IOWA CITY COMMUNITY SCHOOL DISTRICT

Child-Centered : Future-Focused

Annual Progress Report

Iowa City Community School District

2022-23

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Non-Discrimination Policy Statement

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

Annual Progress Report

The Annual Progress Report serves to provide a summary of the State of the District for the 2022-23 school year. Due to the COVID pandemic, during the 2019-20 school year, students were present through mid-March. During the 2020-21 school year, students may have been either full-time online or involved in the Return-to-Learn model (i.e., online, hybrid, or onsite) deployed in the District.

Board of Directors

Name	Position
Ruthina Malone	President
Lisa Williams	Vice-President
J.P. Claussen	Director
Charlie Eastham	Director
Maka Pilcher Hayek	Director
Jayne Finch	Director
Matt Degner	*Superintendent of Schools*

List of Schools

Secondary Schools

City High
1900 Morningside Drive, Iowa City
319-688-1040

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

West High
2901 Melrose Avenue, Iowa City
319-688-1050

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

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

Northwest Junior High
1507 8th Street, Coralville
319-688-1060

South East Junior High
2501 Bradford Drive, Iowa City
319-688-1070

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

Elementary Schools

Alexander Elementary
3571 Sycamore Street, Iowa City
319-688-1095

Borlaug Elementary
1000 Kennedy Parkway, Coralville
319-688-1155

Coralville Central
501 6th Street, Coralville
319-688-1100

Garner Elementary
80 Birch Street, North Liberty
319-688-1190

Grant Elementary
1000 Centro Way, North Liberty
319-688-1500

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

Hoover Elementary
1355 Barrington Rd, Iowa City
319-688-1110

Horn Elementary
60 Koser Avenue, Iowa City
319-688-1115

Kirkwood Elementary
1401 9th Street, Coralville
319-688-1120

Lemme Elementary
3100 Washington Street, Iowa City
319-688-1125

Lincoln Elementary
300 Teeters Court, Iowa City
319-688-1130

Longfellow Elementary
1130 Seymore Avenue, Iowa City
319-688-1135

Lucas Elementary
830 Southlawn Drive, Iowa City
319-688-1140

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

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

Shimek Elementary
1400 Grissel Place, Iowa City
319-688-1160

Twain Elementary
1355 DeForest Avenue, Iowa City
319-688-1165

Van Allen Elementary
170 Abigail Avenue, North Liberty
319-688-1185

Weber Elementary
3850 Rohret Road, Iowa City
319-688-1170

Wickham Elementary
601 Oakdale Boulevard, Coralville
319-688-1175

Wood Elementary
1930 Lakeside Drive, Iowa City
319-688-1180

ICCSD Online
2255 N. Dubuque Rd., Iowa City
319-688-1080

District Demographics

Enrollment

The district certified weighted enrollment for the 2022-23 school year was **14,439.74** students. District enrollment increased by **1.0%** from the previous year.

2022-23 Certified Weighted Enrollment

Enrollment Category	Enrollment
Resident Public Students Attending	14,077.60
Resident Public Students Attending Another Iowa Public School District	345.10
Non Public Shared Time & Competent Private Instruction Students Dual Enrolled for District Classes	16.84
Non Public Shared time & Competent Private Instruction Students Dual Enrolled for Post-Secondary Education Option Classes	0.20
Actual Enrollment (Certified Weighted Enrollment)	14,439.74

Note: Iowa Department of Education (2023). *2022-2023 Iowa Public School District Prek-12 Enrollments by District, Grade, Race, and Gender.xls*. https://educateiowa.gov/documents/2022-2023-iowa-public-school-district-prek-12-enrollments-district-grade-race-and-gender

Free and Reduced

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

2018-23 Free and Reduced Lunch Rates

Year	Percentage of Enrollment
2022-23	40.7%
2021-22	39.1%
2020-21	36.8%
2019-20	37.7%
2018-19	38.1%

Note: Iowa Department of Education (2023). *2022-2023 Iowa Public School K-12 Students Eligible for Free or Reduced-Price Lunch by District.xlsx.* https://educateiowa.gov/documents/2022-2023-iowa-public-school-k-12-students-eligible-free-or-reduced-price-lunch-district.

Race/Ethnicity

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

2018-23 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
2022-23	5.1%	22.6%	13.1%	6.3%	0.2%	0.2%	52.6%
2021-22	5.3%	21.5%	12.8%	6.1%	0.2%	0.1%	53.9%
2020-21	5.7%	21.6%	12.3%	5.9%	0.2%	0.1%	54.2%
2019-20	5.8%	20.5%	12.3%	5.8%	0.3%	0.1%	55.2%
2018-19	5.8%	20.0%	11.9%	5.6%	0.2%	0.1%	56.3%

Note: Iowa Department of Education (2023). *2022-2023 Iowa Public School District Prek-12 Enrollments by District, Grade, Race, and Gender.xls*. https://educateiowa.gov/documents/2022-2023-iowa-public-school-district-prek-12-enrollments-district-grade-race-and-gender

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District Demographics *(continued)*

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 2.0% in the number of eligible individuals in the 2022-23 school year as compared to the 2021-22 school year.

2018-23 Special Education Enrollment

Year	Students	Percent of Enrollment
2022-23	1,572	11.0%
2021-22	1,347	9.0%
2020-21	1,360	9.8%
2019-20	1,400	9.8%
2018-19	1,218	8.5%

Note: Iowa Department of Education (2023). *2022-2023 Iowa Public School District K-12 All Student Enrollment, Special Education (IEP) Enrollment by District, Race and Gender.xlsx*. https://educateiowa.gov/documents/special-education-iep-enrollment/2021/12/2022-2023-iowa-public-school-district-k-12-and.

English Language Learners

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

2018-23 English Language Learners Enrollment

Year	Number of ELL Students
2022-23	1,913
2021-22	1,841
2020-21	1,745
2019-20	1,836
2018-19	1,745

Note: Iowa Department of Education (2023). *2022-2023 Iowa Public School K-12 English Learners (EL) by District and Grade.xlsx*. https://educateiowa.gov/documents/2022-2023-iowa-public-school-k-12-english-learners-el-district-and-grade.

Extended Learning Program

The Iowa City Community School District serves students who qualify for gifted education services according to Iowa Code 281.59. Programming includes cross-curricular units of study, enrichment in math and language arts, independent studies, and career development counseling services.

2018-23 Extended Learning Program Enrollment

Year	Number of ELP Students
2022-23	1,715
2021-22	1,906
2020-21	1,730
2019-20	1,885
2018-19	1,776

Note: Iowa Department of Education (2023). *2022-2023 Iowa Public School Talented and Gifted (TAG) Count by District and Grade.xlsx*. https://educateiowa.gov/documents/2022-2023-iowa-public-school-talented-and-gifted-tag-count-district-and-grade.

District Demographics *(continued)*

Preschool Education

The Iowa City Community School District serves preschool aged students using the following funding sources: Statewide Voluntary Preschool Program (SWVPP) funds, Shared Visions Grant, and private tuition. The ICCSD was a recipient of the SWVVP 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 SWVVP. The preschool enrollment is summarized in the table below.

2018-23 Preschool Program Enrollment

Year	Students Funded by SWVPP	Students Other funding	Students Total
2022-23	433	111	544
2021-22	561	112	673
2020-21	470	88	558
2019-20	559	101	660
2018-19	501	77	578

Note: Preschool Enrollment Data: Iowa City Community School District, Infinite Campus Student Information System. (2023). Unpublished internal district data

Mission Statement

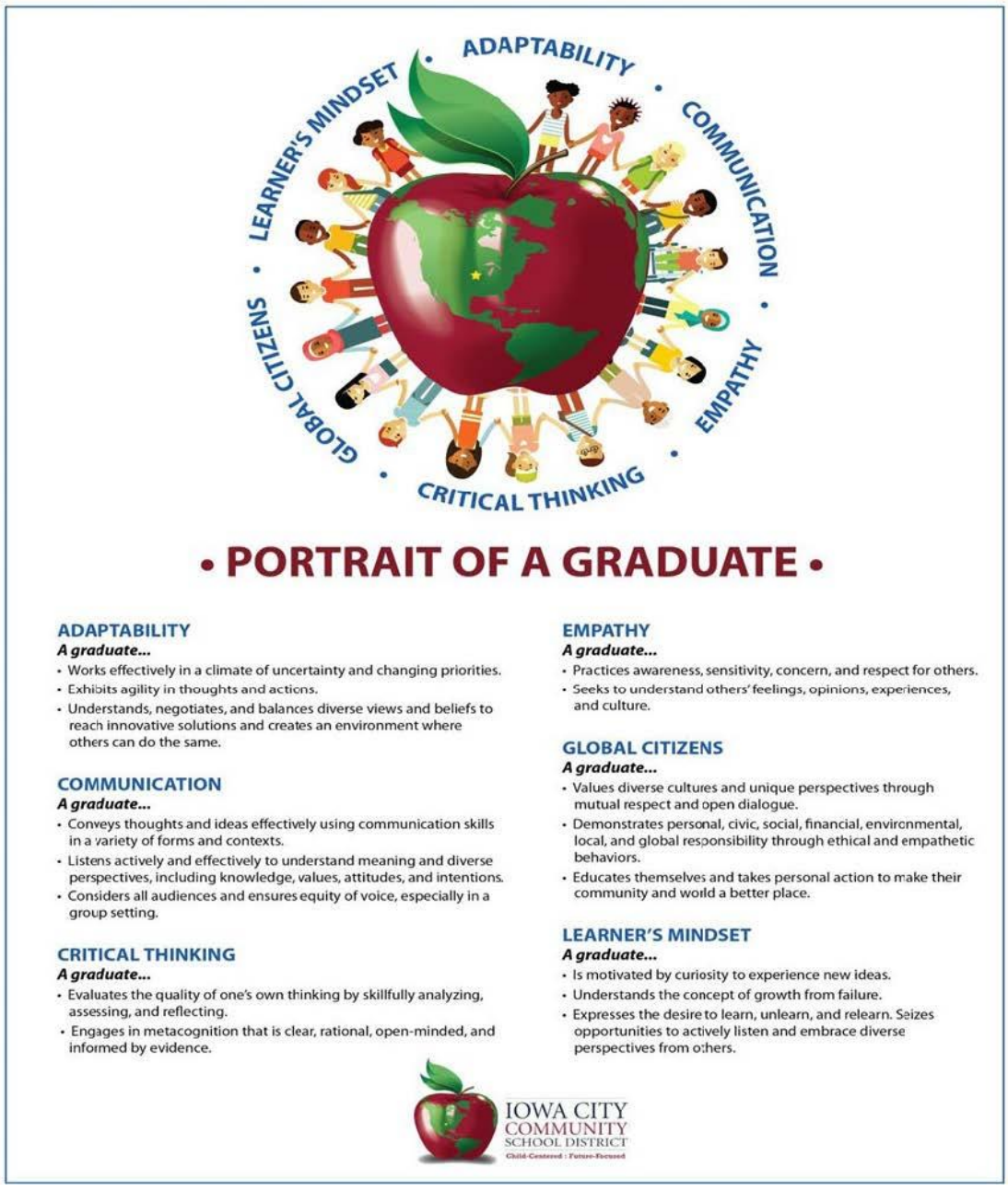
The mission of the Iowa City Community School District is to ensure all students become responsible, independent learners capable of making informed decisions in a democratic society as well as in the dynamic global community. This is accomplished by challenging each student with a rigorous and creative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

Iowa City Community School District: Strategic Plan

The ICCSD Strategic Plan includes our Five Year Strategic Plan Goals for Equity, Proficiency and Growth, while also including our Goal-Driven Focus Areas that include School Culture, Student Learning, Workforce, and Systems and Resources.

Portrait of a Graduate

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



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

Reading

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

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

Writing

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

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

Math

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

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

Science

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

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

Social Studies

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

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

Equity

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

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

Character Development

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

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

Board of Directors Goals and Objectives *(continued)*

Fine Arts

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

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

Student Academic Achievement

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

Reporting for Total and Subgroup Performance

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

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

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

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

To be considered proficient, a student must score at a specific standard score or higher, on the ISASP. The tables on the next page indicate the percentage of students who scored proficient during the 2022-23 school year in reading and mathematics by grade level bands.

We also report the percentage of students that fall within certain achievement bands on the ISASP. The charts following the grade level band tables show the 2022-23 Iowa City Community School District achievement levels and the State of Iowa achievement levels on the Iowa Statewide Assessment of Student Progress by percentage of students who are either proficient or above proficient by grade level and subgroup in reading, mathematics, and science.

Standard Error of Measurement

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

Student Academic Achievement *(continued)*

2022-23 Iowa Statewide Assessment of Student Progress Results
% Proficient, by Grade Level Bands, All Students Tested

Grades 3-6 ENGLISH LANGUAGE ARTS

	2021-22	2022-23
All students	68.9	68.5
American Indian or Alaska Native	---	---
Asian	90.9	87.3
Black or African American	43.0	45.0
Hispanic/Latino	42.7	48.5
Hawaiian/Pacific Islander	---	---
Multiracial	62.0	69.5
White	82.8	81.8
Female	71.8	70.8
Male	66.2	66.3
IEP	28.7	29.3
FRL	45.3	47.5
ELL	19.6	20.5

Grades 3-6 MATH

	2021-22	2022-23
All students	65.5	69.5
American Indian or Alaska Native	---	---
Asian	90.5	91.0
Black or African American	35.3	44.0
Hispanic/Latino	38.9	44.8
Hawaiian/Pacific Islander	---	---
Multiracial	56.5	70.5
White	81.0	84.0
Female	63.2	67.8
Male	67.7	71.0
IEP	31.1	35.0
FRL	39.1	46.8
ELL	20.6	24.0

Grades 7-8 ENGLISH LANGUAGE ARTS

	2021-22	2022-23
All students	74.4	75.5
American Indian or Alaska Native	---	---
Asian	94.4	97.5
Black or African American	46.0	48.5
Hispanic/Latino	55.1	59.0
Hawaiian/Pacific Islander	---	---
Multiracial	73.3	69.5
White	88.0	89.0
Female	79.9	81.0
Male	69.4	70.5
IEP	29.1	33.0
FRL	51.4	51.5
ELL	21.2	17.5

Grades 7-8 MATH

	2021-22	2022-23
All students	65.8	67.0
American Indian or Alaska Native	---	---
Asian	93.5	94.0
Black or African American	34.7	35.5
Hispanic/Latino	44.0	49.0
Hawaiian/Pacific Islander	---	---
Multiracial	65.1	62.0
White	80.1	82.0
Female	66.0	68.5
Male	65.6	67.5
IEP	22.7	25.0
FRL	40.8	42.0
ELL	17.6	19.0

Grades 9-11 ENGLISH LANGUAGE ARTS

	2021-22	2022-23
All students	73.1	71.0
American Indian or Alaska Native	---	---
Asian	92.8	92.3
Black or African American	41.7	39.7
Hispanic/Latino	53.1	56.3
Hawaiian/Pacific Islander	---	---
Multiracial	69.1	75.0
White	86.3	84.3
Female	78.6	78.3
Male	67.9	63.3
IEP	22.7	19.7
FRL	49.6	47.3
ELL	13.0	11.7

Grades 9-11 MATH

	2021-22	2022-23
All students	65.5	66.7
American Indian or Alaska Native	---	---
Asian	93.3	93.7
Black or African American	29.8	35.3
Hispanic/Latino	40.4	46.3
Hawaiian/Pacific Islander	---	---
Multiracial	62.6	68.3
White	80.4	81.3
Female	67.2	67.0
Male	63.9	64.0
IEP	16.9	17.0
FRL	38.0	40.7
ELL	13.7	12.0

Note: Iowa Statewide Assessment of Student Progress Tables Data: State of Iowa Data: Pearson Education, Inc. (2023). https://iowa.pearsonaccess.com/resources/reporting-resources/.
Iowa City Community Schools Data: Pearson Education, Inc (2023). [Confidential Data File].

