



IOWA DEPARTMENT OF EDUCATION

Performance Report

*Performance Results Achieved
for Fiscal Year 2010*

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Introduction

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

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

- Education – providing technical assistance and professional development in order to improve instruction at the local level and increase student achievement.
- Regulation and Compliance – providing stewardship for the education system through accreditation, 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 educational system has a long and proud tradition of excellence. It is 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. Many measures indicate that Iowa schools are among the best in the nation. Our graduation rate is 87%, and many standardized test scores are near the top when compared with scores in other states. Over 82% of our

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

Despite this success, not all students are achieving at high levels. Student achievement data indicate that a significant achievement gap exists for students who are poor, minority or disabled. Many of our young children come to school without the readiness skills they need to be successful in school. The Statewide Voluntary Preschool Program for Four-Year Old Children is one strategy to address this by improving access to high quality preschool and early childhood settings.

Students in Iowa need an education that will help them succeed in today's technology rich, global economy. In order to assist schools in delivering that education, we are embarking on a statewide initiative called the Iowa Core. The purpose of the Iowa Core is to raise student expectations and change teaching behaviors to impact student achievement.

The Iowa Core does this by helping teachers take learning to a deeper level and by focusing on a well-researched set of essential concepts and skills in literacy, math, science, social studies, and 21st century learning skills (civic literacy, financial literacy, technology literacy, health literacy, and employability skills). It is not course-based, but instead is a student-based approach that supports high expectations for all students. The Core is about teaching and learning, and provides examples of powerful instruction clearly tied to classroom assessment. Key to implementation of the Iowa Core is extensive professional development for teachers and administrators. Technical assistance efforts supported by the Iowa Department of Education (Department) and area education agencies (AEAs) are designed to provide Iowa educators with the tools to assure that essential subject matter is being

taught and essential knowledge and skills are being learned.

Because research indicates that one of the most significant factors for improving student achievement is improving instruction, the Department is also implementing a number of Teacher Quality initiatives.

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 to meet the needs of *all* students and prepare them to be successful at the postsecondary level and into the workforce.

The 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 AEAs. We are also working to improve the transition from secondary to postsecondary by increasing student 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 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 three divisions in the Grimes Building (the Division of PK-12 Education, the Division of Community Colleges and Workforce Preparation, and the Division of School Support and Information). Three additional divisions (Iowa Vocational Rehabilitation Services, the Division of Library Services and Iowa Public Television) are linked administratively to the Department in the Code 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 the Elementary and Secondary Education Act (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 supports 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 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, with some programs extending from birth to the end of college and beyond. 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
- Iowa Core
- 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 FY2010**. 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 is being 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 Bureau is now working with AEAs and local school districts to 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. ICN and teleconference sessions were held to guide districts in meeting the assurances and preschool program standards. Meetings were conducted regionally to assist districts and their community partners in understanding the requirements of the law for implementation of the preschool programs. One hundred and eighty-one 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 325 districts have been awarded funding and will be providing the Statewide Voluntary Preschool Program for Four-Year-Old Children in 2010-2011. (Thirty-four districts did not apply for preschool funding.) In 2009-2010, 13,666 four-year-old children received a quality preschool through these programs. The Department estimates that in 2010-2011, 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.

Results

A total of 325 districts will be providing the Statewide Voluntary Preschool Program for Four-Year-Old Children in 2010-2011. Over 20,000 children are estimated to be served in these quality preschool programs.

