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**IOWA CITY  
COMMUNITY  
SCHOOL DISTRICT**

**Child-Centered : Future-Focused**

# Annual Progress Report

Iowa City Community School District

2018-2019

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## Annual Progress Report

The Annual Progress Report serves to provide a summary of the State of the District for the 2018-19 school year. Additional information can be found on the district website.

## Board of Directors

<b>Name</b>	<b>Position</b>
<b>Janet Godwin</b>	President
<b>Paul Roesler</b>	Vice-President
<b>J.P. Claussen</b>	Director
<b>Shawn Eyestone</b>	Director
<b>Phil Hemingway</b>	Director
<b>Ruthina Malone</b>	Director
<b>Lori Roetlin</b>	Director
<b><i>Stephen Murley</i></b>	<i>Superintendent of Schools</i>

### 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](mailto:Tabor.Jeremy@iowacityschools.org).

## List of Schools

### Secondary Schools

#### City High

1900 Morningside Drive, Iowa City  
319-688-1040

#### Tate High

1528 Mall Drive, Iowa City  
319-688-1080

#### South East Junior High

2501 Bradford Drive, Iowa City  
319-688-1070

#### Liberty High

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

#### North Central Junior High

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

#### West High

2901 Melrose Avenue, Iowa City  
319-688-1050

#### Northwest Junior High

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

### Elementary Schools

#### Alexander Elementary

3571 Sycamore Street, Iowa City  
319-688-1095

#### Garner Elementary

80 Birch Street, North Liberty  
319-688-1190

#### Horn Elementary

60 Koser Avenue, Iowa City  
319-688-1115

#### Lincoln Elementary

(at new Hoover Elementary)  
1355 Barrington Road, Iowa City  
319-688-1130

#### Mann Elementary

(at new Hoover Elementary)  
1355 Barrington Road, Iowa City  
319-688-1145

#### Twain Elementary

1355 DeForest Avenue, Iowa City  
319-688-1165

#### Wickham Elementary

601 Oakdale Boulevard, Coralville  
319-688-1175

#### Borlaug Elementary

1000 Kennedy Parkway, Coralville  
319-688-1155

#### Hills Elementary

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

#### Kirkwood Elementary

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

#### Longfellow Elementary

1130 Seymore Avenue, Iowa City  
319-688-1135

#### Penn Elementary

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

#### Van Allen Elementary

170 Abigail Avenue, North Liberty  
319-688-1185

#### Wood Elementary

1930 Lakeside Drive, Iowa City  
319-688-1180

#### Coralville Central

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

#### Hoover Elementary

2200 E. Court, Iowa City  
319-688-1110

#### Lemme Elementary

3100 Washington Street, Iowa City  
319-688-1125

#### Lucas Elementary

830 Southlawn Drive, Iowa City  
319-688-1140

#### Shimek Elementary

1400 Grissel Place, Iowa City  
319-688-1160

#### Weber Elementary

3850 Rohret Road, Iowa City  
319-688-1170

## District Demographics

### Enrollment

The district certified weighted enrollment for the 2018-19 school year was 14,285.06 students. District enrollment increased by 1% from the previous year.

#### 2018-19 Certified Weighted Enrollment

Enrollment Category	Enrollment
Resident Public Students Attending	13,883.70
Resident Public Students Attending Another Iowa Public School District	394.20
Non Public Shared Time & Competent Private Instruction Students Dual Enrolled for District Classes	7.04
Non Public Shared time & Competent Private Instruction Students Dual Enrolled for Post-Secondary Education Option Classes	0.12
<b>Actual Enrollment (Certified Weighted Enrollment)</b>	<b>14,285.06</b>

### Free and Reduced

The free and reduced student count has increased by 5% over the past five years.

#### 2014-19 Free and Reduced Lunch Rates

Year	Percentage of Enrollment
2018-19	38.9%
2017-18	37.4%
2016-17	37.3%
2015-16	35.7%
2014-15	33.7%

### Race/Ethnicity

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

#### 2015-19 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
2018-19	5.8%	19.9%	11.8%	5.6%	0.2%	0.1%	56.6%
2017-18	6.1%	19.2%	11.5%	5.2%	0.3%	0.1%	57.6%
2016-17	6.1%	18.7%	11.5%	5.0%	0.2%	0.1%	58.4%
2015-16	6.2%	18.0%	11.0%	4.7%	0.3%	0.1%	59.7%

## 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

Data from the 2018-19 school year was not available at the time of publication. Therefore, the data included in this section is the most recent available (from the 2017-18 school year).

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.

### *ICCS National Percentile Ranks*

A national percentile rank shows relative position or rank within a group of students in the same grade who were tested at the same time of year during the national standardization. The data indicate status of the group.

Percentile ranks are useful in determining areas of relative strength and weaknesses for a grade level group. They are not the preferred statistic for monitoring growth over time. Therefore, multiple years of percentile ranks are not reported.

**2017-18 Iowa Assessments Results**  
National Percentile Ranks, School Norms, All Students

	Reading	Math	Science
<b>3<sup>rd</sup> Grade</b>	70	60	71
<b>4<sup>th</sup> Grade</b>	72	58	71
<b>5<sup>th</sup> Grade</b>	73	62	66
<b>6<sup>th</sup> Grade</b>	70	62	64
<b>7<sup>th</sup> Grade</b>	69	67	67
<b>8<sup>th</sup> Grade</b>	71	67	68
<b>9<sup>th</sup> Grade</b>	80	68	74
<b>10<sup>th</sup> Grade</b>	75	70	73
<b>11<sup>th</sup> Grade</b>	62	72	73



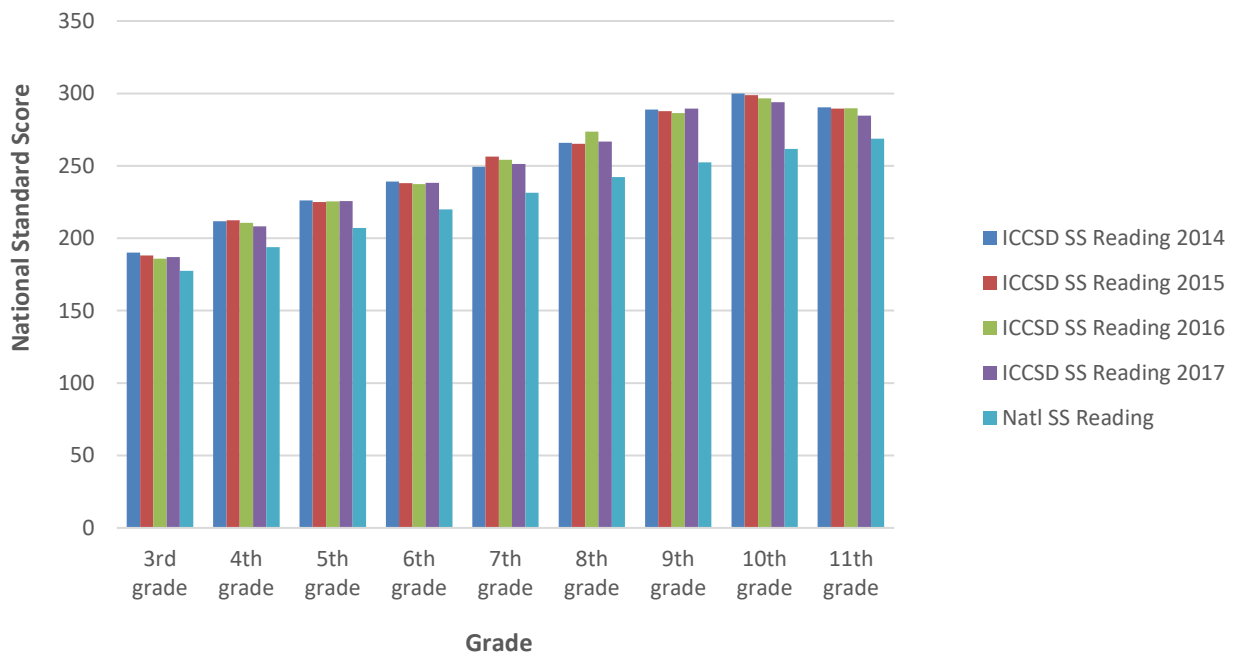
### Student Academic Achievement *(continued)*

*ICCSd Student Performance Same Grade Comparisons (total group—all students tested) with Data Compared to National Averages*

The following charts depict student achievement performance in the areas of reading, mathematics, and science for all students who took the test. The data reflect achievement as recorded by the *Iowa Assessments (IA)* for grades three through eleven. Tests were administered in the fall. National standard scores are reported.

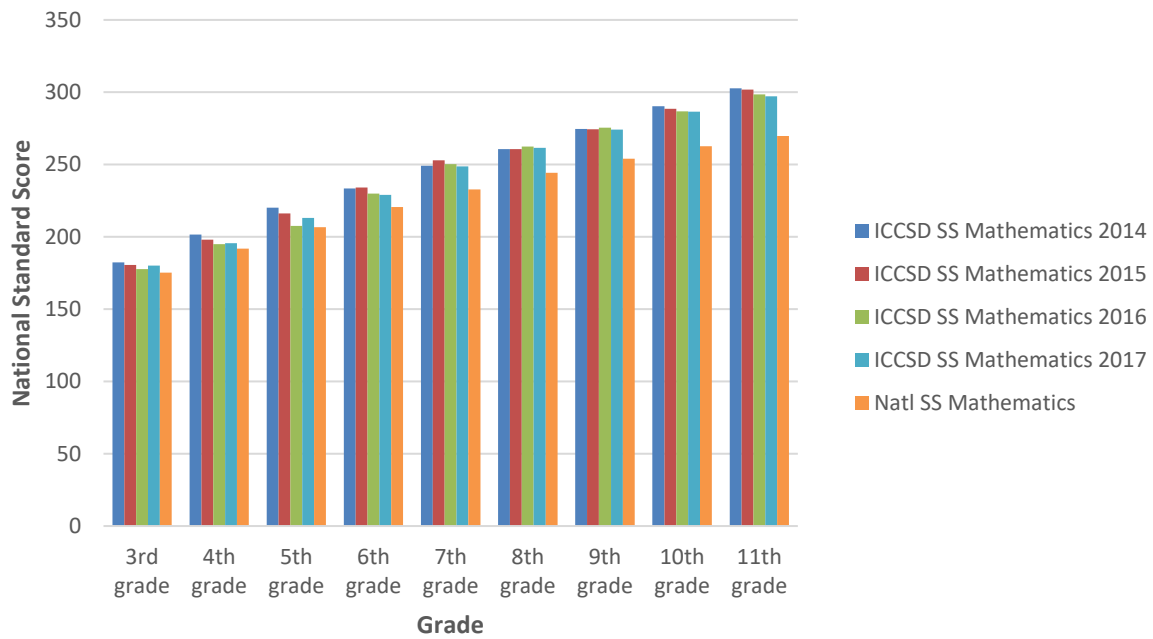
The bar graph permits the reader to compare performance of ICCSD students to average performance of the students of the nation. The national standard score is a number that describes the group’s location on an achievement continuum. Average national annual growth decreases as students move up from one grade to the next.

