IOWA DEPARTMENT OF EDUCATION

Performance Report

*Performance Results Achieved
for Fiscal Year 2008*

Table of Contents

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 81% 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 Iowa Department of Education (Department) 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 (AEAs). We are also working to improve the transition from secondary to postsecondary by increasing opportunities for rigorous coursework through sharing activities, Advanced Placement (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 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 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 Coe of Iowa.

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 AEA 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:
- Quality Preschool
- Iowa Core Curriculum
- Senior Year Plus
- EdInsight
- Library Services

In the second results section we will report on all **Agency Performance Plan Results for FY2008**. 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 children will enter school ready to learn.

Name: Quality Preschool

Description: The Statewide Voluntary Preschool Program for Four-Year-Olds was established to make quality preschool programs available to four-year-old children across the state. The program started in 2007 and will be ramped up 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 environments 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. Environments that support the stimulation and nurturing of children play a crucial role in developing the full capacity of a child to learn.

For that reason, the State Board and Department sought legislation and funding to establish a Statewide Voluntary Preschool Program for Four-Year Olds. The Department's Early Childhood Services Bureau is now working to develop and implement 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. Staff provided ICN and teleconference sessions to guide district implementation in the initial year. Five collaboration meetings were conducted in various regions of the state to support districts in developing collaborative relationships to support their applications during the second year of application awards. One hundred and eighty one applications were received in 2007-2008 and 161 in 2008-2009. A total of 113 districts were awarded during the first two years of funding. Three of these awards include district consortiums for a total of 117 participating districts.

The work to support implementation of the *Iowa Quality Preschool Program Standards* was previously supported by a three-year State Improvement Grant funded by the federal Office of Special Education Programs. Preliminary data indicate that 514 community-based programs are participating in Quality Preschool Program Standards (QPPS). This includes programs funded through Community Empowerment collaboration efforts. Fourteen thousand, six hundred and two (14,602) three- and four-year-olds have been impacted by the technical assistance provided by the Department. This data does not include the number of children participating in the Statewide Voluntary Preschool Program for Four-Year-Olds in 2007-2008 that are also implementing the QPPS. The Department developed a standardized process to verify the implementation of the QPPS and piloted this process during the past year. The Department has developed training for verification teams which will be lead by Department staff in conjunction with AEA early childhood staff.

Performance Measure: Percentage of children, ages three and four, who have participated in a preschool program that is accredited by the National Association for the Education of Young Children (NAEYC), meets Head Start (HS) Program Performance Standards, or meets a comparable set of standards defined as implementing the Iowa Quality Preschool Program Standards (QPPS).

**Performance Goal/Target:** 40%

What was achieved: The Department continues efforts to support the Statewide Voluntary Preschool Program for Four-Year-Old Children. In 2007-2008, 64 districts were awarded grants. Technical assistance and monitoring activities were provided to these districts. Based on implementation during the initial year, the application and technical assistance materials were revised.

The Department continues to collect and analyze data about the percentage of children attending quality preschool environments. Figure 1 and Table 1 show the number and percentage of three- and four-year-olds attending quality preschools as defined by meeting NAEYC Accreditation Standards, Head Start Program Performance Standards or implementing QPPS. Results of compiled data have varied both increasing and decreasing the last five years.

Table 1. Percent and Number of Children Attending Quality Preschools 2002-2007.

	NAEYC and Head Start	Iowa Quality Preschool Program Standards (QPPS)	Population of 3- and 4-Year-Olds	Percent
2002-2003	11,546	Not Applicable	77,526	14.89
2003-2004	14,431	Not Applicable	77,792	18.55
2004-2005	14,823	5,666	75,400	27.17
2005-2006	16,269	12,712	78,867	36.75
2006-2007	13,070	14,602	79,179	34.95

