

IOWA DEPARTMENT OF EDUCATION

Performance Report

*Performance Results Achieved
for Fiscal Year 2007*

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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 84% 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.

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 become 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 School Support and Information). 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. Internal administrative services including human resources, payroll, accounting and budgeting, purchasing, inventory, office support and facility management are also attached to the Office of the Director.

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, Safe and Drug Free Schools, and implementation of No Child Left Behind. In addition the Division includes early childhood programs, 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 School Support and Information is responsible for research and evaluation and 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 oversees U.S. Department of Agriculture nutrition programs, school health and transportation services, and provides technology support in the Department.

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 and educator preparation programs, 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:

- Iowa Core Curriculum (formerly known as the Model Core Curriculum).
- School Leadership Focused on Instruction for Improved Student Achievement.
- Professional Development (Iowa Professional Development Model).
- Local School District Financial Report Card.
- Annual Survey of School Library Media Centers in Iowa.

In the second results section we will report on all **Agency Performance Plan Results for FY2007**. 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 Core Curriculum (formerly known as the Model Core Curriculum)

Description: The Iowa Core Curriculum identifies essential concepts and skill sets for literacy, mathematics, science, social studies, and 21st century skills (civic literacy, financial literacy, technology literacy, health literacy, and employability) that are critical to student success after graduation from high school. This curriculum also fosters an engaging learning environment that promotes active learning, development of high order thinking skills, and application of learned skills and concepts.

Why we are doing this: Research shows that high expectations are a critical ingredient in achieving high levels of student performance and success beyond high school. The Iowa Core Curriculum provides local school districts with a guide to deliver content that is challenging and meaningful to students and will prepare students for success in life. Senate File 245 of the 2005 legislative session required the Department to develop a “model core curriculum” for high schools. The 2007 legislative session, through Senate File 588, required the Department to extend the development of the core curriculum to include K-8 literacy, mathematics, and science; K-12 social studies; and K-12 21st century skills. The intent of the Iowa Core Curriculum is twofold: (1) to ensure that all Iowa students have access to a challenging and meaningful curriculum that prepares them for success in postsecondary education and the emerging global economy, and (2) to provide a tool for Iowa school districts and educators to use in assuring that essential subject matter is being taught and essential knowledge and skills are being learned. The Iowa Core Curriculum also provides a foundation for school districts to implement the increased graduation requirement more effectively and meaningfully.

What we’re doing to achieve results: In response to Senate File 245, the Department convened teams in each of the targeted content areas (literacy, math and science) to identify the essential content and skills of a world-class high school core curriculum. In doing this work the teams considered the needs of a changing workforce, the need to remain globally competitive, and the needs of students to be able to navigate in a rapidly expanding digital and technological world.

In May 2005, the State Board of Education endorsed the essential concepts and skill sets for literacy, mathematics and science, grades 9-12. The Department will now use the same team process to expand the core curriculum in the areas described above. The essential concepts and skill sets identified in these areas will be presented to the State Board of Education in April 2008, for its consideration and endorsement. The development of the Iowa Core Curriculum is based on the review of relevant research and professional literature in the targeted content areas, study of national and international standards for the targeted content areas, and information from the National Assessment of Educational Progress, College Board, Iowa Testing Program, and ACT.

In order to provide information about the Iowa Core Curriculum and guidance on how to use the curriculum to improve instruction and student achievement, the Department will conduct informational and training sessions for school district and area education agency (AEA) staff. These are part of a

comprehensive professional development plan designed to meet Governor Culver's goal to have all high schools actively implementing the Iowa Core Curriculum by 2010.

This professional development sequence will illustrate the application of the Iowa Core Curriculum's essential concepts and skill sets in classrooms through exemplary units of instruction. Five exemplary instructional units are being developed and field tested for each content area already developed – literacy, mathematics, and science, grades 9-12.

The Department will also provide two Teacher Development Academies that specifically promote and align with the Iowa Core Curriculum. One Academy, Authentic Intellectual Work, provides schools with a framework to increase the challenge and relevance of instruction. Nine high schools are currently participating with a projected 40-50 high schools scheduled to participate in the 2008-09 school year. The second Academy, Formative Assessment, focuses on identifying and using classroom assessment strategies for ongoing monitoring of student performance, and providing the information necessary for teachers to tailor instruction and selection of content and skills to student learning needs. Four high schools are currently participating in this professional development opportunity. This pilot effort will provide the Department with valuable information about classroom assessment that will be integrated into the ongoing development and dissemination efforts for the Iowa Core Curriculum and all future professional development efforts that focus on enhancing classroom instruction to improve and accelerate student achievement.

Results

The Department is working with the Council of Chief State School Officers (CCSSO) to determine the extent that Iowa school districts are implementing the Iowa Core Curriculum. The Council of Chief State School Officer's Surveys of Enacted Curriculum are being used to assess the extent to which high school teachers of literacy, mathematics and science classes are addressing the essential concepts and skill sets listed in the Curriculum. Over 300 high school teachers from 31 school districts were surveyed in the spring of the 2005-06 school year and another 311 teachers representing 33 school districts were surveyed in the fall of the 2006-07 school year. The data generated through the teacher surveys is being processed and analyzed. The evaluator's report presenting the analysis of findings will provide information that the Department will use to: (1) determine the readiness of school districts to adopt and support implementation of the Iowa Core Curriculum, (2) assess the professional development needs of school districts to support teachers in improved instruction, (3) identify potential barriers to full adoption of the Iowa Core Curriculum by school districts, and (4) determine the technical assistance required to assist school districts in implementing the Core Curriculum. A full report will be prepared for delivery to the Iowa Legislature in January 2008, as required by Senate File 588.