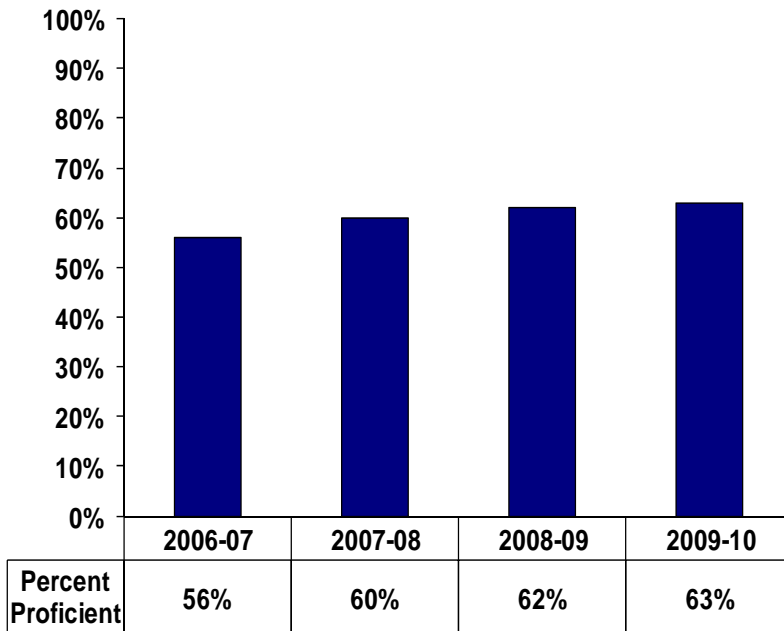
Performance Measure: Percent of children entering kindergarten proficient in beginning sounds using the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS).

Performance Goal/Target: 62% (target for 2009-2010)

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 four 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 increased by 7 percent from 2006-2007 to 2009-2010.

Figure 1

Percent of Children Entering Kindergarten Proficient in Beginning Sounds Using DIBELS



Data Source. Project Easier, Iowa Department of Education, 2007-2008 to 2009-2010.

Note: Data regarding other approved assessment instruments are reported in the Annual Condition of Education Report.

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

Data Sources: Project EASIER, Iowa Department of Education, 2008-2009 to 2009-2010.

Resources: A state appropriation covers the cost for first year implementation of the Statewide Voluntary Preschool Program for Four-Year-Old Children. Students are then 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 K-12 students will achieve at a high level.

Name: Iowa Core

Description: The Iowa Core identifies essential concepts and skills in literacy, mathematics, science, social studies, and 21st century learning skills (civic literacy, financial literacy, technology literacy, health literacy, and employability skills) that all Iowa students must know by the time they graduate from high school. It is a comprehensive student-based approach to PK-12 education that supports high expectations for all students. Students engage in relevant learning experiences, attaining deep conceptual knowledge through problem-solving and inquiry. Instruction is designed to challenge students, and assessments give teachers feedback so they can tailor instruction for each and every learner. This curriculum 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 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. Legislation passed in 2008 (Senate File 2216), required all school districts and accredited nonpublic schools to implement the Iowa Core (by July 1, 2012, for grades 9 through 12, and 2014-2015 for kindergarten through 8th grade). The intent of the Iowa Core 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 also provides a foundation for school districts to implement the increased graduation requirements more effectively and meaningfully.

What we're doing to achieve results: The Department is working with Iowa's AEAs to support the roll-out of the Iowa Core to local school districts and accredited nonpublic schools. Full implementation of the Iowa Core is a complicated, multi-year process. The first year focused on developing local leadership teams to examine district curriculum and assess existing alignment of local standards, benchmarks, and curriculum with the Iowa Core. Funds appropriated by the legislature in 2008 allowed the Department and AEAs to establish a network of individuals who provide professional development to schools. This network consists of teams from each AEA that deliver training and facilitation, and provide protocols, tools and ongoing support to local school districts. The work teams focus on alignment; characteristics of effective instruction; 21st century skills; leadership; and developing processes and materials needed to improve local practices in content, instruction, and assessment.

All school districts and nonpublic schools have been provided with technical assistance from an AEA Network team so that they could develop an implementation plan for the Iowa Core. Model units, videos showing examples of effective core instruction, and a “Voices for the Future” public sense of urgency campaign are being developed to support implementation of the Core. A comprehensive set of professional development materials is available to all AEAs, LEAs and institutions of higher education on a statewide Moodle site.

In June 2010, the State Board of Education adopted the national Common Core Standards in English Language Arts and Math. This set of nationally supported Common Core standards aligns with the Iowa Core standards in these two content areas. In addition, the Department’s support has focused on the following:

- Sustaining a statewide Network to support districts and schools in the development of implementation plans for the Iowa Core;
- Identifying and developing a common understanding of the Characteristics of Effective Instruction among Network members;
- Developing statewide expertise in effective alignment practices to support the integration of the Iowa Core essential concepts and skills into classroom instruction;
- Retooling the Iowa Core Steering Committee governance structure consisting of AEA and Department leadership to more effectively guide the development and implementation of the Iowa Core; and
- Providing funding and additional technical assistance for implementation of the Iowa Core.