Figure 1. Percentage of Three-and Four-Year-Olds Attending Quality Preschools.
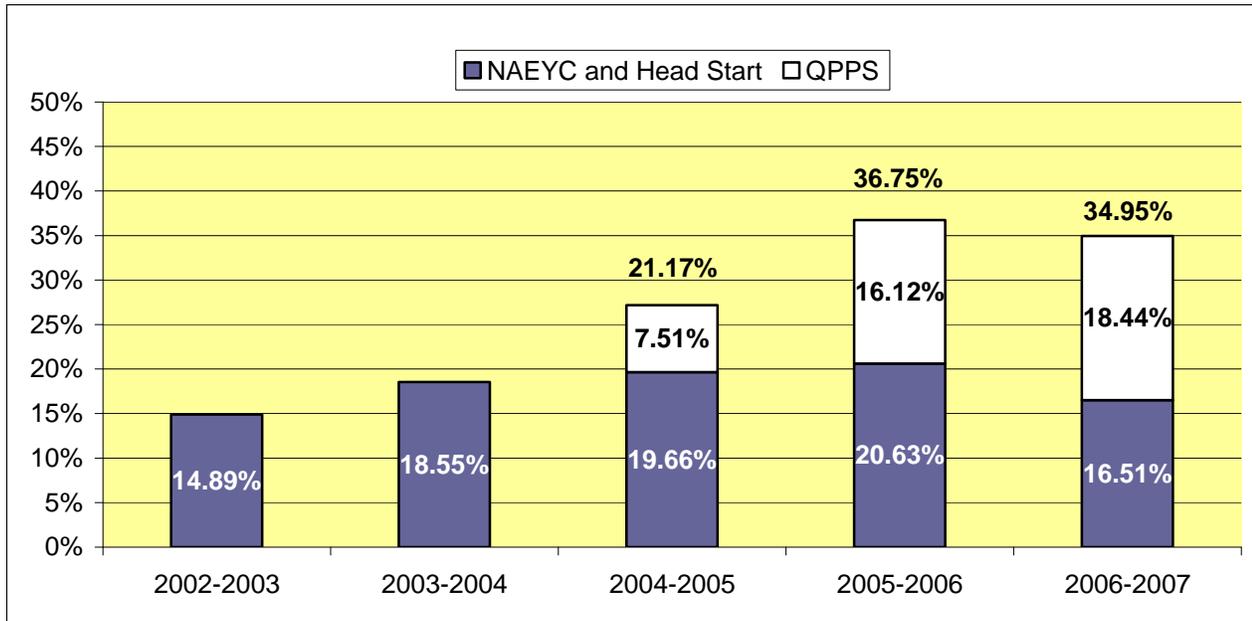
Discussion of Data: There was a slight decline in the percent of children attending quality preschools from 2005-2006 to 2006-2007. Analysis of data indicated that while the number of three- and four-year-olds attending programs accredited by NAEYC or meeting Head Start standards declined by 3,199, the number of children attending programs implementing QPPS increased for the third consecutive year (5,666 to 14,602).

This change of data may have been due to the NAEYC accreditation process being revised and implemented in 2006. Both application procedures and cost increases reflected higher standards of quality and accountability to support outcomes for children. Although research demonstrates the cost-benefit of increased accountability and standards improving results, the higher standards and costs may have been challenging for some programs to immediately achieve.

Additionally, the number of programs implementing Iowa QPPS has grown significantly. These standards offer early childhood programs a beginning level to engage in a system of quality programming. Once preschool programs achieve the Iowa QPPPS, they will be encouraged to engage in the next higher level of the continuum, NAEYC accreditation. Iowa early childhood programs meeting this higher level of NAEYC accreditation will maximize quality learning experiences for children. For additional information about QPPS, go to: http://www.iowa.gov/educate/content/view/681/805/index.php?option=com_content&task=view&id=681&Itemid=1571 and NAEYC accreditation go to: http://www.naeyc.org/accreditation/.

Data Sources: Iowa Department of Education Shared Visions and District Data; Iowa Department of Human Services Access Data System; NAEYC Website: Accredited Program Search; Head Start Program Information Report, 2006-2007; QPPS Data: Total Enrollment, 2006-2007.

Resources: State funds - $15M per year to ramp up the Voluntary Preschool Program. 3 FTEs.

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 a high level.

Name: Iowa 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 higher 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. The 2008 legislative session, through Senate File 2216, required all school districts and accredited nonpublic schools to implement the Iowa Core Curriculum (July 1, 2012, for grades 9 through 12, and 2014-2015 for kindergarten through 8th grade). 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 2216, the Department has:
1. Completed the assessment of the extent to which high school teachers of literacy, mathematics and science classes address the essential concepts and skill sets of the Iowa Core Curriculum (Council of Chief State School Officers [CCSSO] Surveys of Enacted Curriculum).
2. Engaged specific Department staff in reviewing all relevant laws and administrative rules to identify gaps and any inconsistencies with the provisions of Senate File 2216 in an effort to develop appropriate administrative rules required by the legislation.
3. Organized, in conjunction with the AEAs, four work teams (Leadership, Content Alignment, Instruction and Assessment, and Monitoring and Evaluation) to develop and identify the resources necessary to prepare an appropriate professional development sequence, including processes, protocols and tools needed for effective implementation of the Iowa Core Curriculum by school districts and accredited nonpublic schools.
4. Convened teams from each AEA to engage in the professional development needed to effectively support and provide technical assistance to each school district and accredited nonpublic school as they implement the Iowa Core Curriculum. In addition to this Iowa Core

Curriculum Network, the Department has assigned a staff member to provide direct support to each AEA team.

