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NEWS RELEASE

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FOR RELEASE _____ May 14, 2004

Auditor of State David A. Vaudt today released an audit report conducted in accordance with Chapter 11 of the *Code of Iowa* on the Educational Excellence Program and the Student Achievement and Teacher Quality Program (SATQP) administered by the Department of Education. The review was conducted to determine whether the Community School Districts' (districts) and Area Education Agencies' (AEAs) use of Educational Excellence and SATQP funding met the intent of the programs.

The Educational Excellence Program was established to fund the recruitment, retention, and enhancement of quality teachers in the State of Iowa. There are three phases to the program, each focusing on one area of emphasis. Effective July 1, 2003, the Legislature chose to no longer fund Phase III of the program. SATQP was established to promote high student achievement. Funding for the program was appropriated from the Endowment for Iowa's Health Account of the Tobacco Settlement Trust Fund for fiscal year 2002.

Vaudt stated the Educational Excellence Program and SATQP are very similar in nature. Because of those similarities, Vaudt recommended Phase I and Phase II funding be merged into and distributed with School Foundation Aid to the districts and AEAs. Phase I and Phase II should then be eliminated.

Vaudt also reported certain components of SATQP have not yet been implemented due to lack of funding, and administrators of districts and AEAs have indicated they do not intend to comply with certain components of the program until they receive adequate funding. Vaudt recommended the Legislature consider the goals of SATQP and determine whether the program should be continued as currently established, be modified or be eliminated. If the Legislature determines the program should continue, funding should be provided at a level adequate to achieve its goals.

Vaudt reported the current method used to allocate SATQP funding does not provide for an equitable distribution based on need. The report identifies specific districts that did not receive

sufficient SATQP funding to meet the new required minimum salary levels established by the Legislature. The report also identifies several larger districts whose teachers already met or exceeded the new minimum salary levels, yet the districts received significant amounts of SATQP funding. Vaudt recommended the Legislature determine whether the allocation basis for distributing SATQP funding should allow all districts to accomplish program objectives without requiring a disproportionate commitment of local funds.

Vaudt also reported the Department of Education developed and administered a pilot program to give districts the opportunity to explore and demonstrate successful methods to implement the team-based variable pay component of SATQP. The Department prepared a report of the pilot project based on evaluations of the 18 participating schools in ten districts. According to the report, the results of the project were inconclusive. The Department reported more study was warranted prior to implementation of team-based variable pay on a statewide basis. The Department also recommended an additional two-year pilot study be performed.

In addition, the report identifies \$160,570 of Phase III funding that was not reverted to the State at the end of fiscal year 2001 in accordance with *Code of Iowa* requirements in effect at that time. Vaudt reported the Department of Education did not request the reversion of the unused Phase III funds from the districts and AEAs at the end of the fiscal year. Vaudt also recommended the Department needs to take a more active role in the administration of the Education Excellence Program and SATQP.

The report also contains an analysis comparing Iowa's average teacher salaries, cost of living (using a composite index) and student achievement to a number of other states. The analysis shows the percentage of Iowa's students at or above the "proficient" level was higher than the national average. In addition, Iowa's salaries are near the middle of the range of average teacher salaries for states with comparable cost of living composites. While Iowa's fiscal year 2003 average salary was ranked 35th in the nation in the National Education Association's 2003 annual report, Vaudt reported it would be more appropriate to compare Iowa salaries to those of states with similar cost of living composites and other midwestern states. Of the twelve states identified with similar cost of living composites, only four have either a higher average teacher salary or a higher average beginning salary than Iowa.

Vaudt also reported there are significant gaps between average salaries provided by larger and smaller districts within Iowa. As a result, Vaudt recommended the Legislature consider directing funding to smaller districts if it is deemed appropriate to work toward reducing those gaps.

A copy of the report is available for review in the Office of Auditor of State and on the Auditor of State's web site at www.state.ia.us/government/auditor/reports.

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**A REVIEW OF THE
EDUCATIONAL EXCELLENCE PROGRAM
FOR FISCAL YEARS 1999-2002
AND THE
STUDENT ACHIEVEMENT AND TEACHER QUALITY PROGRAM
FOR FISCAL YEAR 2002
WITHIN THE
DEPARTMENT OF EDUCATION**

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To the Governor, Members of the General Assembly,
and the Director of the Department of Education:

In accordance with Chapter 11 of the *Code of Iowa*, we have conducted a review of the Educational Excellence and Student Achievement and Teacher Quality programs administered by the Department of Education. We reviewed compliance with requirements applicable to the programs and identified areas where improvements should be made to increase consistency, efficiency and effectiveness of the programs' administration.

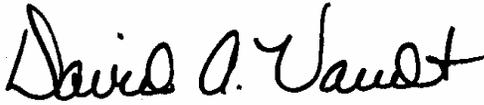
We performed the following procedures for fiscal years 1999 through 2002, as applicable:

1. Reviewed relevant sections of the *Code of Iowa*, Acts of the General Assembly and the Iowa Administrative Code. We identified, reviewed and tested compliance with certain laws, regulations, policies and procedures applicable to the Department of Education and the entities receiving funding.
2. Examined the Basic Educational Data Surveys submitted by districts and AEAs to the Department of Education.
3. Visited selected Community School Districts and Area Education Agencies. At these districts and AEAs, we
 - a) conducted interviews with various personnel to obtain an understanding of how the programs were administered.
 - b) examined the documentation maintained to support the Phase I allocations received in accordance with Section 294A.5 of the *Code of Iowa*.
 - c) reviewed the methodology used to distribute Phase I and Phase II funding to staff.
 - d) tested Phase III expenditures for compliance with criteria established at local education agencies.
 - e) examined the Phase III applications and final reports submitted to the Department of Education.
 - f) compared the agencies' revenues and expenditures to the financial reports submitted to the Department of Education.
 - g) reviewed the Comprehensive School Improvement Plan (CSIP) Amendment for Induction Funds submitted to the Department of Education to participate in the Beginning Teacher Mentoring and Induction Program.
 - h) reviewed the Statement of Participation in the Teacher Quality Initiative submitted to the Department of Education.

4. Conducted telephone interviews with administrative personnel of an additional twenty-five Community School Districts and distributed written surveys to teachers from each of those twenty-five districts to obtain an understanding of the impact of the Student Achievement and Teacher Quality Program at a local level.
5. Compared the programs' revenue, expenditures and funding carried forward for fiscal years 1999 through 2002 for each district and AEA.
6. Computed an average salary for teachers employed on a full-time basis for each district and AEA using information reported to the Department of Education by each agency.
7. Analyzed national average teacher salaries, cost of living information and assessments of student achievement to compare Iowa's information to similar states.

Based on these procedures, we have developed certain recommendations and other relevant information we believe should be considered by the Governor, the General Assembly, the Department of Education, the Community School Districts, and the Area Education Agencies.

We extend our appreciation to the personnel of the Department of Education, the Community School Districts, and the Area Education Agencies for the courtesy, cooperation, and assistance provided to us during this review.



DAVID A. VAUDT, CPA
Auditor of State



WARREN G. JENKINS, CPA
Chief Deputy Auditor of State

May 11, 2004

EXECUTIVE SUMMARY

The Legislature established the Educational Excellence Program to promote the recruitment, retention, and enhancement of quality teachers in the State of Iowa. Three phases were created, each to focus on one area of Educational Excellence. The Student Achievement and Teacher Quality Program (SATQP) was established to promote the recruitment, support, and retention of quality Iowa teachers in order to enhance the learning, achievement, and performance of all students. Four main elements, which were developed by the Department of Education with input from citizens' groups and other interested parties, were adopted by the Legislature to implement SATQP. The goals of the two programs are similar. However, the methodologies established to achieve the goals are different.

Our review was conducted to determine whether the school districts and area education agencies (AEA's) receiving Educational Excellence and SATQP funding are meeting the intent of the programs. We reviewed disbursements of Phase I, II, and III funding at twenty districts and four AEAs and disbursements of the Teacher Quality compensation increase at ten districts and two AEAs. We also determined compliance with requirements established by the *Code of Iowa* for selected districts and AEAs. In addition, we reviewed the Basic Educational Data Surveys submitted to DE by the districts and AEAs for fiscal years 1999 through 2002, as well as the Phase III Final Reports, Statements of Participation in the Teacher Quality Initiative, and Comprehensive School Improvement Plan (CSIP) Amendments for Induction Funds.

To obtain an understanding of the impact of SATQP at the district level, we conducted telephone interviews with administrative personnel from twenty-five selected districts and distributed written surveys to two teachers from each of the twenty-five selected districts. Of the fifty surveys distributed, we received twenty-five responses. The interviews conducted indicated there is concern about continued funding for the program. Six out of twenty-five administrators interviewed (24%) replied their district is delaying implementation of certain components of SATQP until such time as funding is assured. In addition, eleven out of twenty-five teachers surveyed (44%) expressed a concern additional requirements could detract from both the time spent with students and the preparatory time available to prepare classroom activities and lessons. Furthermore, nineteen out of twenty-five teachers (76%) indicated they have already dedicated much of their time outside of the contract day to the profession, and this will only increase in order to reserve the contract day for their students. See **Appendix B** for the survey questions and a summary of the responses received.

Our findings and recommendations are described in detail in the report and are summarized below:

- **Duplicative Legislation** – The Educational Excellence Program and SATQP are very similar in nature. The following points compare the primary goals of the two programs.
 - ◆ Funding for Phase I of Educational Excellence is to increase beginning teachers' salary to a minimum of \$23,000 to aid in the recruitment of quality teachers. Through SATQP, the Legislature established career paths with minimum compensation levels to strengthen Iowa's ability to recruit and retain quality teachers. A minimum salary level of \$24,500 was established for beginning teachers.
 - ◆ The goal of Phase II of Educational Excellence is to provide an incentive to Iowa's best educators to stay in the teaching profession and assist in their development by providing general salary increases. Career paths with minimum compensation

levels are established by SATQP that are to strengthen Iowa's ability to recruit and retain quality teachers. In addition, the SATQP legislation provides for professional development.

- ◆ As established by the Legislature, Phase III of the Educational Excellence Program may be used for the development and implementation of performance-based pay plans and supplemental pay plans that require additional instructional work assignments. The legislation establishing SATQP provides for team-based variable pay providing additional compensation when student performance improves.

Representatives of the Department of Education have stated the goals of the Educational Excellence Program and SATQP are similar while recognizing the methodologies established by the Legislature to promote and develop quality teachers are different.

Because SATQP is a more comprehensive program requiring performance of specific procedures by districts and AEAs, Educational Excellence appears to no longer be a necessary program. All of the functions and goals of the Educational Excellence Program are addressed by specific requirements of SATQP.

The Legislature should compare the goals of the Educational Excellence Program to those of SATQP. Because the programs have similar objectives, the Educational Excellence program should be eliminated. However, because the districts and AEAs have built the Phase I and II funding into their salary schedules and budgets, the appropriation for the Educational Excellence Program should be merged into and distributed to the districts and AEAs with School Foundation Aid.

- **Phase I Funding** – For one of twenty-four sites visited, the district was unable to determine in which fund Phase I had been deposited. Documentation was not available to show Phase I funds had been used for teachers' salaries in accordance with section 294A.3 of the *Code of Iowa* at eight of the districts and two of the AEAs visited. However, based on our discussions with local officials, most districts and AEAs build the expected Phase I funding into their calculations when establishing their salary schedules.

In accordance with section 294A.3 of the *Code of Iowa* and Declaratory Ruling #42 from the Department of Education, districts and AEAs must be able to show all Phase I funding has been spent on teachers' salaries. Districts and AEAs should maintain supporting documentation for the disposition of the Phase I funding received in any given school year. The Department should review the supporting documentation in order to determine compliance with these regulations.

- **Phase III Reversion** – Through fiscal year 2001, section 294A.16 of the *Code of Iowa* required reversion of any Phase III funds remaining in a district or AEA that exceeded fifty percent of the allocation to that district or AEA. However, for fiscal year 2001, the Department did not request the required reversion. Four of fifteen AEAs and twenty-six of three hundred seventy-four districts should have reverted a total of \$160,570 of Phase III funds at the end of fiscal year 2001. The Department of Education should comply with the *Code of Iowa* and determine whether the amounts identified should be reverted.

- **Components of SATQP Not Completely Implemented** – Due to lack of funding, certain components of SATQP have not yet been implemented. Currently, the Career II and Advanced career levels are not in place at the districts and AEAs. In addition, administrators of the districts and AEAs have indicated they do not intend to comply with certain components of the program until they receive adequate funding. SATQP cannot be fully effective unless all components are functional.

The Legislature should consider the goals of SATQP and determine whether the program should be continued as currently established, be modified or be eliminated. If the Legislature determines the program should continue, funding should be provided at a level adequate to achieve the program's goals.

- **SATQP Allocation Method** – Distributions are currently allocated equally based on enrollment and full-time equivalent positions. This resulted in some districts not receiving sufficient SATQP funding to meet the new required minimum salary levels established by the Legislature. However, several larger districts whose teachers already met or exceeded the new minimum salary levels received significant amounts of SATQP funding. The current allocation method does not provide for distribution based on need.

The Legislature should determine whether the allocation basis for distributing SATQP funding allows all districts to accomplish program objectives without requiring a disproportionate commitment of local funds.

- **SATQP Requirements** – Numerous program requirements have been established by the SATQP legislation that will place a time constraint on district and AEA administrators and teachers. Districts are now required to develop district career development plans that are incorporated into the Comprehensive School Improvement Plan submitted to the Department of Education. In addition, each district and AEA must develop a performance evaluation model that includes the eight Iowa teaching standards and forty-two criteria that have been developed within the standards.

Teachers must develop an individual career development plan which details their goals and progress towards those goals. Also, they are now to compile evidence of their teaching competency, including supporting documentation from peers, students, and parents. The documentation should be sufficient to demonstrate the teachers have met the eight Iowa teaching standards and forty-two related criteria. This could result in decreased preparatory/classroom time and increased time spent outside the contract day to fulfill the demands of the profession.

The Department of Education developed and administered a pilot program to give districts the opportunity to explore and demonstrate successful methods to implement the team-based variable pay component of SATQP. The Department prepared a report of the pilot project based on evaluations of the 18 participating schools. According to the report, the results of the project were inconclusive. The Department reported more study was warranted prior to implementation of team-based variable pay on a statewide basis. The Department also recommended an additional two-year pilot study be performed.

- **Basic Educational Data Survey (BEDS)** - During our review, we attempted to reconcile the supporting documentation from ten of twenty districts and two of four AEAs visited to the information obtained from the Department of Education. Since we were unable to reconcile the information for the selected districts and AEAs, we elected not to attempt reconciliation for the remaining districts and AEAs.

- **Administration of Educational Excellence and SATQP** – The Department of Education should take an active role in evaluating the Educational Excellence Program and SATQP. Procedures such as site visits and disbursement reviews should be implemented to enable assessment and verification of the information submitted by the districts and AEAs. Furthermore, the Department should provide more specific guidance to recipients on implementing program requirements.

We also analyzed national average teacher salaries, cost of living information and assessments of student achievement (on a state by state basis) to compare Iowa’s information to similar states. Our analysis showed the percentage of Iowa’s students at or above the “proficient” level was higher than the national average and Iowa is near the middle of the range of average teacher salaries for states with comparable cost of living composites.

In addition, the Legislature should determine if the gaps in average salary levels between the larger and smaller districts within the state are appropriate. If the Legislature determines the gaps are not appropriate, action should be taken to direct funding to the smaller districts.

OBJECTIVES, SCOPE AND METHODOLOGY

Our review was conducted to determine whether the Educational Excellence and SATQP funding is being used by community school districts and area education agencies (AEAs) to meet the intent of the programs as established by the Legislature. We selected 20 districts and 4 AEAs for site reviews. We interviewed individuals involved in administering the programs at each of the sites visited, and we determined the districts' and AEAs' compliance with requirements established by the *Code of Iowa*.

Educational Excellence – While at the twenty districts and four AEAs visited, we reviewed disbursements made with funding from Phases I, II, and III for fiscal years 1999 through 2002. In addition, we reviewed required Phase I Minimum Salary Supplement Certification Forms and Phase III Final Reports submitted by each recipient visited. We also traced financial reports to supporting documentation maintained by selected districts and AEAs.

SATQP – We visited ten districts and two AEAs and reviewed fiscal year 2002 allocations of the SATQP funding received. In addition, we reviewed required Statements of Participation in the Teacher Quality Initiative and Comprehensive School Improvement Plan (CSIP) Amendments for Induction Funds submitted by each recipient visited.

We also examined the standards for teachers listed within Chapter 282-13 of the Iowa Administrative Code (IAC) entitled “Criteria of Competent Performance” and compared them to the eight Iowa Teaching Standards and forty-two criteria developed under SATQP.

To obtain a broader understanding of the impact of SATQP at the district level, we also conducted telephone interviews with administrative personnel from twenty-five selected districts and distributed written surveys to two teachers from each of the twenty-five selected districts. Of the fifty surveys distributed, we received twenty-five responses.

Department of Education – We spoke with various representatives of the Department to obtain an understanding of how the Educational Excellence Program and SATQP are administered. In addition, we reviewed the Basic Educational Data Survey (BEDS) information to determine whether the Governor and Legislature have sufficient credible information to adequately monitor the programs. The BEDS information is summarized in this report.

Educational Excellence Program

Legislative History

Chapter 224 of the Acts of the Seventy-second General Assembly, 1987 session, established the Educational Excellence Program (currently found in Chapter 294A of the *Code of Iowa*) to fund the recruitment, retention, and enhancement of quality teachers in the State of Iowa. Section 294A.1 of the *Code* states, “The purpose of this chapter is to promote excellence in education. In order to maintain and advance the educational excellence in the state of Iowa, this chapter establishes the Iowa educational excellence program. The program shall consist of three major phases addressing the following:

- Phase I – The recruitment of quality teachers.
- Phase II – The retention of quality teachers.
- Phase III – The enhancement of the quality and effectiveness of teachers through the utilization of performance pay.”

Section 294A.3 of the *Code* establishes the Educational Excellence fund and the Department of Education’s responsibility for administration of the program. Monies deposited into the Educational Excellence fund are to be expended only to pay for “increases in the regular compensation of teachers and other salary increases for teachers” and the costs of the employer’s share of federal social security and pension or annuity retirement system payments on the salary increases. The fund may also be used to pay the costs associated with providing specialized or general training. The Educational Excellence funds are not to be used to pay for any salary earned by a teacher for the performance of additional non-instructional duties.

Phase I

The goal of Phase I is to establish a minimum salary sufficient to attract quality teachers to Iowa’s public school system. This phase of the Educational Excellence Program was to establish a competitive teacher salary comparable to salaries paid to other professionals and to provide incentive for quality individuals to enter the teaching profession. For fiscal year 1987, the Legislature established an \$18,000 minimum annual salary for teachers. The Legislature increased the minimum annual salary to \$23,000 for full-time teachers effective July 1, 1998.

Phase I funding provided to the districts and AEAs is a salary supplement designed to help the districts and AEAs fund the minimum salary requirements established by the Legislature. The salary supplement provided to districts and AEAs is made up of two components. The first portion is the district’s or AEA’s Phase I payment received for the school year beginning July 1, 1997. The second portion is the minimum salary supplement needed for teachers whose regular compensation was less than \$23,000 for the school year beginning July 1, 1998. The employer’s share of federal social security and a pension or annuity retirement system payment on the additional supplemental salary is also provided to the local education agency. Each district and AEA submitted a Phase I Minimum Salary Supplement Certification Form to the Department in fiscal year 1999 identifying those teachers whose regular compensation for the year beginning July 1, 1998 was less than \$23,000 and the actual salary for those teachers.

Districts and AEAs also receive salary supplements for teachers employed on a less than full-time basis. For those teachers, the \$23,000 minimum annual salary is prorated to calculate the minimum salary supplement. For example, the minimum annual salary for a three-quarter-time teacher would be \$17,250 (\$23,000 x 75%). Therefore, the minimum salary supplement for a three-quarter-time teacher would be the difference between the minimum salary of \$17,250 and

the teacher's regular salary. To this amount, the employer's share of federal social security and a pension or annuity retirement system payment on the additional supplemental salary is added.

Subsequent to fiscal year 1999, the districts and AEAs have only been required to provide the total number of full-time equivalent (FTE) teacher positions and not the teachers' salary levels. The FTEs are used to determine whether the Phase I supplement received by the district or AEA needs to be proportionately decreased. Districts and AEAs receive the same amount of Phase I funding each year unless the district or AEA reports a reduction in the number of FTEs to the Department. If the number of FTEs is reduced below the number employed by the district or AEA during any school year beginning after July 1, 1998 (the base year), the Phase I funding provided to that district or AEA is reduced. The reduction is prorated based on the ratio of FTEs employed for that school year divided by the number of FTEs employed for the year beginning after July 1, 1998.

However, if a district or AEA does not experience a decrease in the number of FTEs and at the same time adjusts the salary schedule so fewer teachers are paid less than the \$23,000 minimum salary, the district's or AEA's Phase I funding is not reduced proportionately. The Phase I funding is reduced only when the number of FTEs falls below the number employed during any school year beginning after July 1, 1998.

Using the applicable salary schedule, we determined if Phase I funding was used to supplement teachers' salaries to reach the required minimum salary at the districts and AEAs we visited. Documentation was not available to show the funds had been expended for teachers' salaries in accordance with section 294A.3 of the *Code* at eight of twenty districts (40%) and two of four AEAs (50%) visited. However, based on our discussions with local officials, the districts and AEAs build the expected Phase I funding into their calculations when establishing their salary schedules. In this way, the districts and AEAs ensure the Phase I funding received is expended to increase teacher salaries.

Declaratory Ruling #42 issued by the Department specifically states districts must be able to show Phase I funding was expended for teachers' salaries. See **Finding (A-5)**.

At eleven of twenty-four sites visited (46%), district or AEA personnel were unable to locate the Phase I Minimum Salary Supplement Certification Form. Using the financial records and teacher contracts at the sites visited, the accuracy of the Phase I funding received could be verified. See **Finding (A-5)**.

Phase I is no longer effective legislation given the new required minimum salaries established by SATQP for fiscal year 2002. As discussed later in this report, the Legislature has developed four career levels and corresponding salary ranges within the teaching profession. The minimum salary for the first level has been set at \$24,500. Therefore, Phase I should be eliminated. However, because the districts and AEAs have built Phase I funding into their salary schedules and budgets, the Phase I funding should be merged into and distributed with School Foundation Aid. See **Finding (A-1)**.

Phase II

According to section 294A.8 of the *Code of Iowa*, “the goal of Phase II is to keep Iowa’s best educators in the profession and assist in their development by providing general salary increases.” According to a representative of the Department, development assistance is provided by increasing teacher pay so educators are able to afford the additional training required to obtain an advanced degree or additional certifications.

The allocation provided to each district and AEA is the product of the per pupil allocation amount established in the *Code of Iowa* and certified enrollment or enrollment served, respectively. Certified enrollment and enrollment served must be submitted to the Department by the third Friday in September of each school year. Beginning with fiscal year 1993, the Phase II rate allocated to districts and AEAs has been capped at the rate that was in effect for fiscal year 1992. For the fiscal year ended June 30, 2002, the per pupil allocation amount was \$80.17 and \$3.74 for districts and AEAs, respectively. Phase II funding is to be incorporated into the salary schedule to enhance the salaries of all teachers of that district or AEA. The method for enhancing salaries is developed at each district’s and AEA’s discretion. The following table displays the Phase II distribution methods used from July 1, 1998 through June 30, 2002 by the local education agencies visited. One of twenty districts visited (5%) was unable to locate the salary schedules for fiscal years 1999 and 2000. Therefore, the method of Phase II distribution for that district could not be determined. See **Finding (A-5)**.

Methodology for Phase II Distribution	Number of Districts and Areas Using Methodology
Directly incorporated allocation into the salary schedule	14 Districts 3 AEAs
Calculated by formula	4 Districts
Calculated a Phase I and Phase II Distribution Schedule, which was then incorporated into the District-wide salary schedule	1 District
Allocated evenly to all FTEs	1 AEA

Although different distribution methods are used by the individual districts and AEAs, supporting documentation is available to show Phase II funding received is expended for teachers’ salaries at the local level. It is difficult to assess the effectiveness of Phase II funding as the Legislature did not specify the breakdown of the appropriation between providing an incentive to Iowa’s best educators to stay in the profession and assisting in their development. It is not possible to evaluate the impact general salary increases have on the retention of the best educators and their professional development.

With the creation of SATQP for fiscal year 2002, the Legislature again established the goal of retaining quality Iowa teachers. Under SATQP, funding was allocated, based on both certified enrollment or enrollment served and the number of full-time equivalent teachers employed within a district, to provide salary increases to teachers, as discussed later in this report. Given the goal and methodology of Phase II is similar to SATQP, the Phase II portion of the Educational Excellence Program should be eliminated. However, because the districts and AEAs have built the Phase II funding into their salary schedules and budgets, the related funding should be merged into and distributed with School Foundation Aid. See **Finding (A-2)**.

Phase III

In accordance with section 294A.3 of the *Code of Iowa*, the Educational Excellence funds are to be allocated by the Department so the allocations for Phase I and Phase II are determined prior to the allocation of Phase III. Per section 294A.12 of the *Code*, the goal of Phase III is to enhance the quality, effectiveness, and performance of Iowa’s teachers by promoting teacher excellence. Phase III funds may be used for the development and implementation of performance-based pay plans and supplemental pay plans that require additional instructional work assignments, which may include specialized training, differential training, or both.

Section 294A.12 of the *Code* also documents the intent of the Legislature as follows:

- “It is the intent...that school districts and area education agencies incorporate into their planning for performance-based pay plans and supplemental pay plans, implementation of recommendations from recently issued national and state reports relating to the requirements of the educational system for meeting future educational needs....” (Acts of the Seventy-second General Assembly, 1987 session)
- “It is further the intent...that real and fundamental change in the educational system must emerge...if the education system is to remain relevant and that plans funded in this program must be an integral part of a comprehensive school district or area education agency effort toward meeting identified...goals or needs.” (Acts of the Seventy-third General Assembly, 1990 session)
- “It is also the intent...that a performance-based pay and supplemental pay plan...include a parent involvement policy designed to increase student achievement and self-esteem by bringing home and school into closer relationship...” (Acts of the Seventy-fifth General Assembly, 1993 session)

Per section 294A.14 of the *Code*, if the Phase III amount to be allocated equals fifty million dollars, the payments for an approved plan for a district shall be equal to the product of the district’s certified enrollment and \$98.63. For an AEA, the payments shall equal the product of the AEA’s enrollment served and \$4.60. However, if the Phase III amount to be allocated is either greater than or less than fifty million dollars, the Department makes proportional adjustments to the per pupil allocation amount. For example, if the amount to be allocated is twenty-five million dollars, the rates should be reduced by fifty percent. The Department also logs and reviews each Phase III Application/Budget as it is submitted and notifies the Department of Management of the names of the districts and AEAs with approved plans.

The Phase III application submitted by each district or AEA must provide for the establishment of a performance-based pay plan, a supplemental pay plan, a comprehensive school transformation program or a combination of the three. The following table summarizes the type of pay plan implemented by each district and AEA for the 2001/2002 school year.

	(A) Comprehensive School Transformation	(B) Supplemental Pay Plan	(C) Performance- Based Pay Plan	Combinations			
				A-B	A-C	B-C	A-B-C
Districts	110	105	3	148	2	3	-
AEAs	1	5	1	5	-	1	2

The application also must include a budget for the cost of implementing the plan. The budget may encompass costs associated with providing specialized or general training, as well as the

teachers' salaries and employers' share of federal social security and pension or annuity retirement system payments. Funding received under Phase III cannot be used to employ additional employees, except for substitute teachers, part-time teachers and any other employees needed to implement plans providing innovative staffing patterns or requiring a full-time teacher to be absent from the classroom for a specified period of time. All teachers are eligible to receive additional salary under an approved Phase III plan. During the 2001 legislative session, House File 759 authorized increased flexibility in the use of Phase III funds. The legislation stated Phase III funding allocated for 2001-2002 could be used for General Fund purposes. Therefore, there is no assurance Phase III funding was used for the goals of the program in 2001-2002.

