



IOWA DEPARTMENT OF EDUCATION

Performance Report

*Performance Results Achieved
for Fiscal Year 2005*

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Introduction

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

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

- Education – providing technical assistance and professional development in order to improve instruction at the local level and increase student achievement.
- Regulation and Compliance – providing stewardship for the education system through accreditation, approval, fiscal oversight and federal program oversight.
- Resource Management – providing the 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 close to 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 and graduation requirements established at the local level by school boards in partnership with parents, teachers, school administrators, and other

community members. 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. In addition, employers want employees with better communication skills and advanced skills in math and science. A high school diploma alone is no longer enough for many of the jobs of the 21st Century. If we want to transform Iowa's economy, we must transform Iowa's education system, meeting the needs of *all* students and preparing them to be successful at the postsecondary level and into the new economy workforce.

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

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

Agency Overview

Mission:

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

Guiding Principles:

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

Major Services, Products and Customers:

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

are linked administratively to the Department in the Code.

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

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

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

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

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

- Implementing a statewide student identifier and longitudinal K-12 student record and reporting system (Project EASIER)
- Providing technical assistance and professional development to improve instruction and student achievement
- Purchasing statewide access to electronic resources on behalf of Iowa libraries

In the second results section we will report on all **Agency Performance Plan Results for FY2005**. Using a modified version of the performance plan template we will document what was achieved for each core function and service, product, activity (SPA) listed in our agency performance plan.

Key Results

CORE FUNCTION – STRATEGIC GOAL

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

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

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

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

What we're doing to achieve results: The Department actively works with each of the area education agencies to provide professional development in the area of reading, especially through the Statewide Reading Team. This team consists of approximately 250 AEA and local district reading personnel. This team works with local districts in implementing professional development. 322 of Iowa's districts have identified reading as their primary professional development focus area. Other focused professional development efforts in elementary reading include the federally funded Reading First initiative. 52 Iowa schools were participants this year. 71% of those schools have shown significant achievement gains.

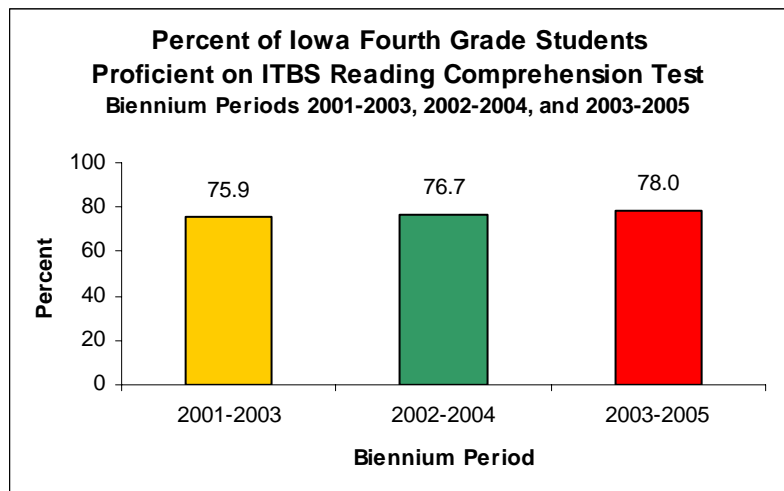
Results

Performance Measure:

Percent of Iowa 4th graders performing at or above the proficient level on the ITBS Reading Comprehension Test

Performance Goal/Target:

76% performing at or above the proficient level (target was based on 2001-2003 data)



What was achieved: For the time period of 2003-2005, the percent of fourth graders proficient in reading was 78%. The previous time period (2002-2004) had 76.7% proficient.

Data Sources: Iowa Testing Program, University of Iowa

Resources: Reading First federal funds: \$1,000,000 annually; Title V funds for Statewide Reading Team: \$35,000; State general funds for Teacher Quality devoted to reading professional development: \$200,000.

Key Results

CORE FUNCTION – SERVICE/PRODUCT/ACTIVITY

Core Function: Resource Management

SPA: Administration and Leadership

Name: Project EASIER

Description: Implement a statewide student identifier and longitudinal k-12 student record and reporting system.

Why we are doing this: The Department initiated this project to improve the efficiency and quality of school district data reporting and to reduce data burden. With the passage and implementation of NCLB the assignment of a unique student identifier became essential to meet accountability and reporting requirements.