Key

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

Student Academic Achievement *(continued)*

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Third Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	47	14	61	56	10	66
Asian	53	29	82	61	13	74
Black or African American	33	4	37	36	3	39
Hispanic/Latino	37	6	43	45	3	48
Multiracial	47	16	63	53	7	60
White	57	20	77	60	12	72
Female	49	16	65	59	11	70
Male	45	13	58	54	9	63
IEP	21	5	26	23	2	25
Non-IEP	51	15	66	62	11	73
FRL	34	5	39	47	4	51
Non-FRL	58	22	80	63	15	78
ELL	21	--	21	26	--	26
Non-ELL	53	17	70	59	11	70

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Third Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	47	21	68	57	19	76
Asian	38	51	89	52	27	79
Black or African American	39	5	44	40	5	45
Hispanic/Latino	29	9	38	51	7	58
Multiracial	55	16	71	55	14	69
White	55	30	85	60	22	82
Female	46	21	67	58	16	74
Male	47	21	68	56	21	77
IEP	27	8	35	38	5	43
Non-IEP	49	23	72	60	21	81
FRL	38	7	45	53	9	62
Non-FRL	54	33	87	59	27	86
ELL	24	1	25	37	2	39
Non-ELL	51	25	76	58	20	78

State of Iowa Data: Pearson Education, Inc. (2023). *ISASP Spring 2023 State Level Results Performance by Demographic Groups*. https://iowa.pearsonaccess.com/resources/reporting-resources/.
Iowa City Community Schools Data: Pearson Education, Inc (2023). Confidential data file provided to the district.

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

Student Academic Achievement *(continued)*

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Fourth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	58	16	74	62	11	73
Asian	46	46	92	60	18	78
Black or African American	50	6	56	45	3	48
Hispanic/Latino	53	6	59	54	4	58
Multiracial	61	14	75	58	9	67
White	64	19	83	66	12	78
Female	58	17	75	64	12	76
Male	58	15	73	61	9	70
IEP	31	5	36	28	2	30
Non-IEP	62	18	80	68	12	80
FRL	52	5	57	54	4	58
Non-FRL	63	24	87	68	15	83
ELL	28	--	28	29	--	29
Non-ELL	62	18	80	65	11	76

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Fourth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	53	18	71	56	17	73
Asian	37	57	94	51	27	78
Black or African American	42	5	47	39	4	43
Hispanic/Latino	47	8	55	49	7	56
Multiracial	59	13	72	52	13	65
White	59	23	82	59	20	79
Female	54	14	68	57	13	70
Male	51	23	74	55	21	76
IEP	28	10	38	33	4	37
Non-IEP	56	20	76	60	19	79
FRL	44	6	50	50	8	58
Non FRL	59	27	86	59	25	84
ELL	27	1	28	30	1	31
Non-ELL	56	21	77	58	18	76

State of Iowa Data: Pearson Education, Inc. (2023). *ISASP Spring 2023 State Level Results Performance by Demographic Groups*. https://iowa.pearsonaccess.com/resources/reporting-resources/.
Iowa City Community Schools Data: Pearson Education, Inc (2023). Confidential data file provided to the district.

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

Student Academic Achievement *(continued)*

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Fifth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	53	11	64	60	9	69
Asian	63	24	87	58	14	72
Black or African American	36	1	37	39	1	40
Hispanic/Latino	33	7	40	46	4	50
Multiracial	51	11	62	55	7	62
White	63	15	78	64	10	74
Female	52	12	64	62	10	72
Male	54	10	64	57	7	64
IEP	22	1	23	22	1	23
Non-IEP	58	13	71	66	10	76
FRL	38	2	40	49	3	52
Non-FRL	64	18	82	67	12	79
ELL	14	1	15	18	--	18
Non-ELL	58	12	70	62	9	71

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Fifth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	48	18	66	56	15	71
Asian	51	41	92	50	29	79
Black or African American	35	5	40	38	3	41
Hispanic/Latino	34	6	40	47	6	53
Multiracial	51	11	62	52	12	64
White	56	25	81	60	18	78
Female	48	14	62	58	12	70
Male	49	22	71	54	19	73
IEP	27	4	31	30	3	33
Non-IEP	52	21	73	60	17	77
FRL	37	6	43	49	7	56
Non-FRL	57	28	85	60	22	82
ELL	25	1	26	27	1	28
Non-ELL	51	20	71	58	16	74

State of Iowa Data: Pearson Education, Inc. (2023). *ISASP Spring 2023 State Level Results Performance by Demographic Groups*. https://iowa.pearsonaccess.com/resources/reporting-resources/.
Iowa City Community Schools Data: Pearson Education, Inc (2023). Confidential data file provided to the district.

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

Student Academic Achievement *(continued)*

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Sixth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	56	19	75	63	10	73
Asian	57	31	88	61	18	79
Black or African American	45	5	50	42	3	45
Hispanic/Latino	46	6	52	52	4	56
Multiracial	57	21	78	60	8	68
White	62	27	89	67	11	78
Female	58	21	79	66	12	78
Male	53	17	70	60	8	68
IEP	30	2	32	28	1	29
Non-IEP	59	21	80	68	11	79
FRL	49	5	54	53	4	57
Non-FRL	60	29	89	70	14	84
ELL	18	--	18	19	--	19
Non-ELL	60	22	82	65	10	75

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Sixth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	49	24	73	55	15	70
Asian	40	49	89	48	30	78
Black or African American	39	6	45	36	3	39
Hispanic/Latino	42	4	46	48	5	53
Multiracial	49	28	77	50	12	62
White	54	34	88	59	17	76
Female	51	23	74	56	13	69
Male	46	25	71	55	16	71
IEP	28	8	36	28	3	31
Non-IEP	51	26	77	59	17	76
FRL	42	7	49	48	6	54
Non-FRL	53	35	88	60	22	82
ELL	16	1	17	23	--	23
Non-ELL	53	27	80	57	16	73

State of Iowa Data: Pearson Education, Inc. (2023). *ISASP Spring 2023 State Level Results Performance by Demographic Groups*. https://iowa.pearsonaccess.com/resources/reporting-resources/.
Iowa City Community Schools Data: Pearson Education, Inc (2023). Confidential data file provided to the district.

Key
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Student Academic Achievement *(continued)*

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Seventh Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	54	20	74	62	12	74
Asian	43	54	97	58	22	80
Black or African American	42	4	46	41	3	44
Hispanic/Latino	46	6	52	52	5	57
Multiracial	48	17	65	56	10	66
White	62	27	89	67	13	80
Female	54	24	78	64	14	78
Male	54	16	70	60	9	69
IEP	32	4	36	27	1	28
Non-IEP	57	22	79	67	13	80
FRL	43	4	47	54	4	58
Non-FRL	66	25	91	68	17	85
ELL	13	--	13	17	--	17
Non-ELL	58	22	80	65	12	67

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Seventh Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	51	14	65	58	10	68
Asian	37	56	93	52	24	76
Black or African American	32	1	33	35	2	37
Hispanic/Latino	40	4	44	49	4	53
Multiracial	43	18	61	50	8	58
White	63	18	81	63	12	75
Female	54	12	66	60	9	69
Male	49	17	66	57	12	69
IEP	23	4	27	24	1	25
Non-IEP	55	16	71	63	12	75
FRL	37	3	40	48	4	52
Non-FRL	58	27	85	65	15	80
ELL	14	--	14	21	--	21
Non-ELL	54	16	70	60	11	71

State of Iowa Data: Pearson Education, Inc. (2023). *ISASP Spring 2023 State Level Results Performance by Demographic Groups*. https://iowa.pearsonaccess.com/resources/reporting-resources/.
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Student Academic Achievement *(continued)*

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Eighth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	63	14	77	67	9	76
Asian	66	32	98	67	16	83
Black or African American	47	4	51	45	2	47
Hispanic/Latino	60	6	66	58	4	62
Multiracial	57	17	74	63	7	70
White	71	18	89	71	11	82
Female	65	19	84	70	12	82
Male	61	10	71	64	7	71
IEP	28	2	30	29	1	30
Non-IEP	67	15	82	72	10	82
FRL	52	4	56	57	3	60
Non-FRL	70	20	90	73	13	86
ELL	21	1	22	22	--	22
Non-ELL	67	15	82	69	10	79

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Eighth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	52	17	69	60	12	72
Asian	36	59	95	57	25	82
Black or African American	34	4	38	37	2	39
Hispanic/Latino	48	6	54	53	4	57
Multiracial	44	19	63	53	10	63
White	63	20	83	64	14	78
Female	55	16	71	62	11	73
Male	50	19	69	58	13	71
IEP	20	3	23	26	1	27
Non-IEP	55	19	74	65	13	78
FRL	40	4	44	51	4	55
Non-FRL	60	26	86	66	17	83
ELL	21	3	24	26	--	26
Non-ELL	55	19	74	62	12	74

State of Iowa Data: Pearson Education, Inc. (2023). *ISASP Spring 2023 State Level Results Performance by Demographic Groups*. https://iowa.pearsonaccess.com/resources/reporting-resources/.
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Student Academic Achievement *(continued)*

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Ninth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	59	13	72	63	7	70
Asian	60	31	91	65	14	79
Black or African American	41	4	45	36	1	37
Hispanic/Latino	51	4	55	51	2	53
Multiracial	64	15	79	58	6	64
White	70	18	88	68	8	76
Female	63	17	80	67	8	75
Male	56	8	64	59	5	64
IEP	30	--	30	21	--	21
Non-IEP	62	14	76	68	7	75
FRL	46	3	49	51	2	53
Non-FRL	69	20	89	71	9	80
ELL	16	--	16	13	--	13
Non-ELL	64	14	78	66	7	73

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Ninth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	42	20	62	49	12	61
Asian	29	60	89	46	29	75
Black or African American	30	4	34	25	2	27
Hispanic/Latino	38	3	41	37	5	42
Multiracial	39	25	64	41	9	50
White	51	28	79	54	14	68
Female	45	20	65	50	11	61
Male	40	19	59	47	13	60
IEP	14	1	15	14	1	15
Non-IEP	45	22	67	53	14	67
FRL	33	3	36	38	5	43
Non-FRL	48	31	79	55	17	72
ELL	7	2	9	12	--	12
Non-ELL	46	22	68	51	13	64

State of Iowa Data: Pearson Education, Inc. (2023). *ISASP Spring 2023 State Level Results Performance by Demographic Groups*. https://iowa.pearsonaccess.com/resources/reporting-resources/.
Iowa City Community Schools Data: Pearson Education, Inc (2023). Confidential data file provided to the district.

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Student Academic Achievement *(continued)*

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Tenth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	52	20	72	60	13	73
Asian	46	46	92	56	24	80
Black or African American	37	2	39	39	3	42
Hispanic/Latino	52	8	60	50	6	56
Multiracial	55	22	77	55	11	66
White	58	27	85	63	14	77
Female	54	24	78	64	15	79
Male	50	16	66	56	11	67
IEP	19	1	20	24	1	25
Non-IEP	55	22	77	64	14	78
FRL	44	7	51	51	5	56
Non-FRL	57	28	85	65	17	82
ELL	10	--	10	16	--	16
Non-ELL	56	22	78	62	13	75

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Tenth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	50	19	69	56	10	66
Asian	39	57	96	52	25	77
Black or African American	38	1	39	33	2	35
Hispanic/Latino	44	6	50	45	4	49
Multiracial	52	17	69	50	7	57
White	57	25	82	60	12	72
Female	56	17	73	59	9	68
Male	44	21	65	53	12	65
IEP	23	--	23	21	1	22
Non-IEP	52	21	73	60	11	71
FRL	39	6	45	46	4	50
Non-FRL	57	27	84	62	14	76
ELL	11	--	11	18	--	18
Non-ELL	54	21	75	58	11	69

State of Iowa Data: Pearson Education, Inc. (2023). *ISASP Spring 2023 State Level Results Performance by Demographic Groups*. https://iowa.pearsonaccess.com/resources/reporting-resources/.
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Student Academic Achievement *(continued)*

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Eleventh Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	48	21	69	56	13	69
Asian	38	56	94	51	24	75
Black or African American	33	2	35	33	3	36
Hispanic/Latino	44	10	54	46	5	51
Multiracial	49	20	69	53	9	62
White	54	26	80	60	14	74
Female	52	25	77	60	15	75
Male	44	16	60	52	10	62
IEP	9	--	9	16	1	17
Non-IEP	51	22	73	60	14	74
FRL	36	6	42	46	6	52
Non-FRL	54	28	82	61	16	77
ELL	9	--	9	10	--	10
Non-ELL	51	22	73	58	13	71

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Eleventh Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	42	27	69	53	14	67
Asian	36	60	96	51	27	78
Black or African American	29	4	33	29	3	32
Hispanic/Latino	36	12	48	42	6	48
Multiracial	46	26	72	48	11	59
White	48	35	83	57	17	74
Female	47	24	71	55	12	67
Male	38	30	68	50	16	66
IEP	13	--	13	16	1	17
Non-IEP	44	29	73	56	16	72
FRL	33	8	41	44	6	50
Non-FRL	47	37	84	58	19	77
ELL	15	1	16	16	--	16
Non-ELL	45	29	74	55	15	70

State of Iowa Data: Pearson Education, Inc. (2023). *ISASP Spring 2023 State Level Results Performance by Demographic Groups*. https://iowa.pearsonaccess.com/resources/reporting-resources/.
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Student Academic Achievement *(continued)*

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Science, Fifth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	53	5	58	60	3	63
Asian	67	13	80	59	5	64
Black or African American	23	--	23	29	--	29
Hispanic/Latino	33	--	33	41	1	42
Multiracial	49	5	54	52	3	55
White	69	7	76	67	3	70
Female	52	4	56	59	2	61
Male	55	6	61	60	3	63
IEP	27	1	28	28	1	29
Non-IEP	58	5	63	65	3	68
FRL	31	0	31	44	1	45
Non-FRL	70	8	78	71	4	75
ELL	11	--	11	13	--	13
Non-ELL	58	5	63	63	3	66

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Science, Eighth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	57	12	69	60	6	66
Asian	58	36	94	61	13	74
Black or African American	33	2	35	32	1	33
Hispanic/Latino	44	4	48	47	3	50
Multiracial	50	15	65	52	5	57
White	70	15	85	65	8	73
Female	61	10	71	61	6	67
Male	53	14	67	59	7	66
IEP	24	--	24	25	1	26
Non-IEP	60	13	73	65	7	72
FRL	41	2	43	47	3	50
Non-FRL	67	18	85	68	9	77
ELL	18	1	19	16	--	16
Non-ELL	60	13	73	62	7	69

State of Iowa Data: Pearson Education, Inc. (2023). *ISASP Spring 2023 State Level Results Performance by Demographic Groups*. https://iowa.pearsonaccess.com/resources/reporting-resources/.
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Student Academic Achievement *(continued)*