Phase III Performance-Based Pay Plan – A performance-based pay plan provides for salary increases for teachers who demonstrate superior performance in completing assigned duties. The plan must include a method for determining superior performance of a teacher, such as assessments of specific teacher behavior, assessments of student performance, assessments of other characteristics associated with effective teaching, or a combination of these criteria.

Within a district's performance-based pay plan, additional salary may be provided for individual teachers, for teachers assigned to a specific discipline, or for all teachers assigned to an attendance center. For AEAs, additional salary may be provided for individual teachers, for all teachers assigned to a specific discipline, or for individual teachers assigned to a multidisciplinary team. If the plan provides additional salary for teachers assigned to a specific discipline, all teachers assigned to an attendance center, or teachers assigned to a multidisciplinary team, the actual receipt of that additional salary shall be determined on the basis of whether the particular group meets the objectives stated for the group as determined by the superintendent, school board, or other appropriate oversight body. The objectives may include, but are not limited to, decreasing the dropout rate, increasing the attendance rate, and accelerating the achievement growth of students through the use of learning techniques.

For individual teachers, additional salary may be combined with the existing salary schedule. Participation of the teacher in specialized training may be required to earn the additional salary as provided by the plan. A second option would be to replace the existing salary schedule or provide the additional salary as an option to the teacher. Specialized training, general training, and experience requirements may be required under the second option, as well.

Phase III Supplemental Pay Plan – Within a supplemental pay plan, additional salary shall be provided for teachers who participate in either additional instructional work assignments or specialized training during the regular school day or during an extended school day, week, or year. For AEAs, additional salary shall also be provided for teachers who participate in improvement of instruction activities with districts. Additional instructional work assignments may include, but are not limited to, the following types of activities:

- general curriculum planning and development
- vertical articulation of curriculum (coordination between grade levels)
- horizontal curriculum coordination (coordination between different academic areas, such as math, science, etc.)
- development of educational measurement practices
- participation in assessment activities leading to certification
- attendance at workshops and other programs for service as cooperating teachers for student teachers
- development of plans assisting beginning teachers

- attendance or instruction at summer staff development programs
- implementation of staff development programs
- participation in family support programs
- development of programs providing instruction in conflict resolution and mediation techniques
- development of anger management instructional programs.

Phase III Comprehensive School Transformation Program – The comprehensive school transformation program focuses on the improvement of student achievement and the attainment of student achievement goals. The manner in which the components of the plan are integrated with a school's student achievement goals must be explained. Components of the plan may include, but are not limited to, providing salary increases to teachers who implement site-based shared decision making, building-based goal-oriented compensation mechanisms, or innovative educational programs; who focus on student outcomes; who direct accountability for student achievement or organizational success; and who work to foster relationships between a school and businesses or public agencies which provide health and social services.

If a Board of Directors wishes to receive Phase III funding for their district or AEA, a committee consisting of representatives of school administrators, teachers, parents and other interested individuals must be appointed. If a district or AEA is organized for collective bargaining purposes, the Board shall ensure one of the teacher representatives is an individual who has been selected by the certified bargaining representative for licensed employees of that district or AEA. The committee is to develop a proposal for the distribution of Phase III funds to be submitted to the Board.

The plan adopted by the Board of Directors may include a proposal that expands an existing performance-based pay plan, supplemental pay plan, or a combination of the two plans. The budget for the plan submitted to the Department shall include both the General Fund moneys, which must equal those used for the plan prior to July 1, 1987, and the Phase III funds which expand the activity. The adopted plan must be submitted to the Department no later than May 31 of a school year for a district and June 15 of a school year for an AEA. During our review, we noted the due date for the Phase III budget had been changed to June 30 for both districts and AEAs in fiscal year 2002. According to a Department official, the date was modified in response to late allocation of funds by the Legislature. It was modified in fiscal year 2003, as well. See **Finding (A-4)**. Also, for one of twenty-four sites visited (4%), the Phase III budget for fiscal year 2000 could not be located. See **Finding (A-5)**. Amendments to multiple year plans may be submitted annually.

Up to fifty percent of the funds allocated under an approved Phase III plan may be retained by a district or AEA for the next succeeding year. Any of the retained Phase III funds remaining after the second year shall revert to the General Fund of the State of Iowa. Any funds allocated or retained, and any interest accrued on those funds, cannot be commingled with state aid payments to a district or AEA and must be accounted for separately. Through fiscal year 2000, the Department determined which districts and/or AEAs needed to revert, and notification letters were sent indicating the amount of the reversion. However, for fiscal year 2001, the Department elected not to request reversions as there had been a substantial upward adjustment to the last (June) Phase III payment to the districts and AEAs. As the districts and AEAs did not have sufficient time to expend the funds, the Department did not believe it was reasonable to require reversion of those funds. **Schedule 1** shows \$160,570 should have been reverted at the end of fiscal year 2001. The **Schedule** also shows the twenty-six districts and fifteen AEAs that should have reverted and the respective amounts not required to be reverted. See **Finding (A-3)**.

The Seventy-ninth General Assembly, 2002 session, amended section 294A.16 of the *Code* to read, "Any of the Phase III moneys remaining in the district or area education agency account at the end of the fiscal year shall remain available for expenditure for purposes of this division by the school district or area education agency in succeeding fiscal years." This removed the reversion requirement, effective with fiscal year 2002.

Each district and AEA receiving Phase III funds must file a report with the Department by July 1 and September 1, respectively, following the end of the school year. However, during our review, we noted the deadline for the Phase III Final Report had been established by the Department as August 15 for both districts and AEAs, which conflicts with the deadlines set by the *Code*. We used the August 15 deadline to perform our compliance testing for timely submission, which identified six of twenty sites visited (30%) had not submitted the report in a timely manner. See **Finding (A-4)**. In addition, one of twenty-four sites visited (4%) could not locate the Phase III Final Report for fiscal year 2002. See **Finding (A-5)**. The report must describe the plan, its objectives, its implementation, the expenditures made under the plan (including salary increases paid to eligible employees), and the extent to which the objectives were attained. It may also include any proposed amendments to the plan for the next following school year.

Although the Legislature defined the three types of Phase III pay plans, specific criteria and requirements were not established to evaluate the Phase III plans developed by each individual district and AEA. The legislation provided examples of the nature of the activities for which Phase III funding could be used. However, it was at the discretion of the district and AEA to assess the individual projects proposed by the teachers within the district. During our site visits at selected locations, Phase III expenditures were tested by reviewing the plans and projects completed under the program. There was much disparity in the types of projects for which Phase III funds were expended. Also, for three of twenty-four sites visited (12%), no supporting documentation could be located for Phase III expenditures. See **Finding (A-5)**. Examples of projects able to be reviewed included workshops, curriculum development, creating overhead transparencies, registration fees, and participating in the garden club. It is questionable whether the intent of the Legislature was being met at the local level with projects such as these.

With the implementation of the Comprehensive School Improvement Plan (CSIP) in fiscal year 2001, more uniformity could be seen at the local level. The CSIP also forced the districts and AEAs to establish more specific goals and objectives and align these goals with the appropriate funding source. This enabled the districts and AEAs to improve their assessment of proposed Phase III projects and it appears the use of Phase III at the local level more appropriately met the intent of the program. Examples of projects under Phase III at this time included workshops, curriculum development, reading to students, and specific classroom activities. However, after fiscal year 2003, the Phase III portion of the Educational Excellence Program will no longer be funded by the Legislature.

The following table displays the amounts appropriated to the Educational Excellence Program from its inception through the fiscal year ended June 30, 2003. The amounts allocated to Phases I, II, and III are also shown.

Educational Excellence Program

Fiscal Year	Total Appropriation	Phase I Allocation	Phase II Allocation	Phase II Rate: District AEA	Phase III Allocation	Phase III Rate: District AEA	Supplement
1988	\$92,100,085	\$11,396,187	\$38,702,101	\$75.93 3.55	\$42,001,797	^^	\$- -
1989	92,007,985	11,396,187	38,702,194	**	41,909,604	^^	- -
1990	92,007,985	11,396,187	38,701,968	**	41,909,830	^^	- -
1991	91,662,500	11,396,187	38,426,462	**	41,839,851	^^	- -
1992	91,179,251	11,396,187	40,410,681	80.17 3.74	39,372,383	^^	- -
1993	80,833,646	11,396,187	40,874,809	**	28,026,895	^^	535,755
1994	79,984,489	11,396,187	41,193,659	**	26,858,888	^^	535,755
1995	80,976,336	11,396,187	41,330,906	**	27,713,488	^^	535,755
1996	80,981,336	11,396,187	42,164,532	**	27,415,617	^^	5,000
1997	80,981,336	11,396,187	42,500,322	**	27,084,827	48.02 2.26	- -
1998	80,981,336	11,396,187	42,581,299	**	27,003,850	47.47 2.21	- -
1999	82,891,336	15,294,209	42,545,559	**	25,051,568	43.99 2.05	- -
2000	82,891,336	15,144,209	42,326,624	**	25,420,503	44.34 2.07	- -
2001	80,891,336	14,923,046	41,993,970	**	23,974,320	44.67 2.08	- -
2002	80,891,336	14,826,637	41,625,550	**	24,439,149	45.81 2.14	- -
2003	66,891,336	14,819,986	41,828,341	**	10,243,009	19.91 .93	- -

** Same rate as used in the previous year.

Source: Department of Education

^^Information not readily available.

Note: The Supplemental payments appropriated for fiscal years 1993 through 1996 were additional funds appropriated by the Acts of the General Assembly (1992 to 1995 Sessions) to supplement the Phase II program. In addition, the above amounts include the appropriations made for Special Interest Funding.

Over the sixteen years of the program, the total appropriation decreased approximately twenty-seven percent. During this time, the Legislature has increased Phase I and Phase II funding approximately thirty percent and eight percent, respectively, and Phase III funding has been decreased approximately seventy-six percent. For fiscal year 2004, Phase III was eliminated, with its funding moved to SATQP for teacher compensation. Funding for Phases I and II totaled approximately \$57 million.

Student Achievement and Teacher Quality Program

The Seventy-ninth General Assembly, 2001 Session, established the Student Achievement and Teacher Quality Program (SATQP) in section 284.1 of the *Code of Iowa*. That section states, “A student achievement and teacher quality program is established to promote high student achievement. The program shall consist of the following four major elements:

- Mentoring and induction programs that provide support for beginning teachers.
- Career paths with compensation levels that strengthen Iowa’s ability to recruit and retain teachers.
- Professional development designed to directly support best teaching practices.
- Team-based variable pay that provides additional compensation when student performance improves.”

According to representatives of the Department of Education, although the goals of the Educational Excellence Program and SATQP are similar, the methodology used to achieve those goals is different. See **Finding (B-1)**. Department representatives have stated SATQP provides the Department and the districts a “universal language to enable cooperative efforts” between the Department and districts and AEA to improve student achievement.

During early 2003, we visited ten districts and two AEAs to obtain an understanding of how the districts and AEAs were administering SATQP. At the time of our visits, many of the agencies were developing teacher evaluation models and other aspects of the program that were not yet implemented and operating on a local level.

Each district and AEA was required to complete a Statement of Participation in the Teacher Quality Initiative at the beginning of the program. The statements were prepared by the Department and required affirmation of certain information and the signature of an agency official. (The information included in the statement is listed in the following section of the report.) We reviewed the statement submitted by each district and AEA we visited and found each one completed the statement in an appropriate manner.

In addition, each district was required to complete the Comprehensive School Improvement Plan (CSIP) Amendment that addresses the Beginning Teacher Mentoring and Induction Program. The content of the amendments prepared by the districts varied to a great degree. The Department prepared and distributed sample amendments to all districts. The Department’s intent was the districts would use these instructions to adapt the amendments to their individual district needs. However, the amendments submitted by the districts fell into one of the following categories:

- Made only minor modifications to the Department’s sample amendment.
- Made moderate modifications to the Department’s sample amendment.
- Prepared a detailed amendment specific to the district’s goals as stated in their CSIP.

For three of ten districts visited, no modifications were made to the Department’s sample amendment. See **Finding (C-2)**.

We also reviewed how each of the districts and AEAs visited and a sample of additional districts interviewed distributed SATQP funding to the individual teachers employed by the agency. For the districts and AEAs visited, we tested disbursements to ensure the Beginning and Career Level teachers received the minimum salaries established by the Legislature. We did not identify any concerns with the districts’ and AEAs’ allocation methods.

Legislative Appropriation

For fiscal year 2002, the Legislature appropriated \$40 million from the Endowment for Iowa's Health Account of the Tobacco Settlement Trust Fund to SATQP (Section 284.13, *Code of Iowa*). The following table details the distribution of the appropriation for both fiscal years 2002 and 2003:

Appropriation Amount Fiscal Year 2002	Appropriation Amount Fiscal Year 2003	Appropriation Purpose – Intended Recipient
\$1,000,000	\$0	Team-Based Variable Pay – School Districts
\$1,900,000	\$1,400,000	Issuance of national board certification awards – Department of Education
\$2,400,000	\$4,100,000 (For succeeding fiscal years, as well as both first-year and second-year teachers.)	Beginning Teacher Mentoring and Induction Programs (for first-year beginning teachers) – Department of Education
\$1,500,000	\$1,700,000	Establishing the evaluator training program (including, but not limited to, development of criteria models, an evaluation process, and a provider approval process, training of providers, training materials and costs, payment to practitioners, payment for any applicable costs of the employer's share of federal social security and a pension and annuity retirement system payment, for such amounts paid by the district, and for subsidies to districts for training costs). May also be used for administrative purposes. – Department of Education
\$1,500,000	\$50,000	Implementing the career development program and review panel requirements. May also be used for administrative purposes. – Department of Education
\$500,000	\$500,000	Fees and costs incurred in administering the Praxis II examination – Board of Educational Examiners
\$30,911,000.76 (Remaining after distribution for the above six sections and for the following section.)	\$31,966,837.09 (Remaining after distribution for the above six sections and for the following section.)	Allocated to school districts as follows: (1) Fifty percent shall be in the proportion that the basic enrollment of a district bears to the sum of the basic enrollments of all districts. (2) Fifty percent shall be based upon the proportion that the number of full-time equivalent teachers employed by a district bears to the sum of the number of full-time equivalent teachers who are employed by all districts.
\$273,666.74 (From moneys available in the above section.)	\$283,162.91 (From moneys available in the above section.)	Allocate to area education agencies as follows: An amount per classroom teacher employed by an AEA that is approximately equivalent to the average per teacher amount allocated to the districts. The average per teacher amount shall be calculated by dividing the total number of classroom teachers employed by districts and the classroom teachers employed by AEAs into the total amount of moneys available under the above section.

Funding to Districts and AEAs

A district or AEA is eligible to receive monies appropriated under this program if the Board applies to the Department of Education to participate in SATQP and submits a written statement which declares, in part, the agency's willingness to do the following:

- Commit and expend local monies to improve student achievement and teacher quality
- Implement a beginning teacher mentoring and induction program
- Provide, beginning in the fourth year of participation, the equivalent of two additional contract days, outside of instruction time, to provide additional time for teacher career development
- Adopt a teacher career development program

Student Achievement and Teacher Quality Program

- Adopt a teacher evaluation plan that, at minimum, requires a performance review of teachers in the participating district at least once every three years based upon the Iowa teaching standards and individual career development plans, and requires administrators to complete evaluator training
- Adopt teacher career paths based upon demonstrated knowledge and skills
- Adopt a team-based variable pay plan that rewards attendance center success upon the implementation of a statewide variable pay plan

While the districts and AEAs had the option of participating in the program in the initial year, each district and AEA was required to participate by July 1, 2002. In fiscal year 2002 (the initial year), only eight districts and three AEAs did not participate.

The Department allocated the SATQP funding to the districts and AEAs based on 2000 Certified Enrollment and 2001 Teacher Compensation. The total allocation equaled \$31,184,667.50, with \$30,911,000.76 for districts and \$273,666.74 for AEAs. The districts' total allocation was divided into two components, with \$15,455,500.38 allocated based on certified enrollment and \$15,455,500.38 allocated based on the number of teachers (on a full-time equivalent basis). The allocations to AEAs were distributed based solely on teacher FTEs. **Schedule 2** details the allocation for each district and AEA. The following table lists the five districts and AEA receiving the highest total SATQP distributions and the five districts and AEA receiving the lowest total distributions.

District/AEA Name	SATQP Allocation for Fiscal Year 2002	Percentage of Total Allocation	Average Salary for Fiscal Year 2002**
Districts receiving most funding:			
Des Moines Independent	\$ 1,989,899.61	6.44%	\$ 43,845.55
Cedar Rapids	1,115,447.80	3.61%	43,418.82
Davenport	1,065,106.93	3.45%	45,984.36
Sioux City	875,404.68	2.83%	44,412.64
Waterloo	666,832.32	2.15%	41,380.02
Total	\$ 5,712,691.34	18.48%	
Districts receiving least funding:			
Grand	\$ 10,304.72	.033%	30,662.73
Diagonal	9,478.96	.030%	29,908.40
Lu Verne	9,224.62	.029%	29,185.18
Clearfield	7,414.42	.024%	26,281.67
Prescott	6,838.41	.022%	26,628.57
Total	\$ 43,261.13	.140%	
AEAs:			
AEA #7	\$ 136,084.32	49.73%	42,838.26
Lakeland AEA (#3)	\$ 1,673.85	.61%	42,018.18

** **Source:** Basic Educational Data Survey, Department of Education (See **Schedule 3**.)

Teaching Standards

Section 284.3 of the *Code* establishes eight Iowa teaching standards in conjunction with SATQP. Within these standards, the Department has developed forty-two criteria the districts are required to use when performing teacher evaluations. The districts may develop additional criteria, if desired. The standards require the teacher being evaluated to:

- Demonstrate the ability to enhance academic performance and support for and implementation of the school district's student achievement goals.
- Demonstrate competence in content knowledge appropriate to the teaching position.
- Demonstrate competence in planning and preparing for instruction.
- Use strategies to deliver instruction that meets the multiple learning needs of students.
- Use a variety of methods to monitor student learning.
- Demonstrate competence in classroom management.
- Engage in professional growth.
- Fulfill professional responsibilities established by the school district.

The eight standards and forty-two criteria which have been adopted by the State Board of Education are located on the Department's web site as part of the model evaluation.

During our review, we examined the standards for teachers listed within Chapter 282-13 of the Iowa Administrative Code (IAC) entitled "Criteria of Competent Performance." The IAC states, in part, "the standards listed in this chapter are held to be generally accepted minimal standards within the teaching profession in Iowa with respect to competent performance and therefore are declared to be the criteria of competency." These criteria were established in 1978, with the latest modification in 1990, well before the introduction of the "new" standards established in section 284.3 of the *Code*.

We compared the standards established by the Department in Chapter 282-13 of the IAC with the eight standards and forty-two criteria of SATQP and identified several similarities. **Appendix A** lists the eight standards and forty-two criteria, as well as excerpts from Chapter 282-13 of the IAC.

Mentoring and Induction Programs

As stated in section 284.5 of the *Code*, the Beginning Teacher Mentoring and Induction Program was established to:

- promote excellence in teaching,
- enhance student achievement,
- build a supportive environment within districts and AEAs,
- increase the retention of promising beginning teachers, and
- promote the personal and professional well-being of classroom teachers.

In accordance with the *Code*, each participating district and AEA must develop an initial beginning teacher mentoring and induction plan. The plan must be included in the Comprehensive School Improvement Plan (CSIP) and, at a minimum, must provide for a two-year sequence of induction program content and activities to support the Iowa teaching standards and beginning teacher professional and personal needs. Also, the plan must provide for mentor training, including skills of classroom demonstration, coaching, and expectations for beginning teacher competence; placement of mentors and beginning teachers; the process for dissolving mentor and beginning teacher partnerships; district organizational support for released time for mentors and beginning teachers to plan, provide demonstration of classroom

practices, observe teaching, and provide feedback; structure for mentor selection and assignment; a district facilitator; and program evaluation.

The *Code* has defined specific criteria for an individual to be eligible for mentor selection. A mentor teacher must:

- be employed by the district or AEA as a classroom teacher or be a retired teacher with a valid license.
- have a record of four years of successful teaching practice.
- be employed on a non-probationary basis.
- demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers.

Prior to the beginning teachers' participation in the mentoring and induction program, the districts or AEAs must inform the teachers of the criteria upon which they will be evaluated and what evaluation process the district or AEA utilizes. Then, upon completion of the two-year program, the beginning teacher will be comprehensively evaluated to determine whether the teacher meets the expectations to move to the Career Level. The districts or AEAs shall recommend a beginning teacher who has demonstrated competence in the Iowa teaching standards through a comprehensive evaluation to the Board of Educational Examiners for an educational license. A district or AEA may offer a beginning teacher a third year of participation if, after conducting the evaluation, the district or AEA determines the teacher is likely to successfully complete the program by the end of the third year. The Board of Educational Examiners shall grant a one-year extension of the beginning teachers' provisional license upon notification by the district or AEA that the teacher will participate in a third year of the mentoring program.

If, at the end of the third year of participation in the mentoring program, the beginning teacher still has not successfully completed the program, the district must have an intensive assistance process in place to assist the teacher to improve. However, if no improvement is seen from the assistance process, the district may proceed with termination. During the intensive assistance process, the teacher remains teaching in the classroom (only if there is no direct harm to the students).

For districts participating in the mentoring program, \$1,300 will be allocated for each beginning teacher at that district. Of this allocation, \$500 per semester (\$1,000 maximum) is to compensate the mentor teacher and the remaining \$300 may be used by the district for expenses related to administering the program, such as the employer's share of federal social security and a pension or annuity retirement system payment. Also, the district is allowed to carry forward any remaining funds, after the deduction for the employer's share of federal social security and a pension or annuity retirement system payment, to the next year.

Representatives from the Department emphasized there is no profession that does not have on-the-job training. Department representatives also state they felt this was absent in the teaching profession prior to the Beginning Teacher Mentoring and Induction Program. To obtain their Bachelor's Degree, students must participate in classroom observations and student teaching, but this does not provide a complete preparation for day-to-day classroom instruction. Although it does require additional time from both the mentor and the mentee, representatives of the Department stated the program will not detract from the time spent in the classroom. Rather, by coming in early, staying late, and using their preparatory periods, teachers will complete mentoring activities as required. They also indicated that in the event the mentor teacher would have to leave his/her classroom to participate in the mentee teacher's classroom,

districts have employed substitute teachers or utilized other methods to ensure the mentor teacher's classroom continues as scheduled.

Representatives of the Department state the mentoring program allows for the mentee teacher to gain a direct connection with not only the teaching standards, but also the local district expectations. This is accomplished through on-the-job training held in the teaching and learning environment. Department representatives also state mentoring extends beyond student teaching by allowing beginning teachers, who are now working with children in the classroom on a day-to-day basis, to obtain feedback from colleagues in order to learn and improve their classroom methodologies.

While it is necessary to provide adequate preparation and training for beginning teachers, it is a concern identified by some teachers we surveyed that more time is being asked of teachers outside the classroom or contract day. In addition, the expectation that preparatory periods will be used and substitute teachers will be employed to allow the mentor and mentee teachers to fulfill mentoring program requirements appears to conflict with the overall intent of the program, which is to improve student achievement.

Career Development

Section 284.6 of the *Code* requires the Department of Education to coordinate a statewide network of career development for Iowa teachers.

A participating district must demonstrate the program contains:

- support that meets the career development needs of individual teachers and is aligned with the Iowa teaching standards.
- research-based instructional strategies aligned with the district's student achievement needs and long-range improvement goals.
- instructional improvement components including student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching.
- an evaluation component that documents the improvement in instructional practice and the effect on student learning. The Department shall also identify models of career development practices that produce evidence of the link between teacher training and improved student learning.

A participating district shall incorporate a district career development plan into the CSIP submitted to the Department. The plan shall include a description of the means by which the district will provide access to all teachers in the district to career development programs or offerings that meet the requirements of the program. The plan shall also align all career development with the district's long-range student learning goals and the Iowa teaching standards and indicate the district's approved career development provider(s).

In cooperation with the teacher evaluator, defined as an administrator or other practitioner who successfully completes an evaluator training program required by section 284.10 of the *Code*, career teachers employed by a participating district shall develop an individual teacher career development plan. The purpose of the plan is to promote individual and group career development. The evaluator shall consult the teacher's supervisor on the development of the plan. The plan shall be based, at a minimum, on the needs of the teacher, the Iowa teaching standards and the student achievement goals, as outlined in the CSIP. The plan allows teachers

to establish individual goals, document their progress, and document the methodology used to achieve the established goals.

The *Code of Iowa* requires the evaluator and teacher to meet annually to review progress in meeting the goals in the teacher's individual plan. The teacher shall present evidence to the evaluator of this progress. The purpose of the meeting will be to review the teacher's progress in meeting career development goals in the plan and to review collaborative work with other staff on student achievement goals. Also, during the meeting, the teacher's individual plan will be modified, as necessary, to reflect the individual teacher's, as well as the district's, needs and the progress in meeting the goals of the plan. The teacher's supervisor shall review, modify, or accept modifications made to the teacher's individual plan. Department officials indicate, although good evaluations take time to complete, the evaluation components of SATQP place no additional requirements on teachers and districts beyond the practices that should already be in place.

Career Path

Section 284.7 of the *Code* establishes an Iowa teacher career path "to promote continuous improvement in Iowa's quality teaching workforce and to give Iowa teachers the opportunity for career recognition that reflects the various roles teachers play as educational leaders." Districts are required to increase teacher salaries, using funding provided and any local funding necessary, to meet the salary requirements of the career path. Effective July 1, 2001, the Beginning Teacher and Career Teacher career path levels were to be established and implemented. Section 284.7(2) of the *Code* states it is the intent of the General Assembly to establish, require, and provide for the implementation of the additional levels of Career II Teacher and Advanced Teacher. The Career II Teacher and Advanced Teacher levels are not currently in place at the district level. The Department instructed the districts to place all teachers who held three or more years of experience into the Career Teacher category until the additional levels were functional. See **Finding (B-2)**.

The Department has made formal recommendations to the Legislature for a statewide career path pilot program to determine the most appropriate method of incorporating the Career II and Advanced levels into the current structure. These recommendations included measures by which a school district could identify the characteristics defining a Career II and Advanced level teacher, conditions under which a teacher could advance to the Career II and Advanced levels, including the performance evaluation required to advance to the next career level, maximum use of the Career II and Advanced Teacher's skills and knowledge to benefit the school district and its students, training necessary for adjudicators for purposes of performance reviews for advancement, and a review process. The Department also recommended grant criteria for selection of districts to participate in the pilot program.

The suggested characteristics for a Career II Teacher included achieving significant progress toward the goals of the individual career development plan, implementing instructional practices that support the district's career development goals, and demonstration of competency and conformity with the eight Iowa Teaching Standards. In addition to the characteristics listed for a Career II Teacher, an Advanced Teacher must also demonstrate exemplary performance in the teaching and learning process by providing evidence of teaching artifacts and student products, demonstrate leadership skills at the building or district level, and provide evidence of consistent student achievement, as well as recommendations from district personnel supporting advancement to this status.

