	NA	22.0
Non ELL	45.5	30.7	76.2	NA	NA	NA
Asian	25.9	68.2	94.1	NA	NA	76.8
Black or African American	36.5	3.6	40.1	NA	NA	34.5
Hispanic/Latino	41.0	8.2	49.2	NA	NA	48.8
White	48.8	34.9	83.6	NA	NA	71.6

Student Academic Achievement *(continued)*

2018-19 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	49.6	15.9	65.5	59.1	12.1	71.2
Male	45.7	14.3	60.0	NA	NA	NA
Female	54.2	17.7	71.9	NA	NA	NA
FRL	35.4	3.8	39.2	NA	NA	54.6
Non FRL	57.8	22.8	80.6	NA	NA	NA
IEP	13.3	0.0	13.3	NA	NA	18.4
Non IEP	52.8	17.3	70.1	NA	NA	NA
ELL	11.1	0.0	11.1	NA	NA	17.8
Non ELL	54.6	17.9	72.6	NA	NA	NA
Asian	51.9	35.4	87.3	NA	NA	70.6
Black or African American	30.9	1.6	32.5	NA	NA	37.1
Hispanic/Latino	38.5	9.2	47.7	NA	NA	53.6
White	59.8	20.2	80.0	NA	NA	76.4

2018-19 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	44.6	23.8	68.3	54.2	12.3	66.5
Male	39.4	27.3	66.8	NA	NA	NA
Female	50.5	19.6	70.1	NA	NA	NA
FRL	34.3	5.7	40.0	NA	NA	47.2
Non FRL	50.5	34.2	84.6	NA	NA	NA
IEP	16.9	0.0	16.9	NA	NA	14.1
Non IEP	47.0	25.9	72.9	NA	NA	NA
ELL	16.2	0.0	16.2	NA	NA	17.1
Non ELL	48.3	26.9	75.1	NA	NA	NA
Asian	45.6	49.4	94.9	NA	NA	74.2
Black or African American	30.5	2.4	32.9	NA	NA	30.3
Hispanic/Latino	31.2	10.1	41.3	NA	NA	46.2
White	53.4	31.6	84.9	NA	NA	72.0

Student Academic Achievement *(continued)*2018-19 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	44.1	8.8	52.9	47.8	3.6	51.4
Male	43.8	7.0	50.7	NA	NA	NA
Female	44.5	10.6	55.1	NA	NA	NA
FRL	23.7	1.1	24.8	NA	NA	36.2
Non FRL	58.3	14.1	72.4	NA	NA	NA
IEP	10.2	1.6	11.7	NA	NA	20.3
Non IEP	48.6	9.7	58.3	NA	NA	NA
ELL	12.5	0.0	12.5	NA	NA	12.6
Non ELL	48.9	10.1	58.9	NA	NA	NA
Asian	57.7	19.2	76.9	NA	NA	57.4
Black or African American	22.4	1.7	24.1	NA	NA	21.2
Hispanic/Latino	31.7	1.6	33.3	NA	NA	34.7
White	55.7	12.4	68.2	NA	NA	57.3

2018-19 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	44.8	14.1	58.9	49.9	8.2	58.1
Male	44.4	13.4	57.8	NA	NA	NA
Female	45.2	14.8	60.0	NA	NA	NA
FRL	28.5	3.1	31.6	NA	NA	42.1
Non FRL	55.3	21.1	76.4	NA	NA	NA
IEP	13.1	3.0	16.2	NA	NA	17.6
Non IEP	48.4	15.3	63.7	NA	NA	NA
ELL	11.9	0.0	11.9	NA	NA	13.8
Non ELL	48.9	15.8	64.8	NA	NA	NA
Asian	45.9	35.1	81.1	NA	NA	66.7
Black or African American	29.4	1.4	30.8	NA	NA	26.9
Hispanic/Latino	31.6	3.4	35.0	NA	NA	39.2
White	53.5	18.4	71.9	NA	NA	63.6

Student Academic Achievement *(continued)*

2018-19 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Science, Tenth Grade Students, % Proficient

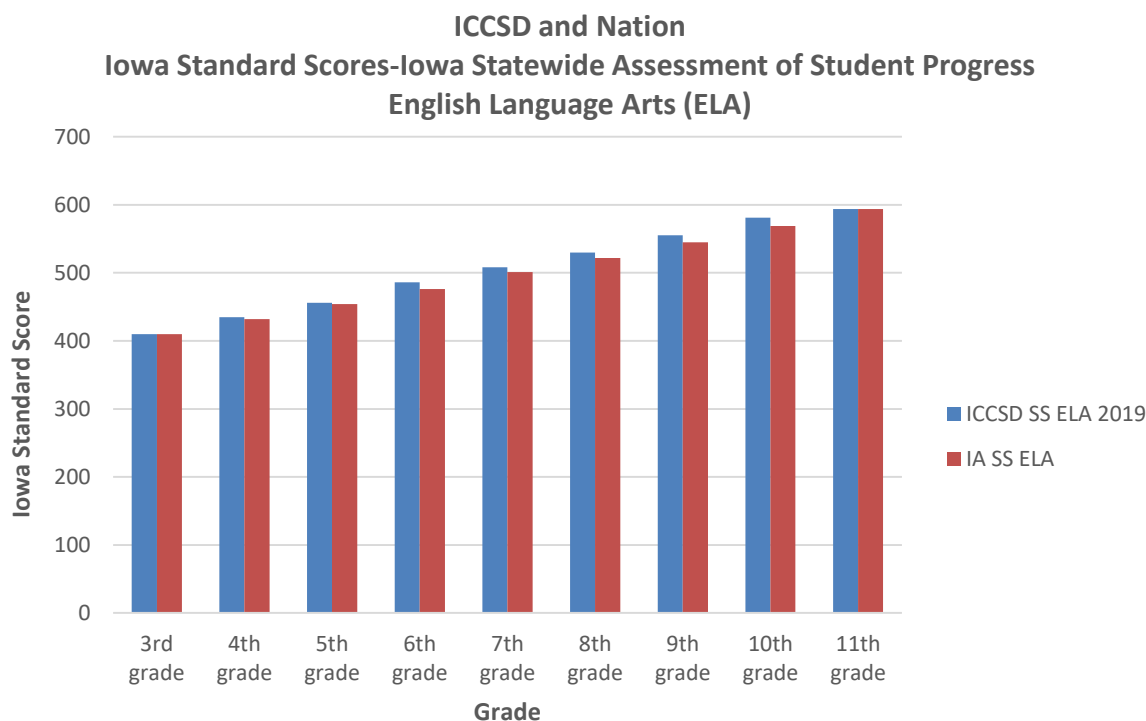
	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	43.5	22.3	65.8	51.8	10.6	62.4
Male	40.2	21.3	61.5	NA	NA	NA
Female	46.6	23.3	69.9	NA	NA	NA
FRL	35.1	1.7	36.8	NA	NA	45.7
Non FRL	47.8	32.8	80.6	NA	NA	NA
IEP	14.3	0.0	14.3	NA	NA	16.5
Non IEP	45.8	24.1	69.9	NA	NA	NA
ELL	10.2	0.0	10.2	NA	NA	16.8
Non ELL	47.3	24.9	72.2	NA	NA	NA
Asian	28.2	58.8	87.1	NA	NA	71.9
Black or African American	26.4	4.1	30.5	NA	NA	28.4
Hispanic/Latino	43.4	4.9	48.4	NA	NA	43.4
White	51.7	27.6	79.3	NA	NA	67.6