2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Science, Tenth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	44	23	67	50	12	62
Asian	43	43	86	48	23	71
Black or African American	25	3	28	27	2	29
Hispanic/Latino	43	7	50	38	5	43
Multiracial	58	17	75	43	9	52
White	50	33	83	54	14	68
Female	46	24	70	52	11	63
Male	43	22	65	48	13	61
IEP	21	--	21	19	1	20
Non-IEP	46	25	71	53	13	66
FRL	34	8	42	40	5	45
Non-FRL	50	32	82	56	16	72
ELL	12	--	12	13	--	13
Non-ELL	47	25	72	52	13	65

.State of Iowa Data: Pearson Education, Inc. (2023). *ISASP Spring 2023 State Level Results Performance by Demographic Groups*. https://iowa.pearsonaccess.com/resources/reporting-resources/.
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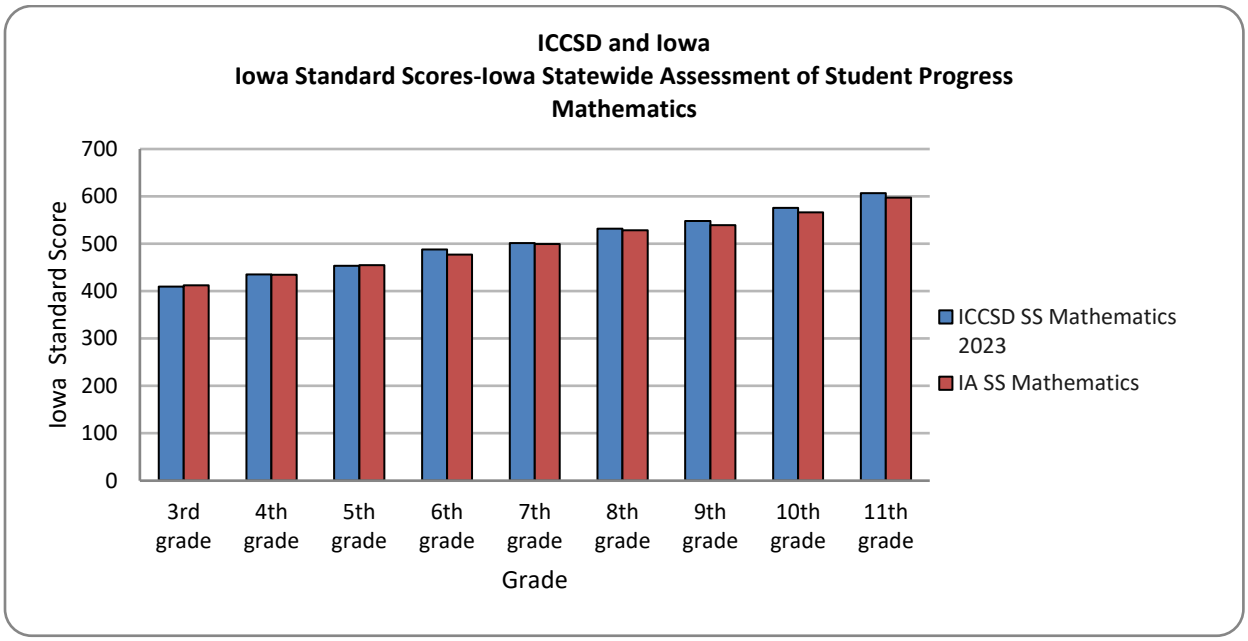
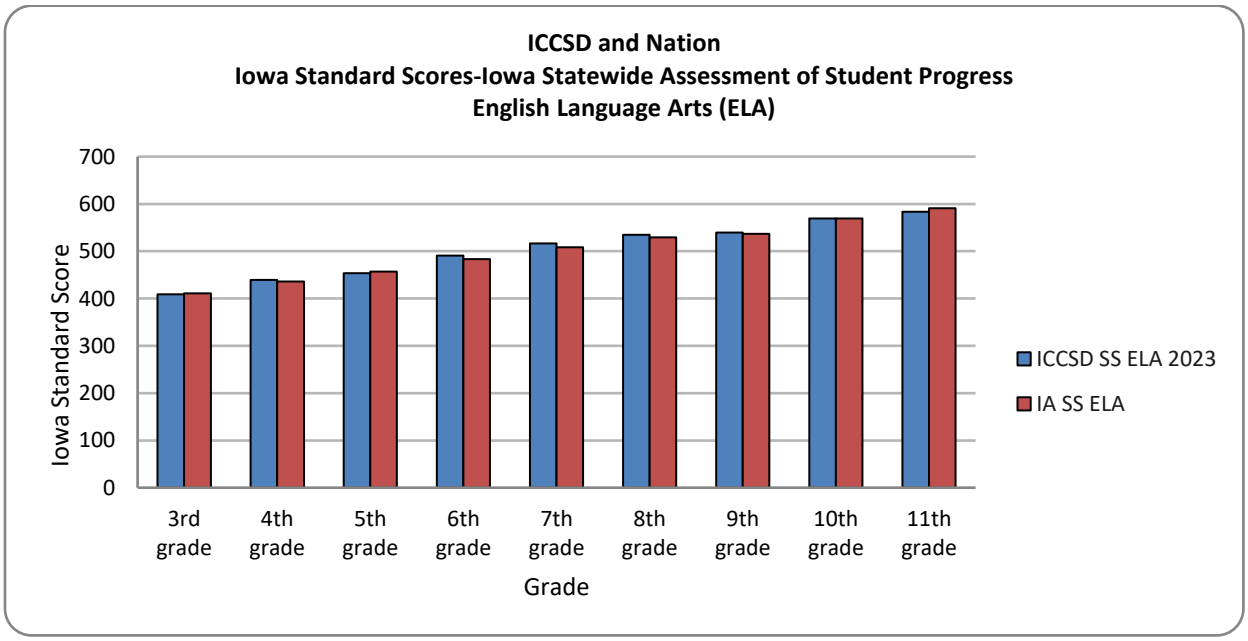
Student Academic Achievement *(continued)*

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

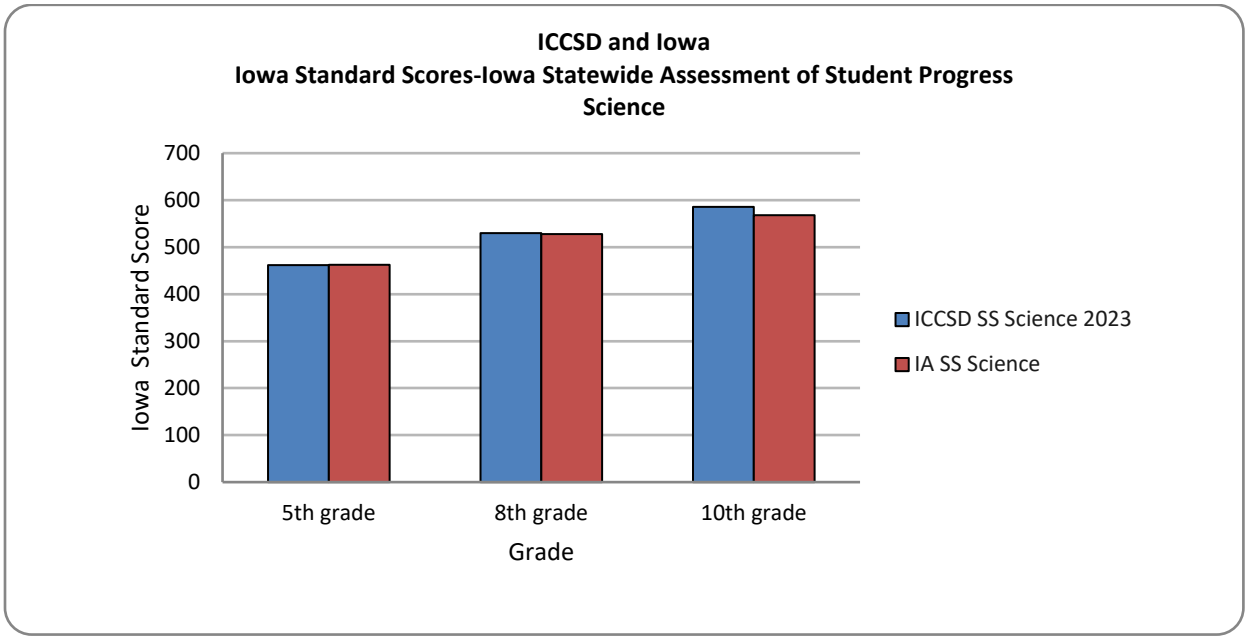
The following charts depict student achievement performance in the areas of English language Arts (ELA), mathematics, and science for all students who took the test. The data reflect achievement as recorded by the *Iowa Statewide Assessment of Student Progress (ISASP)* for grades three through eleven.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

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





Student Academic Achievement *(continued)*



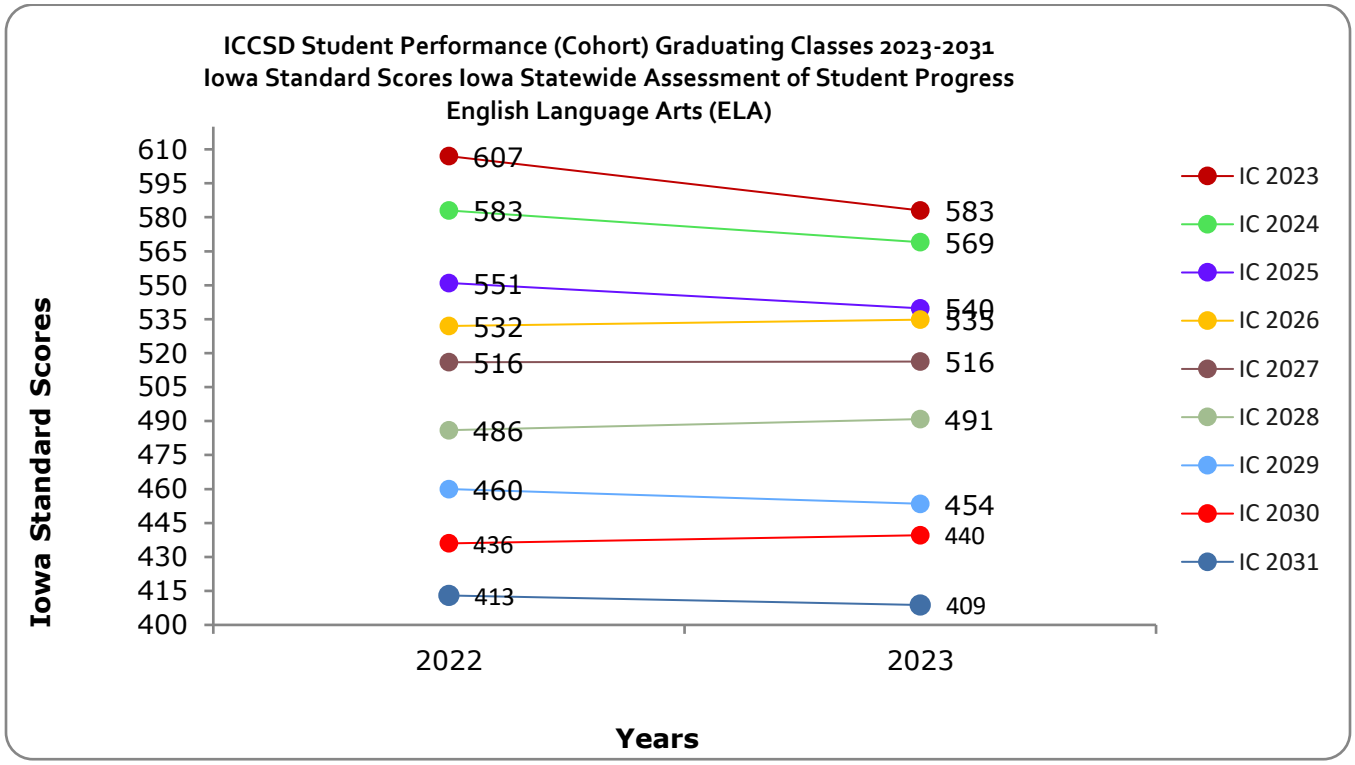
Note: State of Iowa Data: Pearson Education, Inc. (2023). *ISASP Change Difference Scale Scores_081222_Final.pdf.* https://iowa.pearsonaccess.com/resources/reporting-resources/.
Iowa City Community Schools Data: Pearson Education, Inc (2023). Confidential data file provided to the district.

Student Academic Achievement *(continued)*

ICCSD Student Performance Cohort Group Comparisons

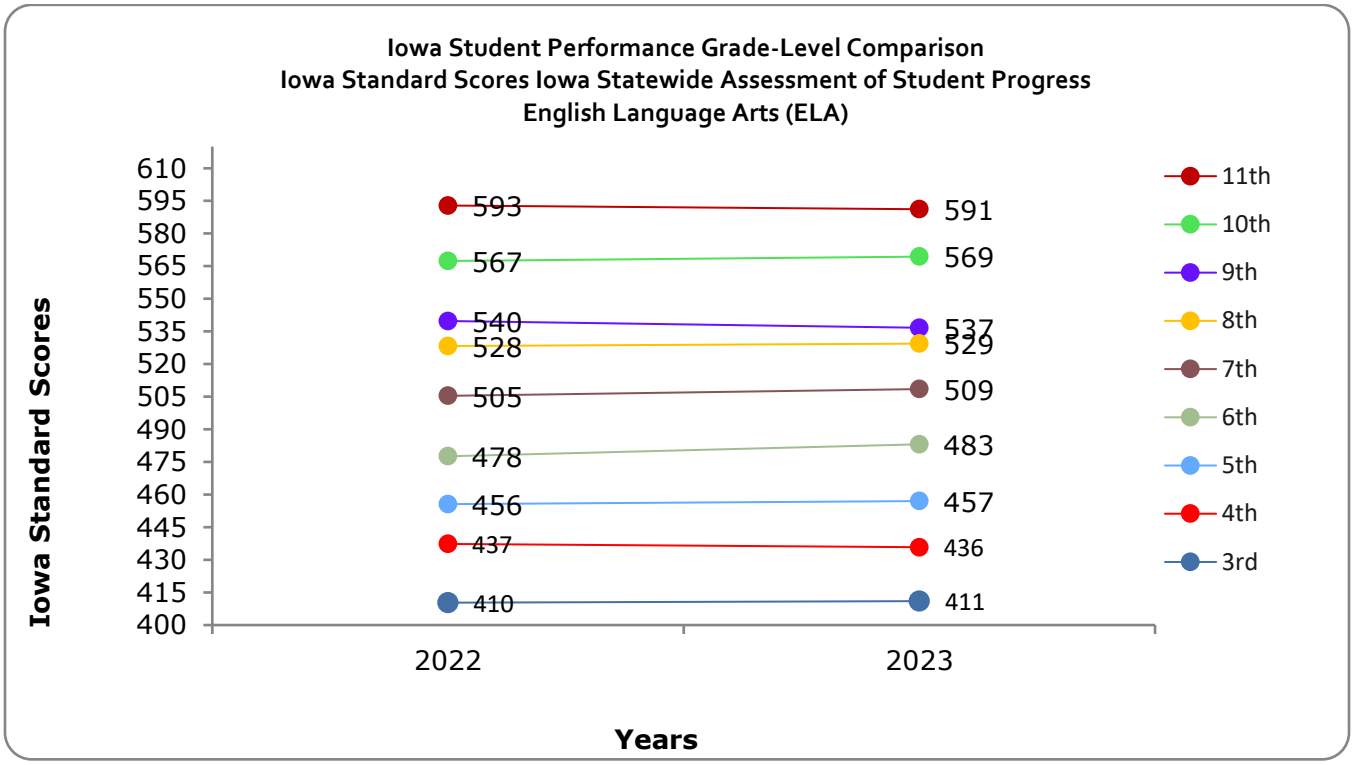
The following charts depict student achievement performance in the areas of English language arts (ELA), mathematics, and science for all students who took the test. The data reflect achievement as recorded by the *Iowa Statewide Assessment of Student Progress* (ISASP) for grades three through eleven.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

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



Note: Iowa Statewide Assessment of Student Progress Table Data: State of Iowa Data: Pearson Education, Inc. (2023). ISASP Change Difference Scale Scores_081222_Final.pdf. https://iowa.pearsonaccess.com/resources/reporting-resources/.
Iowa City Community Schools Data: Pearson Education, Inc (2023). Confidential data file provided to the district.

