IOWA DEPARTMENT OF EDUCATION

Performance Report

Performance Results Achieved
for Fiscal Year 2006

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Introduction

Iowans value education. Year after year this is a priority for the citizens of Iowa as evidenced by their willingness to invest their time and energy at the local level, and spend a major portion of the state's revenues to support a system of education that provides quality educational opportunities for learners of all ages. The purpose of this report is to provide information on results obtained in key education areas, to show how we are working to improve the system, and to identify challenges that need to be addressed in the years ahead.

Specifically, we will be reporting on our core functions and related activities:

- Education – providing technical assistance and professional development in order to improve instruction at the local level and increase student achievement.
- Regulation and Compliance – providing stewardship for the education system through accreditation, approval, fiscal oversight and federal program oversight.
- Resource Management – providing the leadership, data for accountability and decision-making, and infrastructure needs necessary to administer and support agency operations and the system of education in Iowa.
- Library Services – acquiring, managing and providing access to information.

Our educational system has a long and proud tradition of excellence. Many measures indicate that Iowa schools are among the best in the nation. Our graduation rate is over 90%, and many standardized test scores are near the top in the nation. These results are supported by strong community involvement, with student learning goals established at the local level by school boards in partnership with parents, teachers, school administrators, and other community members. Over 83% of our high

school graduates indicate that they intend to pursue postsecondary education or training.

Despite this success, not all students are achieving at high levels. Student achievement data indicate that a significant achievement gap exists for students who are poor, minority or disabled. In addition, employers want employees with better communication skills and advanced skills in math and science. A high school diploma alone is no longer enough for many of the jobs of the 21st Century. If we want to transform Iowa's economy, we must transform Iowa's education system, meeting the needs of *all* students and preparing them to be successful at the postsecondary level and into the new economy workforce.

What are we doing to achieve these goals? Research indicates that one of the most significant factors for improving student achievement is improving instruction. Therefore, the state is implementing Teacher Quality legislation designed to attract talented people into the profession of teaching, provide strong support for beginning teachers, and ongoing professional development tied specifically to achieving local district student achievement goals. Because we know that most of the jobs that pay a wage that will support a family require postsecondary education or training, we are promoting more relevance and rigor in the high school curriculum, in order to improve students' chance at success at the postsecondary level. And because more of our young children come to school without the readiness skills they need to be successful in school, we are focusing on improving access to high quality preschool and early childhood settings.

The Department of Education helps local school districts and community colleges go beyond compliance with the minimum standards required by law, and strive for continuous

improvement. We work to build capacity at the local level, through support systems such as the area education agencies. We are also working to improve the transition from secondary to postsecondary by increasing opportunities for rigorous coursework through sharing activities, AP Online and postsecondary enrollment options. As stated in the report from the Iowa Learns Council, education is everyone's business. More than ever before, we all have a stake in the success of our education system. More education and higher levels of achievement mean better income and higher standards of living for students, greater productivity for businesses, a more vibrant economy and a better quality of life for all of us.

Agency Overview

Mission:
Our Mission is to champion excellence in education through superior leadership and service. We are committed to high levels of learning, achievement and performance for all students, so they will be come successful members of their community and the workforce.

Guiding Principles:
- All students can learn.
- Students respond best to high expectations.
- All students must feel safe and respected at school.
- Educators need ongoing support and professional development to improve student achievement.
- Local schools, communities and families have the primary responsibility for improving student performance.
- The primary roles of the state are to help communities meet the learning needs of all their students and to assure that the educational welfare of students is protected.
- Leadership decisions will be data-driven.
- A quality education system is essential to a sound economy.

Major Services, Products and Customers:
The Department of Education, in conjunction with the State Board, is responsible for supervising the state's prekindergarten-12 schools, area education agencies, and community colleges, and for approving practitioner and administrator preparation programs. In order to address the strategic plan goals and carry out core functions, the Department is organized into the Office of the Director and three divisions in the Grimes Building (the Division of PK-12 Education, the Division of Community Colleges and Workforce Preparation, and the Division of Financial and Information Services). Three additional divisions (Iowa Vocational Rehabilitation Services, the Division of Library Services and Iowa Public Television) are linked administratively to the Department in the Code.

The Office of the Director has the primary responsibility for providing leadership for the system of education in Iowa from the pre-kindergarten through community college levels. The Director provides this leadership in conjunction with the State Board of Education. This Office also provides a liaison function with the Governor's office and state and federal legislative groups, coordinates communication services, provides legal services, and has primary responsibility for establishing priorities and coordination of Department activities and initiatives.

The Division of PK - 12 Education has responsibility for local school district, nonpublic school, and area education agency accreditation and continuous improvement processes. This Division oversees many federal programs including, but not limited to, competitive and non-competitive grants in a variety of school program areas, Title I, the Individuals with Disabilities in Education Act, US Department of Agriculture nutrition programs, Safe and Drug Free Schools, and implementation of No Child Left Behind. In addition the Division includes early childhood programs, school transportation, implementation of Iowa's Teacher Quality legislation, and approval of postsecondary teacher and administrator preparation programs.

The Division of Community Colleges and Workforce Preparation has primary responsibility for community college accreditation and management information processes, and for secondary and postsecondary vocational programming statewide.

The Division of Financial and Information Services is responsible for data collection and analysis including development of *The Annual Condition of Education Report.* It also allocates state and federal funding to local entities and provides technical support and information related to school finance. In addition, this division provides financial and personnel services such as payroll, accounting and budgeting, purchasing, inventory, office support, facility management and technology support to internal and external customers.

The major products and services of the Department of Education include leadership, support, and monitoring of all aspects of education from pre-kindergarten through community college levels, with some program monitoring extending from birth to the end of college and beyond. These services include budget, program and compliance support; professional development; and technical assistance for schools and school districts, AEAs, and community colleges. The Department's primary clients are those stakeholders who provide and are impacted by pre-kindergarten through community college programs. The Department's programs support students, parents, instructional staff, administrators, local school boards, and community members.

Results

This section includes performance data related to the core functions and the services, products and/or activities listed in our agency performance plan.