5. Developed and is providing professional development to the Iowa Core Curriculum Network and Department staff to prepare leadership teams from all school districts and accredited nonpublic schools to implement the Iowa Core Curriculum according to legislative timeline.
6. Organized work teams to develop the essential concepts and skill sets for K-8 social studies and 21st century learning skills.
7. Organized work teams to develop example units of instruction for the K-8 essential concepts and skill sets in literacy, mathematics and science, and for the 9-12 essential concepts and skill sets for social studies and 21st century learning skills.
8. Expanded and continued to provide support to school teams engaged with Department-sponsored Teacher Development Academies that promote and align with the Iowa Core Curriculum, specifically the Academies for Authentic Intellectual Work and formative assessment.
9. Directed Department personnel engaged with other Teacher Development Academies and instructional initiatives to align efforts with the Iowa Core Curriculum.
10. Initiated the development of a website application that integrates the State's Standards, Benchmarks and Grade Level Indicators with the essential concepts and skill sets of the Iowa Core Curriculum for easier access by parents, community members, school personnel, and other educational personnel.

Results

1. A report of the results of the Surveys of Enacted Curriculum was presented to the State Legislature in January 2008 as required.
2. Department staff has completed the initial review of all relevant laws and administrative rules in preparation for decision-making by the Department's senior staff regarding necessary code changes and additional administrative rules for the requirements of Senate File 2216.
3. The four work teams have accomplished the following:
   a. The Leadership Team has developed four professional development modules for district and school leadership teams and will prepare two additional modules this winter to promote and support implementation of the Iowa Core Curriculum.
   b. The Content Alignment Team has developed an alignment process to promote and support implementation of the Iowa Core Curriculum. Team members are currently finalizing the protocols and other tools for district and school leadership teams to use with staff in an effort to assure alignment of the intended curriculum with the essential concepts and skill sets, and instructional and assessment practices of the Iowa Core Curriculum.
   c. The Instruction and Assessment Team has identified five essential characteristics of effective instruction and assessment for implementing the Iowa Core Curriculum with fidelity and is identifying the resources and processes needed to support effective implementation of the Curriculum by districts and schools.
   d. The Monitoring and Evaluation Team has developed a process for monitoring the implementation of the Curriculum and is in the process of developing an evaluation procedure to determine the quality and impact of implementation by districts and schools.
   e. Department staff and co-chairs of the teams have developed an implementation plan around the six desired outcomes for effective implementation of the Curriculum. Development work on the implementation plan is continuing with a focus on the development of specific indicators of implementation.

4. Department and AEA staff have provided 12 days of professional development to the 55 members of the Iowa Core Curriculum Network and the 13 Department partners assigned to each AEA team. The professional development has focused on the preparation of district and school teams to engage staff with implementation of the Curriculum. An additional 12 days of professional development are scheduled for the Network and Department partners through June 2009. Planning is currently underway to develop the supports needed by the Network and Department partners for July 2009 through June 2010.
5. Activities for this area are included in item 4.
6. The K-8 essential concepts and skill sets for social studies and 21st century learning skills will be presented to the State Board of Education for action in February 2009.
7. Work teams have been organized to develop example units of instruction for the K-8 essential concepts and skill sets in literacy, mathematics and science, and for the 9-12 essential concepts and skill sets for social studies and 21st century learning skills.
8. The example units of instruction for the K-8 essential concepts and skill sets in literacy, mathematics and science, and for the 9-12 essential concepts and skill sets for social studies and 21st century learning skills will be completed by May 2009.
9. Work by Department staff to assure alignment of instructional initiatives with the Iowa Core Curriculum are continuing. However, a "white" paper has been developed for literacy, mathematics and science that documents the alignment of Department instructional initiatives in literacy (Every Child Reads-Reading First, Question-Answer Relationships, Concept Oriented Reading Instruction, Statewide Reading Team, Adolescent Literacy), mathematics (Every Student Counts, Cognitively Guided Instruction) and science (Every Learner Inquires). Department personnel engaged with other Teacher Development Academies and instructional initiatives are working to align those efforts with the Iowa Core Curriculum.
10. A website application has been developed that provides easy access to and integrates the state's Standards, Benchmarks, Grade Level Indicators and the essential concepts and skill sets of the Iowa Core Curriculum.

Data Source: Iowa Department of Education

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: All K-12 students will achieve at a high level.

Name: Senior Year Plus

Description: The intent of Senior Year Plus is to ensure all students in Iowa have increased and equitable access to courses that have the potential to generate college credit while in high school. House File 2679 provides more consistency in expectations for students, teachers, parents, schools, and postsecondary institutions while providing specific program improvements.

The enacted statute creates a new Iowa Code Chapter 261E that consolidates and standardizes several existing programs that have the potential to provide college credit coursework to high school students. These programs include:
- AP courses
- "Dual credit" courses offered through arrangements between a community college and a school district that generate school district supplementary weighting. These courses are now known as "concurrent enrollment" courses
- Courses offered through the Postsecondary Enrollment Options program (PSEO)
- Courses offered through career academies
- Internet-based and ICN courses offered for college credit

Why we are doing this: The research is clear on the benefits of high expectations and rigorous coursework for high school students. State data show that number of students who receive college credit and the amount of credit received by students varies greatly across Iowa districts.

