



Performance Report



*Performance Results Achieved
for Fiscal Year 2012*

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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 devote 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 four 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, program approval, fiscal oversight and federal program oversight.
- Resource Management – providing the leadership, data for accountability and decision-making, and infrastructure necessary to administer and support agency operations and the system of education in Iowa.
- Library Services – acquiring, managing and providing access to information.

Our goal is to build an education system that leads the world and prepares every student for success in college or careers. While our state's school system has made strides over time, other states and nations have taken bold steps to dramatically accelerate their education systems resulting in improved student performance. Iowans must come together on a path and focus that will push our education system back to the front of the pack.

In order to achieve this goal, the Governor and Lt. Governor, along with the Department of Education, have developed a blueprint detailing a comprehensive vision that can put Iowa's schools on par with the top schools in the world. This plan outlines a set of lasting and meaningful changes designed to transform and improve education in Iowa.

The centerpiece for the blueprint is focused on educator quality – a great teacher in every classroom and a great principal in every building. This would be accomplished by attracting and supporting talented educators, improving recruiting and hiring practices, developing educator leadership roles, establishing a meaningful evaluation system, creating a transformational teacher salary structure, freeing principals to lead, and implementing job protections based on effectiveness.

The plan also includes a relentless focus on learning – setting high expectations for students, designing a curriculum aligned to those expectations, tailoring instruction to fit the needs of each student and providing personalized and ongoing support for students at risk of academic failure. Student assessment must be designed to inform instruction and measure progress toward stated expectations.

Finally, the blueprint for education reform fosters a spirit of innovation. It includes provisions to fuel local innovation, expand online learning opportunities for students across the state, and opens a pathway for schools to use a competency-based education system rather than the current system based on seat-time.

If we are to keep our place in the global economy, we must prepare students who can compete and thrive in the 21st century. If we

want to transform Iowa's economy, we must transform Iowa's education system to meet the needs of *all* students and prepare them to be successful at the postsecondary level and into the workforce.

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 for all Iowa students through leadership and service.

Guiding Principles:

- All students can learn at a high level.
- Students respond best to challenging expectations.
- Safety and respect are essential to student learning.
- Educators need ongoing support and professional development to improve student achievement.
- Improving student performance requires a broad constituency of support.
- A quality education system is essential to a successful democracy, lifelong learning, and a vibrant economy.

Major Services, Products and Customers:

The Department, in conjunction with the State Board of Education, is responsible for supervising the state's prekindergarten-12 schools, AEAs, and community colleges, and for approving teacher 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 four divisions in the Grimes Building: the Division of School Finance and Support Services, the Division of Communication and Information Services, the Division of Community Colleges, and the Division of Learning and Results. 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 of Iowa.

The Office of the Director has the primary responsibility for providing leadership for the system of education in Iowa from 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, human resources services for the Department, and has primary responsibility for establishing priorities and coordination of Department activities and initiatives.

The Division of School Finance and Support Services coordinates the allocation of 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 Division also provides internal administrative services including payroll, accounting and budgeting, purchasing, inventory, office support and facility management.

The Division of Communication and Information provides media and communication services as well as data collection, research, and analysis. Communication Services includes the department's public information officer, maintenance of the DE website, and implementation of ongoing communication efforts that inform our stakeholders and the public. The Bureau of Information and Analysis oversees research and evaluation and is responsible for data collection and analysis including development of *The Annual Condition of Education Report*. With the current emphasis on accountability and transparency, it is more important than ever that we have good data and analysis to support and inform policy decisions.

The Division of Community Colleges has primary responsibility for community college accreditation and management information system processes, secondary and postsecondary career and technical education, adult basic education/adult literacy, and veterans' education statewide.

The Division of Learning and Results focuses on educator quality; compliance with state and federal regulations; school improvement; accreditation of local school districts, nonpublic schools and AEAs; data and outcomes related to programs; and strengthening supportive learning environments. 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 the Elementary and Secondary Education Act (No Child Left Behind). In addition, the Division includes early childhood programs, and approval of postsecondary teacher and administrator preparation programs.

The major products and services of the Department include leadership, support, and monitoring for all aspects of education from pre-kindergarten through community college and educator preparation programs. These services include technical assistance for schools and school districts, AEAs, and community colleges; professional development; and budget, program and compliance support. 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:

- Quality Preschool
- Response to Intervention
- Transition from Secondary to Postsecondary
- Iowa's State Longitudinal Data System
- Library Services

In the second results section, we will report data on the measures included in our **Agency Performance Plan for FY2012**. Using a modified version of the performance plan template we will document what was achieved for each core function and service, product, or 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 children will enter school ready to learn.

Name: Quality Preschool

Description: The Statewide Voluntary Preschool Program for Four-Year-Olds was established to support the availability of high quality preschool programs for four-year-old children across the state. The program started in 2007 and was phased in over a four year period.

Why are we doing this: Research increasingly shows the importance of quality, early learning environments in a child's development. Young children exposed to high-quality settings exhibit better language and math skills, better cognitive and social skills and better relationships with classmates than do children in lower-quality care. Evaluations of well-run early-learning programs have also found that children in those programs were less likely to drop out of school, repeat grades, need special education, or get into future trouble with the law than similar children who did not have such exposure.

Given this compelling research, the State Board and Department sought legislation and funding to establish the Statewide Voluntary Preschool Program for Four-Year Old Children. The Department's Early Childhood Services team continues to work in collaboration with AEAs and local school districts to implement and monitor the program.