Results

Because the Iowa Core is still in the implementation stage, the impact of student participation in rigorous, relevant coursework resulting in improved student achievement that prepares them for postsecondary learning and employment cannot be expected for a number of years. There are however, indicators that can be used as baseline measures to determine the ultimate effect of these activities. Measures include: graduation rates, percentage of students intending to pursue postsecondary education, percentage of students scoring above 20 on the ACT, percentage of students completing a core curriculum, and student satisfaction with their high school preparation.

In order to prepare students for postsecondary learning and employment, the Iowa Core is designed to:

- Ensure that students will grasp big ideas through a focus on essential topics.
- Move students beyond superficial knowledge to deep conceptual and procedural knowledge through learning for understanding, problem solving, and inquiry.
- Provide students opportunities to learn rigorous, robust content.
- Enhance student engagement by involving students in interesting, relevant learning experiences that are motivating.
- Create more effective use of instructional time by reducing the fragmentation and redundancy that sometimes occurs in school curricula.
- Promote the use of formative assessments to monitor progress and inform instruction.
- Promote clear communication between parents, teachers, and students about what a student is to know and be able to do as he or she moves through the K-12 educational system.
- Promote student learning through the development of conceptual understanding and application of knowledge.

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: 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 new 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.

- Number of web visits in 2009-2010: 321,133 unique visits to the site.
 - New student portfolios created in 2009-2010: 116,931 new portfolios were created.
 - Number of educators trained: Over 2,700 K-12 educators, Area Education Agency (AEA) representatives and college and university staff were trained on how to use I HAVE A PLAN IOWA_{tm} in the classroom.
 - Number of school participants: 777 Iowa public and private schools serving students in grades 7-12 used I HAVE A PLAN IOWA_{tm} in the classroom.
 - Top Career Clusters in 2009-2010:
 - Hospitality and Tourism
 - Health Sciences
 - Agriculture, Food, and Natural Resources
 - Arts, Audio-Visual Technology and Communications
 - Human Services
 - 8th Grade Portfolios Created in 2009-2010: 30,646 8th grade portfolios (81.4% of total 8th grade enrollment)
 - Growth in new portfolios created:
 - 2007-2008: 72,494
 - 2008-2009: 99,109
 - 2009-2010: 116,931
 - Usage by Iowa middle and high schools:
 - 777 schools* using I HAVE A PLAN IOWA_{tm} (93.8%)
 - 51 schools* not using I HAVE A PLAN IOWA_{tm} (6.2%)
- *Includes schools that have students in grades 7-12.

Joint Enrollment

In FY2010, 38,283 community college students participated in joint enrollment. This was an increase of 14.2% from FY2009. One of every four community college students was jointly enrolled in FY09. The breakdown by offering arrangement included:

- 5,654 students in Postsecondary Enrollment Options
- 32,380 students in contracted (concurrent) courses
- 3,558 taking tuition classes
- Credit hours totaled 304,362 (up from 260,629 in FY2008)
- Average credit hours per student – 7.95 (up slightly from FY2008)
- 21,507 females participated
- 19,703 males participated

Data Sources: The Department of Education, Community College Management Information System (MIS), and 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 K-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: EdInsight's initial statewide rollout began this year. Initially, it is targeting the largest area education agency (AEA) in the state geographically, AEA 267, and the largest school district, Des Moines. The ultimate goal is to have one staff trained to use the product in each district. Preformatted reports on student assessment (individual and cohort, both snapshots and longitudinal), curriculum, special education, and comparisons exist in the released version: EdInsight has new versions with updates that come out similar to commercial software. Reports are planned to be released soon on equity and at-risk identification. EdInsight also includes ad hoc analysis capabilities through a cube, which is reserved for power data users.

Electronic transcripts (aka E-transcripts) and the Student Record Exchange formerly known as the Iowa High School Transcript Repository went live for E-transcript transactions December 6, 2010. The project still includes an archive of district student records, including grades for the first time, at the Iowa Department of Education (DE). E-transcript transactions and student record exchange are free in Iowa for public secondary to public postsecondary. Private institutions have access to the network for a fee. The focus of this piece of the system shifted from a repository to data exchange: E-transcript and student record. E-transcript was a postsecondary priority and an electronic record exchange between districts was a top-ten report request in district market research in the winter of 2008.