Data Source: Iowa Department of Education

Resources: State and Federal Funding

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: School Leadership Focused on Instruction for Improved Student Achievement

Description: The Department is engaged in efforts to develop school leaders and area education agency (AEA) personnel who can facilitate school improvement focused on increased student achievement through core classroom instruction. The Department recognizes the importance of working closely with school districts, AEAs, School Administrators of Iowa, and the various professional and stakeholder organizations that focus on or emphasize school improvement and the ongoing development of school leaders.

Why we are doing this: Educational research shows that school administrators can have a significant influence on school improvement and student achievement. The message is consistent: school leaders are critical to effective school improvement efforts, and the strong instructional leadership of superintendents and principals has a significant impact on increasing the level of student achievement.

What we're doing to achieve results: The Department, in cooperation with other agencies or organizations, is providing school administrators with learning opportunities and technical assistance that focus on instruction and improved student achievement. The efforts are designed to:

- (1) Develop the capacity of school leaders and AEA personnel to lead and support professional development at the district and school level. Specific initiatives include:
 - (a) Professional Development Leadership for Improvement Series
 - (b) Instruction at the Core of Improved Student Learning – Workshop Series
 - (c) Leading and Sustaining Literacy Efforts in Elementary Schools: A Series on Educational Leadership
 - (d) Ongoing Technical Assistance to the Urban Education Network Professional Development Leaders
 - (e) Iowa Leadership Academy
 - (f) The Iowa Professional Development Model which provides guidance and tools for school leaders to use when designing, implementing and evaluating professional development plans.
- (2) Provide technical assistance to implement the requirements of the Student Achievement and Teacher Quality Act. Leadership responsibilities have been embedded into the six Iowa Leadership Standards and 35 criteria against which all school leaders must be evaluated. An evaluator training curriculum designed to help superintendents evaluate principals was developed and implemented.
- (3) Address system-level issues through leadership. Two examples include:
 - (a) Schools in Need of Assistance (SINA) Support Team
 - (b) Instructional Decision Making (IDM)
- (4) Assist school districts in accessing research-based instructional content through Teacher Development Academies

Results

Performance Measure:

Percent of Iowa 4th graders performing at or above the proficient level on the Iowa Tests of Basic Skills (ITBS) Reading Comprehension Test.

Performance Goal/Target:

78.2% performing at or above the proficient level.

Performance Measure:

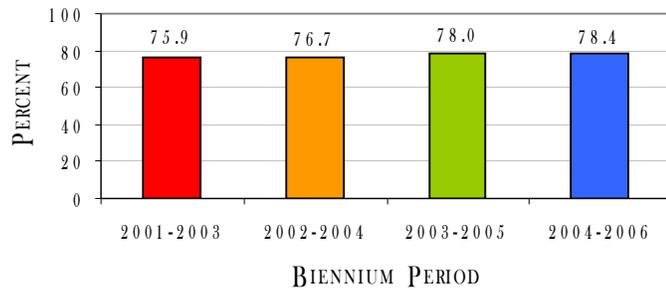
Percent of Iowa 4th graders performing at or above the proficient level on the Iowa Tests of Basic Skills (ITBS) Mathematics Test.

Performance Goal/Target:

79% performing at or above the proficient level.

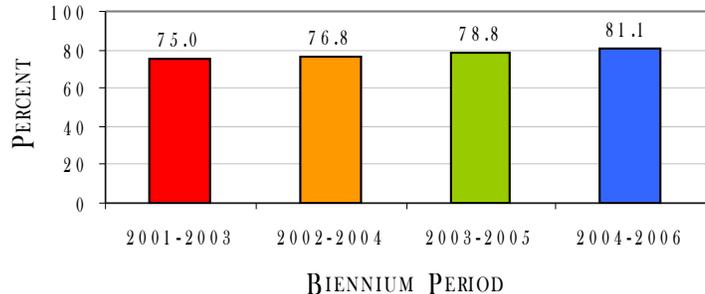
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test

BIENNIUM PERIODS 2001-2003, 2002-2004, 2003-2005, AND 2004-2006



Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Comprehension Test

BIENNIUM PERIODS 2001-2003, 2002-2004, 2003-2005, AND 2004-2006



What was achieved: Quality leadership results in improved instruction and increased student achievement. Some examples of results include proficiency levels in reading and math. Both fourth grade reading and math proficiency are 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/346/299/> and click on *The Annual Condition of Education Report, 2007*, for a full report on student performance in Iowa.

Data Sources: The Iowa Department of Education and Iowa Testing Program, University of Iowa.

Resources: A combination of state funds, federal funds and a grant from the Wallace Foundation.

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: Professional Development (Iowa Professional Development Model)

Description: We must provide quality professional development in Iowa in order to improve instruction and increase student achievement. Through the implementation of the Iowa Professional Development Model (IPDM), Iowa's teachers will be better prepared to implement research-based instruction that has a direct impact on reading, mathematics, and science achievement.

Why we are doing this: Educational research and the professional literature in K-12 education have consistently shown that the instruction provided by teachers in classrooms has a direct impact on the achievement of students. Investment in quality professional development is critical to increasing the skills of teachers to improve student learning.