The determination for promotion to Career II will be made at the local level, while promotion to Advanced will be decided by a state review panel. A teacher must submit evidence for advancement to these levels. A teacher wishing to advance to Career II must submit evidence meeting the characteristics and criteria to the local review panel, which must include both teachers and administrators. A teacher wishing to pursue Advanced status shall submit a portfolio of work evidence aligned with the Iowa teaching standards to the state review panel. A majority of the evidence is to be classroom-based. The review panel will evaluate the portfolio to determine whether the teacher demonstrates superior teaching skills and shall make a recommendation to the Board of Educational Examiners whether or not the teacher shall receive the Advanced designation. A teacher who does not receive a recommendation may appeal that denial to an administrative law judge located in the Department of Inspections and Appeals.

Beginning Teacher - For a Beginning Teacher holding a provisional license and participating in the mentoring program, the district shall increase the minimum salary for a first-year Beginning Teacher by at least \$1,500 per year above the minimum salary paid to a first-year Beginning Teacher in the previous year, unless the minimum for a first-year Beginning Teacher exceeds \$28,000. For a provisional license, an initial applicant who has completed a teacher education program in the State of Iowa during the 2001-2002 academic year must complete two tests of the Praxis II examination, one test for content, which focuses on subject matter, and one test for pedagogy, which focuses on the principles of learning and teaching. Current educators holding a provisional license must successfully complete a beginning teacher mentoring and induction program in order to convert the provisional license to an educational teaching license.

The Board of Educational Examiners compiled statistical information from the results of the examinations administered to individuals applying for their provisional license. The information compiled identified the practitioner preparation programs from which the applicants graduated but did not identify applicants individually. This compilation was submitted November 14, 2003.

Career Teacher - A Career Teacher is an individual who has successfully completed the beginning teacher mentoring program and comprehensive evaluation. In addition, the teacher must have been reviewed by the district as demonstrating the competencies of a Career Teacher, hold a valid license issued by the Board of Educational Examiners, and participate in teacher career development, demonstrating continuous improvement in teaching. The *Code* requires districts to provide a \$2,000 difference between the average Beginning Teacher salary and the minimum Career Teacher salary, unless the district's minimum Career Teacher salary, according to its salary schedule, exceeds \$30,000.

Career II Teacher - A Career II Teacher is an individual meeting the requirements of a Career Teacher as listed above, as well as additional requirements established by the district. The teacher also must be evaluated by the district as demonstrating the competencies of a Career II Teacher, and the teacher must have successfully completed a comprehensive evaluation. According to section 284.7 of the *Code*, the districts are required to establish a minimum salary for a Career II Teacher that is at least \$5,000 greater than the minimum Career Teacher salary. The *Code* also requires the districts to adopt plans that facilitate the transition of a Career Teacher to a Career II Teacher level.

Advanced Teacher - An Advanced Teacher is an individual receiving the recommendation of a review panel that the teacher possesses superior teaching skills and should be classified as an Advanced Teacher. The successful Advanced Teacher is also required to hold a valid license from the Board of Educational Examiners, participate in teacher career development, demonstrating continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. According to the *Code*, districts shall establish a minimum salary for

an Advanced Teacher that is at least \$13,500 greater than the minimum Career Teacher salary. The Department made recommendations to the General Assembly regarding the appropriate district-to-district recognition for Advanced Teachers and methods that facilitate the transition of a teacher to the Advanced level, as discussed previously.

Funding - The allocation of the funding received for the salary increases was left to each district's discretion. Based on the existing salary schedules, three scenarios are possible. The salary levels at some districts had already surpassed the new required minimums. Those districts allocated the funding received evenly among all teachers. For example, Ankeny CSD received \$328,537.46 in SATQP funding, which was distributed evenly among all eligible staff (less the portion used for the employer's share of federal social security and a pension or annuity retirement system payment).

A second group of districts did not receive enough funding to increase teachers' salaries to the new minimum requirements. Districts in this category had to furnish local funding to provide the increases. For example, Bennett CSD required \$35,721 to meet the new required minimum salaries for the beginning and career levels, while the SATQP funding it received totaled only \$18,213. Prescott CSD, another district interviewed, required approximately \$32,149 to meet the costs of the program. However, its SATQP funding was only \$6,838.

The third category of districts employed a combination of the above. After the minimum salary requirements were met, any remaining balance of State funding was allocated evenly among the remaining teachers. For example, Sioux City CSD received \$875,405 in SATQP funding. Of that allocation, the district applied \$103,443 to cover the district's share of federal social security and a pension or annuity retirement system payment and \$76,385 was used to increase eligible teachers to the new required minimums. The remaining \$695,577 was distributed evenly among the remaining teachers.

According to a Department official, several allocation methods were considered when SATQP legislation was being drafted. A number of districts had concerns funding would not be sufficient to meet required minimum salaries. There were also a number of districts that felt if the SATQP allocations were based solely on funds needed to meet the minimum salaries, districts offering higher salaries would be penalized because they would not receive the same proportional amount of funding. According to the Department official, the intention of the final legislation was to fund all districts whether or not their teachers already surpassed the new required minimum salaries. The official also stated the Legislature did not want to bail out districts that did not adequately plan for competitive teacher salaries. The Department will not require districts to incorporate the increases directly into their salary schedules until such time as the program is fully funded.

For those districts receiving insufficient State funding, a waiver process was established in section 284.13(2) of the *Code*. This section states a district can request a waiver from the Department to enable them to use Iowa Early Intervention and/or School Improvement Technology funding in order to meet the required salary levels if the funding provided under SATQP was insufficient. (School Improvement Technology was not available after fiscal year 2002.) In order to qualify for the waiver, the difference between the allocated SATQP funding and the funds required to meet the new established salary levels had to equal at least \$10,000. According to a Department official, the Department did not receive any requests for waivers.

While some districts received more than enough funding to meet the requirements of the legislation, others received insufficient funding. Therefore, in order to meet the required minimum teacher salary, some districts had to use other funding. See **Finding (B-3)**.

Promotion - Teachers shall be promoted one level at a time and shall remain at each level for a period of at least one year before requesting promotion to the next level. According to a Department official, it was the Legislature's intent for the teacher to decide whether or not to proceed through the career path.

According to section 284.7(4) of the *Code*, if a comprehensive evaluation conducted in the fifth year of the teacher's status at his/her given career level indicates the teacher's practice no longer meets the standards for that level, a comprehensive evaluation shall be conducted in the following year. If the comprehensive evaluation establishes the teacher's practice fails to meet the standards for that level, the teacher shall become ineligible for any additional pay increase other than a cost of living increase. Prior to the SATQP legislation, at such time as a teacher's practices became unsatisfactory, the district was able to proceed with termination, as appropriate. Now, the districts must offer an intensive assistance program to assist teachers in identifying areas needing improvement and preparing a corrective action plan. According to a Department official, by July 1, 2005, all districts must be prepared to offer an intensive assistance program and upon completion of the assistance program, if no improvement is seen in the teacher's practices, the district can proceed with termination. However, during participation in the assistance program, the teacher continues teaching in the classroom only if there is no direct harm to the students.

According to section 284.8 of the *Code*, teacher performance is to be reviewed at least once every three years for purposes of assisting the teacher in making continuous improvement, documenting continued competence in the Iowa teaching standards, identifying teachers in need of improvement, or determining whether teachers' practices meet the districts' expectations. The teacher does meet annually with his/her evaluator to discuss the progress made on the goals identified in the individual career development plan, as discussed previously. The review shall include, at a minimum, classroom observation of the teacher, the teacher's progress, and implementation of the teacher's individual career development plan, including supporting documentation from other evaluators, teachers, parents and students. The teacher may also include a video portfolio as evidence of teaching practices. However, while quality portfolios and individual career development plans may result, these might not be an effective tool to measure whether the teacher is a quality classroom teacher. Teachers may focus on the preparation of the portfolio rather than on best teaching practices.

The Department is to establish up to five regional review panels consisting of five members each. Each panel must include, at a minimum, a nationally board-certified teacher and a district administrator. Panel members are to be appointed by the Director of the Department and shall possess the knowledge necessary to determine the quality of the evidence submitted in an applicant's portfolio. Panel members will serve staggered three-year terms and may be reappointed to a second term. The Department will provide support and evaluation training for panel members and convene panels as needed.

To assure fairness and consistency in the evaluation process, the review panels may also perform random audits of the comprehensive evaluations conducted by evaluators throughout the state and may randomly review performance-based evaluation models developed by districts. The evaluation model reviews will be performed to ensure the model is at least equivalent to the state models developed.

According to a representative of the Department, since the implementation of the Career II and Advanced Career levels has been delayed due to lack of funding by the Legislature, the five regional review panels have not yet been established. See **Finding (B-2)**.

Evaluator Training Program – In accordance with section 284.10 of the *Code*, the Department has established an evaluator training program to improve the skills of district evaluators in making employment decisions, making recommendations and moving teachers through the career path. The Department consulted with persons representing teachers, national board-certified teachers, administrators, school boards, higher education institutions with approved practitioner and administrator preparation programs, and persons from the private sector knowledgeable in employment evaluation and evaluator training in order to develop standards and requirements for the program. Evaluator training programs offered may be provided by a public or private entity, and the Department distributes a list of evaluator training program providers to each district.

In accordance with the *Code*, an administrator conducting evaluations of teachers for purposes of SATQP shall complete the evaluator training program. Upon successful completion, the provider shall certify the administrator is qualified to conduct evaluations for employment, make recommendations for licensure, and make recommendations that a teacher is qualified to advance from one career path level to the next. Certification is valid for a period of five years and may be renewed.

The Department began the six-day evaluator training program in the fall of 2002. Over nineteen hundred individuals have attended the sessions. The training sessions will be offered on an on-going basis, as there will always be new practitioners entering the field. In addition to the six-day course, the four-day Data Driven Leadership (DDL) course must be completed.

As provided by the *Code*, until July 1, 2004, a district shall be paid \$1,000 for each individual who was licensed as a practitioner on or after July 1, 2001 and who has been certified as successfully completing the evaluator training program and DDL. The districts shall then compensate the practitioner who achieves certification not less than \$1,000. Individuals are required to successfully complete both the evaluator training program and DDL to qualify for the \$1,000. Annually, by October 1, the districts shall notify the Department of the number of individuals who have achieved certification and submit any documentation requested by the Department. The School Administrators of Iowa compile the database of individuals who have successfully completed both programs and received their certification. The Department then uses this database to determine which districts are to receive payment. According to a Department official, over sixteen hundred \$1,000 stipends have been paid out as of June 30, 2002.

The three state universities offer an administrator preparation program that incorporates the evaluator training program into the program offered by the institution. Beginning July 1, 2003, the Board of Educational Examiners required certification as a condition of issuing or renewing an administrator's license. The Code required the Director of the Department to develop and implement an evaluator training certification renewal program for administrators and other practitioners who need to renew a certificate issued from the evaluator training program by July 1, 2005.

Variable Pay Program

As stated in section 284.11 of the *Code*, it is the intent of the General Assembly to create a statewide team-based variable pay program to reward individual attendance centers for improvement in student achievement. A pilot program was established to give districts with one

or more participating attendance centers the opportunity to explore and demonstrate successful methods to implement team-based variable pay. The Department developed and administered the pilot program. Each district approved by the Department to participate in the pilot program administered valid and reliable standardized assessments at the beginning and end of the school year to demonstrate growth in student achievement. Eighteen schools in ten districts were accepted into the Team-Based Variable Pay pilot project for the 2001-2002 school year. The Department prepared a report of the Iowa Pilot Project, which detailed the rationale for the project, the methods used to collect data, and the Department's findings and conclusions. No funding was appropriated to team-based variable pay in fiscal year 2003 and the pilot project was completed.

According to the report, each participating school designed its own program, including student performance goals, student performance levels, multiple indicators to determine progress, and a system for providing the financial rewards. The plans were approved by each local school board and submitted to the Department, which reviewed each plan for accuracy and completeness. The review teams completed checklists by assigning points for assessment information, appropriate goals set, local board approval, and description of readiness.

The purpose of the pilot project was to identify how districts administered their plans to achieve gains. The Department evaluated the participating schools using in-depth interviews, participant observation and content review. From the interviews conducted by the Department, teachers and administrators expressed both positive and negative views about team-based variable pay. Positive comments included a greater feeling of collaboration and focus on common building and district achievement goals. Curriculum changes and improved use of assessments were also reported as a result of the project. Teacher concerns focused on the possible perception that teachers are working for the money and not for the success of their students. Other concerns included basing decisions solely on test scores, consideration of outside variables beyond a teacher's control and increased pressure felt by teachers to produce achievement in their students.

According to the report, the results of the project were inconclusive. Student achievement appeared to increase in the pilot schools. However, the Department was unable to determine whether the increase was linked to the use of team-based variable pay. Two recommendations surfaced from the pilot project. First, the Department feels more study is warranted prior to implementation of team-based variable pay on a statewide basis. An additional two-year pilot study was recommended. This would allow the Department to determine whether or not the student achievement gains are sustainable over time and how the student achievement gains compare to similar schools not using team-based variable pay. During the 2003 Legislative session, an additional \$500,000 was appropriated to continue the pilot project. Second, along with the implementation of team-based variable pay, the Department recommends technical assistance in the areas of improving goal setting, maximizing professional development opportunities for staff, and assessing students appropriately be provided.

Per section 284.11 of the *Code*, licensed practitioners employed at a participating attendance center that has demonstrated improvement in student achievement would share in a cash award paid from the funding received by the district from the appropriation for SATQP. Annually, the principal, along with a team of licensed practitioners appointed by the principal, at each participating attendance center within a district would submit district attendance center student performance goals to the school board for approval. The attendance center goals must be aligned with the CSIP goals for the district. Team-based variable pay has not yet been implemented at the local level.

The district's team-based pay plans also should specify how the funding received by the district is to be awarded to eligible staff in attendance centers that meet or exceed their goals. All attendance centers should have equal access to the available funds. However, funding will only be released by the Department to the district after certification by the school board that an attendance center has met or exceeded its goals.

SATQP legislation requires the Department to annually report the statewide progress in the following four areas: student achievement scores in mathematics and reading at the fourth and eighth grade levels on a district-by-district basis, the evaluator training program, team-based variable pay for student achievement, and changes and improvements in the evaluation of teachers under the Iowa teaching standards. The report shall be completed by January 1. Districts shall provide information as required by the Department for compilation of the report and for accounting and auditing purposes. If sufficient funds are appropriated, the Department will provide for a comprehensive independent evaluation of all components of SATQP and submit the results of the evaluation in a report due January 1, 2007 as prescribed by section 284.12 of the *Code*. According to a representative of the Department, they are currently developing plans for the independent evaluation.

Surveys

After visiting the districts and AEAs, we contacted twenty-five additional districts to obtain a broader understanding of the impact of SATQP at the local level. We spoke with individuals in administrative positions at each of the districts, and we sent written surveys to two teachers from each of the districts. We received twenty-five responses to the written surveys.

To obtain an understanding of the program from the administrative perspective, we discussed the following items with the superintendent or business manager of each of the twenty-five districts selected:

- Method used to allocate SATQP funding to the teachers,
- Frequency of distributing the funding to the teachers, and
- Whether the district administration has considered how the teacher evaluation component will affect the allocation of the SATQP funding received by the district.

Based on the interviews conducted with district administrators, there is a lack of confidence the program will continue due to funding availability. Six of twenty-five administrators interviewed (24%) indicated their district would not pursue implementation of the performance evaluation process until known funding was available for the program. However, officials at the Department emphasize the evaluations and standards are not tied to funding availability. The implementation of the evaluation process and application of the standards and other criteria should still occur at the district level. The Department has created an evaluation model, which has been placed on their web site with the idea the districts will adapt the model to meet their specific needs. Districts should have evaluation procedures currently in place, which they should be able to adapt to the new standards and related criteria. See **Finding (B-2)**.

We sent written surveys to teachers from twenty-five districts to obtain an understanding from a classroom perspective. We judgmentally selected one teacher with a higher degree of experience and one relatively new teacher from each district. The questions asked in the survey along with a sampling of responses are included in **Appendix B**. The following points highlight some of the responses:

- While educators agree with the goals of SATQP, some teachers conveyed the requirements of the evaluation process would increase their present workload. Eight of twenty-five teachers responding (32%) indicated they feel the requirements of the individual teacher career development plan will add to their already full workload.

To our question asking when teachers anticipated preparing their individual career development plan, responses were as follows:

- Nineteen out of twenty-five teachers responding (76%) indicated they have already dedicated a great deal of time outside of the contract day to their profession and the requirements established by SATQP will only increase this amount of time in an effort to reserve the contract day for their students.
- Eleven out of twenty-five teachers responding (44%) expressed a concern additional assignments required could detract from not only the time spent with students, but also the preparatory time available to prepare classroom activities and lessons.

When asked about the mentoring program:

- Twelve out of twenty-five teachers responding (48%) reported the mentoring program will have a positive effect on the classroom by building confidence in beginning teachers and providing them with a direct connection to a colleague to learn the policies of the school and to obtain feedback on their teaching methodologies. However, ten out of twenty-five teachers (40%) did express a concern regarding the potential to detract from both the time spent in the classroom and available preparatory periods.

Summary

While SATQP places additional requirements on districts and teachers, such as the district and individual career development plans, the program also provides salary increases to teachers meeting certain performance requirements. The merit increases established by the program are linked to career advancement milestones for the teachers.

DEPARTMENT OF EDUCATION RESPONSIBILITIES

The Department of Education is responsible for general oversight and administration of both the Educational Excellence Program and SATQP. The Department provides guidance to the districts and monitors the programs through reports submitted by the districts and AEAs. During our review, we identified areas where the Department could improve their monitoring function. For Educational Excellence, Phase III Budget/Application forms distributed to the districts and AEAs contained misprints regarding fiscal years, and reports submitted by the districts and AEAs included mathematical errors and omissions of required components.

For SATQP, the Department had distributed instructions detailing the required components for the Beginning Teacher Mentoring and Induction Amendments. The intention was the districts would use these instructions to adapt the Amendments to their individual district needs before the Amendments were submitted to the Department for review and approval. Of ten district documents we reviewed, three had only made minor changes to the Department's instructions. These were approved as acceptable by the Department. See **Finding (C-2)**.

The Department is also responsible for the allocation of both the Educational Excellence Program and SATQP. For Educational Excellence, the Department received Phase I Minimum Salary Supplement Certification Forms from each district and AEA listing the teachers below the required \$23,000 minimum annual salary in fiscal year 1999. Using this information, the Department notified the State Accounting Enterprise (SAE, formerly known as the Department of Revenue and Finance) of the total minimum salary supplement to be provided to each district and AEA. The Department also certifies the amounts of the Phase II allocations for each district and AEA. The Phase II rates are established in the *Code*. The allocations are calculated by multiplying the Phase II rate by the certified enrollment or enrollment served, respectively, for each district or AEA. We reviewed the allocations made by the Department each year and have not identified any concerns. SAE makes the Phase I, II, and III payments on separate warrants to each district and AEA. The payments are distributed monthly, starting in October and ending in June.

By November 1 of each year, the Department is to summarize the information contained in the Phase III Final Reports filed by the districts and AEAs. Per section 294A.19 of the *Code*, the summary is to include the number of districts and AEAs that have implemented a performance-based pay plan, a supplemental pay plan, a combination of the two, or the number of districts and AEAs that have established comprehensive school transformation programs. The summary is to briefly describe any innovative and successful uses of Phase III funds that had a positive effect on student achievement as measured by means of a widely recognized educational assessment tool or test. Copies of the annual summary are to be submitted to each district, the Legislature, and the Legislative Services Agency by December 1.

The Phase III Summary Report for the 2000-2001 school year emphasizes the most and least commonly implemented concepts for all districts and AEAs. In comparing the Summary Report for 1999-2000 to the Summary Report for 2000-2001, no significant changes were noted in the statistical data; financial information did change to reflect the 2000-2001 funding. The report states the most commonly implemented uses of Phase III funds are technology training, staff development, study team implementation and curriculum development. Examples of the least commonly implemented concepts are reporting results to the public, collaboration with the business community, internships for teachers and job shadowing for teachers.

In addition, DE conducts the Basic Educational Data Survey (BEDS), which is updated twice each year by each district. The BEDS information includes, but is not limited to, the names of all full-time and part-time licensed staff, the number of years of experience, and their current and previous salary amounts. The components to be included in reported salary amounts are to be obtained from the regular contract for the performance of instructional duties, funds from Phase I and/or Phase II, salary from Federal programs, and salary from separate extracurricular contracts. Phase III funds are included only if incorporated into the contract salary of the instructor. Any portion that is compensation for fringe benefits is to be excluded. An instruction sheet is provided to the districts and AEAs. However, during our site visits, we identified inconsistencies in the salary components being included in the BEDS information submitted. As a result, inaccurate data may be provided to Department officials, the Legislature, and/or other interested parties. See **Finding (C-1)**.

The Department compiles the BEDS information submitted by the districts and AEAs into a master spreadsheet. **Schedule 3** summarizes total salaries, FTEs reported, average salary, and average years of experience by district and AEA for fiscal years 2001 and 2002.

The following table lists the districts and AEAs with the highest and lowest average salary and years of experience based on information submitted by the local education agencies for fiscal year 2002:

District / AEA Name	Average Salary	Average Years of Experience
Salary:		
Hudson CSD	\$ 47,224.95	15 years
Clearfield CSD	26,281.67	8 years
Overall CSD Average	39,635.47	15 years
Western Hills AEA (#12)	49,986.95	19 years
Southern Prairie AEA (#15)	41,959.03	18 years
Overall AEA Average	45,726.90	18 years
Experience:		
Guttenberg CSD	40,798.30	24 years
Fox Valley CSD	28,304.78	7 years
Overall CSD Average	39,635.47	15 years
Great River AEA (#16)	43,853.45	21 years
Lakeland AEA (#3)	42,018.18	15 years
Overall AEA Average	45,726.90	18 years

Source: Basic Educational Data Survey, Department of Education (See **Schedule 3**.)

**Educational Excellence Program
and
Student Achievement and Teacher Quality Program**

COMPARATIVE INFORMATION

When considering the appropriate level of teachers' salaries in Iowa, there are a number of factors that should be taken into account. Among them are:

- how Iowa's average salaries compare to other comparable states,
- how Iowa's cost of living is similar to or different from other states,
- the current level of achievement for Iowa's students, and
- how districts within Iowa compare to each other.

This section addresses each of these areas.

The National Education Association (NEA) - NEA prepared a report entitled "Rankings of the States 2002 and Estimates of School Statistics 2003." In this report, the average salary for public school teachers at the national level was listed as \$44,683. The Iowa average was reported as \$38,230, which placed Iowa thirty-fifth in the rankings. Using BEDS information from which the administrators (identified by a particular code) were eliminated, we calculated the average annual salary reported by the community school districts to be \$39,635. (See **Schedule 3.**) However, we identified some administrative personnel that had been coded as teachers rather than administrators in the BEDS information. Therefore, the average salary we calculated may be affected.

Using an average teacher salary of \$39,635, Iowa would rank 29th in NEA's report. According to a representative of the Iowa State Education Association, NEA also used the BEDS information to calculate their average salary amount. It is unclear why a variance occurs between our calculation and NEA's. See **Finding (C-1)**.

According to the NEA's "Fall 2003 Rankings & Estimates Update" (based on reports through August 2003), the average teacher salary at the national level was \$45,930. The report also identified the following average salaries and rankings for the 2001-02 and 2002-03 school years for Iowa and the states surrounding Iowa:

State	2001-02 School Year*		2002-03 School Year*		% Inc. (Salary)	Estimated Population at July 1, 2002 [^]
	Rank	Average Salary	Rank	Average Salary		
Minnesota	22	\$ 42,194	19	\$ 44,746	6.0 %	5,019,720
Wisconsin	21	42,615	23	42,775	1.3	5,441,196
Missouri	36	37,996	34	39,292	3.4	5,672,579
Iowa	35	38,230	35	39,059	2.2	2,936,760
Kansas	41	37,093	42	38,123	2.8	2,715,884
Nebraska	46	36,236	43	37,896	4.6	1,729,180
North Dakota	50	32,253	50	33,210	3.0	634,110
South Dakota	51	31,295	51	32,416	3.6	761,063

* NEA included the District of Columbia in the survey.

[^] Source: U.S. Census Bureau

NEA reported the ten states with the highest average salaries included Illinois and states on the East and West coasts. Illinois' estimated population of 12,600,620 at July 1, 2002 makes the state more comparable to coastal regions than other Midwest states. Therefore, Illinois is not included in the table above.

The calculated average teacher salaries for the eight states in the table were \$37,239 and \$38,440 for the 2001-02 and 2002-03 school years, respectively. As illustrated, Iowa's average salary exceeded the Midwest average each of those two years but was considerably below the average salaries for Minnesota and Wisconsin. Missouri's average salary also exceeded Iowa's for the 2002-03 school year.

As illustrated by the table, Iowa's average salary increased 2.2% between the 2001-02 and 2002-03 school years. This increase is the second lowest of the surrounding states. If Iowa does not increase teacher salaries at a rate comparable to other states, Iowa's average salary will fall in relation to other states.

The American Federation of Teachers (AFT) – In July 2003, the AFT released an annual teacher salary survey entitled “*Survey and Analysis of Teacher Salary Trends 2002.*” AFT's survey included the Virgin Islands, Puerto Rico and Guam in addition to the 50 states. According to AFT's survey, the average national teacher salary for the 2001-02 school year was \$44,367. AFT also reported the average national salary for a beginning teacher was \$30,719. The average salary and beginning teacher salary reported by AFT, ranked within regions, is presented in the following table.

Average and Beginning Teacher Salary for the 2001-02 School Year					
State	Average Salary	Average Beginning Salary	State	Average Salary	Average Beginning Salary
NEW ENGLAND			SOUTHEAST		
Connecticut	\$ 52,376	\$ 34,551	Georgia	\$ 43,933	\$ 32,283
Rhode Island	51,619	30,272	North Carolina	42,118	29,359
Massachusetts	48,732	32,746	Virginia	41,752	31,238
New Hampshire	39,915	25,611	South Carolina	39,923	27,268
Vermont	39,771	25,229	Florida	39,275	30,096
Maine	37,300	24,054	Tennessee	38,515	28,857
			Kentucky	37,951	26,813
			Alabama	37,206	29,938
MID-EAST			West Virginia	36,775	25,633
New York	51,020	34,577	Louisiana	36,328	28,229
District of Columbia	51,000	31,982	Arkansas	36,026	27,565
Pennsylvania	50,599	31,866	Mississippi	33,295	24,567
New Jersey	50,115	35,311			
Delaware	49,011	32,868	ROCKY MOUNTAINS		
Maryland	48,251	31,828	Colorado	40,659	28,001
			Idaho	39,194	25,316
GREAT LAKES			Utah	38,153	26,806
Michigan	52,497	32,649	Wyoming	37,853	26,773
Illinois	49,679	31,761	Montana	34,379	22,344
Indiana	44,609	28,440			
Ohio	44,266	29,953	FAR WEST		
Minnesota	42,175	29,998	California	54,348	34,180
Wisconsin	41,056	27,397	Alaska	49,028	36,035
			Oregon	46,033	31,026
PLAINS			Nevada	44,621	28,734
Iowa	38,230	27,553	Hawaii	44,306	31,340
Kansas	37,059	26,596	Washington	43,470	28,348
Nebraska	36,236	26,010			
Missouri	36,053	27,554	OUTLYING AREAS		
North Dakota	32,468	20,988	Guam	35,038	28,054
South Dakota	31,383	23,938	Virgin Islands	34,764*	22,751*
			Puerto Rico	22,164	18,000
SOUTHWEST			U.S. AVERAGE	\$ 44,367	\$ 30,719
Texas	39,230	30,938			
Arizona	38,510	27,648			
New Mexico	36,716	27,579			
Oklahoma	32,870	27,547			

* 2000-01 salaries.