School Interoperability Framework (SIF) is planned to begin the automated flow of data between entities in a standardized format. SIF is supported by the USDE, student information system (SIS) vendors, state education agencies, local education agencies, and not for profits. Implementing SIF will allow DE to automatically pull state reports from local education agencies' (LEAs) student information system and insert unique student IDs into LEA systems automatically: automated flow of data between entities in a predefined national standard.

Beyond the hardware and software changes to information technology, there has been a major procedural change. Last legislative session, AEA collaboration was legislated with an Iowa unified data infrastructure whose goal was to meet the federal American Recovery and Reinvestment Act (ARRA) mandate of a SLDS. Joint ventures, AEAs and DE, have already materialized: the AEA wide administrative data information technology system (professional development, etc.) and EdInsight rollout (AEA 267).

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 systems integration.

At an overarching administrative level, DE is providing a cloud infrastructure for LEAs to access: an education data warehouse – EdInsight. For some districts, this will provide 85 percent of the data needs; for other districts, it could serve as their only education data analysis tool. EdInsight was specially designed with Iowa educator input and is supported by AEAs and the Department of Administrative Services (DAS) help desk. 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 Cognos RFP containing training is being reviewed.) E-

transcripts and Student Record Exchange are “software as a service” clouds. DE facilitates the data definition, training, and transport of data using a third party broker service – Pearson, formerly known as Educstructures.

EdInsight’s reason for existing is to support education programming. All the various versions of 1.0 of the program started from user outreach in the winter of 2008. The assessment and curriculum reports will help educators readily access data so they need not waste time on this task and they can spend their time culling over the data and planning how to adapt teaching strategies, empowering people to make data-driven decisions. Beyond AEA support, DE has integrated EdInsight into operations: 1) the School Improvement Team now uses it and uses it when demonstrating a data point to districts, thereby reinforcing its use; and 2) districts can now see their equity data on an ongoing basis for the first time ever. Before, districts only received it prior to the every five-year compliance visit.

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 are backed up per grading period. 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 foster children records be delivered to a new district within five days and anecdotal stories that a cumulative folder on a child may arrive 30 days after placement decisions need to be made. Currently, the legislature and a federal grant are making this free to public K-12 and postsecondary.

SIF, like the other pieces, benefits many stakeholders - automated interconnectivity is the basis for a physical system. 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. Return on Investment (ROI) Technology Funds, a yearly Iowa enterprise-wide, Department of Administrative Services, Information Technology competitive application for funds. Further, the DE received an Institute of Education Sciences, USDE multi-year Longitudinal Data System Grant for \$8.8 million.

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. (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 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.

What we're doing to achieve results: The State Library partners with the Area Education Agencies to purchase statewide access to the EbscoHost informational 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.

Results

Performance Measure:

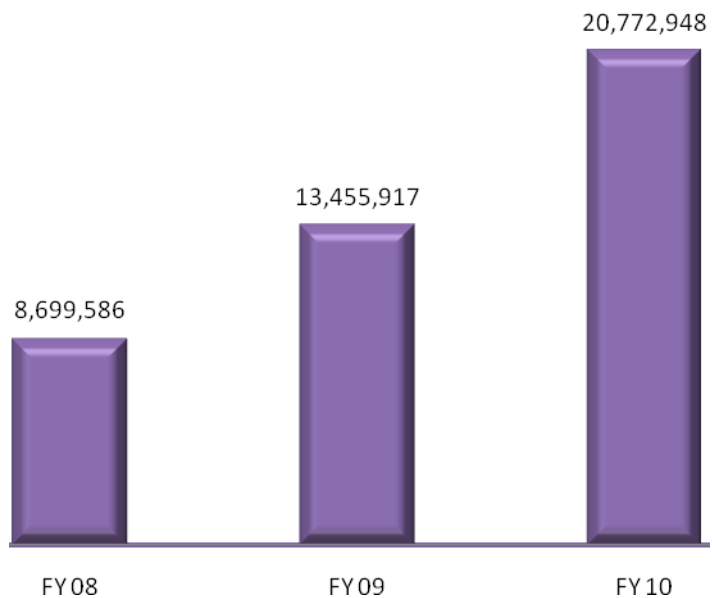
Number of public searches of electronic databases purchased by the State Library of Iowa.