What we are doing to achieve results:

- **Teacher Development Academies:** Over the past three school years, Iowa's districts have had the opportunity to participate in Teacher Development Academies (TDAs) aimed at increasing teacher skills and student achievement. The Teacher Development Academies feature research-based content and are designed to support local school districts and AEAs in offering professional development based on the Iowa Professional Development Model. The four academies include:
 - **Question-Answer Response (QAR):** A professional development opportunity for middle and high school teams who have targeted improved student performance for staff development. This academy focuses on a question and answer strategy intended to improve students' reading comprehension in the content areas. To date, 21 school teams from 19 school districts have participated in QAR.
 - **Concept-Oriented Reading Instruction (CORI):** This academy engages upper elementary and middle school teams in a research-based classroom instructional model emphasizing reading engagement, reading comprehension, and conceptual learning in science and other content areas in order to improve reading achievement. To date, teams from 12 schools representing eight school districts have participated in CORI.
 - **Second Chance Reading (SCR):** A program that provides a specific course for struggling readers at the middle and high school levels. To date, 96 schools from 56 school districts have participated in SCR.

- **Cognitively Guided Instruction (CGI):** A teacher professional development program based on over 20 years of research. The training targets primary level elementary school teams. Cognitively Guided Instruction is a framework for understanding how children learn the concepts of numbers, operations and algebra, and is integrated into current mathematics instruction. To date, teams from 24 elementary schools from 15 school districts have participated in CGI.

Numbers of Participants in the Teacher Development Academies

Iowa Teacher Development Academy	2005-2006	2006-2007	2007-2008
Second Chance Reading			
Teachers	95	91	65
AEA	25	30	13
Central Office/Principals	30	37	28
Trainers		34	40
Concept Oriented Reading Instruction			
Teachers	60	52	52
AEA	5	8	5
Central Office/Principals	8	13	18
Question Answer Relationships			
Teachers	59	59	35
AEA	8	11	2
Central Office/Principals	9	12	25
Cognitively Guided Instruction			
Teachers	57	93	99
AEA	12	24	15
Central Office/Principals	13	15	9
Trainers			11

- **Every Student Counts (ESC):** Based on the National Council for Teachers of Mathematics (NCTM) standards, ESC focuses on teaching for understanding and emphasizes problem-based instructional tasks and meaningful distributed practice. One hundred nine Iowa school districts (185 schools) have participated in ESC.
- **Every Learner Inquires (ELI):** Every Learner Inquires focuses on inquiry-based instruction aligned with the National Science Education Standards and follows the IPDM. Every Learner Inquires consists of two strands, elementary and secondary. Thirty-nine Iowa school districts (58 schools) have participated in ELI.
- **Every Child Reads (ECR):** ECR is a professional development effort for large-scale, building-based school improvement focused on accelerating the reading achievement of students in kindergarten through 12th grade. Special focus is placed on students who are experiencing difficulty.
- **Reading First:** This is a federally-funded program designed to accelerate the reading achievement of students in kindergarten through 3rd grade in low performing/high poverty schools. Forty-four Iowa school districts (101 schools) have participated in Iowa's Reading First program.

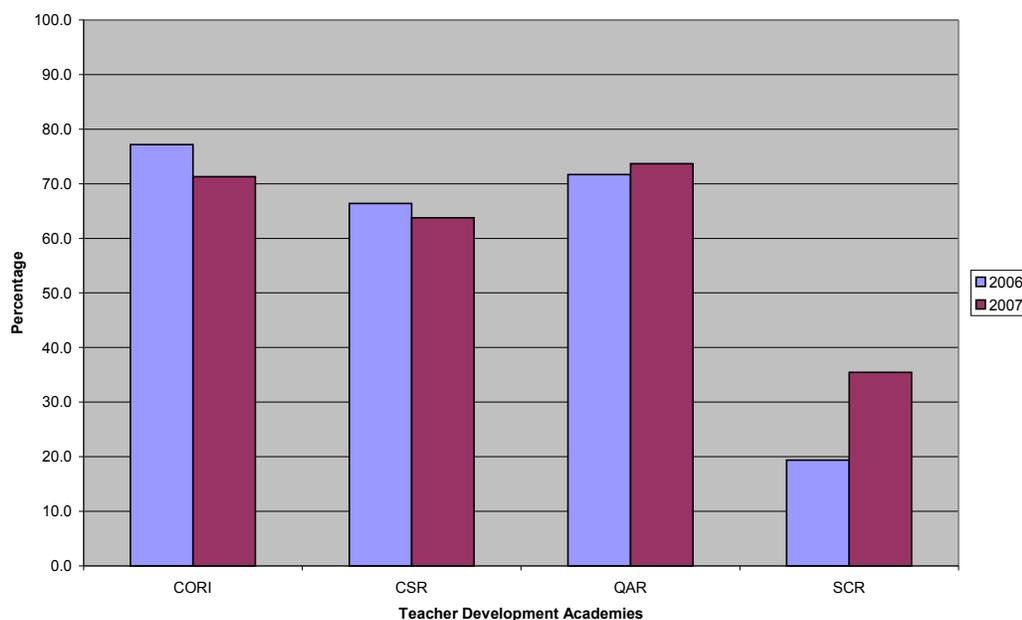
- Authentic Intellectual Work (AIW):** This is an instructional approach emphasizing cognitive complexity, or teaching for understanding. Authentic Intellectual Work is characterized by *construction of knowledge* through the use of *disciplined inquiry*, to produce discourse, products, or performances that have *value beyond school*. During the 2007-08 school year, nine Iowa schools participated in AIW.

RESULTS

Students participating in Teacher Development Academies are administered the Stanford Diagnostic Reading Test (SDRT) at the beginning of the school year and at the end of the school year to measure growth. The Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) are also administered to students on an annual basis. In two of the four academies, the percentage of students scoring at the proficient level and above on the ITBS/ITED increased. The most significant increase in proficiency was realized for students participating in Second Chance Reading (see Table 1).

