

LB
2842.4
.I8
I59
1990

Iowa's
Educational Excellence
Program:

Phase III

**1989-90
State Report**

Submitted to the Iowa General Assembly
January, 1991

Iowa Department of Education

**State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146**

State Board of Education

Ron McGauvran, President, Clinton
Betty L. Dexter, Vice President, Davenport
C.W. Callison, Burlington
Marcia Dudden, Reinbeck
Thomas M. Glenn, Des Moines
Corine A. Hadley, Newton
Francis N. Kenkel, Defiance
Dianne L.D. Paca, Garner
Mary E. Robinson, Cedar Rapids
Ann W. Wickman, Atlantic
George P. Wilson III, Des Moines

Administration

William L. Lepley, Director and Executive Officer of the
State Board of Education
David H. Bechtel, Special Assistant
Mavis E. Kelley, Special Assistant

Division of Professional and Administrative Support

Ted Stilwill, Administrator
Dwight R. Carlson, Chief, Bureau of School Administration and Accreditation
Edie Eckles, Consultant
Sherie Surbaugh, Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, or disability.

The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and area schools to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

Contents

Introduction	1
Phase III Evaluation System Developed by Department of Education	1
Evaluation System: 1987-88 and 1988-89 Final Reports	1
Present Evaluation System: 1989-90 Final Reports	2
Department of Education Internal Procedures 1989-90 Final Report	3
Definitions	4
Review of Legislation	4
Legislated Definition of Performance-based Pay	4
Types of Performance-based Pay	4
Legislated Definition of Supplemental Pay	5
Results	6
Number of Districts and AEAs Qualifying for Phase III Funds	6
Degree to Which Objectives Were Met	6
Results and Effects of Phase III Activities	7
Results	7
Effects	7
Evidence of Movement toward School Restructuring and Transformation	8
Expanded Roles for Teachers	8
Composition of Group Preparing the Final Report	9
Teachers' Quality, Effectiveness, and Performance Enhanced	9
Performance-based Pay	10
Types of Activities and Data Used to Determine Performance-based Pay	10
Results of Implementing Performance-based Pay	10
Teacher Participation in Performance-based Pay	11
Recommendations	12
Recommendations by School Districts and AEAs	12
Local Procedures	12
Performance-based Pay	12
School Restructuring and Transformation	12
Innovations	13
Innovative Activities and Practices	13
Dissemination of Innovative Practices	18
Consulting Services	19
Consulting Services Used	19
Expenditures	22
Teacher Salary Increases	22
Teacher Salary Increases: School Districts Only	22
Teacher Salary Increases: AEAs Only	23
AEA Teacher Participation	23
Teacher Participation: Assignment Within School Districts and AEAs	24
Comparison of Expenditures	24
Income, Expenditures, Carryover	25
Conclusions	26

Appendices

27

Appendix A	1989 Session Law Chapter 319
Appendix B	Iowa Code Section 294A.19 and Iowa Administrative Rules Chapter 281-91
Appendix C	1987-88 Phase III Final Report form
Appendix D	1988-89 Phase III Final Report form
Appendix E	1989-90 Phase III Final Report form
Appendix F	1989-90 Phase III Final Report Internal Review form

Introduction

Phase III Evaluation System Developed by Department of Education

This report is in response to a request from the Iowa General Assembly, found in the 1989 Session law, chapter 319. The bill directs in part for the Department of Education to "create an evaluation system reporting on educational excellence program Phase III activities under chapter 294A." It also directs the Department of Education to submit "a report on the evaluation system and the results of the evaluation of Phase III programs for the fiscal year beginning July 1, 1989, . . . to the general assembly by January 1, 1991." A copy of this reference is found in Appendix A.

This summary is divided into ten sections. The first part contains a description of the evaluation system created and used by the Department of Education. The second part contains definitions of performance-based pay and supplemental pay. The third part contains a summary of the results of the 1989-90 Final Reports from school districts and area education agencies. The fourth part specifically describes the results of implementing performance-based pay. Part five describes the recommendations developed by school districts and AEAs. Part six contains examples of innovations through Phase III activities. Consulting services used are described in part seven. Part eight reports expenditures. Conclusions are stated in part nine. The Appendix, the tenth part, contains copies of legislation and forms.

Evaluation System: 1987-88 and 1988-89 Final Reports

Districts and AEAs receiving Phase III funds during a school year are required by section 294A.19, Iowa Code and Administrative Rules Chapter 281-91 to annually report the results of the Phase III plan. A copy of these references is found in Appendix B.

In 1987, the Department of Education developed an evaluation system to use in reporting the activities conducted in Phase III and their results. The system is known as the Phase III final report, and is referred to by this name throughout this report.

The 1987-88 final report contained three parts: (1) a narrative account; (2) a financial report with supporting documentation; and (3) a reporting of recipients of Phase III funds.

First, the narrative account required a description of the plan, how it was implemented, the results, and an evaluation of the plan.

Second, the financial report listed Phase III expenditures by line item. In addition, a supporting document was required which listed providers of consulting services, their addresses, service provided, and amount of Phase III funds received.

Third, a report was required listing all persons who received Phase III funds, including their social security numbers, the amount of Phase III funds received, and the form, i.e., salary, tuition reimbursement, travel reimbursement, etc.

Each year, the Department has modified and improved the final report design. These modifications have been made to: (1) meet legislative requirements; (2) track school restructuring and transformation efforts; (3)

attempt to minimize paperwork, and (4) utilize existing databases within the Department of Education to eliminate reporting duplication.

Beginning with the 1988-89 final reports, the Department of Education provided to districts and AEAs a printout of their certificated employees and social security numbers which districts and AEAs could use to identify recipients of Phase III funds. By providing the printout, the Department was able to use information that districts and AEAs had previously reported instead of asking the districts and AEAs to generate their own lists. Since the Department provided information from the Basic Educational Data Survey (BEDS), the reporting of teacher participation was simplified for districts and AEAs.

A copy of the 1987-88 and 1988-89 final report data collection documents may be found in Appendices C and D.

Present Evaluation System: 1989-90 Final Reports

Below is a brief overview of the 1989-90 final report form which is required from all districts and AEAs. A copy of the data collection document may be found in Appendix E.

In Section 1, *District/AEA Data*, the district/AEA is identified, the Phase III contact person is named, the plan type is indicated and other identifying information is included.

Section 2, *Affidavit*, contains a sworn statement that the information contained in the final report is an accurate, unduplicated and true account of receipts, expenditures, and activities and is in compliance with all State Law and Rules. The school district superintendent or area education agency administrator signs the document which is then notarized.

In Section 3, *Program Description*, the district/AEA describes in narrative form the processes and procedures used to implement

the plan. Section 3 also requires a description of the roles of those involved in decision making, i.e., teachers, principals, parents, community members, superintendents, etc.

In Section 4, *Degree to Which Objectives Were Met*, districts and AEAs list each Phase III plan objective and then identify the degree to which each objective was met, using one of seven descriptors provided. Specific data to support what occurred must be presented. Descriptors include *fully attained, partially attained, not attained, and objective revised*.

Section 5, *Results of Plan*, is composed of several checklists. The checklist format responds to district/AEA requests to streamline the reporting paperwork. The checklist format also enables the Department to better make comparisons among districts and to determine to what extent Phase III efforts are coinciding with national trends in educational reform.

The first checklist, 5A, captures activities which occurred. 5B solicits information about the expanded and differentiated roles of teachers in both performance-based and supplemental pay plans. The types of activities used to determine the receipt of performance-based pay comprise Section 5C.

Section 6, *Recommendations*, offers a listing of recommendations which have major program implications at the local level. Additional space is provided to allow for locally specific recommendations to be described.

The Iowa General Assembly requested in Chapter 319 of the 1989 Session law that the Department of Education "disseminate information to all school districts and area education agencies relating to innovative Phase III programs."

In response to this legislation, the 1989-90 final report includes Section 7, *Innovations*. Districts and AEAs are asked to describe any innovative processes and/or products occurring and/or developed as a result of Phase III funding. The summary of significant innovations reported will be

disseminated to all districts and AEAs by the Department of Education.

In Section 8, *Budget by Components*, districts and AEAs report the actual dollars and percentage of dollars expended for supplemental and performance-based pay.

Section 9, *1989-90 Financial Statement*, shows the expenditures of Phase III funds by line item.

Section 10, *Consulting Services*, provides supporting documentation to the financial statement. The provider of consulting services, the type of service provided and amount paid are listed.

In order to determine the number of teachers participating in Phase III and to assure that all recipients are eligible, districts and AEAs check the names of their staff members who received Phase III funds. The names of staff members who are part-time teachers and part-time administrators are circled.

Department of Education Internal Procedures 1989-90 Final Report

The 1989-90 final report forms, instructions, and certificated employee lists were mailed in July, 1990 to all districts and AEAs receiving 1989-90 Phase III funds. District final reports were due to the Department of Education no later than October 1, 1990; AEA final reports were due no later than November 1, 1990.

At the Department of Education, the pre-printed certificated employee lists were entered in data processing, and a computer program verified that each recipient was eligible to receive Phase III funds, i.e., a certificated teacher in a non-administrative position. Teachers who are part-time teachers and administrators are eligible to receive Phase III funds but must be identified as such were entered in data processing, and a computer program checked each financial statement for mathematical accuracy, verified that indirect costs and carryover amounts

were within the limits. Any exceptions to the above were reported for follow up.

The checklist data from *Results* (Section 5) and *Recommendations* (Section 6), are entered in data processing, totaled for all districts/AEAs and subtotaled by plan type.

Under the guidance and direction of Department consultants, four certificated, practicing teachers were temporarily employed to assist in reading the 1989-90 final reports.

The role of the readers was to review the final report to (1) assure that all required information was included; and (2) note inaccuracies or incomplete information for follow up.

Specifically, the readers recorded the degree to which objectives were met, coded the type of innovations conducted, coded the type of consulting services used, conducted an initial review of Section 5 and 6 checklists and checked three entries on the financial report for accuracy. See "1989-90 Phase III Final Report Internal Review" form in Appendix F.

The completed final reports will be closely scrutinized for completeness, accuracy, and appropriateness of participants, activities, and expenditures. Department consultants will conduct a complete review of each district and AEA final report, as well as utilize data processing reports and observations of technical readers.