In the first section we will report on some important **Key Results** areas that have been selected because of the impact they have on helping us achieve the mission of the agency and the goals in the strategic plan. The areas we have selected to highlight as key results areas include:

- Providing technical assistance and professional development to improve instruction and student achievement through the Iowa Professional Development Model.
- Implementing a statewide Student Identifier and longitudinal K-12 student record and reporting system (Project EASIER).
- Providing for electronic and web-based accountability and reporting through School Profiles and other web accessible information.
- Expanding library services -- providing subsidized statewide access to EbscoHost and FirstSearch informational databases to Iowa libraries for all Iowans' use.

In the second results section we will report on all **Agency Performance Plan Results for FY2006.** Using a modified version of the performance plan template we will document what was achieved for each core function and service, product, activity (SPA) listed in our agency performance plan.

Key Results

CORE FUNCTION – STRATEGIC GOAL

Core Function: Education – providing technical assistance and professional development in order to improve instruction at the local level and increase student achievement.

Strategic goal: All K-12 students will achieve at high levels, prepared for success beyond high school.

Name: **Iowa Professional Development Model**

Description: Provide quality professional development designed to improve instruction and increase student achievement. Through the implementation of the Iowa Professional Development Model, Iowa's teachers will be better prepared to implement research-based instructional strategies that have a direct impact on reading achievement.

Why we are doing this: Research has consistently shown that the learning strategies implemented by teachers in the classroom have a direct impact on achievement of their students. In order to increase the skills of teachers, quality professional development is key.

What we're doing to achieve results: The Iowa Student Achievement and Teacher Quality Program sets standards for how to plan, provide, and evaluate professional development for Iowa's teachers. For a school to accomplish gains in student achievement through professional development, a specific combination of actions is needed. The Iowa Professional Development Model provides guidance and technical assistance to help districts and schools put these actions into place. This type of professional development includes:

- Identifying a professional development target that is based on district and building goals and addresses student needs that are identified through data analysis.
- Selecting a model, program, or set of strategies that is focused on instruction and is well grounded in research.
- Delivering learning opportunities that are distributed through the year, include intensive training to learn the rationale for the new practices, and show teachers demonstrations of how to teach the new strategies.
- Conducting collaborative team meetings that enable teachers to study together, design lessons, and solve the problems of implementing challenging new practices.
- Measuring how often teachers use newly learned practices and assessing students' responses to changes in teaching.
- Evaluating the results of professional development.

The required District Career Development Plan combined with the Individual Teacher Development Plans provide the structures for local schools to use as they design, deliver and evaluate professional development. These professional development structures address district student achievement goals and the Iowa Teaching Standards.

For the 2005-2006 school year, the following are some of the training activities that were supported:

- Connecting Improved Instruction and Student Learning Through Professional Development Series.

- The Professional Development Technical Assistance Seminar Series.

- Winter Institute 2006 Sessions.

- Collaboration Workshops.

New Technical assistance products distributed in 2005-2006:

- District/Building Profile: Iowa Professional Development Model.

- Administrator's Guide for Professional Development.

Content Networks: The Iowa Content Network is a tool for AEA staff, administrators, central office personnel and teachers to use when choosing content for their professional development. A team of Iowa experts in the field of Reading, Math and Science review articles which are posted on the Department of Education website at http://www.iowa.gov/educate/prodev/main.html .

In addition to reviewing research studies for the web site, Content Network reviewers focus on making information about research more useful for professional development leadership teams. The priority is on developing summaries of bodies of work so that schools know what strategies are effective and have supporting research. The summaries facilitate careful decision-making and thoughtful use of educational research when selecting the strategies and practices for professional development.
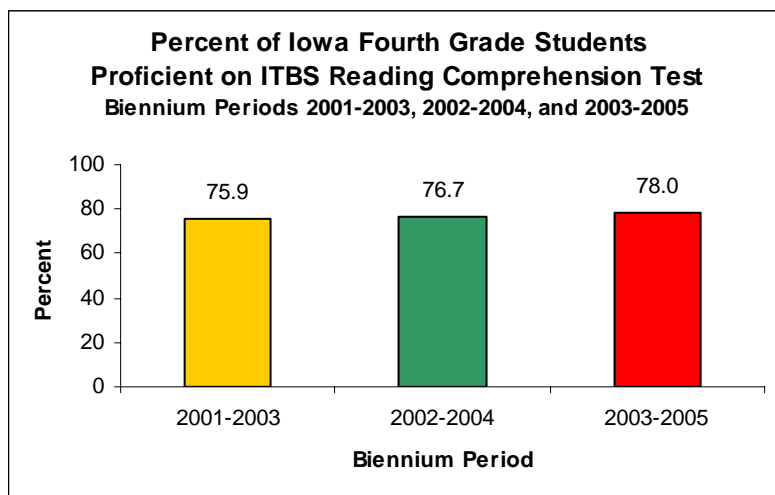
**Performance Measure*:*
Percent of Iowa 4th graders performing at or above the proficient level on the ITBS Reading Comprehension Test

**Performance Goal/Target*:*
76.9% performing at or above the proficient level

Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test
Biennium Periods 2001-2003, 2002-2004, and 2003-2005

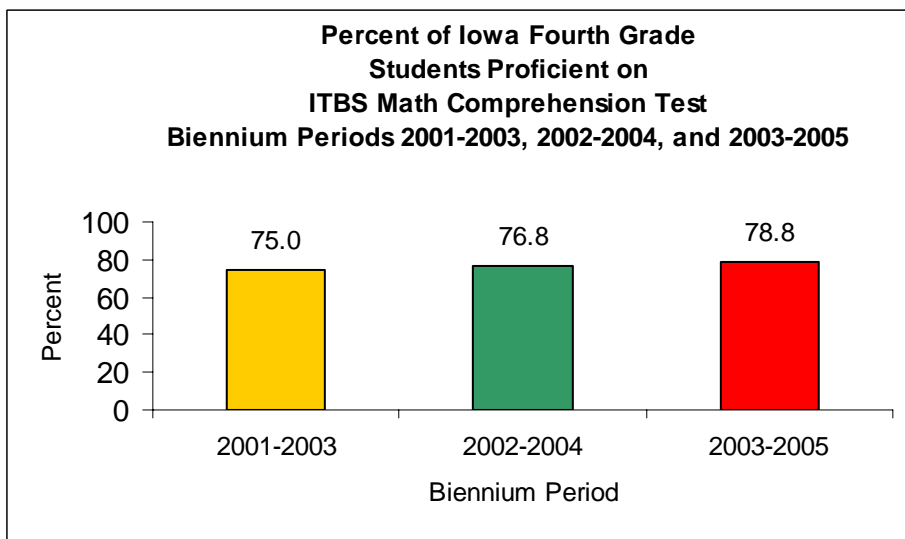| Biennium Period	Percent
2001-2003	75.9
2002-2004	76.7
2003-2005	78.0