TABLE 1

The Percentage of Students Proficient in Reading Comprehension on the ITBS/ITED



For students participating in Teacher Development Academies, achievement gains from the beginning to the end of the school year are also measured in terms of grade equivalents. Students demonstrated gains in both reading comprehension and vocabulary on the SDRT. Stanford Diagnostic Reading Test grade equivalent gains of two or more years were achieved by at least 30 percent of the students during the 2005-06 and 2006-07 school years in reading comprehension, and at least 25 percent of the students in vocabulary (see Tables 3-4). Additionally, grade equivalent growth of four or more years during the 2005-06 and 2006-07 was achieved by at least 15 percent of the students in reading comprehension, and at least 8 percent of the students in vocabulary (see Tables 4-5).

TABLE 2

Percentage of Students Making Grade Equivalent **Gains of Two or More Years** in Comprehension on the SDRT

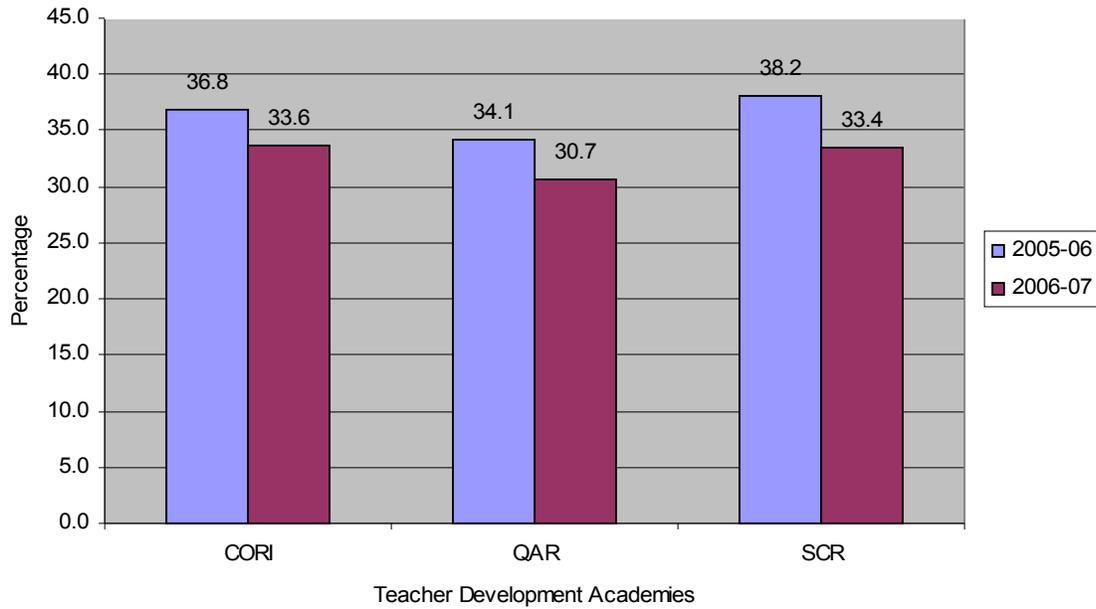


TABLE 3

Percentage of Students Making Grade Equivalent **Gains of Two or More Years** in Vocabulary on the SDRT

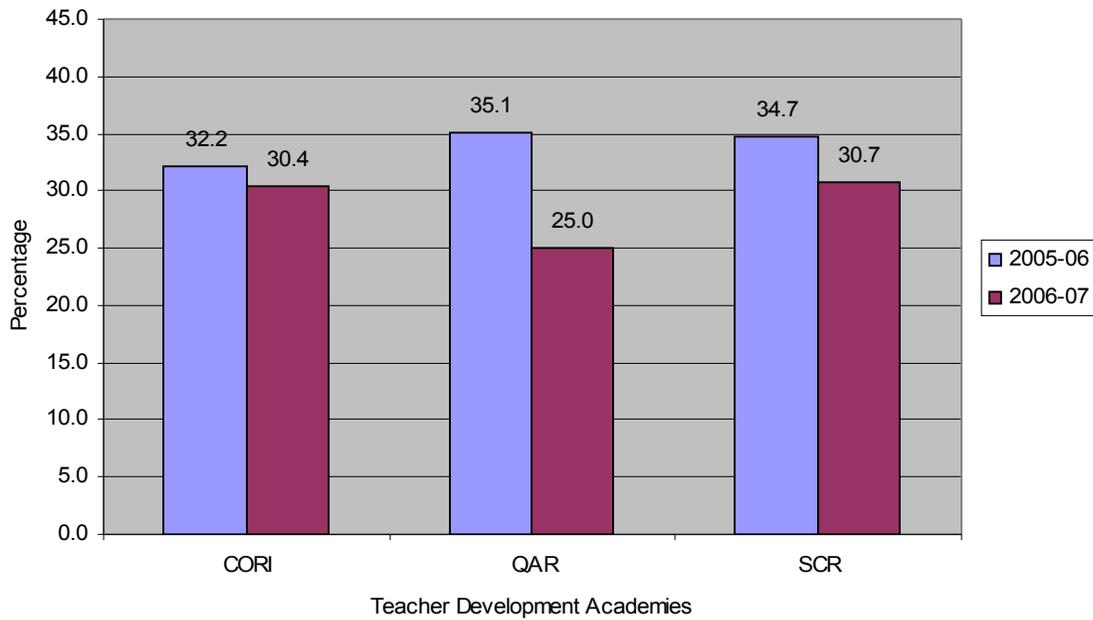


TABLE 4

Percentage of Students Making Grade Equivalent **Gains of Four or More Years** in Comprehension on the SDRT