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

Results

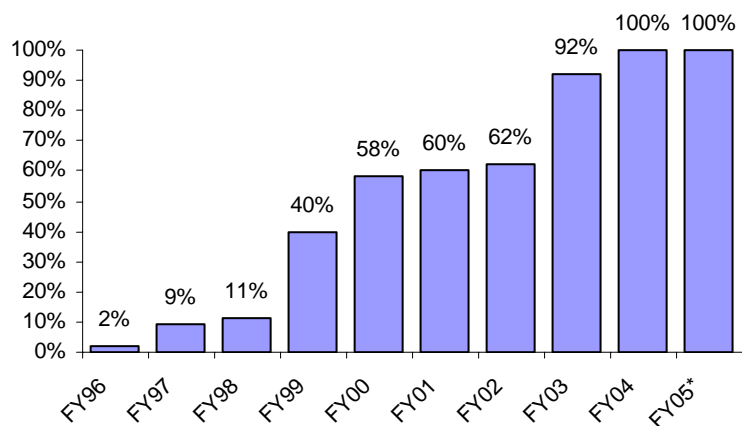
Performance Measure:

Percent of districts participating in Project EASIER

Performance Goal/Target:

100%

Percent of Districts Participating in EASIER



* FY05 also had 100% on student identifier system

What was achieved: Beginning with the 2005-06 school year, all (100%) public school districts in Iowa participated in the department's statewide individual student record system (EASIER) and submitted data to the Department of Education via an individual student record. In addition, all children attending a public school district have been assigned a unique student identifier that expedites reporting and creates the means for establishing a longitudinal database at the school, district, and state level.

Data Sources: Iowa Department of Education

Resources: Combination of State and Federal funds were used.

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.

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

Why we are doing this: Electronic access to information is increasingly what informed consumers expect. By providing statewide access to high-quality electronic library resources, Iowans are able to find fast, accurate, reliable information through their libraries to enhance their decision-making and lifelong learning at all ages.

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

Results

Performance Measure:

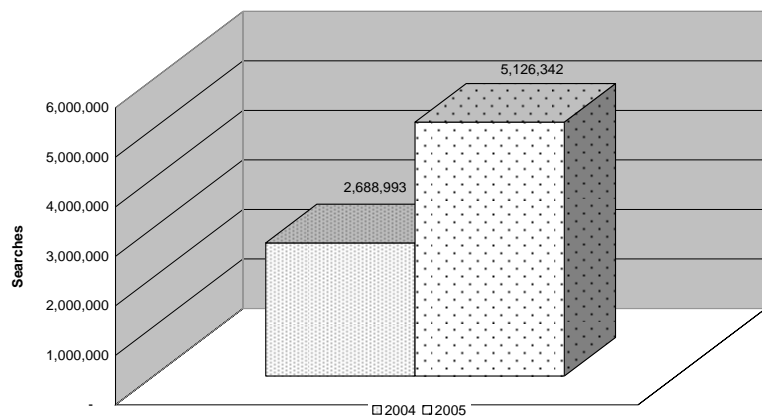
Annual percentage increase in number of uses of electronic databases purchased by the State Library.

Performance Target:

5% annual increase in use statewide.

Increase in usage of databases was 90.6%

Usage of EBSCOHost Electronic Resources



What was achieved: Topic searches by library patrons on the databases dramatically increased from 2,688,993 to 5,126,342. Iowans have electronic access to accurate, reliable information to enhance their learning.