Source: American Federation of Teachers, annual survey of state departments of education, as reported in the *Survey and Analysis of Teacher Salary Trends 2002*.

School Districts within Iowa – In addition to comparing Iowa to other states, it is important to consider differences among school districts within Iowa. The following table summarizes enrollment information, average salaries and the average years of experience for teachers in selected school districts. The districts are grouped by size of enrollment. As illustrated by the table, larger school districts generally pay teachers more than smaller districts. For example, the average salaries for teachers in the Cedar Rapids, Davenport and Sioux City districts range from \$43,418.82 to \$45,874.36, while the average salary for the North Winneshiek district is only \$33,773.19. The average years of experience in each of these four districts is 17 years. The differences in average salary levels are significant, but it is not known how the differences are affected by variances in cost of living or differences in employer provided benefits.

District Name	Location within Iowa	Certified Enrollment*	Average Teacher Salary [^]	Average Years of Experience [^]
Over 10,000 students				
Des Moines	C	32,459.1	\$ 43,845.55	13
Cedar Rapids	NE	17,861.2	43,418.82	17
Davenport	SE	17,161.7	45,984.36	17
Sioux City	NW	14,260.6	44,412.64	17
Waterloo	NE	11,006.1	41,380.02	16
5,000 - 10,000 students				
Dubuque	NE	9,922.3	41,157.21	18
Council Bluffs	SW	9,888.8	43,358.24	17
West Des Moines	C	8,986.2	43,215.79	14
Marshalltown	NE	5,146.5	42,881.71	17
Burlington	SE	4,858.5	39,254.58	18
3,000 - 5,000 students				
Ottumwa	SE	4,928.2	40,386.09	16
Ames	C	4,624.0	43,819.36	17
Mason City	NE	4,356.7	41,975.19	15
Fort Dodge	NW	4,215.8	39,888.78	17
Pleasant Valley	SE	3,130.8	43,865.73	15
1,000 - 3,000 students				
Oskaloosa	SE	2,582.7	41,293.07	17
Carroll	NW	1,846.9	40,123.52	16
Adel-Desoto-Minburn	C	1,444.7	38,168.70	15
Red Oak	SW	1,336.3	38,957.11	18
Anamosa	NE	1,315.2	39,630.06	16
500 - 1,000 students				
Manson Northwest Webster	NW	807.5	34,011.60	14
Underwood	SW	700.1	36,983.25	14
Woodward-Granger	C	658.9	36,845.33	13
East Buchanan	NE	597.4	33,572.56	16
Rock Valley	NW	522.7	38,577.40	16
Under 500 students				
Melcher-Dallas	C	459.1	35,195.52	15
West Bend-Mallard	NW	381.1	31,961.70	14
North Winneshiek	NE	340.8	33,773.19	17
Whiting	NW	220.2	31,603.92	16
Woden-Crystal Lake	NW	177.1	30,320.00	14

* Source: Department of Education's website-September 2002 Certified Enrollment

[^] Source: BEDS for July 1, 2001 through June 30, 2002

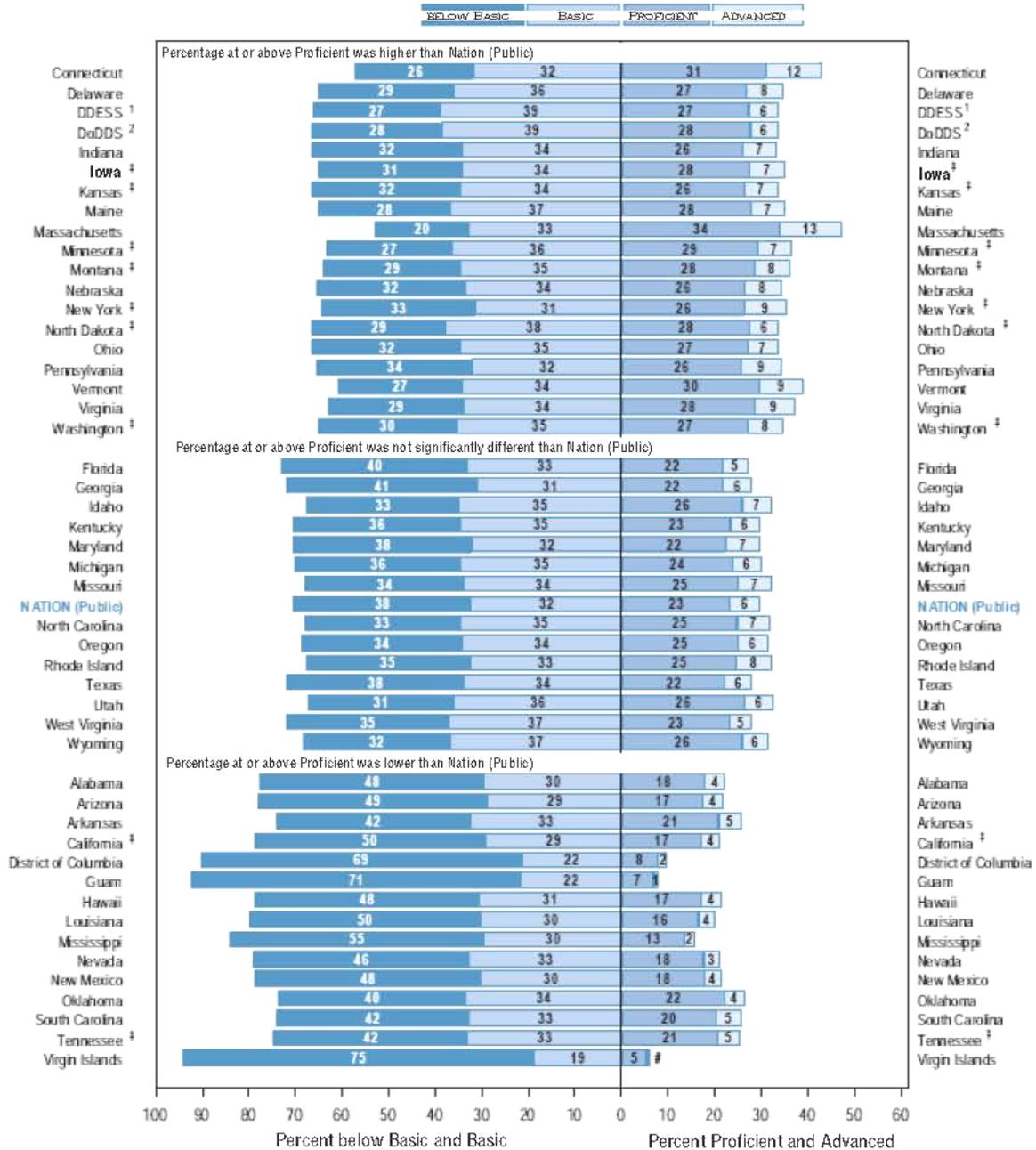
Student Achievement - The *Annual Condition of Education Report* is published each year by the Department of Education. According to the Department's website, it provides "a descriptive overview of the status of education in Iowa and includes information about enrollment, staff, programs, student performance and school finance. The report provides state summary information and information by enrollment category. In addition, comparisons of current year data are made to base year levels. Where possible, comparisons are also made to the nation and to states contiguous to Iowa with respect to various factors. The current report includes a background demographics section in order to provide a demographic, social, and economic context for education in Iowa."

The 2003 report in its entirety is available on the Department's website. One section of the report includes information from the National Assessment of Educational Progress (NAEP) conducted by the U.S. Department of Education. According to the report, NAEP has been the only nationwide assessment of student achievement in various subject areas for more than 25 years. The following excerpt from the report summarizes the NAEP information presented by the Department:

Student performance results are reported according to three achievement levels (Basic, Proficient, and Advanced) established by the National Assessment Governing Board (NAGB). These levels are intended to describe what students should know and be able to do at each achievement level. "Basic" represents partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. "Proficient" represents solid academic performance, and "Advanced" represents superior performance.

The percentage of Iowa grade 4 students at or above proficient level was higher than the national average in 2002. There were a total of 18 other states and jurisdictions (including four other midwest states: Kansas, Minnesota, Nebraska, and North Dakota) in the top category. Missouri student performance was not significantly different from the national average and three other midwest states (Illinois, South Dakota, and Wisconsin) did not participate in grade 4 NAEP Reading in 2002.

**PERCENTAGE OF STUDENTS WITHIN EACH READING ACHIEVEMENT
LEVEL RANGE, GRADE 4 PUBLIC SCHOOLS BY STATE
2002**



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Reading Assessment.
 Notes: Percentages may not add to 100, due to rounding.
 † Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

Reprinted from the *Annual Condition of Education Report* published by the Department of Education.

Cost of Living – As illustrated by the table reported in AFT’s annual survey, salary ranges vary among regions. Likewise, the cost of living varies by region. ACCRA (American Chamber of Commerce Researchers Association) conducts a quarterly survey to determine cost of living information. Cities across the nation participate in ACCRA’s survey on a volunteer basis. Price information in the survey is governed by ACCRA’s uniform collection guidelines.

According to ACCRA’s survey for the fourth quarter of 2002, Iowa had the 13th lowest cost of living among the 45 states that participated in the survey along with the District of Columbia. In general, the most expensive areas to live were the New England, Mid-East and Far West regions. These same areas report the highest average teacher salaries. The following table summarizes each state’s cost of living rank and composite index on a scale of 100 representing “average.”

4th Quarter 2002 Cost of Living Figures

State	Rank	Composite Index	State	Rank	Composite Index
NEW ENGLAND			SOUTHEAST		
Connecticut	40	126	Georgia	8	92
Rhode Island	^	^	North Carolina	20	96.4
Massachusetts	41	127.2	Virginia	33	102
New Hampshire	^	^	South Carolina	24	98.1
Vermont	^	^	Florida	23	98
Maine	^	^	Tennessee	2	89.6
			Kentucky	5	91.6
MID-EAST			Alabama	12	92.8
New York	39	119.6	West Virginia	7	91.9
District of Columbia	44	137.6	Louisiana	27	98.8
Pennsylvania	29	100	Arkansas	1	89.5
New Jersey	45	143.1	Mississippi	10	92.4
Delaware	^	^			
Maryland	14	93.7	ROCKY MOUNTAINS		
			Colorado	34	102.2
GREAT LAKES			Idaho	16	93.9
Michigan	25	98.6	Utah	17	94.5
Illinois	30	100.8	Wyoming	32	101.7
Indiana	9	92.4	Montana	21	97.2
Ohio	22	97.4			
Minnesota	36	102.9	FAR WEST		
Wisconsin	19	95.1	California	43	130.7
			Alaska	42	128.2
PLAINS			Oregon	38	106.5
Iowa	13	92.8	Nevada	37	102.9
Kansas	15	93.9	Hawaii	46	154.6
Nebraska	11	92.6	Washington	31	101.6
Missouri	18	94.6			
North Dakota	4	91.5			
South Dakota	28	99.5			
SOUTHWEST					
Texas	3	91			
Arizona	26	98.7			
New Mexico	35	102.5			
Oklahoma	6	91.7			

^ = No data reported.

Source: ACCRA, Cost of Living-4th Quarter 2002

(as reported by the Missouri Department of Economic Development)

Comparative Information

We have prepared a table comparing the 4th quarter 2002 cost of living composites, average salaries, and average beginning teacher salaries for the 33 states in the Great Lakes, Plains, Southeast, Southwest and Rocky Mountains regions. This comparison excludes the coastal regions that have cost of living composites and average salaries that are not comparable to Iowa's situation. As illustrated in the table, Iowa's cost of living was ranked 21st (from highest to lowest) of the 33 states. At the same time, Iowa was ranked 17th for average teacher salaries.

State	Rank*	Composite Index[^]	Rank	Average Salary	Rank	Average Beginning Salary
GREAT LAKES						
Michigan	10	98.6	1	\$ 52,497	1	\$ 32,649
Illinois	6	100.8	2	49,679	3	31,761
Indiana	24	92.4	3	44,609	12	28,440
Ohio	13	97.4	4	44,266	8	29,953
Minnesota	1	102.9	6	42,175	7	29,998
Wisconsin	16	95.1	9	41,056	21	27,397
PLAINS						
Iowa	21	92.8	17	38,230	19	27,553
Kansas	19	93.9	22	37,059	26	26,596
Nebraska	23	92.6	26	36,236	27	26,010
Missouri	17	94.6	27	36,053	18	27,554
North Dakota	30	91.5	32	32,468	33	20,988
South Dakota	7	99.5	33	31,383	31	23,938
SOUTHEAST						
Georgia	26	92	5	43,933	2	32,283
North Carolina	15	96.4	7	42,118	10	29,359
Virginia	4	102	8	41,752	4	31,238
South Carolina	11	98.1	11	39,923	22	27,268
Florida	12	98	12	39,275	6	30,096
Tennessee	32	89.6	15	38,515	11	28,857
Kentucky	29	91.6	19	37,951	23	26,813
Alabama	21	92.8	21	37,206	9	29,938
West Virginia	27	91.9	23	36,775	28	25,633
Louisiana	8	98.8	25	36,328	13	28,229
Arkansas	33	89.5	28	36,026	17	27,565
Mississippi	24	92.4	30	33,295	30	24,567
SOUTHWEST						
Texas	31	91	13	39,230	5	30,938
Arizona	9	98.7	16	38,510	15	27,648
New Mexico	2	102.5	24	36,716	16	27,579
Oklahoma	28	91.7	31	32,870	20	27,547
ROCKY MOUNTAINS						
Colorado	3	102.2	10	40,659	14	28,001
Idaho	19	93.9	14	39,194	29	25,316
Utah	18	94.5	18	38,153	24	26,806
Wyoming	5	101.7	20	37,853	25	26,773
Montana	14	97.2	29	34,379	32	22,344

[^] 4th Quarter 2002 Cost of Living Figures

* Ranking is from highest (#1) to lowest cost of living for the 33 states shown.

Ties occurred at numbers 19, 21 and 24.

Source: Tables previously presented.

Comparative Information

Summary – Using the information previously presented, we prepared the following analysis. As illustrated by the table, there are twelve states with cost of living composites relatively comparable to Iowa’s. Of the twelve states, Georgia, Indiana, Idaho and Wisconsin have a higher average teacher salary than Iowa. However, Georgia and Idaho students did not fare as well as Iowa students in NAEP’s 4th grade reading assessment for 2002. Wisconsin did not participate in the 2002 assessment.

State	Cost of Living # Composite		Average Teacher Salary		Average Beginning Salary		Difference between Beginning and Overall Averages	Assessment for 4th Grade Reading ##
	Rank*	Index	Rank	Salary	Rank	Salary		
Oklahoma	28	91.7	31	\$ 32,870	20	\$ 27,547	\$ 5,323	3
West Virginia	27	91.9	23	36,775	28	25,633	11,142	2
Georgia	26	92.0	5	43,933	2	32,283	11,650	2
Mississippi	24	92.4	30	33,295	30	24,567	8,728	3
Indiana	24	92.4	3	44,609	12	28,440	16,169	1
Nebraska	23	92.6	26	36,236	27	26,010	10,226	1
Iowa	21	92.8	17	38,230	19	27,553	10,677	1
Alabama	21	92.8	21	37,206	9	29,938	7,268	3
Kansas	19	93.9	22	37,059	26	26,596	10,463	1
Idaho	19	93.9	14	39,194	29	25,316	13,878	2
Utah	18	94.5	18	38,153	24	26,806	11,347	2
Missouri	17	94.6	27	36,053	18	27,554	8,499	2
Wisconsin	16	95.1	9	41,056	21	27,397	13,659	^
Averages				37,282		27,357		

Source: Tables previously presented.

4th Quarter 2002

* Ranking shown is from highest (#1) to lowest cost of living for the 33 states shown. Ties occurred at numbers 19, 21 and 24.

^ Did not participate in grade 4 NAEP Reading in 2002.

-1 = Percentage at or above Proficient was higher than national average.

2 = Percentage at or above Proficient was not significantly different than national average.

3 = Percentage at or above Proficient was lower than national average.

The table also includes the difference between the average beginning teacher salary and average overall teacher salary for each of the twelve states and Iowa. As illustrated, the differences range from a low of \$5,323 to a high of \$16,169. Only four of the states had a difference considerably less than Iowa’s and two had a similar (although lesser) difference than Iowa’s. The six remaining states had differences greater than Iowa’s. Being on the lower end of this comparison (in terms of dollars) may indicate greater efforts should be directed to enhancing the pay of experienced teachers.

As illustrated by the table, Iowa’s average salary exceeds the average teacher salary for the identified states. Iowa has been able to maintain a relatively high level of student achievement while teachers have been paid an average salary that is only 3% above the average salary of teachers in states with comparable cost of living composites. However, there are no assurances Iowa will be able to continue achieving this same level of student achievement if competitive salaries are not maintained. Nor are there any assurances Iowa will be able to retain or recruit quality teachers at current salary levels.

When considering the appropriate salary levels for teachers in Iowa, comparisons should be made to states with similar cost of living composites or Midwestern states rather than the national average salary level.

In addition, the Legislature should determine if it would be appropriate to direct future funding specifically to districts with lower salaries to reduce the gaps.

FINDINGS AND RECOMMENDATIONS

Educational Excellence Program

(A-1) Phase I –

- ◆ **Minimum Teacher Salaries** – Effective for fiscal year 1999, the Legislature established the required minimum salary for teachers at \$23,000. The Phase I funding allocated to districts and AEAs is to assist them in meeting the required minimum salary.

Effective for fiscal year 2002, the Legislature enacted SATQP, which established a new minimum salary of \$24,500. Separate funding was allocated under this program to assist the districts and AEAs in meeting the new required minimum. Since the new required minimum salary exceeds the level established for fiscal year 1999, Phase I is no longer effective legislation.

- ◆ **Use of Phase I Funding** – During our site visits to selected locations, we identified five districts and two AEAs that did not employ any teachers earning less than \$23,000 per year but still received Phase I funding. We also identified fifteen districts and two AEAs that employed teachers whose annual salary was below the \$23,000 minimum. However, these districts and AEAs received more Phase I funding than was necessary to reach the \$23,000 minimum salary level.
- ◆ **Salary structures** – Districts and AEAs budget anticipated Phase I funding into their revenue sources when establishing their salary schedules. While Phase I funding may not be specified as a portion of a teacher’s salary, it is “invisibly” built into the salary schedule. Therefore, it is a portion of the overall salary structure of the district or AEA.

Recommendation – Because Phase I is no longer effective legislation, it should be eliminated. However, because Phase I funding is relied upon by the districts and AEAs when establishing their salary schedules and building their budgets, the Phase I appropriation should be merged into and distributed with the School Foundation Aid provided to the districts and AEAs.

Response – The Department does not have the authority to merge Phase I appropriations with the school foundation aid appropriations. The auditor is recommending a change that would require legislative action. The Department believes that the legislation was effective in increasing minimum salary levels for teachers in districts and AEAs. The Department agrees that including Phase I in the overall school aid formula would be useful if minimum salary requirements were maintained and districts retained sufficient resources to meet those minimum salary requirements. In recent years, we have raised this issue with members of the General Assembly.

Conclusion – We concur with the Department’s response. The recommendation is directed to the General Assembly.

- (A-2) Phase II** – Phase II funding is a per pupil allocation intended to provide general salary increases for teachers to assist in retention of Iowa’s best educators and

aid their professional development. With the creation of SATQP, the Legislature repeated the goal of retention of quality Iowa teachers.

Recommendation – Phase II of the Educational Excellence Program should be eliminated. However, because the districts and AEAs have built the Phase II funding into their salary schedules and budgets, the Phase II funding should be merged into and distributed with School Foundation Aid.

Response – The Department does not have the authority to merge Phase II appropriations with the school foundation aid appropriations. The auditor is recommending a change that would require legislative action. The Department believes that the legislation was effective in increasing salary levels for teachers in districts and AEAs. The Department agrees that including Phase II in the overall school aid formula would be useful if districts retained sufficient resources to meet salary needs. In recent years, we have raised this issue with members of the General Assembly.

Conclusion - We concur with the Department's response. The recommendation is directed to the General Assembly.

(A-3) Phase III Reversion – Through fiscal year 2001, section 294A.16 of the *Code* required reversion of any Phase III funds remaining in a district or AEA that exceeded fifty percent of the allocation to that district or AEA. However, for fiscal year 2001, the Department did not request the reversion as required. Four of fifteen AEAs and twenty-six of three hundred seventy-six districts should have reverted a total of \$160,570 of Phase III funds at the end of fiscal year 2001.

Recommendation – The Department of Education should comply with the *Code of Iowa* and determine whether the amounts identified should be reverted.

Response – In anticipation of the legislation that eliminated the requirement to revert Phase III funds, the Department did not request any reversions for FY01. The legislation became effective for FY02. The Department does not believe that it is administratively useful to request the reversion of \$160,570 of FY01 funds at this time. Phase III funding has been reduced from \$24.1 million in FY01 to \$10.8 million in FY03 and eliminated for FY04.

Conclusion – Response acknowledged. However, because the legislation was not effective until fiscal year 2002, our recommendation remains as stated.

(A-4) Budget and Final Report Due Dates – Section 294A.16 of the *Code* established the due date for the Phase III budget as May 31 for districts and June 15 for AEAs. In fiscal year 2002, the Department modified the due date to June 30 for both districts and AEAs in response to late allocation of funds by the Legislature. A Department official further indicated the due date was modified for fiscal year 2003, as well. The due date was set as October 1 for both districts and AEAs. One of ten districts visited did not submit the Phase III budget in a timely manner for fiscal year 2001.

Section 294A.19 sets the due date for the Phase III Final Reports as July 1 and September 1 for districts and AEAs, respectively. However, the due date printed at the top of the Phase III Final Report form is August 15 for both districts and AEAs.

Because the districts and AEAs were given the August 15 due date, we based our compliance testing for Phase III Final Report timely submission against that date.

Four of twenty districts visited did not submit the Phase III Final Report in a timely manner for either of the fiscal years tested. Also, two of ten districts visited did not submit the Phase III Final Report in a timely manner for fiscal year 2000.

Recommendation – While Phase III is no longer funded, the Department, as part of their general administrative and oversight responsibilities, should ensure required reports are completed and submitted in accordance with the guidelines established in the *Code*.

Response – The following procedures have been used to ensure that required Phase III of the Educational Excellence Program reports were submitted in a timely manner.

1. Shortly following the due date, a letter was sent to those districts who had not submitted the report by the due date.
2. If not received after the letter, the consultant overseeing Phase III made a phone call to the superintendent reminding her/him that the report was not in and due on the designated date.
3. If still not received after the phone call, Judy Jeffrey, Division Administrator, was notified and she sent a letter to the district or made a direct call to the district. Through this process, all reports have been received, but some were not received by the due date.
4. The Department of Education does not have authority to withhold funds or approve other reasonable sanctions for noncompliance.

Conclusion – Response acknowledged. However, the response does not address the Department’s non-compliance with report dates established by the *Code of Iowa*. Therefore, our recommendation remains as stated.

(A-5) Lack of Supporting Documentation – The following items were identified during our visits to local education agencies:

- Nine of twenty districts and two of four AEAs visited were unable to locate either the Phase I Minimum Salary Supplement Certification Form or supporting documentation for the Phase I funding received.
- One of twenty districts visited was unable to locate the salary schedules for either fiscal year 1999 or 2000 or other supporting documentation for the method of Phase II distribution.
- One of twenty districts visited was unable to locate the fiscal year 2000 Phase III Application and Budget.
- One of twenty districts visited was unable to locate the fiscal year 2002 Phase III Final Report.
- Three of twenty districts visited were unable to provide supporting documentation for fiscal years 1999 through 2002 Phase III expenditures.
- For ten of twenty-four sites visited, documentation was not available to show Phase I funding had been expended for teachers’ salaries. For one

of twenty-four sites visited, the district was unable to determine in which fund Phase I had been deposited.

Recommendation – If Educational Excellence funding is continued, supporting documentation should be maintained by districts and AEAs for both Phases I and II. Using the Department of Education’s interpretation of Chapter 281-91.6 of the Iowa Administrative Code, districts and AEAs should maintain supporting documentation for Phase III funding received and the related expenditures for a period of five years. In addition, one of the requirements outlined on the Phase III application is that all supporting documentation of the status and results of Phase III activities and programs will be maintained in a central location for a period of at least five years.

Districts and AEAs must be able to show all Phase I funding has been spent on teachers’ salaries, in accordance with section 294A.3 of the *Code* and Declaratory Ruling #42 from the Department of Education. Districts and AEAs should maintain supporting documentation for the disposition of the Phase I funding received in any given school year. The Department should review the supporting documentation in order to determine compliance with these regulations

In addition, the Department should implement procedures to ensure all documentation is submitted by districts and AEAs as required.

Response – Districts and AEAs are required to maintain supporting Phase III Educational Excellence Program documentation for Phase III funding received and the related expenditures for a period of five years. If funding for Phase III were reactivated, school improvement consultants would verify such documentation during school improvement site visits which are held every five years.

Conclusion – Response acknowledged. However, the response does not address the documentation requirements established by the *Code of Iowa*. Therefore, our recommendation remains as stated.

Student Achievement and Teacher Quality Program

(B-1) Duplicative Legislation – The Educational Excellence Program is found in Chapter 294A of the *Code of Iowa* and the Student Achievement and Teacher Quality Program is found in Chapter 284. The following points compare the primary goals of the two programs and demonstrate the similarities between the programs.

- Funding for Phase I of Educational Excellence is to increase teacher salaries to a minimum of \$23,000 to aid in the recruitment of quality teachers. Through SATQP, the Legislature established career paths with minimum compensation levels to strengthen Iowa’s ability to recruit and retain quality teachers. A minimum salary level of \$24,500 was established for beginning teachers.
- According to section 294A.8 of the *Code*, the goal of Phase II of Educational Excellence is to provide an incentive to Iowa’s best educators to stay in the teaching profession and assist in their development by providing general salary increases. As stated above, the Legislature established career paths with minimum compensation levels that are to strengthen Iowa’s ability to recruit and retain quality teachers. In addition, the SATQP legislation provides for professional development.
- As established by the Legislature, Phase III of the Educational Excellence Program may be used for the development and implementation of performance-based pay

plans and supplemental pay plans that require additional instructional work assignments. The legislation establishing SATQP provides for team-based variable pay providing additional compensation when student performance improves.

Representatives of the Department have stated the goals of the Educational Excellence and Student Achievement and Teacher Quality programs are similar while recognizing the methodologies established by the Legislature to promote and develop quality teachers are different.

Because SATQP is a more comprehensive program requiring performance of specific procedures by the districts and AEAs, Educational Excellence appears to no longer be a necessary program. All of the functions and goals of the Educational Excellence Program are addressed by specific requirements of the Student Achievement and Teacher Quality program.

Recommendation – If the Legislature does not merge Phase I and II funding into School Foundation Aid for distribution to the districts and AEAs as recommended in **findings (A-1)** and **(A-2)**, consideration should be given to merging the Educational Excellence Program into SATQP. Such consideration should provide for elimination of any duplication between the two programs and/or district goals and objectives unique to each program.

Response – As noted in the Department’s response to findings (A-1) and (A-2), this recommendation requires legislative action. The Department has followed the *Iowa Code* and does not have the authority to merge the Educational Excellence and Student Achievement and Teacher Quality Programs.

Conclusion – We concur with the Department’s response. The recommendation is directed to the General Assembly.

(B-2) Career Path Components Not Completely Implemented – Due to lack of funding, certain components of SATQP have not yet been implemented. Currently, the Career II and Advanced career levels are not in place at the districts and AEAs. SATQP cannot be fully effective unless all components are functional.

As a result of the Career II and Advanced career levels not being implemented, the Department has not yet established the five regional review panels required by the Legislature. The panels’ functions will be to grant Advanced status to teachers and to perform reviews of the evaluation process utilized by the districts and AEAs.