Performance Measure:
Percent of Iowa 4th graders performing at or above the proficient level on the ITBS Mathematics Test

Performance Goal/Target:
77% performing at or above the proficient level

Percent of Iowa Fourth Grade Students Proficient on ITBS Math Comprehension Test
Biennium Periods 2001-2003, 2002-2004, and 2003-2005

Biennium Period	Percent
2001-2003	75.0
2002-2004	76.8
2003-2005	78.8

What was achieved: Quality professional development leads to improved instruction and increased student achievement. Some examples of results include proficiency levels in reading and math. Both fourth grade reading and math proficiency is increasing as demonstrated in the charts above.

For additional student achievement results, please go to the results matrix in this document or go to http://www.iowa.gov/educate/content/view/798/834/ and click on The *Annual Condition of Education Report, 2006*, for a full report on student performance in Iowa.

Data Sources: Iowa Department of Education; Iowa Testing Program, University of Iowa

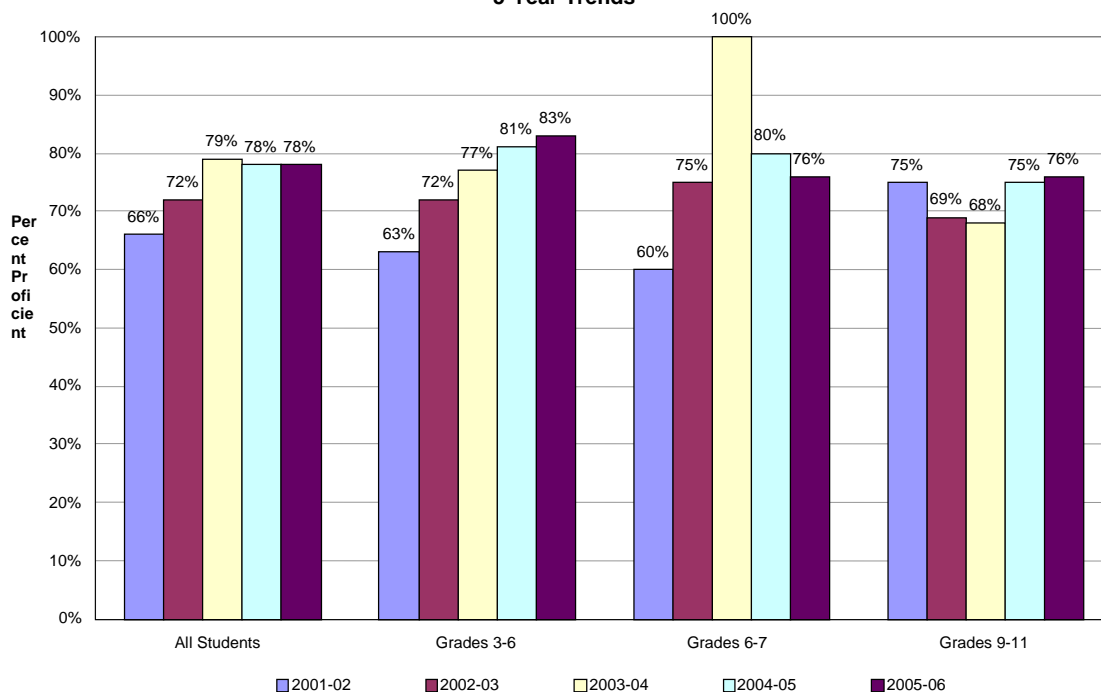**Resources:** Both state and federal funds were used**.**

Case Study Schools: Following are examples of schools that are implementing the **Iowa Professional Development Model** and summary statements about the positive results they are reporting.

Case Study Examples from Schools Implementing the Iowa Professional Development Model

Sidney Community School District
This district's professional development focused on math problem solving and the L to J system for monitoring student progress. While teachers during the first year were more focused on data collection and the development of probes, they have now intensified their focus to Polya's four steps to problem solving and explicit instruction. The content of PD this year has been continued work on the strategies of explicit instruction as it relates to problem solving. Sidney's involvement in the professional development model with the problem solving focus has yielded positive results as evidenced by ITBS/ITED trends shown in the graphs that follow.

Sidney CSD Percent of Student Proficient on the ITBS/ITED Mathematics Tests: 5-Year Trends

	All Students	Grades 3-6	Grades 6-7	Grades 9-11
2001-02	66%	63%	60%	75%
2002-03	72%	72%	75%	69%
2003-04	79%	77%	100%	68%
2004-05	78%	81%	80%	75%
2005-06	78%	83%	76%	76%

Des Moines Community School District
Second Chance Reading (SCR) was selected by the district to address the needs of students at the middle and high schools reading well below grade level and thus struggling with the requirements of the curriculum. Initially, nine middle schools, four high schools and three alternative schools serving adolescents participated in the SCR professional development effort. The success of the SCR program in the Des Moines Public Schools led to its expansion for the 2005-06 academic year. The program is now provided in all district middle and high schools and three SCR coaches now work with both new and veteran teachers to provide training and support. Student growth has continued to be robust with the change in training design (see table below for 2004-2005 academic year). The combination of consistent facilitation to ensure the functioning of collaborative teams and the collection of data and a strong cadre of trainers to reinforce skill development has clearly worked in Des Moines. While all programs can benefit from periodic infusions of expert assistance, the Des Moines SCR program is no longer dependent on an outside trainer for program implementation.