Performance Target:

4,900,000 searches per fiscal year

Iowans conducted 20,772,948 searches of these web-based resources in FY10, through their public and college libraries. This averages to 6.91 searches per Iowan based on the 07/01/09 state population estimate of 3,007,856.

Database Searches



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 FY2009

| 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 districts participating in 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 Community College High School Enrollment Report and the Community College Performance Indicators Report.</p> <p>Data Source: Iowa Department of Education, Division of Community Colleges and Workforce Preparation</p> |
| SERVICE, PRODUCT OR ACTIVITY: Financial Resource Allocation to Early Childhood, K-12 and Community Colleges | | | |
| Performance Measure | Performance Target | Performance Actual | Performance Comments & Analysis |
| 1. Percent of state and federal funds distributed according to the formula prescribed by the funding source | 100% | 100% | <p>What Occurred: All funds were distributed according to the formulas prescribed by state and federal regulations.</p> <p>Data Source: Iowa Department of Education</p> |

| 2. Percent of state and federal funds distributed using the correct data to determine distribution | 100% | 100% | <p>What Occurred: All funds were distributed using the data required in state and federal statute.</p> <p>Data Source: I3 Accounting and Financial System</p> |
|--|--------------------|--------------------|--|
| SERVICE, PRODUCT OR ACTIVITY: Administration and Leadership | | | |
| Performance Measures | Performance Target | Performance Actual | Performance Comments & Analysis |
| 1. Percent of districts participating in a statewide individual student record system | 100% | 100% | <p>What Occurred: 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 Community College High School Enrollment Report and the Community College Performance Indicators Report.</p> <p>Data Source: Iowa Department of Education, Division of Community Colleges and Workforce Preparation.</p> |
| 3. Percent of districts reporting all data required under the Education Data Exchange Network (EDEN) of the US Department of Education | 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>Information reported using the EDEN submission system is used for <i>EDfacts</i>, a USDE initiative to put performance data at the center of policy, management and budget decisions for K-12 education programs</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>Data Source: Iowa Department of Education; USDE</p> |
| 5. Percent of internal operations in the Department conducted in accordance with Generally Accepted Accounting Principles | 100% | 100% | <p>What Occurred: All budget and financial operations were conducted in accordance with Generally Accepted Accounting Principles.</p> <p>Data Source: I3 Accounting and Financial System; State of Iowa Audit</p> |

| CORE FUNCTION: Education. Provide technical assistance and professional development to increase capacity at the local level. | | | |
|---|--|---------------------------|--|
| Performance Measure (Outcome) | Performance Target | Performance Actual | Performance Comments & Analysis |
| 1. Percent of children entering kindergarten proficient in beginning sounds using the <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i>. | 64% | 63% (2009-2010) | <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 Statewide Voluntary Preschool Programs for Four-Year-Old Children.</p> <p>A total of 325 districts will be providing the Statewide Voluntary Preschool Program for Four-Year-Old Children in 2010-2011. Over 20,000 children are estimated to be served in these quality programs.</p> <p>Data Source: Iowa Department of Education</p> |
| 2. Percent of Iowa 4th graders proficient or higher in reading comprehension | 79% on Iowa Tests of Basic Skills | 79.2% (07-09 biennium) | <p>What Occurred: 79.2% of Iowa 4th graders achieved proficiency in reading comprehension for the 07-09 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 | 72.6% on Iowa Tests of Basic Skills | 72.8% (07-09 biennium) | <p>What Occurred: 72.8% of Iowa 8th graders achieved proficiency in reading comprehension for the 07-09 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p> |
| 4. Percent of Iowa 11th graders proficient or higher in reading comprehension | 76.9% on the Iowa Tests of Educational Development | 76.8% (07-09 biennium) | <p>What Occurred: 76.8% of Iowa 11th graders achieved proficiency in reading comprehension for the 07-09 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p> |
| 5. Percent of Iowa 4th graders proficient or higher in mathematics | 80.6% on Iowa Tests of Basic Skills | 80.1% (07-09 biennium) | <p>What Occurred: 80.1% of Iowa 4th graders achieved proficiency in mathematics for the 07-09 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p> |
| 6. Percent of Iowa 8th graders proficient or higher in mathematics | 76% on Iowa Tests of Basic Skills | 76% (07-09 biennium) | <p>What Occurred: 76% of Iowa 8th graders achieved proficiency in mathematics during the 07-09 time period.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p> |
| 7. Percent of Iowa 11th graders proficient or higher in mathematics | 78.1% on Iowa Tests of Educational Development | 77.4% (07-09 biennium) | <p>What Occurred: 77.4% of Iowa 11th graders achieved proficiency in mathematics for the 07-09 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p> |
| 8. Percent of Iowa 8th graders proficient or higher in science | 81.5% on Iowa Tests of Basic Skills | 81.6% (07-09 biennium) | <p>What Occurred: 81.6% of Iowa 8th graders achieved proficiency in science for the 07-09 biennium.</p> <p>Data Source: Iowa Department of Education, Iowa Testing Programs, U of I</p> |