The benefits of Senior Year Plus are:
- Recent studies indicate that not only high achieving students but also students achieving at average levels benefit from advanced and college-level classes.
- Research indicates that students who take AP and college-level classes are more likely to obtain a two-year and/or four-year degree than students who do not take such courses.
- Studies also indicate that high school students who were not typically deemed to be likely to attend college benefit more from Senior Year Plus-type programs than do students who are already academically successful.
- Some Iowa high schools report that college credit and AP programs have encouraged more high school students to take rigorous coursework in their senior year, thereby diminishing the mindset of "taking the senior year off."
- The health of Iowa's economy relies on having a highly skilled workforce. Iowans will benefit from Senior Year Plus by having better-trained workers in Iowa's targeted industries (information technology, advanced manufacturing, and biotechnology).

What we're doing to achieve results: In response to House File 2679 the Department has:
1. Issued a letter of guidance to school districts and higher education institutions in September.
2. Gathered input from high school, district, and higher education administrators on Senior Year Plus to help write the rules.
3. Allocated funds to pay for half the cost for each AP exam for students statewide.
4. Established a postsecondary course audit committee that will annually audit postsecondary courses offered to high school students to ensure that college level work is being delivered. These audits will be random and a sampling of total courses offered statewide.

Results

For supplementary weighting purposes, the Department has established guidelines for determining arts and sciences (transfer) courses and Career and Technical Education (CTE) courses utilizing the community colleges common course numbering system.

Senior Year Plus legislation took effect July 1, 2008. The Department is still working with school districts and postsecondary institutions to implement the legislation.

Data Source: Iowa Department of Education

Resources: State Funds

Key Results

CORE FUNCTION – STRATEGIC GOAL

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 K-12 students will achieve at a high level. 3) Individuals will pursue postsecondary education in order to drive economic success.

Name: <u>EdInsight, Iowa's System Wide Educational Data Warehouse</u>

Description: The genesis of EdInsight was to provide the Iowa education community consistent and accurate longitudinal information on education outcomes and the analytical tools needed to improve decision making and student success. EdInsight is a data warehouse, and as such has a "back end" and a "front end." EdInsight's "back end" has three sets of data: Project EASIER, which is student level data; Information Management System (IMS), special education student level data; and Iowa Testing Program (ITP) student level data. EdInsight links all these disparate data together for analysis across these domains of information enabling new and meaningful analysis. On the "front end," different education stakeholders (DE staff, AEA staff, and local district staff) can access data in preformatted reports and more sophisticated analytical tools, dependent on the user's expertise and security clearances.
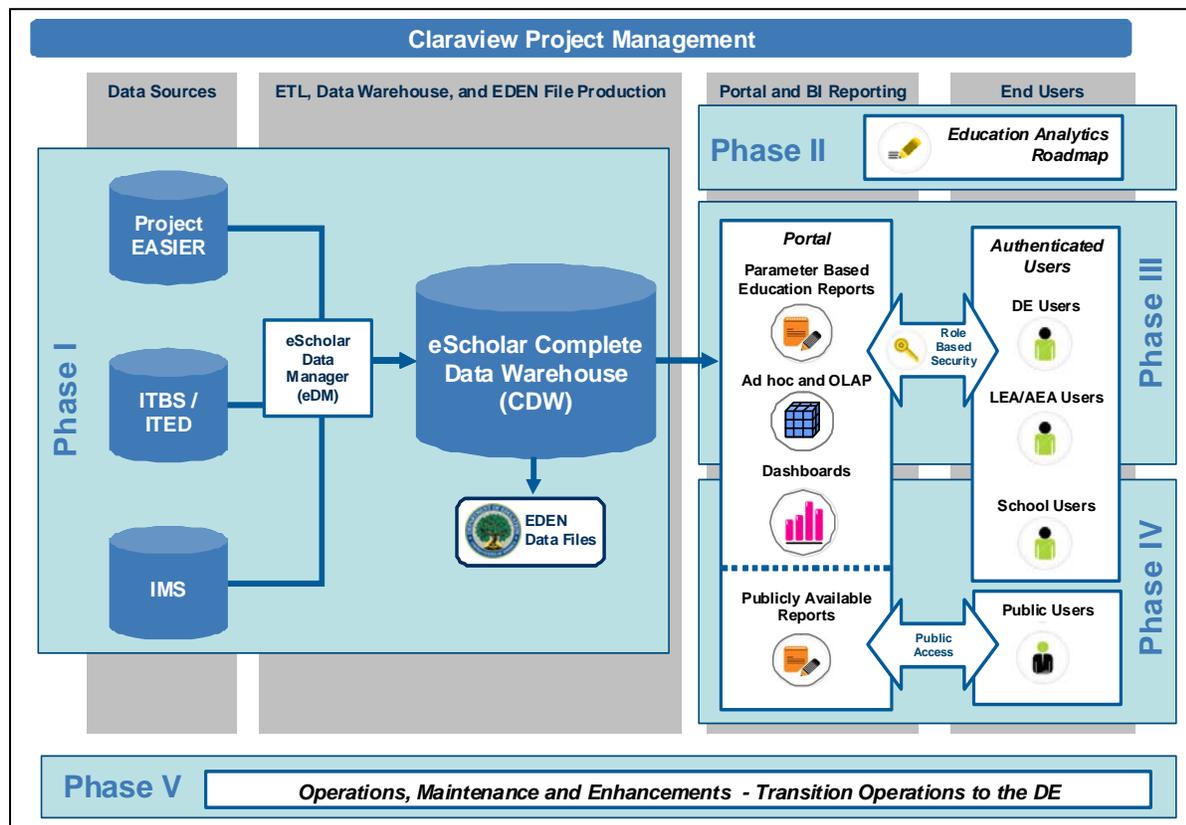
Why we are doing this:
1. Provide the education community a single repository of combined data from multiple sources on one common system
2. Provide tools and training in the use of data for benchmarking and longitudinal and comparative analysis
3. Empower data driven decision making for education stakeholders
4. Increase confidence in data by defining and implementing processes to improve data consistency, reliability, and quality