**ICCSd and Nation  
National Standard Scores-Iowa Assessments  
Reading**

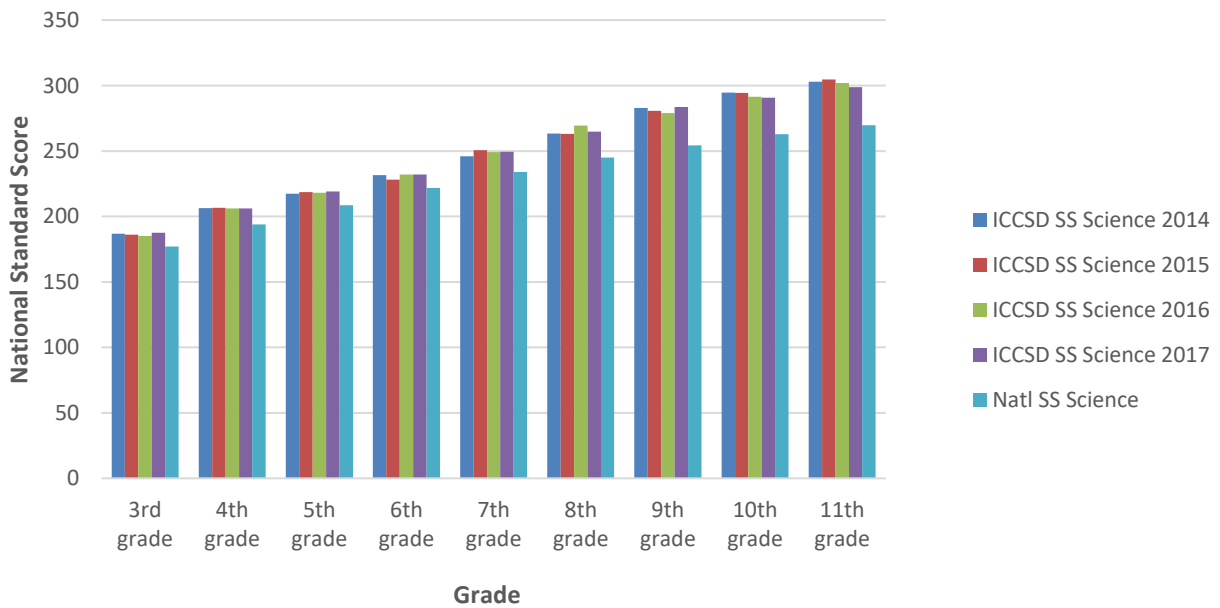


Student Academic Achievement *(continued)*

ICCS and Nation  
National Standard Scores-Iowa Assessments  
Mathematics



ICCS and Nation  
National Standard Scores-Iowa Assessments  
Science



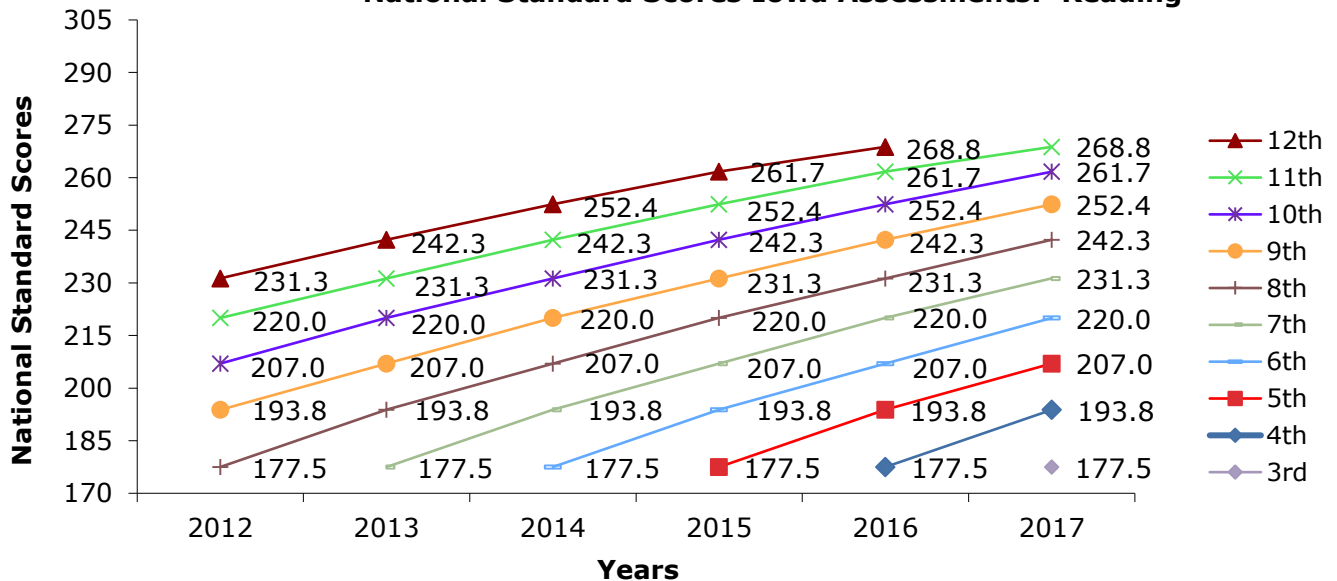
## Student Academic Achievement *(continued)*

### ICCSD Student Performance Cohort Group Comparisons

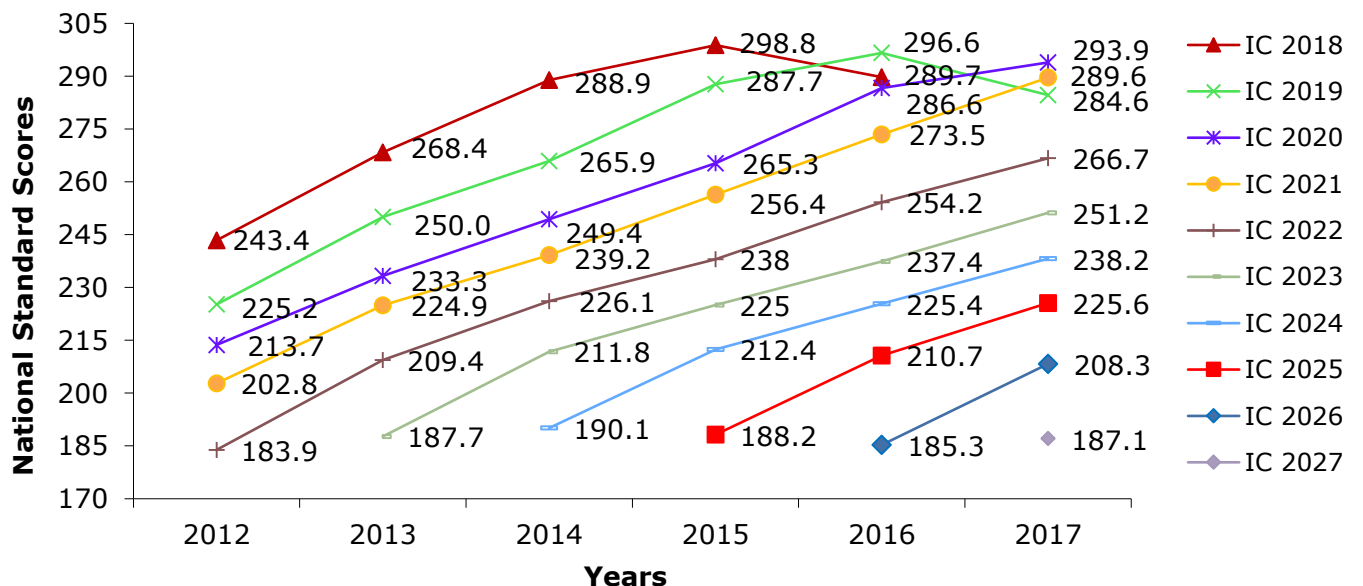
The following charts depict student achievement performance in the areas of reading, mathematics, and science for all students who took the test. The data reflect achievement as recorded by the *Iowa Assessments (IA)* for grades three through eleven. Tests were administered in the fall. National standard scores are reported.

The line graph permits 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 nation. The national standard score is a number that describes the group's location on an achievement continuum. Average national annual growth decreases as students move up from one grade to the next.

**National Student Performance (Cohort) Graduating Classes  
National Standard Scores Iowa Assessments: Reading**

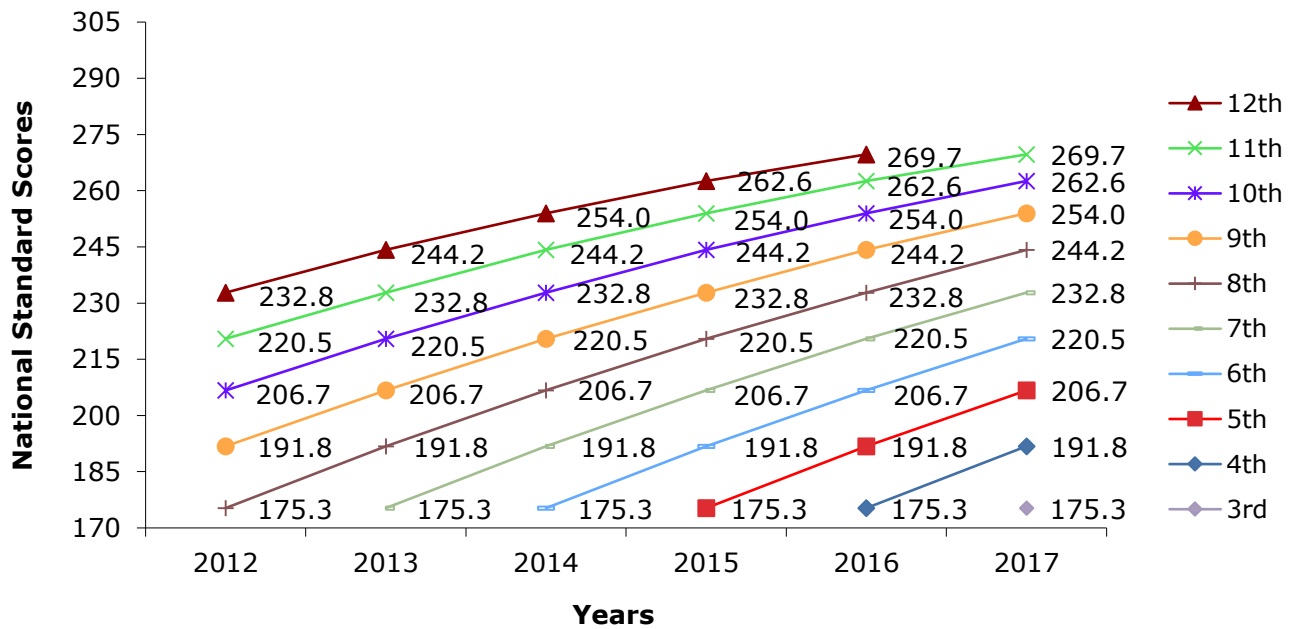


**ICCSD Student Performance (Cohort) Graduating Classes 2018-2027  
National Standard Scores Iowa Assessments: Reading**

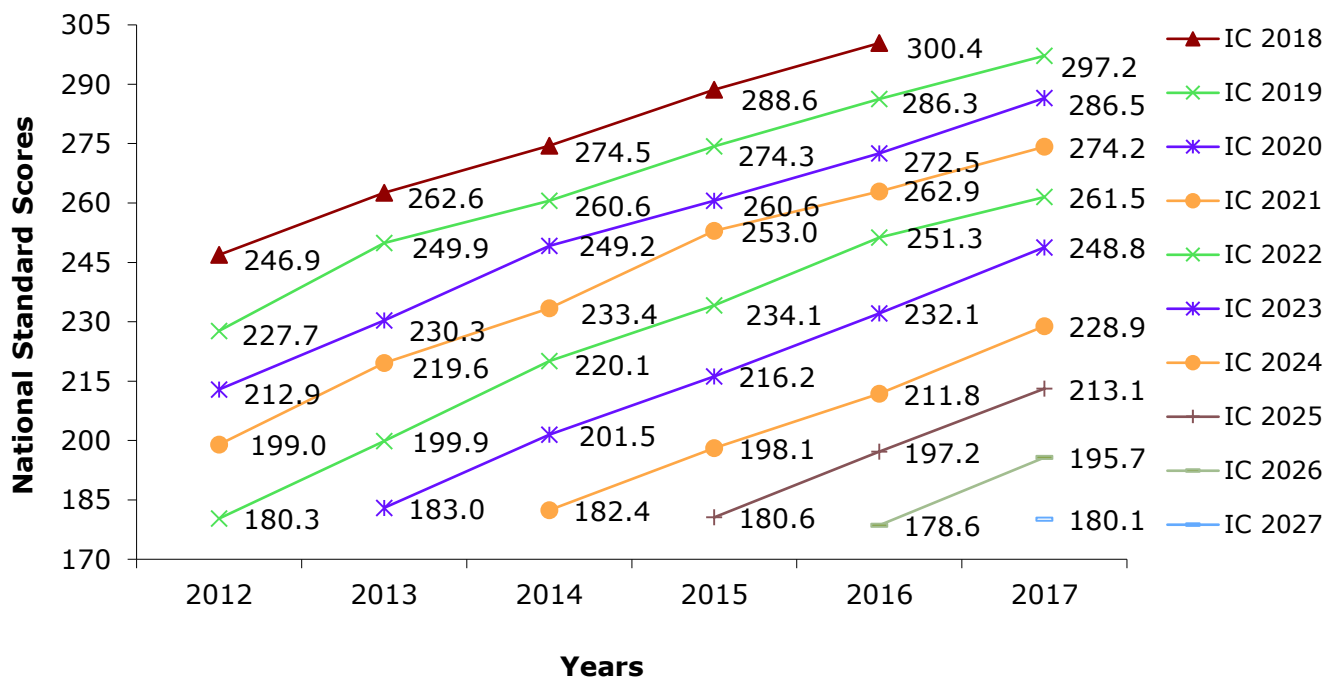


Student Academic Achievement (continued)