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

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

AGENCY PERFORMANCE PLAN RESULTS FOR FY2005

NAME OF AGENCY: Department of Education			
AGENCY MISSION: Our Mission is to champion excellence in education through superior leadership and service. We are committed to high levels of learning, achievement and performance for all students, so they will become successful members of their community and the workforce.			
CORE FUNCTION: Resource Management			
Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of payments for state aid, federal funds, etc. sent out in accordance with regulations.	100%	100%	<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: Beginning with the 2004-05 school year, all (100%) public school districts in Iowa participated in the Department's statewide individual student record system (EASIER) and submitted data to the Department of Education via an individual student record. In addition, all children attending a public school district have been assigned a unique student identifier that expedites reporting and creates the means for establishing a longitudinal database at the school, district, and state level.</p> <p>Data Source: Iowa Department of Education</p>
3. Percent of community colleges participating in the CC Management Information System.	100%	100%	<p>What Occurred: 100% of the community colleges reported utilizing the Management Information System (MIS).</p> <p>Data Source: 1) Community College Fall FY04 Enrollment Report; 2) FY05 Financial Reports filed; 3) All community colleges reported FY05 enrollment reports to be utilized in FY05 Condition of Community Colleges Report.</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 Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of districts participating in a statewide individual student record system.	100%	100%	<p>What Occurred: Beginning with the 2004-05 school year, all (100%) public school districts in Iowa participated in the Department's statewide individual student record system (EASIER) and submitted data to the Department of Education via an individual student record. In addition, all children attending a public school district have been assigned a unique student identifier that expedites reporting and creates the means for establishing a longitudinal database at the school, district, and state level.</p> <p>Data Source: Iowa Department of Education</p>
2. Percent of community colleges participating in the CC Management Information System.	100%	100%	<p>What Occurred: 100% of the community colleges utilized the Management Information System (MIS).</p> <p>Data Source: 1) Community College Fall FY04 Enrollment Report; 2) FY05 Financial Reports filed; 3) All community colleges reported FY05 enrollment reports to be utilized in FY05 Condition of Community Colleges Report.</p>
3. Department collects and districts report all data required under the Performance Based Data Management Initiative of the USDE.	90%	67%	<p>What Occurred: The Iowa Department of Education added as part of EASIER (Electronic Access System to Iowa Education Records) additional data elements for the Fall 2004 and Spring 2005 data collections to meet federal reporting requirements. Iowa was one of 9 states that achieved the highest level of PBDMI data reporting. As of June 2005, the USDE reported that Iowa's level of reporting was in the group of states that reported between 51% and 83% of the PBDMI items.</p> <p>Data Source: Education Daily, November 1, 2005; Iowa Department of Education; USDE – PBDMI reports.</p>
4. Department meets state and federal reporting requirements for accountability and information purposes.	90%	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. Internal operations in the Department conducted in accordance with GAAP.	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	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percentage of Iowa 4th graders achieving proficient or higher in reading comprehension.	76% on Iowa Tests of Basic Skills	78%	What Occurred: 78% of Iowa 4 th graders achieved proficiency in reading comprehension during the 03-05 time period. Data Source: Iowa Department of Education
2. Percentage of Iowa 8th graders achieving proficient or higher in mathematics.	72% on Iowa Tests of Basic Skills	73.8%	What Occurred: 73.8% of Iowa 8 th graders achieved proficiency in mathematics during the 03-05 time period Data Source: Iowa Department of Education
3. High School Graduation Rate	90%	89.8%	What Occurred: The statewide graduation rate for the class of 2004 was 89.8% compared to 90.4% for the class of 2003. Graduation rates increased each year between 1996 and 2003. The decrease in 2004 may be the result of the NCLB enrollment and dropout definitions for the class of 2004 as well as the Department's efforts to clarify the definitions to school districts. An increase in the number of 12 th grade dropouts and decrease in 12 th grade enrollment for the class of 2004 may be associated with clarifying that a high school student is ineligible for a community college high school diploma. Data Source: Iowa Department of Education
4. 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
5. Community College 3-year cohort graduation rate (first-time, full-time credit students)	46.85%	41.06%	What Occurred: 46.85% is incorrect. (This target was based on a <u>5-year</u> cohort graduation rate.) 1) FY00 Cohort 3-Yr. Graduation Rate = 41.62%; 2) FY01 Cohort 3-Yr. Graduation Rate = 41.65%; and 3) FY02 Cohort 3-Yr. Graduation Rate = 41.06%. Data Source: Community College Performance Indicators Task Force Report: Persistence Report – March 7, 2005

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 04-05 school year. Data Source: Iowa Department of Education, School Improvement Site visit records
2. Percent of districts with approved career development plans.	100%	100%	What Occurred: 100% of Iowa school districts have approved career development plans for their teachers. Data Source: Iowa Department of Education, Comprehensive School Improvement Plans (CSIPs)
3. Percent of teachers that receive high quality professional development under NCLB (under development).	(under development)	97%	What Occurred: 97% of Iowa teachers received high quality professional development in the 2004-2005 school year. The funding by the state of one additional professional development day has ensured that districts meet this expectation. Data Source: Iowa Department of Education, BEDS data
4. Percent of local district respondents agreeing or strongly agreeing that AEA services met their professional needs.	92.5%	91.1%	What Occurred: 91.1% of respondents either agree or strongly agree that AEA services met their professional needs (December 2005 data). Data Source: Iowa AEA Customer Satisfaction Survey 2005