What we're doing to achieve results: The Department developed an application process and technical assistance to support the implementation of the Statewide Voluntary Preschool Program. Webinars were held to guide districts in meeting the assurances and preschool program standards. One hundred and eighty-two applications were received and 67 districts awarded for 2007-2008, 161 applications were received and 52 districts awarded for 2008-2009, 124 applications were received and 56 districts awarded for 2009-2010, and 146 applications were received and 150 districts awarded (including consortium districts) in 2010-2011. A total of 316 districts have been awarded funding and will be providing the Statewide Voluntary Preschool Program for Four-Year-Old Children in 2011-2012. (Thirty-four districts did not apply for preschool funding.) In 2011-2012, 19,909 four-year-old children received a quality preschool a program through this state funding. An additional, 3,273 preschool children participated in this quality program through other funding sources. The Department estimates that in 2012-2013, 20,000 children will participate in the Statewide Voluntary Preschool Program for Four-Year-Old Children.

In order to provide effective early childhood programs for young children, it is essential to have highly qualified teachers providing the education, as well as established quality program standards by which to evaluate the preschool programs. The Iowa Quality Preschool Program Standards (IQPPS) were developed by the Department to ensure the quality of preschool in state-funded programs. The IQPPS were derived from the National Association for the Education of Young Children (NAEYC) Standards and Criteria. Districts participating in the Statewide Voluntary Preschool Program for Four-Year- Old Children are required to adhere to one of the following sets

of program standards: the NAEYC Standards, the IQPPS, or Head Start Program Performance Standards.

Specifically:

- The Department developed a web application to monitor the implementation of the Statewide Voluntary Preschool Program and each of the approved program standards to assure compliance with all program requirements.
- The Department provided training focused on curriculum, assessment, and instruction to build the capacity of the AEA early childhood staff to support local districts in increasing student achievement.
- The Department, in collaboration with the AEAs, expanded a network of trainers to work directly with schools to insure the full implementation of the Iowa Quality Preschool Program Standards.
- The Department, in collaboration with the AEAs, expanded a network of program standard verifiers to work directly with the Department in monitoring the full implementation of the Iowa Quality Preschool Program Standards through an on-site verification visit.
 - In 2008-2009, 51 districts and their community partners received an IQPPS Verification Visit and were fully verified.
 - In 2009-2010, 46 districts and their community partners received an IQPPS Verification Visit and were fully verified.
 - In 2010-2011, 48 districts and their community partners received an IQPPS Verification Visit and 46 were fully verified.
 - In 2011-12, 48 districts and their community partners received an IQPPS Verification Visit and 47 were fully verified.

Results

A total of 316 districts will be providing the Statewide Voluntary Preschool Program for Four-Year-Old Children in 2011-2012. Approximately 24,000 children are estimated to be served in these quality preschool programs.

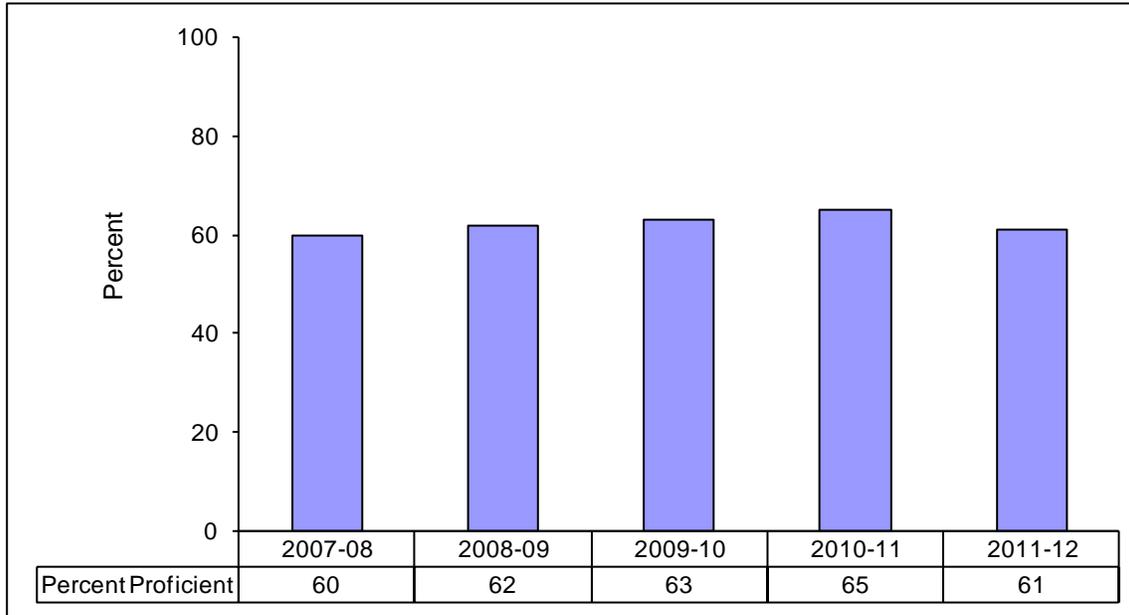
Performance Measure: Percent of children entering kindergarten proficient in beginning sounds using the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS).

Performance Goal/Target: 64% (target for 2010-2011)

What was achieved: Kindergarten Literacy Assessment data was collected and analyzed in accordance with 2005 legislation. This required local school districts to administer *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS), or a kindergarten benchmark assessment adopted by the Department, to every kindergarten student enrolled in the district. The graph below represents five years of trend data for DIBELS. (One measure of the DIBELS assessment data is used; whether children know beginning sounds.). As indicated in Figure 1, the percent of children proficient in beginning sounds as measured by DIBELS has remained stagnant from 2007-2008 to 2011-2012.

Some school districts administered the DIBELS Next assessment. The DIBELS Next First Sound Fluency and Letter Naming Fluency subtests measures kindergarten student literacy skills for identifying letters and beginning sounds of words by saying or producing the sound. DIBELS Next provides a Composite Score, a combination of the DIBELS kindergarten fall subtests (Letter Naming Fluency and First Sound Fluency) and provides the best overall estimate of the student's reading proficiency. The Letter Naming Fluency and First Sound Fluency measures were used to calculate the Composite Score for fall 2011. In 2011-12, 9,929 students were assessed and 69 percent were proficient (See Figure 2).