**National Student Performance (Cohort) Graduating Classes  
National Standard Scores Iowa Assessments: Mathematics**

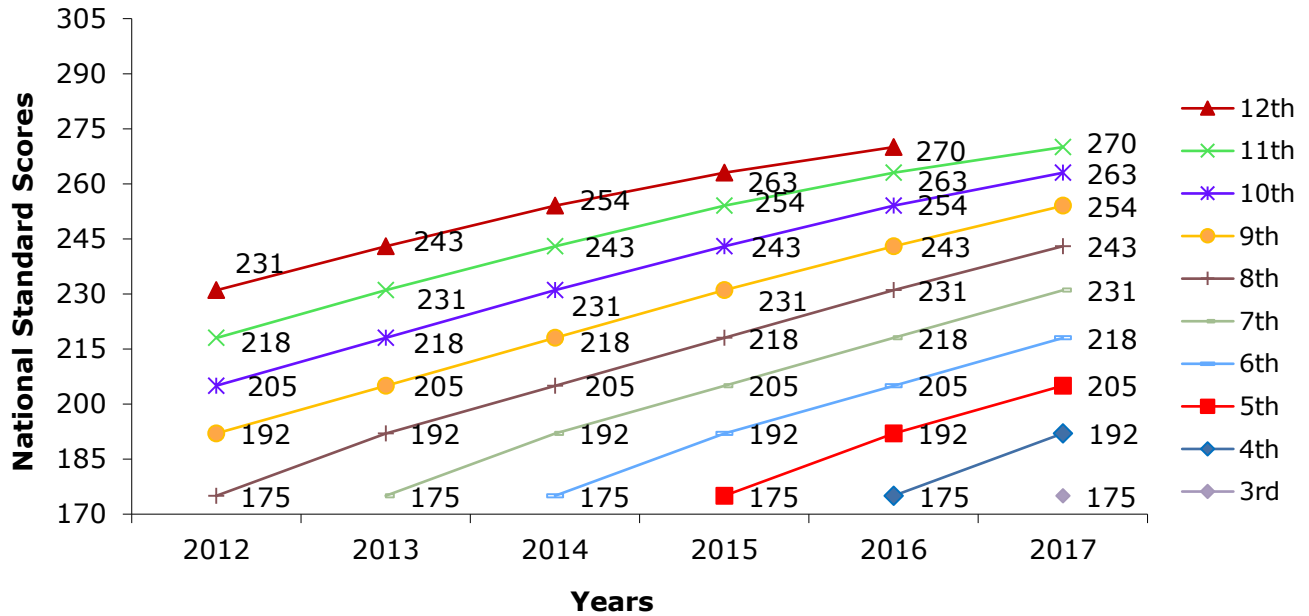


**ICCS Student Performance (Cohort) Graduating Classes 2018-2027  
National Standard Scores Iowa Assessments: Mathematics**

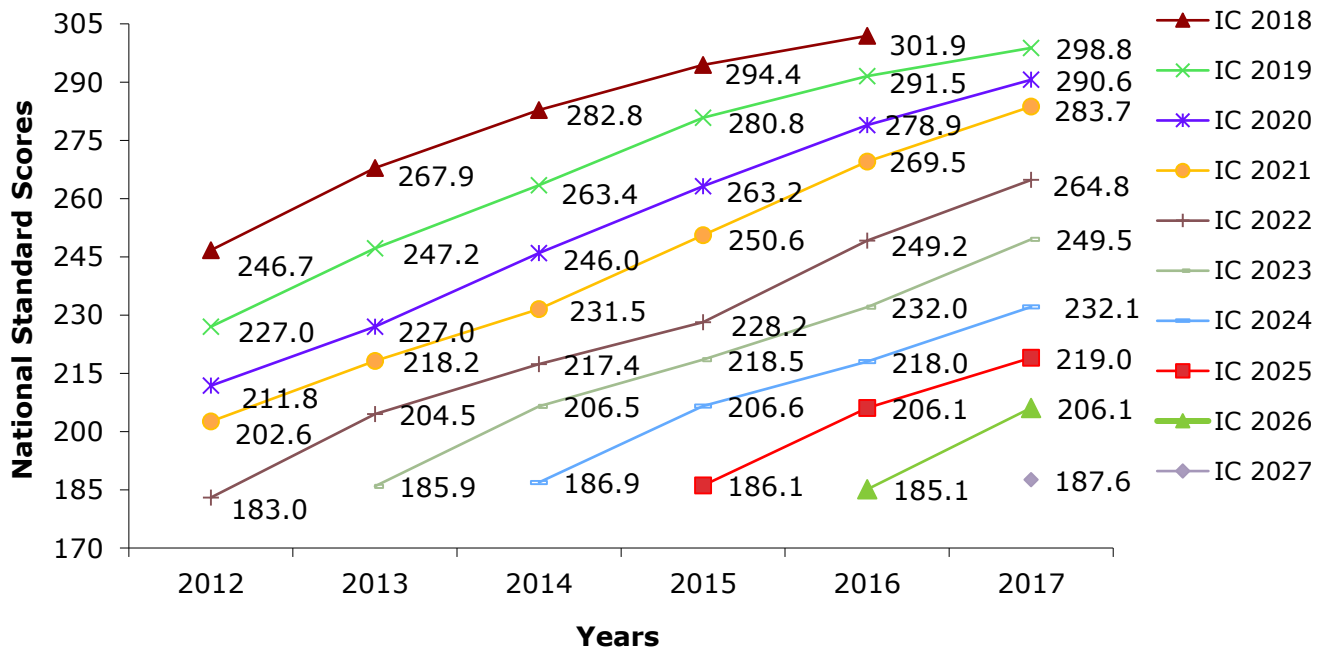


Student Academic Achievement (continued)

**National Student Performance (Cohort) Graduating Classes  
National Standard Scores Iowa Assessments: Science**



**ICCS Student Performance (Cohort) Graduating Classes 2018-2027  
National Standard Scores Iowa Assessments: Science**



## Student Academic Achievement *(continued)*

### *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 for four years and includes:

- Percent proficient grades 3 - 11 – reading
- Percent proficient grades 3 - 11 – mathematics
- Percent proficient grades 8 and 11 – 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 Assessments (IA) as an accountability and improvement measure in reading and math for grades 3-8 and 11. 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 national standard score or higher, on the Iowa Assessments. The table below indicates the percent of students who scored proficient during the 2017-18 school year in reading and mathematics by grade level bands.

2017-18 Iowa Assessments Results		
% Proficient, National Norms, All Students		
	Reading	Math
3 <sup>rd</sup> – 5 <sup>th</sup> grade	73.9	70.8
6 <sup>th</sup> – 8 <sup>th</sup> grade	74.1	72.8
11 <sup>th</sup> grade	75.6	81.7

We also report the percent of students that fall within certain achievement bands on the Iowa Assessments. The charts on the following pages show the 2017-18 Iowa City Community School District achievement levels and the State of Iowa achievement levels on the Iowa Assessments by percentage of students in Iowa that are either not proficient, proficient or above proficient by grade level and subgroup in reading, mathematics, and science.

Note: If the n-count is less than 10 students, there is an NA in place of the data for that sub group.

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Third Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	24	49	26	25	56	18
Male	26	49	25	27	55	17
Female	22	50	28	23	57	19
Asian	9	50	41	23	54	23
Black or African American	50	44	6	54	41	5
Hispanic/Latino	49	42	10	41	52	8
Native Hawaiian or Other Pacific Islander	NA	NA	NA	62	36	2
Multi-Racial	22	54	24	29	57	14
White	13	52	35	20	58	21
American Indian or Alaska Native	NA	NA	NA	41	51	8
ELL	70	30	0	60	39	1
Non ELL	19	52	30	23	58	20
FRL	45	46	9	39	52	9
Non FRL	13	51	36	15	59	26
Migrant	NA	NA	NA	39	42	18
Non-Migrant	24	49	26	25	56	18
IEP	56	32	12	66	30	4
Non IEP	20	51	28	19	60	20

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Third Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	28	40	32	24	50	27
Male	28	37	35	22	48	30
Female	28	44	28	25	52	23
Asian	7	33	59	20	44	36
Black or African American	62	31	7	58	36	6
Hispanic/Latino	55	34	10	39	49	12
Native Hawaiian or Other Pacific Islander	NA	NA	NA	57	36	7
Multi-Racial	33	43	24	29	51	19
White	13	45	42	18	51	31
American Indian or Alaska Native	NA	NA	NA	39	51	10
ELL	71	26	3	54	42	4
Non ELL	22	42	36	21	50	28
FRL	54	37	9	37	50	13
Non FRL	13	42	44	13	50	37
Migrant	NA	NA	NA	35	53	12
Non-Migrant	28	40	32	24	50	27
IEP	53	31	16	56	36	8
Non IEP	25	41	34	19	52	29

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Third Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	14	55	31	21	57	21
Male	15	51	34	20	55	25
Female	12	59	28	23	60	18
Asian	9	35	57	21	52	27
Black or African American	35	57	7	53	41	6
Hispanic/Latino	22	62	15	34	56	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	48	49	4
Multi-Racial	13	63	24	27	55	18
White	6	54	40	16	59	24
American Indian or Alaska Native	NA	NA	NA	36	53	11
ELL	36	62	2	47	50	3
Non ELL	11	54	35	19	58	23
FRL	29	58	13	33	55	11
Non FRL	6	53	41	12	59	29
Migrant	NA	NA	NA	50	50	0
Non-Migrant	14	55	31	21	57	21
IEP	31	54	15	40	51	9
Non IEP	12	55	33	19	58	23

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Fourth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	27	39	34	27	46	27
Male	29	39	32	29	46	25
Female	25	39	36	24	46	30
Asian	17	37	46	27	43	30
Black or African American	56	35	9	55	36	9
Hispanic/Latino	42	47	11	43	44	14
Native Hawaiian or Other Pacific Islander	NA	NA	NA	54	36	10
Multi-Racial	21	36	43	32	46	22
White	14	39	47	21	47	31
American Indian or Alaska Native	NA	NA	NA	46	38	16
ELL	73	27	0	71	28	1
Non ELL	21	41	38	24	47	29
FRL	52	40	8	40	45	15
Non FRL	12	39	49	17	47	36
Migrant	NA	NA	NA	57	20	23
Non-Migrant	27	39	34	27	46	27
IEP	66	27	7	67	27	6
Non IEP	22	41	38	20	49	31



Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Fourth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	30	43	27	25	49	26
Male	28	41	31	23	48	29
Female	32	45	24	27	51	22
Asian	15	33	52	20	43	36
Black or African American	61	33	6	57	37	6
Hispanic/Latino	47	43	10	40	50	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	52	41	7
Multi-Racial	23	45	32	33	48	19
White	16	48	37	19	51	30
American Indian or Alaska Native	NA	NA	NA	45	42	14
ELL	72	26	3	60	37	3
Non ELL	24	46	31	22	50	27
FRL	60	34	6	39	49	12
Non FRL	12	48	40	14	50	36
Migrant	NA	NA	NA	43	40	17
Non-Migrant	30	43	27	25	49	26
IEP	71	19	10	60	33	7
Non IEP	24	46	30	19	52	29

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Fourth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	20	51	29	18	60	22
Male	18	53	29	17	58	25
Female	22	50	28	19	61	19
Asian	9	44	46	17	52	31
Black or African American	48	45	7	46	48	5
Hispanic/Latino	28	59	13	31	59	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	39	55	5
Multi-Racial	17	47	36	23	59	18
White	8	53	39	14	61	25
American Indian or Alaska Native	NA	NA	NA	33	52	15
ELL	49	50	1	48	51	2
Non ELL	16	52	33	16	60	23
FRL	43	52	6	29	60	11
Non FRL	6	51	43	10	60	30
Migrant	NA	NA	NA	50	50	0
Non-Migrant	20	51	29	18	60	22
IEP	40	54	6	40	53	7
Non IEP	17	51	32	15	61	24

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Fifth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	27	36	38	25	47	28
Male	31	37	31	28	47	25
Female	21	34	44	22	47	31
Asian	8	33	58	20	43	37
Black or African American	57	34	9	52	38	9
Hispanic/Latino	46	36	18	40	45	15
Native Hawaiian or Other Pacific Islander	NA	NA	NA	54	40	6
Multi-Racial	33	31	35	30	46	24
White	15	37	48	20	48	32
American Indian or Alaska Native	NA	NA	NA	39	46	14
ELL	75	24	1	69	30	1
Non ELL	22	37	41	22	48	30
FRL	50	35	15	37	46	16
Non FRL	13	36	50	15	47	37
Migrant	NA	NA	NA	46	42	12
Non-Migrant	27	36	38	25	47	28
IEP	67	20	13	66	29	6
Non IEP	21	38	41	18	50	32

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Fifth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	29	36	35	27	47	26
Male	30	34	36	25	46	29
Female	28	38	33	29	48	23
Asian	6	37	56	21	39	41
Black or African American	64	31	5	60	34	6
Hispanic/Latino	54	31	16	43	44	13
Native Hawaiian or Other Pacific Islander	NA	NA	NA	62	30	8
Multi-Racial	37	27	35	35	44	20
White	16	39	45	21	49	30
American Indian or Alaska Native	NA	NA	NA	40	51	9
ELL	73	24	3	68	30	2
Non ELL	24	37	39	24	48	27
FRL	56	36	8	41	46	13
Non FRL	14	36	50	16	48	36
Migrant	NA	NA	NA	54	38	8
Non-Migrant	29	36	35	27	47	26
IEP	66	19	16	64	30	6
Non IEP	24	38	37	21	50	29