Definitions

Review of Legislation

The goal of Phase III was to enhance the quality, effectiveness, and performance of Iowa's teachers by promoting teacher excellence. This goal was to be accomplished through the development of performance-based pay plans, supplemental pay plans, and a combination of performance-based and supplemental pay plans

It was the intent of the general assembly that recommendations from national and state reports be considered in Phase III planning. Specifically, planning should consider how the educational system can meet future educational needs, especially as they relate to:

- the preparation, working conditions, and responsibilities of teachers, including but not limited to
- assistance to new teachers
- developing teachers as instructional leaders
- using teachers for evaluation and diagnosis of other teachers' techniques and
- the implementation of sabbatical leaves.

In legislation passed during the 1990 session, the intent of Phase III was extended to encourage "real and fundamental change in the educational system" emerging from the school site so that the educational system can remain relevant. (section 294A.12, Iowa Code)

The new language provided for a comprehensive school transformation plan in addition to the performance-based only, supplemental only, and combination pay plans discussed in this report.

Prior to examining the contents of the final reports, a review of the legislation may be helpful. The legislation provides the context for the development, implementation, and evaluation of Phase III efforts.

Legislated Definition of Performance-based Pay

Performance-based pay is defined as "salary increases for teachers who demonstrate superior performance in completing assigned duties. The plan shall include the method used to determine superior performance of a teacher. For school districts, the plan may include assessments of specific teaching behavior, assessments of student performance, assessments of other characteristics associated with effective teaching, or a combination of these criteria." (section 294A.14, Iowa Code)

Performance-based pay may be earned by an individual teacher or by all teachers assigned to an attendance center, specific discipline, or multidisciplinary team.

"If the plan provides additional salary for all teachers assigned to an attendance center, specific discipline, or multidisciplinary team, the receipt of additional salary by those teachers shall be determined on the basis of whether that attendance center, specific discipline, or multidisciplinary team meets specific objectives adopted for that attendance center, or specific discipline." (Chapter 294A.14)

"For school districts, the objectives may include, but are not limited to, decreasing the dropout rate, increasing the attendance rate, or accelerating the achievement growth of students enrolled in that attendance center." (Chapter 294A.14)

Types of Performance-based Pay

Although performance-based pay plans vary by district and AEA, the most frequently developed plans are based on career ladders, point systems, individual goals, group goals, and building-level goals. A few performance-based pay plans are based solely

on ratings on a district or AEA performance evaluation instrument.

A career ladder is a classification system which typically contains three to five levels. Advancement is dependent upon a combination of factors such as experience, education, evaluation, service, and professional growth. In order to participate in the career ladder, the teacher must meet the district standards in teaching performance in order to qualify for any additional salary regardless of the number of years' experience, amount of formal education, etc.

A point plan is similar to a career ladder since it often gives recognition in the form of points for education, experience, evaluation, service and professional growth. In addition, point plans typically reward a number of other activities such as mentoring new teachers, coaching peers, implementing a new program, training peers, chairing a curriculum committee, documenting improved student performance, increasing parent contact, etc. In a point plan, points can be earned only if teaching and/or student performance meet district standards. Once the standard is met, teachers are eligible to earn points from the other categories.

In performance-based pay plans based on individual goals, teachers typically develop performance targets that focus on teacher performance or student outcomes. Teachers and administrators collaboratively develop the performance targets, and administrators are involved in the assessment which determines if the targets are achieved. The teacher is eligible to earn performance-based pay if the desired behavior or outcome is achieved.

Group and building-level performance-based pay plans are typically based on a needs assessment. Goals and objectives are developed, as well as strategies to help meet the objectives. Goals and objectives typically focus on student outcomes, teacher performance, or on other indicators of increased effectiveness. Teachers earn performance-based pay based on the extent to which the objectives are met.

A few performance-based pay plans are based solely on the ratings of teacher performance, based on observations by administrators. The administrator and teacher typically meet prior to the observation to clarify the purposes, procedures, and expectations; and then meet again after the observation to review and discuss the observation. Teachers earn additional salary based on the evaluation ratings.

Legislated Definition of Supplemental Pay

In the legislation, supplemental pay in a school district is defined as "additional salary to teachers who participate in either additional instructional work assignments or specialized training during the regular school day or during an extended school day, school week, or school year." (section 294A.14, Iowa Code)

In school districts, examples of additional instructional work assignments are developing curriculum, mentoring new teachers, coaching peers, providing training to peers, providing additional instruction to students during the school year or summer, and other improvement of instructional activities.

Examples of specialized training are taking workshops through the AEA, taking college courses, obtaining certification in a needed area, or attending conferences in the content area.

Examples of additional work assignments within area education agencies are providing assistance to school districts in curriculum development, development of educational measurement practices for school districts, developing plans to mentor new teachers, as well as taking specialized training through participating in workshops, taking college courses, and attending conferences.

Results

Number of Districts and AEAs Qualifying for Phase III Funds

During the 1989-90 school year, 429 of the 431 school districts and all 15 AEAs met the requirements to receive Phase III funds. This summary contains information from final reports completed by school districts and area education agencies.

Two districts, the Albia Community School District and the Allamakee Community School District, did not submit approvable plans.

A combination pay plan is one containing *both* a performance-based and a supplemental pay component. A supplemental pay plan is defined as one containing *only* a supplemental pay component. A performance-based pay plan is defined as one containing *only* a performance-based pay component. See Table 1 for a summary of type of pay plan for school districts and Table 2 for AEAs.

Table 1
1989-90 Plan Type
School Districts*

Type	Number	Percent
Combination	228	58
Supplemental (only)	148	38
Performance-based (only)	17	4

*Based on 393 districts reporting

Table 2
1989-90 Plan Type
Area Education Agencies*

Type	Number	Percent
Combination	9	90
Supplemental (only)	1	10
Performance-based (only)	0	-

*Based on 10 AEAs reporting

Degree to Which Objectives Were Met

In Phase III applications, districts and AEAs are required to describe the performance and process objectives designed to bring about their goals. In the final report forms, districts and AEAs are required to analyze their activities and then determine the degree to which their Phase III objectives have been met.

In the final report forms which districts and AEAs complete, the following options were listed: (need list).

In the 1989-90 final reports, a total of over 5,300 objectives were reported. Of these, over 93% were reported as being *fully attained, partially attained, in progress and on schedule, revised and in progress, or on/ahead of schedule*. This percentage indicates a high degree of accomplishing identified organization goals.

Separating the final reports by plan type, the highest degree of objective attainment occurred in plans which were performance-

based only. These final reports indicated that 98% of objectives were either fully attained; partially attained; or revised, in progress and on schedule.

Plans which were combination performance-based and supplemental reported the second highest degree of objective attainment at 95%. Supplemental only pay plans showed that 92% of the Phase III objectives were attained.

Results and Effects of Phase III Activities

Section 5, *Results of Plan*, offered districts and AEAs 82 statements within a checklist format. Districts and AEAs were asked to check statements if they applied.

The first set, 5A, offered 29 statements pertaining to type of activities conducted and their effects.

The second set, 5B, offered 18 roles which teachers could be undertaking through Phase III performance-based or supplemental components.

The third set, 5C, offered 17 types of activities and data which could be used to determine performance-based pay and 17 possible results of implementing a performance-based pay plan

Results

Combining the responses of the 393 districts and 10 AEAs reporting, the two most frequently funded activities were developing/revising curriculum (95%) and conducting staff development (89%).

Students in 79% of the districts and AEAs were provided new instructional opportunities during the school year; 56% of the districts and AEAs provided new instructional opportunities for students during the summer.

Teacher support groups were conducted by 39% of the districts and AEAs in order to share knowledge, help implement training from staff development, and to encourage innovation.

One-third of the districts and AEAs used Phase III funds for peer coaching; one-fourth used Phase III funds for mentoring new teachers.

One-third of the districts and AEAs funded teachers' seeking certification in needed curricular areas; 2% funded sabbaticals in which teachers undertook special projects.

Effects

As a result of the activities conducted, 87% of the districts and AEAs reported that new instructional strategies have been implemented.

The second most frequently reported effect was improved student performance, reported by 71%.

Developing teachers as instructional leaders was an intent of the Phase III legislation. 63% of the districts and AEAs reported that teachers were developed as instructional leaders.

Another intent of the Phase III legislation was to improve teachers' working conditions. This effect was reported by 34% of the districts and AEAs.

Improved communication can increase the likelihood of organizational success. Phase III has been instrumental in improving communication among the following:

- teacher-teacher (reported by 77%)
- teacher-student (reported by 75%)
- teacher-administrator (reported by 66%)
- teacher-parent (reported by 61%)

Evidence of Movement toward School Restructuring and Transformation

The national literature pertaining to the restructuring or transforming of America's schools asserts that changes must occur in both Teaching and Learning as well as Organization and Management if the educational system is to remain relevant.

Within the category Teaching and Learning the following five statements characterize commonly identified needed changes:

- focus on outcomes
- new and expanded roles for teachers
- accountability for student achievement
- personalized teaching and learning
- applied research and development knowledge

Within the category of Organization and Management are the following five characteristics:

- focus at the building level
- new administrative roles and responsibilities
- accountability for the success of the organization
- supportive organizational climate
- expanded community relationships

Districts and AEAs were asked to indicate if their Phase III efforts had resulted in changes in any of these ten characteristics associated with school restructuring and transformation.

Within the Teaching and Learning category, the most frequently noted result was in applying research and development knowledge, which was checked by 73% of the districts and AEAs.

The second- and third- most frequently checked results were personalizing learning (66%) and focusing on student outcomes (63%).

48% of the districts and AEAs reported their Phase III efforts had increased accountability for student achievement.

Within the second general category, Organization and Management, the most frequently reported result was improved organizational climate (55%). Increased accountability and expanded community relationships were both reported by 50% of the districts and AEAs.

Nearly 50% of the districts and AEAs reported that Phase III activities had focused at the building level. New teacher-administrator collaboration was reported by 33%.

Expanded Roles for Teachers

Phase III was intended to encourage districts and AEAs to implement recommendations from national and state reports relating to the working conditions and responsibilities of teachers.