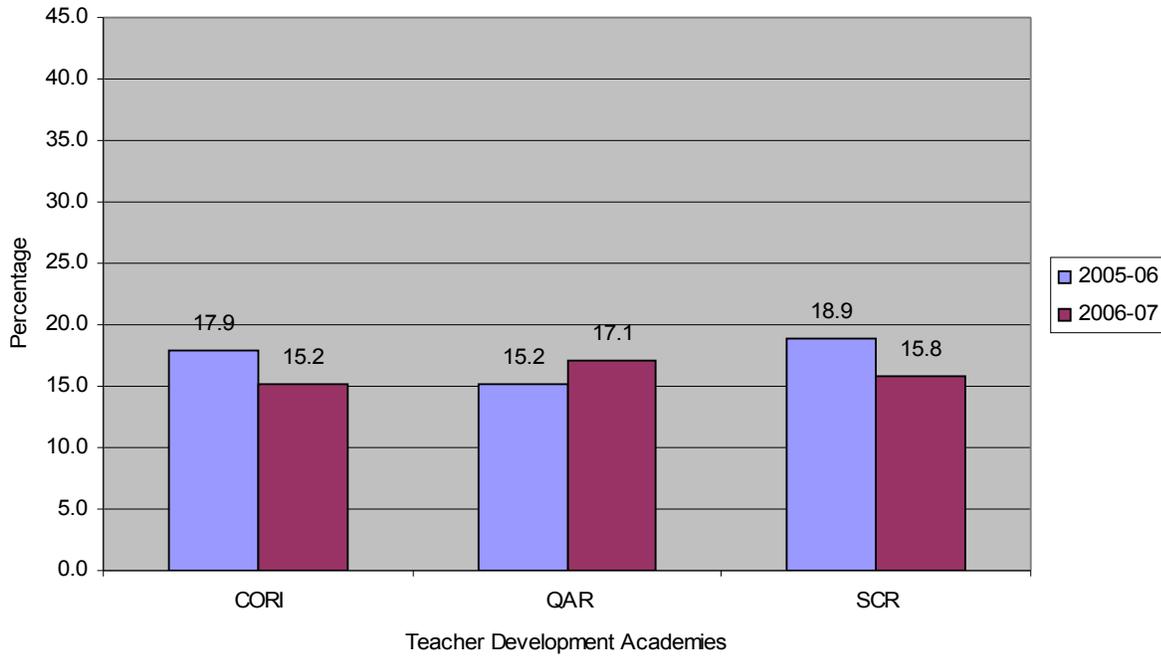
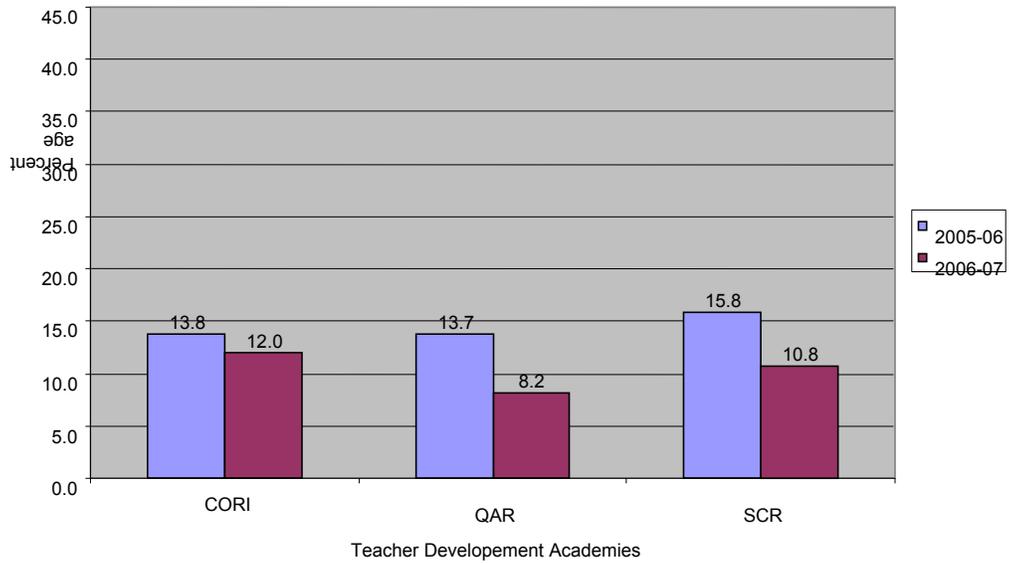


TABLE 5

Percentage of Students Making Grade Equivalent **Gains of Four or More Years** in Vocabulary on the SDRT



Reading First: During the 2006-07 school year, the percentage of Reading First students proficient has increased in every reading component at every grade level. Reading First schools have also made progress in closing the achievement gap on the majority of reading assessments.

Of the schools that have participated in Reading First over the last four years, 87 percent of the buildings have increased the percentage of 4th grade students proficient in reading comprehension on the ITBS. Fifty-four percent of those Reading First buildings have increased the percentage of 4th grade students proficient in reading comprehension on the ITBS by 20 percentage points or more.

With regard to gains in reading achievement on the ITBS, the average change in the percentage of students proficient per school between the 2000-01 and 2006-07 school years was 21.43. The greatest change was 58 percentage points. Three schools experienced a change of 40 percentage points or more between 2000-01 and 2006-07. Only four Reading First schools made no gains with two of those schools showing a decrease in the percentage of students proficient across the same years.