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Fifth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	21	46	32	22	58	20
Male	22	46	32	21	57	22
Female	21	47	32	22	60	18
Asian	15	32	53	17	50	32
Black or African American	50	45	5	52	43	5
Hispanic/Latino	35	49	16	36	55	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	60	31	9
Multi-Racial	25	45	29	29	54	17
White	11	48	42	17	61	22
American Indian or Alaska Native	NA	NA	NA	34	59	7
ELL	56	42	2	57	42	1
Non ELL	17	47	36	20	59	21
FRL	40	51	9	34	56	10
Non FRL	11	44	45	13	60	27
Migrant	NA	NA	NA	46	46	8
Non-Migrant	21	46	32	22	58	20
IEP	48	37	16	47	46	6
Non IEP	18	48	34	18	60	22

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Sixth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	26	37	38	28	47	26
Male	31	36	33	31	46	23
Female	20	38	42	24	48	28
Asian	11	35	54	23	45	32
Black or African American	61	33	6	58	35	7
Hispanic/Latino	38	43	19	43	45	13
Native Hawaiian or Other Pacific Islander	NA	NA	NA	56	36	9
Multi-Racial	27	38	35	32	45	22
White	13	37	51	23	48	29
American Indian or Alaska Native	NA	NA	NA	35	49	16
ELL	72	28	0	71	28	1
Non ELL	21	38	41	25	48	27
FRL	50	38	11	41	45	13
Non FRL	12	36	52	17	48	35
Migrant	NA	NA	NA	50	35	15
Non-Migrant	26	37	38	28	47	26
IEP	68	19	13	71	25	4
Non IEP	20	39	41	21	50	29

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
 Mathematics, Sixth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	29	36	35	27	49	25
Male	30	33	37	26	46	28
Female	28	40	32	27	51	22
Asian	4	35	62	21	38	40
Black or African American	72	23	5	61	34	5
Hispanic/Latino	51	36	13	44	46	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	59	33	8
Multi-Racial	22	51	27	34	47	18
White	13	40	47	21	51	29
American Indian or Alaska Native	NA	NA	NA	45	38	17
ELL	79	20	1	71	27	2
Non ELL	24	38	38	24	50	26
FRL	60	32	8	42	47	11
Non FRL	12	39	49	15	50	35
Migrant	NA	NA	NA	54	38	8
Non-Migrant	29	36	35	26	49	25
IEP	72	16	12	69	27	4
Non IEP	24	39	37	20	52	28

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
 Science, Sixth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	23	54	23	26	57	16
Male	26	50	23	25	56	19
Female	21	57	23	27	59	14
Asian	7	60	33	24	54	22
Black or African American	58	41	1	61	36	3
Hispanic/Latino	41	48	11	42	51	7
Native Hawaiian or Other Pacific Islander	NA	NA	NA	60	35	5
Multi-Racial	17	60	23	33	54	13
White	10	58	32	21	60	19
American Indian or Alaska Native	NA	NA	NA	42	49	9
ELL	65	35	0	68	31	1
Non ELL	19	56	25	24	59	17
FRL	47	49	5	40	52	8
Non FRL	11	56	33	16	61	23
Migrant	NA	NA	NA	46	46	8
Non-Migrant	23	54	23	26	57	16
IEP	55	32	13	59	37	4
Non IEP	19	56	24	21	60	18

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Seventh Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	26	43	31	27	52	21
Male	27	42	30	30	50	20
Female	24	44	32	24	54	22
Asian	5	42	53	22	49	29
Black or African American	55	40	5	58	37	5
Hispanic/Latino	48	40	12	43	48	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	55	36	9
Multi-Racial	24	41	34	33	52	16
White	14	45	41	22	54	24
American Indian or Alaska Native	NA	NA	NA	41	48	11
ELL	77	23	0	73	27	1
Non ELL	20	46	35	24	54	22
FRL	50	42	7	41	49	10
Non FRL	13	44	43	17	54	29
Migrant	NA	NA	NA	62	31	7
Non-Migrant	26	43	31	27	52	21
IEP	69	23	9	73	24	3
Non IEP	20	46	34	20	56	24

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Seventh Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	23	41	36	19	58	23
Male	24	39	38	20	56	25
Female	23	43	34	19	60	22
Asian	3	30	67	15	51	34
Black or African American	54	39	7	51	45	5
Hispanic/Latino	47	41	12	34	58	8
Native Hawaiian or Other Pacific Islander	NA	NA	NA	50	42	8
Multi-Racial	20	46	34	26	59	14
White	10	43	47	14	59	27
American Indian or Alaska Native	NA	NA	NA	36	53	11
ELL	74	25	2	57	42	1
Non ELL	17	43	40	17	58	24
FRL	49	42	9	32	58	10
Non FRL	10	41	50	10	57	33
Migrant	NA	NA	NA	48	41	10
Non-Migrant	23	41	36	19	58	23
IEP	63	28	9	59	38	3
Non IEP	18	43	39	14	60	26

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Seventh Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	22	53	25	22	64	14
Male	22	50	28	23	61	16
Female	21	56	23	22	66	12
Asian	7	43	50	21	57	21
Black or African American	53	42	4	56	41	3
Hispanic/Latino	45	50	5	39	56	5
Native Hawaiian or Other Pacific Islander	NA	NA	NA	57	38	5
Multi-Racial	17	66	17	28	61	11
White	9	57	34	17	67	16
American Indian or Alaska Native	NA	NA	NA	38	57	4
ELL	66	34	0	66	34	0
Non ELL	17	55	28	20	65	15
FRL	47	47	6	36	58	6
Non FRL	9	56	35	13	68	19
Migrant	NA	NA	NA	52	38	10
Non-Migrant	22	53	25	22	64	14
IEP	58	33	8	58	39	3
Non IEP	17	55	27	17	67	16

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Eighth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	26	42	32	26	51	24
Male	28	38	34	29	50	22
Female	24	46	30	22	53	25
Asian	16	27	57	22	45	32
Black or African American	62	31	7	54	39	6
Hispanic/Latino	43	41	16	39	49	12
Native Hawaiian or Other Pacific Islander	NA	NA	NA	63	31	6
Multi-Racial	27	44	29	30	50	21
White	13	47	40	21	52	26
American Indian or Alaska Native	NA	NA	NA	36	52	12
ELL	85	15	0	73	27	0
Non ELL	21	44	34	23	52	25
FRL	56	35	9	40	48	11
Non FRL	12	45	42	16	53	31
Migrant	NA	NA	NA	40	52	8
Non-Migrant	26	42	32	26	51	24
IEP	80	12	8	74	24	2
Non IEP	21	45	34	19	55	26

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Eighth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	29	35	36	26	50	24
Male	30	29	40	27	48	25
Female	28	40	32	25	53	22
Asian	14	19	67	21	41	37
Black or African American	70	24	6	62	34	4
Hispanic/Latino	50	32	18	42	48	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	58	36	6
Multi-Racial	29	38	33	34	48	18
White	14	40	46	21	52	27
American Indian or Alaska Native	NA	NA	NA	40	52	8
ELL	87	13	0	71	28	1
Non ELL	24	37	39	24	51	25
FRL	61	27	12	43	47	10
Non FRL	14	38	48	16	52	32
Migrant	NA	NA	NA	58	38	4
Non-Migrant	29	35	36	26	50	24
IEP	78	13	9	74	24	2
Non IEP	24	37	39	20	54	27

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Eighth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	20	57	22	18	68	15
Male	22	52	26	19	65	16
Female	18	63	18	17	70	13
Asian	11	39	51	15	61	24
Black or African American	58	40	2	48	49	3
Hispanic/Latino	30	62	8	30	63	6
Native Hawaiian or Other Pacific Islander	NA	NA	NA	62	35	3
Multi-Racial	20	49	31	22	65	13
White	8	64	28	14	70	16
American Indian or Alaska Native	NA	NA	NA	25	72	3
ELL	74	26	0	56	43	0
Non ELL	16	60	24	16	69	15
FRL	45	49	6	30	63	6
Non FRL	9	61	30	10	70	20
Migrant	NA	NA	NA	38	58	4
Non-Migrant	20	57	22	18	68	15
IEP	62	31	7	53	45	2
Non IEP	16	60	24	13	71	16

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Ninth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	17	43	40	18	57	26
Male	19	42	38	21	56	23
Female	14	43	42	14	57	29
Asian	11	30	59	16	50	34
Black or African American	44	46	10	45	46	8
Hispanic/Latino	29	54	17	29	57	13
Native Hawaiian or Other Pacific Islander	NA	NA	NA	44	41	15
Multi-Racial	17	47	36	19	58	23
White	7	41	52	14	57	29
American Indian or Alaska Native	NA	NA	NA	22	67	10
ELL	72	27	1	63	37	1
Non ELL	12	44	44	15	58	27
FRL	39	53	9	30	57	13
Non FRL	7	38	54	10	56	34
Migrant	NA	NA	NA	56	39	6
Non-Migrant	17	43	40	17	57	26
IEP	64	32	4	61	36	3
Non IEP	13	44	43	12	59	29

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Ninth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	23	47	30	23	61	16
Male	25	43	32	25	58	17
Female	21	51	28	21	64	14
Asian	9	31	60	17	55	27
Black or African American	54	43	3	55	42	3
Hispanic/Latino	40	50	11	38	57	5
Native Hawaiian or Other Pacific Islander	NA	NA	NA	47	47	6
Multi-Racial	17	49	34	28	60	12
White	13	50	38	18	64	18
American Indian or Alaska Native	NA	NA	NA	35	58	7
ELL	68	32	0	65	35	0
Non ELL	18	49	33	21	63	17
FRL	49	47	4	38	57	5
Non FRL	11	47	41	14	64	22
Migrant	NA	NA	NA	44	56	0
Non-Migrant	23	47	30	23	61	16
IEP	72	27	1	68	31	1
Non IEP	19	49	32	17	65	18



Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Ninth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	19	51	29	22	61	18
Male	21	49	30	24	57	19
Female	18	54	28	20	65	16
Asian	4	41	54	18	57	25
Black or African American	47	51	3	51	45	4
Hispanic/Latino	32	57	11	36	58	7
Native Hawaiian or Other Pacific Islander	NA	NA	NA	42	48	10
Multi-Racial	21	45	34	27	59	14
White	10	52	38	17	62	20
American Indian or Alaska Native	NA	NA	NA	35	58	6
ELL	61	39	0	64	36	0
Non ELL	15	53	32	20	62	18
FRL	43	52	6	35	57	7
Non FRL	9	51	40	13	63	24
Migrant	NA	NA	NA	44	50	6
Non-Migrant	19	51	29	22	61	18
IEP	56	41	4	58	40	2
Non IEP	16	52	31	17	63	19

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Tenth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	19	48	34	15	62	22
Male	23	43	33	19	60	21
Female	14	53	34	12	65	24
Asian	2	53	45	18	57	25
Black or African American	46	48	6	41	54	5
Hispanic/Latino	28	54	18	27	62	11
Native Hawaiian or Other Pacific Islander	NA	NA	NA	39	55	6
Multi-Racial	10	48	42	18	62	20
White	10	46	44	12	63	25
American Indian or Alaska Native	NA	NA	NA	26	60	13
ELL	58	42	0	59	41	0
Non ELL	14	48	37	13	63	24
FRL	37	54	10	27	62	11
Non FRL	10	45	45	9	62	29
Migrant	NA	NA	NA	56	44	0
Non-Migrant	19	48	34	15	62	23
IEP	57	40	3	56	41	3
Non IEP	15	49	36	11	64	25

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Tenth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	21	46	33	20	61	19
Male	24	40	37	21	58	21
Female	19	53	28	18	64	18
Asian	5	35	60	19	54	27
Black or African American	48	46	5	51	46	3
Hispanic/Latino	40	48	12	34	59	7
Native Hawaiian or Other Pacific Islander	NA	NA	NA	53	43	4
Multi-Racial	17	45	38	27	57	16
White	11	47	42	15	63	22
American Indian or Alaska Native	NA	NA	NA	29	62	9
ELL	62	36	2	61	38	1
Non ELL	17	47	36	18	62	20
FRL	43	47	10	34	59	7
Non FRL	10	46	44	12	62	26
Migrant	NA	NA	NA	44	56	0
Non-Migrant	21	46	33	20	61	19
IEP	69	29	2	63	36	1
Non IEP	17	48	36	15	64	21

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Tenth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	19	54	27	19	65	16
Male	22	47	32	21	60	19
Female	16	63	22	18	69	13
Asian	3	53	43	19	63	18
Black or African American	43	54	3	48	49	2
Hispanic/Latino	30	60	11	33	60	6
Native Hawaiian or Other Pacific Islander	NA	NA	NA	46	54	0
Multi-Racial	17	53	30	25	62	13
White	10	54	36	15	67	18
American Indian or Alaska Native	NA	NA	NA	27	64	9
ELL	53	46	1	60	40	0
Non ELL	15	55	30	17	66	17
FRL	35	59	6	33	6	7
Non FRL	11	52	37	12	67	21
Migrant	NA	NA	NA	44	56	0
Non-Migrant	19	54	27	19	65	16
IEP	58	40	2	57	41	2
Non IEP	15	56	29	15	67	17