Districts and AEAs were asked to indicate if teachers had served in these roles through a supplemental or performance-based pay plan:

- collaborator with other teachers
- collaborator with administrators
- leader
- provider of training
- mentor of new teachers
- coach for peers
- Phase III committee member
- Phase III coordinator

Of the 386 districts and AEAs with a *supplemental pay component*, the most frequently reported roles for teachers outside their regular teaching responsibilities were as a:

- collaborator with other teachers (83%)
- member of a Phase III committee (83%)
- collaborator with administrators (72%)
- leader (69%)
- Phase III coordinator (35%)

Of the 254 districts and AEAs with a *performance-based pay component*, the most frequently reported roles for teachers outside their regular teaching responsibilities were as a:

- collaborator with other teachers (63%)
- collaborator with administrators (58%)
- Phase III committee member (50%)
- leader (47%)
- provider of training (32%)
- coach of peers (26%)

Although teachers undertook new roles in performance-based pay components, it appears supplemental pay components provided the most frequently used vehicle.

Composition of Group Preparing the Final Report

In order to determine the roles of those preparing the final report, six possible combinations of teachers and/or administrators were listed. Respondents were asked to check the description which corresponds with the roles of those preparing the final report.

A significant number of districts and AEAs reported that teachers and administrators collaborated to prepare the 1989-90 Phase III final report. The most frequent response was *a group of teachers and administrators*, reported by 55% of the respondents.

The second most frequent response was *a group of teachers* (11%) and *other* (11%).

Only ten percent of the final reports were prepared solely by administrators. Six percent of the reports were prepared by *only one administrator* and four percent were prepared by *a group of administrators*.

Teachers were involved in the completion of at least 72% of the final reports. Teachers may have also been involved in the groups described as *other*.

Teachers' Quality, Effectiveness, and Performance Enhanced

Districts and AEAs were asked in Section 5 of the final report form to rate the degree to which their Phase III plan had enhanced the quality, effectiveness, and performance of teachers. Six choices were offered from *strongly agree* to *strongly disagree*:

•strongly agree	138	37%
•agree	226	61%
•no effect	2	1%
•disagree	0	-
•strongly disagree	4	1%

Of the 370 responses, 98% of the districts and AEAs reported that the major purpose of the legislation was being achieved.

Responses were similar when broken down by type of pay plan, i.e., combination, supplemental (only), and performance-based (only).

Performance-based Pay

Types of Activities and Data Used to Determine Performance-based Pay

Each approved performance-based pay component must include an evaluation of performance. The performance standard must be met in order for the participant to earn performance-based pay. (See page 4 for a description of the types of performance-based pay plans.)

Among the 254 school districts and AEAs implementing a *performance-based pay component*, 63% (160) reported their primary evaluation was of teacher performance and 37% (94) reported using student performance as a determiner of performance-based pay.

In addition to teacher performance and student outcomes, approximately one-half of the performance-based pay plans incorporated the following activities within their performance-based pay component:

- taking staff development training
- implementing staff development training
- meeting or communicating with parents
- serving on Phase III committees

Approximately one-third of the districts and AEAs reported including these criteria:

- writing curriculum
- sponsoring student activities
- belonging to professional associations

Approximately one-fifth of the districts and AEAs included these criteria within their performance-based pay component:

- making presentations to the public
- teaching peers
- coaching peers
- attending school events
- writing for publication

Tutoring students, mentoring new teachers, and teaching summer school were reported by approximately 15% of the districts and AEAs.

Results of Implementing Performance-based Pay

A total of 245 districts and 10 AEAs implemented a performance-based pay component in their Phase III plan either through performance-based pay only or a combination pay plan.

The most frequently reported result of implementation of a performance-based pay component was that it provided an incentive for better performance. 80% of the districts and AEAs reported this result.

Approximately three-fourths of the districts and AEAs reported that performance-based pay resulted in:

- focused on using effective teaching behaviors
- increased motivation
- provided improved education for students
- promoted individual initiative

Additional positive responses to implementation of performance-based pay were:

- promoted better communication among teachers and administrators (56%)
- promoted interest in the teaching profession (49%)
- focused on student outcomes (43%)
- promoted better communication with parents (41%)

Slightly less than one-fourth of the districts and AEAs reported that implementation of a performance-based pay component fostered controversy among teachers and administrators.

Between 20% and 10% of the districts and AEAs reported these results from their performance-based pay component:

- revealed weakness in the teacher evaluation system (18%)
- failed to distinguish among levels of teacher performance (17%)
- fostered competitiveness among teachers (15%)
- required unreasonable amount of time to implement (11%)

Eight percent of the districts and AEAs reported the performance-based pay component failed to reward important behaviors.

Teacher Participation in Performance-based Pay

A performance-based pay *component* was implemented by a total of 245 school districts and 10 AEAs either in a combination pay plan or in a performance-based (only) plan.

Of the 18,319 teachers eligible to participate in those districts and AEAs, 13,441 (73%) did participate. Of those who participated, 12,886 (96%) received some additional salary in the form of performance-based pay. The smallest salary increase was \$17; the largest salary increase was \$5,167.

Recommendations

Recommendations by School Districts and AEAs

By far the most frequent recommendation (69%) was to continue the present plan, but make minor changes. 39% of the districts and AEAs intended to redistribute the budget allocation. Making major changes was planned by 17%; continuing the present plan with no changes was planned by 10%.

Local Procedures

More specific recommendations within the Phase III plan included the following:

- streamline the paperwork (44%)
- improve communication within the organization (35%)
- increase collaboration (28%)
- integrate Phase III into district-wide efforts (16%)
- shift the use of time (8%)

Performance-based Pay

The 254 districts and 9 AEAs implementing a performance-based pay component recommended that the following changes be made in their plans in the future:

- make minor revisions (50%)
- make major revisions (13%)
- discontinue (3%)

Among the 148 districts using a supplemental (only) pay plan, 44% recommended implementing a performance-based pay component in the future.

School Restructuring and Transformation

Within the *Recommendations* section, the ten characteristics of school restructuring and transformation were again included as options for future efforts.

Among the ten characteristics, between one-fifth and one-third of the districts and AEAs indicated they intended to change their plan to move in those directions.

Within the first major category, Teaching and Learning, between 36% and 21% of the districts and AEAs were planning to:

- focus on student outcomes (36%)
- increase accountability for student achievement (31%)
- expand teachers' roles (27%)
- apply research and development knowledge (26%)
- personalize teaching and learning (21%)

Within the second major category, Organization and Management, between 29% and 20% of the districts and AEAs were planning to:

- increase teacher-administrator collaboration (29%)
- focus at the building level (27%)
- improve the organizational climate (22%)
- expand community relationships (22%)
- increase accountability for the organization (20%)

Innovations

Innovative Activities and Practices

Section 7, *Innovations*, offered districts and AEAs an opportunity to describe successful innovations which occurred as a result of Phase III funding during the 1989-90 school year.

Innovations have been grouped by these categories:

- meeting needs of at-risk students
- meeting needs of gifted and talented students
- providing additional opportunities for students
- establishing a relationship with parents and/or the community
- providing a staff development program based on research
- providing staff development based on theory, demonstration, practice, coaching, and feedback
- using teachers as leaders
- decentralizing decision making
- providing assistance to new teachers
- using teachers for evaluation and diagnosis of other teachers' techniques
- implementation of national recommendations
- using new technology

Below are excerpts from district and AEA final reports which describe innovations as a result of Phase III funding.

Example: meeting the needs of at-risk students

Groups of teachers organized two programs to deal with characteristics of at-risk students prior to entering high school and immediately after high school entry. The teachers monitored and provided activities designed to facilitate success for identified students. (Dubuque Community School District)

Example: meeting the needs of at-risk students

Two building-level innovative programs were initiated for students who were experiencing academic difficulties. Each program was designed to get students and teachers together in small group situations so that students would have the opportunity to get individualized, concentrated help. The high school program was titled "Early Morning Tutorial" and involved fourteen teachers at various times and over fifty different students. The middle school program was titled "After School Tutorial" and involved sixteen teachers at various times and over fifty different students. (Eldora-New Providence Community School District)

Example: meeting the needs of gifted and talented students

An honor band was developed for seventh- and eighth-grade students. The honor band provided an enriched music program with more challenging material. The seventh and eighth graders performed with other young musicians and worked with an expert in the area. The experience culminated in a festival with rehearsals during the day and a concert in the evening. Assessment was by final performance. (Eddyville Community School District)

Example: providing additional opportunities for students

A program for peer tutoring with severely handicapped junior and senior high students was developed for the first time within AEA 4. The staff visited sites where peer tutoring programs were in effect, and AEA staff trained LEA staff.

Innovations Cont.

The purpose of the initial training was for awareness and developing positive attitudes toward the handicapped. Participants assisted in the planning and initial implementation of the peer tutoring. (AEA #4)

Example: establishing a relationship with parents and/or the community

Parent-child activity nights were an outgrowth of the regular curriculum, either as culminating activities or motivational for what was coming. The evenings were kept short and simple, and included developmentally appropriate activities for young children. The teachers set up the desired activities in centers, and the parents and children rotated from center to center. The parents were given an opportunity to see that the child feels comfortable in the school setting and that the child can learn through play. (Dumont Community School District)

Example: establishing a relationship with parents and/or the community

As an adjunct to the study skills program, a videotape for students, parents, and teachers was prepared emphasizing critical study skills. A parent handout was also generated. The program has been presented to regular education teachers and support staff in an AEA-wide inservice day. In addition, the handouts have been distributed to over 1,000 parents and state-wide through the Iowa School Psychologist Association. In addition, the handouts have been accepted for publication in *Intervention in the Schools and Clinics*. (AEA #2)

Example: establishing a relationship with parents and/or the community

Groups dealing with management of at-risk pre-school students were conducted for parent and sibling groups. In addition to

the local FIP (Family Intervention Program) these evening groups were held to teach parents new management techniques, to inform and support siblings, to teach preschoolers appropriate behaviors and social skills, and to support the family during the change process. (AEA 9)

Example: providing a staff development program based on research

In the Winterset Community School District, 91% of the staff, on a voluntary basis, have been involved in Mastery Teaching or TESA models. Some of the features of the program include peer coaching based on providing technical, collegial, and challenge coaching feedback. The program is completely teacher designed, planned, and implemented. Administrators attend training sessions, are periodic "guest" trainers, and serve the same coaching role as trainers except for the purposes of formative evaluation in the district's evaluation program. (Winterset Community School District)

Example: providing a staff development program based on research

In the Iowa City Community School District, the following workshops have been conducted: 1) an institute designed to learn more about writing, whole language and the reading-writing connection; 2) a mentoring workshop which trains an experienced teacher to serve as a role model to a less experienced teacher to promote the less experienced teacher's personal and professional development; 3) an induction workshop to give all new-to-the-district teachers exposure to the policies and educational philosophies of the district; 4) a Developmental Activities Program institute designed to give teachers experience in a research-based manipulative mathematics program; and 5) a cooperative learning workshop to present practical lessons and units that can be easily implemented into any classroom. (Iowa City Community School District)

Innovations Cont.