Fourth Grade Comparison Data For Reading First Districts/Schools 2000-2001 to 2006-2007	
Average Change in the Percentage of Students Proficient for all Reading First Districts/Schools	21.43
Number of Districts/Schools Making Gains Greater than 40 Percentage Points	3
Greatest Gain in Percentage of Students Proficient	+58
Least Gain in Percentage of Students Proficient	-8
Number of Districts/Schools Making No Gains in the Percentage of Students Proficient in Reading	4

Data Source: Iowa Department of Education

Resources: State and Federal Funding

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.

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

Name: Local School District Financial Report Card

Description: Local Districts have recently been required by statute to provide certain financial, enrollment, tax, and staffing data to the public in a convenient format. The Iowa Department of Education (DE) and other state agencies collect much of this information. DE is facilitating compiling the information and making it available on a website, so that local districts may meet their statutory obligations with minimal burden.

Why we are doing this: The State of Iowa's spends 41.3% of its general fund budget on primary, secondary, and community college education. Given such a large proportion of the budget goes to education it is important for districts to be a good steward of their financial resources. Further, districts submit a great deal of data, and this is just one of many initiatives to make these data the districts submit useful to them.

What we're doing to achieve results: Thus far the available data that exist at the state agency level, DE and DOM, have been compiled and are located on a website at <https://www.edinfo.state.ia.us/data/financereport.asp>. In order to make district financial officers aware of this resource which will help them meet the statutory obligation, the Division of School Support and Information put on an ICN presentation with the Iowa Association of School Boards and Iowa Association of School Business Officials.

DE is working with the other stakeholders to improve the website and help Districts collect and report data that is useful, accurate, and timely. In addition:

- 1) DE is working to expand a current health insurance data collection done by AEAs so that it may be referenced on the financial report card website, instead of creating a duplicate collection process for local districts. Grant Wood AEA collects and creates the Annual Statistical Report, a report of local district benefit information for bargaining, for all AEAs.
- 2) DE is working with districts to redefine how school staff members can be accurately and consistently counted on the website. DE is working with IASBO through its periodic survey of business officials to gauge the field's opinions and to address concerns.

Results

Performance Measure:

Percent of districts linked to the DE provided District Financial Report Card.

Providing a website that meets all the requirements for local District Financial Report Cards.
2. Having 90 percent of the districts link to the DE provided District Financial Report Card.

Performance Goal/Target:

90%

We are currently collecting baseline data.

What was achieved: The Department has developed a website that provides financial information about each district including tax levies, federal revenue sources, student budget enrollment levels and number of licensed administrators and teachers.

Please visit this website at <https://www.edinfo.state.ia.us/data/financereport.asp> to see the information that is available. At each district site there is also a link to the district report card that provides additional information about student achievement, graduation requirements and rates, curriculum units taught and teacher data.

The District Financial Report Card website enables parents, teachers, administrators, and all citizens the ability to better understand the financial condition of their schools.

Data Sources: Iowa Department of Education

Resources: State Funds

Key Results

CORE FUNCTION – SERVICE / PRODUCT / ACTIVITY

Core Function: Library Development (Community Coordination and Development)

Service/Product/Activity: Administration of Statewide Programs

Name: Annual Survey of School Library Media Centers in Iowa

Description: This survey is an annual collection of data about Iowa school libraries, including use of the library; hours; collections; expenditures; staffing and staff activities; services; and technology.

Why we are doing this: Research shows that strong school library programs led by qualified teacher librarians have a measurable impact on student achievement. In 2006, a requirement that each school district employ a qualified teacher librarian and have in place an articulated, sequential K-12 library program was added to the Code of Iowa. Data collected by the State Library allows tracking the status of school libraries in Iowa over time, and helps the State Library and Department of Education identify areas for improvement and develop plans to improve school library services. Survey data is also used to determine guidelines for school libraries in the areas of expenditures, collections, usage, and professional activities.

What we're doing to achieve results: In 2002, the State Library of Iowa created the first annual school library survey. Continuing effort is needed to increase the return rate of the school library survey. Sustained education and effort in communicating with school libraries increased the return rate. School principals and teacher librarians are contacted annually when the survey questions are made available. State Library staff provides online and telephone assistance to those completing the survey.

Results

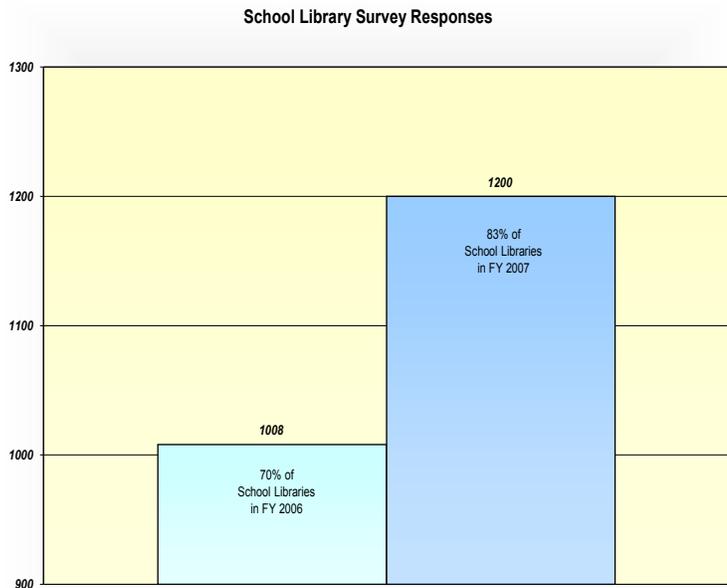
Performance Measure:

Percentage of school libraries submitting annual survey data.