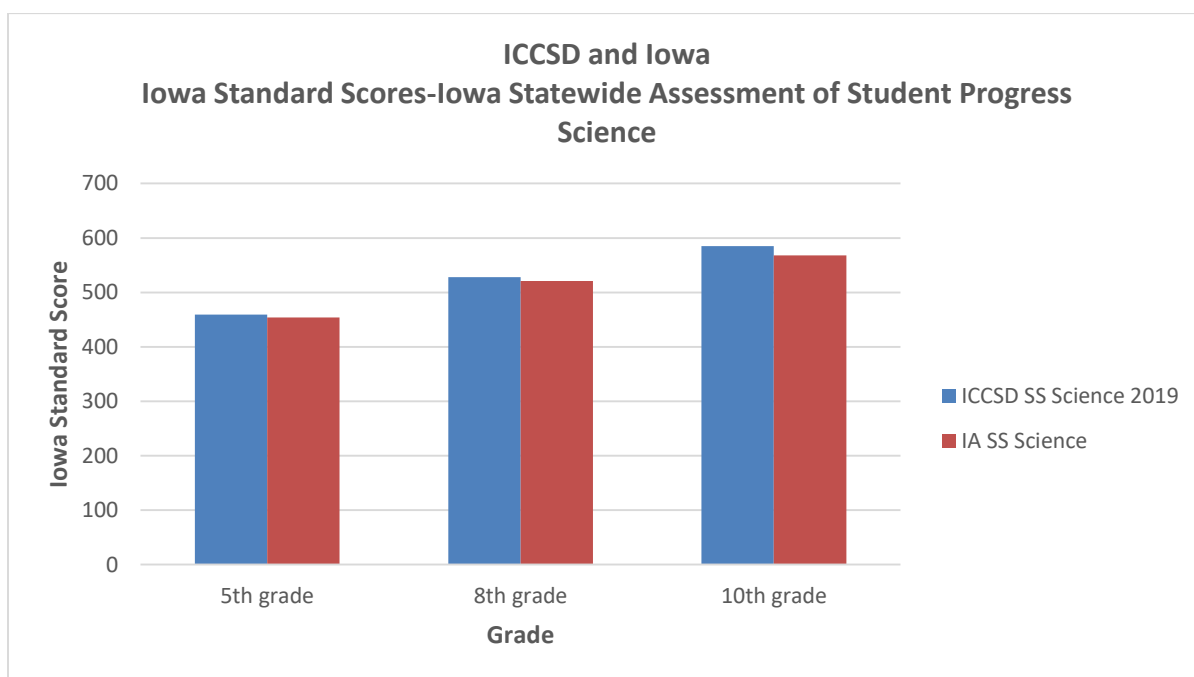
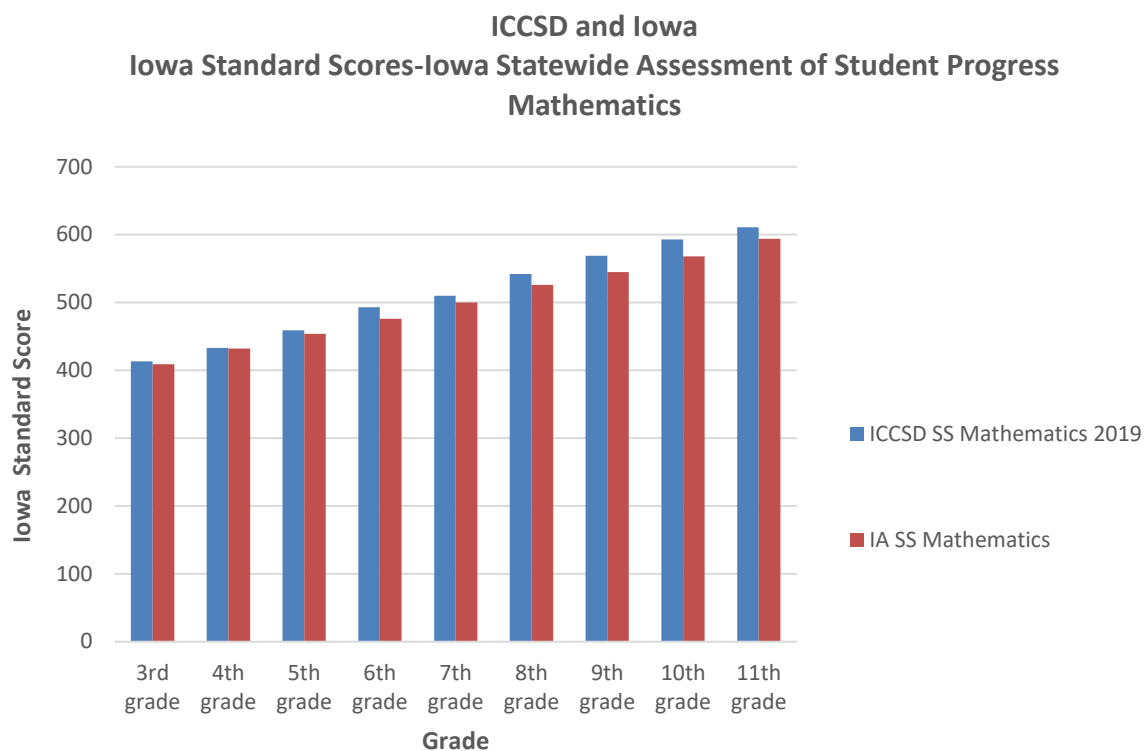
Student Academic Achievement *(continued)*

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

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

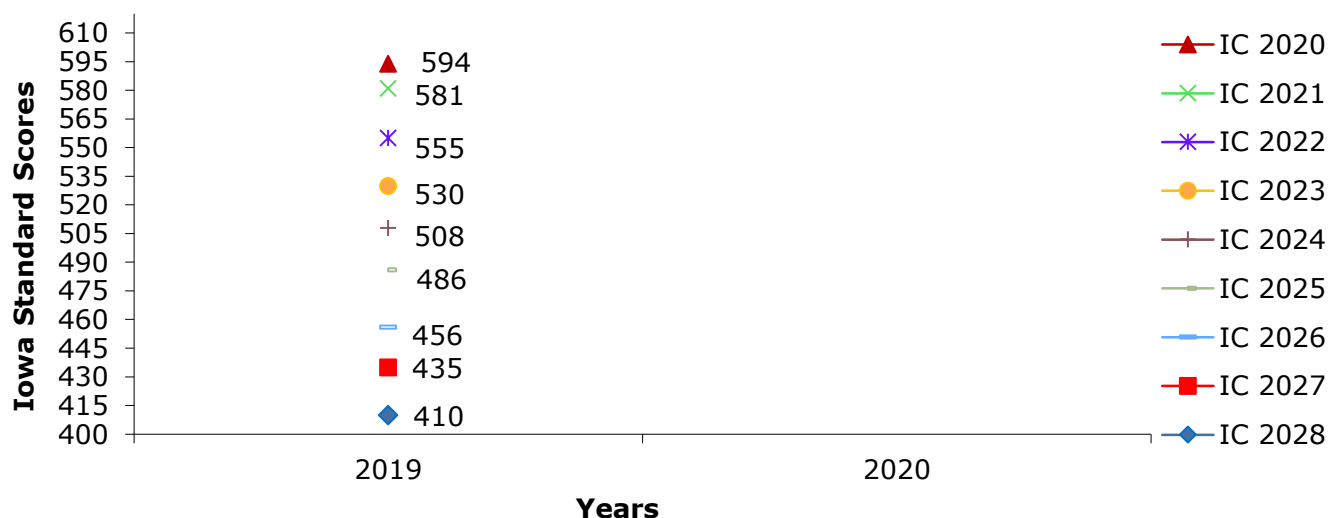
Student Academic Achievement *(continued)*

ICCSD Student Performance Cohort Group Comparisons

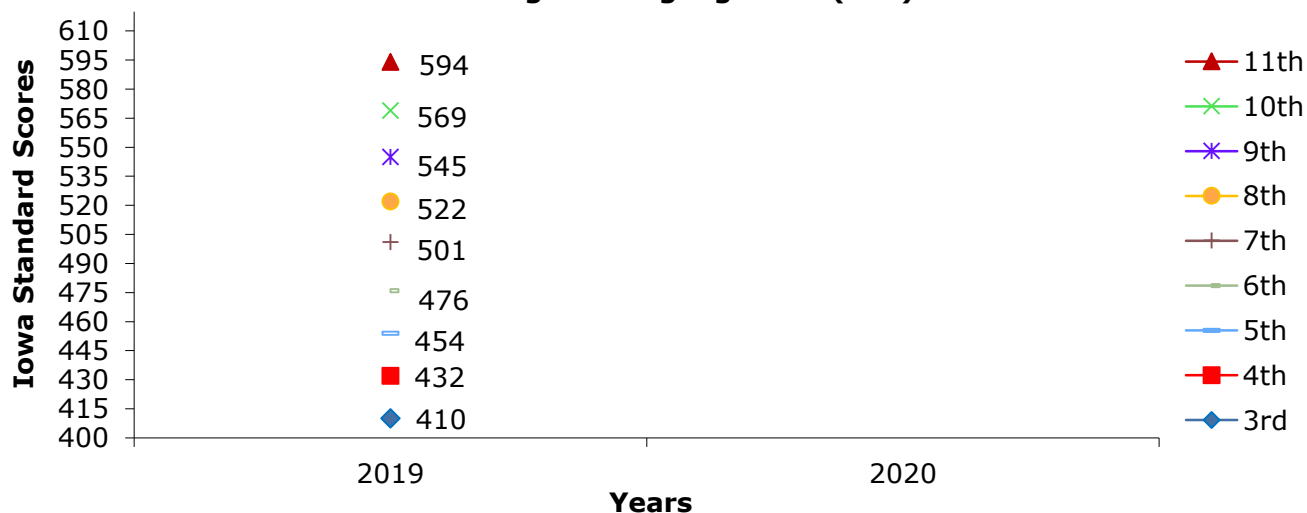
The following charts depict student achievement performance in the areas of English language arts (ELA), mathematics, and science for all students who took the test. The data reflect achievement as recorded by the *Iowa Statewide Assessment of Student Progress (ISASP)* for grades three through eleven.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