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| 9. Percent of Iowa 11 th graders proficient or higher in science | 80.8% on Iowa Tests of Educational Development | 80.6% (07-09 biennium) | <p>What Occurred: 80.6% of Iowa 11th graders achieved proficiency in science for the 07-09 biennium.</p> <p>Data Source: Iowa Department of Education; Iowa Testing Programs, U of I</p> |
| 10. Average attendance rates in grades K-8 | 95% | 95.8% (2008-2009 school year) | <p>What Occurred: The average daily attendance rate in grades K-8 for the 2008-2009 school year was 95.8%.</p> <p>Data Source: Iowa Department of Education</p> |
| 11. High school graduation rate for all students | 88.8% | 87.2%* (2009) | <p>What Occurred: The overall graduation rate for all students was 87.2%* for the class of 2009.</p> <p>Data Source: Iowa Department of Education</p> |
| 12. High school graduation rate for Hispanic students | 69.4% | 71.6%* (2009) | <p>What Occurred: The graduation rate for Hispanic students was 71.6%* for the class of 2009.</p> <p>Data Source: Iowa Department of Education</p> |
| 13. High school graduation rate for African American students | 71.1% | 68.6%* (2009) | <p>What Occurred: The graduation rate for African American students was 68.6%* for the class of 2009.</p> <p>Data Source: Iowa Department of Education</p> |
| 14. High school graduation rate for White students | 90.9% | 89.2%* (2009) | <p>What Occurred: The graduation rate for White students was 89.2%* in 2009.</p> <p>Data source: Iowa Department of Education</p> <p>*For the first time the Department is using a formula adopted by the National Governors Association to determine the state's high school graduation rate. The formula sets a new baseline for comparing future graduation rates.</p> |
| 15. Percent of teachers in core academic areas appropriately licensed and assigned | 100% | 100% | <p>What Occurred: 100% of Iowa teachers hold a valid teaching license.</p> <p>Data Source: Board of Educational Examiners; Iowa Department of Education BEDS data</p> |
| 16. Percent of teachers meeting the federal definition of highly qualified teachers | 100% | 100% | <p>What Occurred: 100% of Iowa teachers meet the federal definition of highly qualified.</p> <p>Data Source: Iowa Department of Education, US Department of Education</p> |
| 17. Percent of community college cohort who complete an award within three years or transfer to a four-year institution. | 52.9% | 53.4% (2007-2009 cohort) | <p>What Occurred: The percent of community college cohort completing an award within three years or transferring to a four-year institution was 53.4%.</p> <p>Data Source: Iowa Department of Education, Division of Community Colleges and Workforce Preparation.</p> |