Student Academic Achievement *(continued)*



Note: Iowa Statewide Assessment of Student Progress Table Data: State of Iowa Data: Pearson Education, Inc. (2023). ISASP Change Difference Scale Scores_081222_Final.pdf. https://iowa.pearsonaccess.com/resources/reporting-resources/.
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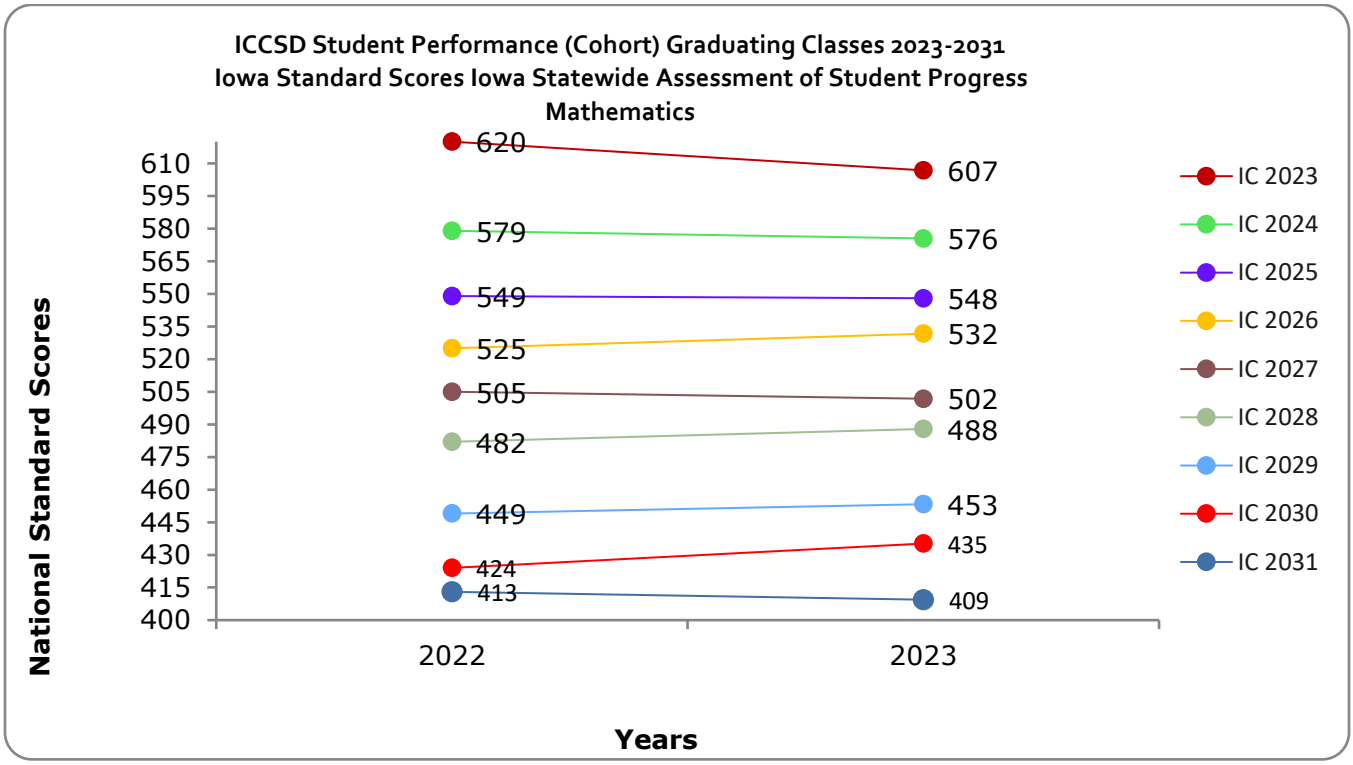
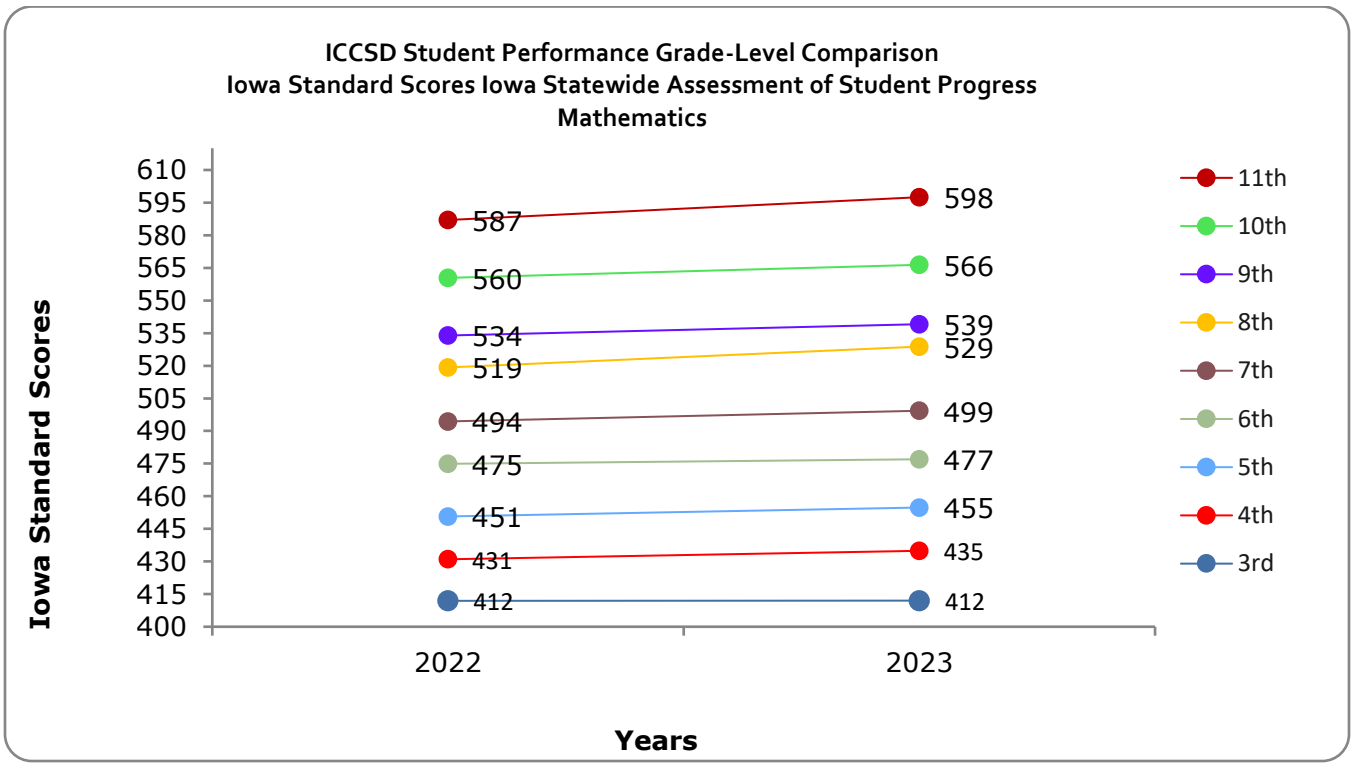
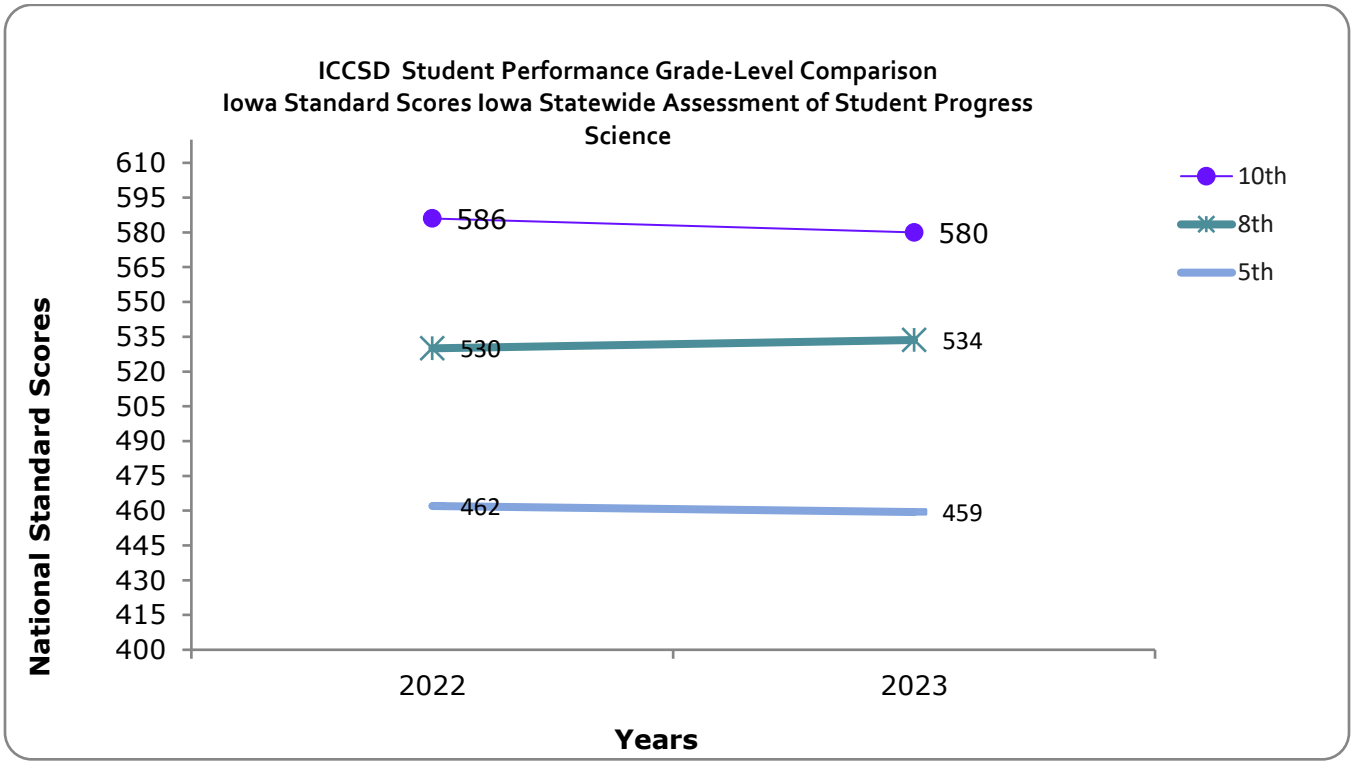
Student Academic Achievement *(continued)*

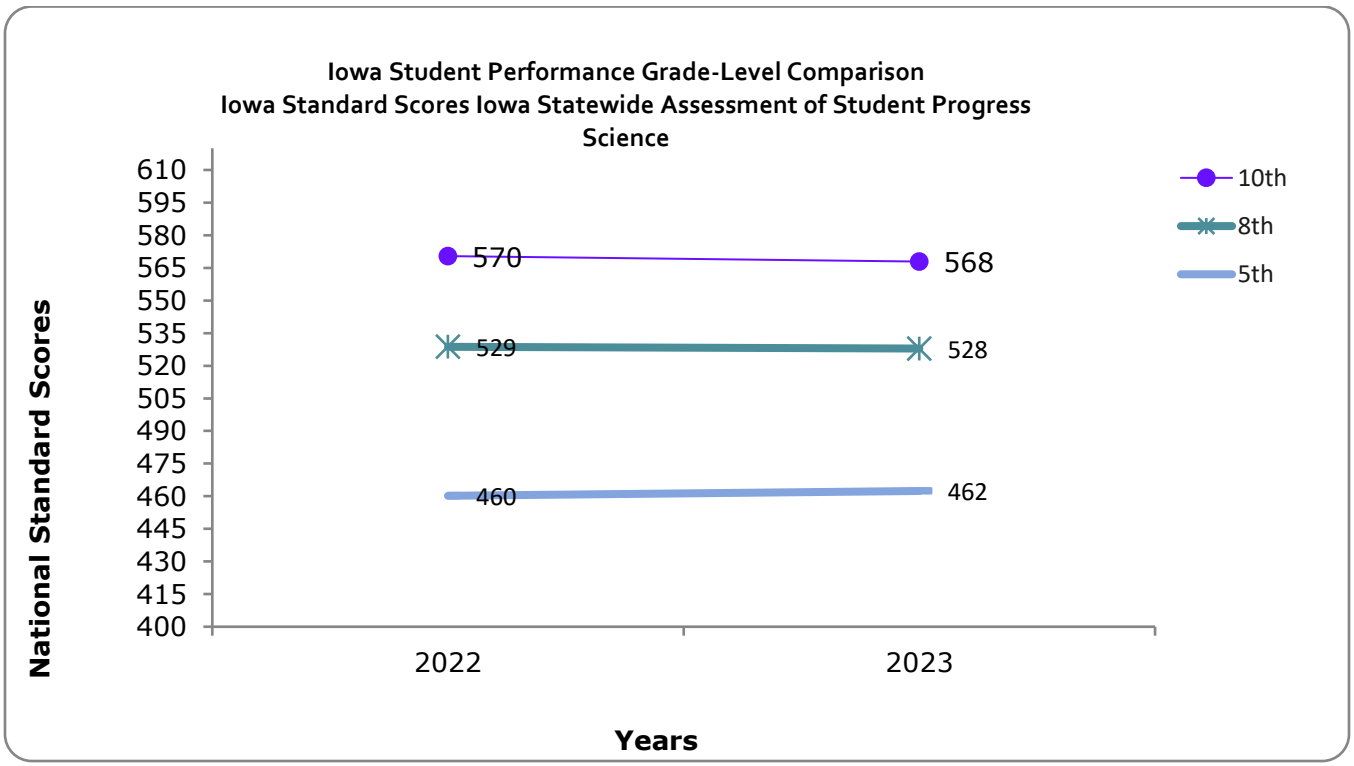




Note: Iowa Statewide Assessment of Student Progress Table Data: State of Iowa Data: Pearson Education, Inc. (2023). ISASP Change Difference Scale Scores_081222_Final.pdf. https://iowa.pearsonaccess.com/resources/reporting-resources/. Iowa City Community Schools Data: Pearson Education, Inc (2023). Confidential data file provided to the district.

Student Academic Achievement *(continued)*





Note: Iowa Statewide Assessment of Student Progress Table Data: State of Iowa Data: Pearson Education, Inc. (2023). ISASP Change Difference Scale Scores_081222_Final.pdf. https://iowa.pearsonaccess.com/resources/reporting-resources/.
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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 2023 had an average composite score of 24.9. Out of the 444 ACT-tested 2023 ICCSD students, the percentages of students who met college readiness benchmarks are represented in the table below.