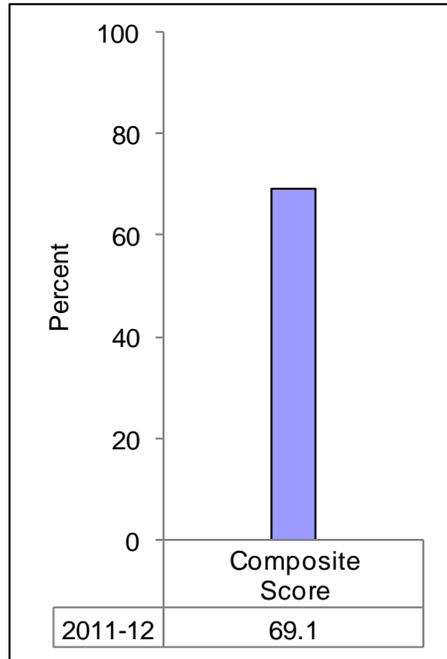
Figure 1
**Percent of Children Entering Kindergarten Proficient
 in Beginning Sounds Using DIBELS (N=10,131)**



Data Source. Easier, Iowa Department of Education, 2011-2012

Note: Data regarding other approved assessment instruments will be reported in the Annual Condition of Education Report, 2011.

Figure 2
**Percent of Children Entering Kindergarten Proficient
 Using DIBELS Next (N=9,929)**



Data Source. Easier, Iowa Department of Education, 2011-2012

Note: Data regarding other approved assessment instruments will be reported in the Annual Condition of Education Report, 2011.

Discussion of Data: The ability to recognize beginning sounds is an important readiness skill for learning to read. Trend data over the last five years shows that an increasing percent of children entering kindergarten are proficient in beginning sounds as measured by DIBELS.

Data Sources: EASIER, Iowa Department of Education, 2007-2008 to 2011-2012.

Resources: Students are included in the Fall enrollment count and generate funds through the school finance formula.

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 PK-12 students will achieve at a high level.

Name: Response to Intervention

Description: Response to Intervention (Rtl) is a process by which schools use data to identify the academic and behavioral supports each student needs to be successful in school and to leave school ready for life. Schools using Rtl provide students with evidence-based instruction and interventions matched to their needs and monitors student progress to improve their educational outcomes. Rtl also allows educators to evaluate the overall health of their system and target resources by providing the necessary data to determine which elements of the education system are performing adequately and which require further development. Rtl is a decision-making framework composed of evidence-based practices in assessment and instruction. Rtl is not a packaged program, set of assessments, or curriculum that can be purchased.

Why we are doing this: Data from the National Assessment of Educational Progress (NAEP) indicate the need for a systemic approach to addressing students learning in Iowa. The July 2012 Harvard University report, *Achievement Growth: International and U.S. State Trends in Student Performance*, compared the overall rate of growth in student achievement in fourth- and eighth-grade reading, math, and science in 41 U.S. states from 1992 to 2011. Iowa came in last. Iowa's school system hasn't gotten worse. But we've seen focused, dedicated efforts in other states and nations to dramatically improve their education systems, so we've gone from the top of the pack to the middle.

What we're doing to achieve results: It is incumbent upon the Iowa Department of Education to provide leadership in the successful scaling and implementation of Rtl. The Department has drafted a statewide implementation plan for Rtl that encompasses four stages: developing consensus, building infrastructure, implementing Rtl, and sustaining implementation.

The consensus-building phase began in fall 2011. The Department established a team to (a) oversee the work, (b) draft an implementation plan, (c) identify foundational research pieces on which Iowa's Rtl model is based, and (d) assess the knowledge and skills of Department staff around Rtl. The Department team also met with Area Education Agency (AEA) personnel critical to the effective implementation of Rtl across the state.

Building the infrastructure to support statewide implementation of Rtl is a current and ongoing project that involves the work of the Department, AEAs, school districts, and education partners. This work includes:

- Establishing a state implementation network;
- Reviewing and editing, as necessary, state policies and procedures;
- Identifying and allocating financial supports;
- Developing statewide professional development;
- Establishing a new Rtl data system;
- Identifying reliable and valid universal screening and progress monitoring assessments; and

- Conducting a research review to produce a white paper focusing on the universal, targeted, and intensive levels of instruction and support.

As statewide infrastructure for Rtl is developed and put in place, schools will be expected to begin implementing Rtl. Implementation will focus initially on pre-kindergarten through third grade in literacy, but will expand to math, social/emotional/behavioral domains, and grades 4–12.

Sustainability involves two items—ensuring that the model for Rtl scalability is sound, and evaluating the process and outcomes of the work. The Department is collaborating with the AEAs and Iowa school districts to develop and adopt the scaling and sustainability model. The initial focus on reading in the early grades is purposeful because as a state, we can only bring Rtl to scale effectively with limited scope initially, and we have chosen to focus on the area where the most evidence exists.

Results

Because Rtl is in an infrastructure building stage, the impact of student achievement cannot be expected for a number of years. One source of data that will be used to monitor the impact of Rtl on student achievement will be NAEP. The Rtl screening measure selected by the state will also be used to monitor the impact of Rtl.

Below are the areas in which significant progress has been made:

- The Department, in collaboration with the AEAs, local school districts, institutions of higher education, and other agencies, established Collaborating for Kids and set a target of enhancing early literacy in Iowa. In initial meetings, this group established consensus on the target and work teams needed to accomplish the goals. Next steps include the identification of work team members and developing a coordinated work plan for the teams.
- Department personnel have undertaken the work of reviewing and editing, as necessary, state policies and procedures.
- Rtl Work Team leaders conducted a needs assessment of professional development for Rtl currently offered through the AEAs. This report will be used to inform a statewide professional development plan focused on the critical components of Rtl.
- Rtl Work Team leaders requested assistance from the North Central Comprehensive Center (NCCC) to collect and summarize data on Rtl implementation and evaluation efforts in other states. In general, this summary will assist us in examining and improving our draft implementation plan. In particular, this work was done to help Iowa build a process to evaluate our own implementation of Rtl as a statewide system. The NCCC completed this process in October 2012.
- A Request for Proposals (RFP) was posted allowing vendors to submit proposals for an Rtl data system. A work team reviewed proposals submitted and accepted a bid from Technology and Information Educational Services (TIES). The Department is currently engaged in negotiating a contract with the selected vendor.