| SERVICE, PRODUCT OR ACTIVITY: Technical Assistance and Professional Development | | | |
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| Performance Measure | Performance Target | Performance Actual | Performance Comments & Analysis |
| 1. Percent of local school districts visited annually by school improvement team. | 20% | 20% | <p>What Occurred: 20% of Iowa school districts received a school improvement site visit during the 09-10 school year.</p> <p>Data Source: Iowa Department of Education, School Improvement site visit records</p> |
| 2. Percent of accredited nonpublic schools visited annually by a school improve team. | 20% | 20% | <p>What Occurred: 20% of accredited nonpublic school received a school improvement visit during the 09-10 school year.</p> <p>Data Source: Iowa Department of Education, School Improvement site visit records</p> |
| 3. Percent of charter schools visited annually by school improvement team. | 100% | 100% | <p>What Occurred: 100% of the charter schools in Iowa were visited by a school improvement team.</p> <p>Data Source: Iowa Department of Education, School Improvement site visit records</p> |
| 4. Percent of reports audited for Competent Private Instruction (every year), Exempt Schools (every two years), and Specially Accredited Schools (every year) | 100% | 100% | <p>What Occurred: Reports are being audited on schedule for Competent Private Instruction, Exempt Schools, and Specially Accredited Schools.</p> |
| 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 | 10 LEAs, 1 AEA, 1 CC | <p>What Occurred: Focused equity and civil rights visits were conducted at selected LEAs, and AEA and a community college.</p> <p>Data Source: Iowa Department of Education, School Improvement site visit records</p> |
| 6. Percent of Educator (Practitioner) Preparation Programs visited per year | 14% | 14% | <p>What Occurred: 14% of Iowa's Educator (Practitioner) Preparation Programs were visited during the 09-10 school year. These visits are part of the approval process for Practitioner Preparation Programs, and result in a recommendation regarding approval to the State Board of Education</p> <p>Data Source: Iowa Department of Education</p> |
| 7. Number of lunches served through the Summer Food Service Program (increase by 1%) | 385,706 lunches (target for 2009) | 437,262 lunches served (2009) | <p>What Occurred: The number of lunches served through the Summer Food Service Program continues to increase.</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 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 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 | 100% | 100% | What Occurred: All federal entitlement programs were approved for funding. Data Source: Iowa Department of Education |

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| for funding. | | | |
| 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 lowans who have access through their public library to electronic information databases purchased by the State Library. | 90% | 90% | <p>What Occurred: 90% of lowans have access through their public library to e-library resources, bringing the world of information to lowans.</p> <p>Data Source: Internal Collection Spreadsheet</p> |
| SERVICE, PRODUCT OR ACTIVITY: 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 lowan) | 20,772,948 searches (or 6.91 searches per lowan) | <p>What Occurred: lowans 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. Per lowan search based on the 07/01/09 state population estimate of 3,007,856.</p> |

| 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% | <p>What Occurred: 83% of public libraries (451 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.</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 | 94% | <p>What Occurred: 94% (588 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. | 50% 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 75 standards in the 4th edition of "In Service to Iowa: Public Library Measures of Quality".</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 40 required measures and an additional 16 locally selected standards in the areas of library governance, administration and funding, staffing, collections, services, public relations, and access and facilities. To remain accredited, a library must reaffirm eligibility every three years.</p> <p>However, some public libraries continue to have difficulty meeting Iowa's challenging accreditation standards. Reasonable accommodations related to the Americans with Disabilities Act and adequate collection development (purchasing of materials) are two of the major challenges.</p> <p>Data Source: State Library of Iowa, Internal Access database</p> |

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| 2. Percentage of certified public library directors. | 80% of public library directors certified | 83% | <p>What Occurred: 83% (451 of 543) of Iowa public libraries have a certified director. Public libraries must have a certified director to be eligible to receive Direct State Aid. Libraries consider this a high priority.</p> <p>Certified library directors have received training in library science and are able to provide high quality library services to Iowans.</p> <p>Data Source: State Library of Iowa, Internal Access database</p> |
| 3. Percentage of public libraries participating in Direct State Aid Program. | 85% | 87% | <p>What Occurred: 87% (472 of 543) of Iowa public libraries were eligible to receive Direct State Aid in FY10 by meeting at least 16 of the 75 accreditation requirements.</p> <p>Data Source: State Library of Iowa, Internal Access database</p> |
| 4. Percentage of libraries submitting annual survey data. | 95% of Iowa public libraries submit annual survey data | 96% of Iowa public libraries submit annual survey data | <p>What Occurred: 96% (526 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 additional 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 teleconference and 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