In addition, six of twenty-five administrators interviewed indicated their district would not pursue implementation of an evaluation process until funding was assured for SATQP.

Recommendation – The Legislature should consider the goals of SATQP and determine whether the requirements should be modified or whether the program should be fully funded.

The Legislature should also consider whether the five regional review panels are a necessary component to the efficiency and effectiveness of SATQP.

No response required from the Department.

(B-3) Allocation Method – Distributions are currently allocated equally based on enrollment and full-time equivalent positions. As discussed within the Career Path section of this report (Funding), we identified districts that did not receive sufficient SATQP funding to meet the new required minimum salary levels established by the Legislature. We also identified several larger districts whose teachers already met or exceeded the new minimum salary levels. These districts received significant amounts of SATQP funding,

even though they did not need it to comply with the career level requirements currently in place. The current allocation method does not provide for distribution based on need.

According to a Department official, the intention of the final legislation was to fund all districts whether or not their teachers already surpassed the new required minimum salaries. The official also stated the Legislature did not want to bail out districts that did not adequately plan for competitive teacher salaries.

While there may be some small districts that did not adequately plan, it may not be appropriate to assume this is the case for all districts that aren't able to meet the minimum salary requirements. Typically, larger districts have more financial resources available to them as a result of a larger tax base. Therefore, these districts generally have more flexibility and greater adaptability to the required minimum salaries.

Recommendation – The Legislature should determine whether the allocation basis for distributing SATQP funding allows all districts to accomplish program objectives without requiring a disproportionate commitment of local funds. Determination should be made of the financial impact of the minimum salary requirements on each district and AEA. The analysis should include identification of any outside funding sources obtained by the districts and AEAs to meet the minimum salary requirements for fiscal year 2002. This information may assist the Legislature in determining if the allocation method should include a “needs-based” component.

No response required from the Department.

Department of Education

(C-1) Basic Educational Data Survey (BEDS) – The BEDS information submitted to the Department does not provide consistent, useful information to assess salaries paid to teachers. For example, we identified instances where the salary components were inconsistent within a district or AEA, such as whether the separate extracurricular contract salary had been included as required. Also, the salary components reported were inconsistent among districts and AEAs. Based on site visits, the BEDS information provided to our office by the Department did not always reconcile to the support provided by the districts and AEAs. We were unable to determine the reason for the variances. For nine of twenty districts and two of four AEAs visited for which reconciliation was attempted, the supporting documentation maintained by the district did not reconcile to the BEDS information provided by the Department. For one of twenty districts visited, supporting documentation had not been maintained for BEDS.

In addition, there were several instances where administrative personnel had been included in the teacher codes and not the administrative codes. As a result, inaccurate data may be provided to Department officials, the Legislature, and/or other interested parties. For example, the National Education Association uses the BEDS information to determine Iowa's average teacher salary for inclusion in an annual report comparing teacher salaries across the nation.

Recommendation – The Department should review and evaluate the Basic Educational Data Survey (BEDS) to ensure the accuracy and consistency of the information provided by the districts and AEAs. The Department should provide better guidance and additional training on the BEDS instructions given to the districts and AEAs. Also, the Department should utilize the teacher salary information to help in monitoring the Educational Excellence Program, SATQP, and other Department initiatives. Also, supporting documentation should be maintained for the BEDS report submitted to the Department to enable verification of accuracy.

Response – The Department of Education has reviewed the Office of the Auditor’s analysis, work papers, and recommendation and does not agree with the analysis.

The Department annually collects information on approximately 45,000 licensed staff each fall from public school districts through the Basic Educational Data Survey (BEDS). Training sessions are held for school districts over the ICN each August prior to the BEDS data collection. During the collection period (September 15 – October 15), Department staff is available to answer questions school districts may have regarding BEDS data. After submitting and reviewing their data, school districts are required to certify this information. The Department does not have first-hand access to the staff information that is provided by the school districts and must rely on the school districts to submit the data accurately. The Department reviews the data submitted and verified by the district. The Department performs a series of logic checks on individual staff information examining areas such as changes in values from the prior year and range testing. Irregularities are checked on an individual basis with each school district and any change made to the data at the Department of Education is approved by the school district. These edits have been consistent each year and have been performed for many years. As part of the logic checks, a review of minimum salaries for beginning and career teachers is conducted. This review ensures that the minimum salary requirements under Educational Excellence and Student Achievement are being met.

The Department feels that staff data reported does provide an accurate picture of salary levels in Iowa. The data collected is representative of a point in time and may change during the school year. The Office of the Auditor reviewed staff records at the selected school districts at a later date than BEDS data collection and districts may have submitted salary information other than what the Department asked for which was contract salary as of the third Friday in September. It is our understanding that this information was not collected through an on-site review and thus districts may not have fully understood what was being requested. The comparison made does not accurately reflect the data collected in the fall.

The Department does agree that school districts should keep documentation of the data submitted for the BEDS and will make that recommendation in future training sessions and documentation. The Department also agrees that this information is very important and needs to be as accurate as possible within resource constraints.

Conclusion – Response acknowledged. The information collected from the districts was received during on-site reviews. In a few isolated incidences, some districts submitted additional information subsequent to the on-site review and in response to our internal review of procedures performed. During the on-site reviews, the purpose of the procedure was explained to the district staff, and audit staff specified the data collected was being used to perform a reconciliation to the BEDS data submitted to the Department by the district. We believe each District had a clear understanding of the information requested. As with the Department, the auditor performing the on-site review had to rely on the district to provide accurate information.

Even though the Department provides training, has staff available for district questions, and performed edit reviews and logic checks, we identified inconsistencies in the methodologies used by the districts visited to compile BEDS information. The Department should continue to improve the guidance provided to ensure all districts are compiling the BEDS information in a consistent manner. In addition, the Department should consider whether on-site reviews of BEDS information should be performed by Department staff.

(C-2) Program Administration – The Department is responsible for general oversight and administration of the Educational Excellence and Student Achievement and Teacher Quality programs. While visiting districts and AEAs and reviewing documentation, we identified the following concerns:

- During our site visits, representatives of districts and AEAs expressed concern regarding the lack of guidance received from the Department for the Educational Excellence Program and SATQP.
- The “Beginning Teacher Mentoring and Induction Amendment” for three of the ten districts visited contained the same information as the amendment we obtained from the Department as an example before we visited the districts. The Amendments were not tailored to the district’s needs and it was not clear if they were consistent with the resources available to each of the districts. Each of the amendments was prepared by a district in the same AEA.

Recommendation – If the Education Excellence Program and SATQP continue, the Department needs to take a more active role in program administration to ensure the guidelines are consistently applied by all districts and AEAs. In addition, the Department should implement procedures to ensure information submitted by the districts is appropriately tailored to suit their needs and consistent with resources available to them.

Response –

- The Department offers several forms of guidance and technical assistance to the districts for the Mentoring and Induction (Teacher Quality) program. These include the Department web site www.state.is.us/educate/ecese/tqt/resources.html which provides a technical assistance guidance document development by the AEAs as legislated, an FAQ or Frequently Asked Questions document, and a bibliography of books and articles on Mentoring and Induction. The Department also coordinates and facilitates the Mentoring and Induction Network. This is a group of AEA consultants who specifically work with districts and their mentoring and induction programs. The Network is brought together by the Department several times a year for program updates and training that result in increased program guidance for districts. In addition, each AEA has identified one or more consultants as a contact for the Mentoring and Induction program for LEAs. The Department works closely with each contact person and each AEA in order to provide guidance that local districts need for this program.

The Department also has a Discussion Page for Teacher Quality on its web site specifically for Mentoring and Induction. Anyone may submit a question to the site for which an answer is posted. The answers are provided by Department staff and available for viewing at any time.

Finally, the Department also provides an electronic newsletter to all districts and others statewide once a month. The newsletter, School Leaders of Iowa, contains guidance on the Mentoring and Induction program, as needed.

- It is very possible that districts will have similar or maybe even identical applications as other districts, particularly within the same AEA. This does not mean the program is not tailored to the needs of the district, its beginning teachers, or the requirements of the program. AEAs are allowed by law to offer a particular Mentoring and Induction program to their districts that is very specific in detail and around which the training for district mentors is based. Since the AEA is the entity providing the most direct assistance to the LEA for the Mentoring and Induction program, the LEA may be using the program developed or adopted by the AEA for its new teachers. Or, optionally, it may not be. The needs of beginning teachers are universal regardless of

which school or AEA they are in. Research-based information used to develop the framework for the Mentoring and Induction program provides evidence of this fact.

Conclusion –

- The Department did not respond to the recommendation for the Educational Excellence Program. The Department’s response for SATQP is acknowledged. At the time of our on-site reviews, the guidance and technical assistance documents available from the Department were discussed with district officials. However, the officials felt more district-specific assistance was needed. The Department should consider whether on-site assistance should be provided to districts.
- Although AEAs were allowed to provide assistance to the districts within their region in developing their Amendments, the technical document provided by the Department emphasized any assistance provided was to be used as a guide only. It specifically stated,

“AEA’s throughout the state are providing assistance in completing and revising this amendment application. In some cases, an AEA may be providing a “template” for a district to use. Please remember that a “template” is a guide in completing the CSIP amendment. Each district should personalize the “template” to address the context of the local district.”

In addition, while the needs of beginning teachers may be universal, the resources available to individual districts may not be universal. Therefore, each district should have a Beginning Teacher Mentoring and Induction Amendment that has been tailored to meet its needs and resources.

**Educational Excellence Program
and
Student Achievement and Teacher Quality Program**

SCHEDULES

Schedule 1

Educational Excellence Program
Phase III Reversion Not Collected
For the Year Ended June 30, 2001

District Name	Fiscal Year 2001 Allocation	Fiscal Year 2001 Ending Balance	Percentage of Ending Balance to Allocation	Reversion Amount*
AEA #4	\$28,860	\$18,522	64.18%	\$4,092
Grant Wood AEA (#10)	142,482	106,369	74.65%	35,128
Loess Hills AEA (#13)	71,872	54,467	75.78%	18,531
Southern Prairie AEA (#15)	51,157	36,264	70.89%	10,686
Subtotal for AEA's	\$294,371	\$215,622		\$68,437
Anamosa	60,613	34,434	96.56%	4,127
Armstrong-Ringsted	19,475	18,805	86.43%	9,068
Burt	7,147	6,177	72.22%	2,604
Cardinal	31,151	22,498	52.88%	6,923
Central	30,490	16,124	54.24%	879
Central City	24,093	13,068	51.11%	1,021
Clarke	65,754	33,610	51.96%	733
Columbus	47,378	24,617	56.71%	928
Coon Rapids-Bayard	27,872	15,805	65.45%	1,869
Dexfield	21,360	13,981	55.34%	3,301
Elk Horn-Kimballton	15,500	8,578	55.55%	828
English Valleys	21,932	12,183	64.01%	1,217
Fremont-Mills	22,718	14,542	51.85%	3,183
Gilbert	39,584	20,526	62.16%	734
Gladbrook-Reinbeck	38,516	23,943	57.39%	4,685
Hubbard-Radcliffe	26,367	15,133	50.74%	1,949
Humboldt	63,432	32,188	57.88%	472
Lewis Central	116,809	67,605	68.32%	9,200
Mediapolis	43,684	29,847	50.60%	8,005
Newell-Fonda	22,182	11,224	62.07%	133
South Winneshiek	32,920	20,434	78.28%	3,974
Springville	21,865	17,116	68.06%	6,184
Tripoli	22,602	15,384	58.81%	4,083
Valley	27,091	15,931	60.37%	2,386
Washington	77,542	46,815	68.46%	8,044
Wayne	30,360	20,783	59.61%	5,603
Subtotal for CSD's	\$958,437	\$571,351		\$92,133
Grand Total	\$1,252,808	\$786,973		\$160,570

*At the end of the fiscal year, districts and AEA's were allowed to retain up to 50% of their allocation. Any excess amount was to be reverted to the General Fund of the State.

Student Achievement and Teacher Quality Program
 Allocations for the Teacher Compensation Increase
 For the Year Ended June 30, 2002

District Name	Teacher Full-Time Equivalency (FTE)	Teacher FTE Allocation	Fall 2000 Certified Enrollment	Certified Enrollment Allocation	Total Allocation
Keystone AEA (#1)	10.89	\$ 9,114.14	--	--	\$ 9,114.14
Northern Trails AEA (#2)	18.00	15,064.68	--	--	15,064.68
Lakeland AEA (#3)	2.00	1,673.85	--	--	1,673.85
AEA #4	22.50	18,830.86	--	--	18,830.86
Arrowhead AEA (#5)	24.50	20,504.71	--	--	20,504.71
AEA #6	5.00	4,184.63	--	--	4,184.63
AEA #7	162.60	136,084.32	--	--	136,084.32
Mississippi Bend AEA (#9)	6.00	5,021.56	--	--	5,021.56
Grant Wood AEA (#10)	21.50	6,695.42	--	--	17,993.93
Heartland AEA (#11)	16.00	13,390.83	--	--	13,390.83
Western Hills AEA (#12)	8.00	5,858.49	--	--	6,695.42
Loess Hills AEA (#13)	4.00	3,347.71	--	--	3,347.71
Green Valley AEA (#14)	5.00	4,184.63	--	--	4,184.63
Southern Prairie AEA (#15)	10.00	8,369.27	--	--	8,369.27
Great River AEA (#16)	11.00	9,206.20	--	--	9,206.20
AEA Subtotals	326.99	\$ 273,666.74	--	--	\$ 273,666.74
Adair-Casey	34.25	\$ 14,332.37	383.50	\$ 11,991.29	\$ 26,323.66
Adel-Desoto-Minburn	110.79	46,361.57	1,436.50	44,916.54	91,278.11
AGWSR	74.00	30,966.29	959.00	29,986.05	60,952.34
A-H-S-T	59.50	24,898.58	718.00	22,450.45	47,349.03
Akron Westfield	60.00	25,107.81	615.80	19,254.86	44,362.67
Albert City-Truesdale	30.00	12,553.90	299.50	9,364.78	21,918.68
Albia	99.83	41,775.21	1,322.90	41,364.49	83,139.70
Alburnett	45.10	18,872.70	632.20	19,767.65	38,640.35
Alden Community	33.88	14,177.54	355.00	11,100.15	25,277.69
Algona	108.20	45,277.75	1,454.60	45,482.49	90,760.24
Allamakee	106.35	44,503.59	1,535.10	47,999.57	92,503.16
Allison-Bristow	30.50	12,763.14	376.20	11,763.04	24,526.18
Alta	47.50	19,877.01	637.00	19,917.74	39,794.75
Ames	350.72	146,763.51	4,751.60	148,573.21	295,336.72
Anamosa	106.66	44,633.31	1,376.70	43,046.71	87,680.02
Andrew	29.76	12,453.47	360.00	11,256.49	23,709.96
Anita	33.50	14,018.53	346.60	10,837.50	24,856.03
Ankeny	349.60	146,294.83	5,828.40	182,242.63	328,537.46
Anthon-Oto	26.12	10,930.27	324.80	10,155.86	21,086.13
Aplington	26.00	10,880.05	375.00	11,725.51	22,605.56
Armstrong-Ringsted	36.50	15,273.92	409.00	12,788.63	28,062.55
Ar-We-Va	40.75	17,052.39	451.40	14,114.39	31,166.78
Atlantic	114.21	47,792.71	1,623.30	50,757.41	98,550.12
Audubon	63.40	26,530.58	773.10	24,173.32	50,703.90
Aurelia	33.55	14,039.45	366.80	11,469.12	25,508.57
Ballard	83.18	34,807.79	1,251.90	39,144.46	73,952.25
Battle Creek-Ida Grove	72.30	30,254.91	848.20	26,521.55	56,776.46
Baxter	32.00	13,390.83	341.40	10,674.91	24,065.74
BCLUW	52.91	22,140.90	695.30	21,740.67	43,881.57
Bedford	56.50	23,643.19	604.60	18,904.66	42,547.85
Belle Plaine	61.00	25,526.27	798.20	24,958.15	50,484.42
Bellevue	48.50	20,295.48	697.70	21,815.71	42,111.19
Belmond-Klemme	63.50	26,572.43	908.30	28,400.76	54,973.19
Bennett	23.35	9,771.12	270.00	8,442.37	18,213.49

Schedule 2

Student Achievement and Teacher Quality Program
 Allocations for the Teacher Compensation Increase
 For the Year Ended June 30, 2002

District Name	Teacher Full-Time Equivalency (FTE)	Teacher FTE Allocation	Fall 2000 Certified Enrollment	Certified Enrollment Allocation	Total Allocation
Benton	119.25	49,901.77	1,789.10	55,941.65	105,843.42
Bettendorf	295.90	123,823.34	4,243.60	132,689.05	256,512.39
Bondurant-Farrar	66.90	27,995.21	890.10	27,831.68	55,826.89
Boone	191.50	80,135.75	2,397.50	74,965.12	155,100.87
Boyden-Hull	44.00	18,412.39	573.90	17,944.73	36,357.12
Boyer Valley	51.10	21,383.48	581.00	18,166.73	39,550.21
Brooklyn-Guernsey-Malcom	56.50	23,643.19	677.60	21,187.22	44,830.41
Burlington	368.85	154,350.25	5,093.90	159,276.26	313,626.51
C and M	23.18	9,699.98	246.80	7,716.95	17,416.93
Cal	29.10	12,177.29	305.60	9,555.51	21,732.80
Calamus-Wheatland	47.00	19,667.78	553.00	17,291.23	36,959.01
Camanche	73.74	30,857.50	920.00	28,766.59	59,624.09
Cardinal	51.25	21,446.25	698.50	21,840.72	43,286.97
Carlisle	97.75	40,904.80	1,299.30	40,626.56	81,531.36
Carroll	128.20	53,647.02	1,899.40	59,390.51	113,037.53
Cedar Falls	335.78	140,511.66	4,300.00	134,452.56	274,964.22
Cedar Rapids	1,312.06	549,049.18	18,114.30	566,398.62	1,115,447.80
Center Point-Urbana	85.00	35,569.39	1,050.20	32,837.69	68,407.08
Centerville	141.92	59,388.34	1,700.00	53,155.66	112,544.00
Central	48.66	20,362.43	658.90	20,602.51	40,964.94
Central City	40.00	16,738.54	535.90	16,756.54	33,495.08
Central Clinton	129.49	54,186.83	1,684.40	52,667.88	106,854.71
Central Decatur	62.00	25,944.73	735.00	22,982.01	48,926.74
Central Lee	90.51	37,875.13	1,071.90	33,516.21	71,391.34
Central Lyon	58.00	24,270.88	723.20	22,613.05	46,883.93
Chariton	104.00	43,520.20	1,363.70	42,640.22	86,160.42
Charles City	140.50	58,794.12	1,792.80	56,057.34	114,851.46
Charter Oak-Ute	32.00	13,390.83	309.60	9,680.58	23,071.41
Cherokee	99.00	41,427.88	1,197.80	37,452.86	78,880.74
Clarinda	78.50	32,849.38	1,045.00	32,675.10	65,524.48
Clarion-Goldfield	76.88	32,171.47	964.10	30,145.52	62,316.99
Clarke	109.19	45,692.03	1,475.20	46,126.61	91,818.64
Clarksville	32.30	13,516.37	424.10	13,260.77	26,777.14
Clay Central-Everly	48.44	20,270.37	541.10	16,919.14	37,189.51
Clear Creek-Amana	102.95	43,080.81	1,187.30	37,124.54	80,205.35
Clear Lake	118.55	49,608.84	1,519.10	47,499.28	97,108.12
Clearfield	9.20	3,849.86	114.00	3,564.56	7,414.42
Clinton	335.60	140,436.34	4,677.40	146,253.12	286,689.46
Colfax-Mingo	66.50	27,827.82	959.50	30,001.68	57,829.50
College	227.45	95,179.52	3,114.50	97,384.30	192,563.82
Collins-Maxwell	45.46	19,023.35	564.30	17,644.55	36,667.90
Colo-Nesco	51.35	21,488.10	626.60	19,592.55	41,080.65
Columbus	82.51	34,527.42	1,107.60	34,632.48	69,159.90
Coon Rapids-Bayard	47.50	19,877.01	571.10	17,857.18	37,734.19
Corning	51.22	21,433.70	642.50	20,089.71	41,523.41
Corwith-Wesley	23.50	9,833.89	210.10	6,569.41	16,403.30
Council Bluffs	718.34	300,599.05	9,984.10	312,183.22	612,782.27
Creston	121.00	50,634.08	1,512.50	47,292.91	97,926.99
Dallas Center-Grimes	110.80	46,365.75	1,504.00	47,027.13	93,392.88
Danville	39.25	16,424.69	472.50	14,774.15	31,198.84
Davenport	1,246.86	521,765.36	17,376.90	543,341.57	1,065,106.93

Student Achievement and Teacher Quality Program
 Allocations for the Teacher Compensation Increase
 For the Year Ended June 30, 2002

District Name	Teacher Full-Time Equivalency (FTE)	Teacher FTE Allocation	Fall 2000 Certified Enrollment	Certified Enrollment Allocation	Total Allocation
Davis County	92.00	38,498.64	1,282.80	40,110.64	78,609.28
Decorah	117.20	49,043.92	1,581.80	49,459.78	98,503.70
Deep River-Millersburg	13.65	5,712.03	215.20	6,728.88	12,440.91
Delwood	13.70	5,732.95	293.00	9,161.54	14,894.49
Denison	117.42	49,135.98	1,654.00	51,717.33	100,853.31
Denver	51.50	21,550.87	751.20	23,488.55	45,039.42
Des Moines Independent	2,338.40	978,534.92	32,345.00	1,011,364.69	1,989,899.61
Diagonal	13.76	5,758.06	119.00	3,720.90	9,478.96
Dike-New Hartford	58.60	24,521.96	825.40	25,808.64	50,330.60
Dows	20.78	8,695.67	173.00	5,409.37	14,105.04
Dubuque	709.28	296,807.77	9,696.70	303,196.78	600,004.55
Dunkerton	43.70	18,286.85	501.40	15,677.79	33,964.64
Durant	57.00	23,852.42	625.40	19,555.03	43,407.45
Eagle Grove	73.53	30,769.62	974.70	30,476.96	61,246.58
Earlham	43.00	17,993.93	527.40	16,490.76	34,484.69
East Buchanan	42.06	17,600.57	628.80	19,661.34	37,261.91
East Central	38.33	16,039.70	457.80	14,314.51	30,354.21
East Greene	42.00	17,575.47	478.60	14,964.88	32,540.35
East Marshall	70.00	29,292.44	857.40	26,809.22	56,101.66
East Monona	12.70	5,314.49	178.70	5,587.60	10,902.09
East Union	48.18	20,161.57	580.30	18,144.84	38,306.41
Eastern Allamakee	41.00	17,157.00	515.00	16,103.04	33,260.04
Eddyville-Blakesburg	75.50	31,593.99	833.40	26,058.78	57,652.77
Edgewood-Colesburg	49.40	20,672.10	588.00	18,385.61	39,057.71
Eldora-New Providence	61.00	25,526.27	703.30	21,990.81	47,517.08
Elk Horn-Kimballton	27.00	11,298.51	345.00	10,787.47	22,085.98
Emmetsburg	69.75	29,187.83	798.80	24,976.91	54,164.74
English Valleys	41.89	17,529.43	486.20	15,202.52	32,731.95
Essex	24.77	10,365.34	286.40	8,955.17	19,320.51
Estherville Lincoln	115.43	48,303.24	1,573.80	49,209.64	97,512.88
Exira	26.96	11,281.78	362.00	11,319.03	22,600.81
Fairfield	159.82	66,878.83	2,077.90	64,971.86	131,850.69
Farragut	29.38	12,294.46	350.70	10,965.70	23,260.16
Forest City	115.32	48,257.21	1,420.60	44,419.37	92,676.58
Fort Dodge	344.12	144,001.65	4,286.30	134,024.19	278,025.84
Fort Madison	185.50	77,624.97	2,658.60	83,129.21	160,754.18
Fox Valley	26.10	10,921.90	206.00	6,441.22	17,363.12
Fredericksburg	32.50	13,600.06	380.00	11,881.85	25,481.91
Fremont	13.40	5,607.41	195.40	6,109.77	11,717.18
Fremont-Mills	37.88	15,851.40	460.60	14,402.06	30,253.46
Galva-Holstein	42.75	17,889.31	562.60	17,591.40	35,480.71
Garnavillo	28.00	11,716.98	250.80	7,842.02	19,559.00
Garner-Hayfield	66.50	27,827.82	849.40	26,559.07	54,386.89
George	28.00	11,716.98	335.40	10,487.30	22,204.28
Gilbert	67.76	28,355.08	885.20	27,678.47	56,033.55
Gilmore City-Bradgate	17.80	7,448.65	226.40	7,079.08	14,527.73
Gladbrook-Reinbeck	60.42	25,283.56	857.50	26,812.34	52,095.90
Glenwood	153.00	64,024.91	2,065.70	64,590.39	128,615.30
Glidden-Ralston	36.50	15,273.92	415.20	12,982.49	28,256.41
GMG	41.17	17,228.14	388.30	12,141.38	29,369.52
Graettinger	30.75	12,867.75	298.20	9,324.13	22,191.88

Schedule 2

Student Achievement and Teacher Quality Program
Allocations for the Teacher Compensation Increase
For the Year Ended June 30, 2002

District Name	Teacher Full-Time Equivalency (FTE)	Teacher FTE Allocation	Fall 2000 Certified Enrollment	Certified Enrollment Allocation	Total Allocation
Grand	10.60	4,435.71	187.70	5,869.01	10,304.72
Greene	33.44	13,993.42	389.10	12,166.39	26,159.81
Grinnell-Newburg	143.54	60,066.25	1,854.60	57,989.70	118,055.95
Griswold	54.22	22,689.09	715.40	22,369.15	45,058.24
Grundy Center	49.93	20,893.88	663.60	20,749.47	41,643.35
Guthrie Center	45.00	18,830.86	511.30	15,987.35	34,818.21
Guttenberg	42.00	17,575.47	529.60	16,559.55	34,135.02
Hamburg	28.75	12,030.82	329.40	10,299.69	22,330.51
Hampton-Dumont	96.55	40,402.65	1,239.20	38,747.35	79,150.00
Harlan	116.50	48,750.99	1,684.30	52,664.76	101,415.75
Harmony	44.00	18,412.39	554.60	17,341.25	35,753.64
Harris-Lake Park	27.20	11,382.21	339.00	10,599.86	21,982.07
Hartley-Melvin-Sanborn	77.21	32,309.56	885.10	27,675.34	59,984.90
Highland	48.30	20,211.79	649.70	20,314.84	40,526.63
Hinton	45.00	18,830.86	606.40	18,960.94	37,791.80
H-L-V	34.29	14,349.11	445.50	13,929.91	28,279.02
Howard-Winneshiek	120.03	50,228.17	1,568.40	49,040.79	99,268.96
Hubbard-Radcliffe	43.45	18,182.24	557.10	17,419.42	35,601.66
Hudson	61.42	25,702.03	767.10	23,985.71	49,687.74
Humboldt	101.65	42,536.81	1,401.10	43,809.65	86,346.46
IKM	46.13	19,303.72	523.10	16,356.31	35,660.03
Independence	123.50	51,680.24	1,615.70	50,519.77	102,200.01
Indianola	220.18	92,137.29	3,236.30	101,192.75	193,330.04
Interstate 35	61.64	25,794.09	756.60	23,657.40	49,451.49
Iowa City	730.31	305,608.05	10,673.70	333,745.66	639,353.71
Iowa Falls	86.30	36,113.40	1,130.10	35,336.01	71,449.41
Iowa Valley	53.63	22,442.20	697.00	21,793.82	44,236.02
Janesville Consolidated	26.36	11,030.70	369.20	11,544.16	22,574.86
Jefferson-Scranton	98.75	41,323.27	1,300.40	40,660.96	81,984.23
Jesup	58.50	24,480.11	849.10	26,549.69	51,029.80
Johnston	280.93	117,558.94	3,984.70	124,593.75	242,152.69
Keokuk	159.75	66,849.54	2,322.10	72,607.51	139,457.05
Keota	40.00	16,738.54	415.60	12,995.00	29,733.54
Kingsley-Pierson	43.75	18,307.78	500.20	15,640.27	33,948.05
Knoxville	148.00	61,932.59	2,121.00	66,319.51	128,252.10
Lake Mills	60.00	25,107.81	743.20	23,238.41	48,346.22
Lamoni	37.53	15,704.93	350.40	10,956.32	26,661.25
Laurens-Marathon	41.17	17,228.14	479.50	14,993.02	32,221.16
Lawton-Bronson	43.00	17,993.93	642.10	20,077.21	38,071.14
Le Mars	145.35	60,823.66	2,258.60	70,621.99	131,445.65
Lenox	38.60	16,152.69	391.50	12,241.44	28,394.13
Lewis Central	191.23	80,022.77	2,559.20	80,021.16	160,043.93
Lineville-Clio	17.20	7,197.57	99.50	3,111.17	10,308.74
Linn-Mar	309.81	129,644.17	4,998.00	156,277.65	285,921.82
Lisbon	41.67	17,437.37	634.00	19,823.94	37,261.31
Little Rock	14.45	6,046.80	183.00	5,722.05	11,768.85
Logan-Magnolia	51.70	21,634.56	652.40	20,399.27	42,033.83
Lone Tree	36.20	15,148.38	429.10	13,417.12	28,565.50
Louisa-Muscatine	75.50	31,593.99	900.40	28,153.74	59,747.73
Lu Verne	13.75	5,753.87	111.00	3,470.75	9,224.62
Lynnville-Sully	40.90	17,115.16	521.40	16,303.16	33,418.32