ICCSD Student Performance (Cohort) Graduating Classes 2020-2028
Iowa Standard Scores Iowa Statewide Assessment of Student Progress
English Language Arts (ELA)



Iowa Student Performance (Cohort) Graduating Classes
Iowa Standard Scores Iowa Statewide Assessment of Student Progress
English Language Arts (ELA)



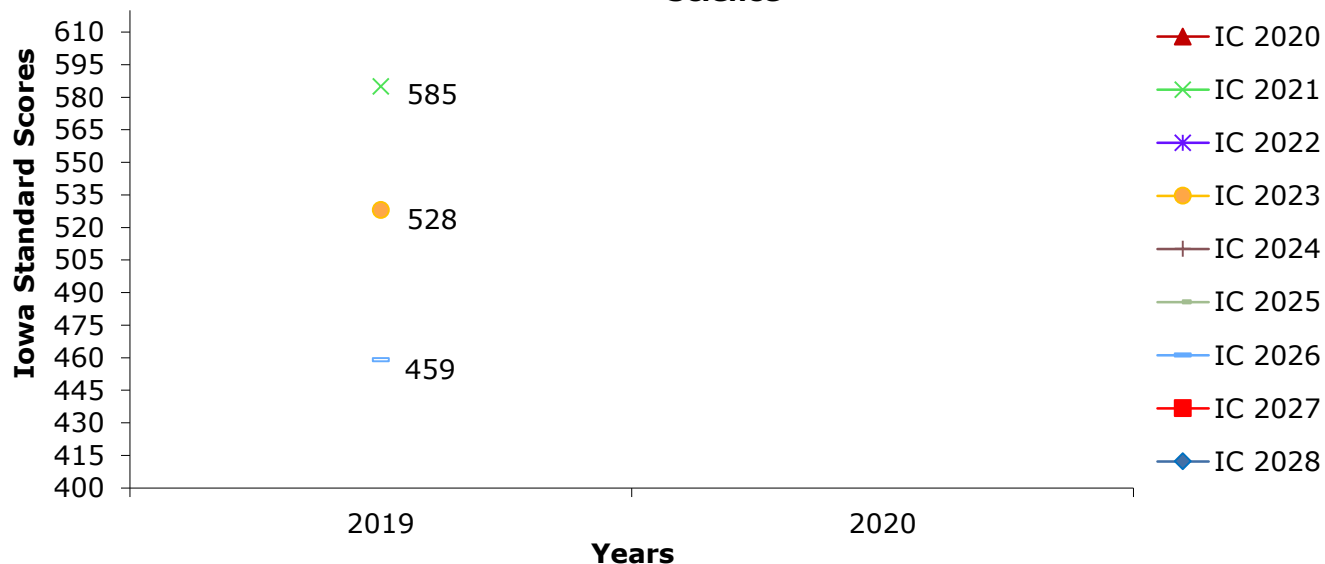
The chart displays the Iowa Standard Scores for various IC categories from 2020 to 2028. The scores show a consistent downward trend over the period.

IC Category	Score
IC 2020	611
IC 2021	593
IC 2022	569
IC 2023	542
IC 2024	510
IC 2025	493
IC 2026	459
IC 2027	433
IC 2028	413

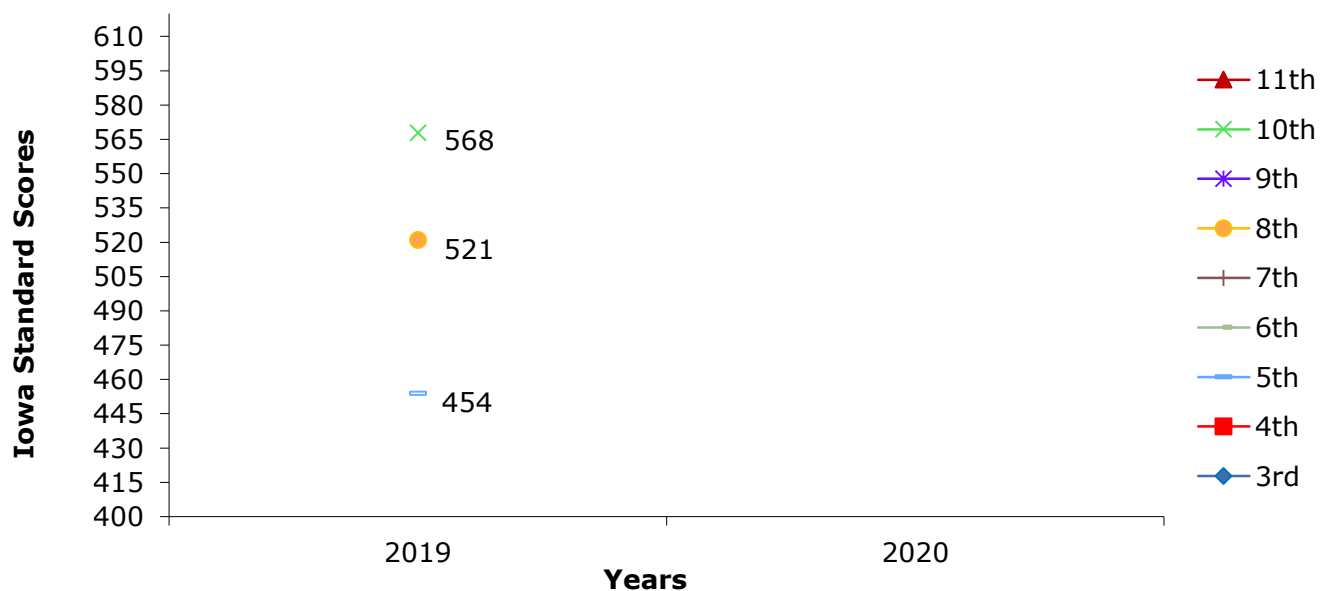
Grade	2019 Score	2020 Score
11th	594	594
10th	568	568
9th	545	545
8th	526	526
7th	500	500
6th	476	476
5th	454	454
4th	432	432
3rd	409	409

Student Academic Achievement *(continued)*

ICCSD Student Performance (Cohort) Graduating Classes 2020-2028
Iowa Standard Scores Iowa Statewide Assessment of Student Progress
Science



Iowa Student Performance (Cohort) Graduating Classes 2020-2028
Iowa Standard Scores Iowa Statewide Assessment of Student Progress
Science



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 2020 had an average composite score of 24.7. Out of the 599 ACT-tested 2020 ICCSD students, the percentages of students who met college readiness benchmarks are represented in the table below.

Class of 2020 ACT Results					
% of students who met college readiness benchmarks					
	ACT English	ACT Math	ACT Reading	ACT Science	Met all 4 Benchmarks
District	80	66	68	62	51
Iowa	62	40	50	40	29
Nation	58	37	45	36	26

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 2020 was surveyed about their postsecondary intentions.

Please note that due to school closure because of the COVID-19 Pandemic many students did not complete the survey as it is usually done in late spring at school. The survey was posted to PowerSchool but not all students completed it.

Class of 2020 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 90.4% in 2018-19. The statewide graduation rate was 91.6% for 2018-19. The percentage of graduates by comparison subgroups is summarized in the following tables.

2018-2019 ICCSD Graduation Rate Data

Gender	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
Female	502	50.45%	457	50.83%	91.04%
Male	493	49.55%	442	49.17%	89.66%
Total	995	100%	899	100%	90.35%

Ethnicity	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
Asian	55	5.53%	53	5.90%	96.36%
Black or African American	184	18.49%	143	15.91%	77.72%
Hispanic/Latino	117	11.76%	100	11.12%	85.47%
Multi-Racial	46	4.62%	44	4.89%	95.65%
White	591	59.40%	558	62.07%	94.42%
Not Reported	2	<1%	1	<1%	50.0%
Total	995	100%	899	100%	90.35%

IEPs	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
IEP	110	11.06%	80	8.90%	72.73%
Non IEP	885	88.94%	819	91.10%	92.54%
Total	995	100%	899	100%	90.35%

ELL	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
ELL	80	8.04%	62	6.90%	77.50%
Non ELL	915	91.20%	837	93.10%	91.48%
Total	995	100%	899	100%	90.35%

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 2015-16 to 2018-19 school years and winter assessment for 2019-20 school year 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.