Second Chance Reading
Regular Education with Included Special Education Students by Subgroup
2004-2005

Mean Growth in NGE on SDRT and Jamestown Timed Readings

	Comp.	Fluency Difference (WPM)
Male (339)	2.1	46
Female (300)	1.6	34
Low SES (359)	1.7	36
SpEd (65)	1.6	50
Non SpEd (574)	1.9	39
ELL (80)	2.0	44
Black (112)	1.45	35
White (401)	2.0	40
Hispanic (80)	1.6	41
Asian (34)	2.8	54
American Indian [6]	[2.4]	[106]

Nixon Elementary, Cedar Rapids

In 2003-2004 Nixon Elementary School selected reading fluency as the professional development target based on the district and building data and on available resources and expertise. The identified strategies include: repeated readings, paired readings, super signals, using punctuation, echo reading, choral reading, and readers' theater. In 2005 Nixon staff continued their focus on fluency strategies, with the goal of improving reading comprehension, and added the comprehension strategies recommended by Stephanie Harvey (*Strategies That Work).* The hard work of the Nixon staff is paying off in student learning. The table below provides trend data for fourth grade, including subgroups, for the three years Nixon has implemented the Iowa Professional Development Model.

Percent Proficient: Nixon 4th Grade ITBS Longitudinal Data

4th Grade	2003-2004	2004-2005	2005-2006
Reading: All Students	80	75	83
Reading: Low SES Students	67	33*	88
Reading: Students w/IEPs	25	54.5	68

* Change in legal requirements for reporting data.

North Scott Jr. High, Eldridge

Working within a district goal to improve reading comprehension from kindergarten through 12th grade, the school elected to focus on the higher-order comprehension abilities of its students. For the 2003-2004 school year the target of the shared learning at the building level was the Think Aloud and Graphic Organizer instructional strategies. North Scott has maintained a high percentage of students at the proficient level on the ITBS reading comprehension test and has shown steady improvement. Their most impressive gains have been with low SES students and students with IEPs (see chart below).

**Percent of Students Proficient on the
ITBS Reading Comprehension Test**

	2003-2004		2004-2005		2005-2006	
	7th Grade	8th Grade	7th Grade	8th Grade	7th Grade	8th Grade
All	72	77.6	79	77	80	79.5
Low SES	53	50	69	58	69	67.5
IEP	11	19.2	17	38.7	44	25

Key Results

CORE FUNCTION – SERVICE/PRODUCT/ACTIVITY

Core Function: Resource Management

Service/Product/Activity: Administration and Leadership – Policy, planning, advocacy, leadership, governance and administration; internal operations; information and data for accountability and decision-making; and administration of resource allocation.

Name: Electronic Access System for Iowa Education Records (**Project EASIER**) and **Statewide Student Identifier System**.

Description: Implements a statewide student identifier and longitudinal K-12 student record and reporting system.

Why we are doing this: Good data is essential for making decisions about instruction, educational policies, and resource allocation. The Department initiated this project to improve the efficiency and quality of school district data reporting and to reduce data burden. With the passage and implementation of NCLB, the assignment of a unique student identifier became essential to meet accountability and reporting requirements.

The Iowa Department of Education collects the majority of all information needed for state and federal reports via file uploads of student, staff, or financial information. Information that is not file uploaded is collected via web-based online reporting. The major change in collecting information about the students began several years ago when the department re-engineered its data collections from summary reports to electronically collecting the required data via individual student records. The primary reason was our effort to promote efficiency, accuracy and timeliness of the data received from Iowa schools and to reduce the data burden on Iowa schools.

Although the original intent was to reduce data burden, collecting data through individual student records and establishing a unique statewide student identifier for each student has become essential to meet the reporting requirements of No Child Left Behind (NCLB). Individual student records provided through Project EASIER (Electronic Access System for Iowa Education Records) enable the department to aggregate the data needed for state and federal reporting requirements, policy development, and accountability at the local, state and federal levels.

What we're doing to achieve results: The Department has implemented a secure password protected software system to assign a unique numerical identifier to every student in a public school. This automated system allows districts to securely upload files from the district's student information system or to log onto the system and individually obtain unique identifiers for individual students.

Significant expansions of Project EASIER occurred in 2004-2005 and 2005-2006. One major step was that all students in public schools were assigned a unique ten-digit identifier to be used as part of the local and state student information system. The student identifier is used by districts when submitting a file to the department. The student identifier was also used as part of the ITBS/ITED test reporting by local districts and results are reported to the department and districts using the

identifiers. The unique identifier has also been incorporated into the special education students' database. Through the use of the student identifier, all student level information can be linked regardless of the source.

All Iowa public school districts are participating in Project EASIER and have successfully submitted data electronically to the Department of Education for all students in grades preschool through twelfth grade effective with the start of the 2004-2005 school year. Some nonpublic schools have chosen to participate on a voluntary basis and it appears more will be added in the 2006-2007 school year.

It is the department's intent to collect as much of the data required for state reports, NCLB and other federal reports through the individual student records and not conduct individual surveys for each federal/state program area. As such, additional data elements were added in 2005-2006 and more will be added in 2006-2007. The United States Department of Education has implemented an initiative similar to the states, namely "collect the data once and use it many times." Their project is called EDEN, Education Data Exchange Network, and will produce at the federal level ED*facts*.

Department staff conducted a series of regional meetings with districts to assist in understanding the requirements, enabling each district to meet the standards set by the department. Staff conducted workshops to assist districts with the course coding to assure uniform adoption of a statewide/national standard. In addition to the regional workshops, department staff provided extensive telephone support. A data elements dictionary was created and codes were developed and standardized for each element collected. Department staff worked extensively with software vendors and school district staff to uniformly implement the new data requirements.

Results

Performance Measure:
 Percent of districts participating in Project EASIER

Performance Goal/Target:
100%

Percent of Districts Participating in EASIER
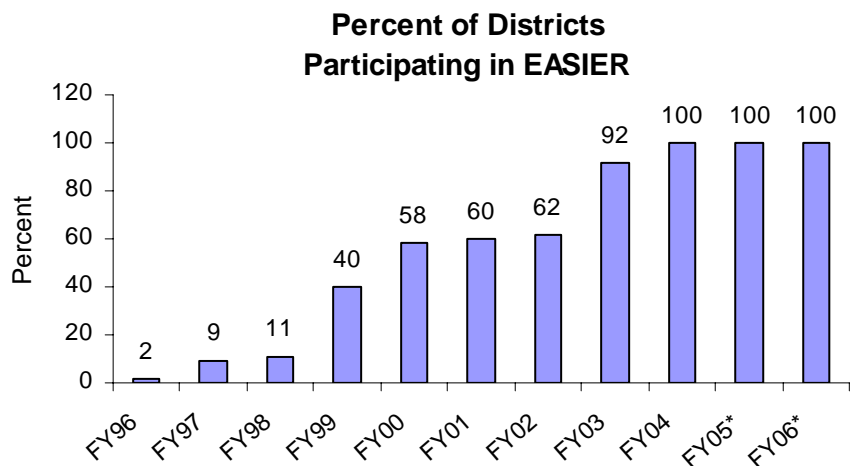
*FY05 and FY06 also had 100%
100% on student identifier system.