Performance Target:

75% of Iowa public and school libraries submit annual survey data.

87% of Iowa public and school libraries submitted annual survey data in FY07. The percentage of school libraries submitting data increased from 70% in FY06 to 83% in FY07.



What was achieved: 87% of Iowa public and school libraries (1730 of 1993) submitted annual survey data in FY07, an increase of 10% over FY06. Most of that improvement came from increased reporting by school libraries, from 70% to 83%. (Public library reporting percentages remains stable at about 97%.)

Data Source: State Library of Iowa

Resources: Both state and federal funds were used.

AGENCY PERFORMANCE PLAN RESULTS FOR FY2007

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 state and federal regulations.	100%	100%	<p>What Occurred: All payments were made in accordance with state and federal regulations and were paid on the timelines required by those regulations.</p> <p>Data Source: Iowa Department of Education</p>
2. Percent of districts participating in statewide individual student record system.	100%	100%	<p>What Occurred: During the 2006-07 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.</p> <p>Data Source: Iowa Department of Education</p>
3. Percent of community colleges participating in the CC Management Information System.	100%	100%	<p>What Occurred: 100% of the community colleges utilized the Management Information System (MIS).</p> <p>Data Source: Iowa Department of Education, Division of Community Colleges and Workforce Preparation</p>
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%	<p>What Occurred: All funds were distributed according to the formulas prescribed by state and federal regulations.</p> <p>Data Source: Iowa Department of Education</p>
2. Percent of state and federal funds distributed using the correct data to determine distribution.	100%	100%	<p>What Occurred: All funds were distributed using the data required in state and federal statute.</p> <p>Data Source: I3 Accounting and Financial System</p>

SERVICE, PRODUCT OR ACTIVITY: Administration and Leadership			
Performance Measures	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of districts participating in a statewide individual student record system.	100%	100%	<p>What Occurred: During the 2006-07 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.</p> <p>Data Source: Iowa Department of Education</p>
2. Percent of community colleges participating in the CC management Information System.	100%	100%	<p>What Occurred: 100% of the community colleges utilized the Management Information System (MIS).</p> <p>Data Source: Iowa Department of Education, Division of Community Colleges and Workforce Preparation.</p>
3. Percent of districts reporting all data required under the Education Data Exchange Network (EDEN) of the US Department of Education.	95%	100%	<p>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.</p> <p>Data Source: Iowa Department of Education; USDE – <i>EDfacts</i>.</p>
4. Percent of state and federal reporting requirements met by the Department for accountability and information purposes.	95%	100%	<p>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.</p> <p>Data Source: Iowa Department of Education; USDE</p>
5. Percent of internal operations in the Department conducted in accordance with Generally Accepted Accounting Principles.	100%	100%	<p>What Occurred: All budget and financial operations were conducted in accordance with Generally Accepted Accounting Principles.</p> <p>Data Source: I3 Accounting and Financial System; State of Iowa Audit</p>

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

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percentage of Iowa 4 th graders achieving proficient or higher in reading comprehension.	78.2% on Iowa Tests of Basic Skills	78.4% (04-06 biennium)	<p>What Occurred: 78.4% of Iowa 4th graders achieved proficiency in reading comprehension for the 04-06 biennium. This is up .4% from last biennium (03-05).</p> <p>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.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p>
2. Percentage of Iowa 8 th graders achieving proficient or higher in reading comprehension.	70.8% on Iowa Tests of Basic Skills	71.4% (04-06 biennium)	<p>What Occurred: 71.4% of Iowa 8th graders achieved proficiency in reading comprehension for the 04-06 biennium. This is an increase of .8% over the last biennium (03-05).</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p>
3. Percentage of Iowa 11 th graders achieving proficient or higher in reading comprehension.	77.2% on the Iowa Tests of Educational Development	76.8% (04-06 biennium)	<p>What Occurred: 76.8% of Iowa 11th graders achieved proficiency in reading comprehension for the 04-06 biennium. This is a decrease of .2% from the 03-05 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p>
4. Percentage of Iowa 4 th graders achieving proficient or higher in mathematics.	79% on Iowa Tests of Basic Skills	81.1% (04-06 biennium)	<p>What Occurred: 81.1% of Iowa 4th graders achieved proficiency in mathematics for the 04-06 biennium. This is an increase of 1.3% over the 03-05 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p>
5. Percentage of Iowa 8 th graders achieving proficient or higher in mathematics.	74% on Iowa Tests of Basic Skills	74.8% (04-06 biennium)	<p>What Occurred: 74.8% of Iowa 8th graders achieved proficiency in mathematics during the 04-06 time period. This is an increase of 1.0% over the 03-05 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p>
6. Percentage of Iowa 11 th graders achieving proficient or higher in mathematics.	78.8% on Iowa Tests of Educational Development	78.5% (04-06 biennium)	<p>What Occurred: 78.5% of Iowa 11th graders achieved proficiency in mathematics for the 04-06 biennium. This is an increase of .5% over the 03-05 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p>
7. Average attendance rates in grades K-8.	95%	95.8% (2005-2006 school year)	<p>What Occurred: The average daily attendance rate in grades K-8 for the 2005-2006 school year was 95.8%.</p> <p>Data Source: Iowa Department of Education</p>