Example: providing a staff development program based on research

The Mason City Community Schools have begun support groups for teachers who have had training in effective teaching practices, in implementing Natural Literacy strategies in their classrooms, and other opportunities for teachers to share enrichment activities in which they have participated. Also, through the efforts of the teaching staff, intensive training has been implemented in such areas as Franklin Time Management, Natural Literacy (K-8), and listening and learning activities in grades 9-12. (Mason City Community School District)

Example: providing staff development on a 5-step model (theory, demonstration, practice, coaching, feedback)

The purpose of Clinton's Peer Coaching program is to provide a structure for professional growth, so that interested and supportive colleagues can provide assistance in the implementation of skills learned through the program's inservice education. The Peer Coaching program is a five-step process by which teachers can improve their teaching skills. The program is a cooperative effort between educational leaders, teachers, administrators, and peer coaching facilitators. The steps include: (1) topic oriented workshop; (2) skill practice; (3) peer observation and conference; (4) clinical team meeting; and (5) support team meeting. Survey results show that both teachers and administrators have observed improved teaching practices as a result of the program. (Clinton Community School District)

Example: using teachers as leaders

In the Nevada Community School District five teachers served as trainers in the TACTICS thinking program to approximately 70% of the staff. Four

teachers served as trainers in the district to 32 teachers thus far. Six teachers have been identified as trainers for "Gender/Ethnic Expectation Student Achievement" (G.E.S.A.). These six teachers have completed the initial train-the-trainer's program and will provide the first G.E.S.A. class to Nevada Community School District teachers during the fall of 1991.

Two teachers serve as facilitators for the mentor training program, and during the 1989-90 school year, 6 teachers mentored new staff members. (Nevada Community School District)

Example: using teachers as leaders

Over forty teachers in the M-F-L Community School District received cooperative learning training in 1988-89 from teachers in the Cherokee Community School District. Three levels of support groups (K-2, 3-6, and 7-12) meet to allow teachers time to share ideas, discuss areas of concern, and evaluate lesson plans. (M-F-L Community School District)

Example: using teachers as leaders

Each building in the Linn-Mar Community School District utilized a school growth cadre of 6 teachers and the building principal to develop a school improvement plan and to lead building improvement activities. Through this process, the teachers identified perceived needs related to district goals. Individual building improvement plans were proposed and projects were implemented. As projects were completed final reports were written and reviewed by building cadres before submitting them to the Planning and Evaluation Committee for final approval.

Cadres were given authority to develop a proposed plan and budget for allocation of Phase III funds. Cadres were responsible for budgeting, monitoring and evaluating their plan. In this enhanced leadership role, teachers had the opportunity to make

Innovations Cont.

many more building-related decisions. At the same time, cadres were held accountable for those decisions.

This process involved a large number of teachers in leadership positions with newly created roles and responsibilities. (Linn-Mar Community School District)

Example: decentralizing decision making

In the Dubuque Community School District, teacher teams have been instituted in each building and provided training in facilitating faculty discussions, team building, and consensus making. During the 1990-91 year, they will be responsible for conducting needs assessments, goal writing, and building plan development in each school. (Dubuque Community School District)

Example: decentralizing decision making

The Fort Madison Community School District's Phase III program has been building-based and goal oriented. The compensation is awarded for innovative educational programs which improve delivery systems to students and which provide for better student outcomes. Further, the district Phase III plan has accountability for student achievement and organizational success through a specific committee structure which has control over financial matters related to Phase III. The plan further specifies that school improvement projects should address one of the following four areas: 1) teacher effectiveness; 2) support groups; 3) coaching and mentoring; and 4) professional development.

Example: decentralizing decision making

Each elementary, middle school, high school, and alternative school have Building Leadership Teams. The focus of these teams is to set goals that will insure that

the school improvement process is transforming our schools into the visionary types of schools we are going to need to serve young people in the 1990's and beyond. (Mason City Community School District)

Example: using teachers for evaluation and diagnosis of other teachers' techniques

The goal of the performance-based pay plan in the Linn-Mar Community School District is to reward teachers who demonstrate exemplary teaching behaviors. Performance pay candidates are observed by the building principal/assistant principal and two peer reviewers for a total of seven observations. After each observation, the observer rates the candidate on 16 observable criteria. An optional staff development course has been created and is available for performance pay candidates who would like a clearer understanding of the performance criteria expectations. The same course is required for peer reviewers and principals.

An unexpected positive outcome of the performance pay plan is that teachers and principals have been involved in healthy discussions about effective teaching. Feelings of collegiality have developed among performance pay candidates as they discuss different techniques and/or ideas they may use to demonstrate the performance criteria. (Linn-Mar Community School District)

Examples: implementation of national recommendations: developing curriculum

Western Hills AEA formed a cooperative of districts to develop curriculum. Steps in the curriculum development cycle are carried out in the summer by various subject area development teams composed of educators from districts in AEA 12. During the school year, the team members return to their districts to continue the process.

Innovations Cont.

Unique to this cyclic design of curriculum committees is the participation of AEA special education staff. (AEA 12)

Example: implementation of national recommendations: personalizing learning

The most important and educationally beneficial product of the Eagle Grove Community School District's Phase III plan has been the introduction and initial implementation of Mastery Learning and Outcome Based Education. The target group in the initial stages has been freshmen students with a long-range plan to encompass the K-12 student body. The introductory staff development opportunities and strategies have been addressed with a number of teaching staff expressing a high level of interest and enthusiasm in the techniques and strategies.

Example: implementation of national recommendations: developing career ladders

Through collaborative work in the Johnston Community School District, district goals are generated which become the focus toward which individual teachers, building faculties and district committees plan and carry out activities designed to reach those goals. The goals relate to implementing effective instruction models, learning to work more effectively with low achievers and students-at-risk, and building a support system for teachers as they work toward the goals.

Teachers have many individual options within the parameters established. They must fulfill requirements within the following areas: teacher evaluation, staff development, individual and cooperative job targets, and leadership.

Teachers have the option of participating in district-generated classes or projects, building-generated plans such as

mentoring for at-risk students, and prepared job targets generated by a steering committee. These options make it easier for both the district and the teachers to focus on district goals. However, teachers can also take classes outside the district, create completely original job targets as long as they are linked to the same goals. (Johnston Community School District)

Example: implementation of national recommendations: increasing teacher-to-teacher collaboration

AEA 10 staff developed and implemented teacher support groups using the INFASE system as a TV link-up. Monthly meetings utilized the TV link for local school district teachers. Teachers could remain in their local building, yet still communicate with other teachers at their grade level in other buildings and school districts on issues of mutual concern. (AEA 10)

Example: implementation of national recommendations: developing alternative assessments

Teachers in two elementary schools in the Indianola Community School District are developing a new student assessment process/approach. After receiving training through a series of workshops at AEA 11, selected staff from the two elementary schools returned and trained teachers in their respective schools. K-4 teachers implemented a portfolio assessment process in language arts and reading. Teachers worked together during the year to offer support and coordination to each other. AEA 11 consultants worked with teachers in evaluating the success of the project. Student input regarding the process was sought. Teachers in the next grade level will report on the usefulness of materials forwarded to them. (Indianola Community School District)

Innovations Cont.

Example: implementation of national recommendations: using new technology.

In the Dubuque Community School District, special writing centers, staffed during each period of the day, were developed in both high schools to provide assistance with word processing and general writing skills through the use of computers. Both projects were sponsored by the English departments of the respective schools and were expanded to include before and after school assistance as well. (Dubuque Community School District)

Five teachers in the Fort Dodge Community School District wrote follow-up activities to a presentation from the Science Center of Iowa. The Science Center demonstrated their outreach program on robotics through one school day and after school. The teachers involved were from physics, electronics, chemistry, and electricity. The community, two other high schools, and the local community college were invited to view the demonstration. (Fort Dodge Community School District)

Dissemination of Innovative Practices

The specific innovative practices, activities, and products reported by districts and AEAs will be compiled and disseminated by the Department of Education in early 1991.

Consulting Services

Consulting Services Used

A district or AEA Phase III budget "may include costs associated with providing specialized or general training." (294A.14) In the final reports, any consulting services used are to be specified.

Consulting services were used for the following purposes:

- establishing a climate for change
- dealing with diversity
- establishing teachers as leaders
- establishing a collaborative relationship among teachers, administrators, and parents
- providing teachers with research-based, alternative instructional strategies
- focusing on outcomes
- focusing at the building level

Example: establishing teachers as leaders

Richard Slaven, Centerville, Ohio, provided a workshop to the Western Dubuque Community School District on the characteristics of effective leaders and teachers as leaders.

Examples: providing teachers with research-based alternative instructional strategies

Several districts reported providing Madeline Hunter Mastery Teaching training for teachers. The training was provided by AEA staff, by Iowa teachers implementing these strategies, and by national experts.

Hanson, Silver & Strong Associates, Moorestown, New Jersey were hired to provide training in learning styles and strategies to teachers at the Benton Community School District.

The Linn-Mar school district hired Robin Fogarty of the Illinois Renewal Institute to give training to teachers in thinking patterns.

Dr. Shirley Stow provided consulting services on identifying effective teaching practices to teachers in the Bondurant-Farrar Community School District.

Several districts reported providing training in Whole Language. The formats for this training included using AEA expertise, teacher experts from Iowa districts implementing these strategies, as well as national experts.

The New Hampton Community School District paid Marilyn Hageman, Lawler, Iowa and the University of Iowa to train teachers in the Iowa Writer's Project.

Teachers in the Newton Community School District received training in "Math Their Way" by Jan Hetzel, of Des Moines, Iowa.

The Starmont Community School District hired Dr. William Rauhauser, Lewisville, Texas, to provide training in effective schools research.

The Davis County Community School District hired Pam Robbins of Napa, California to provide training in concept attainment, cooperative learning and synectics, and Norman Smalley of Glendale, Arizona to provide training in the elements of motivation and cooperative learning.