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Eleventh Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	24	54	22	23	66	12
Male	28	50	21	26	62	12
Female	20	58	22	19	70	11
Asian	11	45	45	27	56	17
Black or African American	57	40	3	54	43	2
Hispanic/Latino	38	56	6	37	59	4
Native Hawaiian or Other Pacific Islander	NA	NA	NA	37	60	2
Multi-Racial	9	66	26	24	66	10
White	14	58	28	19	68	13
American Indian or Alaska Native	NA	NA	NA	33	58	9
ELL	71	29	0	74	26	0
Non ELL	20	56	24	21	67	12
FRL	52	44	4	38	58	5
Non FRL	13	58	29	15	70	15
Migrant	NA	NA	NA	38	62	0
Non-Migrant	24	54	22	23	66	12
IEP	69	28	2	72	27	1
Non IEP	20	56	24	17	70	13

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Eleventh Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	18	46	36	19	59	22
Male	20	43	37	21	56	24
Female	17	48	35	18	62	20
Asian	4	24	73	18	49	33
Black or African American	48	48	5	52	44	3
Hispanic/Latino	33	51	16	33	59	9
Native Hawaiian or Other Pacific Islander	NA	NA	NA	39	54	7
Multi-Racial	9	55	36	25	58	18
White	9	46	46	15	60	24
American Indian or Alaska Native	NA	NA	NA	30	57	12
ELL	59	38	3	62	37	1
Non ELL	15	46	39	18	60	23
FRL	42	50	8	34	58	8
Non FRL	8	44	48	12	59	29
Migrant	NA	NA	NA	41	47	12
Non-Migrant	18	46	36	19	59	22
IEP	52	47	1	63	36	1
Non IEP	15	46	39	15	61	24

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Eleventh Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	22	43	35	23	56	21
Male	24	40	36	25	52	24
Female	21	46	33	20	61	18
Asian	9	25	66	25	49	25
Black or African American	54	41	5	55	41	3
Hispanic/Latino	36	50	14	38	54	8
Native Hawaiian or Other Pacific Islander	NA	NA	NA	58	34	8
Multi-Racial	6	60	34	26	56	18
White	13	42	45	18	58	24
American Indian or Alaska Native	NA	NA	NA	26	65	9
ELL	61	39	0	69	30	0
Non ELL	19	43	38	21	57	22
FRL	47	46	7	38	53	9
Non FRL	12	42	47	15	58	27
Migrant	NA	NA	NA	41	59	0
Non-Migrant	22	43	35	23	56	21
IEP	57	38	6	66	32	2
Non IEP	19	43	38	18	59	23

## Student Academic Achievement *(continued)*

Federal reporting also requires that districts disaggregate achievement data by the different subgroups in grade level bands of third through fifth grade, sixth through eighth grade and 11<sup>th</sup> grade for reading and math. The purpose of doing this is to track progress on closing the achievement gap between the different groups of students. The Iowa Department of Education (IDOE) continues to work on transition planning as the state moves from regulations under the No Child Left Behind Act (NCLB) to the newly authorized Every Student Succeeds Act (ESSA) in 2017-18. As a result, the IDOE has not provided districts with data in a similar format as was provided in the past. The data in this table from 2015-16 to the current year, reflect the results of ALL students, whereas in previous years reflected results from only those students who were in the district for a Full Academic Year (FAY) prior to the testing date.

### 2017-18 Iowa Assessments Results

% Proficient, National Norms by Grade Level Bands, All Students Tested

#### Grades 3-5 READING

	2013-14	2014-15	2015-16	2016-17	2017-18
All students	78.5	79.3	74.9	73.7	73.9
FRL	57.7	58.1	52.7	50.6	50.4
IEP	42.4	39.9	33.8	31.2	36.9
ELL	43.7	39.9	30.0	28.8	27.6
Black or African American	52.2	51.8	50.1	48.5	49.1
Asian	94.6	94.7	90.3	89.0	87.7
Hispanic/Latino	57.5	58.9	53.3	55.9	54.6
American Indian or Alaska Native	---	---	---	---	---
White	86.7	88.1	80.2	79.8	80.3
Multi-Racial	75.9	81.7	60.0	61.9	60.9

#### Grades 3-5 MATH

	2013-14	2014-15	2015-16	2016-17	2017-18
All students	79.7	78.9	73.4	70.5	70.8
FRL	57.7	55.1	48.9	43.3	43.1
IEP	48.3	41.1	40.9	33.7	36.6
ELL	46.7	45.8	35.5	30.2	28.3
Black or African American	49.5	44.4	44.0	38.9	41.2
Asian	95.8	96.1	91.1	90.9	90.2
Hispanic/Latino	61.8	59.8	49.6	50.2	48.1
American Indian or Alaska Native	---	---	---	---	---
White	88.4	88.8	79.5	77.7	78.2
Multi-Racial	74.3	79.8	55.8	55.3	54.5

#### Grades 6-8 READING

	2013-14	2014-15	2015-16	2016-17	2017-18
All students	77.6	78.0	75.2	77.0	74.1
FRL	55.2	54.1	50.2	53.3	47.9
IEP	39.3	33.7	28.1	28.1	27.7
ELL	43.8	40.2	22.1	23.3	22.5
Black or African American	49.8	49.4	46.7	51.2	43.6
Asian	87.8	89.2	91.2	90.8	90.5
Hispanic/Latino	56.0	60.5	58.4	58.8	57.1
American Indian or Alaska Native	---	---	79.4	---	73.3
White	86.9	86.8	82.0	82.9	81.4
Multi-Racial	80.6	86.7	64.8	64.9	61.6

#### Grades 6-8 MATH

	2013-14	2014-15	2015-16	2016-17	2017-18
All students	80.7	79.0	76.5	75.3	72.8
FRL	58.6	53.3	50.7	49.1	43.0
IEP	43.9	31.5	29.6	30.5	28.8
ELL	56.2	49.6	28.9	23.5	21.0
Black or African American	52.3	45.7	46.5	44.8	38.8
Asian	93.9	96.2	92.8	92.9	92.5
Hispanic/Latino	63.2	60.1	60.3	53.8	50.7
American Indian or Alaska Native	---	---	73.5	---	73.3
White	89.6	88.8	84.0	82.2	81.1
Multi-Racial	77.6	83.7	66.7	59.6	57.5

#### Grade 11 READING

	2013-14	2014-15	2015-16	2016-17	2017-18
All students	86.9	80.6	80.9	79.9	75.6
FRL	64.3	58.0	55.3	55.1	48.3
IEP	48.0	51.8	37.1	35.5	30.7
ELL	---	---	---	11.4	29.3
Black or African American	57.3	50.8	44.6	49.7	49.0
Asian	85.4	91.4	96.1	93.9	91.7
Hispanic/Latino	75.4	55.9	56.5	69.7	62.4
American Indian or Alaska Native	---	---	---	---	---
White	93.8	89.6	90.4	87.3	83.0
Multi-Racial	---	---	80.0	75.9	71.2

#### Grade 11 MATH

	2013-14	2014-15	2015-16	2016-17	2017-18
All students	86.7	86.0	85.3	84.2	81.7
FRL	69.3	66.3	62.9	64.8	58.1
IEP	60.0	56.3	52.7	51.9	47.7
ELL	---	---	28.2	41.2	41.0
Black or African American	58.3	58.4	61.1	59.8	57.6
Asian	97.1	96.1	97.1	95.8	97.2
Hispanic/Latino	67.7	68.1	77.3	67.7	67.3
American Indian or Alaska Native	---	---	---	---	---
White	94.6	93.5	91.2	90.6	87.9
Multi-Racial	---	82.9	82.6	73.4	74.5

#### 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.

## 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 2019 had an average composite score of 24.7. Out of the 633 ACT-tested 2019 ICCSD students, the percentages of students who met college readiness benchmarks are represented in the table below.

% of students who met college readiness benchmarks					
	ACT English	ACT Math	ACT Reading	ACT Science	Met all 4 Benchmarks
<b>District</b>	82	66	66	60	51
<b>Iowa</b>	67	44	52	44	29
<b>Nation</b>	59	39	45	36	26

### National Merit Scholars

Recognition as a National Merit Semi-finalist was received by 25 students at City High and West High. Twenty-three of these students were also named National Merit Finalists.

### Postsecondary Plans

The class of 2019 was surveyed about their postsecondary intentions.

Intention	Number of Students	Percent of Students
Postsecondary School	758	79.5%
Other Training	14	1.5%
Employed	65	6.8%
Homemaker	2	<1%
Active Military	23	2.4%
Unknown	92	9.6%

## Academic Indicators *(continued)*

### Graduation Rate

The ICCSD four year graduation rate was 90.6% in 2017-18. The statewide graduation rate was 91.4% for 2017-18. The percentage of graduates by comparison subgroups is summarized in the following tables.

**2017-18 ICCSD Graduation Rate Data**

<b>Gender</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
Female	447	47.25%	419	48.89%	93.74%
Male	499	52.75%	438	51.11%	87.78%
<b>Total</b>	<b>946</b>	<b>100%</b>	<b>857</b>	<b>100%</b>	<b>90.60%</b>

<b>Ethnicity</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
Asian	61	6.45%	59	6.88%	96.72%
Black of African American	177	18.71%	149	17.39%	84.18%
Hispanic/Latino	95	10.04%	72	8.40%	75.79%
Multi-Racial	54	5.71%	48	5.60%	88.89%
White	555	58.67%	526	61.38%	94.77%
Not Reported	4	<1%	3	<1%	75.00%
<b>Total</b>	<b>946</b>	<b>100%</b>	<b>857</b>	<b>100%</b>	<b>90.60%</b>

<b>IEPs</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
IEP	97	10.25%	67	7.82%	69.07%
Non IEP	849	89.75%	790	92.18%	93.05%
<b>Total</b>	<b>946</b>	<b>100%</b>	<b>857</b>	<b>100%</b>	<b>90.60%</b>

<b>ELL</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
ELL	64	6.77%	54	6.30%	84.38%
Non ELL	882	93.23%	803	93.70%	91.04%
<b>Total</b>	<b>946</b>	<b>100%</b>	<b>857</b>	<b>100%</b>	<b>90.60%</b>

<b>FRL</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
FRL	357	37.74%	293	34.19%	82.07%
Non FRL	589	62.26%	564	65.81%	95.76%
<b>Total</b>	<b>946</b>	<b>100%</b>	<b>857</b>	<b>100%</b>	<b>90.60%</b>

## 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 the past three years with the percent of students who scored proficient in each category is represented in the table below. Data is disaggregated when available.

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



## 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 the past year with the percent of students who scored proficient in each category is represented in the table below. Data is disaggregated when available.

Iowa City Community School District	% Proficient by Year	
	2017-18	2018-19
All Students	62.05	64.59
Kindergarten	51.95	63.95
First Grade	74.71	71.12
Second Grade	75.11	77.60
Third Grade	57.40	57.18
Fourth Grade	54.59	62.12
Fifth Grade	55.52	53.69
Sixth Grade	64.44	66.73
Male	64.05	66.36
Female	59.98	62.73
Asian	84.39	86.58
Black or African American	29.82	34.02
Hispanic/Latino	30.40	44.54
Native Hawaiian or Other Pacific Islander	40.00	62.50
Multi-Racial	61.43	63.48
White	75.23	77.83
American Indian or Alaska Native	59.26	62.50

## 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 954 graduates in the class of 2019, 57% 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.

Course	Number of Classes	Number of Registrations
Honors	10	2,257
Advanced Placement	24	2,798
Post-Secondary Enrollment Option	87	168
Kirkwood Academies	86	1,431

### Advanced Placement

City, Liberty and West High Schools offer 24 Advanced Placement classes in the areas of language arts, social studies, science, mathematics, and world languages to students in grades 9-12. Most 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.

#### 2018-19 Advanced Placement Program Participation

Number of students who took AP Exams	1,420
Number of Exams taken	2,411
Number of Exams receiving 3 or higher	1,908
Percentage of Exams receiving 3 or higher	79%

## 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:

### 2016-25 Curriculum Review Cycle

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Year 1:</b> Collect Data	Library World Language	Language Arts	Music Art	PE Social Studies	Guidance Career Education	ELL Health Math	Gifted Education Science	Library World Language	Elementary Language Arts
<b>Year 2:</b> Conduct Review	Gifted Education	Library World Language	Language Arts	Music Art	PE Social Studies	Guidance Career Education	ELL Health Math	Gifted Education Science	Library World Language
<b>Year 3:</b> Select Materials	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
<b>Year 4:</b> Implement Plan and Monitor Progress	ELL Health Secondary Math	Gifted Education Science	Library World Language	Elementary (K-2) Language Arts	Elementary (3-6) Language Arts & Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Career Education Elementary Math	ELL Health Secondary Math
<b>Year 5:</b> 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
<b>Year 6:</b> Implement Plan and Monitor Progress	PE Social Studies	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
<b>Year 7:</b> Implement Plan and Monitor Progress	Music Art	PE Social Studies	Guidance Career Education Math	ELL Health Secondary Math	Gifted Education Science	Library World Language	Elementary Language Arts	Secondary Language Arts	Music Art Elementary Social Studies
<b>Year 8:</b> Implement Plan and Monitor Progress	Language Arts	Music Art	PE Social Studies	Guidance Career Education Elementary Math	ELL Health Secondary Math	Gifted Education Science	Library World Language	Elementary Language Arts	Secondary Language Arts

## 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

- Language Essentials for Teachers of Reading and Spelling (LETRS)
- 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.)