Student Achievement and Teacher Quality Program
 Allocations for the Teacher Compensation Increase
 For the Year Ended June 30, 2002

District Name	Teacher Full-Time Equivalency (FTE)	Teacher FTE Allocation	Fall 2000 Certified Enrollment	Certified Enrollment Allocation	Total Allocation
Madrid	44.00	18,412.39	615.30	19,239.22	37,651.61
Malvern	34.65	14,499.76	400.30	12,516.60	27,016.36
Manning	42.80	17,910.24	530.00	16,572.06	34,482.30
Manson Northwest Webster	78.68	32,924.71	855.10	26,737.30	59,662.01
Maple Valley	49.00	20,504.71	618.00	19,323.65	39,828.36
Maquoketa	142.30	59,547.35	1,579.50	49,387.87	108,935.22
Maquoketa Valley	67.55	28,267.21	988.90	30,920.96	59,188.17
Marcus-Meriden-Cleghorn	49.50	20,713.94	623.50	19,495.62	40,209.56
Marion Independent	132.84	55,588.69	1,770.90	55,372.57	110,961.26
Marshalltown	368.48	154,195.42	5,087.80	159,085.52	313,280.94
Martensdale-St Marys	41.50	17,366.23	532.60	16,653.36	34,019.59
Mason City	303.45	126,982.74	4,482.10	140,146.47	267,129.21
Mediapolis	69.00	28,873.98	963.10	30,114.25	58,988.23
Melcher-Dallas	41.00	17,157.00	468.00	14,633.44	31,790.44
Meservey-Thornton	20.70	8,662.19	180.40	5,640.75	14,302.94
MFL Marmac	82.34	34,456.28	1,066.00	33,331.73	67,788.01
Midland	69.08	28,907.46	791.10	24,736.14	53,643.60
Mid-Prairie	96.75	40,486.34	1,244.30	38,906.82	79,393.16
Missouri Valley	68.00	28,455.52	992.40	31,030.40	59,485.92
Moc-Floyd Valley	101.18	42,340.13	1,408.80	44,050.41	86,390.54
Montezuma	48.55	20,316.40	552.40	17,272.46	37,588.86
Monticello	86.45	36,176.17	1,076.70	33,666.30	69,842.47
Moravia	33.63	14,072.93	334.20	10,449.78	24,522.71
Mormon Trail	32.75	13,704.68	313.40	9,799.40	23,504.08
Morning Sun	14.35	6,004.95	255.20	7,979.60	13,984.55
Moulton-Udell	26.70	11,172.97	312.00	9,755.63	20,928.60
Mount Ayr	74.75	31,280.14	837.10	26,174.47	57,454.61
Mount Pleasant	159.70	66,828.62	2,149.40	67,207.52	134,036.14
Mount Vernon	74.58	31,209.01	1,059.40	33,125.36	64,334.37
Murray	31.75	13,286.22	340.20	10,637.39	23,923.61
Muscatine	404.20	169,142.93	5,580.30	174,485.03	343,627.96
Nashua-Plainfield	56.31	23,563.68	850.10	26,580.96	50,144.64
Nevada	124.70	52,182.39	1,628.50	50,920.00	103,102.39
New Hampton	94.80	39,670.34	1,230.60	38,478.45	78,148.79
New London	43.13	18,048.33	577.20	18,047.91	36,096.24
New Market	13.00	5,440.03	194.40	6,078.51	11,518.54
Newell-Fonda	40.75	17,052.39	487.90	15,255.68	32,308.07
Newton	255.00	106,708.18	3,552.60	111,082.83	217,791.01
Nishna Valley	29.58	12,378.15	302.90	9,471.09	21,849.24
Nodaway Valley	72.20	30,213.06	883.00	27,609.68	57,822.74
Nora Springs-Rock Falls	41.04	17,173.74	477.00	14,914.85	32,088.59
North Cedar	71.71	30,008.02	1,013.40	31,687.03	61,695.05
North Central	43.45	18,182.24	598.00	18,698.29	36,880.53
North Fayette	85.68	35,853.95	1,167.50	36,505.43	72,359.38
North Iowa	50.85	21,278.87	648.10	20,264.82	41,543.69
North Kossuth	40.90	17,115.16	432.50	13,523.43	30,638.59
North Linn	59.90	25,065.96	805.80	25,195.79	50,261.75
North Mahaska	43.70	18,286.85	587.10	18,357.47	36,644.32
North Polk	72.31	30,259.09	913.20	28,553.97	58,813.06
North Scott	214.08	89,584.66	2,935.60	91,790.45	181,375.11
North Tama County	42.58	17,818.17	547.40	17,116.12	34,934.29

Schedule 2

Student Achievement and Teacher Quality Program
Allocations for the Teacher Compensation Increase
For the Year Ended June 30, 2002

District Name	Teacher Full-Time Equivalency (FTE)	Teacher FTE Allocation	Fall 2000 Certified Enrollment	Certified Enrollment Allocation	Total Allocation
North Winneshiek	33.25	13,913.91	381.40	11,925.63	25,839.54
Northeast	56.60	23,685.03	688.00	21,512.41	45,197.44
Northeast Hamilton	26.88	11,248.30	324.00	10,130.84	21,379.14
Northwood-Kensett	47.00	19,667.78	574.30	17,957.23	37,625.01
Norwalk	155.00	64,861.84	2,083.90	65,159.46	130,021.30
Odebolt-Arthur	41.20	17,240.69	452.00	14,133.15	31,373.84
Oelwein	118.88	49,746.94	1,632.40	51,041.95	100,788.89
Ogden	58.80	24,605.65	733.00	22,919.47	47,525.12
Okoboji	72.40	30,296.75	1,030.00	32,206.08	62,502.83
Olin Consolidated	29.60	12,386.52	329.80	10,312.20	22,698.72
Orient-Macksburg	38.50	16,110.84	312.60	9,774.39	25,885.23
Osage	87.54	36,632.29	1,073.00	33,550.60	70,182.89
Oskaloosa	178.20	74,570.19	2,655.40	83,029.15	157,599.34
Ottumwa	315.24	131,916.42	4,921.40	153,882.52	285,798.94
Panorama	59.50	24,898.58	771.70	24,129.54	49,028.12
Parkersburg	41.00	17,157.00	496.10	15,512.07	32,669.07
Paton-Churdan	20.69	8,658.01	235.40	7,360.50	16,018.51
PCM	87.57	36,644.85	1,046.50	32,722.00	69,366.85
Pekin	59.71	24,986.45	771.80	24,132.67	49,119.12
Pella	139.25	58,271.04	2,126.80	66,500.86	124,771.90
Perry	139.19	58,245.93	1,824.80	57,057.92	115,303.85
Pleasant Valley	199.40	83,441.62	3,105.90	97,115.40	180,557.02
Pleasantville	54.28	22,714.20	713.00	22,294.11	45,008.31
Pocahontas Area	73.62	30,807.28	806.70	25,223.93	56,031.21
Pomeroy-Palmer	28.75	12,030.82	339.00	10,599.86	22,630.68
Postville	47.68	19,952.34	657.10	20,546.23	40,498.57
Prairie Valley	72.15	30,192.14	856.20	26,771.69	56,963.83
Prescott	8.10	3,389.55	110.30	3,448.86	6,838.41
Preston	34.50	14,436.99	341.70	10,684.29	25,121.28
Red Oak	102.38	42,842.29	1,407.50	44,009.76	86,852.05
Remsen-Union	44.38	18,571.41	501.90	15,693.43	34,264.84
Riceville	42.30	17,701.00	452.50	14,148.79	31,849.79
River Valley	54.00	22,597.03	563.80	17,628.92	40,225.95
Riverside	62.43	26,124.67	741.00	23,169.62	49,294.29
Rock Valley	46.15	19,312.09	535.40	16,740.91	36,053.00
Rockwell City-Lytton	54.73	22,902.51	578.50	18,088.56	40,991.07
Rockwell-Swaledale	35.33	14,784.31	451.40	14,114.39	28,898.70
Roland-Story	79.25	33,163.23	1,136.70	35,542.38	68,705.61
Rudd-Rockford-Marble Rock	49.80	20,839.48	655.30	20,489.95	41,329.43
Russell	22.14	9,264.78	197.30	6,169.18	15,433.96
Ruthven-Ayrshire	25.20	10,545.28	288.40	9,017.70	19,562.98
Sac	46.20	19,333.01	530.60	16,590.82	35,923.83
Saydel Consolidated	124.00	51,889.47	1,455.00	45,495.00	97,384.47
Schaller-Crestland	40.65	17,010.54	516.40	16,146.81	33,157.35
Schleswig	18.40	7,699.73	308.00	9,630.56	17,330.29
Sentral	26.68	11,164.61	271.00	8,473.64	19,638.25
Sergeant Bluff-Luton	93.05	38,938.03	1,209.00	37,803.06	76,741.09
Seymour	37.00	15,483.15	366.50	11,459.74	26,942.89
Sheffield-Chapin	29.10	12,177.29	352.00	11,006.35	23,183.64
Sheldon Community	69.00	28,873.98	1,086.00	33,957.09	62,831.07
Shenandoah	89.71	37,540.36	1,094.00	34,207.23	71,747.59

Student Achievement and Teacher Quality Program
 Allocations for the Teacher Compensation Increase
 For the Year Ended June 30, 2002

District Name	Teacher Full-Time Equivalency (FTE)	Teacher FTE Allocation	Fall 2000 Certified Enrollment	Certified Enrollment Allocation	Total Allocation
Sibley-Ocheyedan	67.02	28,045.42	938.60	29,348.18	57,393.60
Sidney	40.25	16,843.15	414.40	12,957.47	29,800.62
Sigourney	69.70	29,166.90	744.50	23,279.05	52,445.95
Sioux Center	70.91	29,673.24	876.40	27,403.31	57,076.55
Sioux Central	49.63	20,768.34	533.20	16,672.12	37,440.46
Sioux City	995.65	416,643.15	14,671.90	458,761.53	875,404.68
Solon	70.51	29,505.86	1,112.50	34,785.69	64,291.55
South Clay	10.05	4,205.56	207.00	6,472.48	10,678.04
South Hamilton	59.62	24,948.79	778.30	24,335.91	49,284.70
South O'Brien	64.75	27,095.51	803.90	25,136.38	52,231.89
South Page	34.50	14,436.99	367.60	11,494.13	25,931.12
South Tama County	123.80	51,805.78	1,692.00	52,905.52	104,711.30
South Winneshiek	57.80	24,187.19	733.40	22,931.98	47,119.17
Southeast Polk	307.85	128,823.98	4,484.40	140,218.39	269,042.37
Southeast Warren	49.75	20,818.56	606.00	18,948.43	39,766.99
Southeast Webster	52.00	21,760.10	542.20	16,953.53	38,713.63
Southern Cal	55.75	23,329.34	679.20	21,237.25	44,566.59
Spencer	162.35	67,937.54	2,090.70	65,372.09	133,309.63
Spirit Lake	96.05	40,193.42	1,255.90	39,269.53	79,462.95
Springville	40.10	16,780.39	489.90	15,318.21	32,098.60
St Ansgar	53.34	22,320.84	803.60	25,127.00	47,447.84
Stanton	24.70	10,336.05	279.00	8,723.78	19,059.83
Starmont	70.50	29,501.67	901.80	28,197.52	57,699.19
Storm Lake	140.81	58,923.84	1,859.00	58,127.28	117,051.12
Stratford	11.60	4,854.18	219.60	6,866.46	11,720.64
Sumner	45.00	18,830.86	710.00	22,200.31	41,031.17
Terril	21.50	8,996.96	221.70	6,932.12	15,929.08
Tipton	68.80	28,790.29	899.20	28,116.22	56,906.51
Titonka Consolidated	19.60	8,201.88	231.00	7,222.92	15,424.80
Treynor	35.00	14,646.22	518.10	16,199.97	30,846.19
Tri-Center	57.10	23,894.26	760.40	23,776.22	47,670.48
Tri-County	39.25	16,424.69	379.00	11,850.59	28,275.28
Tripoli	36.80	15,399.46	511.00	15,977.97	31,377.43
Turkey Valley	49.80	20,839.48	637.70	19,939.63	40,779.11
Twin Cedars	41.60	17,408.08	475.30	14,861.70	32,269.78
Twin Rivers	23.00	9,624.66	256.00	8,004.62	17,629.28
Underwood	53.50	22,387.80	705.60	22,062.73	44,450.53
Union	86.83	36,335.18	1,209.00	37,803.06	74,138.24
United	21.68	9,072.29	464.70	14,530.26	23,602.55
Urbandale	225.13	94,208.68	3,222.70	100,767.51	194,976.19
Valley	42.92	17,960.45	617.50	19,308.01	37,268.46
Van Buren	47.63	19,931.41	684.30	21,396.72	41,328.13
Van Meter	42.50	17,784.70	520.20	16,265.63	34,050.33
Ventura	33.58	14,052.00	302.00	9,442.95	23,494.95
Villisca	37.84	15,834.66	464.70	14,530.26	30,364.92
Vinton-Shellsburg	150.00	62,769.52	1,987.10	62,132.72	124,902.24
Waco	46.31	19,379.04	611.20	19,111.02	38,490.06
Wall Lake View Auburn	56.81	23,772.91	624.80	19,536.27	43,309.18
Walnut	25.46	10,654.08	277.40	8,673.75	19,327.83
Wapello	58.50	24,480.11	794.00	24,826.82	49,306.93
Wapsie Valley	52.97	22,166.01	725.00	22,669.33	44,835.34

Schedule 2

Student Achievement and Teacher Quality Program
Allocations for the Teacher Compensation Increase
For the Year Ended June 30, 2002

District Name	Teacher Full-Time Equivalency (FTE)	Teacher FTE Allocation	Fall 2000 Certified Enrollment	Certified Enrollment Allocation	Total Allocation
Washington	138.00	57,747.96	1,739.60	54,393.88	112,141.84
Waterloo	778.02	325,572.95	10,914.00	341,259.37	666,832.32
Waukee	174.92	73,197.63	2,385.40	74,586.78	147,784.41
Waverly-Shell Rock	127.62	53,404.31	1,981.80	61,967.00	115,371.31
Wayne	63.50	26,572.43	705.60	22,062.73	48,635.16
Webster City	127.00	53,144.86	1,705.00	53,312.00	106,456.86
West Bend-Mallard	46.10	19,291.17	431.60	13,495.29	32,786.46
West Branch	65.90	27,576.74	807.10	25,236.43	52,813.17
West Burlington Ind	55.25	23,120.11	501.00	15,665.29	38,785.40
West Central	30.00	12,553.90	353.10	11,040.74	23,594.64
West Central Valley	72.78	30,455.77	1,034.30	32,340.54	62,796.31
West Delaware County	136.00	56,911.03	1,952.30	61,044.59	117,955.62
West Des Moines	562.75	235,490.32	8,732.60	273,051.27	508,541.59
West Hancock	60.01	25,111.99	704.80	22,037.71	47,149.70
West Harrison	44.00	18,412.39	505.00	15,790.36	34,202.75
West Liberty	98.56	41,243.76	1,198.40	37,471.62	78,715.38
West Lyon	64.54	27,007.63	811.30	25,367.76	52,375.39
West Marshall	56.39	23,597.15	863.20	26,990.57	50,587.72
West Monona	60.00	25,107.81	693.00	21,668.75	46,776.56
West Sioux	61.88	25,894.52	777.10	24,298.39	50,192.91
Western Dubuque	199.50	83,483.46	2,649.40	82,841.54	166,325.00
Westwood	58.68	24,555.44	730.40	22,838.17	47,393.61
Whiting	25.50	10,670.82	248.40	7,766.98	18,437.80
Williamsburg	87.00	36,406.32	1,131.20	35,370.40	71,776.72
Wilton	75.71	31,681.87	920.70	28,788.48	60,470.35
Winfield-Mt Union	39.05	16,341.00	424.60	13,276.41	29,617.41
Winterset	120.75	50,529.46	1,610.90	50,369.68	100,899.14
Woden-Crystal Lake	21.69	9,076.47	196.30	6,137.92	15,214.39
Woodbine	46.00	19,249.32	578.00	18,072.93	37,322.25
Woodbury Central	48.43	20,266.19	629.10	19,670.72	39,936.91
Woodward-Granger	52.63	22,023.73	682.60	21,343.56	43,367.29
School District Subtotals	36,933.93	\$15,455,500.38	494,290.70	\$15,455,500.38	\$ 30,911,000.76
State Totals	37,260.92	\$15,729,167.12	494,290.70	\$15,455,500.38	\$ 31,184,667.50

Department of Education
Basic Educational Data Survey (BEDS)

For the Period July 1, 2000 through June 30, 2002⁽¹⁾

District Name	Full-Time Annual Salary 2000-2001	2000-2001 FTEs Reported	Average Salary	Average Years of Experience	Full-Time Annual Salary 2001-2002	2001-2002 FTEs Reported	Average Salary	Average Years of Experience
Keystone AEA (#1)	\$ 6,064,955.00	135	\$ 44,925.59	20	\$ 6,191,064.00	136	\$ 45,522.53	19
Northern Trails AEA (#2)	,244,925.00	121	43,346.49	17	5,413,636.00	120	45,113.63	18
Lakeland AEA (#3)	2,109,776.00	52	40,572.62	14	2,311,000.00	55	42,018.18	15
AEA #4	3,236,029.00	76	42,579.33	18	3,254,331.00	73	44,579.88	19
Arrowhead AEA (#5)	5,641,688.00	137	41,180.20	15	5,945,096.00	141	42,163.80	17
AEA #6	4,079,787.00	97	42,059.66	16	4,011,385.00	93	43,133.17	17
AEA #7	12,116,050.00	292	41,493.32	17	12,722,963.00	297	42,838.26	17
Mississippi Bend AEA (#9)	10,296,905.00	216	47,670.86	18	10,421,485.00	211	49,390.92	19
Grant Wood AEA (#10)	12,725,947.00	276	46,108.50	18	12,624,664.00	260	48,556.40	18
Heartland AEA (#11)	18,528,650.00	400	46,321.63	15	19,898,057.00	410	48,531.85	16
Western Hills AEA (#12)	6,170,502.00	127	48,586.63	19	6,398,329.00	128	49,986.95	19
Loess Hills AEA (#13)	5,915,928.00	143	41,370.13	17	6,449,226.00	150	42,994.84	17
Green Valley AEA (#14)	2,491,240.00	60	41,520.67	17	2,684,714.00	63	42,614.51	18
Southern Prairie AEA (#15)	4,539,555.00	110	41,268.68	17	4,867,247.00	116	41,959.03	18
Great River AEA (#16)	3,968,071.00	95	41,769.17	20	3,990,664.00	91	43,853.45	21
AEA Subtotals	\$ 103,130,008.00	2,337	\$ 44,129.23	17	\$ 107,183,861.00	2,344	\$ 45,726.90	18
@ Ackley-Geneva	-	-	N/A	N/A	-	-	N/A	N/A
Adair-Casey	\$ 1,192,151.00	36	\$ 33,115.31	18	\$ 1,275,089.00	37	\$ 34,461.86	17
Adel-Desoto-Minburn	4,162,869.00	112	37,168.47	16	4,313,063.00	113	38,168.70	15
@ AGWSR	1,732,723.00	51	33,974.96	16	1,847,667.00	48	38,493.06	16
A-H-S-T	2,091,432.00	62	33,732.77	16	2,080,353.00	58	35,868.16	18
Akron Westfield	2,015,789.00	60	33,596.48	16	1,952,856.00	57	34,260.63	16
Albert City-Truesdale	844,242.00	28	30,151.50	14	963,489.00	30	32,116.30	14
Albia	3,765,842.00	104	36,210.02	16	3,769,118.00	100	37,691.18	16
Alburnett	1,615,368.00	46	35,116.70	16	1,582,974.00	42	37,689.86	16
Alden Community	1,116,895.00	35	31,911.29	12	1,056,150.00	31	34,069.35	13
^ Algona	4,551,969.00	108	42,147.86	19	4,567,347.00	104	43,916.80	19
Allamakee	4,044,809.00	108	37,451.94	17	4,089,757.00	105	38,950.07	17
Allison-Bristow	895,112.00	31	28,874.58	10	917,313.00	29	31,631.48	11
Alta	1,626,256.00	49	33,188.90	13	1,713,992.00	49	34,979.43	13
Ames	14,195,018.00	336	42,247.08	17	14,241,293.00	325	43,819.36	17
Anamosa	4,054,450.00	109	37,196.79	15	4,319,676.00	109	39,630.06	16
Andrew	906,713.00	28	32,382.61	15	994,703.00	30	33,156.77	14
Anita	1,012,617.00	34	29,782.85	15	986,987.00	31	31,838.29	17
Ankeny	14,811,644.00	357	41,489.20	15	16,312,116.00	374	43,615.28	15
Anthon-Oto	711,814.00	25	28,472.56	12	729,773.00	25	29,190.92	11
Aplington	963,677.00	24	40,153.21	20	973,954.00	23	42,345.83	20
Armstrong-Ringsted	1,263,740.00	39	32,403.59	16	1,311,081.00	38	34,502.13	17
Ar-We-Va	1,354,282.00	39	34,725.18	15	1,376,520.00	37	37,203.24	17
Atlantic	4,419,100.00	114	38,764.04	19	4,787,105.00	119	40,227.77	19
Audubon	2,330,646.00	66	35,312.82	17	2,470,803.00	67	36,877.66	18
Aurelia	1,102,365.00	33	33,405.00	15	1,095,083.00	31	35,325.26	17
Ballard	3,228,969.00	84	38,440.11	17	3,303,018.00	85	38,859.04	16
Battle Creek-Ida Grove	2,501,781.00	69	36,257.70	18	2,232,016.00	58	38,483.03	18
Baxter	1,045,955.00	32	32,686.09	13	1,095,928.00	32	34,247.75	13
BCLUW	1,984,542.00	54	36,750.78	13	2,106,182.00	53	39,739.28	14
Bedford	1,801,565.00	56	32,170.80	16	1,818,149.00	54	33,669.43	17
Belle Plaine	2,157,489.00	64	33,710.77	13	2,196,581.00	62	35,428.73	14
Bellevue	1,820,947.00	50	36,418.94	20	1,955,190.00	50	39,103.80	19
Belmond-Klemme	2,331,277.00	63	37,004.40	16	2,461,977.00	63	39,079.00	16
Bennett	579,927.00	21	27,615.57	8	590,525.00	19	31,080.26	10

Schedule 3

Department of Education

Basic Educational Data Survey (BEDS)

For the Period July 1, 2000 through June 30, 2002⁽¹⁾

District Name	Full-Time Annual Salary 2000-2001	2000-2001 FTEs Reported	Average Salary	Average Years of Experience	Full-Time Annual Salary 2001-2002	2001-2002 FTEs Reported	Average Salary	Average Years of Experience
Benton	4,330,233.00	121	35,787.05	15	4,635,107.00	125	37,080.86	14
Bettendorf	12,232,695.00	280	43,688.20	18	12,840,926.00	284	45,214.53	18
Bondurant-Farrar	2,235,752.00	65	34,396.18	13	2,083,634.00	56	37,207.75	13
Boone	6,889,010.00	179	38,486.09	16	6,827,722.00	167	40,884.56	17
Boyd-Hull	1,442,510.00	39	36,987.44	16	1,590,442.00	41	38,791.27	16
Boyer Valley	1,616,893.00	53	30,507.42	11	1,638,950.00	51	32,136.27	11
* Bridgewater-Fontanelle	-	-	N/A	N/A	-	-	N/A	N/A
Brooklyn-Guernsey-Malcom	1,884,112.00	57	33,054.60	14	1,910,409.00	56	34,114.45	14
Burlington	14,395,574.00	380	37,883.09	18	13,071,775.00	333	39,254.58	18
^^ Burt	-	-	N/A	N/A	-	-	N/A	N/A
C and M	686,342.00	23	29,840.96	15	687,714.00	22	31,259.73	15
Cal	911,631.00	28	32,558.25	11	875,298.00	26	33,665.31	10
Calamus-Wheatland	1,547,597.00	46	33,643.41	15	1,649,015.00	48	34,354.48	13
Camanche	2,823,567.00	74	38,156.31	19	2,814,983.00	72	39,096.99	19
Cardinal	1,680,696.00	52	32,321.08	14	1,774,276.00	54	32,856.96	13
Carlisle	3,517,940.00	100	35,179.40	15	3,741,805.00	100	37,418.05	15
Carroll	4,861,779.00	129	37,688.21	16	5,216,058.00	130	40,123.52	16
Cedar Falls	13,691,131.00	331	41,362.93	18	14,065,074.00	328	42,881.32	18
Cedar Rapids	50,904,611.00	1232	41,318.68	17	52,493,358.00	1209	43,418.82	17
Center Point-Urbana	2,785,626.00	82	33,971.05	13	3,145,364.00	88	35,742.77	13
Centerville	5,289,867.00	144	36,735.19	16	5,691,197.00	146	38,980.80	17
Central	1,885,910.00	48	39,289.79	20	1,892,330.00	46	41,137.61	20
Central City	1,250,906.00	42	29,783.48	11	1,387,618.00	42	33,038.52	12
Central Clinton	4,660,479.00	132	35,306.66	15	4,788,968.00	128	37,413.81	15
Central Decatur	1,936,004.00	64	30,250.06	13	2,005,244.00	64	31,331.94	13
Central Lee	3,461,961.00	86	40,255.36	19	3,526,270.00	85	41,485.53	18
Central Lyon	2,165,459.00	59	36,702.69	19	2,149,519.00	57	37,710.86	19
Chariton	3,800,854.00	106	35,857.11	16	3,847,834.00	105	36,646.04	16
Charles City	5,308,058.00	137	38,744.95	18	5,514,060.00	136	40,544.56	17
Charter Oak-Ute	964,157.00	31	31,101.84	12	990,040.00	31	31,936.77	11
Cherokee	3,611,392.00	101	35,756.36	17	3,854,965.00	100	38,549.65	17
Clarinda	3,381,907.00	103	32,834.05	15	3,659,211.00	104	35,184.72	15
Clarion-Goldfield	2,757,260.00	76	36,279.74	15	3,063,738.00	80	38,296.73	15
Clarke	3,800,763.00	111	34,241.11	16	4,109,059.00	115	35,730.95	15
Clarksville	965,142.00	32	30,160.69	11	1,034,931.00	32	32,341.59	12
Clay Central-Everly	1,303,189.00	41	31,785.10	13	1,433,789.00	42	34,137.83	14
Clear Creek-Amana	3,392,487.00	101	33,588.98	13	3,683,592.00	106	34,750.87	13
Clear Lake	4,127,605.00	118	34,979.70	14	4,439,812.00	121	36,692.66	14
Clearfield	217,287.00	9	24,143.00	11	236,535.00	9	26,281.67	8
Clinton	13,352,953.00	345	38,704.21	16	12,906,172.00	336	38,411.23	15
Colfax-Mingo	2,303,684.00	63	36,566.41	14	2,488,584.00	66	37,705.82	14
College	9,415,857.00	233	40,411.40	14	10,515,408.00	247	42,572.50	14
Collins-Maxwell	1,471,501.00	46	31,989.15	11	1,571,107.00	46	34,154.50	12
Colo-Nesco	1,707,364.00	53	32,214.42	13	1,685,036.00	50	33,700.72	13
Columbus	3,275,135.00	88	37,217.44	12	3,635,625.00	92	39,517.66	12
Coon Rapids-Bayard	1,518,843.00	47	32,315.81	17	1,465,603.00	43	34,083.79	18
Corning	1,754,548.00	52	33,741.31	17	1,777,685.00	51	34,856.57	17
Corwith-Wesley	553,843.00	20	27,692.15	8	641,594.00	22	29,163.36	9
Council Bluffs	29,004,136.00	727	39,895.65	17	32,171,813.00	742	43,358.24	17
Creston	4,751,112.00	127	37,410.33	18	4,879,070.00	126	38,722.78	18
Dallas Center-Grimes	4,000,084.00	114	35,088.46	13	4,380,286.00	117	37,438.34	13
Danville	1,396,417.00	39	35,805.56	15	1,491,908.00	40	37,297.70	16