2015-16 to 2019-20 FAST Proficiency Levels Kindergarten through Sixth Grade Students, % Proficient					
Iowa City Community School District	% Proficient by Year				
	2015-16	2016-17	2017-18	2018-19	2019-20*
All Students	71.24	73.50	75.61	73.75	72.94
Kindergarten	74.12	75.04	72.47	68.93	68.65
First Grade	72.45	69.38	75.22	68.06	67.48
Second Grade	67.20	71.16	70.17	73.06	66.40
Third Grade	75.00	72.86	74.40	74.11	76.34
Fourth Grade	68.32	73.71	76.36	77.21	75.67
Fifth Grade	69.14	75.93	79.83	75.92	77.91
Sixth Grade	72.30	77.05	81.64	79.96	78.80
Male	NA	NA	73.67	72.09	71.63
Female	NA	NA	77.62	75.50	74.32
Asian	81.72	86.67	84.94	86.55	86.16
Black or African American	45.40	50.50	56.38	53.76	52.61
Hispanic/Latino	55.10	56.94	55.46	57.30	55.30
Native Hawaiian or Other Pacific Islander	70.00	73.33	50.00	50.00	75.00
Multi-Racial	70.60	74.74	76.42	76.36	75.55
White	81.35	82.80	84.03	82.92	82.87
American Indian or Alaska Native	71.47	80.00	70.37	86.67	93.33

*2019-20 is winter data since spring testing was not administered during this year because of the school closure due to the COVID-19 Pandemic. 2015-16 through 2018-19 represents spring testing data.

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 and 2018-19 and the winter assessment for 2019-20 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 so winter data is included for that year.

2017-2018 to 2019-20 FAST Proficiency Levels Kindergarten through Sixth Grade Students, % Proficient			
Iowa City Community School District	% Proficient by Year		
	2017-18	2018-19	2019-20*
All Students	62.05	64.59	70.16
Kindergarten	51.95	63.95	69.86
First Grade	74.71	71.12	75.02
Second Grade	75.11	77.60	64.99
Third Grade	57.40	57.18	73.08
Fourth Grade	54.59	62.12	69.44
Fifth Grade	55.52	53.69	68.79
Sixth Grade	64.44	66.73	69.68
Male	64.05	66.36	72.77
Female	59.98	62.73	67.40
Asian	84.39	86.58	89.51
Black or African American	29.82	34.02	40.78
Hispanic/Latino	30.40	44.54	47.82
Native Hawaiian or Other Pacific Islander	40.00	62.50	62.50
Multi-Racial	61.43	63.48	69.05
White	75.23	77.83	84.46
American Indian or Alaska Native	59.26	62.50	86.67

*2019-20 is winter data since spring testing was not administered during this year because of the school closure due to the COVID-19 Pandemic. 2015-16 through 2018-19 represents spring testing data.

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 1002 graduates in the class of 2020, 46% completed the rigorous core program.

College Preparation and Dual Credit Courses

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

2019-20 College Prep Participation		
Course	Number of Classes	Number of Registrations
Honors	10	2,415
Advanced Placement	24	3,080
Post-Secondary Enrollment Option	71	170
Kirkwood Academies	82	1,389

Advanced Placement

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

2019-20 Advanced Placement Program Participation

Number of students who took AP Exams	1,339
Number of Exams taken	2,213
Number of Exams receiving 3 or higher	1,644
Percentage of Exams receiving 3 or higher	74%

Curriculum and Instruction

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

2019-2028 Curriculum Review Cycle

	2019-20	2020-21	2021-22	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Year 1: Collect Data & Prepare for Review	PE Social Studies	PE Guidance Career Education	ELL Health Math	Gifted Education Science	World Language	Library	Language Arts	Music Art	PE Social Studies
Year 2: Conduct Review	Music Art	Music Art Social Studies	PE Guidance Career Education	ELL Health Math	Gifted Education Science	World Language	Library	Language Arts	Music Art
Year 3: Pilot & Select Materials	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Career Education Elementary Math	ELL Health Secondary Math	Gifted Education Science	Library World Language	Elementary Language Arts	Secondary Language Arts
Year 4: Implement Plan and Monitor Progress	Elementary (K- 2) Language Arts	Elementary (3- 6) Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Career Education Elementary Math	ELL Health Secondary Math	Gifted Education Science	Library World Language	Elementary Language Arts
Year 5: Implement Plan and Monitor Progress	Library World Language	Elementary Language Arts	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Career Education Elementary Math	ELL Health Secondary Math	Gifted Education Science	Library World Language
Year 6: 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 Career Education Elementary Math	ELL Health Secondary Math	Gifted Education Science
Year 7: 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 Career Education Elementary Math	ELL Health Secondary Math
Year 8: Implement Plan and Monitor Progress	Guidance Career Education Elementary Math	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 Career Education Elementary Math

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
- Socio-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
- SEBMH 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

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

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:

2019-20 Professional Development Funding Sources

Teacher Quality Program	\$1,004,093
Title I ESSA	\$87,233
General Fund	\$60,000
Title I	\$76,951
Title II	\$50,119

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 November 26, 2019 Board of Directors Meeting.

The meeting took place on January 28, 2020 from 4:30 to 6:00pm in Room 121 in the ICCSD Educational Services Center. Those present were invited to provide input on our district goals and were asked to review several documents during the meeting: *ICCSD Strategic Plan, Diversity-Equity-Inclusion (DEI) Plan, Annual Progress Report (APR) and Iowa Assessment of Student Progress (ISASP) data*. 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.

Major Educational Needs & Student Learning Goals

The Strategic Plan and the Diversity-Equity-Inclusion Plan were reviewed by committee members. Additional ideas to consider and questions that surfaced are outlined below.

Additional ideas for consideration and questions that surfaced for the Strategic Plan included:

- Tate High School should have a more robust offering for Fine Arts.
- Include computer science and computational thinking in the plan.
- Center a stand-alone ends policy for CTE.
- Incorporate "redefining (career) readiness starting at 9th grade through the incorporation of career pathways.
- Will the new weighted grading system hurt registration in fine arts?
- Are CTE courses capturing some of the Ends policies?
- Can we improve on civics within the character ed policy?
- Can we borrow the career development plan that is used in District 214 in Arlington Heights?
- How do we better leverage our status as a district to connect with and be served by community groups that already exist to help students?

Additional ideas for consideration and questions that surfaced for the District's new DEI plan included:

- The goal areas seemed to be challenging things to address - but the right ones.
- Emphasize increasing stakeholder engagement.
- Recruit diverse staff including a grow our own program.
- Continue training on implicit bias and cultural responsiveness.
- Ensure that PBIS is strongly implemented in all buildings.
- Continue the Student Climate Survey.
- Consider how to increase participation in after school activities for students who may not have family support.
- Trusted adults and positive relationships are critical (mentoring is needed).
- Continue to strongly advocate for the expansion of pre-K programs and buildings and schools.
- Power of 15: Students who graduate with 15 hours of college credit are 2X as likely to graduate from college.
- Keep working on Goal #1.
- The closure of TREC might be detrimental to goal areas 3a and 3b.
- Can the District have more than one non-comprehensive high school?
- Can the District implement the five questions in Tate's monthly climate survey district-wide?
- Can we better partner with Kirkwood Community College on adult ELL courses and scaling the Mann ELL parent classes up district-wide?
- Might we be able to use the Equity Committee's recommendation on stakeholder engagement?
- Can the District consider doing an engagement survey like those used by the business community?
- Can the District consider using regularly scheduled focus groups?
- Does I-Jag or PALs have a place in the DEI plan?
- Can we add concurrent enrollment and KCC and PSEO options to Goal 1?

School Improvement Advisory Committee *(continued)*

Long Range Academic & Behavior Goals

The Annual Progress Report (APR) and Iowa Assessment of Student Progress (SASP) results were reviewed by committee members. Comments and questions that surfaced are outlined below.

Reading

- Most of the time the District is above state average, white students are doing well.
- There is an achievement gap between white students and our Black and African American and Hispanic and Latino students, in regards to proficiency, and in regards to advanced proficiency.
- There is a gap with our students on FRL as compared with the state.
- Does the test match what our students are taught?
- Do our students on FRL have access to preschool?

Math

- Students with IEPs have a gap in achievement, and seem to become more discrepant as the years go on.
- The Hispanic and Latino population is below the state average and seems to fluctuate depending on the grade level.
- Is there a way to show IEP data categorized by level of need?

Science

- Students who have an IEP are performing lower.
- A student shared their perspective that some students with IEPs students tend to struggle with the format of the test.
- Another student shared that the English test asked students to write 3 different essays and he saw the participation rate drop off.
- This same student shared that the math part was long as well and felt students stopped trying.
- The students remarked that the ELA was long and directions were hard to understand.
- A teacher remarked that they look at the longevity in the District prior to the assessment.
- There is a definite achievement gap amongst subgroups.
- A student shared some personal circumstances of some of the students having so many other responsibilities.
- One member asked about accommodations allowed for the test.