### Safe and Connected Schools

- Positive Behavioral Interventions and Supports (PBIS)
- Cultural Competency/Implicit Bias
- Socio-emotional and Mental Health Skills
- Restorative Justice
- 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

### 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

### Multi-Tier System of Supports

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

### 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:

#### 2018-19 Professional Development Funding Sources

Teacher Quality Program	\$978,776
Title I ESSA	\$6,186
General Fund	\$60,000
Title I	\$2,739
Title II	\$47,150

## School Improvement Advisory Committee

Meetings took place on Tuesday, December 4 and Tuesday, April 9 from 4:30 to 6:00pm in Room 121 in the ICCSD Educational Services Center. In attendance were Amy Kortemeyer, Lora Daily, Ann Langenfeld, Natalee Swan, Jeremy Tabor, Lisa Glenn, Diane Schumacher, Kate Callahan, Nathan Kelly, Cindy Crossett-Powell, Yolanda Rivera, Brady Schutt, Matt Degner, and Lisa Mellecker. Those present were invited to provide input on our district goals and were asked to review several documents during the meeting: *ICCSD Strategic Plan, Annual Progress Report and a Draft of the Comprehensive Equity Plan*. The members were divided into two groups and notes were taken on their comments. Please accept these as input on the educational goals for the district.

### *Reading and Math Goals*

Celebrations in reading included Iowa Assessment proficiency rates for special education students increasing at the elementary level, Formative Assessment System for Teachers (FAST) Reading Assessment increasing in proficiency rates over the last three years from 71.24% to 75.61%, which included Black or African American students increasing from 45.5% to 56.38% proficient.

The group noted we continue to see a dip in Iowa Assessments proficiency scores from 10<sup>th</sup> to 11<sup>th</sup> grade reading. It was evident that racial disparities and subgroup discrepancies continue to exist. Subgroup data continues to show that Black/African American, Hispanic and Latino student scores are discrepant for all students. The percentage of some of our sub-groups is extremely low in the Above Proficient Category.

Questions that arose from the group included: What is the reason for the dip in proficiency with reading on the Iowa Assessment between 10<sup>th</sup> and 11<sup>th</sup> grades? How will the Iowa Statewide Assessment of Student Progress (ISASP) data be represented in the Annual Progress Report (APR) next fall? What does the subgroup data for FAST English Language Learner (ELL), special education, free or reduced price lunch (FRL) look like historically? How is a student identified as a migrant student? How many students are participating in small group instruction? Can we survey teachers about what they think is working?

Celebrations in math were harder to come by as math results for Iowa Assessment remain stagnant or are sliding backwards slightly. The elementary schools began using a new universal screener, called aMath, three times a year with all students. This screener helps to identify students who may be at risk for failure. Teachers use this to quickly identify who needs extra support and intervention.

The group noted that sub-group discrepancies are evident. The aMath assessment indicates that Black/African American and Hispanic/Latino subgroups were the most discrepant. The percentage of some of our sub-groups in Iowa Assessments is extremely low in the Above Proficient category.

Questions that arose from the group included: Are class sizes affecting the results we are getting? Do students at the junior high get interventions like they do at the elementary level? How will the ISASP data be represented in the APR next fall? How many students are participating in small group instruction? Can we survey teachers about what they think is working?

Recommendations in both areas include continuing to monitor our progress in the district against state and national averages and continue to strengthen the entire multi-tiered system of supports (MTSS) for K-12 reading and mathematics.

## School Improvement Advisory Committee *(continued)*

### *School Climate and Behavior Goals*

Celebrations in school climate and behavior included that the average daily attendance rate seems high and consistent; interventions are in place to reduce disciplinary action, no students have been expelled since 2013 and the dropout rate is low.

The group noted that secondary attendance declines throughout the year, out of school suspensions for physical aggression increased, and that Black and male students are disproportionately receiving suspensions for disorderly conduct/assault.

Questions that arose from the group included: Are there differences in office referrals based on teacher/class? How can we give teachers the tools for managing behaviors successfully in the classroom? Are we collecting data on the various interventions in the schools? Are all teachers teaching behavior expectations consistently? Are all teachers responding to behaviors consistently? How do we build on our framework of proactive measures so we can reduce these reactive numbers?

Recommendations in this area included looking at larger school engagement indicators, such as passing classes, on track to graduate, involvement in extracurricular activities, etc. Sources could include the University of Iowa Climate and Culture Survey and the Iowa Department of Education's Conditions for Learning survey. Another suggestion included recognizing that behavior is often linked to failing academics. We could consider how to systematize a retake policy at junior and senior high, as well as developing a strong MTSS program. Not only does this improve academics, but will also improve teacher/student relationships. In addition, it was suggested that the district consider implementing a middle school philosophy or team model (school within a school) to improve teacher/student relationships. Lastly, a suggestion was made to continue to focus on hiring diverse staff.

## 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 6,122 students in grades 7-12 in 2017-18, 111 students dropped out during the school year. The percentage of dropouts has increased from 1.28% in 2016-17 to 1.81% in 2017-18.

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

#### 2017-18 Dropout Comparison Data

<b>Gender</b>	<b># of 7-12 Students</b>	<b>% of 7-12 Students</b>	<b># of Dropouts</b>	<b>% of Dropouts</b>	<b>Drop Out Rate</b>
Female	3,017	49.28%	45	40.54%	1.49%
Male	3,105	50.72%	66	59.46%	2.13%
<b>Total</b>	<b>6,122</b>	<b>100%</b>	<b>111</b>	<b>100%</b>	<b>1.81%</b>

<b>Ethnicity</b>	<b># of 7-12 Students</b>	<b>% of 7-12 Students</b>	<b># of Dropouts</b>	<b>% of Dropouts</b>	<b>Drop Out Rate</b>
American Indian or Alaska Native	18	<1%	0	0%	0%
Asian	366	5.98%	3	2.70%	0.82%
Black of African American	1,127	18.41%	44	39.64%	3.90%
Hispanic/Latino	720	11.76%	23	20.72%	3.19%
Multi-Racial	293	4.79%	5	4.50%	1.71%
White	3,590	58.64%	36	32.43%	1.00%
Not Reported	8	<1%	0	0%	0%
<b>Total</b>	<b>6,122</b>	<b>100%</b>	<b>111</b>	<b>100%</b>	<b>1.81%</b>

<b>IEPs</b>	<b># of 7-12 Students</b>	<b>% of 7-12 Students</b>	<b># of Dropouts</b>	<b>% of Dropouts</b>	<b>Drop Out Rate</b>
IEP	601	9.82%	18	16.22%	3.00%
Non IEP	5,521	90.18%	93	83.78%	1.68%
<b>Total</b>	<b>6,122</b>	<b>100%</b>	<b>111</b>	<b>100%</b>	<b>1.81%</b>

<b>ELL</b>	<b># of 7-12 Students</b>	<b>% of 7-12 Students</b>	<b># of Dropouts</b>	<b>% of Dropouts</b>	<b>Drop Out Rate</b>
ELL	535	8.74%	17	15.32%	3.18%
Non ELL	5,587	91.26%	94	84.68%	1.68%
<b>Total</b>	<b>6,122</b>	<b>100%</b>	<b>111</b>	<b>100%</b>	<b>1.81%</b>

<b>FRL</b>	<b># of 7-12 Students</b>	<b>% of 7-12 Students</b>	<b># of Dropouts</b>	<b>% of Dropouts</b>	<b>Drop Out Rate</b>
FRL	1,972	32.21%	74	66.67%	3.75%
Non ELL	4,150	67.79%	37	33.33%	0.89%
<b>Total</b>	<b>6,122</b>	<b>100%</b>	<b>111</b>	<b>100%</b>	<b>1.81%</b>

### Student Behavior Statistics *(continued)*

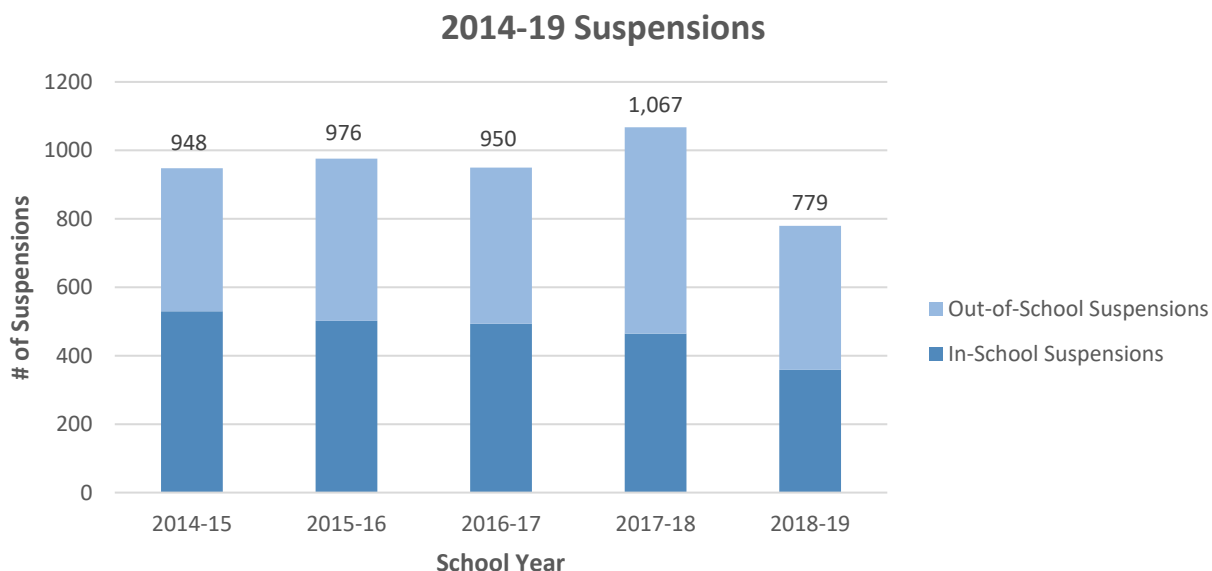
#### Suspensions

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 2017-18 and 2018-19 school years.

Offense	Number of In-School Suspensions		Offense	Number of Out-of-School Suspensions	
	2017-18	2018-19		2017-18	2018-19
Arson	4	2	Arson	7	3
Use/Possession of Alcohol	2	0	Use/Possession of Alcohol	11	4
Use/Possession of Drugs	18	7	Use/Possession of Drugs	36	39
Use/Possession of Tobacco	14	11	Use/Possession of Tobacco	2	17
Criminal Mischief	11	5	Criminal Mischief	24	10
Fighting	66	50	Fighting	141	124
Physical Aggression	158	116	Physical Aggression	234	152
Verbal Aggression	50	35	Verbal Aggression	38	15
Bullying	10	10	Bullying	11	5
Harassment	17	26	Harassment	31	18
Theft	15	12	Theft	10	3
Weapons	10	15	Weapons	25	14
DIN-DD*	89	70	DIN-DD*	33	16
<b>Grand Total</b>	<b>464</b>	<b>359</b>	<b>Grand Total</b>	<b>603</b>	<b>420</b>