What we are doing to achieve results: The project is a large information technology initiative that has significant project management. The work has an overarching roadmap that charts the entirety of the project, which began in January of 2008 and will have a version deployed to schools by the fall of 2009. The project is broken down into ten task orders that set deliverables, estimated hours, outline responsibilities, and assign Department employees and contractors to specific tasks.

Performance measures:
1. Loading data into the warehouse
2. Creating the reports
3. Operationalizing the system

Performance measure results:
1. Securing the data – this required contract negotiations with ITP, as well as negotiations with IMS as these special education data are external to the Department's data. Only Project EASIER data are collected directly by DE and stored on-site.

   Loading the data – There are internal conflicts in the data that have had to be resolved and will need on-going resolution. What should be done when the demographics for a pupil in one data set do not match another? How will the new federal demographic requirements that have different categories be back-mapped to the old categories in the historical data? Data governance committees have been established to address these issues.

2. Writing business rules – Through interviews and surveys of end users in the field and consultation with content subject matter experts the reports EdInsight should include have been determined.

   Writing specifications – The business rules then are interpreted by developers and turned into program code. This output is then vetted with an Advisory Committee of content and technical subject matter experts from the field to ensure the reports do in fact provide meaningful, usable output.

3. Releasing a new system of this magnitude is done in stages. First, a prototype is designed as a proof of concept to ensure it works. Then, upgraded versions of the system are released, which include more functionality and additional reports in each area. Of course, the system design includes significant role-based security, only certain people can access certain data, as well as redaction rules to comply with FERPA and HIPPA.

Performance goal/target: Ultimately, all of these things must be done for the system to work, so the goal is 100%. However, EdInsight is a system or an ongoing program. So new reports will be written, new data will be loaded, new data conflicts will have to be resolved, and more user input will be necessary.

Performance goal/target results:
EdInsight prototype by December 2008
EdInsight Version 1.0 by March 2009
EdInsight Version 1.5 by September 2009

Results

The Department partnered with Iowa AEAs to conduct a data and reporting needs assessment among local school districts and AEA staff from across the state. The goal of this assessment was to solicit user input on the portal design and reporting interfaces for the statewide rollout of EdInsight. The Department utilized a two-pronged approach in gathering information by: 1) conducting a statewide survey to quantify the magnitude of responses, and 2) convening a series of focus groups to capture the depth and breadth of qualitative aspects. The target audience contained district superintendents, principals, assessment coordinators, curriculum directors, teachers and other district personnel, as well as AEA staff. There were 179 participants in the 20 focus groups held statewide, two per AEA, and 445 survey respondents. Triangulating findings from both of these techniques led to the selection of the first ten report areas:

Initial Ten Report Areas for EdInsight Rollout	
Assessment/Growth	Curriculum
Equity School Improvement	Special Education
AYP Report	Transfer of Student Historical Data/Student Profile
APR Report	School/District Comparison
Enrollment	School Report Card for the Public

The prototype was successfully completed in December of 2008. It contained three different assessment reports, individual, as well as cohort. It also included two special education reports. Most of these reports were simple preformatted reports that could be used by all users. The

prototype also included a report based on a "cube" which is a design feature that allows for powerful ad hoc querying of the data by experienced analysts.

Version 1.5 will contain between 35 and 40 distinct reports. To the layperson, it may appear that there are even more reports as some of these are being designed with unique functionality, such that the data can be dissected in useful ways to the field.

Data Source: Iowa Department of Education

Resources: Federal assessment dollars, federal Task Order dollars (small grants), State General Fund, and Rebuild Iowa Infrastructure Fund. Further, the Department has applied for an Institute of Education Sciences, USDE multi-year Longitudinal Data System Grant.

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 resources which present the full text of thousands of magazine, journal and newspaper articles. Library customers get this information through the internet, at home, school or work, with a password provided by their public or academic library. (The State Library partners with the Area Education Agencies, which buy the same resources for K-12 schools.)