Student Behavior

- There was a reduction in the number of out of school suspensions for bullying and harassment from 17-18 to 18-19.
- The number of Black and African American students receiving suspensions is high.
- This is also the case for male students as they are receiving suspensions at a high rate as well.
- Students on FRL have a high rate of suspensions.

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 6,238 students in grades 7-12 in 2018-19, 100 students dropped out during the school year. The percentage of dropouts has decreased from 1.81% in 2017-18 to 1.60% in 2018-19.

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

2018-19 Dropout Comparison Data

Gender	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Drop Out Rate
Female	3,095	49.62%	37	37.00%	1.20%
Male	3,143	50.38%	63	63.00%	2.00%
Total	6,238	100%	100	100%	1.60%

Ethnicity	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Drop Out Rate
American Indian or Alaska Native	18	<1%	1	1.00%	5.56%
Asian	349	5.59%	3	3.00%	0.86%
Black of African American	1,188	19.04%	34	34.00%	2.86%
Hispanic/Latino	778	12.47%	17	17.00%	2.19%
Multi-Racial	301	4.83%	6	6.00%	1.99%
White	3,596	57.65%	39	39.00%	1.08%
Not Reported	8	<1%	0	0%	0%
Total	6,238	100%	100	100%	1.60%

IEPs	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Drop Out Rate
IEP	635	10.18%	20	20.00%	3.15%
Non IEP	5,603	89.82%	80	80.00%	1.43%
Total	6,238	100%	100	100%	1.60%

ELL	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Drop Out Rate
ELL	597	9.57%	15	15.00%	2.51%
Non ELL	5,641	90.43%	85	85.00%	1.51%
Total	6,238	100%	100	100%	1.60%

Student Behavior Statistics *(continued)*

Suspensions

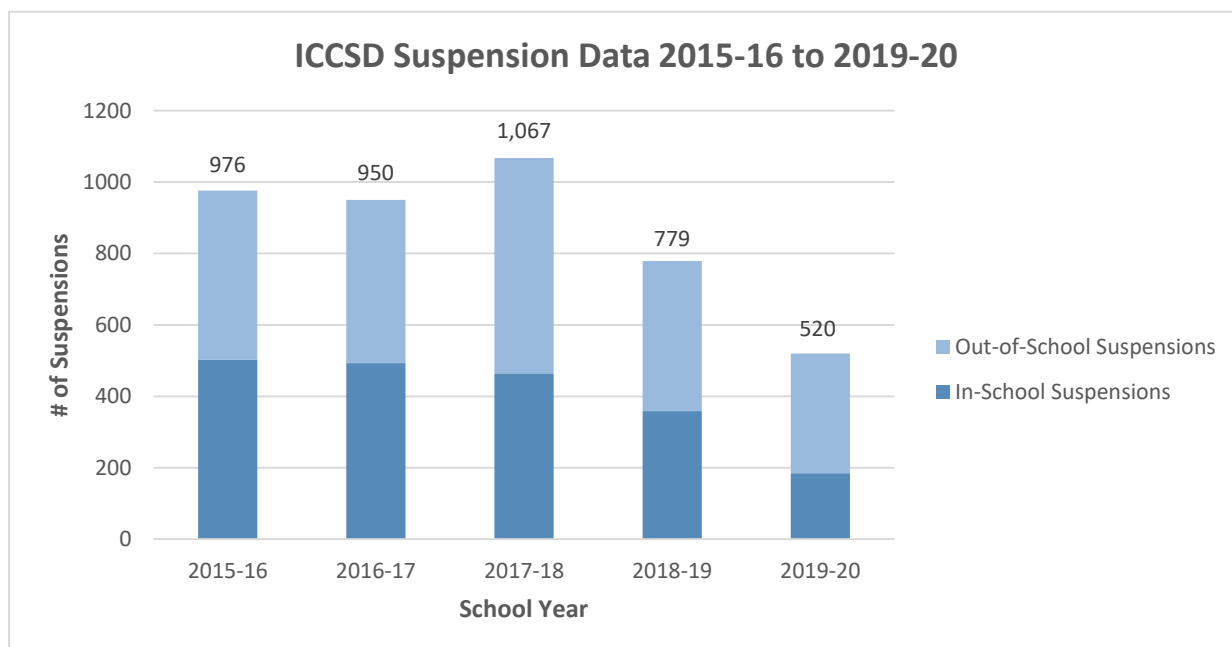
Students may receive school suspension for infractions of district rules that threaten the safety of other students. The table below summarizes the number of in-school and out-of-school suspensions for K–12 for the 2018-19 and 2019-20* school years.

*Note: 2019-20 School year data is only through March 13, 2020, due to early school closure for the COVID-19 Pandemic.

Number of In-School Suspensions			Number of Out-of-School Suspensions		
Offense	2018-19	2019-20	Offense	2018-19	2019-20
Arson	2	0	Arson	3	1
Use/Possession of Alcohol	0	4	Use/Possession of Alcohol	4	6
Use/Possession of Drugs	7	3	Use/Possession of Drugs	39	38
Use/Possession of Tobacco	11	4	Use/Possession of Tobacco	17	22
Criminal Mischief	5	4	Criminal Mischief	10	7
Fighting	50	34	Fighting	124	107
Physical Aggression	116	62	Physical Aggression	152	107
Verbal Aggression	35	11	Verbal Aggression	15	8
Bullying	10	4	Bullying	5	3
Harassment	26	3	Harassment	18	10
Theft	12	2	Theft	3	3
Weapons	15	2	Weapons	14	14
DIN-DD*	70	52	DIN-DD*	16	9
Grand Total	359	185	Grand Total	420	335

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)*

2019-20 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
Arson (Total)	1	0	1	0	0	0	0	1	0	1	1	0	1	0
ISS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OSS	1	0	1	0	0	0	0	1	0	1	1	0	1	0
Controlled Substances (Total)	77	4	18	15	1	39	32	45	66	11	48	29	73	4
Use Possession of Alcohol (Total)	10	1	0	3	1	5	4	6	8	2	4	6	10	0
ISS	4	0	0	2	0	2	2	2	2	2	2	2	4	0
OSS	6	1	0	1	1	3	2	4	6	0	2	4	6	0
Use/Possession of Drugs (Total)	41	3	14	6	0	18	24	17	36	5	28	13	40	1
ISS	3	0	1	1	0	1	3	0	2	1	2	1	3	0
OSS	38	3	13	5	0	17	21	17	34	4	26	12	37	1
Use/Possession of Tobacco (Total)	26	0	4	6	0	16	4	22	22	4	16	10	23	3
ISS	4	0	2	1	0	1	1	3	4	0	4	0	4	0
OSS	22	0	2	5	0	15	3	19	18	4	12	10	19	3
Criminal Mischief (Total)	11	0	7	1	0	3	2	9	7	4	8	3	8	3
ISS	4	0	3	0	0	1	0	4	3	1	2	2	3	1
OSS	7	0	4	1	0	2	2	5	4	3	6	1	5	2
Disorderly Conduct/Assault (Total)	329	0	234	13	1	81	137	192	216	113	282	47	297	32
Fighting	141	0	106	6	0	29	72	69	98	43	128	13	127	14
ISS	34	0	24	0	0	10	8	26	25	9	30	4	32	2
OSS	107	0	82	6	0	19	64	43	73	34	98	9	95	12
Physical Aggression (Total)	169	0	115	6	1	47	53	116	105	64	139	30	153	16
ISS	62	0	39	2	1	20	17	45	42	20	47	15	56	6
OSS	107	0	76	4	0	27	36	71	63	44	92	15	97	10
Verbal Aggression (Total)	19	0	13	1	0	5	12	7	13	6	15	4	17	2
ISS	11	0	7	1	0	3	6	5	8	3	7	4	9	2
OSS	8	0	6	0	0	2	6	2	5	3	8	0	8	0