Class of 2023 ACT Results
% of students who met college readiness benchmarks

	ACT English	ACT Math	ACT Reading	ACT Science	Met all 4 Benchmarks
District	82	66	70	64	55
Iowa	61	37	50	40	26
Nation	51	30	40	31	21

Average ACT Scores by Gender and Race/Ethnicity

	English ICCSD/State	Math ICCSD/State	Reading ICCSD/State	Science ICCSD/State	Composite ICCSD/State
All Students	24.2/19.7	24.3/20.1	25.8/21.8	24.9/21.2	24.9/20.8
Asian	28.4/21.8	28.6/22.3	28.0/23.0	27.6/22.7	28.3/22.6
Black/African American	18.7/14.8	19.2/16.1	19.8/17.0	20.2/17.1	19.5/16.3
Hispanic/Latino	19.3/16.1	21.4/17.3	22.9/18.4	22.3/18.2	21.6/17.6
Multiracial	26.4/19.1	25.4/19.1	27.9/21.3	26.9/20.5	26.6/20.1
White	24.7/20.5	24.7/20.7	26.5/22.6	25.4/21.9	25.4/21.6
Female	24.4/19.9	23.4/19.5	25.5/21.8	24.1/20.8	24.4/20.6
Male	23.9/19.6	25.4/21.0	26.2/21.8	25.9/21.9	25.5/21.2

Note: District and State Data: ACT, Inc. (2023). *The ACT Profile Report – District. Graduating Class 2022. Iowa City Community School District* [Confidential Data File].
National Data: ACT, Inc. (2023). *2022-National-ACT-Profile-Report.pdf*
https://www.act.org/content/act/en/research/services-and-resources/data-and-visualization/grad-class-database-2023.html
Special Education, Free and Reduced Lunch, and English Language Learner data not provided by ACT, Inc.

National Merit Scholars

Recognition as a National Merit Semifinalist was received by 31 students at City High, Liberty High, and West High. Thirty-one were considered as finalists.

Global Biliteracy Seal Awards

Recognition of language proficiency in two or more languages was received by 77 students at City High, Liberty High and West High.

Note: National Merit and Global Biliteracy Seal Award data. Iowa City Community School District (2023). Unpublished internal district data.

Academic Indicators *(continued)*

Graduation Rate

The ICCSD four-year graduation rate was 92.6 in 2022-23. The statewide graduation rate was 89.9 for 2022-23. The percentage of graduates by comparison subgroups is summarized in the following tables.

2022-2023 ICCSD Graduation Rate Data

Race/Ethnicity	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
Asian	64	5.68%	60	5.75%	93.8%
Black of African American	223	19.79%	195	18.68%	87.4%
Hispanic/Latino	135	11.98%	115	11.02%	85.2%
Multiracial	63	5.59%	54	5.17%	85.7%
White	636	56.43%	614	58.81%	96.5%
Total	1127	100%	1044	100%	92.6%

Gender	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
Female	562	49.9%	523	50.7%	93.1%
Male	560	49.7%	516	49.4%	92.1%
Total	1127	100%	1044	100%	92.6%

IEP	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
IEP	104	9.23%	77	7.38%	74.0%
Non-IEP	1023	90.77%	967	92.62%	94.5%
Total	1127	100%	1044	100%	92.6%

FRL	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
FRL	460	40.82%	399	38.22%	86.7%
Non FRL	667	59.18%	645	61.78%	96.7%
Total	1127	100%	1044	100%	92.6%

ELL	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
ELL	125	11.09%	97	9.29%	77.6%
Non-ELL	1002	88.91%	947	90.71%	94.5%
Total	1127	100%	1044	100%	92.6%

Note: Iowa Department of Education (2023). *IND 11.1 – Graduation Report.* [Confidential Data File].

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

Academic Indicators *(continued)*

Postsecondary Plans

The class of 2023 was surveyed about their postsecondary intentions.

Class of 2023 Postsecondary Plans

Intention	Number of Students	Percent of Graduates
Postsecondary School	740	74.4%
Other Training	34	3.4%
Employed	60	6.0%
Active Military	7	0.7%
Unknown	154	15.5%

Note: Iowa Department of Education (2023). *2022-2023 Iowa Public High School Graduate Intentions.xlsx*. https://educateiowa.gov/documents/2022-2023-iowa-public-high-school-graduate-intentions

Academic Indicators *(continued)*

Reading

The Formative Assessment System for Teachers (FAST) is administered to students in grades K-6. The results of the spring assessment for 2018-19 to 2022-23 school years with the percent of students who scored proficient in each category is represented in the table below. Data is disaggregated when available. Proficiency rates for IEP, FRL, and ELL status were not reported in previous years.

2018-19 to 2022-23 FAST Proficiency Levels
Kindergarten through Sixth Grade Students, % Proficient

Iowa City Community School District	Proficient by Year			
	2018-19	2020-21	2021-22	2022-23
All Students	73.75	66.06	70.42	70.15
Kindergarten	68.93	59.89	63.65	66.31
First Grade	68.06	54.32	61.34	63.57
Second Grade	73.06	65.20	65.61	68.75
Third Grade	74.11	65.06	74.04	67.85
Fourth Grade	77.21	71.88	72.36	74.40
Fifth Grade	75.92	70.52	76.65	72.20
Sixth Grade	79.96	75.55	79.15	77.93
Asian	86.55	85.48	91.77	87.78
Black or African American	53.76	44.95	50.90	52.12
Hispanic/Latino	57.30	45.54	51.34	50.89
Multiracial	76.36	63.94	71.31	71.34
White	82.92	77.58	81.07	81.37
Female	75.50	67.68	71.54	71.65
Male	72.09	64.54	69.36	68.66
IEP	--	--	26.42	32.20
FRL	--	--	39.00	52.57
ELL	--	--	9.00	40.38

2021-23 FAST Proficiency Levels
7th and 8th Grade Students % Proficient

Iowa City Community School District	2021-22	2022-23
All Students	70.14	70.32
Seventh Grade	74.24	70.13
Eighth Grade	65.63	70.51
Asian	88.66	92.11
Black or African American	40.51	39.64
Hispanic/Latino	49.77	47.28
Multiracial	72.97	67.65
White	82.34	83.16
Female	61.51	71.28
Male	64.11	68.57
IEP	23.92	50.44
FRL	45.31	42.76
ELL	8.96	1.68

Note: Formative Assessment System for Teacher Data. Fast Bridge Learning, Illuminate Education (2023). Confidential data file.
Key
FRL = Free & Reduced Lunch IEP = Individualized Education Program ELL = English Language Learner
-- = # is zero or not previously reported --- = # in subgroup is less than 30

Academic Indicators *(continued)*

Mathematics

The Formative Assessment System for Teachers (FAST) is administered to students in grades K-6. The results of the spring assessment for 2018-19 to 2022-23. The testing was unable to be administered during spring of the 2019-20 school year due to the school closure due to the COVID-19 Pandemic. Proficiency rates for IEP, FRL, and ELL status were not reported in previous years.

2018-2019 to 2022-23 FAST Proficiency Levels
Kindergarten through Sixth Grade Students, % Proficient

Iowa City Community School District	Proficient by Year			
	2018-19	2020-21	2021-22	2022-23
All Students	73.75	64.69	66.36	66.65
Kindergarten	68.93	70.07	72.54	70.81
First Grade	68.06	58.27	70.75	73.09
Second Grade	73.06	65.38	61.37	66.88
Third Grade	74.11	62.18	68.10	61.96
Fourth Grade	77.21	66.89	62.22	67.80
Fifth Grade	75.92	60.79	62.99	59.43
Sixth Grade	79.96	69.67	66.34	66.57
Asian	86.55	91.08	90.35	87.50
Black or African American	53.76	33.51	37.67	40.13
Hispanic/Latino	57.30	39.46	42.96	44.09
Multiracial	76.36	61.41	63.23	66.67
White	82.92	80.77	82.22	82.92
Female	75.50	62.04	63.22	63.88
Male	72.09	67.19	69.31	69.58
IEP	--	--	34.04	46.05
FRL	--	--	37.00	43.49
ELL	--	--	13.00	29.33

2021-23 FAST Proficiency Levels
7th and 8th Grade Students % Proficient

Iowa City Community School District	2021-22	2022-23
All Students	62.94	64.60
Seventh Grade	65.02	61.90
Eighth Grade	60.87	67.30
Asian	92.55	93.97
Black or African American	27.30	28.50
Hispanic/Latino	37.50	40.36
Multiracial	63.39	58.33
White	78.45	78.53
Female	61.51	62.28
Male	64.11	65.36
IEP	14.29	37.48
FRL	33.41	34.32
ELL	9.80	3.08

Note: Formative Assessment System for Teacher Data. Fast Bridge Learning, Illuminate Education (2023). Confidential date file.

Key

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

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

Academic Indicators *(continued)*

Rigorous Core Program

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

A rigorous core program is identified by the district as four years of English, three years of social studies, three years of math, which must include Algebra I, Geometry and Algebra II and three years of science, which must include Biology, Chemistry and one of the following courses: Physics, AP Physics, AP Biology or AP Chemistry. Of the 1,044 graduates in the class of 2023, 42.69% completed the rigorous core program.

College Preparation and Dual Credit Courses

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

2022-23 College Prep Participation

Course	Number of Classes	Number of Registrations	Number of Students	Asian #/%	Black or African American #/%	Hispanic or Latino #/%	White #/%	Special Education #/%	ELL #/%	FRL #/%
Advanced Placement	23	9243	1966	191/9.72	207/10.53	173/8.8	1300/66.12	---	34/1.73	379/19.28
U of Iowa PSEO	75	437	76	27/35.53	3/3.95	4/5.26	36/47.37	--	--	---
Kirkwood Academies	119	3871	433	17/3.93	56/12.93	34/7.85	307/8.55	---	---	79/18.25

Advanced Placement

City, Liberty, and West High Schools combined offer 29 Advanced Placement classes in the areas of language arts, social studies, science, mathematics, and world languages to students in grades 9-12. Many four-year colleges in the United States give students credit, advanced placement or both for students who score 3 or higher on AP exams. The table below summarizes participation in Advanced Placement classes.

2022-23 Advanced Placement Program Participation

Number of students who took AP Exams	1,505
Number of Exams taken	2,449
Number of Exams receiving 3 or higher	1,888
Percentage of Exams receiving 3 or higher	77

2022-23 Advanced Placement Score Results

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Multiracial	No Race/Ethnicity Reported	Total
Score of 1	---	13	29	14	---	104	9	20	189
Score of 2	---	54	44	33	---	205	20	13	369
Score of 3	---	83	37	43	---	402	32	27	624
Score of 4	---	118	22	42	---	448	40	24	694
Score of 5	---	134	9	39	---	328	36	21	567
Total Exams	---	402	141	171	---	1,487	137	105	2,443
Mean Score	---	3.76	2.56	3.35	---	3.46	3.54	3.12	--
# of Students	---	174	109	112	---	944	82	80	1501

Note: Rigorous Core, College Prep and Advanced Placement Data: Iowa City Community School District (2023). Unpublished internal district. data.

Key

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

Summer School

Extended Year Special Education

The Iowa City Community School District 2023 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	79	948	492	456
Secondary	30	230	97	133

Credit Recovery

High school students had the opportunity to take summer school during the summer of 2023 for the purpose of credit recovery. A summary of the program is provided in the following table.

Credit Recovery Participation Data

Location	Student Enrollment	Classes Completed	Dropped/Did not receive credit
Online	143	115	50

Elementary Summer School

K-3 students at Alexander, Hills, Kirkwood, Twain, and Grant Wood were invited to attend based on their universal screening for reading and math.

Elementary Summer School

Students Invited	Students Enrolled	% Invited That Enrolled	Number of Students Attended 80% of Program	% of Students with Attendance 80% or Greater
255	73	29%	48	66%

Note: Summer School Data: Iowa City Community School District, Infinite Campus Student Information System. (2023). Unpublished internal district data.

Teaching and Learning Departments:

Curriculum, Instruction, & Assessment

The Curriculum, Instruction, and Assessment Department, with 20 Coordinators, manages the curriculum, instruction methods, and materials for students districtwide. They collaborate with educators to align with standards, improve teaching practices, and improve student achievement. The department offers professional development for educators, integrates innovative and effective teaching methods in curriculum design, and stays updated on educational research and best practices.

The department is vital for evaluating student performance through various assessments, including standardized tests and districtwide tools. By analyzing data, it identifies areas for improvement in teaching and curriculum. The department actively contributes to enhancing educational programs through curriculum development, instructional strategies, assessments, data analysis, professional development, and collaboration with educators and administrators.

2022-23 Curriculum, Instruction, and Assessment Highlights:

- **Priority Standards Integration:** During the academic year, a notable achievement was the successful implementation of High Reliability Schools, promoting a culture of continuous improvement and accountability. The department focused on academic excellence by identifying and implementing Priority Standards, aligning the curriculum with key learning objectives. This initiative streamlined the curriculum, providing students with a clear and targeted educational experience, while offering educators a well-defined framework for instructional practices.
- **Health Curriculum Review:** The department dedicated efforts to the evaluation of the Health Curriculum, aligning it with updated health education standards and promoting healthy well-being among students. This initiative aims to ensure that students receive the most up-to-date evidence-based practices for addressing emerging health issues and relevant information on topics crucial to their physical, mental, and social well-being. The reviewed Health Curriculum seeks to empower students with the knowledge and skills necessary for making informed and healthy choices, preparing students not only academically but also for a lifetime of health and wellness.
- **Culturally Responsive Instruction:** In a stride towards fostering an inclusive and culturally responsive educational environment, intentional efforts in the Elementary English Language Arts (ELA) curriculum were made to create a curriculum that resonates with the diverse student body. Recognizing the importance of representing diverse perspectives, cultures, and voices, the department coordinators committed to a purposeful initiative to reviewing current curriculum resources and infuse inclusive content throughout the ELA Elementary curriculum. This involves the incorporation of literature, readings, and materials that reflects a broad spectrum of cultural backgrounds and experiences.

2023-24 Curriculum, Instruction, and Assessment Goals:

- **Proficiency Scales Development:** The Curriculum, Instruction, and Development Department's main goal for the 2023-2024 academic year is to systematically create proficiency scales for all subjects. This supports a guaranteed and viable curriculum, establishing clear benchmarks for student proficiency. The department aims to provide Collaborative Teams with a framework for assessing essential learning objectives, empowering educators, and students with a shared understanding of academic expectations. This promotes transparency in assessment practices, improves instructional planning, intervention strategies, and ensures a well-defined path to academic success across all subjects.

Teaching and Learning Departments: *(continued)*

- **Career Pathways Development:** To prepare students for post-secondary education and the future workforce, our Curriculum Department is actively developing career pathways in collaboration with industry experts. By integrating real-world applications into the curriculum, we aim to enhance students' career readiness, ensuring a smooth transition from education to the workforce. Career pathways serve as a bridge between academic learning and practical experiences, enriching the educational journey.