Why we are doing this: These e-resources bring the world's current information resources to all Iowans - at home, at work, or at school, 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 web-based 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.

What we're doing to achieve results: The State Library partners with the Area Education Agencies to purchase statewide access to the EbscoHost databases. We believe it is important that the same web-based resources are available to Iowans through their schools, their colleges and their public libraries. We provide training for Iowa librarians on the use of these resources.
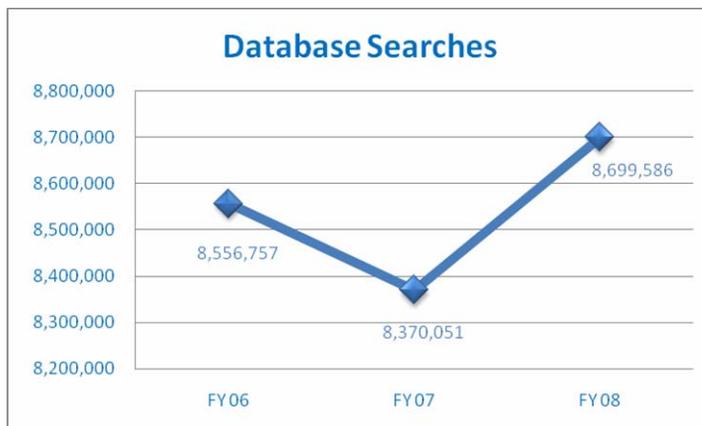
Performance Measure:
Number of public searches of
electronic databases purchased by the
State Library of Iowa.

Performance Target:
4,900,000 searches per fiscal year

Iowans conducted 8,699,586 searches of these web-based resources in FY08, through their public and college libraries. This averages to 2.91 searches per Iowan.

What was achieved:

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

Resources: State and federal funds were used.

AGENCY PERFORMANCE PLAN RESULTS FOR FY2008

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%	**What Occurred:** All payments were made in accordance with state and federal regulations and were paid on the timelines required by those regulations. **Data Source:** Iowa Department of Education
2. Percent of districts participating in statewide individual student record system	100%	100%	**What Occurred:** During the 2007-08 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 levels. Student level data from Project EASIER will be 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. **Data Source:** Iowa Department of Education
3. Percent of community colleges participating in the CC Management Information System	100%	100%	**What Occurred:** 100% of the community colleges utilized the Management Information System (MIS). Examples of reports based on MIS data include the FY07 Community College High School Enrollment Report and the Community College Performance Indicators Report. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation

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

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

SERVICE, PRODUCT OR ACTIVITY: Administration and Leadership

Performance Measures	Performance Target	Performance Actual	Performance Comments & Analysis
1. **Percent of districts participating in a statewide individual student record system**	**100%**	**100%**	**What Occurred:** During the 2007-08 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 levels. Student level data from Project EASIER will be 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. **Data Source:** Iowa Department of Education
2. **Percent of community colleges participating in the CC management Information System**	**100%**	**100%**	**What Occurred:** 100% of the community colleges utilized the Management Information System (MIS). Examples of reports based on MIS data include the FY07 Community College High School Enrollment Report and the Community College Performance Indicators Report. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation.
3. **Percent of districts reporting all data required under the Education Data Exchange Network (EDEN) of the US Department of Education**	**95%**	**95%**	**What Occurred:** The Iowa Department of Education added as part of Project EASIER (Electronic Access System to Iowa Education Records) additional data elements to meet federal reporting requirements. **Data Source:** Iowa Department of Education; USDE – *EDfacts*.
4. **Percent of state and federal reporting requirements met by the Department for accountability and information purposes**	**95%**	**95%**	**What Occurred:** The Department has met all of the federal reporting requirements under the National Center of Education Statistics, Common Core Data fiscal and non-fiscal reports. The Department has also fulfilled the reporting requirements under NCLB. **Data Source:** Iowa Department of Education; USDE
5. **Percent of internal operations in the Department conducted in accordance with Generally Accepted Accounting Principles**	**100%**	**100%**	**What Occurred:** All budget and financial operations were conducted in accordance with Generally Accepted Accounting Principles. **Data Source:** I3 Accounting and Financial System; State of Iowa Audit