Resources: State and Federal Funds

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: Individuals will pursue postsecondary education in order to drive economic success.

Name: Transition from Secondary to Postsecondary

Description: The Department of Education is working with school districts and postsecondary institutions across the state to facilitate a smooth transition for students from secondary to postsecondary education. Initiatives to facilitate this smooth transition include I HAVE A PLAN IOWA_{tm}, joint enrollment programs such as postsecondary enrollment options (PSEO) and concurrent enrollment, career and regional academies, and advanced placement.

What we're doing to achieve results: Most joint enrollment opportunities fall under the rubric of Senior Year Plus. The Senior Year Plus legislation, passed in 2008, consolidated and standardized several existing programs involving college credit opportunities for high school students including PSEO, concurrent enrollment (which entails supplementary weighting for local school districts), career and regional academies, and advanced placement. The Community College Management Information System (MIS) captures joint enrollment in three categories — PSEO, contracted courses (which may or may not be concurrent enrollment and generate supplementary weighting for the partnering local district), and tuition. Joint enrollment in Iowa community colleges and four year colleges/universities has risen steadily.

Iowa's statewide community web portal, www.IHaveaPlanIowa.gov provides free access, information and resources for all Iowans seeking assistance with career and college planning; financial aid; college admissions; national, state and local scholarships; free ACT, SAT and GRE test preparation; as well as Iowa employment opportunities. By providing a community web portal that incorporates resources for students, parents, adult learners, and job seekers, IHaveaPlanIowa.gov encourages individuals to discover their strengths and interests. It helps individuals reach their educational and career goals by helping them plan for their futures.

Iowa Code section 279.61 passed in 2008 built upon and enhanced the requirement that all 8th grade students complete a high school course plan during their career planning process. The legislation referenced the use of a state designated career information system as a tool for the 8th grade plan. The Iowa Department of Education, in partnership with the Iowa College Student Aid Commission (ICSAC), provides free access, training and support to secondary schools and students for *Iowa Choices*, a comprehensive electronic career planning tool for developing the 8th grade plan.

Results

I HAVE A PLAN IOWA_{tm} System and Career Planning Tools

I HAVE A PLAN IOWA_{tm} is a comprehensive web-based planning tool that assists Iowans with career planning, high school planning, college planning, Test Prep modules in ACT and SAT, financial aid planning and finding employment. Iowa Department of Education is an educational partner with the Iowa College Student Aid Commission, the managing administrator.

As the state-designated career planning system, I HAVE A PLAN IOWA_{tm} also helps Iowa schools meet Iowa Code Section 279.61 which requires all Iowa students to create a career plan in the 8th grade as well as the required components of the state designated system in grades 8-12. The system includes a specific Iowa Guideway for each grade level to assist students and educators through the process.

- Active student accounts FY12: 91,853
- Number of web visits in 2011-2012: 2,434,045 visits to the site.
- Number of Unique Visitors: 1,898,018
- For 2011-2012: 77.37 percent were new visitors; and 22.66 percent were returning visitors.
- Top Career Clusters in 2011-2012:
 - Health Science
 - Arts, Audio-Video Technology & Communications
 - Hospitality & Tourism
 - Agriculture, Food & Natural Resources
 - Law, Public Safety, Corrections & Security
- Top Five Served Careers (Systemwide, 2011-2012)
 1. Registered Nurse
 2. Veterinarian
 3. Lawyer
 4. Actor
 5. Architect
- 2010-2011 – 63,577 PK-12 Portfolios Created – Breakdown by Graduation Year
 - 2012 – 8,468
 - 2013 – 5,438
 - 2014 – 4,560
 - 2015 – 6,455
 - 2016 – 31,440
 - 2017 – 5,818
 - 2018 – 1,279
 - 2019 – 119

Joint Enrollment

In FY 2012, 39,570 community college students participated in joint enrollment, an increase of 1.7% from FY 2011. More than one out of four community college students (26 percent) was jointly enrolled in FY 2011. The breakdown by offering arrangement included:

- 4,186 students in Postsecondary Enrollment Options
- 36,014 students in contracted (most concurrent enrollment) courses
- 1,940 taking tuition classes
- Credit hours totaled 303,655 versus 300,076 in FY 2011

- Average credit hours per student – 7.7 versus 7.7 in FY 2010
- 19,744 females participated
- 19,681 males participated

Data Sources: The Department of Education Community College Management Information System (MIS) and Iowa College Student Aid Commission.

Resources: State Funds and Federal Grant (Gear Up Grant) Funds

Key Results

CORE FUNCTION – STRATEGIC GOAL

State Longitudinal Data System (SLDS)

Core Function: Resource Management – Provide vital infrastructure needs necessary to administer and support agency operations and the system of education in Iowa. Key activities may include research and information services.

Strategic Goals: 1) All children will enter school ready to learn. 2) All PK-12 students will achieve at a high level. 3) Individuals will pursue postsecondary education in order to drive economic success.

Name: Iowa's State Longitudinal Data System (SLDS)

Description: The SLDS is a series of information technology projects designed to build a coherent and cohesive data infrastructure to facilitate data-driven decisions throughout the system. Discrete projects – a data warehouse (EdInsight), Electronic Transcripts and Student Record Exchange (SRE), an automated data exchange with schools and other educational entities (School Interoperability Framework), and bringing educational data sets together that previously have not been – combine to make a system whose goal is to create a unified data infrastructure: 1) generate a unified infrastructure for educational data; 2) establish interconnectivity between entities for analysis and planning; and 3) develop a PK-20 system for tracking individuals throughout their educational career.