- **K-8 Math Curriculum Review and Pilot:** The Math curriculum underwent a thorough review in the 2022-2023 school year. The K-8 Math Pilot program was successfully launched, allowing educators to experiment with different teaching methods. The chosen curriculum, Illustrative Math: Imagine Learning, will be implemented in the 2024-2025 school year. The goal is to equip educators with tools for culturally responsive teaching, fostering an inclusive classroom where all students feel valued and empowered in their mathematical learning. This approach aims to enhance students' understanding and interest in mathematics while promoting diversity and equity in education.

2021-2029 Curriculum Review Cycle

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

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

Professional Development

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

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

Literacy

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

Safe and Connected Schools

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

Math

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

Administration and Teacher Leadership

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

Multi-Tier System of Supports

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

Professional Development *(continued)*

Funding Sources

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

2022-23 Professional Development Funding Sources

Teacher Quality Program	$911,540
Title I ESSA	$18,368
General Fund	$60,000
Title I	$11,637
Title II	$23,427
ESSER	$523,569

Note: Professional Development Funding Source Data. Iowa City Community School District (2023). Unpublished internal district data.

Equity

The equity department consists of seven team members including an executive director, director, coordinators, coach, and specialist. Our department works with buildings and all stakeholders to support cultural proficiency, restorative practices, culturally responsive teaching, anti-bullying, and harassment efforts, as well as multicultural and gender fair practices and community/family engagement. The team is dedicated to assisting with district efforts in order to close opportunity gaps and improve school culture and climate experiences for all students.

2022-23 Equity Highlights:

The equity team is in the process of conducting building equity walks to identify examples of HRS Level Safe, Supportive and Collaborative Schools from an equity perspective. The team has had the pleasure of being in classrooms with students to get a glimpse of what they experience. Thus far, we've witnessed warm and welcoming school environments with school pride and lots of educational support for students.

Restorative practices is a way of being for our team. We pride ourselves in sharing restorative practices with schools in proactive ways, so when restorative justice is necessary, school students and staff trust the process. The roll out of restorative practices is a journey and will continue to be something the team spreads around the district as an alternate means of communication and relationship building.

This year, the equity department is leading the partnership with Big Brothers Big Sisters of Johnson County called Leaders Leading Leaders or L3. Currently, several ESC employees have undergone the first screening step to become a Big for one of our three elementary pilots: Alexander, Wood and Twain. We are excited for this pilot.

2023-24 Equity Department Goals:

- Revise DEI plan and include stakeholder input.
- Provide opportunities to continue support for building wide proficiency in the areas of restorative practices and cultural proficiency.
- Identify ways to best support students of color experiencing behavioral crises and support the staff who serves them to support in the same manner.

Learning Supports

Iowa districts and schools provide a wide range of programs through a Multi-Tiered System of Supports (MTSS) to help all students achieve in safe, supportive, inclusive, and culturally responsive learning environments. The Learning Supports Department Team leads many aspects of this process, providing oversight and guidance related to the following areas and support of the building-based staff:

Area of Oversight	Building Based Staff Supported
English Language Learning	70 ELL Teachers (K12)
Social Emotional Behavioral Health (SEBH) including: • Social Emotional Learning (SEL) • Positive Behavior Interventions and Supports (PBIS) • Mental Health and Wellness	39 School Counselors (K12) 28 PBIS Internal Coaches (K12) 4 Gen Ed Behavior Interventionists (K6) 14 Engagement and Intervention Strategists (7-12) 1.5 Career Development Facilitators (9-12) 7 Behavioral Health Studies Teachers (9-12) 6 CISM Lead Team Members (K12) Multiple Partner Agencies that support and extend the work of our district and building teams (K12)
Family and Student Support Services including: • McKinney-Vento and Fostering Connections • Language Services (Interpretation and Translation) • Extended Day Programming • Community Education Advisory Council	30 Student and Family Advocates (K12) 4 Cultural Liaisons (K12) 80 Interpreters (K12) 2 21st Century Community Learning Center Staff (K6) 21 BASP Directors (K6) 10 CEDAC Council Members (K12) Multiple Vendors that support and extend the work of our district and building teams (K12)

Learning Supports *(continued)*

2022-23 Learning Supports Highlights:

ELL:

The following highlights the diversity of our multilingual English Learners, celebrates their growth, and affirms the overall strengths of our ELL Program:

- 1,942 EL students represented more than 65 linguistic backgrounds with the most common home languages being Spanish, Arabic, French and Swahili
    - 52% of our EL students were born in the US; 48% are native to 78 different countries
- 562 new multilingual students took the ELPA21 screener. 6% were already English proficient (did not qualify for ELL), 52% scored Emerging, and 42% scored Progressing
- Additionally, 25 students took the Alt-ELPA21; 60% scored Emerging and 40% scored Progressing
- Based on the ELPA 21 Summative Assessment from the 21-22 to the 22-23 school year:
    - 53% of ELs increased Listening proficiency by one or more levels
    - 42% of ELs made one or more levels of growth on the Reading and/or Writing domains
    - 47% of K-6 ELs increased Reading and Writing proficiency by one or more levels
- Created SIOP (Sheltered Instruction Observation Protocol) crosswalk with HRS NASOT
- Curriculum Review & provided PD sessions for ELL Teachers

Social Emotional Behavioral Health (SEBH):

Staff, family, and student SEBH is integral to effective instruction and student engagement. SEBH is an overarching description of a range of services, programs, and supports that relate to SEL, PBIS, mental health and wellness and implementation of a strong MTSS to enhance academic achievement, all so that learners experience positive, predictable, safe, supportive, and culturally responsive environments.

- Positive Behavioral Interventions and Supports (PBIS) are a multi-tiered continuum of support for all students in the school environment. Supported by the Iowa Department of Education, PBIS provides schools with the framework and organizational plan to promote and maximize academic achievement and behavioral competence for all students.
    - All 29 schools completed the two PBIS annual fidelity measures: Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS). Results indicate that all schools meet the threshold for implementing PBIS with fidelity (70%+) at the Tier 1 level
    - 27 of 29 schools completed the annual SEBH Action Plan: 63% of schools identified Tier 1 as their top priority with the overwhelming area of focus identified as Strengthening Systems and Enhancing Universal Practices
    - Coaching, guidance and technical assistance was provided at all schools, with over 90 individual Internal Coach check-ins and ongoing group coach collaboration meetings
    - Created crosswalk between NASOT & PBIS 6 Effective Classroom Practices
    - Introduced secondary schools to Panorama with an emphasis on data based decision making process
    - General Education Behavior Interventionists provided tier 3 guidance and technical assistance at all the elementary schools through the development and progress monitoring of 93 individual student behavior intervention plans
- Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Strong social-emotional skills increase the capacity to cope with everyday challenges and are of benefit academically, professionally, and socially.
    - Co-led and participated in establishing Elementary SEBH Priority Standards, helping to focus SEL instruction and strengthen alignment to progress reports
    - SEL-School Counseling Self-Study Improvement Plan action steps included implementation of secondary homeroom-advisory secondary SEL lessons, embedded within these lessons is our annual National Suicide Prevention Week lesson for all 7th-12th graders that teaches how to access crisis resources, such as 988 and Your Life Iowa, as well as how to respond when a friend might be struggling with thoughts of suicide
    - Continued collaboration with Curriculum, Instruction and Assessment Department regarding Improvements toward college and career/future readiness systems as part of the District Career and Academic Plan

Learning Supports *(continued)*

2022-23 Learning Supports Highlights: *(continued)*

  - Transitioned the former SAC (Student Advisory Center) model into the NESTT (Navigating Emotions and Stress Through Training) and SPACE (Student Prevention Access Connection and Engagement) support structures at all secondary schools
  - Provided systematic training and support to EIS and some paraeducators on topics such as DBT skills, Behavior Basics, PBIS Overview, Restorative Practices, and how to implement the NESTT/SPACE procedures
- Mental Health and Wellness is a targeted focus area within our work to support school communities in strong implementation of universal SEBH.
  - GEER grant final year implementation that prioritized funding for staff training:
    - Youth Mental Health First Aid (YMHFA) - 16 trainings offered; 256 staff trained
    - Applied Suicide Intervention Skills Training (ASIST) - 4 trainings offered; 42 Counselors, Nurses and SFAs trained
    - DBT in Schools - 1 training offered; 40 staff trained
  - Partnered with Scanlan Center for School Mental Health on variety of projects including: provided input during pilot stages of statewide professional development modules for teachers; participated in a research project on effectiveness of the DBT in Schools curriculum; and development of the UI CARES Model for supporting students who are returning to school following a hospitalization for a suicide attempt
  - Targeted work to continue district-wide suicide prevention efforts included:
    - Establishment of a Mental Health Work Group aimed at developing recommendations to sustain and improve the mental health and wellness supports and services available to our school community
    - 7th-12th grade universal lesson during National Suicide Prevention Week
    - 189 students enrolled in the new Behavioral Health Studies course at the high school level; the curriculum teaches mindfulness, emotional regulation, distress tolerance and interpersonal effectiveness
    - 201 students referred to school-based therapy and/or school-based psychiatry services provided through partner agencies
    - Use of the Potentially Suicidal Student response guidance to provide individualized suicide prevention support to more than 400 students, including 194 calls to the CommUnity Mobile Crisis Response team in order to extend and increase the assistance available to students and their families
    - 7 incidents affecting 20 buildings required the deployment of the Critical Incident Stress Management (CISM) team to provide immediate crisis response and assist in stabilizing the learning environment following the death of a student, death of staff member or a natural disaster

Learning Supports *(continued)*

2022-23 Learning Supports Highlights: *(continued)*

Family and Student Support:

This includes services that encompass a range of support critical to centering and strengthening family connection to school.

- McKinney-Vento (MKV) and Fostering Connections entail a scope of services including identification, verification, and assessment of needed support for students and families qualifying for services under ESSA and McKinney-Vento laws.
    - Created and implemented comprehensive reporting of verified MKV students in the district by count day, by trimester, and by end of year that is systematically shared with the executive cabinet and administrative council
        - 452 students were identified and verified as MKV by the end of the school year
        - 25 students were identified and supported through Fostering Connections
    - MKV and Fostering Connections numbers are used as one critical data point when determining SFA and School Counselor building-based staffing allocations
    - Continuous improvement of the monthly processes for inter-departmental data-driven collaboration around Title 1A Set Aside dollars targeting homelessness
        - 31 students at 3 local shelter sites received weekly access to tutoring and connection to school staff, with an additional focus on strengthening the enrollment process when new families arrived at the shelter sites
    - Regular monthly collaboration between departments continued to refine the MKV & Fostering Connections Transportation supports district-wide
        - 2 additional vans were purchased and added to the fleet via ARP-HCY funds
        - 446 or 98% of our MKV eligible students received transportation support to access school via school bus, school van, city bus passes and/or gas cards

- Case Management and Resource Navigation are key aspects of the process to build strong connections to the community for our most vulnerable families.
    - Strengthened Student and Family Advocate (SFA) supports across all buildings through a series of 10 professional learning sessions around evidence-based foundational principles guided by the National Association of Social Work (NASW) model of case management within schools
    - SFAs supported 2242 students and their families through targeted case management and community resource navigation
    - 644 students received School Children's Aid vouchers for shoes, boots and/or a coat
    - 355 youth and their families were referred to United Action for Youth's Crisis, Advocacy and Mediation Support team
    - 43 students were matched with mentors as part of Big Brothers Big Sisters school-based mentoring programs
    - 104 secondary students received additional support through Neighborhood Center of Johnson County's G-World program

- Language Access Services are required per federal compliance and are designed to ensure meaningful communication between schools, students, and families. Our District's language access services include a range of in-person interpretation, telephone interpretation, video interpretation and written translation services.

Learning Supports *(continued)*

2022-23 Learning Supports Highlights: *(continued)*

Language Access Resource	2022-2023 Language Access Data
Interpreter Requests (Verbal) *Does not include contract interpretation support through our partner vendors*	800 meetings included an in-person interpreter (conferences, IEPs, attendance, etc)
Translation Requests (Written)	150 documents translated into our top 5 languages (Spanish, French, Arabic, Swahili and Chinese)
TalkingPoints *Two-way text communication*	417,167 messages exchanged between families and school personnel
Language Line *Over the phone interpretation*	2892 calls between families and school personnel

- Developed a comprehensive system for monitoring all aspects of language support services, including budget management, proficiency screening and training for district interpreters, formal structure for requesting document translation, regular tracking of platform and vendor use (Language Line, Hands Up Communications, TalkingPoints) and creation of an organizational template for buildings to use when scheduling interpreters for parent/teacher conferences.
  - New process developed for training district hired interpreters that include screening 40 interpreters on their language proficiency skill level
  - Provided primary oversight of TalkingPoints implementation, along with departmental collaboration with Community Relations and Technology and Innovation. The TalkingPoints platform translates messages back and forth into over 100 languages, allowing for staff to be able to reach families in their preferred language, which in turn increases parent engagement in the classroom and school communities.
- Realignment of Cultural Liaison program in order to provide weekly, scheduled time in our 16 buildings with the highest language needs based on Home Language Survey data.
  - Cultural Liaisons connected 240 students and their families to school & community resources
  - Top 5 supports provided by Cultural Liaisons were: understanding attendance and truancy; increased communication with the school; connection to school & community resources for additional support (SFA, school nurse, food, technology, rental assistance, etc.); and assistance with the new family registration process

- Extended Day Programs encompass partnerships with the BASPs (Before and After School Programs) and the 21st CCLC (Century Community Learning Centers) grant programs.
  - BASPs are partner agencies that, through an interagency agreement with the District, independently operate on-site after-school programs that serve students in grades K-6 at each of our elementary schools. In addition, the majority of BASPs also run a before-school &/or summer program at their school site
    - Expanded accessibility into the BASPs by providing 78 students with Bridge Care scholarships to attend after school programs; scholarships are funded with SAVE dollars as part of the programs supported by the District's Community Education Advisory Council (CEDAC) and provide families who qualify access to affordable childcare. 17 of the 21 BASPs utilized this funding source
  - 21st CCLC programs extend the school day, providing academic and enrichment opportunities to help students meet state and local academic standards.

Learning Supports *(continued)*

2022-23 Learning Supports Highlights: *(continued)*

School year 2022-23	Summer 2022
Programs located at Alexander, Kirkwood and Twain elementary schools	Programs located at Alexander, Kirkwood and Twain elementary schools
170 total students served	142 total students served
70% Students on FRL 24% EL students 19% Students with an IEP	77% Students on FRL 28% EL students 14% Students with an IEP
82.1% of participating students maintained or increased their *reading scores 87% of participating students maintained or increased their *math scores	83.3% of participating students maintained or increased their *reading scores 96.3% of participating students maintained or increased their *math scores

*Reading and math data is measured by looking at differences in standardized test scores.