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

SERVICE, PRODUCT OR ACTIVITY: Administration of State and Federal Programs to Ensure Compliance with Fiscal and Program Requirements.			
Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of local districts, AEAs and CCs receiving desk audits annually.	100%	100%	What Occurred: All districts submitted requested fiscal and non fiscal reports and data per the Department's request such as the annual end-of-the-year certified financial reports for districts and community colleges, Fall and Spring Basic Educational Data Surveys, and the community college student, staff, and program files. School district data is used to run compliance audits on all licensed staff and assure minimum program offerings are met. Data Source: Iowa Department of Education
2. Percent of federal programs approved for funding.	100%	100%	What Occurred: All federal entitlement programs were approved for funding. Data Source: Iowa Department of Education
3. Accountability reports completed.	100%	100%	What Occurred: All school districts submitted comprehensive school improvement plans and annual progress reports for the 2004-05 year. Data Source: Iowa Department of Education
4. Audit exceptions.	0	0	What Occurred: The Department did not have any significant audit comments for 2003-04. Data Source: Iowa Department of Education, CAFR
SERVICE, PRODUCT OR ACTIVITY: Practitioner Licensure			
Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. High quality practitioner preparation standards.	(under development)	100%	What Occurred: High quality standards for the approval of practitioner preparation programs have been established. Data Source: Iowa Department of Education.
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%	95%	What Occurred: 95% of lowans have access through their public library to electronic information databases, bringing the world of information to lowans. 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.	5% annual increase in State Library web site hits	21%	<p>What Occurred: The State Library of Iowa's website hits went from 1,912,931 in FY 04 to 2,308,801 in FY05.</p> <p>Electronic access to information is increasingly what informed consumers expect. The State Library of Iowa continues to improve and provide more information resources on its website.</p> <p>Data Source: Web site information collecting software</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. Annual percentage increase in number of uses of electronic databases purchased by the State Library.	5% annual increase in number of uses of electronic databases purchased by the State Library.	90.6%	<p>What Occurred: Topic searches by library patrons on the EBSCOHost databases increased from 2,688,993 to 5,126,342.</p> <p>Iowans are able to find fast, accurate, reliable information through their libraries to enhance their lifelong learning.</p> <p>Data Source: Collection information compiled by database vendor</p>
CORE FUNCTION: Community Coordination and Development			
Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percentage of Iowans who are eligible to receive public library services.	100%	100%	<p>What Occurred: All Iowans have equal access to high quality library services.</p> <p>Data Source: Public library annual reports submitted to the 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: 538 Iowa libraries participated in the statewide resource sharing programs Open Access and Access Plus in FY 05.</p> <p>The programs continue to be very popular with Iowans; over 3.5 million items were checked out in FY05.</p> <p>Data Source: 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 are accredited	54%	<p>What Occurred: The number of accredited Iowa public libraries has nearly doubled in the last five years due to the success of Direct State Aid.</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 collection development (purchasing of materials) are two challenges for Iowa's public libraries.</p> <p>Data Source: Internal Access database</p>
2. Percentage of certified public library directors.	75% of public library directors are certified	90%	<p>What Occurred: Libraries must have a certified public library director to be eligible for Direct State Aid. Libraries consider this a high priority.</p> <p>Library directors who have received certification training are able to provide high quality library services to Iowans.</p> <p>Data Source: Internal Access database</p>
3. Percentage of public libraries participating in Direct State Aid Program.	85% of public libraries participate in Direct State Aid program	87%	<p>What Occurred: 471 public libraries were eligible for Direct State Aid in FY 05 by meeting at least 40 of the 75 accreditation requirements.</p> <p>Data Source: Internal Access database</p>
4. Percentage of libraries submitting annual survey data.	90% of all Iowa libraries submit annual survey data	76%	<p>What Occurred: 95% of public libraries and 70% of school libraries submitted annual surveys in FY05. Combining the public and school libraries rate of return lowers the statewide average.</p> <p>In 2002, the State Library of Iowa created the first annual school library survey. Continual effort is needed to increase the return rate of school library surveys.</p> <p>Data Source: Internal Access database</p>

Resource Reallocations

Over the past several years, the Department of Education has increased the use of technology to reduce operating costs. This has included greater use of the Internet and email for providing information to local school districts, area education agencies, community colleges, and other customers. The use of technology has helped us to lower our costs for postage, printing, and supplies as budgets were reduced. We have used technology to collect data and reports electronically rather than on paper. This has given us more accurate data and lessened the follow up that had been required in the past to ensure that all the data we received was accurate.

We have increased our use of the ICN to hold meetings making more efficient use of staff time as well as reduced travel costs for both staff and our education partners. It has enabled us to reach more people more quickly with the needed information.

This year we held teacher academies over the summer in four areas to provide professional development opportunities for Iowa teachers to enhance their classroom skills. The four areas are Concept Oriented Reading Instruction (CORI), Second Chance Reading, Question Answer Relationships, and Cognitively Guided Instruction. We have focused state and federal resources on this effort to support improved student achievement for Iowa students through quality professional development.

We have also reallocated a number of staff positions from being funded with state resources to federal resources. This reallocation was due to having less state resources and increased federal requirements. The reallocation has enabled us to target staff efforts towards meeting federal requirements with federal resources and has helped us to maximize the use of our federal funds. By maximizing our staff paid with federal resources, we have been able to have our federal compliance work completed by the same staff who are in the local schools completing other reviews for state requirements. The reallocation has assisted us in meeting our requirements with less state resources and has enabled us to focus on the programs at the local level.

Approximately \$15,000 was reallocated in FY 05 from the State Library of Iowa's law materials purchasing budget to purchase legal electronic databases. Buying power was the key stimulus. The State Library of Iowa could offer Iowans additional legal information resources by purchasing databases rather than books.

Agency Contacts

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

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More comprehensive information and data about education in Iowa can be found in the *Annual Condition of Education Report* on the Department of Education web site at <http://www.state.ia.us/educate/fis/re/coer/index.html>.