Student Behavior Statistics *(continued)*

2019-20 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
Bullying/Harassment (Total)	20	0	9	1	0	10	3	17	18	2	13	7	18	2
Bullying (Total)	7	0	3	1	0	3	2	5	6	1	6	1	6	1
ISS	4	0	1	1	0	2	1	3	3	1	3	1	3	1
OSS	3	0	2	0	0	1	1	2	3	0	3	0	3	0
Harassment (Total)	13	0	6	0	0	7	1	12	12	1	7	6	12	1
ISS	3	0	2	0	0	1	1	2	3	0	2	1	3	0
OSS	10	0	4	0	0	6	0	10	9	1	5	5	9	1
Theft (Total)	5	0	4	0	0	1	2	3	4	1	5	0	5	0
ISS	2	0	1	0	0	1	1	1	2	0	2	0	2	0
OSS	3	0	3	0	0	0	1	2	2	1	3	0	3	0
Weapons (Total)	16	0	5	1	0	10	2	14	11	5	9	7	15	1
ISS	2	0	0	0	0	2	1	1	1	1	1	1	2	0
OSS	14	0	5	1	0	8	1	13	10	4	8	6	13	1
DIN-DD (Total)	61	2	35	6	0	18	26	35	42	19	50	11	52	9
ISS	52	0	30	6	0	16	22	30	39	13	41	11	44	8
OSS	9	2	5	0	0	2	4	5	3	6	9	0	8	1
Grand Total	520	6	313	37	2	162	204	316	364	156	416	104	469	51
ISS	185	0	110	14	1	60	63	122	134	51	143	42	165	20
OSS	335	6	203	23	1	102	141	194	230	105	273	62	304	31

Unduplicated count of students and infractions: In and Out of School Suspensions 2019-20

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
Unduplicated students	377	4	211	31	2	129	150	227	271	106	292	85	337	40
ISS	161	0	92	14	1	54	56	105	114	47	124	37	141	20
OSS	216	4	119	17	1	75	94	122	157	59	168	48	196	20

377 students account for the 520 suspension behavior infractions.

103 are elementary students and 274 are secondary students.

*Note: the last day of school for 2019-20 was March 13, 2020 (only 9 days in third trimester), due to COVID-19 Pandemic.

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

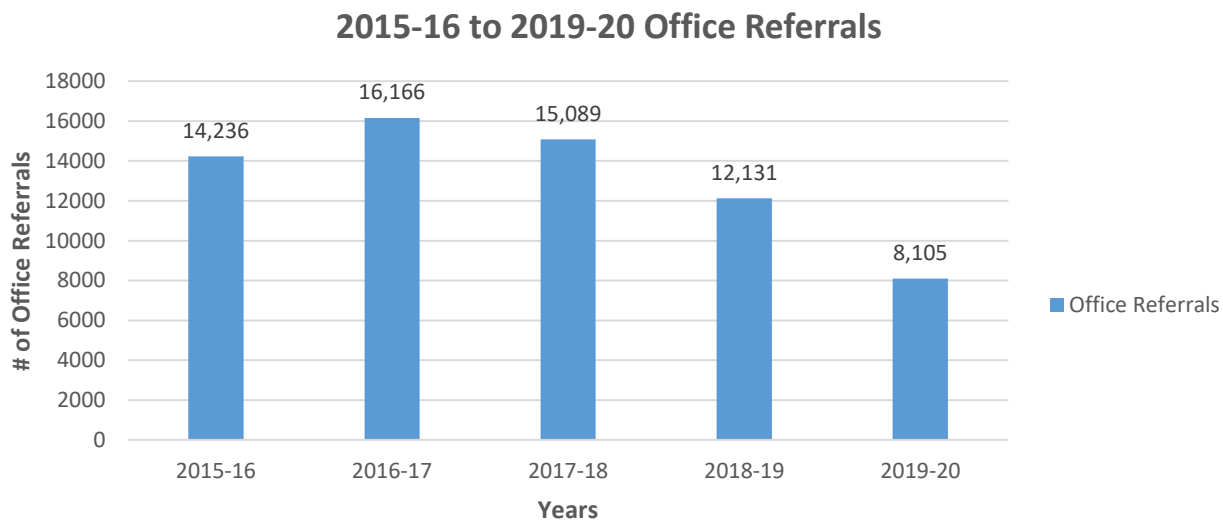
The table below summarizes the number of office referrals for K–12 for the 2019-20 school year. Please note, the last day of school for 2019-20 was March 13, 2020 (only 9 days in third trimester), due to COVID-19 Pandemic.

2019-20 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	255	27	0	0	184	470
Arson	0	1	0	0	0	0	1
Bomb Threat/False Alarm	0	0	0	0	0	0	0
Bullying	0	26	11	0	0	17	54
Communication of a threat	0	2	0	0	0	3	5
Defiance / Insubordination/Non-Compliance	13	1,347	134	0	0	923	2,417
Disrespect	8	221	38	0	1	169	437
Disruption	6	366	24	0	0	265	661
Forgery / Theft	0	0	0	0	0	0	0
Harassment	4	55	17	0	0	47	123
Inappropriate Display of Affection	0	0	0	0	0	0	0
Inappropriate Location / Out of Bounds Area	0	1	0	0	0	2	3
Lying / Cheating	0	1	0	0	0	1	2
Other Behavior	0	5	2	0	0	10	17
Parking Violation	0	0	0	0	0	0	0
Physical Aggression w/Injury	7	185	29	0	0	175	396
Physical Aggression w/out Injury	45	1,390	175	3	0	1,050	2,663
Physical Aggression w/Serious Bodily Injury	0	5	1	0	0	6	12
Physical Fighting w/Injury	1	33	2	0	0	21	57
Physical Fighting w/out Injury	3	122	13	0	0	67	205
Property Damage / Vandalism / Misuse	5	179	20	0	0	154	358
Skipped Class	0	0	0	0	0	3	3
Special Education Admin Law Judge Decision	0	0	0	0	0	0	0
Tardy	0	0	0	0	0	0	0
Technology Violation	0	1	0	0	0	2	3
Theft	4	58	7	0	0	19	88
Truancy	7	0	0	0	0	5	12
Use / Possession of Alcohol	1	0	3	0	0	5	9
Use / Possession of Combustibles	0	0	0	0	0	0	0
Use / Possession of Drugs	3	16	6	0	0	20	45
Use / Possession of Tobacco	0	7	9	0	0	24	40
Use / Possession of Weapons	1	8	2	0	0	13	24
Verbal Aggression	0	0	0	0	0	0	0
Grand Total	112	4,284	520	3	1	3,185	8,105

Student Behavior Statistics *(continued)*

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



Expulsions

In 2019-20, there were zero cases of student expulsions. The table below represents the # of expulsions for the last five years.

2015-2020 Expulsions	
Year	# of Expulsions
2019-20	0
2018-19	0
2017-18	0
2016-17	0
2015-16	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 2019-20 school year. Please note, the last day of school for 2019-20 was March 13, 2020 (only 9 days in third trimester), due to COVID-19 Pandemic.

Elementary School	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
Alexander	95.97%	94.20%	93.75%
Borlaug	96.13%	94.20%	89.87%
Coralville Central	96.03%	94.11%	92.95%
Garner	95.05%	93.87%	91.18%
Grant	96.84%	94.52%	93.66%
Hills	96.28%	93.00%	94.50%
Hoover	95.73%	94.36%	91.59%
Horn	95.90%	94.30%	90.70%
Kirkwood	95.92%	93.97%	92.11%
Lemme	96.21%	93.93%	92.34%
Lincoln	94.60%	92.58%	89.05%
Longfellow	95.77%	94.61%	92.27%
Lucas	95.00%	93.70%	90.90%
Mann	95.94%	92.60%	87.77%
Penn	96.65%	94.23%	93.56%
Shimek	96.84%	94.19%	94.23%
Twain	96.31%	95.55%	95.18%
Van Allen	96.66%	94.80%	92.56%
Weber	95.89%	93.98%	91.19%
Wickham	96.66%	94.28%	92.91%
Wood	95.41%	95.05%	94.21%
Junior High School			
North Central	95.48%	93.38%	88.72%
Northwest	95.99%	93.44%	88.09%
South East	95.05%	92.09%	85.32%
High School			
City	94.81%	93.21%	91.18%
Liberty	92.81%	91.30%	90.58%
West	93.11%	90.73%	87.30%
Tate	78.98%	79.01%	77.39%

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 2019-20 school year. Please note, the last day of school for 2019-20 was March 13, 2020 (only 9 days in third trimester), due to COVID-19 Pandemic.