- Held three CEDAC meetings with Council Members, to review CEDAC purpose, learn about SAVE funding allocation and the areas it supports within the District; provided annual report to School Board

2023-24 Learning Supports Goals:

- ELL
  - Implementation of year-long SIOP training at West High, Continuation of Curriculum Review Action Steps, Proficiency Scales refinement, Scope/Sequence alignment to English Language Proficiency Priority Standards, improve EL student growth as demonstrated on the ELPA21 in the four domains of English language acquisition
- SEBH
  - PBIS - Provide training and professional development aligned to SEBH Action Plans and HRS, support Panorama usage, support secondary schools' SST process
  - SEL - NESTT/SPACE continued implementation, College and Career Readiness lessons embedded in SEL HR Advisory instruction at the secondary level as part of DCAP, support secondary SST, develop elementary SEBH Priority Standards Proficiency Scales
  - MH Services - Continue MHWG to develop recommendations and action steps, finalize GEER grant, initiate tMHFA, assist with new EAP and Care Solace implementation, further formalize staff process for student/family therapy referrals
- FSSC
  - Language Services - Continue implementation of language tools and improvements using progress monitoring from Language access data (TalkingPoints, Hands Up, Language Line, Interpreter requests, and document translation requests)
  - MKV/FC - Sustain and further integrate case management model improved upon last year into standard SFA practice
  - Extended Day - Submit FSCS grant with NCJC, 21st program conclusion to provide more scholarships, transition CEDAC to SIAC, continue SOP development and align PD needs across BASPs

Student Services

The goal of the Student Services Department is to foster holistic student growth by offering programs and services that are responsive to change and support student learning and success. The Department enhances student learning by developing and clarifying structures, systems, and goals aligned to High Reliability Schools. We aim to empower administrators to be autonomous in practice and accountable for student outcomes through differentiated, personalized service.
The team consists of the Director of Student Services, a Student Services Senior Specialist, and a Learning Support Specialist who oversee student attendance, 504 Plans, Care Assessment, the Comprehensive Behavior Plan, Emergency Planning, Level One Investigations, Student Suspension and Expulsion, Student placement, transition services and wrap around supports and the Home School Assistance Program.

2022-23 Student Services Highlights:

- Developed a system to identify compliance with 504 processes and documentation to ensure schools are following the spirit of the American with Disabilities Act. Provided professional development opportunities to ensure an understanding of District processes and procedures. Established a system for teachers to easily access student 504 plans to readily implement accommodations and enhance student learning.
- Developed systems for data analysis to assist schools in addressing attendance. This fostered easy access to attendance data provided by demographics, allowing schools to inform their practice.
- Created a systems-based approach to monitor compliance with the attendance process from the school and District level to ensure attendance concerns were promptly identified and addressed in an effort to increase student attendance and learning. Developed a centralized database with resources for schools to address attendance.
- Implemented efficient automated parent notification systems for absences at the secondary levels to ensure parents were promptly informed of absences. Piloted automated attendance notification system at the elementary level. These systems enhance student safety and foster collaboration with families to partner on student absenteeism.
- Development of a streamlined approach for addressing student behavior that fosters due process while focusing on the intent of a student's actions in an attempt to resolve conflict proactively.

2023-24 Student Services Goals:

- Collaboration with the Johnson County Attorney's Office to reduce student absenteeism. The Department will streamline processes at the District level to increase efficiency, develop an effective MTSS system to support staff and students and provide clear communication to constituents. Training will be provided as well as measures to ensure compliance.
- Increase awareness of the requirements of the Americans with Disability Act, focusing on implementing and monitoring 504 accommodations by designated staff members. Educate staff members of the importance of implementing 504 accommodations with fidelity in accordance with each individual 504 Plan. Develop and roll out a Tableau database to monitor 504 compliance.
- Increase the effectiveness of the Care Assessment Model by the development of a system-based approach for case management, a streamlined process for notifications of safety measures, and a format for determining program efficacy. The systems-based approach will foster continuation of care for students in an effort to address the root cause of student behavior.
- Decrease student suspensions at all levels by expanding interventions for students in lieu of suspension. This enhances student engagement, increases attendance while addressing the root causes of behavior.

Student Behavior Statistics

The Iowa City Community School District tracks statistics regarding behavior that may put a student at risk for graduation. The data is summarized in the following tables. **Due to state reporting timeframes, dropout data is reported for the previous year 2021-22.**

Dropout Rates

Of the students in grades 7-12 in 2021-22, 103 students dropped out during the school year. The percentage of dropouts has decreased from 1.95% in 2020-21 to 1.56% in 2021-22.

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

2021-22 Dropout Comparison Data

Race/Ethnicity	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
American Indian or Alaska Native	---	<1%	---	<1%	<1%
Asian	349	5.28%	1	0.97%	0.29%
Black of African American	1,331	20.15%	33	32.04%	2.48%
Hispanic/Latino	867	13.12%	27	26.21%	3.11%
Multiracial	380	5.75%	8	7.67%	2.11%
White	3,659	55.39%	32	31.07%	0.87%
Native Hawaiian or Other Pacific Islander	---	<1%	--	<1%	<1%
Total	6,606	100%	103	100%	1.56%

Gender	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
Female	3,204	48.50%	47	45.63%	1.47%
Male	3,383	51.21%	56	54.37%	1.66%
Non-Binary	---	<1%	---	<1%	<1%
Total	6,606	100%	103	100%	1.56%

IEP	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
IEP	641	9.70%	16	15.53%	2.50%
Non-IEP	5,965	90.30%	87	84.47%	1.46%
Total	6,606	100%	103	100%	1.56%

ELL	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
ELL	546	8.27%	27	26.21%	4.95%
Non-ELL	6,060	91.73%	76	73.79%	1.25%
Total	6,606	100%	103	100%	1.56%

FRL	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
FRL	2,463	37.28%	75	72.82%	3.05%
Non-FRL	4,143	62.72%	28	27.18%	0.68%
Total	6,606	100%	103	100%	1.56%

Note: Iowa Department of Education (2023). *DR712 2022 District.xlsx. https://educateiowa.gov/documents/iowa-public-school-district-2021-2022-grades-7-12-dropout-rate-student-group*.

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

Student Behavior Statistics *(continued)*

Suspensions

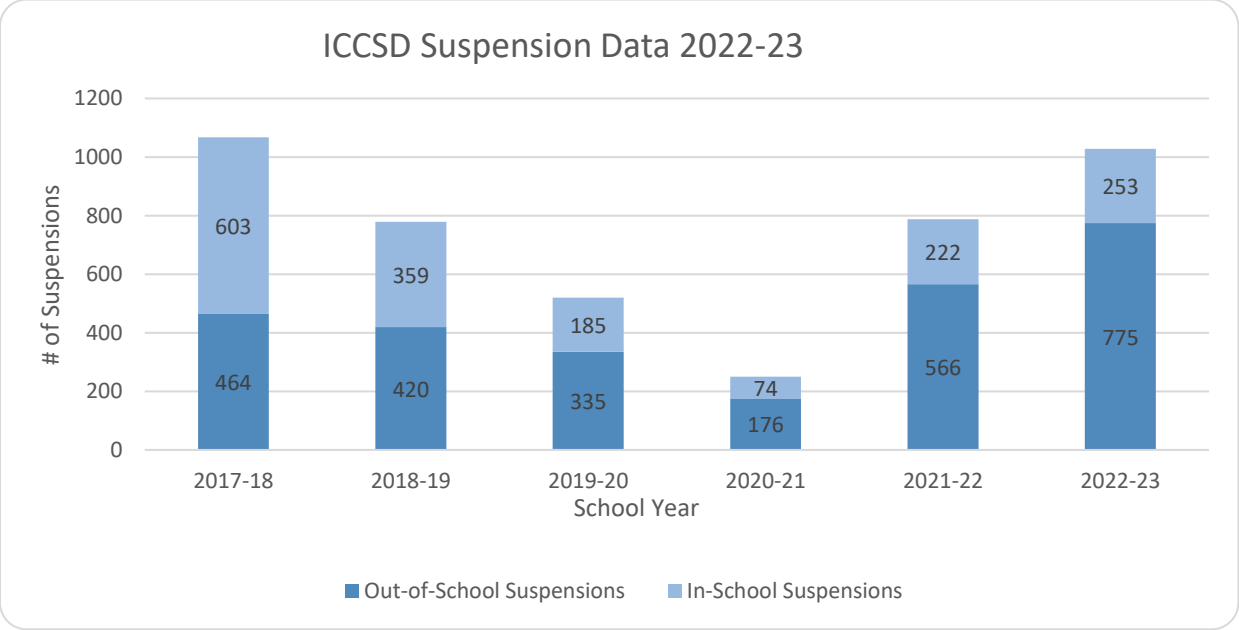
Students may receive school suspension for infractions of district rules. The table below summarizes the number of in-school and out-of-school suspensions for K–12 for the 2021-22 and 2022-23 school years.

Number of In-School Suspensions		
Offense	**2021-22**	**2022-23**
Arson	3	--
Use/Possession of Alcohol	2	--
Use/Possession of Drugs	6	8
Use/Possession of Tobacco	6	5
Criminal Mischief	10	3
Fighting	37	15
Physical Aggression	75	113
Verbal Aggression	16	13
Bullying	1	11
Harassment	22	65
Theft	5	13
Weapons	9	7
DIN-DD	30	--
Grand Total	**222**	**253**

Number of Out-of-School Suspensions		
Offense	**2021-22**	**2022-23**
Arson	10	4
Use/Possession of Alcohol	10	12
Use/Possession of Drugs	56	81
Use/Possession of Tobacco	9	22
Criminal Mischief	9	13
Fighting	178	198
Physical Aggression	171	255
Verbal Aggression	17	26
Bullying	--	15
Harassment	55	102
Theft	13	13
Weapons	31	33
DIN-DD	7	1
Grand Total	**566**	**775**

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

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



Note: Suspension Data: Iowa Department of Education (2023). Students_with_removals.xlsx [Confidential Data File]. https://educateiowa.gov/data-reporting/iowa-education-portal [District Employee Access Only].

Student Behavior Statistics *(continued)*

2022-23 In and Out of School Suspensions: Disaggregated Data

		Race/Ethnicity						Gender		IEP Status		Lunch Status		ELL Status	
Offense	**Total**	**A**	**B**	**H**	**I/P**	**M**	**W**	**F**	**M**	**Non-IEP**	**IEP**	**FRL**	**Paid**	**Non-ELL**	**ELL**
Arson (Total)	**4**	**--**	**2**	**--**	**--**	**--**	**2**	**1**	**3**	**1**	**3**	**2**	**2**	**3**	**1**
ISS	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
OSS	4	--	2	--	--	--	2	1	3	1	3	2	2	3	1
Controlled Substances (Total)	**128**	**1**	**46**	**26**	**--**	**11**	**44**	**47**	**81**	**93**	**35**	**87**	**41**	**115**	**13**
Use Possession of Alcohol (Total)	12	--	3	5	--	1	3	6	6	7	5	9	3	10	2
ISS	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
OSS	12	--	3	5	--	1	3	6	6	7	5	9	3	10	2
Use/Possession of Drugs (Total)	89	--	39	14	--	7	29	33	56	65	24	57	32	81	8
ISS	8	--	4	2	--	--	2	2	6	5	3	5	3	6	2
OSS	81	--	35	12	--	7	27	31	50	60	21	52	29	75	6
Use/Possession of Tobacco (Total)	27	1	4	7	--	3	12	8	19	21	6	21	6	24	3
ISS	5	--	--	2	--	--	3	3	2	4	1	2	3	4	1
OSS	22	1	4	5	--	3	9	5	17	17	5	19	3	20	2
Criminal Mischief (Total)	**16**	**--**	**4**	**3**	**--**	**1**	**8**	**5**	**11**	**10**	**6**	**11**	**5**	**13**	**3**
ISS	3	--	--	1	--	--	2	1	2	1	2	2	1	2	1
OSS	13	--	4	2	--	1	6	4	9	9	4	9	4	11	2
Disorderly Conduct/Assault (Total)	**620**	**4**	**371**	**84**	**1**	**41**	**119**	**227**	**392**	**367**	**251**	**518**	**102**	**556**	**64**
Fighting	213	--	135	36	--	17	25	91	122	141	71	194	19	191	22
ISS	15	--	10	2	--	1	2	3	12	8	7	15	--	13	2
OSS	198	--	125	34	--	16	23	88	110	133	64	179	19	178	20
Physical Aggression (Total)	368	4	218	42	--	19	85	121	247	200	167	290	78	328	40
ISS	113	1	62	10	--	5	35	35	78	62	51	83	30	97	16
OSS	255	3	156	32	--	14	50	86	169	138	116	207	48	231	24
Verbal Aggression (Total)	**39**	--	18	6	1	5	9	15	23	26	13	34	5	37	2
ISS	13	--	7	3	--	--	3	3	10	10	3	11	2	12	1
OSS	26	--	11	3	1	5	6	12	13	16	10	23	3	25	1

Note: Suspension Data: Iowa Department of Education (2023). Students_with_removals.xlsx [Confidential Data File]. https://educateiowa.gov/data-reporting/iowa-education-portal [District Employee Access Only].

Key

ISS = In School Suspension OSS = Out of School Suspension

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

A = Asian B = Black or African American H = Hispanic/Latino I/P = American Indian, Alaskan Native, Native Hawaiian, or Other Pacific Islander M = Multi-Racial W = White

F = Female M = Male

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

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

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

-- = # is zero

Student Behavior Statistics *(continued)*

2022-23 In and Out of School Suspensions: Disaggregated Data (Continued)

		Race/Ethnicity						Gender		IEP Status		Lunch Status		ELL Status	
Offense	**Total**	**A**	**B**	**H**	**I/P**	**M**	**W**	**F**	**M**	**Non-IEP**	**IEP**	**FRL**	**Paid**	**Non-ELL**	**ELL**
Bullying/ Harassment (Total)	**193**	**1**	**71**	**35**	**--**	**13**	**73**	**72**	**120**	**140**	**53**	**120**	**73**	**169**	**24**
Bullying (Total)	26	1	5	9	--	--	11	11	14	15	11	13	13	20	6
ISS	11	--	1	5	--	--	5	5	6	7	4	4	7	10	1
OSS	15	1	4	4	--	--	6	6	8	8	7	9	6	10	5
Harassment (Total)	167	--	66	26	--	13	62	61	106	125	42	107	60	149	18
ISS	65	--	24	11	--	3	27	20	45	46	19	41	24	58	7
OSS	102	--	42	15	--	10	35	41	61	79	23	66	36	91	11
Theft (Total)	**26**	**--**	**14**	**2**	**--**	**2**	**8**	**9**	**17**	**20**	**6**	**15**	**11**	**24**	**2**
ISS	13	--	4	2	--	1	6	4	9	12	1	6	7	12	1
OSS	13	--	10	--	--	1	2	5	8	8	5	9	4	12	1
Weapons (Total)	**40**	**--**	**15**	**13**	**--**	**2**	**10**	**9**	**31**	**27**	**12**	**30**	**10**	**31**	**9**
ISS	7	--	3	1	--	1	2	2	5	5	2	6	1	7	--
OSS	33	--	12	12	--	1	8	7	26	22	10	24	9	24	9
DIN-DD (Total)	**1**	**--**	**1**	**--**		**--**	**--**	**--**	**1**	**1**	**--**	**1**	**--**	**1**	**--**
ISS	**--**	--	--	--	--	--	--	--	--	--	--	--	--	--	--
OSS	**1**	--	1	--	--	--	--	--	1	1	--	1	--	1	--
Grand Total	**1028**	**6**	**524**	**163**	**1**	**70**	**264**	**370**	**656**	**659**	**366**	**784**	**244**	**912**	**116**
ISS	**253**	1	118	39	--	11	87	78	175	160	93	175	78	221	32
OSS	**775**	5	406	124	1	59	177	292	481	499	273	609	166	691	84

Unduplicated count of students and infractions: In and Out of School Suspensions 2022-23

		Race/Ethnicity						Gender		IEP Status		Lunch Status		ELL Status	
Offense	**Total**	**A**	**B**	**H**	**I/P**	**M**	**W**	**F**	**M**	**Non-IEP**	**IEP**	**FRL**	**Paid**	**Non-ELL**	**ELL**
Unduplicated Students	**651**	**4**	**308**	**107**	**1**	**47**	**184**	**230**	**420**	**468**	**183**	**519**	**132**	**569**	**82**
ISS	**175**	1	71	26	--	10	67	52	123	120	55	128	47	156	19
OSS	**476**	3	237	81	1	37	117	178	297	348	128	391	85	413	63

Note: 651 students account for the 1028 suspension behavior infractions. 126 are elementary students and 525 are secondary students.