Dr. Ronald Warnet of Simpson College provided training in science research using newly-developed laboratory apparatus.

A team of teachers from Twin Cedars Community School District received training in study skills by hm Study Skills, Newtonville, Massachusetts.

Consulting Services Cont.

The National Geographic Society, Washington, DC, provided training on the teaching of geography to teachers in the Dubuque Community School District.

Several districts reported hiring Linda Munger, Educational Support Services, Ames, Iowa, to provide extensive training in Cooperative Learning.

David Zahrt, Turin, Iowa, presented MACHAKOS, A Village Development Simulation, to Iowa City Community School District teachers.

West Lyon Community Schools reported hiring Dr. Robert Canady of the University of Virginia to provide training in Cooperative Learning.

Several districts reported hiring Canter & Associates, Santa Monica, California to provide training in assertive discipline.

Examples: establishing a collaborative relationship among teachers, parents, administrators

The West Bend Community School District reported hiring Gary Herman of Schoolmasters, Inc., Olivia, Minnesota, to provide training for teachers in conducting effective parent-teacher conferences.

AEA #5 hired Trese Arends, Belmond, Iowa, and Gloria Frolek-Clark, Storm Lake, Iowa to provide training in Motor Functioning Activities for Teachers and Parents.

Dr. Tom Good, University of Missouri, and Dr. Robert Marzano, McRel, Englewood, Colorado were hired by the Clinton Community School District to provide peer coaching/mentor training.

The Fort Dodge Community School District hired Dr. Barry Steim, Drake University, to provide training in collegial teaming.

Examples: establishing a climate for change

The combined teaching staffs from the Beaman-Conrad-Liscomb District and the Union-Whitten District heard a presentation on improving staff morale by H.H. Haws of Salado, Texas.

Staff from AEA #16 were hired to provide McRel training to teachers at the Fort Madison Community School District.

Several districts reported hiring staff from Iowa State University to conduct the School Improvement Model.

Carole Harder, Cedar Rapids, provided training on student and teacher self-esteem to the Garnavillo Community School District.

The Osage Community School District hired Keigh Hubbel of Marshall, Minnesota to provide a workshop in advisor-advisee relationships.

The Institute for Personal Power, Bay City, Michigan provided a workshop in "Developing Positive Attitudes in Students" to teachers at the Ottumwa Community School District.

C. Allen Green, Ames, Iowa provided training to Colfax-Mingo Community School District teachers on responsible decision-making.

The Clarke Community School District hired Beverly Hickman, of Springfield, Illinois, to provide a workshop on stress management.

The Employee Assistance Program of Des Moines, Iowa provided training to Clear Lake Community School District teachers on employees at-risk.

Carole Harder of Cedar Rapids, Iowa provided a workshop to Belmond Community School Districts teachers entitled "The Winning Spirit."

Consulting Services *Cont.*

Example: focusing on outcomes

Dr. Kit Marshall, of the High Success Network, Santa Cruz, California, provided training to Linn-Mar teachers on outcome-based education.

Examples: dealing with diversity

The Keokuk Community School District reported using Ed Webber of Mount Pleasant, Iowa to provide the staff with a workshop on "Intervening with Youth in Jeopardy."

The Muscatine Community School District engaged Laura Dollieslager, Muscatine, Iowa, to present to the staff on multi-cultural, non-sexist education.

Several districts reported hiring Quest International, Neward, Ohio, to provide skills to teachers for working with adolescents.

Dr. Ronald Friedman, of St. Clair Shores, Michigan, provided a workshop on attention deficit disorders to teachers in the Charles City Community School District.

Examples: focusing at the building level

The Iowa State Education Association, Des Moines, Iowa, provided training to North Scott teachers on site-based decision-making.

The Webster City Community School District hired Nancy Doda, Burke, Virginia, a nationally known consultant in middle school education, to assist the staff in restructuring the junior high into a middle school.

Expenditures

Teacher Salary Increases

An analysis of the teacher participation data and the Phase III expenditures indicates that of the 32,088 teachers eligible to receive funds (N= 385 school districts and 10 AEAs), 89% of all teachers received Phase III funds, for an average increase of \$1,231. Teachers could receive Phase III funds as salary, and as tuition and travel reimbursement for attending conferences, workshops, or college courses along with required staff development materials.

Direct salary payments were made to 87% of all eligible teachers, for an average payment of \$1,151.

For expenses incurred while traveling to workshops, conferences, college or university courses, and other related events, reimbursement was received by 15% of all eligible teachers and averaged \$231.

Tuition for university and college courses to increase content and subject area knowledge, and to obtain further certification were reimbursable expenses. Tuition reimbursement was paid to 11% of all eligible teachers; the average reimbursement payment was \$355.

Over one-fifth of all eligible teachers attended conferences/workshops and received an average registration fee reimbursement of \$116. Table 3 illustrates this data.

Table 3
Teacher Salary Increases*

Category	# of Teachers	% Receiving	Avg \$ Rec/Teacher
Total	28,510	89%	\$1,231
Salary	27,757	87%	\$1,151
Conference/ Workshop Fees	6,662	21%	\$ 116
Travel	4,768	15%	\$ 231
Tuition	3,595	11%	\$ 355

* Total eligible teachers: 32,088
Based on 385 school district and 10 AEA reports

Teacher Salary Increases: School Districts Only

Salary increases for teachers employed by school districts closely reflects those of teachers in school districts and AEAs. Nine-tenths of those eligible received an average increase of \$1,219.

Direct salary payments were made to 87% for an average payment of \$1,143.

Travel expenses were reimbursed to 14% of eligible school district teachers for an average of \$211.

College tuition reimbursements were received by 11.5% of eligible teachers and averaged \$355.

Slightly over one-fifth of school district teachers were reimbursed for conference/

workshop registration fees and received an average payment of \$116. Table 4 illustrates this data.

**Table 4
Teacher Salary Increases
School Districts Only***

<u>Category</u>	<u># of Teachers</u>	<u>% Receiving</u>	<u>Avg \$ Rec/Teacher</u>
Total	27,458	90%	\$1,219
Salary	26,729	87%	\$1,143
Conference/ Workshop Fees	6,411	21%	\$ 116
Travel	4,399	14%	\$ 211
Tuition	3,520	11.5%	\$ 355

* Total eligible teachers: 30,653
Based on 385 out of 429 school district reports

**Teacher Salary Increases:
AEAs Only**

Of the AEA teachers who participated, salary increases were greater than those of the school district teachers who participated. Slightly less than three-fourths of those eligible received an average increase of \$1,559.

Direct salary payments were made to 72% for an average payment of \$1,373.

Travel expenses were reimbursed to 26% of eligible AEA teachers for an average of \$463.

College tuition reimbursements were received by only 5% of eligible teachers and averaged \$374.

Slightly less than one-fifth of AEA teachers were reimbursed for conference/workshop registration fees and received an average payment of \$120. Table 5 illustrates this data.

**Table 5
Teacher Salary Increases
AEAs Only***

<u>Category</u>	<u># of Teachers</u>	<u>% Receiving</u>	<u>Avg \$ Rec/Teacher</u>
Total	1,052	73%	\$1,559
Salary	1,028	72%	\$1,373
Conference/ Workshop Fees	251	17.5%	\$ 120
Travel	369	26%	\$ 463
Tuition	75	5%	\$ 374

* Total eligible teachers: 1,435
Based on 10 out of 15 AEA reports

AEA Teacher Participation

Further review of the AEA teacher data shows that participation varied by approximately 40% among the AEAs. Table 6 shows the participation rate by AEA.

**Table 6
Teacher Participation Rate by AEA**

<u>AEA #</u>	<u>% Teachers Participating</u>
4	98%
1	89%
16	88%
3	85%
14	78%
7, 9, 12	76%
5, 15	74%
6	73%
2	66%
10	64%
13	62%
11	61%

The two AEAs with the highest participation rates, as well as the four AEAs with the

lowest participation rates, have combination pay plans.

Teacher Participation: Assignment Within School Districts and AEAs

The teacher participation data was analyzed by assignment within the school district or AEA. The assignment with the lowest percentage of participation is the student support services group which includes library-media, counselors, consultants, program coordinators, and department heads. Overall, elementary teachers as a group participated more than any other group. Table 7 illustrates this data.

Table 7
Teacher Participation by Assignment
School Districts and AEAs

<u>Assignment</u>	<u>Percent Participating</u>
Elementary	93.2%
Special Education	85.6
Secondary:	
English/Lang arts	90.4
Fine arts	85.0
Foreign language	85.7
Health	90.4
Mathematics	88.6
Physical education	84.2
Science	88.6
Social studies	87.0
Vocational educ.	87.7
Special program*	88.1
Student support **	77.7

*computer literacy, driver education, gifted, religion, ROTC

**library-media, counselor, consultant, program coordinator, department head

Comparison of Expenditures

Of the districts and AEAs reporting, 85% of the expenditures were paid as teacher salary, FICA and IPERS. Reimbursement for tuition, travel expense, and conference fees were each 3% or less of the total expenditures. Expenses for substitutes and consultants were each less than 2% of total expenditures.

Although line item percentages were similar for school districts and AEAs, one noticeable difference was in travel reimbursement. School districts' expenditures for travel reimbursement were 2.3% while AEAs' reimbursements were 9.1%.

AEAs did not expend Phase III funds for substitute teachers or for tuitioned students. Table 8 shows the percentage of funds expended by line item and compares school districts and AEAs.

Table 8
Comparison of Expenditures*

<u>Budget Item</u>	<u>Combined</u>	<u>Districts Only</u>	<u>AEAs Only</u>
Salaries	75.0%	75.0%	74.7%
FICA / IPERS	9.9	10.0	8.9
Indirect costs	3.1	3.1	2.8
Tuition	3.0	3.1	1.5
Travel	2.6	2.3	9.1
Workshop Fees	1.8	1.8	1.6
Student tuition	1.5	1.5	-
Substitute tchrs	1.4	1.4	-
Consultants	1.2	1.2	1.0
Staff development supplies	.5	.6	.4

*Based on 385 district and 10 AEA reports

Income, Expenditures, Carryover

Financial information reported by 397 of the 429 school districts and all 15 of the AEAs indicates that the total amount available for Phase III plans was \$49,171,280. The reported expenditures accounted for 88% of the total funds available, or \$43,387,560. Total funds carried over accounted for the remaining \$5,783,720 which is 15% of the 1989-90 Phase III allocation. (These represent preliminary data.) Districts and AEAs may carry over up to 50% of the annual allocation.