CORE FUNCTION: Education. Provide technical assistance and professional development to increase capacity at the local level.			
Performance Measure (Outcome)	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. **Percent of children, ages three or four, who are participating in a preschool program that is NAEYC accredited, meets Head Start program standards, or is implementing the Iowa Quality Preschool Program Standards**	**40%**	**34.95% (2006-2007)**	**What Occurred:** The Department of Education is expanding the Statewide Voluntary Preschool Program for Four-Year-Olds as funds become available. It also continues to support implementation of the Iowa Quality Preschool Program Standards; and development of a comprehensive early childhood professional development system for early care, health, and education. **Data Source:** Iowa Department of Education
2. **Percentage of Iowa 4th graders achieving proficient or higher in reading comprehension**	**78.6% on Iowa Tests of Basic Skills**	**79% (05-07 biennium)**	**What Occurred:** 79% of Iowa 4th graders achieved proficiency in reading comprehension for the 05-07 biennium. This is up .6% from last biennium (04-06). **Data Source:** Iowa Department of Education; Iowa Testing Programs, U of I
3. **Percentage of Iowa 8th graders achieving proficient or higher in reading comprehension**	**71.5% on Iowa Tests of Basic Skills**	**72.3% (05-07 biennium)**	**What Occurred:** 72.3% of Iowa 8th graders achieved proficiency in reading comprehension for the 05-07 biennium. This is an increase of .9% over the last biennium (04-06). **Data Source:** Iowa Department of Education; Iowa Testing Programs, U of I
4. **Percentage of Iowa 11th graders achieving proficient or higher in reading comprehension**	**76.9% on the Iowa Tests of Educational Development**	**77% (05-07 biennium)**	**What Occurred:** 77% of Iowa 11th graders achieved proficiency in reading comprehension for the 04-06 biennium. This is an increase of .2% from the 04-06 biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, U of I
5. **Percentage of Iowa 4th graders achieving proficient or higher in mathematics**	**80.2% on Iowa Tests of Basic Skills**	**80.6% (05-07 biennium)**	**What Occurred:** 80.6% of Iowa 4th graders achieved proficiency in mathematics for the 05-07 biennium. This is an increase of .5% over the 04-06 biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, U of I
6. **Percentage of Iowa 8th graders achieving proficient or higher in mathematics**	**74.9% on Iowa Tests of Basic Skills**	**75.5% (05-07 biennium)**	**What Occurred:** 75.5% of Iowa 8th graders achieved proficiency in mathematics during the 05-07 time period. This is an increase of .7% over the 04-06 biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, U of I
7. **Percentage of Iowa 11th graders achieving proficient or higher in mathematics**	**78.6% on Iowa Tests of Educational Development**	**78.4% (05-07 biennium)**	**What Occurred:** 78.4% of Iowa 11th graders achieved proficiency in mathematics for the 05-07 biennium. This is a decrease of .1% from the 04-06 biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, U of I

8. **Percentage of Iowa 8th graders proficient or higher in science**	**80.5% on Iowa Tests of Basic Skills**	**81.0% (05-07 biennium)**	**What Occurred:** 81.0% of Iowa 8th graders achieved proficiency in science for the 05-07 biennium. This is an increase of .6% over the 04-06 biennium. **Data Source:** Iowa Department of Education, Iowa Testing Programs, U of I
9. **Percentage of Iowa 11th graders proficient or higher in science**	**80.5% on Iowa Tests of Educational Development**	**80.5% (05-07 biennium)**	**What Occurred:** 80.5% of Iowa 11th graders achieved proficiency in science for the 05-07 biennium. This is an increase of .1% over the 04-06 biennium. **Data Source:** Iowa Department of Education; Iowa Testing Programs, U of I
10. **Average attendance rates in grades K-8**	**95%**	**95.8% (2006-2007 school year)**	**What Occurred:** The average daily attendance rate in grades K-8 for the 2006-2007 school year was 95.8%. **Data Source:** Iowa Department of Education
11. **High school graduation rate for all students**	**90.9%**	**90.5% (2007)**	**What Occurred:** The overall graduation rate for all students decreased from 90.8% in 2006 to 90.5% for the class of 2007. **Data Source:** Iowa Department of Education
12. **High school graduation rate for Hispanic students**	**74.5%**	**75.1% (2007)**	**What Occurred:** The graduation rate for Hispanic students decreased from 75.4% in 2006 to 75.1% for the class of 2007. **Data Source:** Iowa Department of Education
13. **High school graduation rate for African American students**	**76.7%**	**74.6% (2007)**	**What Occurred:** The graduation rate for African American students decreased from 76.6% in 2006 to 74.6% for the class of 2007. **Data Source:** Iowa Department of Education
14. **High school graduation rate for White students**	**92.2%**	**92% (2007)**	**What Occurred:** The graduation rate for White students decreased from 92.1% in 2006 to 92% in 2007. **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**: Board of Educational Examiners; 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**	**38.85% (2004)**	**38.76% (2005)**	**What Occurred:** The percent of community college cohort completing an award within three years has stayed stable at approximately 39%. **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 07-08 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. **National rank on teacher salary**	25	40th	**What Occurred:** With an average total salary of $39,284, Iowa ranked 42nd in the nation in 2004-2005. In 2005-2006, Iowa was ranked 40th with an average total salary of $40,877. **Data Source:** National Education Association, Rankings of the States and Estimates of School Statistics
4. **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.**	40%	34.95% (2006-2007)	**What Occurred:** The Department of Education is expanding the Statewide Voluntary Preschool Program for Four-Year-Olds as funds become available. It also continues to support implementation of the Iowa Quality Preschool Program Standards; and development of a comprehensive early childhood professional development system for early care, health, and education. Implementation of the Iowa Quality Preschool Program Standards is allowing more preschool programs to work toward quality standards. **Data Source:** Iowa Department of Education
5. **Number of lunches served through the Summer Food Service Program (increase by 1%)**	353,546 lunches	365,271 lunches (2007)	**What Occurred:** The number of lunches served through the Summer Food Service Program continues to increase. **Data Source:** Iowa Department of Education, 2007 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%**	**97.7%**	**What Occurred:** One school district did not meet accreditation standards and the State Board of Education removed their accreditation. **Data Source**: Iowa Department of Education, School Improvement Site Visit records
2. **Percentage of AEAs meeting accreditation standards.**	**100%**	**100%**	**What Occurred**: 100% of AEAs meet accreditation standards**.** **Data Source**: Iowa Department of Education, AEA Site Visit records
3. **Percentage of community colleges meeting accreditation standards.**	**100%**	**100%**	**What Occurred:** All community colleges are accredited. **Data Source**: Department of Education; Division of Community Colleges and Workforce Preparation
4. **Percentage of practitioner preparation programs meeting requirements.**	**100%**	**100%**	**What Occurred**: 100% of practitioner and administrator preparation programs meet requirements. **Data Source**: Iowa Department of Education, Practitioner Preparation Visit records
5. **Percentage of practitioners who are appropriately licensed.**	**100%**	**100%**	**What Occurred:** 100% of Iowa teachers hold a valid teaching license. **Data Source**: Board of Educational Examiners; Iowa Department of Education BEDS data
6. **Loss of federal funds from USDE or USDA due to noncompliance with program requirements.**	**0%**	**0%**	**What Occurred:** The Department did not experience a loss of federal funds due to noncompliance. **Data Source:** Iowa Department of Education