What was achieved: All (100%) public school districts in Iowa are participating in the department's statewide individual student record system (EASIER) and submitting data to the Department of Education via an individual student record.   In addition, all children attending a public school district have been assigned a unique student identifier that expedites reporting and creates the means for establishing a longitudinal database at the school, district, and state level.

Data Sources: Iowa Department of Education

Resources: Both state and federal funds were used.

Key Results

CORE FUNCTION – SERVICE/PRODUCT/ACTIVITY

Core Function: Resource Management

Service/Product/Activity: Policy, planning, advocacy, leadership, governance and administration; internal operations, information and data for accountability and decision-making; and administration of resource allocation.

Name: Electronic and web-based accountability and reporting systems (including **School Profiles**, Annual Progress Reports and other information).

Description: Provides an electronic and web-based, accountability and reporting system that provides information and data about each of our districts and schools. This allows parents, the community, the public and policymakers easy access to information about student achievement and progress toward annual goals in each school district. It also allows the web-user to make individualized charts with personally selected data points.

Why we are doing this: In the Department of Education we strive to implement policies and procedures that encourage the use of information for decision-making and accountability to assure that student needs are met, and to support continuous improvement in schools. The expectations for good information regarding the education system are very high. Parents, educators, school board members, legislators, and the public expect easy access to quality data and information. In addition, No Child Left Behind requires each state to provide an annual report card to inform stakeholders about the progress of students and schools on indicators of student achievement and other information that is related to student success.

What we're doing to achieve results: The Department of Education is providing increasing information about schools and districts online.

The Department of Education **School Profile** website provides specific information about student achievement in each district and public school. Specifically, the following is provided:
  - the percent of students who are proficient in reading and math in the district and specific school buildings for grades four, eight and eleven
  - the graduation rate for the district; and
  - the average daily attendance rate in the district.

In addition, statistics and graphs are displayed by subgroups as required by NCLB. The subgroups are: race/ethnicity, low socio-economic, English language learner, and special education.

Through this web-based profile site, the user can compare multiple districts or multiple schools. In addition, comparison with districts, with the county, AEA, or state can be made.

Information is also available on the Department website about each school district's Comprehensive School Improvement Plan and Annual Progress Report.

The department has implemented a *State Report Card for No Child Left Behind* and expanded the content of the *Annual Condition of Education Report*.

<table>
<tr><td>***Results***</td></tr>
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The Department's website is a dynamic source of information that may be manipulated by the user to focus on specific results or create comparisons with other districts, the county, AEA or state. Thus, it must be viewed and used on-line. Please go to http://www.iowaschoolprofiles.com/profiles.asp to see and use the School Profiles website. Additional information about annual progress reports may also be viewed online. Please go to http://www.iowa.gov/educate/content/blogcategory/61/897/ and click on the areas under "Public Information" in the orange box on the right side of the screen.

The profiles have enabled parents, teachers, administrators, and all citizens within a community the ability to better understand the "condition" of the education system within their community. In addition to the profiles, the department provides summary information on students, including achievement; and summary and detailed information on staff, finances, and programs.

Key Results

CORE FUNCTION – SERVICE/PRODUCT/ACTIVITY

Core Function: Library Services

Service/Product/Activity: Purchase statewide access to e-library resources on behalf of Iowa libraries.

Name: **Library Services**

Description: Provide subsidized statewide access to EbscoHost and FirstSearch informational databases to Iowa libraries for all Iowans' use.

Why we are doing this: Informed consumers now expect electronic access to information. Through statewide access to high-quality e-library resources, Iowans are able to find fast, accurate, reliable information through their libraries. These resources enhance decision-making and lifelong learning for all ages.

What we're doing to achieve results: The State Library of Iowa, in cooperation with the Iowa Area Education Agencies, negotiates statewide rates for access to a group of electronic library resources that are available to all Iowa libraries and, through them, all Iowans. Estimated annual cost of libraries purchasing the electronic resources on their own is $11 million dollars, 33 times the cost of the negotiated statewide rates.

Results

Performance Measure:
Annual percentage increase in number of uses of electronic databases purchased by the State Library.

Performance Target:
5% annual increase in use statewide.

Increase in usage of databases was 67%

Usage of Electronic Databases provided by State Library

8,556,757

5,126,342

Searches

9,000,000
8,000,000
7,000,000
6,000,000
5,000,000
4,000,000
3,000,000
2,000,000
1,000,000
-

☐2005 ☐2006
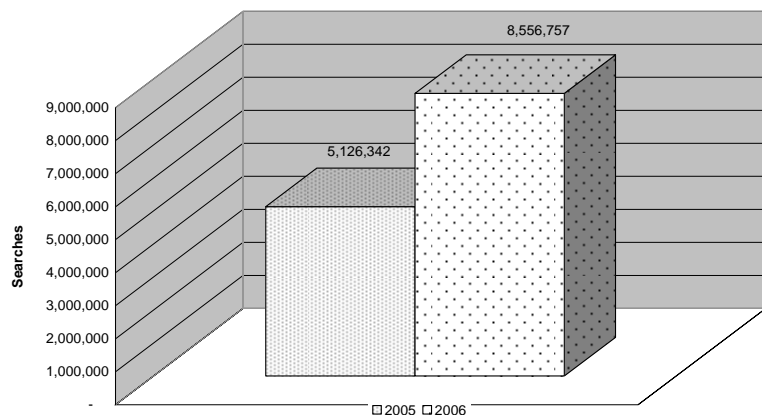
What was achieved: E-library topic searches by library customers, using resources provided through the State Library, dramatically increased from 5,126,342 to 8,556,757. Iowans have electronic access to accurate, reliable information to enhance their learning.

Data Sources: Reports are provided by Ebsco and FirstSearch, vendors of electronic resources, and are accurate.

Resources: A combination of federal funds and local library funds are used to purchase the electronic databases.