Conclusions

Based on the 1989-90 Final Reports, the intent of Phase III is being realized:

- Phase III funds have enabled districts and AEAs to achieve identified organization needs as evidenced by 93% of the 5,300 objectives having been met or in progress.
- The major purpose of the legislation--to enhance the quality, effectiveness, and performance of teachers--was reported as being achieved by 98% of the districts and AEAs.
- Performance-based pay is a significant part of 62% of the districts' and 90% of the AEAs' Phase III plans.
- Ninety percent of all teachers in the state participated and received an average salary increase of \$1,231.

Iowa students have benefited through additional instruction and new opportunities:

- Improved student performance was reported by 71% of the districts and AEAs.
- Students in 79% of the districts and AEAs were provided new instructional opportunities during the school year.
- New instructional opportunities were provided to students during the summer by 56% of the districts and AEAs.

Teachers are becoming more effective in the classroom and are assuming new leadership roles at the building and district level:

- New instructional strategies were reported as being implemented by 87% of the districts and AEAs.
- Expanded roles for teachers were noted in a majority of the districts and AEAs. These roles included providing training, mentoring new teachers, coaching peers, collaborating with other teachers, and collaborating with administrators.
- Over half of the districts and AEAs (63%) reported that teachers were developed as instructional leaders.
- Almost three-fourths of the districts and AEAs reported that teachers were involved in the development of the Phase III Final Report.

Phase III has already made a substantial difference in Iowa schools. In 1987, districts and AEAs developed Phase III plans within a few months. Through collaborative efforts, Iowa educators have planned and conducted staff development, implemented new instructional strategies, and improved communication among teachers, administrators, and parents. Focus at the building level increased. Districts and AEAs overwhelmingly report that Phase III has enhanced the quality, effectiveness, and performance of Iowa's teachers.

Based on the progress made to this point, districts and AEAs are well positioned to make even more dramatic change to better serve Iowa students in the future.

APPENDICES

Appendix A

1989 Session Law Chapter 319

As a condition, limitation, and qualification of the moneys appropriated in this subsection, the department of education shall instruct the area schools to notify the department of economic development that fees paid by the area schools pursuant to section 15.255, and 1989 Iowa Acts, House File 706, section 1, if House File 706 is enacted by the general assembly, for the fiscal year beginning July 1, 1989, shall not be expended during that fiscal year, but shall remain on deposit in the jobs now account within the Iowa plan fund for economic development until the general assembly has considered the results of the study of chapter 280B conducted under section 29 of this Act and takes action to allow the expenditure of the fees.

As a condition, limitation, and qualification of the appropriation in this subsection, the department of education shall create an evaluation system reporting on educational excellence program phase III activities under chapter 294A. Issues to be addressed in the system shall include, but are not limited to, an analysis of the expenditures of phase III funds including the types of activities and specific additional work assignments for which teachers are receiving supplemental pay, information about the subject areas and educational levels involved in the phase III activities, a description of types of significant staff development efforts being conducted under phase III and the providers of the staff development, a description of the different types of approved performance-based pay plans, descriptive information on teachers receiving phase III funds, and other information the department deems pertinent. A report on the evaluation system and the results of the evaluation of phase III programs for the fiscal year beginning July 1, 1989, shall be submitted to the general assembly by January 1, 1991. The department of education shall disseminate information to all school districts and area education agencies relating to innovative phase III programs. The information shall be provided at no cost to the school districts and the area education agencies.

As a condition, limitation, and qualification of the appropriation in this subsection, the department of education shall ensure that media services at an area education agency are provided by a separate media services division in the area education agency and the cost of providing media services is paid from moneys provided specifically for media services under the state school foundation formula. The media services division shall be directed by an administrator who has received a degree from an institution of higher education with an emphasis on school library and media services and who reports directly to the area education agency administrator. The media services divisions of the area education agencies shall cooperate with the library services delivery system in this state.

2. SPECIAL PROGRAMS AND PROJECTS

a. For enhancing the preparation, teaching experiences, and induction of educators, and for assisting educators in the use of technology for instructional and administrative purposes:

..... \$ 500,000

The department shall expend the moneys appropriated in this paragraph for the following programs:

- (1) Provide a plan for a support system for beginning teachers that is a collaborative effort involving local schools, area education agencies, professional associations, and approved teacher preparation programs in institutions of higher education in this state.
- (2) Fund a grant program enabling school districts to be actively involved in the student teaching process.
- (3) Continue funding an evaluation system to be used by evaluator panels that are evaluating teachers after the initial certification and before advancement to the next certification level.
- (4) Develop and begin implementation of a program plan for administrative staff development for school corporation administrators. The plan shall include program goals, specific activities for meeting those goals, and an implementation process and delivery system, with consideration given to existing staff development efforts by area education agencies, school districts, institutions of higher education, and any federally funded projects established to develop leadership in educational administration. Incentives for encouraging administrators to participate in the program shall be identified.

Program goals for administrative staff development shall include but not be limited to training in the following areas: Instructional leadership and the management of change, assisting

*Item veto: see message at end of the Act

Appendix B

Iowa Code Section 294A.19

Iowa Administrative Rules Chapter 281-91

money for a school year for an approved phase III plan, may retain up to fifty percent of the moneys allocated to the district or area education agency for the next succeeding school year, in order to continue the approved plan. Any of the retained phase III moneys remaining in the district or area education agency account after the second year of the plan shall revert to the general fund of the state as provided in section 8.33.

Any moneys allocated or retained for an approved phase III plan, and any interest accrued on the moneys, shall not be commingled with state aid payments made, under sections 442.25 and 442.26, to a school district or area education agency and shall be accounted for by the school district or area education agency separately from state aid payment accounts.

294A.17 VOCATIONAL AGRICULTURE.

A supplemental pay plan that provides for supplementing the costs of vocational agriculture programs may provide for increasing teacher salary costs for twelve month contracts for vocational agriculture teachers.

294A.18 DETERMINATION OF PHASE III ALLOCATION.

On February 1, 1988, the governor shall certify to the department of education the amount of money available for allocation under phase III. If pursuant to any provision of law, the governor certifies an amount lower than the allocation that would otherwise be made under this chapter, the department of education shall, if necessary, adjust the amount for each student in certified enrollment and each student in enrollment served which are included in approved plans pursuant to section 294A.14 and shall review the budgets of the approved plans.

294A.19 REPORT.

Each school district and area education agency receiving moneys for phase III during a school year shall file a report with the department of education. School district reports shall be filed by July 1 of the next following school year, and area education agency reports shall be filed by September 1 of the next following school year. The report shall describe the plan, its objectives, its implementation, the expenditures made under the plan including the salary increases paid to each eligible employee, and the extent to which its objectives were attained. The report may include any proposed amendments to the plan for the next following school year.

Annually, the department shall summarize the information contained in the reports filed by the school districts and area education agencies. The reports shall be available upon request.

School districts and area education agencies shall not charge other school districts or area education agencies for plans or information about innovative phase III plans that they have developed.

294A.20 REVERSION OF MONEYS.

Any portion of moneys appropriated to the educational excellence trust fund and allocated to phase III under section 294A.3 for a fiscal year not expended by school districts and area education agencies during that fiscal year revert to the general fund of the state as provided in section 8.33.

DIVISION V GENERAL PROVISIONS

294A.21 RULES.

The state board of education shall adopt rules under chapter 17A for the administration of this chapter.

294A.22 PAYMENTS.

Payments for each phase of the educational excellence program shall be made by the department of revenue and finance on

a quarterly basis commencing on October 15 and ending on June 15 of each fiscal year, taking into consideration the relative budget and cash position of the state resources. The payments shall be separate from state aid payments made pursuant to sections 442.25 and 442.26. The payments made under this section to a school district or area education agency may be combined and a separate accounting of the amount paid for each program shall be included.

Any payments made to school districts or area education agencies under this chapter are miscellaneous income for purposes of chapter 442.

Payments made to a teacher by a school district or area education agency under this chapter are wages for the purposes of chapter 91A except for payments made under an approved phase III plan where a modified payment plan has either been mutually agreed upon by the board of directors and the certified bargaining representative for licensed employees or for a district that is not organized for collective bargaining purposes where a modified payment plan is adopted by the board.

294A.23 MULTIPLE SALARY PAYMENTS.

The salary increases that may be granted to a teacher under phase III are in addition to any salary increases granted to a teacher under phase I or phase II.

294A.24 COLLECTIVE BARGAINING.

(Repealed effective July 1, 1991.)

For the school year beginning July 1, 1987 only, section 20.17, subsection 3, relating to the exemption from chapter 21 and presentation of initial bargaining positions of the public employer and certified bargaining representative for licensed employees, does not apply to collective bargaining for moneys received under phases II and III, and an agreement between the board of directors and the certified bargaining representative for licensed employees need not be ratified by the employees or board.

294A.25 APPROPRIATION.

1. For the fiscal year beginning July 1, 1990, there is appropriated from the general fund of the state to the department of education the amount of ninety-two million one hundred thousand eighty-five dollars to be used to improve teacher salaries. For each fiscal year thereafter, there is appropriated an amount equal to the amount appropriated for the fiscal year beginning July 1, 1990, plus an amount sufficient to pay the costs of the additional funding provided for school districts and area education agencies under sections 294A.9 and 294A.14. The moneys shall be distributed as provided in this section.

2. The amount of one hundred fifteen thousand five hundred dollars to be paid to the department of human services for distribution to its licensed classroom teachers at institutions under the control of the department of human services for payments for phase II based upon the average student yearly enrollment at each institution as determined by the department of human services.

3. The amount of ninety-four thousand six hundred dollars to be paid to the state board of regents for distribution to licensed classroom teachers at the Iowa braille and sight-saving school and the Iowa school for the deaf for payments of minimum salary supplements for phase I and payments for phase II based upon the average yearly enrollment at each school as determined by the state board of regents.

3A. Commencing with the fiscal year beginning July 1, 1988, the amount of one hundred thousand dollars to be paid to the department of education for distribution to the tribal council of the Sac and Fox Indian settlement located on land held in trust by the secretary of the interior of the United States. Moneys allocated under this subsection shall be used for the purposes specified in section 256.30.