SERVICE, PRODUCT OR ACTIVITY: Administration of State and Federal Programs to Ensure Compliance with Fiscal and Program Requirements.			
Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of local districts, AEAs and CCs receiving desk audits annually.	100%	100%	**What Occurred:** All districts submitted requested fiscal and non-fiscal reports and data per the Department's request. 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%	**What Occurred:** All school districts submitted comprehensive school improvement plans and annual progress reports for the 2006-07 year. **Data Source:** Iowa Department of Education
4. Number of audit exceptions.	0	0	**What Occurred:** The Department did not have any significant audit comments. **Data Source:** Iowa Department of Education, CAFR

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%**	**97%**	**What Occurred:** 97% of Iowans have access through their public library to e-library resources, bringing the world of information to Iowans. **Data Source**: Internal Collection Spreadsheet

SERVICE, PRODUCT OR ACTIVITY: Provide high quality library collections and reference services for Iowans.			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. **Number of filled requests for specialized information materials or services.**	**2,985,000**	**2,749,627**	**What Occurred:** The State Library filled 2,749,627 requests for specialized information materials and services in the areas of law, medicine, and public policy. **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)**	**8,699,586 searches (or 2.91 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%**	**83%**	**What Occurred**: 83% of public libraries (449 of 543) in Iowa meet 5 key standards: 1) certified, trained library director; 2) a good book collection; 3) public access computers with internet access; 4) open at least 20 hours per week; and 5) provide annual summer reading program for children. **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**	**94%**	**What Occurred**: 94% (588 of 623) of Iowa public and academic libraries participated in Iowa's statewide resource sharing programs, 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%**	**What Occurred**: 61% (331 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. However, some public libraries continue to have difficulty meeting Iowa's challenging accreditation standards. Reasonable accommodations related to the Americans with Disabilities Act and adequate collection development (purchasing of materials) are two of the major challenges. **Data Source**: State Library of Iowa, Internal Access database

2.	Percentage of certified public library directors.	80% of public library directors certified	90%	**What Occurred**: 90% (486 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. Certified library directors have received training in library science and are able to provide high quality library services to Iowans. **Data Source:** State Library of Iowa, Internal Access database
3.	Percentage of public libraries participating in Direct State Aid Program.	85%	87%	**What Occurred:** 87% (472 of 543) of Iowa public libraries were eligible to receive Direct State Aid in FY 08 by meeting at least 16 of the 75 accreditation requirements. **Data Source:** State Library of Iowa, Internal Access database
4.	Percentage of libraries submitting annual survey data.	75% of Iowa public and school libraries submit annual survey data	76%	**What Occurred:** 95% (518 of 543) Iowa public and 69% (1005 of 1450) of school libraries submitted annual surveys in FY08. **Data Source**: State Library of Iowa, Internal Access database

Resource Reallocations

The Department of Education continues to use technology to reduce operating costs. This includes greater use of the Internet and email for providing information 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 emphasize the use of the ICN and Internet polycoms 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 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.

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/content/view/346/index.php?option=com_docman&task=cat_view&gid=646&Itemid=1563.