Why we are doing this: Iowa began this process formally by initiating the building of its data warehouse, EdInsight in 2007. However, in 2008 having a SLDS became a requirement for Iowa's receipt of federal stimulus money: one of the four education assurances to receive State Fiscal Stabilization Funds (SFSF). According to the United States Department of Education (USDE), a SLDS includes:

- A unique student identifier system
- Student data (enrollment, attendance, demographics, and program participation)
 - ❖ Student-level college readiness test scores
 - ❖ Information on untested students
 - ❖ Student-level transcript and detailed course-taking information
 - ❖ Student-level graduation and dropout data
- Annual summative assessment data links from year to year
- A unique teacher identifier system and ability to link teacher and student data
- Teacher and staff data
- Data warehouse
- Reporting and analysis tools
- Interoperability
- Portability
- Privacy protection
- Data sharing beyond K-12 (P-20)
 - ❖ Early childhood education

- ❖ Postsecondary
- ❖ Workforce
- Data audit system to assess data quality, validity, and reliability

What we're doing to achieve results: Continued expansion of EdInsight content and building new reports and functionality has been a primary focus in 2012. Currently, there are 4,100 active accounts in the system. In October 2012 there were over 5,000 system logins to EdInsight with approximately 5,000 reports executed in this month. An example of the content includes preformatted reports on student assessment (individual and cohort, both snapshots and longitudinal), graduation, dropout, curriculum, special education, and comparisons data. EdInsight has a release cycle which includes new versions with updates that come out similar to commercial software. EdInsight also includes ad hoc analysis capabilities through a cube, which is reserved for power data users.

The Iowa Transcript Center (ITC) continues to grow in usage throughout the state. This transcript system provides electronic transcripts, student record exchange and a High School Transcript Repository. E-transcript transactions and student record exchange are free in Iowa for public secondary to public postsecondary. Private K-12 institutions can also use the Iowa Transcript Center. Private post-secondary can have access to the network for a fee. Thousands of student records and transcripts have been sent using the ITC.

The DE is implementing an automated system for moving education data using the School Interoperability Framework (SIF). SIF is supported by the United States Department of Education, student information system (SIS) vendors, state education agencies, local education agencies, and not for profits. Implementing SIF will allow for automatic transmission of data from local education agencies' (LEAs) student information systems. Examples include assigning unique student IDs for students from systems automatically, and automating the flow of data between entities in a predefined national standard. During 2011, the DE planned and executed a pilot testing phase in testing this new process and system. In 2012, the DE will continue to expand and deploy this solution across the state.

Expected Results

The SLDS was planned in Iowa before it was mandated as a condition of receiving federal ARRA funds. Its benefits, from its component pieces, and their synergies occur in many ways at many levels -administratively, programmatically, and through systems integration.

The DE is providing multiple applications and systems such as an education data warehouse – EdInsight - as a service to Iowa AEAs and school districts. For some districts, this will provide for their data needs; for other districts, it could serve as their only education data analysis tool. EdInsight was specially designed with Iowa education stakeholder input and is supported by AEAs. The system has preformatted reports for less sophisticated users and cube analysis for heavy analytical and statistical users. Further, it has licensing that will allow for joint development on the platform with AEAs.

A goal of EdInsight is to support education programming. The platform and multiple reports can provide educators readily accessible data so they need not waste time on this task and instead can spend it on planning teaching strategies, empowering educators to make data-driven decisions. Beyond AEA support, DE has integrated EdInsight into its operations. The School Improvement Team now uses it when demonstrating a data point to districts, thereby reinforcing its use.

The DE recently received an additional \$3.7 million dollar grant in order to continue to build and expand its SLDS. The focus of this new grant is to provide linkages across systems such as K-12, Community College, Iowa 4 year public post-secondary and workforce. The goal of this grant is to provide true outcome data which can be use to evaluate the system which heretofore has not been available.

E-transcripts and SRE benefit many stakeholders through the entire process. First, is the obvious cost savings of automating this paper process. For E-transcripts, there is a benefit to postsecondary for processing entrance requirements, such as the Regents Admissions Index (RAI). This is also the way grades are captured at DE because it is an Iowa high school repository where all K-12 student records can be backed up. The student record exchange will allow districts to send student electronic records between themselves, instead of having to rely solely on the physical cumulative folders. This helps meet recent legislative changes requiring that records for foster children be delivered to a new district within five days. Currently, the legislature and a federal grant are making this free to public K-12 and postsecondary.

Automated interconnectivity facilitated by SIF is required to move the infrastructure into the twenty-first century. Districts' state reports, which are an annual source of frustration, will be automated using SIF. The unique student ID will become an automated process for districts, so integrity of data in their systems and the state SLDS system will be improved. DE and AEAs plan to develop the infrastructure jointly for districts and to use it to share data between themselves.

Data Source: Iowa Department of Education

Resources: Federal assessment dollars, federal task order dollars (small grants), State General Fund, and Rebuild Iowa Infrastructure Fund. In 2008, the DE received an Institute of Education Sciences, USDE multi-year Longitudinal Data System Grant for \$8.8 million. In 2012, the DE received an additional \$3.7 million dollar grant to expand the SLDS.

KEY RESULTS

CORE FUNCTION – SERVICE/PRODUCT/ACTIVITY

Core Function: Library Services

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

Name: Library Services - Statewide access to web-based resources through libraries

Description: The State Library purchases subscription licenses, on behalf of all Iowa public and academic libraries, to web-based informational resources which provide the full text of thousands of magazines, journals and newspaper articles. Iowans get this information through the internet with a password provided by their public or academic library.