4. For each fiscal year, the remainder of moneys appropriated in subsection 1 to the department of education shall be depos-

The receipt of additional salary by teachers in these plans shall be determined on the basis of whether the attendance center or centers or the teachers in the specific discipline(s) meet the specific objectives adopted for the center(s) or the specific discipline(s).

91.7(5) Evaluation. Detail the evaluation procedures to be used in measuring the impact of the plan.

Evaluation shall be conducted for each plan component and for each plan objective established.

91.7(6) Committee. Include a list of committee members, with their respective positions and titles.

91.7(7) Budget. The budget shall include costs associated with implementing the pay plan, all costs associated with providing specialized or general training and all indirect costs.

The budget shall detail any costs associated with the use of substitute teachers, part-time teachers and other personnel needed to implement plans that provide innovative staffing patterns or that require a teacher employed on a full-time basis to be absent from the classroom for specified periods for fulfilling other instructional duties.

a. Budget limitations. Costs associated with the administration of the phase III plan shall not exceed the local district's or AEA's established indirect cost limitations.

b. Districts contracting with AEAs which provide instructional programs shall transmit moneys to that AEA. The minimum amount transmitted shall be the amount generated per pupil. This would not preclude a district from transmitting an additional amount to achieve equity in teachers' salaries in both AEAs and local districts.

c. AEAs that contract with districts for the provision of support services shall transmit an amount of money equal to the number of students served by local support personnel times \$4.60 from the AEA to the district.

281—91.8(256) Annual report. Each school district receiving moneys for phase III during a school year shall file a report with the department of education by July 1 of the next following school year. The report submitted by the board shall describe the plan, its implementation, and the expenditures made under the plan including the salary increases paid to each eligible employee. The report may include any proposed amendments to the plan for the next following school year.

The annual report shall detail the results of the performance-based or supplemental pay plans. These results could be evidence of student progress on criterion reference tests, standardized tests, measures of student content mastery, indicators of modification of student attitudes and attendance patterns, or teachers' use of new instructional technology, enhanced curriculum offerings, new instructional models, specified curriculum development activities, or special program or curricular activities under extended contract.

These rules are intended to implement Iowa Code section 256.7(5) and 1987 Iowa Code supplement section 294A.21.

[Filed emergency 7/24/87—published 8/12/87, effective 7/24/87]

[Filed 8/19/88, Notice 6/29/88—published 9/7/88, effective 10/12/88]

CHAPTERS 92 and 93

Reserved

Appendix C

1987-88 Phase III Final Report



TERRY E. BRANSTAD

DEPARTMENT OF EDUCATION
WILLIAM L. LEPLEY, E.D., DIRECTOR

Form FINAL 111

DUE OCTOBER 1, 1988

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of School Administration and Accreditation
Grimes State Office Building
Des Moines, Iowa 50319-0146

EDUCATIONAL EXCELLENCE PROGRAM
PHASE III FINAL REPORT - 1987-88

DATE: April, 1988
TO: School Superintendents and Area Education Agency Administrators
FROM: Dwight R. Carlson, Assistant Chief, Bureau of School Administration and Accreditation
SUBJECT: PHASE III FINAL REPORT

Enclosed you will find the Educational Excellence Program Phase III Final Report packet which is composed of Report Instructions and Form FINAL III.

Those districts and area education agencies having an approved 1987-88 Phase III plan must submit two typed copies of the final report to: Educational Excellence Program - Phase III, Bureau of School Administration and Accreditation, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146. Districts and AEAs must submit their 1987-88 final report by October 1, 1988.

If you have questions regarding the Phase III Final Report, please contact the Bureau of School Administration and Accreditation, (515) 281-5069 or (515) 281-3170 or (515) 281-4728.

Sincerely,

Dwight R. Carlson

Dwight R. Carlson, Assistant Chief
Bureau of School Administration and Accreditation

DRC/cas

Enclosure

Report Instructions: Complete all sections of Form FINAL III and submit 2 copies to:

EDUCATIONAL EXCELLENCE PROGRAM - PHASE III
Bureau of School Administration and Accreditation
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

Section 1. District/AEA Data

Provide all information requested in Section 1 on page 1 of report form.

Section 2. Affidavit

Provide all information requested in Section 2 on page 1 of the application including appropriate signatures and the seal of the notary public properly affixed.

Section 3. Plan Description

This description should contain the district's/AEA's identified needs and goals addressed in the plan, plan goals and objectives and the activities undertaken in 1987-88. This should not be lengthy but provide an outline or summary of the plan.

Section 4. Description of Plan Implementation

Describe the procedures and processes utilized in the implementation of the activities identified in the 1987-88 plan. Particular attention should be given to discussion of the successes in, as well as impediments to, the implementation of the various components of the plan.

Section 5. Results of Plan

Describe in detail the results of the plan activities, supplemental and/or performance-based, undertaken during 1987-88. This description should include but not be limited

to: number of teachers involved in each activity, products completed or in progress, programs completed or in progress, staff development efforts completed or in progress, teachers' use of new instructional technology, enhanced curriculum offerings, new instructional models, studies completed or in progress regarding performance based pay, implementation of performance based pay plans, and other efforts that would communicate the results accomplished as part of the 1987-88 Phase III plan.

Section 6. Plan Evaluation

Detail the evaluation process provided in the approved 1987-88 plan and provide specific results of the planned evaluation documenting progress toward meeting the district needs and attaining the goals of the plan. Include evaluation of each plan component and the overall plan.

Section 7. Financial Detail of 1987-88 Phase III Plan

Instructions for completion of Form FINAL III.1, Form FINAL III.2, and Form FINAL III.3 follow.

Form FINAL III.1

REVENUE represents 1987-88 Phase III funds received from other districts and AEA's and the district's/AEA's share of the state allocation received on or before June 30, 1988.

RECEIVABLES represents 1987-88 Phase III funds received from other districts/AEA's and the district's/AEA's share of the state allocation received on or after July 1, 1988.

EXPENDITURES represents 1987-88 Phase III funds paid on or before June 30, 1988.

LIABILITIES represents 1987-88 Phase III funds paid on or after July 1, 1988 for 1987-88 plan activities.

ENDING BALANCE, JUNE 30, 1988 represents the 1987-88 Phase III funds to be carried into the 1988-89 school year Phase III plan. These carry-over funds plus the 1988-89 allocation must be expended during the 1988-89 school year.

Form FINAL III.2

A computer print-out providing identical information requested on Form FINAL III.2 is acceptable.

Column 1

Name (Last, First, MI): Enter the names of the staff who meet all of the following criteria and participated in Phase III activities:

1. Employed by your district (under contract to you):
2. Holds a teaching certificate issued under Iowa Code Chapter 260, or holds a letter of authorization or a statement of professional recognition issued by the board of educational examiners.
3. Employed in a nonadministrative position pursuant to a contract issued by the board of directors under Iowa Code Section 279.13.

Column 2

Social Security Number: Provide each teacher's social security number.

Column 3

1987-88 Phase III Plan salary paid to teachers on or before June 30, 1988 or payable on or after July 1, 1988 for additional instructional duties or superior performance.

Column 4

Travel expense paid to teachers on or before June 30, 1988 or payable on or after July 1, 1988 as part of approved activities under the 1987-88 Phase III plan. Includes mileage, meals and lodging.

Column 5

Conference, workshop, college course fees, registration or tuition paid to teachers on or before June 30, 1988 or payable on or after July 1, 1988 for approved activities under the 1987-88 Phase III Plan.

Column 6

Any other funds that do not appropriately fit into other categories paid to teachers on or before June 30, 1988 or payable on or after July 1, 1988 for approved activities as part of the 1987-88 Phase III Plan. Please attach an explanation of these expenditures.

Column 7

Total funds paid to teachers on or before June 30, 1988 or payable on or after July 1, 1988 for approved activities as part of the 1987-88 Phase III Plan.

Form FINAL III.3

Column 1

Firm - Individual Name and Address: Provide the name and address of each firm or individual who provided a consulting service to the district/AEA as part of the approved activities of the 1987-88 Phase III Plan.

Column 2

Total amount of funds allocated by contract to each firm or individual who provided consulting services to the district/AEA as part of the approved activities of the 1987-88 Phase III Plan.

Column 3

Funds paid to the consulting firm or individual on or before June 30, 1988 for approved activities as part of the 1987-88 Phase III plan.

Column 4

Funds paid to the consulting firm or individual on or after July 1, 1988 for approved activities as part of the 1987-88 Phase III Plan.

State of Iowa
 DEPARTMENT OF EDUCATION
 Bureau of School Administration and Accreditation
 Grimes State Office Building
 Des Moines, Iowa 50319-0146

EDUCATIONAL EXCELLENCE PROGRAM
 PHASE III FINAL REPORT - 1987-88

Instructions: Complete all sections of Form FINAL III and submit 2 copies to:

EDUCATIONAL EXCELLENCE PROGRAM - PHASE III
 Bureau of School Administration and Accreditation
 Iowa Department of Education
 Grimes State Office Building
 Des Moines, Iowa 50319-0146

Section 1. District/AEA Data

- a. District/Agency Name: _____
- b. Mailing Address: _____

- c. District Superintendent/Agency Administrator: _____
- d. Report Contact Person: _____
- e. Position: _____
- f. Telephone Number: _____

Section 2. Affidavit

State of Iowa _____ County

I, THE UNDERSIGNED SUPERINTENDENT/ADMINISTRATOR OF THE _____ School District/Area Education Agency, swear that information submitted herewith does represent an accurate, unduplicated and true account of receipts, expenditures and activities under the approved 1987-88 Phase III Plan of this district/AEA and is in compliance with all applicable State Laws and Rules.

(Signature of Superintendent/Administrator)

Subscribed and sworn to me by the above school district superintendent/AEA Administrator on this _____ day of _____ 1988.

 (Notary Public) My commission expires _____

Sections 3 through 6. Attach separate page(s) for each section.