NAME OF AGENCY: Department of Education

AGENCY MISSION: Our Mission is to champion excellence in education through superior leadership and service. We are committed to high levels of learning, achievement and performance for all students, so they will become successful members of their community and the workforce.

CORE FUNCTION: Resource Management

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of payments for state aid, federal funds, etc. sent out in accordance with regulations.	100%	100%	**What Occurred:** All payments were made in accordance with state and federal regulations and were paid on the timelines required by those regulations. **Data Source:** Iowa Department of Education
2. Percent of districts participating in statewide individual student record system.	100%	100%	**What Occurred:** During the 2005-06 school year, all (100%) public school districts in Iowa participated in the Department's statewide individual student record system (EASIER) and submitted data to the Department of Education via an individual student record. In addition, all children attending a public school district have been assigned a unique student identifier that expedites reporting and creates the means for establishing a longitudinal database at the school, district, and state level. **Data Source:** Iowa Department of Education
3. Percent of community colleges participating in the CC Management Information System.	100%	100%	**What Occurred:** 100% of the community colleges reported utilizing the Management Information System (MIS). **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation

SERVICE, PRODUCT OR ACTIVITY: Financial Resource Allocation to Early Childhood, K-12 and Community Colleges

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of state and federal funds distributed according to the formula prescribed by the funding source.	100%	100%	**What Occurred:** All funds were distributed according to the formulas prescribed by state and federal regulations. **Data Source:** Iowa Department of Education
2. Percent of state and federal funds distributed using the correct data to determine distribution.	100%	100%	**What Occurred:** All funds were distributed using the data required in state and federal statute. **Data Source:** I3 Accounting and Financial System

SERVICE, PRODUCT OR ACTIVITY: Administration and Leadership

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of districts participating in a statewide individual student record system.	100%	100%	**What Occurred:** During the 2005-06 school year, all (100%) public school districts in Iowa participated in the Department's statewide individual student record system (EASIER) and submitted data to the Department of Education via an individual student record. In addition, all children attending a public school district have been assigned a unique student identifier that expedites reporting and creates the means for establishing a longitudinal database at the school, district, and state level. **Data Source:** Iowa Department of Education
2. Percent of community colleges participating in the CC Management Information System.	100%	100%	**What Occurred:** 100% of the community colleges utilized the Management Information System (MIS). **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation.
3. Department collects and districts report all data required under the Education Data Exchange Network (EDEN) of the USDE.	95%	95% (FY05 data)	**What Occurred:** The Iowa Department of Education added as part of Project EASIER (Electronic Access System to Iowa Education Records) additional data elements to meet federal reporting requirements. **Data Source:** Iowa Department of Education; USDE – *EDfacts*.
4. Department meets state and federal reporting requirements for accountability and information purposes.	95%	100%	**What Occurred:** The Department has met all of the federal reporting requirements under the National Center of Education Statistics, Common Core Data fiscal and non-fiscal reports. The Department has also fulfilled the reporting requirements under NCLB. **Data Source:** Iowa Department of Education; USDE
5. Internal operations in the Department conducted in accordance with GAAP.	100%	100%	**What Occurred:** All budget and financial operations were conducted in accordance with Generally Accepted Accounting Principles. **Data Source:** I3 Accounting and Financial System; State of Iowa Audit

CORE FUNCTION: Education. Provide technical assistance and professional development to increase capacity at the local level.

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percentage of Iowa 4th graders achieving proficient or higher in reading comprehension.	76.9% on Iowa Tests of Basic Skills	78% (03-05 biennium)	**What Occurred:** 78% of Iowa 4th graders achieved proficiency in reading comprehension for the 03-05 biennium. Overall, math and reading proficiency at the 4th and 8th grade levels has improved with some of the greatest increases occurring among subgroups of students. Progress flattens out at the secondary level. **Data Source:** Iowa Department of Education; Iowa Testing Programs, U of I
2. Percentage of Iowa 8th graders achieving proficient or higher in reading comprehension.	69.6% on Iowa Tests of Basic Skills	70.6% (03-05 biennium)	**What Occurred:** 70.6% of Iowa 8th graders achieved proficiency in reading comprehension for the 03-05 biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, U of I
3. Percentage of Iowa 11th graders achieving proficient or higher in reading comprehension.	77% on the Iowa Tests of Educational Development	77% (03-05 biennium)	**What Occurred:** 77% of Iowa 11th graders achieved proficiency in reading comprehension for the 03-05 biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, U of I
4. Percentage of Iowa 4th graders achieving proficient or higher in mathematics.	77% on Iowa Tests of Basic Skills	78.8% (03-05 biennium)	**What Occurred:** 78.8% of Iowa 4th graders achieved proficiency in mathematics for the 03-05 biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, U of I
5. Percentage of Iowa 8th graders achieving proficient or higher in mathematics.	72.4% on Iowa Tests of Basic Skills	73.8% (03-05 biennium)	**What Occurred:** 73.8% of Iowa 8th graders achieved proficiency in mathematics during the 03-05 time period **Data Source:** Iowa Department of Education; Iowa Testing Programs, U of I
6. Percentage of Iowa 11th graders achieving proficient or higher in mathematics.	78.8% on Iowa Tests of Educational Development	78.4% (03-05 biennium)	**What Occurred:** 78.4% of Iowa 11th graders achieved proficiency in mathematics for the 03-05 biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, U of I
7. Average attendance rates in grades K-8.	95%	95.8%	**What Occurred:** The average daily attendance rate in grades K-8 for the 2004-2005 school year was 95.8%. **Data Source:** Iowa Department of Education
8. High school graduation rate for those that complete a vocational secondary program.	99%	99.6% FY05 data)	**What Occurred:** There is a 99.6% high school graduation rate for students who complete a vocational secondary program. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation

9. High school graduation rate for all students.	90%	90.7%	**What Occurred:** The overall graduation rate for all students has increased from 89.8% in 2004 to 90.7% for the class of 2005. Especially encouraging is the rate of increase for subgroups of Hispanic and African American students. **Data Source:** Iowa Department of Education
10. High school graduation rate for Hispanic students.	72.6%	74.1%	**What Occurred:** The graduation rate for Hispanic students increased to 74.1%. **Data Source:** Iowa Department of Education
11. High school graduation rate for African American students.	73.9%	76.6%	**What Occurred:** The graduation rate for African American students increased to 76.6%. **Data Source:** Iowa Department of Education
12. High school graduation rate for White students.	91.3%	92.0%	**What Occurred:** The graduation rate for White students increased to 92.0%. **Data source:** Iowa Department of Education
13. Percent of teachers in core academic areas appropriately licensed and assigned.	100%	100%	**What Occurred**: 100% of Iowa teachers hold a valid teaching license. **Data Source**: Board of Educational Examiners; Iowa Department of Education BEDS data
14. Percent of teachers meeting the federal definition of highly qualified teachers.	95%	95%	**What Occurred:** 95% of Iowa teachers meet the federal definition of highly qualified. **Data Source:** Iowa Department of Education, US Department of Education
15. Increase total community college credit enrollment by 1% over FY04.	117,603 (FY 04 unduplicated credit enrollment)	120,217 (FY05 unduplicated credit enrollment)	**What Occurred:** This represents a 3.24% increase in the FY 05 unduplicated credit enrollment over FY04. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation.
16. Number of new credit awards granted by community colleges.	14,444 (increase by 500 over previous year)	15,023	**What Occurred:** In FY05 15,023 credit awards were granted by community colleges, exceeding the target. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation

SERVICE, PRODUCT OR ACTIVITY: Technical Assistance and Professional Development			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. Percent of local school districts visited annually by school improvement team.	20%	20%	**What Occurred**: 20% of Iowa school districts received a school improvement site visit during the 05-06 school year. **Data Source**: Iowa Department of Education, School Improvement site visit records
2. Percent of districts with approved career development plans.	100%	100%	**What Occurred**: 100% of Iowa school districts have approved career development plans for their teachers. **Data Source**: Iowa Department of Education, Comprehensive School Improvement Plans (CSIPs**)**
3. Percent of local district respondents agreeing or strongly agreeing that AEA services met their professional needs.	91%	90.9%	**What Occurred**: 90.9% of respondents either agree or strongly agree that AEA services met their professional needs. **Data Source:** AEA Customer Satisfaction Survey
4. National rank on teacher salary	36%	38%	**What Occurred:** With an average total salary of $39,432, Iowa ranked 38th in the nation in 2004-2005. This is a drop of one rank from 2003-2004. Iowa was ranked fourth among the nine Midwest states in both 2003-2004 and 2004-2005. **Data Source:** National Education Association, Rankings of the States and Estimates of School Statistics
5. Percentage of participating teachers in the Teacher Quality Academies meeting implementation guidelines.	80%	4 kinds of teacher academies: 94%, 84%, 88%, 100%	**What Occurred:** The percent of teachers meeting implementation guidelines exceeded the target for all teacher academies. **Data Source:** Iowa Department of Education
6. Percent of children, ages 3 or 4, who have participated in a preschool program that is NAEYC accredited, meets Head Start program performance standards, or is implementing the Iowa Quality Preschool Program Standards.	20%	27.17%	**What Occurred:** Implementation of the Iowa Quality Preschool Program Standards is allowing more preschool programs to work toward quality standards. **Data Source:** Iowa Department of Education
7. Number of sponsors for the Summer Food Service Program	63	64	**What Occurred:** The number of sponsors for the Summer Food Service Program increased slightly. **Data Source:** Iowa Department of Education
8. Number of sites for the Summer Food Service Program	185	190	**What Occurred:** The number of summer food sites is increasing. **Data Source:** Iowa Department of Education

CORE FUNCTION: Regulation and Compliance.			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. Percentage of school districts meeting accreditation standards.	**100%**	**100%**	**What Occurred:** 100% of Iowa school districts meet accreditation standards. **Data Source**: Iowa Department of Education, School Improvement Site Visit records
2. Percentage of AEAs meeting accreditation standards.	**100%**	**100%**	**What Occurred**: 100% of AEAs meet accreditation standards**.** **Data Source**: Iowa Department of Education, AEA Site Visit records
3. Percentage of community colleges meeting accreditation standards.	**100%**	**100%**	**What Occurred:** All community colleges are accredited. **Data Source**: Department of Education; Division of Community Colleges and Workforce Preparation
4. Percentage of practitioner preparation programs meeting requirements.	**100%**	**100%**	**What Occurred**: 100% of practitioner and administrator preparation programs meet requirements. **Data Source**: Iowa Department of Education, Practitioner Preparation Visit records
5. Percentage of practitioners who are appropriately licensed.	**100%**	**100%**	**What Occurred:** 100% of Iowa teachers hold a valid teaching license. **Data Source**: Board of Educational Examiners; Iowa Department of Education BEDS data
6. Loss of federal funds from USDE or USDA due to noncompliance with program requirements.	**0%**	**0%**	**What Occurred:** The Department did not experience a loss of federal funds due to noncompliance. **Data Source:** Iowa Department of Education

SERVICE, PRODUCT OR ACTIVITY: Administration of State and Federal Programs to Ensure Compliance with Fiscal and Program Requirements.			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. Percent of local districts, AEAs and CCs receiving desk audits annually.	**100%**	**100%**	**What Occurred:** All districts submitted requested fiscal and non fiscal reports and data per the Department's request such as the annual end-of-the-year certified financial reports for districts and community colleges, Fall and Spring Basic Educational Data Surveys, and the community college student, staff, and program files. School district data is used to run compliance audits on all licensed staff and assure minimum program offerings are met. **Data Source:** Iowa Department of Education
2. Percent of federal programs approved for funding.	**100%**	**100%**	**What Occurred:** All federal entitlement programs were approved for funding. **Data Source:** Iowa Department of Education
3. Accountability reports completed.	**100%**	**100%**	**What Occurred:** All school districts submitted comprehensive school improvement plans and annual progress reports for the 2004-05 year**. **Data Source:** Iowa Department of Education
4. Audit exceptions.	**0**	**0**	**What Occurred:** The Department did not have any significant audit comments. **Data Source:** Iowa Department of Education, CAFR

SERVICE, PRODUCT OR ACTIVITY: Practitioner Licensure			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. Percent of licensure applications received which were processed.	**100%**	**100%**	**What Occurred:** All licensure applications were processed. **Data Source:** Board of Educational Examiners