Why we are doing this: These e-resources bring the world's current information resources to all Iowans through their computer and a library-issued password. Not everything on the Internet is free. Iowans would not have free access via the Web to such magazines as Time, Newsweek, and Scientific American if these online resources were not purchased by the State Library in partnership with their local libraries. Also, purchasing one statewide subscription for all public and college libraries is far more cost effective than individual library purchases; annual statewide savings are estimated at more than \$20 million.

What we're doing to achieve results: The State Library purchases statewide access to the EbscoHost informational databases at a large vendor discount. We provide training to Iowa librarians on the use of these web-based resources.

Results

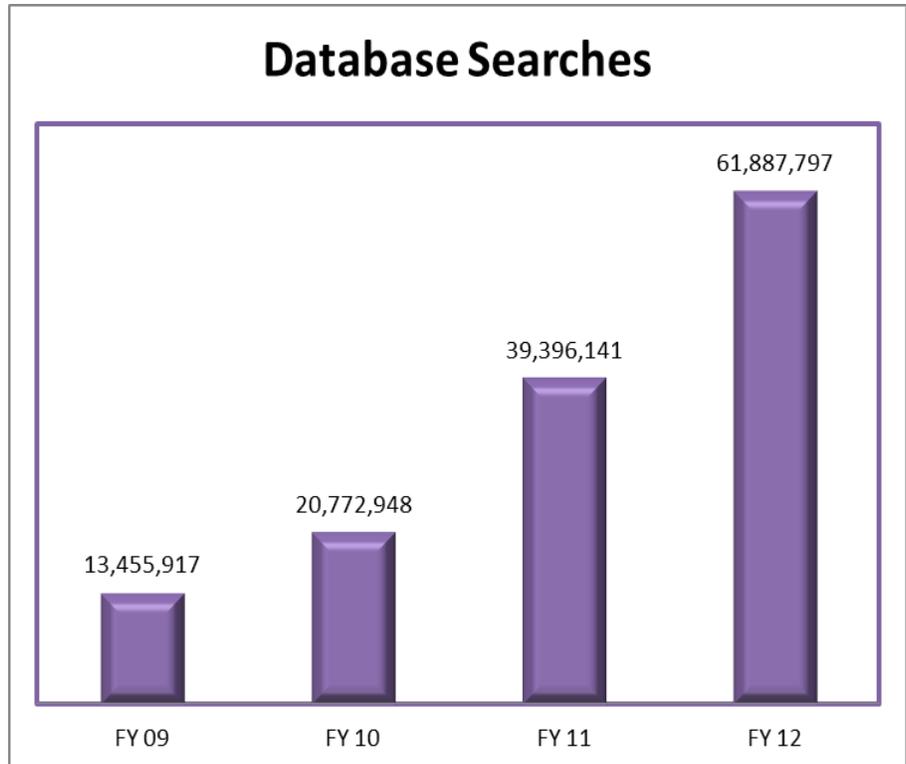
Performance Measure:

Number of public searches of electronic databases purchased by the State Library of Iowa.

Performance Target:

15,000,000 searches per fiscal year

Iowans conducted 61,887,797 searches of these web-based resources in FY12, through their public and college libraries. This averages to over 20 searches per Iowan based on the 07/01/11 state population estimate of 3,062,309.



What was achieved: The number of public searches of electronic databases purchased by the State Library has significantly increased during the past two years. These e-resources bring vast current information resources to Iowans through their computer and library issued passwords.

Date Source: State Library of Iowa. Database information was compiled by database vendors.

Resources: Federal Institute of Museum and Library Services (IMLS) funds were used.

AGENCY PERFORMANCE PLAN RESULTS FOR FY2011

NAME OF AGENCY: Department of Education			
AGENCY MISSION: Our Mission is to champion excellence for all Iowa students through leadership and service.			
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 school districts participating in a statewide individual student record system	100%	100%	<p>What Occurred: All public school districts in Iowa are participating in Project EASIER, the Department's initiative involving the transfer of individual student records. The mission of the project is to reduce data burden, and encourage better decision-making by establishing and maintaining a cost effective method of accessing and transferring accurate and timely education information among school districts, postsecondary institutions and the Iowa Department of Education. 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 levels. Student level data from Project EASIER is loaded into the Department's Data Warehouse (EdInsight) where it can be linked with other data and enable us to provide meaningful, new data analysis.</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 participate in and utilize the Management Information System (MIS). Examples of reports based on MIS data include the Condition of Iowa's Community Colleges Report, the Fall Enrollment Report and the Joint Enrollment Report.</p> <p>Data Source: Iowa Department of Education, Division of Community Colleges</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: All public school districts in Iowa are participating in Project EASIER, the Department's initiative involving the transfer of individual student records. The mission of the project is to reduce data burden, and facilitate better decision-making by establishing and maintaining a cost effective method of accessing and transferring accurate and timely education information among school districts, postsecondary institutions and the Iowa Department of Education. 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 levels. Ongoing training in this system is provided by the agency.</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 participate in and utilize the Management Information System (MIS). Examples of reports based on MIS data include the Condition of Iowa's Community Colleges Report, the Fall Enrollment Report and the Joint Enrollment Report.</p> <p>Data Source: Iowa Department of Education, Division of Community Colleges</p>
3. Percent of districts reporting data required under EDfacts, a USDE initiative to put performance data at the center of policy, management and budget decisions for K-12 education programs.	100%	100%	<p>What Occurred: The Iowa Department of Education's Project EASIER (Electronic Access System to Iowa Education Records) includes 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	100%	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>The Department is in the process of implementing several activities designed to generate a unified education data system, establish interconnectivity between entities for analysis and planning, and develop a PK-16 system for tracking individuals throughout their education and into the workforce.</p> <p>The Department received an \$8.8 million Statewide Longitudinal Data System (SLDS) Grant from the USDE to bolster this effort. With this grant the state is enhancing its capabilities to provide consistent, reliable, and accurate quality data about Iowa</p>