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

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





Student Behavior Statistics *(continued)*

## 2018-19 In and Out of School Suspensions: Disaggregated Data

Offense	Total	Ethnicity					Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I	W	F	M	Non IEP	IEP	FRL	Paid	Non ELL	ELL
<b>Arson (Total)</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>
ISS	2	0	2	0	0	0	1	1	2	0	2	0	2	0
OSS	3	0	2	0	0	1	1	2	2	1	3	0	3	0
<b>Controlled Substances (Total)</b>	<b>78</b>	<b>0</b>	<b>35</b>	<b>7</b>	<b>1</b>	<b>35</b>	<b>35</b>	<b>43</b>	<b>62</b>	<b>16</b>	<b>56</b>	<b>22</b>	<b>74</b>	<b>4</b>
<b>Use Possession of Alcohol (Total)</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>0</b>
ISS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OSS	4	0	1	1	0	2	1	3	4	0	2	2	4	0
<b>Use/Possession of Drugs (Total)</b>	<b>46</b>	<b>0</b>	<b>26</b>	<b>4</b>	<b>0</b>	<b>16</b>	<b>20</b>	<b>26</b>	<b>37</b>	<b>9</b>	<b>36</b>	<b>10</b>	<b>44</b>	<b>2</b>
ISS	7	0	2	3	0	2	5	2	6	1	6	1	5	2
OSS	39	0	24	1	0	14	15	24	31	8	30	9	39	0
<b>Use/Possession of Tobacco (Total)</b>	<b>28</b>	<b>0</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>17</b>	<b>14</b>	<b>14</b>	<b>21</b>	<b>7</b>	<b>18</b>	<b>10</b>	<b>26</b>	<b>2</b>
ISS	11	0	3	1	1	6	3	8	8	3	8	3	10	1
OSS	17	0	5	1	0	11	11	6	13	4	10	7	16	1
<b>Criminal Mischief (Total)</b>	<b>15</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>12</b>	<b>9</b>	<b>6</b>	<b>12</b>	<b>3</b>	<b>12</b>	<b>3</b>
ISS	5	0	2	0	0	3	1	4	4	1	4	1	3	2
OSS	10	0	5	0	0	5	2	8	5	5	8	2	9	1
<b>Disorderly Conduct/Assault (Total)</b>	<b>492</b>	<b>3</b>	<b>347</b>	<b>22</b>	<b>2</b>	<b>118</b>	<b>136</b>	<b>356</b>	<b>282</b>	<b>210</b>	<b>423</b>	<b>69</b>	<b>439</b>	<b>53</b>
<b>Fighting</b>	<b>174</b>	<b>1</b>	<b>136</b>	<b>7</b>	<b>0</b>	<b>30</b>	<b>61</b>	<b>113</b>	<b>115</b>	<b>59</b>	<b>149</b>	<b>25</b>	<b>152</b>	<b>22</b>
ISS	50	0	37	1	0	12	9	41	41	9	43	7	43	7
OSS	124	1	99	6	0	18	52	72	74	50	106	18	109	15
<b>Physical Aggression (Total)</b>	<b>268</b>	<b>2</b>	<b>172</b>	<b>12</b>	<b>2</b>	<b>80</b>	<b>60</b>	<b>208</b>	<b>136</b>	<b>132</b>	<b>228</b>	<b>40</b>	<b>243</b>	<b>25</b>
ISS	116	1	67	6	0	42	25	91	70	46	96	20	100	16
OSS	152	1	105	6	2	38	35	117	66	86	132	20	143	9
<b>Verbal Aggression (Total)</b>	<b>50</b>	<b>0</b>	<b>39</b>	<b>3</b>	<b>0</b>	<b>8</b>	<b>15</b>	<b>35</b>	<b>31</b>	<b>19</b>	<b>46</b>	<b>4</b>	<b>44</b>	<b>6</b>
ISS	35	0	25	3	0	7	9	26	23	12	32	3	31	4
OSS	15	0	14	0	0	1	6	9	8	7	14	1	13	2

Student Behavior Statistics *(continued)*

## 2018-19 In and Out of School Suspensions: Disaggregated Data (Continued)

Offense	Total	Ethnicity					Gender			IEP Status		Lunch Status		ELL Status	
		A	B	H	I	W	F	M	Non IEP	IEP	FRL	Paid	Non ELL	ELL	
<b>Bullying/Harassment (Total)</b>	<b>59</b>	<b>0</b>	<b>28</b>	<b>7</b>	<b>0</b>	<b>24</b>	<b>14</b>	<b>45</b>	<b>30</b>	<b>29</b>	<b>40</b>	<b>19</b>	<b>48</b>	<b>11</b>	
Bullying (Total)	15	0	13	0	0	2	5	10	6	9	14	1	11	4	
ISS	10	0	9	0	0	1	3	7	5	5	9	1	8	2	
OSS	5	0	4	0	0	1	2	3	1	4	5	0	3	2	
<b>Harassment (Total)</b>	<b>44</b>	<b>0</b>	<b>15</b>	<b>7</b>	<b>0</b>	<b>22</b>	<b>9</b>	<b>35</b>	<b>24</b>	<b>20</b>	<b>26</b>	<b>18</b>	<b>37</b>	<b>7</b>	
ISS	26	0	5	4	0	17	4	22	10	16	15	11	22	4	
OSS	18	0	10	3	0	5	5	13	14	4	11	7	15	3	
<b>Theft (Total)</b>	<b>15</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>11</b>	<b>10</b>	<b>5</b>	<b>14</b>	<b>1</b>	<b>10</b>	<b>5</b>	
ISS	12	0	10	0	0	2	3	9	7	5	11	1	8	4	
OSS	3	0	2	0	0	1	1	2	3	0	3	0	2	1	
<b>Weapons (Total)</b>	<b>29</b>	<b>0</b>	<b>17</b>	<b>3</b>	<b>0</b>	<b>9</b>	<b>2</b>	<b>27</b>	<b>20</b>	<b>9</b>	<b>24</b>	<b>5</b>	<b>24</b>	<b>5</b>	
ISS	15	0	9	3	0	3	0	15	11	4	14	1	11	4	
OSS	14	0	8	0	0	6	2	12	9	5	10	4	13	1	
<b>DIN-DD (Total)</b>	<b>86</b>	<b>2</b>	<b>50</b>	<b>5</b>	<b>0</b>	<b>29</b>	<b>25</b>	<b>61</b>	<b>63</b>	<b>23</b>	<b>62</b>	<b>24</b>	<b>81</b>	<b>5</b>	
ISS	70	2	41	5	0	22	21	49	51	19	52	18	65	5	
OSS	16	0	9	0	0	7	4	12	12	4	10	6	16	0	
<b>Grand Total</b>	<b>779</b>	<b>5</b>	<b>500</b>	<b>44</b>	<b>3</b>	<b>227</b>	<b>221</b>	<b>558</b>	<b>480</b>	<b>299</b>	<b>636</b>	<b>143</b>	<b>693</b>	<b>86</b>	
ISS	359	3	212	26	1	117	84	275	238	121	292	67	308	51	
OSS	420	2	288	18	2	110	137	283	242	178	344	76	385	35	

## Unduplicated count of students and infractions: In and Out of School Suspensions 2018-19

Offense	Total	Ethnicity					Gender			IEP Status		Lunch Status		ELL Status	
		A	B	H	I	W	F	M	Non IEP	IEP	FRL	Paid	Non ELL	ELL	
<b>Unduplicated students</b>	<b>490</b>	<b>5</b>	<b>303</b>	<b>32</b>	<b>2</b>	<b>148</b>	<b>149</b>	<b>341</b>	<b>366</b>	<b>154</b>	<b>388</b>	<b>102</b>	<b>429</b>	<b>61</b>	
ISS	264	3	156	20	1	84	66	198	185	79	212	52	222	42	
OSS	226	2	147	12	1	64	83	143	151	75	176	50	207	19	

490 students account for the 779 suspension behavior infractions.

163 are elementary students and 327 are secondary students.

## 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

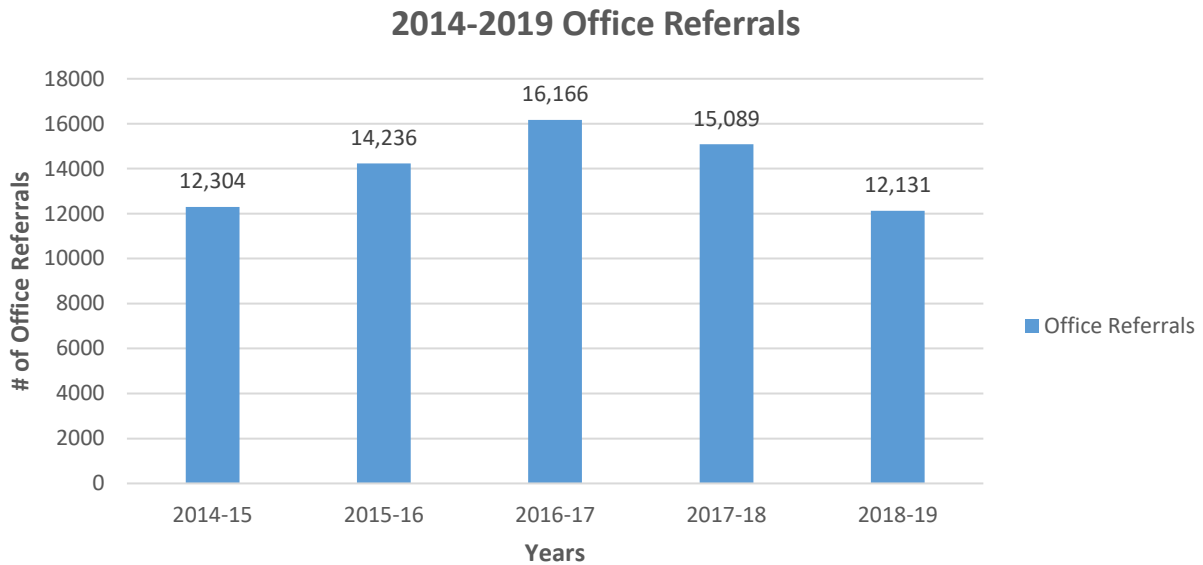
The table below summarizes the number of office referrals for K–12 for the 2018-19 school year.

2018-19 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	13	415	60	1	0	384	<b>873</b>
Arson	0	4	0	0	0	1	<b>5</b>
Bomb Threat/False Alarm	0	0	0	0	0	0	<b>0</b>
Bullying	0	42	1	0	0	30	<b>73</b>
Cell Phone Violation	0	0	0	0	0	0	<b>0</b>
Defiance / Insubordination/Non-Compliance	33	1,720	172	3	0	1,400	<b>3,328</b>
Disrespect	16	477	44	1	0	504	<b>1,042</b>
Disruption	13	716	42	2	1	575	<b>1,349</b>
Dress code violation	0	1	0	0	0	1	<b>2</b>
Fighting w/Injury	0	46	4	0	0	35	<b>85</b>
Forgery / Theft	0	0	0	0	0	0	<b>0</b>
Harassment	7	104	18	0	0	102	<b>231</b>
Inappropriate Display of Affection	0	1	0	0	0	0	<b>1</b>
Inappropriate Location / Out of Bounds Area	0	0	0	0	0	2	<b>2</b>
Lying / Cheating	0	0	1	0	0	2	<b>3</b>
Other Behavior	0	1	0	0	0	9	<b>10</b>
Parking Violation	0	0	0	0	0	0	<b>0</b>
Peer Conflict	0	0	0	0	0	0	<b>0</b>
Physical Aggression w/Injury	10	207	10	0	1	229	<b>457</b>
Physical Aggression w/out Injury	43	1,625	158	15	0	1,612	<b>3,453</b>
Physical Aggression w/Serious Bodily Injury	0	4	0	0	0	2	<b>6</b>
Physical Fighting w/out Injury	12	238	22	0	0	161	<b>433</b>
Physical Fighting w/Serious Bodily Injury	0	2	0	0	0	1	<b>3</b>
Property Damage / Vandalism	8	202	25	0	0	197	<b>432</b>
Skipped Class	0	0	0	0	0	0	<b>0</b>
Skipped Detention	0	0	0	0	0	0	<b>0</b>
Special Education Admin Law Judge Decision	0	0	0	0	0	0	<b>0</b>
Tardy	0	0	0	0	0	0	<b>0</b>
Technology Violation	1	5	2	0	0	16	<b>24</b>
Theft	3	86	10	0	0	49	<b>148</b>
Truancy	0	13	1	0	0	16	<b>30</b>
Use / Possession of Alcohol	0	2	1	0	0	2	<b>5</b>
Use / Possession of Combustibles	0	0	0	0	0	0	<b>0</b>
Use / Possession of Drugs	0	31	4	0	0	16	<b>51</b>
Use / Possession of Tobacco	1	13	2	0	2	27	<b>45</b>
Use / Possession of Weapons	0	21	5	0	0	14	<b>40</b>
Verbal Aggression	0	0	0	0	0	0	<b>0</b>
<b>Grand Total</b>	<b>160</b>	<b>5,976</b>	<b>582</b>	<b>22</b>	<b>4</b>	<b>5387</b>	<b>12,131</b>

## Student Behavior Statistics *(continued)*

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



## Expulsions

In 2018-19, there were zero cases of student expulsions. The table below represents the # of expulsions for the last five years.

2014-2019 Expulsions	
Year	# of Expulsions
2018-19	0
2017-18	0
2016-17	0
2015-16	0
2014-15	0

## Student Behavior Statistics *(continued)*

### Attendance Data

The table below summarizes the K-12 district average daily attendance rate by building for the 2018-19 school year.