Department of Education
Basic Educational Data Survey (BEDS)

For the Period July 1, 2000 through June 30, 2002⁽¹⁾

District Name	Full-Time Annual Salary 2000-2001	2000-2001 FTEs Reported	Average Salary	Average Years of Experience	Full-Time Annual Salary 2001-2002	2001-2002 FTEs Reported	Average Salary	Average Years of Experience
Davenport	57,122,740.00	1279	44,662.03	18	55,916,984.00	1216	45,984.36	17
Davis County	,981,135.00	95	31,380.37	18	3,107,701.00	95	32,712.64	18
Decorah	5,046,117.00	121	41,703.45	19	5,118,327.00	120	42,652.73	18
Deep River-Millersburg	354,456.00	12	29,538.00	9	359,429.00	11	32,675.36	10
Delwood	442,309.00	14	31,593.50	11	450,684.00	13	34,668.00	13
Denison	4,558,636.00	121	37,674.68	16	5,564,981.00	124	44,878.88	17
Denver	1,842,955.00	51	36,136.37	18	1,945,156.00	53	36,701.06	18
Des Moines Independent	97,191,151.00	2321	41,874.69	13	107,246,219.00	2446	43,845.55	13
x Dexfield	738,622.00	23	32,114.00	12	-	-	N/A	N/A
Diagonal	417,374.00	15	27,824.93	13	448,626.00	15	29,908.40	13
Dike-New Hartford	2,164,773.00	59	36,691.07	17	2,272,929.00	58	39,188.43	18
Dows	478,176.00	18	26,565.33	7	514,620.00	18	28,590.00	8
Dubuque	28,439,839.00	712	39,943.59	18	30,332,865.00	737	41,157.21	18
Dunkerton	1,169,875.00	36	32,496.53	12	1,069,424.00	32	33,419.50	13
Durant	1,889,910.00	58	32,584.66	13	1,890,151.00	56	33,752.70	13
Eagle Grove	2,473,458.00	73	33,882.99	15	2,613,369.00	73	35,799.58	14
Earlham	1,268,521.00	41	30,939.54	9	1,441,743.00	45	32,038.73	9
East Buchanan	1,173,551.00	37	31,717.59	16	1,208,612.00	36	33,572.56	16
East Central	1,384,652.00	40	34,616.30	14	1,363,048.00	37	36,839.14	14
East Greene	1,525,579.00	45	33,901.76	14	1,595,619.00	45	35,458.20	14
East Marshall	2,187,474.00	66	33,143.55	14	2,436,531.00	69	35,312.04	14
East Monona	389,050.00	13	29,926.92	12	398,968.00	13	30,689.85	11
East Union	1,297,007.00	43	30,162.95	11	1,328,757.00	42	31,637.07	12
Eastern Allamakee	1,293,664.00	42	30,801.52	11	1,433,673.00	44	32,583.48	11
Eddyville-Blakesburg	2,496,851.00	75	33,291.35	13	2,601,930.00	75	34,692.40	14
Edgewood-Colesburg	1,585,889.00	48	33,039.35	14	1,587,958.00	46	34,520.83	14
Eldora-New Providence	2,160,301.00	60	36,005.02	17	2,237,912.00	59	37,930.71	17
Elk Horn-Kimballton	882,914.00	27	32,700.52	14	907,016.00	26	34,885.23	15
Emmetsburg	2,577,617.00	70	36,823.10	17	2,675,040.00	68	39,338.82	18
English Valleys	1,350,973.00	40	33,774.33	14	1,493,258.00	42	35,553.76	14
Essex	756,308.00	24	31,512.83	13	800,056.00	25	32,002.24	12
Estherville Lincoln	4,302,330.00	118	36,460.42	16	4,305,176.00	111	38,785.37	17
Exira	832,618.00	26	32,023.77	15	967,711.00	28	34,561.11	15
Fairfield	5,790,152.00	156	37,116.36	16	5,792,856.00	148	39,140.92	17
Farragut	901,031.00	29	31,070.03	12	890,177.00	27	32,969.52	13
Forest City	4,270,194.00	115	37,132.12	17	4,349,952.00	116	37,499.59	17
Fort Dodge	12,550,444.00	330	38,031.65	16	12,684,633.00	318	39,888.78	17
Fort Madison	7,291,897.00	194	37,587.10	17	6,407,869.00	164	39,072.37	16
Fox Valley	642,450.00	25	25,698.00	7	254,743.00	9	28,304.78	7
Fredericksburg	1,118,646.00	32	34,957.69	15	1,159,610.00	32	36,237.81	14
Fremont	256,600.00	9	28,511.11	10	356,690.00	12	29,724.17	9
Fremont-Mills	1,326,028.00	37	35,838.59	21	1,394,382.00	38	36,694.26	20
Galva-Holstein	1,383,134.00	41	33,734.98	15	1,339,911.00	39	34,356.69	13
Garnavillo	956,319.00	30	31,877.30	16	786,000.00	23	34,173.91	17
Garner-Hayfield	2,423,444.00	68	35,638.88	16	2,572,946.00	68	37,837.44	17
George	986,225.00	29	34,007.76	10	1,016,674.00	27	37,654.59	11
Gilbert	2,645,425.00	66	40,082.20	15	2,805,426.00	66	42,506.45	16
Gilmore City-Bradgate	508,639.00	16	31,789.94	16	502,424.00	15	33,494.93	17
Gladbrook-Reinbeck	2,050,629.00	58	35,355.67	15	2,167,184.00	59	36,731.93	15
Glenwood	5,594,634.00	156	35,863.04	13	6,229,099.00	162	38,451.23	14
Glidden-Ralston	1,158,409.00	36	32,178.03	13	1,174,631.00	35	33,560.89	13
GMG	1,354,163.00	42	32,241.98	14	1,484,600.00	44	33,740.91	15

Schedule 3

Department of Education

Basic Educational Data Survey (BEDS)

For the Period July 1, 2000 through June 30, 2002⁽¹⁾

District Name	Full-Time Annual Salary 2000-2001	2000-2001 FTEs Reported	Average Salary	Average Years of Experience	Full-Time Annual Salary 2001-2002	2001-2002 FTEs Reported	Average Salary	Average Years of Experience
Graettinger	865,251.00	30	28,841.70	13	819,600.00	27	30,355.56	12
Grand	306,020.00	10	30,602.00	13	337,290.00	11	30,662.73	10
Greene	1,139,137.00	35	32,546.77	11	1,185,560.00	35	33,873.14	12
* Greenfield	-	-	N/A	N/A	-	-	N/A	N/A
Grinnell-Newburg	5,103,107.00	141	36,192.25	17	5,285,595.00	142	37,222.50	16
Griswold	1,844,883.00	52	35,478.52	15	1,916,532.00	52	36,856.38	16
Grundy Center	1,910,649.00	52	36,743.25	18	2,016,723.00	52	38,783.13	17
Guthrie Center	1,520,099.00	45	33,779.98	17	1,534,381.00	43	35,683.28	16
Guttenberg	1,681,624.00	44	38,218.73	23	1,754,327.00	43	40,798.30	24
Hamburg	815,843.00	27	30,216.41	13	772,597.00	24	32,191.54	13
Hampton-Dumont	3,372,712.00	96	35,132.42	14	3,750,429.00	101	37,132.96	15
Harlan	4,845,872.00	121	40,048.53	17	5,074,837.00	122	41,597.02	18
Harmony	1,437,584.00	46	31,251.83	13	1,528,295.00	46	33,223.80	12
Harris-Lake Park	927,804.00	28	33,135.86	12	956,321.00	27	35,419.30	12
Hartley-Melvin-Sanborn	2,734,423.00	79	34,612.95	15	2,726,119.00	75	36,348.25	16
Highland	1,629,705.00	49	33,259.29	12	1,762,844.00	51	34,565.57	11
Hinton	1,602,391.00	45	35,608.69	16	1,724,661.00	45	38,325.80	16
H-L-V	1,083,123.00	34	31,856.56	16	1,103,439.00	34	32,454.09	15
Howard-Winneshiek	4,141,877.00	115	36,016.32	15	4,427,111.00	118	37,517.89	14
Hubbard-Radcliffe	1,423,401.00	42	33,890.50	13	1,461,193.00	41	35,638.85	14
Hudson	2,740,635.00	62	44,203.79	14	2,880,722.00	61	47,224.95	15
Humboldt	4,019,503.00	105	38,280.98	17	4,088,461.00	104	39,312.13	16
IKM	1,631,631.00	48	33,992.31	16	1,361,415.00	38	35,826.71	16
Independence	4,799,191.00	126	38,088.82	16	4,934,935.00	125	39,479.48	15
Indianola	8,516,252.00	220	38,710.24	17	9,287,785.00	228	40,735.90	16
Interstate 35	1,929,969.00	61	31,638.84	13	2,098,472.00	64	32,788.63	12
Iowa City	30,595,807.00	694	44,086.18	17	32,321,479.00	712	45,395.34	17
Iowa Falls	3,623,406.00	87	41,648.34	23	3,665,272.00	87	42,129.56	20
Iowa Valley	1,850,867.00	50	37,017.34	14	1,975,073.00	50	39,501.46	14
Janesville Consolidated	749,867.00	22	34,084.86	18	786,439.00	22	35,747.23	19
Jefferson-Scranton	4,029,160.00	103	39,118.06	18	4,124,308.00	102	40,434.39	19
Jesup	2,326,932.00	60	38,782.20	18	2,436,378.00	61	39,940.62	18
Johnston	9,698,439.00	274	35,395.76	11	11,261,225.00	293	38,434.22	12
Keokuk	6,955,365.00	169	41,156.01	17	7,224,866.00	165	43,787.07	18
Keota	1,338,261.00	42	31,863.36	13	1,381,102.00	41	33,685.41	13
Kingsley-Pierson	1,429,615.00	41	34,868.66	15	1,495,968.00	41	36,487.02	15
Knoxville	5,459,032.00	153	35,679.95	15	5,812,639.00	151	38,494.30	16
Lake Mills	2,076,016.00	57	36,421.33	16	2,128,945.00	57	37,349.91	16
Lamoni	1,071,454.00	36	29,762.61	13	1,205,669.00	39	30,914.59	13
Laurens-Marathon	1,428,192.00	40	35,704.80	16	1,464,071.00	40	36,601.78	16
Lawton-Bronson	1,600,025.00	46	34,783.15	16	1,729,552.00	46	37,598.96	16
Le Mars	5,836,823.00	147	39,706.28	16	6,169,687.00	148	41,687.07	16
Lenox	1,243,709.00	39	31,889.97	13	1,326,907.00	39	34,023.26	14
Lewis Central	7,604,684.00	187	40,666.76	16	7,926,530.00	186	42,615.75	17
Lineville-Clio	424,961.00	17	24,997.71	14	441,282.00	16	27,580.13	16
Linn-Mar	12,064,773.00	297	40,622.13	16	12,660,609.00	302	41,922.55	15
Lisbon	1,454,968.00	40	36,374.20	16	1,574,856.00	43	36,624.56	15
Little Rock	481,870.00	15	32,124.67	13	471,949.00	14	33,710.64	10
Logan-Magnolia	1,825,610.00	53	34,445.47	13	1,961,680.00	54	36,327.41	14
Lone Tree	1,148,908.00	38	30,234.42	8	1,192,951.00	38	31,393.45	9
Louisa-Muscatine	2,805,959.00	76	36,920.51	15	2,834,810.00	74	38,308.24	14
Lu Verne	329,576.00	12	27,464.67	14	321,037.00	11	29,185.18	15

Department of Education
Basic Educational Data Survey (BEDS)

For the Period July 1, 2000 through June 30, 2002⁽¹⁾

District Name	Full-Time Annual Salary 2000-2001	2000-2001 FTEs Reported	Average Salary	Average Years of Experience	Full-Time Annual Salary 2001-2002	2001-2002 FTEs Reported	Average Salary	Average Years of Experience
Lynnville-Sully	1,161,040.00	35	33,172.57	15	1,410,956.00	42	33,594.19	13
Madrid	1,574,803.00	43	36,623.33	19	1,712,708.00	45	38,060.18	17
Malvern	1,062,999.00	36	29,527.75	11	1,226,189.00	38	32,268.13	12
Manning	1,445,221.00	43	33,609.79	12	1,530,444.00	44	34,782.82	12
Manson Northwest Webster	2,252,707.00	72	31,287.60	13	1,938,661.00	57	34,011.60	14
Maple Valley	1,530,154.00	49	31,227.63	13	1,601,305.00	48	33,360.52	13
Maquoketa	5,440,679.00	150	36,271.19	17	5,577,358.00	151	36,936.15	17
Maquoketa Valley	2,663,467.00	70	38,049.53	17	2,804,088.00	71	39,494.20	17
Marcus-Meriden-Cleghorn	1,678,525.00	50	33,570.50	18	1,480,968.00	42	35,261.14	18
Marion Independent	4,977,050.00	134	37,142.16	13	5,477,240.00	140	39,123.14	13
Marshalltown	14,315,833.00	349	41,019.58	16	14,536,900.00	339	42,881.71	17
Martensdale-St Marys	1,295,335.00	42	30,841.31	12	1,403,853.00	43	32,647.74	11
Mason City	12,660,348.00	317	39,938.01	15	13,138,233.00	313	41,975.19	15
Mediapolis	2,389,814.00	70	34,140.20	15	2,481,070.00	70	35,443.86	15
Melcher-Dallas	1,453,411.00	44	33,032.07	13	1,478,212.00	42	35,195.52	15
Meservey-Thornton	645,472.00	22	29,339.64	14	630,896.00	21	30,042.67	14
MFL Marmac	2,765,654.00	77	35,917.58	15	2,659,470.00	70	37,992.43	15
Midland	1,949,911.00	63	30,950.97	11	1,993,644.00	61	32,682.69	12
Mid-Prairie	3,465,819.00	96	36,102.28	14	3,749,120.00	99	37,869.90	15
Missouri Valley	2,371,451.00	66	35,931.08	18	2,695,455.00	69	39,064.57	16
Moc-Floyd Valley	3,860,645.00	100	38,606.45	14	4,053,709.00	100	40,537.09	15
Montezuma	1,687,302.00	51	33,084.35	13	1,748,299.00	50	34,965.98	15
Monticello	2,946,662.00	85	34,666.61	15	3,113,810.00	85	36,633.06	15
Moravia	1,035,449.00	34	30,454.38	12	1,125,147.00	35	32,147.06	12
Mormon Trail	946,873.00	34	27,849.21	8	934,697.00	31	30,151.52	10
Morning Sun	469,560.00	14	33,540.00	13	503,438.00	15	33,562.53	13
Moulton-Udell	842,069.00	26	32,387.27	17	864,520.00	26	33,250.77	15
Mount Ayr	2,641,714.00	73	36,187.86	16	2,659,630.00	72	36,939.31	16
Mount Pleasant	6,349,335.00	151	42,048.58	18	6,624,639.00	154	43,017.14	18
Mount Vernon	2,855,335.00	74	38,585.61	18	3,031,764.00	76	39,891.63	18
Murray	886,460.00	32	27,701.88	11	935,640.00	32	29,238.75	11
Muscatine	15,584,399.00	406	38,385.22	16	17,469,311.00	420	41,593.60	16
Nashua-Plainfield	2,121,514.00	57	37,219.54	19	2,271,679.00	58	39,166.88	19
Nevada	4,533,588.00	120	37,779.90	16	4,877,284.00	125	39,018.27	16
New Hampton	3,576,023.00	96	37,250.24	17	3,686,805.00	96	38,404.22	17
New London	1,384,967.00	43	32,208.53	14	1,525,317.00	44	34,666.30	14
New Market	378,359.00	13	29,104.54	11	455,354.00	14	32,525.29	15
Newell-Fonda	1,385,892.00	42	32,997.43	15	1,419,361.00	41	34,618.56	15
Newton	10,212,047.00	263	38,829.08	14	10,838,829.00	264	41,056.17	15
Nishna Valley	837,802.00	26	32,223.15	18	942,725.00	28	33,668.75	17
* Nodaway Valley	2,526,698.00	74	34,144.57	15	2,730,918.00	74	36,904.30	16
Nora Springs-Rock Falls	1,377,725.00	39	35,326.28	15	1,420,445.00	38	37,380.13	15
North Cedar	2,578,975.00	76	33,933.88	14	2,787,644.00	79	35,286.63	14
North Central	1,551,276.00	42	36,935.14	17	1,606,914.00	41	39,193.02	17
North Fayette	3,082,243.00	82	37,588.33	18	3,158,259.00	81	38,990.85	18
North Iowa	1,520,180.00	46	33,047.39	19	1,720,072.00	48	35,834.83	19
North Kossuth	1,361,188.00	41	33,199.71	15	1,439,071.00	41	35,099.29	15
North Linn	2,073,018.00	61	33,983.90	13	2,218,674.00	61	36,371.70	13
North Mahaska	1,520,541.00	42	36,203.36	15	1,622,328.00	43	37,728.56	16
North Polk	2,669,964.00	75	35,599.52	14	2,638,331.00	69	38,236.68	15
North Scott	8,686,041.00	212	40,971.89	17	8,937,328.00	215	41,568.97	16
North Tama	1,490,216.00	44	33,868.55	14	1,584,834.00	43	36,856.60	14

Schedule 3

Department of Education

Basic Educational Data Survey (BEDS)

For the Period July 1, 2000 through June 30, 2002⁽¹⁾

District Name	Full-Time Annual Salary 2000-2001	2000-2001 FTEs Reported	Average Salary	Average Years of Experience	Full-Time Annual Salary 2001-2002	2001-2002 FTEs Reported	Average Salary	Average Years of Experience
North Winneshiek	981,450.00	31	31,659.68	15	911,876.00	27	33,773.19	17
Northeast	2,095,679.00	59	35,519.98	17	2,067,546.00	57	36,272.74	16
Northeast Hamilton	851,376.00	27	31,532.44	11	853,494.00	27	31,610.89	9
Northwood-Kensett	1,730,297.00	49	35,312.18	15	1,806,239.00	49	36,862.02	14
Norwalk	5,235,127.00	152	34,441.63	13	5,806,679.00	168	34,563.57	12
Odebolt-Arthur	1,175,192.00	36	32,644.22	19	1,185,102.00	33	35,912.18	20
Oelwein	4,862,448.00	120	40,520.40	19	5,109,691.00	122	41,882.71	18
Ogden	1,993,164.00	60	33,219.40	15	2,224,411.00	63	35,308.11	15
Okoboji	2,845,120.00	73	38,974.25	16	2,918,137.00	73	39,974.48	14
Olin Consolidated	839,602.00	29	28,951.79	10	875,088.00	28	31,253.14	11
Orient-Macksburg	1,159,322.00	37	31,333.03	14	1,147,680.00	35	32,790.86	14
Osage	3,218,560.00	85	37,865.41	17	3,263,744.00	83	39,322.22	16
Oskaloosa	7,099,618.00	180	39,442.32	17	7,432,771.00	180	41,293.17	17
Ottumwa	13,766,664.00	350	39,333.33	16	13,812,044.00	342	40,386.09	16
Panorama	1,962,251.00	61	32,168.05	17	2,088,857.00	61	34,243.56	16
Parkersburg	1,499,682.00	43	34,876.33	14	1,501,310.00	40	37,532.75	15
Paton-Churdan	550,443.00	19	28,970.68	11	645,347.00	22	29,333.95	12
PCM	3,027,884.00	90	33,643.16	15	3,157,940.00	89	35,482.47	15
Pekin	2,220,924.00	62	35,821.35	16	2,418,949.00	64	37,796.08	16
Pella	5,135,959.00	131	39,205.79	19	5,490,702.00	134	40,975.39	18
Perry	4,955,186.00	140	35,394.19	15	5,325,036.00	143	37,238.01	14
Pleasant Valley	8,372,479.00	200	41,862.40	15	8,904,744.00	203	43,865.73	15
Pleasantville	1,924,370.00	55	34,988.55	16	1,972,847.00	56	35,229.41	16
Pocahontas Area	2,609,626.00	72	36,244.81	17	2,602,763.00	70	37,182.33	16
Pomeroy-Palmer	895,592.00	27	33,170.07	19	928,904.00	27	34,403.85	18
Postville	1,461,195.00	41	35,638.90	15	1,666,405.00	45	37,031.22	15
Prairie Valley	2,469,340.00	70	35,276.29	16	2,699,265.00	75	35,990.20	15
Prescott	161,900.00	7	23,128.57	10	186,400.00	7	26,628.57	11
Preston	1,154,012.00	35	32,971.77	16	1,253,344.00	34	36,863.06	19
Red Oak	3,783,760.00	103	36,735.53	17	3,700,925.00	95	38,957.11	18
Remsen-Union	1,388,268.00	45	30,850.40	11	1,428,272.00	45	31,739.38	10
Riceville	1,352,542.00	40	33,813.55	16	1,391,905.00	40	34,797.63	16
River Valley	1,792,573.00	58	30,906.43	14	1,758,818.00	54	32,570.70	15
Riverside	2,124,364.00	63	33,720.06	16	2,234,064.00	62	36,033.29	17
Rock Valley	1,579,952.00	44	35,908.00	16	1,735,983.00	45	38,577.40	16
Rockwell City-Lytton	1,632,261.00	54	30,227.06	16	1,620,883.00	51	31,782.02	17
Rockwell-Swaledale	1,159,594.00	35	33,131.26	13	1,292,624.00	38	34,016.42	12
Roland-Story	3,286,584.00	79	41,602.33	16	3,446,242.00	78	44,182.59	16
Rudd-Rockford-Marble Rock	1,681,916.00	48	35,039.92	16	1,778,597.00	48	37,054.10	16
Russell	598,500.00	22	27,204.55	12	596,700.00	21	28,414.29	9
Ruthven-Ayrshire	767,232.00	25	30,689.28	15	831,964.00	25	33,278.56	14
Sac	1,476,164.00	47	31,407.74	16	1,501,829.00	47	31,953.81	14
Saydel Consolidated	4,485,154.00	125	35,881.23	13	4,250,327.00	117	36,327.58	12
Schaller-Crestland	1,453,907.00	42	34,616.83	12	1,575,532.00	43	36,640.28	13
Schleswig	517,313.00	18	28,739.61	14	509,752.00	17	29,985.41	10
Sentral	696,117.00	24	29,004.88	11	747,126.00	24	31,130.25	12
Sergeant Bluff-Luton	3,887,698.00	94	41,358.49	15	4,250,782.00	100	42,507.82	15
Seymour	1,126,275.00	39	28,878.85	10	1,147,059.00	37	31,001.59	12
Sheffield-Chapin	884,731.00	27	32,767.81	15	1,033,348.00	31	33,333.81	13
Sheldon Community	2,830,841.00	70	40,440.59	17	3,049,364.00	71	42,948.79	18
Shenandoah	3,119,500.00	89	35,050.56	17	2,191,539.00	59	37,144.73	17
Sibley-Ocheyedan	2,525,447.00	65	38,853.03	19	2,619,190.00	64	40,924.84	19

Department of Education

Basic Educational Data Survey (BEDS)