CORE FUNCTION: Library Services			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. Percentage of Iowans who have access through their public library to electronic information databases purchased by the State Library.	**90%**	**95%**	**What Occurred:** 95% of Iowans have access through their public library to e-library resources, bringing the world of information to Iowans. **Data Source**: Internal Collection Spreadsheet

SERVICE, PRODUCT OR ACTIVITY: Provide high quality library collections and reference services for Iowans.			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. Number of filled requests for specialized information materials or services.	**2,985,000**	**2,422,428**	**What Occurred:** The State Library filled 2,422,428 requests for specialized information materials and services in the areas of law, medicine, and public policy. Electronic access to information is increasingly what informed consumers expect. The State Library of Iowa launched a new and improved Web site in FY06. **Data Source**: State Library of Iowa, Web site information collecting software

SERVICE, PRODUCT OR ACTIVITY: Purchase statewide access to electronic resources on behalf of Iowa libraries.			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. Number of public searches of electronic databases purchased by the State Library.	**4,900,000 searches (or 1.65 searches per Iowan)**	**8,550,757 searches (or 2.88 searches per Iowan)**	**What Occurred:** E-library topic searches by library customers in the EBSCOHost and FirstSearch databases increased by 67%. Iowans log in through their libraries to find fast, accurate, reliable e-library information to enhance decision-making and lifelong learning. **Data Source**: State Library of Iowa, Collection information compiled by database vendors

CORE FUNCTION: Community Coordination and Development			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. Percentage of Iowa public libraries meeting five key standards.	**85%**	**79%**	**What Occurred**: 79% of public libraries (431 of 543) in Iowa meet 5 key standards: certified, trained library director; good book collection; internet computers for the public; open at least 20 hours per week; and provide annual summer reading program for children. These five standards are key quality indicators. **Data Source**: State Library of Iowa

SERVICE, PRODUCT OR ACTIVITY: Resource Sharing			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. Percentage of Iowa libraries that participate in statewide resource sharing programs.	**90% participation**	**93%**	**What Occurred**: 93% of Iowa public and academic libraries participated in Iowa's statewide resource sharing programs: Open Access, Access Plus, SILO Locator, and SILO interlibrary loan. **Data Source**: State Library of Iowa, Internal Access database

SERVICE, PRODUCT OR ACTIVITY: Administration of Statewide Programs			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. Percentage of accredited public libraries.	**50% of public libraries are accredited**	**57%**	**What Occurred**: 57% (310 of 543) of Iowa's public libraries are accredited. The number of accredited Iowa public libraries has nearly doubled in the last five years due to the success of the Direct State Aid program. However, some public libraries continue to have difficulty meeting Iowa's challenging accreditation standards. Reasonable accommodations related to the Americans with Disabilities Act and adequate collection development (purchasing of materials) are two of the major challenges. **Data Source**: State Library of Iowa, Internal Access database
2. Percentage of certified public library directors.	**80% of public library directors are certified**	**90%**	**What Occurred**: 90% of Iowa public libraries (488 of 543) have a certified director. Public libraries must have a certified director to be eligible to receive Direct State Aid. Libraries consider this a high priority. Certified library directors have received training in library science and are able to provide high quality library services to Iowans. **Data Source:** State Library of Iowa, Internal Access database
3. Percentage of public libraries participating in Direct State Aid Program.	**85% of public libraries participate in Direct State Aid program**	**87%**	**What Occurred: 87%** (471 of 543) public libraries were eligible to receive Direct State Aid in FY 06 by meeting at least 16 of the 75 accreditation requirements**.** **Data Source:** State Library of Iowa, Internal Access database
4. Percentage of libraries submitting annual survey data.	**75% of Iowa public and school libraries submit annual survey data**	**77%**	**What Occurred:** 77% (1553 of 1993) public and school libraries in Iowa submitted annual surveys in FY06. In 2002, the State Library of Iowa created the first annual school library survey. Continuing effort is needed to increase the return rate of school library surveys. **Data Source**: State Library of Iowa, Internal Access database

Resource Reallocations

The Department of Education continues to use technology to reduce operating costs. This includes greater use of the Internet and email for providing information to local school districts, area education agencies, community colleges, and other customers. The use of technology assists us in lowering our costs for postage, printing, and supplies. We continue to expand electronic data collection for reports. This gives us more accurate data and lessens the follow up that had been required in the past to ensure that all the data we receive is accurate.

In FY06, we increased our use of the ICN to hold meetings making more efficient use of staff time as well as reduced travel costs for both staff and our education partners. It has enabled us to reach more people, more quickly with the needed information. We also have leveraged federal and local funds to add video conferencing units at 250 locations throughout the state for one-on-one and small meetings to resolve issues and provide assistance while minimizing our travel time and costs.

We continue to provide teachers, administrators, and area education agency personnel access to summer teacher academies to provide professional development opportunities for Iowa teachers to enhance their classroom skills. The four areas are Concept Oriented Reading Instruction (CORI), Second Chance Reading, Question Answer Relationships, and Cognitively Guided Instruction. We have focused state and federal resources on this effort to support improved student achievement for Iowa students through quality professional development. These academies allow us to reach larger numbers in a more consistent, structured format than one-on-one technical assistance.

We continue to monitor the funding of staff to maximize the use of federal resources. This enables us to target staff efforts towards meeting federal requirements with federal resources and has helped us to maximize the use of our federal funds. By maximizing our staff paid with federal resources, we have been able to have our federal compliance work completed by the same staff who are in the local schools completing other reviews for state requirements. The reallocation has assisted us in meeting our requirements with less state resources and has enabled us to focus on the programs at the local level.

The State Library of Iowa continues to reallocate funds - about $6500 in FY06 - for the Law Library from print materials to electronic legal resources. Buying power was the key stimulus. The State Library of Iowa could offer Iowans additional legal information resources by purchasing databases rather than books. Other benefits are the timeliness and accuracy of the electronic publications, plus space saving in the Law Library.

Agency Contacts

Copies of the *Iowa Department of Education Performance Report* are available on the Results Iowa web site at http://www.resultsiowa.org. Copies of the report can also be obtained by contacting Gail Sullivan at 515-281-5296 or gail.sullivan@iowa.gov.

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More comprehensive information and data about education in Iowa can be found in the *Annual Condition of Education Report* on the Department of Education web site at http://www.iowa.gov/educate/content/view/798/834.