2019-20 Mobility and Stability by Building		
Building	Mobility	Stability
City High	9.9%	95.7%
Liberty High	10.2%	95.1%
West High	11.1%	95.0%
Tate High	93.8%	67.7%
North Central JH	7.0%	97.2%
Northwest JH	14.0%	93.8%
South East JH	10.0%	96.1%
Alexander	19.5%	92.4%
Borlaug	24.7%	89.0%
Coralville Central	14.5%	93.7%
Grant	5.8%	96.2%
Garner	9.4%	95.3%
Hills	12.7%	95.6%
Hoover	13.3%	95.0%
Horn	16.7%	90.9%
Kirkwood	17.0%	91.8%
Lemme	8.4%	94.9%
Lincoln	21.7%	92.1%
Longfellow	18.4%	93.6%
Lucas	16.0%	95.2%
Mann	17.1%	91.7%
Penn	6.2%	97.6%
Shimek	8.5%	93.8%
Twain	30.0%	89.9%
Van Allen	12.7%	94.0%
Weber	21.9%	90.0%
Wickham	11.8%	95.2%
Wood	14.2%	96.9%

Special Services

Special Education

In accordance with the Individuals with Disabilities Education Act and Iowa eligibility standards, the Iowa City School District serves eligible individuals as directed by the student's Individualized Educational Plan. There was an increase of 1.3% in the number of eligible individuals in the 2019-20 school year as compared to the 2018-19 school year.

2015-20 Special Education Enrollment

Year	Students	Percent of Enrollment
2019-20	1,400	9.8%
2018-19	1,218	8.5%
2017-18	1,174	8.3%
2016-17	1,164	8.3%
2015-16	1,199	8.8%

English Language Learners

ELL enrollment in the Iowa City Community School District continues to increase. The predominant languages in the ICCSD are English, Spanish, Arabic, French and Swahili. Students and families speak more than 88 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.

2015-20 English Language Learners Enrollment

Year	Number of ELL Students
2019-20	1,836
2018-19	1,745
2017-18	1,623
2016-17	1,467
2015-16	1,344

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 2019-20 school year, 1,885 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.

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.

2015-20 Preschool Program Enrollment

Year	Students Funded by SWVPP	Students Other funding	Students Total
2019-20	559	101	660
2018-19	501	77	578
2017-18	514	61	575
2016-17	446	53	499
2015-16	409	46	455

Learning Supports

ICCSA 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.

2019-20 Learning Supports Funding

2019-20 Funding Sources	Amount
Dropout Prevention & Required Match	\$5,948,417
Supplemental Weighted Funding	\$458,392
6th Juvenile Court Office	\$30,000
McKinney - Vento Homeless Grant	\$36,943
SAVE	\$564,207
21st Community Learning Center Grants	\$441,638
United Way/Community Foundation	\$175,308
City of Coralville, Hills, North Liberty	\$84,870

Tier 1 activities include the following

Universal Program	Description	Audience
Positive Behavioral Intervention Supports (PBIS)	Proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environment.	All elementary and junior high buildings, Liberty High School, Tate High School and West High School
Classroom Counseling/Steps to Respect - Bullying Prevention	School-wide intervention to identify and prevent bullying behaviors.	All elementary buildings
Second Step Elementary Counseling Curriculum	School-wide social emotional learning program.	All elementary buildings
Behavior Analysts	Professional development and coaching to build capacity to manage challenging behaviors.	Available to all elementary buildings
Instructional Design Strategists	Professional development to build teacher capacity to assist struggling learners.	All K-12 buildings
Mental Health Coordinator	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	Number served
K-12		
Joan Buxton's School Children's Aid	Support for medications, clothing, eyeglasses, and eye exams.	413
School-based Health Clinic	Accessible health care to underserved and uninsured populations.	349
Elementary		
Academic Supports	Intensive reading and math support for elementary students.	180
Title I	Intensive reading and math support for elementary students.	1,338
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.	257
PBIS Tier II	Structured small group interventions for behavior including the following: Check in/Check out, SAIG group, Check in/Check out with modified features.	5-15% of students in each building
Secondary		
Success Center	Individual tutoring, teaching organizational skills and self-advocacy skills.	884
Intensive Reading Support	Additional course for students who are not proficient in reading.	150
I-Jag (City High)	Career exploration and skill development, work experience opportunities.	97
I-Jag (West High)	Career exploration and skill development, work experience opportunities.	32
Career Center (City, Liberty, Tate & West)	Career exploration and skill development, work experience opportunities.	260
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.	607
Academic Mentoring Program	Adult mentor and case management services for students who are not connected to school as demonstrated by poor attendance/failing grades.	76

Learning Supports *(continued)*

Tier 3 Interventions		
Program Name	Description	Number served
K-12		
Student and Family Advocates/ Case Management (Family Resource Centers)	Liaison between school, parents and community to address barriers to learning and access resources.	3,893
On-site Mental Health Services	On-site therapy and psychiatric services at the school-based health clinic.	313
Homeless Support	Identification of homeless students and connecting students and families to district and community resources, (i.e. transportation, food, clothing, academic support).	343
Elementary		
Behavior Supports	Intensive support to students who have highly disruptive behaviors. Strategies for classroom teachers to promote positive behaviors.	112
Secondary		
Tate Alternative High School	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.	204
Juvenile Court Liaison/ART	Aggression Replacement Training and intensive life skills development for students involved with juvenile court to avoid residential placement.	7
Student Advisory Center Coordinators	Individualized support to students who have been removed from class because of significant behavior issues.	553

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 Coordinator of Health Services, seven full-time school nurses, and one half-time school nurse who provide nursing coverage to all buildings and off-site programs. The District also employs three certified athletic trainers who oversee and provide athletic trainer services to junior and high school athletes and coaches. Students from the University of Iowa athletic trainer program do clinic rotations in the high schools under the direction of the athletic trainers. The tables below provide trend data regarding student health concerns and student emergencies that the district health services staff address each year. Please note, the last day of school for 2019-20 was March 13, 2020 (only 9 days in third trimester), due to COVID-19 Pandemic.

2015-2020 Student Health Concerns

	2015-16	2016-17	2017-18	2018-19	2019-20
Asthma	1,024	1,011	957	907	907
ADHD/ADD	1,213	1,452	1,407	1,391	1,398
Seizure Disorder	65	73	112	119	121
Type I Diabetes	35	30	28	35	36
Severe Food Allergies	152	185	186	230	268
Depression	87	99	74	82	101
Anxiety	271	310	400	351	367

2015-2020 Student Accidents, Injuries, and Medications

	2015-16	2016-17	2017-18	2018-19	2019-20
Accidents/Injuries					
Total student accidents/injuries that required further medical evaluation	122	102	114	104	80
Medications					
Number of students taking prescription medication scheduled daily at school	469	459	462	436	453

Continuum of Services

The school nurses are an integral member of the building team and provide a continuum of services to students. They provide ongoing supervision of all staff whose responsibilities include delivering health services. Special education health paraeducators provide direct care to special education students with more severe health conditions and physical limitations. Building secretaries and health office paraeducators 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.

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

The following chart summarizes the number of district staff trained in CPR (this does not include BASP staff). Please note, the last day of school for 2019-20 was March 13, 2020 (only 9 days in third trimester), due to COVID-19 Pandemic.

2015-20 Staff Trained in CPR

	2015-16	2016-17	2017-18	2018-19	2019-20
Staff trained in CPR	95	120	119	149	53

District Health Services *(continued)*

Healthy Kids School-based Health Clinic

Healthy Kids School-based Health Clinic is a clinic that is an extension of traditional health services offered in the Iowa City Community School District in collaboration with community partnerships. 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 goal of the clinic is to keep students healthy so that they will be successful in school. A volunteer Nurse Practitioner, a University of Iowa Pediatrician, a Child Psychiatrist, and a Family Practice Physician staffed the clinic this year. The clinic is funded primarily by United Way and 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. 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. There is no charge for services.

In 2019-20, the clinic provided a variety of services to 349 children in 557 clinic visits. Of these 349 children, approximately 80%, had no health insurance at the time of their visit to the clinic. Of this 80%, 25 children were eligible for Medicaid or the state children's health insurance program (hawk-i) and were enrolled in one of these programs. 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 healthcare provider. Dental care and referrals were provided for 164 children. Child Psychiatry evaluations were provided to 45 children. Vision exams were completed for 42 children.

ICCSD Wellness Committee

The Iowa City Community School District Wellness Committee membership is comprised of school staff, parents, citizens, health care professionals, and representatives from community and county agencies with an interest and expertise in health and nutrition. The District Coordinator of Health Services 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 the previous year, the Wellness Committee made and implemented changes to the Wellness Policy and Administrative Guideline 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 and Master Gardeners, through which 22 school gardens were planted, maintained and harvested. The Farm to School Chapter also hosted educational events including a School Garden workshop and Farmer Fairs at several schools. Locally grown produce was served in school lunches several times throughout the year and in the summer lunch program. Several schools developed Walking School Buses. The Bicyclists of Iowa City held bike rodeos at over 15 elementary schools. Fuel Up to Play 60 was implemented in 18 schools and six schools participated in Fuel Up to Play 60 Wellness Corps with the University of Iowa Student Athletic department. Iowa State University Extension's nutrition education program, Pick a Better Snack™, was provided to primary grades in all elementary schools and to K-6 grades in the four PEP grant schools. Five elementary schools (Alexander, Hills, Kirkwood, Twain 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. Eight schools continued to meet their Blue Zone designation the previous year. Universal free breakfast was offered to all students at five elementaries and Tate High School.