Note: Suspension Data: Iowa Department of Education (2023). Students_with_removals.xlsx [Confidential Data File]. https://educateiowa.gov/data-reporting/iowa-education-portal [District Employee Access Only].

Key

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F = Female M = Male
IEP = Individualized Education Program Non-IEP = Students not part of an Individualized Education Program
FR L= Free and Reduced Lunch Non-FRL = Students not part of Free & Reduced Lunch Program
ELL = English Language Learner Non-ELL = Students not English Language Learners
-- = # is zero

Student Behavior Statistics *(continued)*

Office Referrals

The table below summarizes the number of office referrals for K–12 for the 2022-23 school year.

2022-23 Office Referrals

		Race/Ethnicity						Gender		IEP Status		Lunch Status		ELL Status	
Offense	Total	A	B	H	I/P	M	W	F	M	IEP	Non-IEP	FRL	Paid	Non-ELL	ELL
Abusive/ inappropriate language – profanity	935	15	402	111	3	67	337	254	679	361	574	656	279	806	129
Bullying	64	2	18	18	--	1	25	33	30	22	42	39	25	51	13
Communication of a threat	87	2	32	12	--	5	36	20	65	40	47	52	35	72	15
Defiance/ Insubordination/Non-Compliance	2,310	9	1,025	159	14	272	831	512	1,790	888	1,422	1,571	739	1,952	358
Disrespect	464	7	220	51	--	39	147	120	342	134	330	353	111	369	95
Disruption	1,115	4	502	119	5	83	402	234	872	423	692	837	278	861	254
Dress Code Violation	14	--	8	--	--	2	4	--	14	8	6	8	6	11	3
Harassment	244	3	91	39	--	15	96	77	166	65	179	148	96	213	31
Inappropriate Display of Affection	86	2	47	1	--	6	30	7	79	44	42	56	30	53	33
Inappropriate Location/ Out of Bounds Area	601	2	315	34	8	64	178	139	462	283	318	497	104	460	141
Lying/ Cheating	54	--	21	4	--	4	25	22	32	11	43	30	24	49	5
Other Behavior	78	8	35	5	--	10	20	10	62	25	53	50	28	63	15
Physical Aggression w/Injury	245	2	102	40	2	28	71	76	169	168	77	169	76	170	75
Physical Aggression w/out Injury	3,303	37	1,443	277	38	295	1,213	618	2,684	1,655	1,648	2,305	998	2,616	687
Physical Aggression w/Serious Bodily Injury	15	--	4	2	--	1	8	2	13	12	3	2	13	14	1
Physical Fighting w/Injury	57	--	29	12	--	8	8	21	36	18	39	49	8	53	4
Physical Fighting w/out Injury	450	4	238	55	1	30	122	127	323	128	322	333	117	371	79
Physical Fighting w/ Serious Bodily Injury	3	--	2	--	--	--	1	2	1	2	1	2	1	3	--
Property Damage/ Vandalism/ Misuse	229	1	95	15	5	15	98	41	188	128	101	140	89	180	49
Skipped Class	55	--	30	13	--	1	11	21	34	21	34	43	12	39	16
Technology Violation	88	5	46	6	--	8	23	24	64	21	67	72	16	82	6
Theft	167	--	93	18	1	15	40	86	81	60	107	123	44	134	33
Truancy	28	--	12	7	--	3	6	16	12	3	25	22	6	25	3
Use/ Possession of Alcohol	12	--	3	5	--	1	3	6	6	5	7	9	3	10	2
Use/ Possession of Drugs	103	1	45	16	--	8	33	36	67	28	75	69	34	93	10
Use/ Possession of Tobacco	70	4	13	18	--	7	28	36	34	18	52	55	15	59	11
Use/ Possession of Weapons	61	--	23	13	--	2	23	11	50	23	38	44	17	52	9
Grand Total	10,938	108	4,894	1,050	77	990	3,819	2,551	8,361	4,594	6,344	7,734	3,204	8,861	2,077

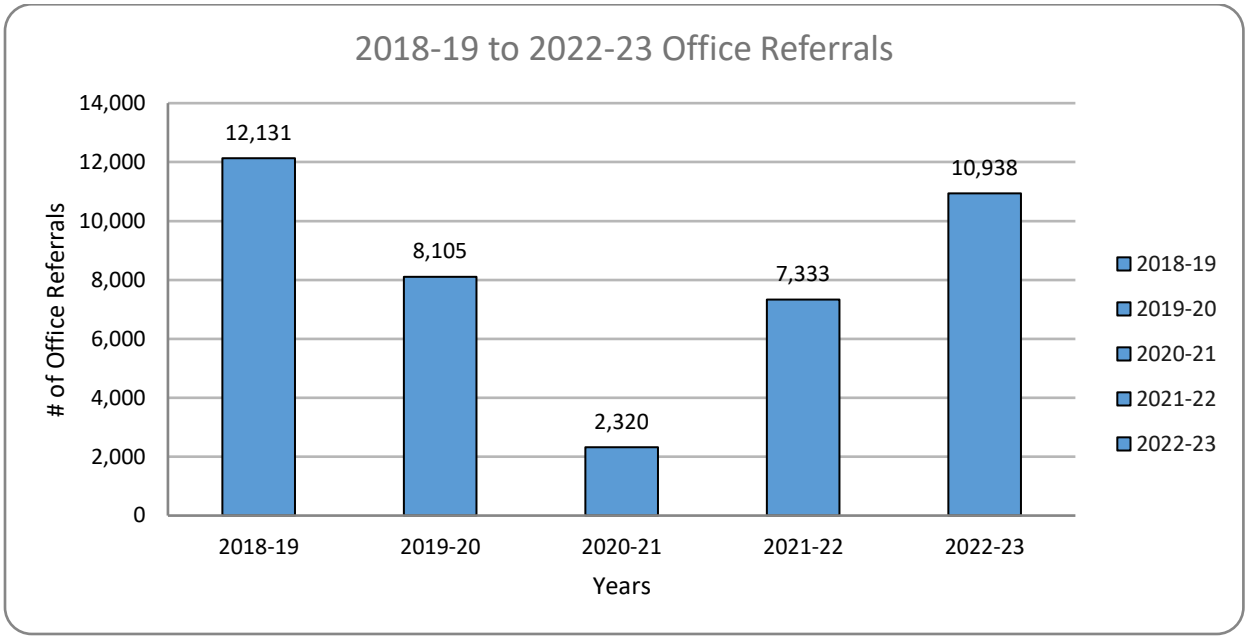
Note: Iowa City Community School District, Infinite Campus Student Information System. (2023). Unpublished internal district data.
Note: There are 26 Office Referrals where the student does not identify with either male or female.

Key

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

Student Behavior Statistics *(continued)*

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



Expulsions

In 2022-23, there were zero cases of student expulsions. The table below represents the number of expulsions for the last five years.

2017-2022 Expulsions

Year	# of Expulsions
2022-23	0
2021-22	0
2020-21	0
2019-20	0
2018-19	0

Note: Office Referral and Expulsion Data: Iowa City Community School District, Infinite Campus Student Information System. (2023). Unpublished internal district data.

Student Behavior Statistics *(continued)*

Attendance Data

The table below summaries the K-12 district average daily attendance rate by building and trimester for the 2022-2023 school year.

Elementary School	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
Alexander	92%	92%	92%
Borlaug	93%	93%	93%
Coralville Central	94%	94%	94%
Garner	93%	93%	93%
Grant	92%	93%	94%
Hills	92%	92%	92%
Hoover	93%	93%	93%
Horn	93%	93%	93%
Kirkwood	93%	93%	94%
ICCSD Online K-6	96%	95%	95%
Lemme	93%	93%	94%
Lincoln	93%	93%	93%
Longfellow	92%	92%	92%
Lucas	92%	92%	92%
Mann	93%	93%	93%
Penn	95%	95%	95%
Shimek	93%	93%	93%
Twain	91%	91%	91%
Van Allen	92%	92%	93%
Weber	92%	93%	93%
Wickham	95%	95%	95%
Wood	92%	92%	92%
Junior High School			
ICCSD Online 7-8	95%	94%	94%
North Central	93%	93%	93%
Northwest	93%	93%	93%
South East	91%	90%	90%
High School			
City	89%	89%	89%
ICCSD Online 9-12	94%	94%	92%
Liberty	90%	89%	90%
West	90%	91%	90%
Tate	71%	70%	72%

Note: Attendance Data: Iowa City Community School District, Infinite Campus Student Information System. (2023). Unpublished internal district data.

Student Behavior Statistics *(continued)*

Mobility and Stability

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

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

The following table represents the K-12 Mobility and Stability rates by building for the 2022-23 school year.

2022-23
Mobility and Stability by Building

Building	Mobility	Stability
City High	14%	86%
Liberty High	12%	88%
West High	12%	88%
Tate High	63%	37%
North Central JH	10%	90%
Northwest JH	16%	84%
South East JH	15%	85%
Alexander	24%	76%
Borlaug	23%	77%
Coralville Central	21%	79%
Grant	14%	86%
Garner	18%	82%
Hills	28%	72%
Hoover	16%	84%
Horn	32%	68%
Kirkwood	25%	75%
Lemme	18%	82%
Lincoln	24%	76%
Longfellow	30%	70%
Lucas	18%	82%
Mann	23%	77%
Penn	16%	84%
Shimek	25%	75%
Twain	30%	70%
Van Allen	21%	79%
Weber	23%	77%
Wickham	12%	88%
Wood	24%	76%

Note: Mobility and Stability Data: Iowa City Community School District, Infinite Campus Student Information System. (2023). Unpublished internal district data.

District Health Services

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

2018-2023 Snapshot of Reported Student Health Concerns

	2018-19	2019-20	2020-21	2021-22	2022-23
Asthma	907	907	827	860	893
ADHD/ADD	1,391	1,398	869	1,244	1,553
Seizure Disorder	119	121	125	136	148
Type I Diabetes	35	36	38	35	34
Severe Food Allergies	230	268	653	269	592
Depression	82	101	87	113	318
Anxiety	351	367	366	399	845

2018-2023 Student Accidents, Injuries, and Medications

	2018-19	2019-20	2020-21	2021-22	2022-23
Accidents/Injuries Total student accidents/injuries that required further medical evaluation	104	80	37	115	207
Medications Number of students taking prescription medication scheduled daily at school	436	453	195	182	306

Note: District Health Service Data: Iowa City Community School District, Infinite Campus Student Information System. (2023). Unpublished internal district data.

Continuum of Services

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

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

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

2018-23 Staff Trained in CPR

	2018-19	2019-20	2020-21	2021-22	2022-23
Staff trained in CPR	149	53	72	109	250

Note: District Health Service Data: Iowa City Community School District, Infinite Campus Student Information System. (2023). Unpublished internal district data.

District Health Services *(continued)*

Healthy Kids School-based Health Clinic

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

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

In 2022-2023, a university pediatrician, a family practice physician, and a child psychiatrist staffed the clinic along with a volunteer pediatrician, a dermatologist and pediatric dentist. The primary care clinic provided a variety of services to 464 children in the 1017 clinic visits. Of these 464 children, approximately 93% do not have health insurance. Of the 464, 72 children were eligible and enrolled for Medicaid or the state children's health insurance program (HAWK-I). The pediatric psychiatric clinic provided services to 37 children in the 110 visits. 36 children were referred for a complete eye exam and 82 children received dental care.

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. Administrative Guidelines are in place for implementation of this board policy. The District Health Services Manager and Director of Nutrition Services are co-facilitators of the committee.

Ongoing Wellness Committee work included reconvening the committee after the COVID-19 pandemic. The Committee established a schedule to meet three times a year to review goals and oversee the wellness policy and programs; including development, implementation, and periodic review and updates of the district level wellness policy. The district completed our triennial assessment of our Wellness Policy on October 31, 2022. The date of the last Wellness policy review was February 14, 2023.

Website address for the policy, updates, and assessment results and/or information on how the public can access copies:
District Wellness Policy

Additional School-based Activity Goals that Promote Student and Staff Wellness

Student and family activities

- Walking/running/workout clubs – at most elementary schools and one junior high
- Fuel Up to Play 60 – participated in by one junior high
- Run for the Schools- promotion and participation across all schools K-12
- Bike Rodeos – held at 13 schools
- Sports Clubs/Intramurals- a few elementary schools, one junior high and one high school
- Bike and Roll to school- participated in by 4 elementary schools
- Hy-Vee Kids Fit at Kinnick- All 3rd graders, 3rd grade teachers and PE teachers participated

Staff wellness

- Comprehensive health insurance plan offered to staff.
- Including an option of telemedicine service (Doctor on Demand) to members
- Including an option of a Wondr Health 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 2022. Influenza (1404) vaccines were administered to staff, their families, students, and parents.
- Staff Health Assessments - April 2023

Wellness Committee Plan for 2023-24

- Educate buildings on wellness policy and guidelines.
- Develop a method to monitor progress towards implementation of the Wellness Policy.
- Recruit volunteer wellness leaders in each school to assist with policy implementation in each building.

Partnerships

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

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

Booster Club Donations – The Iowa City Athletic Booster Club is comprised of the Little Hawks Club, the Liberty Lightning Booster Club, and Club West. There are over 800 members between the clubs, and they represent athletes at City, Liberty, and West High Schools and North Central, Northwest, and South East Junior High Schools. The funds raised represent half of each school's athletic budget and are the first revenue source used to provide each school with the equipment and supplies needed to serve the more than 3,500 students who participate in the school sports program. The annual Pancake Day and Kinnick Stadium Clean-up are the major fundraisers with contributions over $74,000 in 2022-23 which will be divided amongst the junior highs and high schools. Little Hawks Club, Liberty Lightning Booster Club, and Club West have separate projects and furnish volunteers for many of the activities hosted by each school. Funds raised by the Iowa City Athletic Booster Club benefit The Little Hawks Club, Liberty Lightning Booster Club, and Club West.

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

The Foundation for The Iowa City Community School District - The Foundation for the Iowa City Community School District connects the community with our schools to ensure EVERY student has extraordinary learning experiences. Together the Foundation works with the ICCSD to empower teachers and district staff and inspire students to learn. Money raised through the Foundation does not replace district funding from local, state, and federal sources. In fiscal year 2022-23, the Foundation processed 7,425 gifts from more than 1,750 donors, totaling $1,624,893 to the Foundation to help support our area schools and students.

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.

Workplace Learning Connection - The Workplace Learning Connection (WLC) is a department of Kirkwood Community College providing work-based learning services to the K-12 districts in the Grant Wood Area Education Agency region. WLC connects Economic Development, Chambers of Commerce, local businesses, and industry partners to coordinate relevant volunteer opportunities supporting the next-generation workforce. Through these experiences, students gain career awareness, essential skill development, explore career options and interests while they engage in high quality career connected learning programming. The partnership serves as a single point of contact for schools and employers that supports student job shadowing, student internships, teacher professional development, worksite tours,

Partnerships *(continued)*

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.