8. High school graduation rate for those that complete a vocational secondary program.	95%	99.74% (2006 Iowa Perkins CAR data)	What Occurred: There is a 99.74% 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.	90.9%	90.8%	What Occurred: The overall graduation rate for all students has increased from 90.7% in 2005 to 90.8% for the class of 2006. Especially encouraging is the rate of increase for Hispanic students. Data Source: Iowa Department of Education
10. High school graduation rate for Hispanic students.	74.3%	75.4%	What Occurred: The graduation rate for Hispanic students increased from 74.1% in 2005 to 75.4% for the class of 2006. Data Source: Iowa Department of Education
11. High school graduation rate for African American students.	76.8%	76.6%	What Occurred: The graduation rate for African American students increased from 75.5% in 2005 to 76.6% for the class of 2006. Data Source: Iowa Department of Education
12. High school graduation rate for White students.	92.2%	92.1%	What Occurred: The graduation rate for White students increased from 92% in 2005 to 92.1% in 2006. 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.	100%	100%	What Occurred: 100% 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 FY05.	121,419 (target for FY06 unduplicated credit enrollment)	121,753 (actual FY06 unduplicated credit enrollment)	What Occurred: In FY06 the unduplicated credit enrollment was 121,753, exceeding the target. Data Source: Iowa Department of Education, Division of Community Colleges and Workforce Preparation.
16. Number of new credit awards granted by community colleges (increase by 400 over previous year).	15,423 (targeted number is an increase of 400 over previous year)	14,433	What Occurred: In FY06 the number of credit awards granted by community colleges decreased. 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 06-07 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%	Survey was discontinued	What Occurred: The AEA Customer Satisfaction Survey was discontinued, so we are dropping this measure.
4. National rank on teacher salary	25	40	What Occurred: With an average total salary of \$39,284, Iowa ranked 42 nd in the nation in 2004-2005. In 2005-2006, Iowa was ranked 40 th with an average total salary of \$40,877. Data Source: National Education Association, Rankings of the States and Estimates of School Statistics
5. 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.	28.5%	36.75% (2005-2006)	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
6. Number of lunches served through the Summer Food Service Program (increase by 1%)	307,946 lunches	350,046 lunches (2006)	What Occurred: The number of lunches served through the Summer Food Service Program increased significantly. Data Source: Iowa Department of Education, 2006 School Food Service Program lunch count

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%	<p>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.</p> <p>Data Source: Iowa Department of Education</p>
2. Percent of federal programs approved for funding.	100%	100%	<p>What Occurred: All federal entitlement programs were approved for funding.</p> <p>Data Source: Iowa Department of Education</p>
3. Percent of accountability reports completed.	100%	100%	<p>What Occurred: All school districts submitted comprehensive school improvement plans and annual progress reports for the 2005-06 year.</p> <p>Data Source: Iowa Department of Education</p>
4. Number of audit exceptions.	0	0	<p>What Occurred: The Department did not have any significant audit comments.</p> <p>Data Source: Iowa Department of Education, CAFR</p>
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%	<p>What Occurred: All licensure applications were processed.</p> <p>Data Source: Board of Educational Examiners</p>
CORE FUNCTION: Library Services			
Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percentage of lowans who have access through their public library to electronic information databases purchased by the State Library.	90%	97%	<p>What Occurred: 97% of lowans have access through their public library to e-library resources, bringing the world of information to lowans.</p> <p>Data Source: Internal Collection Spreadsheet</p>

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	2,195,232	What Occurred: The State Library filled 2,195,232 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 April 06. Web hits were down slightly from FY06 to FY07 due to (1) increased efficiency in Web site searching made possible by the new Web site and (2) more sophisticated Web monitoring techniques. 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)	8,370,051 searches (or 2.86 searches per Iowan)	What Occurred: Iowans logged 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%	84%	What Occurred: 84% of public libraries (454 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	96%	What Occurred: 96% (599 of 623) 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 accredited	61%	<p>What Occurred: 61% (329 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. Accreditation is based on the 75 standards in the 4th edition of "In Service to Iowa: Public Library Measures of Quality". The accreditation process is extensive and requires a strong, ongoing local commitment to excellence in library services. To be accredited, a library must meet 40 required measures and an additional 16 locally selected standards in the areas of library governance, administration and funding, staffing, collections, services, public relations, and access and facilities. To remain accredited, a library must reaffirm eligibility every three years.</p> <p>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.</p> <p>Data Source: State Library of Iowa, Internal Access database</p>
2. Percentage of certified public library directors.	80% of public library directors certified	89%	<p>What Occurred: 89% (485 of 543) of Iowa public libraries 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.</p> <p>Certified library directors have received training in library science and are able to provide high quality library services to Iowans.</p> <p>Data Source: State Library of Iowa, Internal Access database</p>
3. Percentage of public libraries participating in Direct State Aid Program.	85%	88%	<p>What Occurred: 88% of Iowa public libraries were eligible to receive Direct State Aid in FY 07 by meeting at least 16 of the 75 accreditation requirements.</p> <p>Data Source: State Library of Iowa, Internal Access database</p>
4. Percentage of libraries submitting annual survey data.	75% of Iowa public and school libraries submit annual survey data	87%	<p>What Occurred: 87% (1730 of 1993) of Iowa public and school libraries in Iowa submitted annual surveys in FY07, a 10% increase over the 77% return rate 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 survey. Sustained education and effort in communicating with school libraries increased the return rate.</p> <p>Data Source: State Library of Iowa, Internal Access database</p>

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. In FY07 we added a school finance report card to our website to provide additional information to schools and the public. We continue to expand electronic data collection for reports and have begun initial efforts in the implementation of a data warehouse to provide access to the data we collect. Electronic collection of data is more accurate and lessens the follow up that had been required in the past.

We emphasize the 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 make continued use of the 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 target staff efforts towards meeting federal requirements with federal resources. 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 additional funds 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/346/299>.