2018-19 K-12 Average Daily Attendance

Elementary School	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER	FINAL AVERAGE
Alexander	95.96%	93.24%	94.01%	94.40%
Borlaug	96.71%	95.65%	95.59%	95.98%
Coralville Central	96.41%	93.65%	94.80%	94.95%
Garner	96.32%	94.49%	95.09%	95.30%
Hills	96.25%	94.84%	94.74%	95.28%
Hoover	96.30%	94.91%	95.99%	95.73%
Horn	97.10%	95.20%	94.90%	95.73%
Kirkwood	95.42%	92.59%	93.42%	93.81%
Lemme	96.80%	95.59%	96.27%	96.22%
Lincoln	97.17%	94.99%	95.83%	96.00%
Longfellow	96.68%	94.42%	94.94%	95.35%
Lucas	95.60%	93.50%	94.10%	94.40%
Mann	95.71%	94.38%	95.16%	95.08%
Penn	97.11%	95.41%	96.24%	96.25%
Shimek	96.91%	94.96%	95.24%	95.70%
Twain	96.05%	93.96%	94.84%	94.95%
Van Allen	97.08%	95.63%	95.85%	96.19%
Weber	96.80%	95.60%	95.40%	95.93%
Wickham	97.06%	94.81%	95.87%	95.91%
Wood	96.35%	94.92%	95.53%	95.60%
<b>Junior High School</b>				
North Central	96.80%	93.82%	94.25%	94.96%
Northwest	96.42%	93.91%	92.29%	94.21%
South East	95.01%	91.95%	91.89%	92.95%
<b>High School</b>				
City	95.03%	92.57%	92.39%	93.33%
Liberty	92.85%	90.79%	90.45%	91.36%
West	94.69%	92.97%	89.65%	92.44%
Tate	80.88%	79.44%	90.04%	83.45%

## 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 2018-19 school year.

2018-19 Mobility and Stability by Building		
Building	Mobility	Stability
City High	15.6%	93.8%
Liberty High	18.4%	91.8%
West High	11.7%	95.7%
Tate High	134.4%	56.3%
North Central JH	16.0%	94.9%
Northwest JH	16.8%	92.0%
South East JH	17.2%	93.2%
Alexander	37.2%	87.2%
Borlaug	23.5%	89.9%
Coralville Central	28.3%	89.2%
Garner	14.7%	93.3%
Hills	18.2%	91.7%
Hoover	20.9%	91.3%
Horn	33.4%	85.3%
Kirkwood	33.9%	88.4%
Lemme	17.3%	92.5%
Lincoln	14.9%	93.5%
Longfellow	12.3%	94.7%
Lucas	21.0%	92.1%
Mann	14.8%	93.5%
Penn	19.6%	92.1%
Shimek	9.8%	94.9%
Twain	28.4%	87.1%
Van Allen	15.4%	93.3%
Weber	19.4%	88.4%
Wickham	10.4%	94.4%
Wood	27.8%	87.7%

## 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 0.2% in the number of eligible individuals in the 2018-19 school year as compared to the 2017-18 school year.

#### 2014-19 Special Education Enrollment

Year	Students	Percent of Enrollment
2018-19	1,218	8.5%
2017-18	1,174	8.3%
2016-17	1,164	8.3%
2015-16	1,199	8.8%
2014-15	1,259	9.5%

### 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, Swahili and French. Students and families speak more than 94 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.

#### 2014-19 English Language Learners Enrollment

Year	Number of ELL Students
2018-19	1,745
2017-18	1,623
2016-17	1,467
2015-16	1,344
2014-15	1,099

### 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 2018-19 school year, 1,776 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.

#### 2014-19 Preschool Program Enrollment

Year	Students Funded by SWVPP	Students Other funding	Students Total
2018-19	501	77	578
2017-18	514	61	575
2016-17	446	53	499
2015-16	409	46	455
2014-15	399	73	472

## 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.

### 2018-19 Learning Supports Funding

2018-19 Funding Sources	Amount
Dropout Prevention & Required Match	\$6,323,567
Supplemental Weighted Funding	\$434,706
6th Juvenile Court Office	\$90,165
McKinney - Vento Homeless Grant	\$40,000
SAVE	\$622,881
21st Community Learning Center Grants	\$604,793
United Way/Community Foundation	\$118,064
City of Coralville, Hills, North Liberty	\$104,000

### Tier 1 activities include the following

Universal Program	Description	Audience
<b>Positive Behavioral Intervention Supports (PBIS)</b>	Proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environment.	All elementary and junior high buildings, Liberty High School and Tate High School
<b>Classroom Counseling/Steps to Respect - Bullying Prevention</b>	School-wide intervention to identify and prevent bullying behaviors.	All elementary buildings
<b>Second Step Elementary Counseling Curriculum</b>	School-wide social emotional learning program.	All elementary buildings
<b>Behavior Analysts</b>	Professional development and coaching to build capacity to manage challenging behaviors.	Available to all elementary buildings
<b>Instructional Design Strategists</b>	Professional development to build teacher capacity to assist struggling learners.	All K-12 buildings
<b>Mental Health Coordinator</b>	Professional development to build expertise to support children and families with mental health issues.	All K-12 buildings



Learning Supports *(continued)*

Tier 2 Interventions		
Program Name	Description	Number served
<b>K-12</b>		
Joan Buxton's School Children's Aid	Support for medications, clothing, eyeglasses, and eye exams.	342
School-based Health Clinic	Accessible health care to underserved and uninsured populations.	480
<b>Elementary</b>		
Academic Supports	Intensive reading and math support for elementary students.	352
Title I	Intensive reading and math support for elementary students.	1,143
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.	668
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
<b>Secondary</b>		
Success Center	Individual tutoring, teaching organizational skills and self-advocacy skills.	563
Intensive Reading Support	Additional course for students who are not proficient in reading.	172
I-Jag (City High)	Career exploration and skill development, work experience opportunities.	72
I-Jag (West High)	Career exploration and skill development, work experience opportunities.	81
Career Center (City, Liberty & West)	Career exploration and skill development, work experience opportunities.	209
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.	107
Academic Mentoring Program	Adult mentor and case management services for students who are not connected to school as demonstrated by poor attendance/failing grades.	52

## Learning Supports *(continued)*

Tier 3 Interventions		
Program Name	Description	Number served
<b>K-12</b>		
<b>Student and Family Advocates/ Case Management (Family Resource Centers)</b>	Liaison between school, parents and community to address barriers to learning and access resources.	2,380
<b>On-site Mental Health Services</b>	On-site therapy and psychiatric services at the school-based health clinic.	182
<b>Homeless Support</b>	Identification of homeless students and connecting students and families to district and community resources, (i.e. transportation, food, clothing, academic support).	450
<b>Elementary</b>		
<b>Behavior Supports</b>	Intensive support to students who have highly disruptive behaviors. Strategies for classroom teachers to promote positive behaviors.	67
<b>Secondary</b>		
<b>TREC -Theodore Roosevelt Educational Center</b>	Intensive support for students coming from residential facilities or referred from one of the secondary schools because of significant behavior issues. Individual plans developed which may include therapy, social skills groups, and individual counseling.	43
<b>Tate Alternative High School</b>	Students who have not connected to traditional schools, as indicated by excessive absences, failing grades and behavior issues. Individualized support and a flexible schedule in a smaller learning environment.	197
<b>Juvenile Court Liaison/ART</b>	Aggression Replacement Training and intensive life skills development for students involved with juvenile court to avoid residential placement.	76
<b>Student Advisory Center Coordinators</b>	Individualized support to students who have been removed from class because of significant behavior issues.	759

## 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.

2014-2019 Student Health Concerns

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Asthma</b>	1,017	1,024	1,011	957	907
<b>ADHD/ADD</b>	1,142	1,213	1,452	1,407	1,391
<b>Seizure Disorder</b>	73	65	73	112	119
<b>Type I Diabetes</b>	27	35	30	28	35
<b>Severe Food Allergies</b>	163	152	185	186	230
<b>Depression</b>	79	87	99	74	82
<b>Anxiety</b>	262	271	310	400	351

2014-19 Student Accidents, Injuries, and Medications

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Accidents/Injuries</b>					
Total student accidents/injuries that required further medical evaluation	136	122	102	114	104
<b>Medications</b>					
Number of students taking prescription medication scheduled daily at school	452	469	459	462	436

## 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).

2014-19 Staff Trained in CPR

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Staff trained in CPR</b>	106	95	120	119	149

## District Health Services *(continued)*

### Healthy Kids School-based Health Clinics

Healthy Kids School-based Health clinic is a clinic that is an extension of traditional health services which is offered in the Iowa City Community School District in collaboration with community providers. The clinic is open to students in the school district who are without access to affordable health care (i.e., no insurance or a high deductible). The goal of the clinic is to keep students healthy so that they will be successful in school. A Nurse Practitioner, a University of Iowa Pediatrician and Child Psychiatrist, and a community volunteer pediatrician staff the clinic. The clinic is funded primarily by United Way and an endowment fund established by Mercy Iowa City. 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 however, donations are appreciated.

In 2018-19, the clinic provided a variety of services to 480 children in 693 clinic visits. Of these 360 children, approximately 75%, had no health insurance at the time of their visit to the clinic. Of this 75%, 18 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 in the clinic include well child exams, pre-participation athletic physicals, child psychiatry services, immunizations, diagnosis and treatment of illness, x-rays, blood work, health education, prescriptions for medications, referrals for specialty care, including mental health counseling, and establishing care with a primary healthcare provider. Dental referrals were made and completed for 186 children. Child Psychiatry evaluations were provided to 34 children. Vision exams were provided to over 40 children.

### ICCSA 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 s 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, Tate High School and Theodore Roosevelt Education Center (TREC).

## 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 2018-19 in each area of the policy, as well as identify areas where improvement is needed and goals for 2019-20.

### 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 are 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
  - 1<sup>st</sup> – 4<sup>th</sup> grade – 81 minutes/week
  - 5-6<sup>th</sup> grade – 108 minutes/week
  - Junior high – every other day for the full year
  - High school – 58 classes/year; scheduled daily for one trimester
    - Academic PE waiver available to any student enrolled in full academic load in each trimester at the parents' request.
- Daily Recess
  - K-3rd grades - 235 minutes/week
  - 4th grade - 175 minutes/week
  - 5-6th grades - 100 minutes/week

### Health Education

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

## 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
    - School Garden Workshop for teachers and parents
    - 22 school gardens
    - Farmer Fairs in several elementary buildings
    - Locally grown produce (sweet corn, 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. Added breakfast kiosk in City High front lobby to increase access and participation.
- 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 7 years:
  - 2012: 1,243
  - 2013: 9,436
  - 2014: 5,430
  - 2015: 12,613
  - 2016: 13,081
  - 2017: 13,270
  - 2018: 21,718
  - 2019: over 23,000 pounds and counting!

### Nutrition Analysis Highlights:

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

## 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.

### Fund Raising

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 (Teledoc) to members
  - Added Real Appeal 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 2018. Influenza (1697) vaccines were administered to staff, their families, students and parents.
- Transformation Challenge - January -February, 2019. 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, 2019
- 6<sup>th</sup> Annual District Step Challenge -April – May 2019. Sponsored by UMR, Medtrak and True North

### Plan for 2019-20

- Re-establish 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 2019 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	81	1,134	327	807
Secondary	27	378	88	290

### Credit Recovery

High school students had the opportunity to attend summer school during the summer of 2019 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
City High	35	32	9 students
Liberty High	20	25	2 students
West High	52	54	10 students

### Elementary 21st Century Community Learning Centers (CCLC) Summer Program 2019

The 21<sup>st</sup> CCLC summer learning programs in the ICCSD operated at five sites and provided extended learning opportunities for students who were not proficient in reading and/or math. Students from Alexander, Hills, Kirkwood, Twain and Wood participated in the program. The district was able to serve 250 students. The primary goal for the 9-week program was to help students maintain and/or improve their reading and math skills. Enrichment, STEM and field trips were offered weekly along with small group direct teaching instruction.

## 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 two of four 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 half of the learning spaces in the district upgraded to this new standard by fall, 2019.
- 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 2019-20 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 expanded to 10 additional buildings this year.
- Continue improvement of student-to-device ratios at the elementary grade levels, using a weighted resource model for elementary deployments.
- Increased focus on instructional technology support for teachers and development of easily accessible resources to support effective use of technology by all district stakeholders.
- 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 we house in various curricular and operational systems.

## 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.

### Progress on School Safety in 2018-19:

- The District in collaboration with emergency personnel developed an Emergency Operations Plan to meet requirements of Senate File 2253.
- 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.

### 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 these Safety and Security Improvements:

- **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.
- **Intercoms:** Update and/or replace all outdated intercom systems and include an exterior public address speaker at all schools.
- **Front Entry Door Cameras:** Provide camera/intercoms at main entrances not readily visible to main office.
- **Room Numbering Plan:** Complete district room renumbering plan and installation of ADA signage.
- **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.
- **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.
- **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.
- **Lockdown Buttons:** Install capability to lockdown building with a single action.
- **Duress Buttons:** Install capability to contact law enforcement with a single action.

### Buildings where safety and security improvements were completed in 2014-15, 2015-16, 2016-17 and/or 2018-19:

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

### 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 Alexander, Garner, Horn, Kirkwood, Longfellow, Lucas, Twain, Van Allen, and Wood elementary schools; Northwest and South East Junior High; City and West 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. Over \$222,000 in funds was raised in the 2018-19 school year between the Iowa City Athletic Booster Club, 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 12<sup>th</sup> 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 2018-19, more than 1,800 donors contributed nearly \$1,100,000 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 are Economic Development, Chambers of Commerce and local businesses and industry 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 2018-19, the Workplace Learning Connection provided 307 job shadows, 81 internships and 7 career events involving 359 volunteers and 3,532 student participants.

**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.