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 2020-21.

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
 - Use web-based fitness program (*FitnessGram*) to annually collect BMI and fitness data with students 4-12th grade. A report is provided to parents each year.
 - This was started in 2013, but we have been unable to aggregate the data since 2015 due to functionality issues with the program. The company has resolved the problem and PE teachers began collecting the data in 2019-20.
 - Assessment is done in each of the following areas:
 - Aerobic capacity
 - Flexibility
 - Muscle strength
 - BMI (body mass index)
- PE schedule for all grades:
 - Kindergarten – 54 minutes/week
 - 1st – 4th grade – 81 minutes/week
 - 5-6th 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 - 235 minutes/week
 - 4th grade - 175 minutes/week
 - 5-6th grades - 100 minutes/week

Health Education

- K-6th grade- Health curriculum content areas are taught in Science, Social Studies, PE, and Guidance (now called School Counseling Education)
 - Nutrition and Physical Activity
 - Safety/Sexual Abuse Prevention
 - Alcohol, Tobacco and Other Drugs
 - Personal Health and Wellness
 - Family Life/Sexuality Education
 - HIV/AIDS
 - Social/Emotional/Mental Health
 - Bullying prevention/ Anti-bullying
- 7-8th grade - Personal Development – one trimester/year; Family Consumer Science – one trimester/year, includes nutrition education
- 9-12th grade – one trimester Health

Wellness Policy *(continued)*

- Since 2016 the new health curriculum is being implemented across the District
 - *Health and Wellness; Wonder Years* - 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.
 - Field to Family/ Farm to School Program
 - Locally grown produce (watermelon, cantaloupe, zucchini, cherry tomatoes, sweet potatoes, cucumbers) served in school meals and summer lunch program
 - Fresh Fruits and Vegetables grant - at Alexander, Hills, Kirkwood, Twain and Wood. Students received a fresh fruit or vegetable snack 3-5 mornings/week, depending on the specific plan in each building. The produce is purchased from Hy-Vee, who prepares and delivers the produce.
 - Community agencies
 - United Action for Youth – Health Educator

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:

- Breakfast is offered at all schools serving an average of over 2300 meals daily.
- Five elementary schools offer Universal (free to all students) Breakfast and they include: Alexander, Hills, Kirkwood, Twain, Wood. These schools also participate in the Fresh Fruit and Vegetable Grant and receive fresh produce daily for snacks.
- Tate participates in the Community Eligibility Program (CEP), which provides free breakfast and lunch meals.
- Lunch meals average over 8400 per day but have been as high as 9000.

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:
 - 2012: 1,243
 - 2013: 9,436
 - 2014: 5,430
 - 2015: 12,613
 - 2016: 13,081
 - 2017: 13,270
 - 2018: 21,718
 - 2019: 25,342

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. Over the course of the ten weeks, the District operated 16 Grab & Go meal sites at schools and in local mobile home parks. During this time, the District provided local children with 266,298 meals. While the school year ended May 29th the program continued to operate through August 21st at 11 sites. From March 23, 2019, to August 21, 2019, the District served a total of 493,690 meals.

Wellness Policy *(continued)*

Classroom Snacks and Classroom Foods for Celebrations

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

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 many elementary schools
- Fuel Up to Play 60 – a few buildings participate in this
- Get Moving for Healthy Kids 5K
- Run for the Schools
- Bike/Walk to School week
- Bike Rodeos – held at 15 schools
- Hy-Vee Fit Kids - for third graders, held at Kinnick Stadium, 2017 was the first year for this event.

Staff wellness

- Comprehensive health insurance plan offered to staff.
 - Added option of telemedicine service (Doctor on Demand) to members
 - Added Naturally Slim weight loss program option free of charge to members
- Staff flu clinics – sponsored by the Visiting Nurse Association, in every building in the fall of 2019. Influenza (1,877) vaccines were administered to staff, their families, students and parents.
- Transformation Challenge - January -February, 2020. Scheels was the title sponsor with \$3,000 in prizes for individuals and teams and also provided weekly workout sessions throughout the district
- Staff Health Assessments - February-March, 2020

Plan for 2020-21

- Continue 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
- Continue Fuel Up to Play 60

Summer School

Extended Year Special Education

The Iowa City Community School District 2020 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	88	1,295	247	1048
Secondary	23	259	38	221

Credit Recovery

High school students had the opportunity to take summer school during the summer of 2020 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

Elementary 21st Century Community Learning Centers (CCLC) Summer Program 2020

The 21st CCLC summer learning programs in the ICCSD did not operate during the summer of 2020 due to the COVID-19 Pandemic. Therefore, there is no data to report for this past summer.

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. Lead the Equity Implemented Partnership with researchers at the University of Iowa Public Policy Center. Annually, conduct student climate surveys to identify patterns of disparities for students and school specific challenges. The goal of the partnership is to improve the equitability of school experiences and outcomes for students in our district by making data-informed decisions, drawing on research-based solutions and using an inclusive decision making process.
5. Collaborate with the University of Iowa College of Engineering, which provides tutors for students each week through the Multi-Ethnic Engineering Student Association (MESA).
6. Facilitate the Equity Advisory Committee that includes community members who advise the Equity Office and the Multicultural/Gender Fair (MC/GF) Committee to develop, implement and promote equal opportunities for all stakeholders on Equal Employment Opportunity.
7. Facilitate the MC/GF & LGBTQ Committee whose membership includes a staff member from each school. These staff members are responsible for assisting the Equity Department in collecting and disseminating information to district staff. The teachers and administrators on the MC/GF Committee provide leadership in the development of building equity plans.
8. Facilitate Teacher Leadership Compensation (TLC) Grant Cultural Competency Committee whose membership includes a teacher from each school. These teachers are responsible for building capacity in the building around cultural competency and cultural responsive practices in their schools.
9. 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.
10. Monitor and work to reduce disproportionality in student discipline, assignment of students to special education, graduation rates, course taking and student educational achievement.
11. Facilitate mediation meetings.
12. 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

In the 27 schools:

- Our students-per-computer ratio ranges from 1:1 to 3:1, including a 1:1 initiative at the secondary level (grades 7-12) and an initiative that is in year three of three to bring our elementary ratio to 1.9:1.
- The percent of teaching stations with a projector, document camera and interactive whiteboard is 100%.
- The district is currently working to implement wireless video and voice amplification in all of our instructional spaces, with about 75% of the learning spaces in the District upgraded to this new standard by summer 2020.
- The district's network was upgraded to a 40GB backbone with 10GB to edge sites and internet bandwidth of 3GB. This infrastructure supports efficient delivery of network and internet services to over 30,000 devices per day.

Projected 2020-21 initiatives

- Continued implementation of our updated classroom technology suite, including an interactive projector, document camera, classroom and audio system and wireless video capability. This standard will be met in all classrooms during the 2020-21 school year.
- Expansion of the District's 1:1 program to include all grades, K-12. Students in each grade level will be able to take devices home.
- Increased focus on instructional technology support for teachers and development of easily accessible resources to support effective use of technology by all district stakeholders.
- Continued implementation of a data interoperability framework upon which real-time reporting, dashboarding and development of predictive analytics can unlock the tremendous potential of the data warehouse in various curricular and operational systems.
- Implementation of standardized learning management systems (Canvas and Seesaw) to support online course interaction in all grades, K-12.

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 2019-20:

- 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 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.
- Secured SVPP and STOP grants to assist with the implementation of the SSAC's board adopted recommendations.
- Developed a plan to implement Care Assessment in the 2020-21 school year.

Emergency Safety Training:

- Alert, Lockdown, Inform, Counter, and Evacuate (**ALICE**) Training provided 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 drill.
- 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.

Safety and Security *(continued)*

Buildings where safety and security improvements were completed between the 2014-15 to 2019-20 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 - The impact and support of parental and community volunteers on the Iowa City Community School District is widespread and profound. Volunteers come from all facets of our community including parents, business people, university students, seniors, and community people. Volunteers work in every school in the district as well as on special district-wide projects to enhance and enrich the curriculum. Mentoring programs have been implemented at Hoover, Horn, Kirkwood, Lemme, Longfellow, Lucas, Twain, and Wood elementary schools; North Central and Northwest Junior Highs; and City High School.

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. 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 2019-20, more than 1,600 donors contributed nearly \$1,350,000 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 2019-20, the Workplace Learning Connection provided 342 job shadows, 81 internships and 27 career events engaging 2,399 student participants involving 434 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.