			<p>education, giving educators the tools for deep data analysis and information to inform instructional practice.</p> <p>The DE recently received an additional \$3.7 million grant to continue to build and expand on the SLDS. The focus of this new grant is to provide linkages across systems such as K-12, community colleges, Iowa four-year public postsecondary institutions, and the workforce. The goal of this grant is to provide true outcome data which can be used to evaluate the system. This data has not previously been available.</p> <p>The two cornerstones of the SLDS initiative are EdInsight and the Electronic Transcript and Student Record Exchange.</p> <p>EdInsight is a data warehouse that uses individual student records from Project EASIER, special education student data from the Management Information System, and student achievement data from the Iowa Testing Programs. This statewide longitudinal data system improves the utility, accuracy, reliability and timeliness of data; reduces redundancy; decreases reporting burden; streamlines federal reporting; improves stakeholder access to data; enables data exchange across institutions; protects privacy and confidentiality; supports research to improve our understanding of effective management and instructional policies; and facilitates data-driven decision-making that will affect student learning.</p> <p>The Electronic Transcript and Student Record Exchange benefits many stakeholders by providing a central repository for all accredited high school transcripts, allowing for electronic transfer of student records between local school districts, and allowing electronic transfer of student records from school districts to higher education institutions.</p> <p>Data Source: Iowa Department of Education; USDE</p>
<p>5. Percent of internal operations in the Department conducted in accordance with Generally Accepted Accounting Principles</p>	<p>100%</p>	<p>100%</p>	<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. Percent of children entering kindergarten proficient in beginning sounds using the <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i>.	65%	61% (2011-2012)	<p>What Occurred: The Department of Education is supporting implementation of the Iowa Quality Preschool Program Standards and development of a comprehensive early childhood professional development system for early care, health, and education. The Department continues to provide technical assistance to the Statewide Voluntary Preschool Program for Four-Year-Old Children, which increases the availability of quality preschool programs for four-year-olds across the state.</p> <p>School districts have previously been using the proficiency level on beginning sounds from DIBELS (<i>Dynamic Indicators of Basic Early Literacy Skills</i>) to measure school readiness. Many schools are now using Letter Naming Fluency and First Sound Fluency from DIBELS Next to provide a better overall estimate of reading readiness.</p> <p>Data Source: Iowa Department of Education</p>
2. Percent of Iowa 4th graders proficient or higher in reading comprehension	79.6% on Iowa Tests of Basic Skills	80% (2009-2011 biennium)	<p>What Occurred: 80% of Iowa 4th graders achieved proficiency in reading comprehension for the 2009-2011 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p>
3. Percent of Iowa 8th graders proficient or higher in reading comprehension	73.9% on Iowa Tests of Basic Skills	74.3% (2009-2011 biennium)	<p>What Occurred: 74.3% of Iowa 8th graders achieved proficiency in reading comprehension for the 2009-2011 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p>

<p>4. Percent of Iowa 11th graders proficient or higher in reading comprehension</p>	<p>77.4% on the Iowa Tests of Educational Development</p>	<p>77.8% (2009-2011 biennium)</p>	<p>What Occurred: 77.8% of Iowa 11th graders achieved proficiency in reading comprehension for the 2009-2011 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p>
<p>5. Percent of Iowa 4th graders proficient or higher in mathematics</p>	<p>80.6% on Iowa Tests of Basic Skills</p>	<p>80.7% (2009-2011 biennium)</p>	<p>What Occurred: 80.7% of Iowa 4th graders achieved proficiency in mathematics for the 2009-2011 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p>
<p>6. Percent of Iowa 8th graders proficient or higher in mathematics</p>	<p>76.4% on Iowa Tests of Basic Skills</p>	<p>76.7% (2009-2011 biennium)</p>	<p>What Occurred: 76.7% of Iowa 8th graders achieved proficiency in mathematics during the 2009-2011 time period.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p>
<p>7. Percent of Iowa 11th graders proficient or higher in mathematics</p>	<p>78.1% on Iowa Tests of Educational Development</p>	<p>77.4% (2009-2011 biennium)</p>	<p>What Occurred: 77.4% of Iowa 11th graders achieved proficiency in mathematics for the 2009-2011 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p>
<p>8. Percent of Iowa 8th graders proficient or higher in science</p>	<p>82.3% on Iowa Tests of Basic Skills</p>	<p>82.5% (2009-2011 biennium)</p>	<p>What Occurred: 82.5% of Iowa 8th graders achieved proficiency in science for the 2009-2011 biennium.</p> <p>Data Source: Iowa Department of Education, Iowa Testing Programs, U of I</p>
<p>9. Percent of Iowa 11th graders proficient or higher in science</p>	<p>80.8% on Iowa Tests of Educational Development</p>	<p>81.4% (2009-2011 biennium)</p>	<p>What Occurred: 81.4% of Iowa 11th graders achieved proficiency in science for the 2009-2011 biennium.</p>

			Data Source: Iowa Department of Education; Iowa Testing Programs, U of I
10. Average attendance rates in grades K-8	95%	95.8% (2010-2011 school year)	What Occurred: The average daily attendance rate in grades K-8 for the 2010-2011 school year was 95.8%. Data Source: Iowa Department of Education
11. High school graduation rate for all students	88.9% (target for 2011)	88.3% (4-yr. grad rate for class of 2011)	What Occurred: The overall four-year graduation rate for all students was 88.3% for the class of 2011. Data Source: Iowa Department of Education
12. High school graduation rate for Hispanic students	76.5%	75.2% (class of 2011)	What Occurred: The graduation rate for Hispanic students was 75.2% for the class of 2011. Data Source: Iowa Department of Education
13. High school graduation rate for African American students	72.1%	73.2% (class of 2011)	What Occurred: The graduation rate for African American students was 73.2% for the class of 2011. Data Source: Iowa Department of Education
14. High school graduation rate for White students	90.6%	90.2% (class of 2011)	What Occurred: The graduation rate for White students was 90.2% in for the graduating class of 2011. Data source: Iowa Department of Education
15. 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: Iowa Department of Education BEDS data
16. 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
17. Percent of community college cohort who complete an award within three years or transfer to a four-year institution.	53.6%	50.1% (FY 2012)	What Occurred: The percent of community college cohort completing an award within three years or transferring to a four-year institution was 50.1%.