For the Period July 1, 2000 through June 30, 2002⁽¹⁾

District Name	Full-Time Annual Salary 2000-2001	2000-2001 FTEs Reported	Average Salary	Average Years of Experience	Full-Time Annual Salary 2001-2002	2001-2002 FTEs Reported	Average Salary	Average Years of Experience
Sidney	1,366,610.00	42	32,538.33	15	1,342,232.00	40	33,555.80	16
Sigourney	2,300,395.00	73	31,512.26	13	2,328,021.00	71	32,789.03	13
Sioux Center	2,977,379.00	70	42,533.99	17	2,957,370.00	67	44,139.85	17
Sioux Central	1,361,763.00	44	30,949.16	13	1,571,685.00	49	32,075.20	13
Sioux City	40,300,058.00	948	42,510.61	17	42,813,783.00	964	44,412.64	17
Solon	2,542,986.00	69	36,854.87	13	2,766,271.00	70	39,518.16	13
South Clay	249,505.00	8	31,188.13	14	266,441.00	8	33,305.13	15
South Hamilton	2,271,678.00	60	37,861.30	15	2,343,055.00	61	38,410.74	15
South O'Brien	2,486,086.00	66	37,667.97	18	2,369,538.00	63	37,611.71	16
South Page	1,014,653.00	35	28,990.09	13	978,019.00	32	30,563.09	13
South Tama County	4,346,886.00	125	34,775.09	17	4,520,601.00	125	36,164.81	17
South Winneshiek	1,906,272.00	53	35,967.40	18	2,004,927.00	53	37,828.81	19
Southeast Polk	12,713,265.00	317	40,104.94	14	13,849,168.00	328	42,223.07	14
Southeast Warren	1,665,535.00	52	32,029.52	13	1,725,584.00	51	33,834.98	14
Southeast Webster	1,763,487.00	53	33,273.34	13	1,891,116.00	52	36,367.62	12
Southern Cal	1,899,711.00	58	32,753.64	15	2,006,487.00	59	34,008.25	15
Spencer	6,108,573.00	156	39,157.52	17	6,284,472.00	153	41,074.98	18
Spirit Lake	3,502,941.00	92	38,075.45	16	3,780,976.00	94	40,223.15	17
Springville	1,296,038.00	41	31,610.68	14	1,415,572.00	42	33,704.10	14
St Ansgar	1,911,512.00	50	38,230.24	18	2,190,088.00	53	41,322.42	18
Stanton	866,304.00	25	34,652.16	15	821,139.00	24	34,214.13	15
Starmont	2,537,494.00	72	35,242.97	16	2,520,143.00	69	36,523.81	16
Storm Lake	5,569,518.00	142	39,221.96	14	5,643,332.00	139	40,599.51	15
Stratford	333,425.00	10	33,342.50	11	352,784.00	10	35,278.40	11
x Stuart-Menlo	1,624,702.00	51	31,856.90	12	-	-	N/A	N/A
Sumner	1,810,593.00	46	39,360.72	21	1,839,579.00	45	40,879.53	20
Terril	597,536.00	19	31,449.26	14	555,165.00	17	32,656.76	14
Tipton	2,320,102.00	70	33,144.31	15	2,606,702.00	72	36,204.19	15
Titonka Consolidated	536,643.00	18	29,813.50	14	563,160.00	17	33,127.06	15
Treynor	1,279,289.00	37	34,575.38	17	1,428,391.00	38	37,589.24	17
Tri-Center	1,940,504.00	56	34,651.86	15	2,150,612.00	57	37,730.04	15
Tri-County	1,098,267.00	39	28,160.69	10	1,108,014.00	36	30,778.17	10
Tripoli	1,324,529.00	36	36,792.47	18	1,278,502.00	33	38,742.48	17
Turkey Valley	1,833,886.00	51	35,958.55	17	1,957,758.00	52	37,649.19	18
Twin Cedars	1,314,538.00	42	31,298.52	14	1,413,643.00	44	32,128.25	13
Twin Rivers	722,459.00	24	30,102.46	12	776,589.00	24	32,357.88	12
Underwood	1,937,464.00	56	34,597.57	14	2,034,079.00	55	36,983.25	14
Union	3,158,383.00	91	34,707.51	15	3,177,512.00	90	35,305.69	15
United	1,059,316.00	32	33,103.63	12	1,063,998.00	29	36,689.59	14
Urbandale	9,013,975.00	234	38,521.26	14	9,837,513.00	238	41,334.09	14
Valley	1,478,244.00	43	34,377.77	13	1,593,091.00	43	37,048.63	13
Van Buren	1,577,387.00	48	32,862.23	15	1,632,777.00	47	34,739.94	15
Van Meter	1,334,344.00	41	32,544.98	14	1,419,089.00	41	34,611.93	15
Ventura	1,014,462.00	34	29,837.12	10	1,064,328.00	34	31,303.76	10
Villisca	1,267,199.00	37	34,248.62	15	1,287,593.00	35	36,788.37	17
Vinton-Shellsburg	5,556,768.00	152	36,557.68	15	5,944,752.00	154	38,602.29	15
Waco	1,448,403.00	43	33,683.79	14	1,548,918.00	44	35,202.68	14
Wall Lake View Auburn	1,588,971.00	49	32,427.98	18	1,425,563.00	42	33,941.98	18
Walnut	732,284.00	24	30,511.83	17	806,989.00	25	32,279.56	16
Wapello	2,118,919.00	60	35,315.32	15	2,265,296.00	62	36,537.03	15
Wapsie Valley	1,698,013.00	51	33,294.37	16	1,532,576.00	43	35,641.30	17
Washington	5,204,975.00	140	37,178.39	16	5,493,317.00	142	38,685.33	16

Schedule 3

Department of Education
Basic Educational Data Survey (BEDS)

For the Period July 1, 2000 through June 30, 2002⁽¹⁾

District Name	Full-Time Annual Salary 2000-2001	2000-2001 FTEs Reported	Average Salary	Average Years of Experience	Full-Time Annual Salary 2001-2002	2001-2002 FTEs Reported	Average Salary	Average Years of Experience
Waterloo	29,549,832.00	735	40,203.85	17	30,910,877.00	747	41,380.02	16
Waukee	5,880,548.00	174	33,796.25	10	7,453,013.00	206	36,179.67	10
Waverly-Shell Rock	5,206,087.00	127	40,992.81	20	5,380,503.00	124	43,391.15	21
Wayne	2,151,488.00	68	31,639.53	13	2,291,689.00	68	33,701.31	14
Webster City	4,634,081.00	123	37,675.46	16	5,144,048.00	128	40,187.88	16
West Bend-Mallard	1,341,489.00	43	31,197.42	14	1,374,353.00	43	31,961.70	14
West Branch	2,179,267.00	65	33,527.18	12	2,319,283.00	68	34,107.10	11
West Burlington Ind	1,840,889.00	53	34,733.75	14	1,988,391.00	55	36,152.56	13
West Central	990,761.00	28	35,384.32	20	1,075,065.00	29	37,071.21	19
x West Central Valley	-	-	N/A	N/A	2,563,774.00	78	32,868.90	11
West Delaware County	5,298,788.00	138	38,397.01	16	5,400,838.00	135	40,006.21	17
West Des Moines	23,509,506.00	570	41,244.75	14	25,194,808.00	583	43,215.79	14
West Hancock	2,014,599.00	60	33,576.65	13	2,128,594.00	61	34,894.98	14
West Harrison	1,591,105.00	47	33,853.30	14	1,622,341.00	45	36,052.02	14
West Liberty	3,459,239.00	97	35,662.26	15	3,508,416.00	97	36,169.24	14
West Lyon	2,240,231.00	62	36,132.76	17	2,275,676.00	62	36,704.45	17
West Marshall	2,081,707.00	63	33,042.97	13	2,265,404.00	65	34,852.37	14
West Monona	2,004,356.00	61	32,858.30	16	2,232,281.00	64	34,879.39	16
West Sioux	2,177,918.00	63	34,570.13	16	2,176,453.00	62	35,104.08	15
Western Dubuque	8,060,787.00	198	40,711.05	21	8,283,846.00	198	41,837.61	21
Westwood	1,959,251.00	57	34,372.82	14	2,038,740.00	57	35,767.37	14
Whiting	738,502.00	24	30,770.92	14	758,494.00	24	31,603.92	16
Williamsburg	3,035,804.00	87	34,894.30	13	3,301,872.00	91	36,284.31	13
Wilton	2,374,458.00	71	33,443.07	15	2,604,871.00	72	36,178.76	15
Winfield-Mt Union	1,221,326.00	36	33,925.72	13	1,392,797.00	39	35,712.74	14
Winterset	4,828,460.00	125	38,627.68	17	4,820,473.00	122	39,512.07	16
Woden-Crystal Lake	605,600.00	21	28,838.10	13	545,760.00	18	30,320.00	14
Woodbine	1,421,847.00	44	32,314.70	12	1,563,612.00	45	34,746.93	13
Woodbury Central	1,658,633.00	47	35,290.06	15	1,718,480.00	46	37,358.26	17
Woodward-Granger	1,830,699.00	54	33,901.83	13	1,989,648.00	54	36,845.33	13
School District Subtotals	\$1,389,170,486.00	36,718	\$ 37,833.50	15	\$ 1,455,453,945.00	36,721	\$ 39,635.47	15
State Totals	\$1,492,300,494.00	39,055	\$ 38,210.23	16	\$ 1,562,637,806.00	39,065	\$ 40,000.97	17

@ Ackley-Geneva and AGWSR merged in fiscal year 2000-2001.

^^ Burt consolidated with Algona in fiscal year 1999-2000.

* Bridgewater-Fontanelle and Greenfield consolidated to form Nodaway Valley in fiscal year 2000-2001.

x Dexfield and Stuart-Menlo consolidated to form West Central Valley in fiscal year 2001-2002.

Fox Valley closed the high school at the end of fiscal year 2001-2002.

(1) The information presented above is available for fiscal years 1999 and 2000 on the Auditor of State's web site at www.state.ia.us/government/auditor/reports.

Note: The above schedule does not include administrative personnel (as designated on BEDS), part-time teachers, or nonpublic school districts. (However, see **Finding (C-1)** within the Department of Education section of the report. Some administrative personnel have been coded as teachers rather than administrators in the BEDS data submitted. Therefore, average teacher salary as reported may be affected.) Auditor unable to adjust the averages for administrative salaries for AEAs due to the way they report their salaries on BEDS.

Educational Excellence Program and
Student Achievement and Teacher Quality Program
Department of Education
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Appendix A

Student Achievement and Teacher Quality Program Iowa Teaching Standards and Evaluation Criteria

STANDARD 1

Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

MODEL CRITERIA

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

STANDARD 2

Demonstrates competence in content knowledge appropriate to the teaching position.

MODEL CRITERIA

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

STANDARD 3

Demonstrates competence in planning and preparing for instruction.

MODEL CRITERIA

The teacher:

- a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

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STANDARD 4

Uses strategies to deliver instruction that meets the multiple learning needs of students.

MODEL CRITERIA

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

STANDARD 5

Uses a variety of methods to monitor student learning.

MODEL CRITERIA

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

STANDARD 6

Demonstrates competence in classroom management.

MODEL CRITERIA

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models, and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for student learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

Appendix A

Student Achievement and Teacher Quality Program Iowa Teaching Standards and Evaluation Criteria

STANDARD 7

Engages in professional growth.

MODEL CRITERIA

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

STANDARD 8

Fulfills professional responsibilities established by the school district.

MODEL CRITERIA

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Iowa Administrative Code Chapter 282-13 (Excerpts)

282—13.1(272) General. The standards listed in this chapter are held to be generally accepted minimal standards within the teaching profession in Iowa with respect to competent performance and therefore are declared to be the criteria of competency adopted pursuant to the provisions of Iowa Code chapter 272...

282—13.2(272) Scope of standards. The standards set forth herein shall apply to all licensed practitioners as defined in Iowa Code chapter 272. In this regard, no finding of professional incompetency shall be made except where a preponderance of evidence exists as to such incompetency.

282—13.5(272) Administrative and supervisory requirements of educators.

13.5(1) Competent educators must possess the abilities and skills necessary to perform the designated task. Each educator shall:

- a. Keep records in accordance with law and policies of the school district.
- b. Supervise district students and school personnel in accordance with law and policies of the school district.
- c. Recognize the role and function of community agencies and groups as they relate to the school and to the educator's position including, but not limited to, health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

13.5(2) Each teacher shall:

- a. Utilize appropriate and available instructional materials and equipment necessary to accomplish the designated task.
- b. Adhere to and enforce lawful policies of the school district which have been communicated to the teacher.
- c. Use available channels of communication when interacting with administrators, community agencies, and groups in accordance with school district policy.

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13.5(3) Each administrator shall

- a. Use appropriate and available instructional personnel, materials, time, encouragement and equipment necessary to accomplish the designated task in fulfillment of the goals of the school district.
- b. Adhere to and enforce school law, state board regulations, and school district policy which has been communicated to the administrator.
- c. Use available channels of communication when interacting with teachers, community agencies and groups in accordance with school district policy.
- d. Establish and use consistent management techniques to accomplish the designated task pertaining to scheduling, finance, public relations and personnel.

282—13.6(272) Analysis of individual needs and individual potential. The competent educator shall utilize or promote the utilization of appropriate diagnostic techniques adopted by the school district to analyze the needs and potential of individuals:

Among others, the following techniques should be considered:

1. Personal observation.
2. Analysis of individual performance and achievement.
3. Specific performance testing.

282—13.7(272) Instructional procedures. Each competent educator shall seek accomplishment of the designated task through selection and utilization of appropriate instructional procedures.

13.7(1) *Each educator shall*

- a. Create an atmosphere which fosters interest and enthusiasm for learning and teaching.
- b. Use procedures appropriate to accomplish the designated task.
- c. Encourage expressions of ideas, opinions and feelings.

13.7(2) *Each teacher shall*

- a. Create interest through the use of available materials and techniques appropriate to varying abilities and background of students.
- b. Consider individual student interests and abilities when planning and implementing instruction.

13.7(3) *Each administrator shall*

- a. Support the creation of interest by providing the materials and equipment within the scope of available resources, time, and encouragement necessary for the teacher to accomplish the designated task.
- b. Make reasonable assignment of tasks and duties in light of individual abilities and specialties as designated by appropriate endorsements and approvals granted by the state.

282—13.8(272) Communication skills. In communicating with students, parents and other educators, each competent educator, within the limits prescribed by assignment and role, shall

1. Utilize information and materials that are relevant to the designated task.
2. Use language and terminology which are relevant to the designated task.
3. Use language that reflects an understanding of the ability of the individual or group.
4. Ensure that the designated task is understood.
5. Use feedback techniques that are relevant to the designated task.
6. Consider the entire context of the statements of others when making judgments about what others have said.
7. Encourage each individual to state ideas clearly.

282—13.9(272) Management techniques. The competent educator shall

1. Resolve discipline problems in accordance with the law, school district policy, and administrative regulations and policies.
2. Maintain consistency in the application of policy and practice.
3. Use management techniques which are appropriate to the particular setting such as group work, seat work, lecture, discussion, demonstration, individual projects, and others.
4. Develop and maintain positive standards of student contact.

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282—13.10(272) Competence in specialization. Competent educators shall

1. Possess knowledge within their area of specialization consistent with their record of professional preparation.
2. Be aware of current developments in their field.
3. Possess knowledge of resources that may be utilized in improving instruction in their area of specialization.

282—13.11(272) Evaluation of learning and goal achievement. A competent educator accepts responsibility commensurate with delegated authority to evaluate learning and goal achievement, and the competent educator shall

1. Utilize appropriate types of evaluation techniques.
2. Utilize the results of evaluations for planning, counseling and program modification.
3. Analyze and interpret evaluations effectively for the purpose of improving instruction.
4. Explain methods and procedures of evaluation to those concerned.
5. Provide frequent and prompt feedback concerning the success of learning and goal achievement efforts.

282—13.12(272) Human and interpersonal relationships. Competent educators maintain effective human and interpersonal relations skills and therefore

1. Shall encourage others to respect, examine, and express differing opinions or ideas.
2. Shall not knowingly misinterpret the statements of others.
3. Shall not show disrespect for or lack of acceptance of others.
4. Shall provide leadership and direction for others by appropriate example.
5. Shall offer constructive criticism when necessary.
6. Shall comply with requests given by and with proper authority.
7. Shall not assign unreasonable tasks.
8. Shall exercise discretion and reasonable judgment in the use of authority.

282—13.13(272) Personal requirements. In assessing the mental or physical health of educators, no decision adverse to the educator shall be made by the board except on the testimony of personnel competent to make such judgment by reason of training, licensure and experience in professions, a significant concern of which is the study, diagnosis and treatment of physical or mental health. However, each competent educator within the scope of delegated authority shall

1. Be able to engage, except when temporarily disabled, in physical activity appropriate to the designated task. The term “temporarily disabled” covers physical and mental conditions. No adverse decision will be rendered by the board against a temporarily disabled educator solely for that reason, and the issue as to the nature of an alleged disability shall be decided in the same manner as set forth in the preceding paragraph.
2. Be able to communicate effectively to accomplish the designated task.
3. Appropriately control emotions, the expression of which is likely to interfere with the designated task or be detrimental to the learning process and to otherwise compromise the educator’s effectiveness.
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

These rules are intended to implement Iowa Code chapter 272.

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The following is a summary of the questions distributed to teachers and selected responses received. The responses are sorted according to the years of experience held by the responding teacher.

1a. How do you see the Student Achievement and Teacher Quality Program enhancing classroom performance and student achievement?

- 3 Yrs. – I feel that both could enhance performance and student achievement. Our data, in addition to the “No Child Left Behind” legislation, is going to have a major impact on how and what we teach. Our Annual Report helps tie achievement levels in our school system’s goals. I feel the mentoring and evaluation processes are going to have a positive effect on classroom performance and student achievement.
- 4 Yrs. – I feel it holds the, maybe less internally motivated, teacher accountable for his/her teaching. In turn, the students may get more from the teacher’s instruction.
- 12 Yrs. – If the amount of data that teachers need to examine is small enough to comprehend and pertinent to the students at hand then the goals written by teachers for student achievement and professional development will directly enhance classroom performance and student achievement. If districts are too large then teachers don’t view the data as pertinent to their classrooms and they don’t feel ownership.
- 15 Yrs. – Personally, I believe it has a chance to change, in a positive way, the manner in which teachers perform their tasks. I am impressed with how comprehensive it is, how thorough and specific its standards are. Goal setting is crucial to the success of a teacher, and unfortunately I don’t think that our evaluation instrument in this district stresses that aspect of professional growth enough. This instrument is a solid step in the right direction. Maintaining a portfolio to keep tabs on my progress toward meeting these goals may be a bit cumbersome, however; I would favor a pre and post conference with my immediate supervisor to assess how I have done.
- 17 Yrs. – I’m not sure – I do think it will make new teachers very aware of the workload teachers have (for less pay than other professions), therefore, it might “weed out” the less dedicated and hold on to real hard working educators.
- 18 Yrs. – As teacher quality improves, so will student achievement. However, teacher quality will only continue to improve if there is funding to retain high quality teachers.

1b. Will the improvements be evident in the short-term? If not, how long would it be before you anticipate seeing results?

- 3 Yrs. – Some improvements will take place short-term. However, some improvements will take a few years. Time will be needed for teachers to evaluate what is being done in the classroom.
- 12 Yrs. – Teaching practices should be evident in the short term but results will take time. Five to eight years before we see results in data format.

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- 15 Yrs. – Some improvements, such as fulfilling professional responsibilities as established by the school district, can be readily measured. Others, particularly standards that deal with professional growth and using a variety of methods to monitor student learning, will take two-four years before one can expect to see results.
- 17 Yrs. – Some improvements will be short-term in the directions given, but to see evidence on standardized tests, it will take several years if ever.

2a. What format will be used for your individual career development plan?

- 4 Yrs. – Since this is a mandatory program, I will model my portfolio after the standards set out by the State Department. **[Note:** According to a Department official, guidance will be provided regarding the format of the individual career development plan.]
- 4 Yrs. – My district will be requiring a portfolio illustrating the career development of my teaching experience as well as my future education.
- 6 Yrs. – I will probably use a binder, portfolio with pockets to keep evidence of my teaching the standards.
- 7 Yrs. – I will be using a binder to keep this in. I will be able to collect and protect artifacts this way.
- 14 Yrs. – Our school system is requiring individual portfolios of each teacher to include how all the career development areas are being met. Also the alignment process of matching assessments to standards and benchmarks is being used.

2b. How much time do you estimate it will take to complete the plan? (Please estimate in hours per week.)

- 4 Yrs. – To have a quality portfolio I am estimating two hours per week.
- 4 Yrs. – Two hours per week for eight months along with continued time throughout the years following for updating.
- 6 Yrs. – I estimate four hours per week for ten to fifteen weeks.
- 12 Yrs. – Developing a district plan will take lots of time (could easily spend two hours a week over four to eight weeks). Individual plans could require two to three hours a week.
- 17 Yrs. – If diligent – one hour per week – forty weeks/year. This is a true estimate.

2c. When do you anticipate preparing the plan (i.e., personal time, classroom time, preparatory period, etc.)?

- 3 Yrs. – I would imagine that preparation/completion will have to be done during my personal time, rather than during the school day.
- 6 Yrs. – I would use mostly personal time because I have enough to do with all the demands daily in my classroom. It will take time for all those listed to photocopy, develop pictures, write, organize, etc.
- 7 Yrs. – With the demands currently on teachers the only option is personal time.

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- 12 Yrs. – Personal time – How could I stop teaching to prepare it – My prep time is so limited/staggered I barely have time to prepare lesson materials required for using best practices – best practices have the most direct effect on my student’s achievement!
- 14 Yrs. – Most of it during personal time because we have no extended amounts of time for more than 20-30 minutes at one time and that time usually involves working with kids in the room. Some in-service time has been used, but not enough time to finish any of the tasks required.
- 17 Yrs. – It will be in personal time. Class time is too important and prep time is usually spent with students.
- 22 Yrs. – I know that I will be using personal time. We have more to do in a day (just to prepare lessons and materials and attend meetings) than time allows. Anything extra is done outside the contract day. My work on building a teacher portfolio to document mastery of 42 teaching criteria has taken many outside hours (10 or more) and I am about half done.

2d. Do you believe the individual career development plan will enhance the quality of teachers in Iowa?

- 3 Yrs. – I feel that it should enhance the quality of teachers in Iowa. I feel that it will allow me to have specific goals that I am striving for.
- 4 Yrs. – truly believe it won’t enhance teacher quality. Future teachers should be evaluated for quality at the University or Collegiate level. Current teachers have so many commitments other than simply educating their students. This, I believe, is the main problem for teacher quality.
- 6 Yrs. – I believe the plan will make better teachers in Iowa if we incorporate the plans for use in the classroom. However, putting together a plan just to meet standards will do nothing for teacher quality.
- 12 Yrs. – Maybe – Teacher Ed programs will have to address it and perhaps add this more into the curriculum. Some educators who are stagnant in the profession may be driven out – but – some new educators may be so intimidated they will quit early on.
- 14 Yrs. – I can see how it may help to have teachers more focused on the items that they have included as part of their plan, but that doesn’t mean the quality will be any better. Hopefully by teachers actually being aware of the alignment, what is taught will also be what is assessed.
- 15 Yrs. – I really do. I would love to have the opportunity to work with my building principal in a collaborative effort to improve my teaching, and thus student achievement. Too often our administrators are bogged down in disciplinary proceedings to actually have the opportunity to be out in the classroom, observing and coaching teachers. If we can pull this off, and give teachers the chance to set goals and provide them with the guidance to meet those goals, we will go a long way to providing personal satisfaction for teachers and effective instruction for students. Everyone would be a winner.
- 18 Yrs. – It could, but there are so many variables! I know if it is not done well, you may lose good teachers.

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3. Do you participate in the Beginning Teacher Mentoring and Induction Program? If so, please complete questions 4 through 6. Also, identify if your involvement is as the beginning teacher or as the mentor.

- 0-5 Yrs. – Received four “yes” responses and three “no” responses.
- 6-10 Yrs. – Received one “yes” response.
- 11-15 Yrs. – Received one “yes” response and two “no” responses.
- 16-20 Yrs. – Received three “yes” responses and four “no” responses.
- 21-25 Yrs. – Received one “yes” response and one “no” response.
- 26-30 Yrs. – Received one “yes” response and one “no” response.

Note: Three individuals did not respond to this question.

4. How do you see the Beginning Teacher Mentoring Program extending beyond the student teaching that the new teacher has completed as an undergraduate?

- 2 Yrs. – The first year was too similar to undergraduate introductory class of education. With this second year, and discussions of artifacts the collaboration amongst peers has been enhancing.
- 3 Yrs. – I feel that it can make the whole transition a much better experience. I see my “mentee” as having someone to share things with, to help with “school policies” etc.
- 6 Yrs. – It extends beyond student teaching because now the new teacher is faced with a lot more responsibilities and he/she needs more guidance to “learn the ropes” of the school and district.
- 7 Yrs. – The mentoring program can be more real for the new teacher because they are actually in a situation where the work applies directly to them. Should make Beg. Teachers more familiar with local CSIP/Standards.
- 17 Yrs. – Hopefully it will help new teachers realize that there is a lot more to learn and be involved in past the student teaching experience, and that by going through the mentor/mentee process they will have a greater chance to become aware of all that teaching involves, and also have a greater chance of being a quality teacher. The mentor/mentee workshops help a new teacher so much by exposing them to the many facets of teaching (which one isn’t aware of through simply student teaching).
- 22 Yrs. – The Beginning Teacher Mentoring Program helps 1st and 2nd year teachers deal with situations beyond those student teachers face. In our district this also involves situations specific to the district such as BAT [Building Assistance Team] referrals and curriculum mapping.

5. Do you believe the requirements of the Program will result in decreased classroom time for participating teachers? If so, estimate the number of hours per week.

- 3 Yrs.– Yes. There are a lot of items that must be done by beginning teachers. (one to two hrs/week)
- 6 Yrs. – No, because teachers should be teaching the standards anyway. It’s just a matter of organizing it all.

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- 12 Yrs. – No – We won't use class time we'll work 10-12 hour days for no relevant pay increase as usual! Number of contract days needs to increase along with PAY for veteran teachers!
- 14 Yrs. – Yes, one to two hours per week; some of the meetings they have attended were during the school day.
- 17 Yrs. – Maybe three to five hrs. I think it will definitely take its toll on the amount of time the new teachers spend with students, because they tend to find it easy to work at school on portfolio work, and other mentee assignments. Also, it seems we are taken out of our classrooms far too much as it is for meetings, etc.
- 18 Yrs. – Yes – one to three hours.
- 22 Yrs. – Not in decreased classroom time, but it results in 30-60 minutes less time per week to prepare for classroom time.

6. Do you believe the Mentoring Program will improve the quality of teachers in Iowa?

- 3 Yrs. – Yes, to an extent. It allows teachers to identify their feelings and work on solutions together. The projects are time consuming, therefore, taking away from the classroom.
- 6 Yrs. – Hopefully, yes! We need quality mentor teachers involved to help the new teachers. New teachers will need more and more support with all the paperwork demands, (assessments and no student left behind) and daily planning and problems that arise.

Note: Of the twenty-five respondents, six did not answer this question as they had not participated in the mentoring program, and five left the question blank.

7. Do you have any additional comments or concerns about either the Student Achievement and Teacher Quality Program or the Educational Excellence Program?

- 6 Yrs. – I feel the community school district hires excellent teachers. Our mentor program has gone through positive changes and my mentee has said she feels more confident after attending the monthly meetings. She gets reassurances of things she's doing well and always a new idea to try for classroom management, conferences, report cards etc...I don't want to do a lot of extra work putting together a teaching standards portfolio. On top of guided reading, reading templates, report cards, conferences, curriculum mapping, comprehension strategies, problem solving, performance tasks, vocabulary strategies and teaching reading, writing, math, spelling, language arts, science, and social studies, I just want to know who is going to look through this "new portfolio"? If it's the principals, I know they have enough to do as well. It would be nice to get paid for all the personal time it takes just to do my job. I don't need to do more paperwork for my own growth. I got my master's degree for that!! And professional development classes.

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- 12 Yrs. – The DE should quit strapping LEAs with tasks that require “committees” to reinvent the wheel! Write State Standards – Establish State benchmarks. Allow teachers to compare the data about their students to the State Standards and then we can set goals accordingly. We spend our time trying to GUESS what legislatures and the DE want from us. TELL US! Let us focus on finding the best practices for educating our students to the State Expectations. Every time our district is asked to create a new document that relates back to the standards and benchmarks and school vision/mission we start to question whether our written standards are correct. We spend too much time changing/adapting them and never get a workable document established! Too much change/too fast/with little guidance as to how to make the changes. U of I is doing a fabulous job with ITAP [Iowa Technical Adequacy Project] training – we should have had this 3 years ago!
- 17 Yrs. – Why is it assumed that if teachers do more work, students will achieve higher scores? Why do teachers have to prove they do these things? What teachers need is time to brainstorm with colleagues and time to prepare more stimulating and motivational lessons.
- 18 Yrs. – I have concerns about time taken from students to “prove” we are continuing to improve. The vast majority of teachers improve by nature.
- 22 Yrs. – When the state mandates programs and time frames for compliance before it works out criteria and details for compliance, it results in a lot of stress, confusion, and inconsistencies between districts. This has a negative impact on teacher performance and on student achievement.
- 27 Yrs. – I realize the need for conformity in evaluation procedures. I think we have possibly gone from no criteria, to an extremely complex system that will be difficult to enforce and evaluate. We have had so many state mandated programs in the past that we worked on for a year or two, and then we never hear of them again, so our work is for naught. Is this another of these futile exercises? Will it really improve teaching quality?
- 30 Yrs. – Like the “No Child Left Behind” initiative, I have serious concerns that teachers will be forced into teaching to standardized tests in order to look good in relation to other countries. By the way other countries also teach to the tests and report the results of their “cream of the crop.” We currently report our scores of all students not just the top ones. If it ever comes to that in the U.S., I will leave the profession. I consider it to be absolutely fraudulent. We cannot force children to learn any more than we can force a horse to drink water. We have to lead by example, not by forced standards.