			Data Source: Iowa Department of Education, Division of Community Colleges
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 2011-2012 school year. Data Source: Iowa Department of Education, School Improvement site visit records
2. Percent of accredited nonpublic schools visited annually by a school improve team.	20%	20%	What Occurred: 20% of accredited nonpublic schools received a school improvement visit during the 2011-2012 school year. Data Source: Iowa Department of Education, School Improvement site visit records
3. Percent of charter schools visited annually by school improvement team.	100%	100%	What Occurred: 100% of the charter schools in Iowa were visited by a school improvement team. Data Source: Iowa Department of Education, School Improvement site visit records
4. Percent of reports audited for Competent Private Instruction (every year), Exempt Schools (every two years), and Specially Accredited Schools (every year)	100%	100%	What Occurred: Reports are being audited on schedule for Competent Private Instruction, Exempt Schools, and Specially Accredited Schools.
5. Number of focused equity and civil rights visits conducted at LEAs, AEAs, and community colleges (CC) each year.	10 LEAs, 1 AEA, 1 CC	9 LEAs, 1 AEA	What Occurred: Focused equity and civil rights visits were conducted at selected LEAs, and an AEA. We will be conducting equity visits at two community colleges next year since we were not able to complete a community college equity visit this year. Data Source: Iowa Department of Education, School Improvement site visit records

<p>6. Percent of Educator (Practitioner) Preparation Programs visited per year</p>	<p>14%</p>	<p>14%</p>	<p>What Occurred: 14% of Iowa's Educator (Practitioner) Preparation Programs were visited during the 2011-2012 school year. These visits are part of the approval process for Practitioner Preparation Programs, and result in a recommendation regarding approval to the Iowa State Board of Education.</p> <p>Data Source: Iowa Department of Education</p>
<p>7. Number of lunches served through the Summer Food Service Program (increase by 1%)</p>	<p>459,881 lunches (target for 2011)</p>	<p>550,307 lunches served summer of 2011</p>	<p>What Occurred: The Department continues to seek new sponsors and sites for the Summer Food Service Program.</p> <p>Data Source: Iowa Department of Education, 2008 School Food Service Program lunch count</p>

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: All public school districts in Iowa are currently accredited. 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 are accredited.. 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. These include, but are not limited to 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. Percent of accountability reports completed.	100%	100%	<p>What Occurred: All school districts submitted comprehensive school improvement plans and annual progress reports as required.</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>

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%	92%	<p>What Occurred: 92% of Iowans have access through their public library to e-library resources, bringing the world of information to Iowans.</p> <p>Data Source: Internal Collection Spreadsheet</p>
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.	15,000,000 searches	61,887,797 searches	<p>What Occurred: Iowans logged in through their libraries to find fast, accurate, reliable e-library information to enhance decision-making and lifelong learning.</p> <p>Data Source: State Library of Iowa, Collection information compiled by database vendors.</p>

CORE FUNCTION: Community Coordination and Development			
Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percentage of Iowa public libraries meeting four key standards.	85%	92%	<p>What Occurred: 92% of public libraries (500 of 543) in Iowa meet 4 key standards: 1) certified, trained library director; 2) public access computers with internet access; 3) open at least 20 hours per week; and 4) provide annual summer reading program for children.</p> <p>Data Source: State Library of Iowa</p>
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	90%	<p>What Occurred: 90% (561 of 623) of Iowa public and academic libraries participated in Iowa's statewide resource sharing programs, SILO interlibrary loan.</p> <p>Data Source: State Library of Iowa, Internal Access database</p>
SERVICE, PRODUCT OR ACTIVITY: Administration of Statewide Programs			
Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percentage of accredited public libraries.	60% of public libraries accredited	64%	<p>What Occurred: 64% (348 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 79 standards in the 5th edition of "In Service to Iowa: Public Library Standards".</p> <p>The accreditation process is extensive and requires a strong, ongoing local commitment to excellence in library services. To be accredited, a library must meet 46 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>

<p>2. Percentage of certified public library directors.</p>	<p>85% of public library directors certified</p>	<p>88%</p>	<p>What Occurred: 88% (478 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>
<p>3. Percentage of public libraries participating in Direct State Aid Program.</p>	<p>85%</p>	<p>87%</p>	<p>What Occurred: 87% (475 of 543) of Iowa public libraries were eligible to receive Direct State Aid in FY11 by meeting at least 24 of the 79 accreditation requirements.</p> <p>Data Source: State Library of Iowa, Internal Access database</p>
<p>4. Percentage of libraries submitting annual survey data.</p>	<p>95% of Iowa public libraries submit annual survey data</p>	<p>96% of Iowa public libraries submit annual survey data</p>	<p>What Occurred: 96% (520 of 543) Iowa public libraries submitted annual survey data.</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 and conducting business transactions with 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. Nearly all school districts are now accepting electronic transfer of funds. We continue to expand electronic data collection for reports and are continuing to expand 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. The data warehouse holds great potential for transparent and portable use of data at all levels and between all educational systems. We have also virtually eliminated print copies of official reports and are sending or posting them electronically.

We emphasize the use of the ICN, Internet polycoms, and webinars 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 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 funds from print materials to electronic legal resources. Buying power is the key stimulus: the State Library offers 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.

The State Library also continues to increase its use of webinars for meetings and librarian training sessions. This saves time and reduces travel costs.

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.

Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319

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/index.php?option=com_docman&task=cat_view&gid=646&Itemid=1563