Section 3. Plan Description

Section 4. Description of Plan Implementation

Section 5. Results of Plan

Section 6. Plan Evaluation

Section 7. Financial Detail of 1987-88 Phase III Plan

DEPARTMENT OF EDUCATION
Bureau of School Administration and Accreditation
PHASE III
STATEMENT OF REVENUE, EXPENDITURE AND FUND BALANCE
1987-88

REVENUE			
522 Revenue from other school districts	\$	_____	
599 Revenue from Area Education Agencies		_____	
617 State allocation		_____	
TOTAL REVENUE RECEIVED	\$	_____	
PLUS RECEIVABLES			
915 Other school districts and AEAs	\$	_____	
916 State allocation		_____	
TOTAL RECEIVABLES		_____	\$ _____
TOTAL AMOUNT AVAILABLE			\$ _____
<hr/>			
LESS EXPENDITURES			
120 Instructor salaries	\$	_____	
191 Substitute teacher salaries		_____	
210 IPERS and other Chapter 294 systems		_____	
230 Social security (FICA)		_____	
313 Consulting services		_____	
361 Teacher travel		_____	
381 Student tuition LEA/AEA		_____	
385 Tuition College/University		_____	
390 Fees/Registration (workshops and conferences)		_____	
410 Supplies (staff development only)		_____	
Indirect costs		_____	
TOTAL EXPENDITURES PAID		_____	\$ _____
PLUS LIABILITIES			
952 Accounts payable	\$	_____	
962 Due other districts/AEAs		_____	
973 Salaries payable		_____	
977 Districts share of employee benefits		_____	
TOTAL LIABILITIES		_____	\$ _____
TOTAL EXPENDITURES & LIABILITIES			\$ _____
<hr/>			
ENDING BALANCE, JUNE 30, 1988			\$ _____

Appendix D

1988-89 Phase III Final Report



TERRY E. BRANSTAD

DEPARTMENT OF EDUCATION
WILLIAM L. LEPLEY, Ed.D., DIRECTOR

DATE: August, 1989
TO: School Superintendents and Area Education Agency Administrators
FROM: Dwight R. Carlson, Chief, Bureau of School Administration and Accreditation
SUBJECT: PHASE III FINAL REPORT

Enclosed is the Educational Excellence Program Phase III Final Report packet which is composed of Report Instructions and Form FINAL III.

Districts and area education agencies with an approved 1988-89 Phase III plan must submit two typed copies of the final report to:

Educational Excellence Program - Phase III
Bureau of School Administration and Accreditation
Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

Districts must submit their 1988-89 final report by October 1, 1989. AEAs must submit their 1988-89 final report by November 1, 1989.

If you have questions regarding the Phase III Final Report, please contact Edie Eckles (515) 281-5332 or Sherie Surbaugh (515) 281-5069.

DRC/cas

Enclosures

1988-89 PHASE III FINAL REPORT

Complete all sections of Form FINAL III and submit **two typed copies** to:

EDUCATIONAL EXCELLENCE PROGRAM - PHASE III
Bureau of School Administration and Accreditation
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

Section 1. District/AEA Data

- a. District Agency Name _____
- b. Mailing Address _____

- c. Superintendent/AEA Administrator _____
- d. Report Contact Person _____
- e. Position _____
- f. Telephone Number _____
- g. Type of Pay Plan:
 Performance-based pay plan (only)
 Supplemental pay plan (only)
 Combination pay plan (both performance-based and supplemental)
- h. Joint plan with _____
 If joint plan report, Statement of Income reflects combined allocation separate allocation

Section 2. Affidavit

State of Iowa _____ County

I, THE UNDERSIGNED SUPERINTENDENT/ADMINISTRATOR OF THE _____
School District/Area Education Agency, swear that information submitted herewith does represent an accurate,
unduplicated, and true account of receipts, expenditures, and activities under the approved 1988-89 Phase III Plan
of this district/AEA and is in compliance with all applicable State Laws and Rules.

Signature of Superintendent/Administrator

Subscribed and sworn to me by the above school district superintendent/AEA administrator on this _____ day
of _____, 1989.

Notary Public

My commission expires _____

Sections 3 - 8. Attach separate page(s) for each section.

Section 3. Goals and Objectives

See attached instructions and sample responses.

Section 4. Program Description

See attached instructions and sample responses.

Section 5. Budget

See attached instructions and sample responses.

Section 6. Degree to which objectives were met

See attached instructions and sample responses.

Section 7. Results of Plan

- 7A. See attached instructions and sample questions.
- 7B. See checklists on teacher roles. **Please return this page with the report.**

Section 8. Recommendations

See attached instructions and sample questions.

Please complete and return the following forms:

Form FINAL III.1 Statement of Income, Expenditures, and Ending Balance

Form FINAL III.2 Consulting Services (313)

Phase III Staff Printout

Section 3. Goals and Objectives

Instructions: List in outline form the district/AEA goals, Phase III goals, and measurable objectives. (In a combination plan, both supplemental and performance-based pay components must meet district goals.)

EXAMPLE

I. District goal To better meet the needs of at-risk students.

A Phase III goal: To implement instructional techniques targeted at meeting the needs of at-risk and low-achieving students.

1. Phase III objective: By June 30, 1990, 50% of K-6 teachers will apply Cooperative Learning techniques as evidenced by peer and administrator observation in accordance with mutually agreed upon criteria by teachers, trainer, and principal.
2. Phase III objective: The staff development committee will offer training for K-6 teachers in Cooperative Learning during the 1988-89 school year as documented in the class participation lists.
3. Phase III Objective: By June 30, 1990, 85% of the K-6 teachers will complete the Cooperative Learning staff development training.
4. Phase III objective: 80% of K-6 teachers who complete the training will participate in study groups of 3 to 4 teachers and will meet no fewer than six times during the 1988-89 school year as documented by attendance sheets.

II. Etc.

Section 4. Program Description

Instructions: Describe in narrative form the implementation of the plan.

EXAMPLE

The staff development committee was formed to address the district goal of meeting the needs of at-risk students. The committee consulted the literature on training programs and professional development models designed to meet the instructional needs of low-achievers and at-risk students. The committee also contacted the consultant staff at the area education agency to:

- identify training programs
- discuss the availability of trainers
- review the components of effective staff development

Based on the above, the committee selected Cooperative Learning as a model appropriate to meet the goal of the district.

Etc.

Section 5. Budget

Instructions: Explain in narrative form how the expenditures followed the major goals and objectives.

Explain any major deviations between the proposed budget and actual expenditures.

EXAMPLE

The 1988-89 proposed budget identified the following Phase III plan components:

	Supplemental Pay		Performance-Based Pay	
	Budgeted	Expended	Budgeted	Expended
	%	\$	%	\$
Cooperative Learning	20%	\$	10%	\$
Before school At-risk program	17%	\$	17%	\$
Fine Arts Curriculum Research	13%	\$		
Science & Mathematics Curriculum Revision	15%	or \$		

The actual expenditures were:

The differences were due to:

Etc.

Section 6. Degree to which objectives were met

Instructions: List each objective and the degree to which that objective was met according to identified criteria and measurement methods.

Directly under each objective, describe the degree to which the objective was met using one of the following descriptors:

Fully attained
Partially attained
Not attained
In progress, plan on schedule
Objective revised, in progress
Objective revised, on/ahead of schedule
Objective revised, schedule revised

EXAMPLE

Objective 1: By June 30, 1990, 50% of K-6 teachers will be applying Cooperative Learning techniques as evidenced by peer and administrator observation in accordance with mutually agreed upon criteria by teachers, trainer, and principal.

In progress, plan on schedule. 10 of the K-6 teachers who completed the training represents 35% of the total K-6 staff. Teachers have been discussing, in support group sessions, ways to implement Cooperative Learning in the classroom and have begun applying Cooperative Learning techniques

Objective 2: The staff development committee will offer training for K-6 teachers in Cooperative Learning during the 1988-89 school year as documented in the class participation lists.

Fully attained. The staff development committee did offer the above training.

Objective 3: By June 30, 1990, 85% of the K-6 teachers will complete the Cooperative Learning staff development training.

In progress, plan on schedule. By June 30, 1989, 45% of the K-6 teachers had completed the training

Objective 4: 80% of K-6 teachers who complete the training will participate in study groups of 3 to 4 teachers and will meet no fewer than six times during the 1988-89 school year as documented by attendance sheets.

Partially attained. 70% of the teachers who attended the training completed the 6 study group sessions.

Etc.

Section 7. Results of Plan

Instructions:

7A. The purpose of this section is to examine the Phase III plan to determine if the resources going into it are being put to the best use.

In narrative form report the major findings obtained from the data for each objective.

SAMPLE QUESTIONS

Considering the degree to which the objectives were met, how much progress was made toward the Phase III and district goals?

Were the criteria for some objectives too high? Too low?

What contributed most to the success? Least? Does data support those beliefs?

Is the Phase III plan as good as it was supposed to be?

What were the major accomplishments through the plan?

Were there any unanticipated consequences?

Has the Phase III plan enhanced the quality, effectiveness, and performance of teachers? What evidence supports the answer?

Section 7. Results of Plan (Continued)

7B. Phase III has the potential to help restructure education in Iowa.

Please check below if the supplemental and performance-based pay plans reward teachers for serving in these roles, and return this page with your report.

Supplemental Pay Plan rewards teachers for:

- _____ (a.) Collaborating with other teachers
 _____ (b.) Collaborating with administrators
 _____ (c.) Serving as a leader
 _____ (d.) Providing training
 _____ (e.) Mentoring new teachers
 _____ (f.) Coaching peers
 _____ (g.) Serving on Phase III committee
 _____ (h.) Serving as Phase III co-ordinator
 _____ (i.) Other (list) _____
 _____ (j) Does not apply; plan is not supplemental

Performance Based Pay Plan rewards teachers for:

- _____ (a.) Collaborating with other teachers
 _____ (b.) Collaborating with administrators
 _____ (c.) Serving as a leader
 _____ (d.) Providing training
 _____ (e.) Mentoring new teachers
 _____ (f.) Coaching peers
 _____ (g.) Serving on Phase III committee
 _____ (h.) Serving as Phase III co-ordinator
 _____ (i.) Other (list) _____
 _____ (j) Does not apply; plan is not performance-based

Section 8. Recommendations

Instructions. Describe in narrative form any plan modifications, additional efforts needed, or redirection based on the results described in Section 7.

These recommendations should be addressed to the Phase III advisory committee, the administration, and the board of education.

Only recommendations which have major program implications should be made in this section. All recommendations should have their basis in the results section and should be supported by the data collected.

SAMPLE QUESTIONS

Should teacher roles be expanded?

Should use of time be shifted?

Should more emphasis be placed at the building level?

Should more emphasis be placed on outcomes?

Should more emphasis be placed on teaching and learning?

Is more time needed to draw valid conclusions?

Should more collaboration take place?

Have our district needs changed?

Should budget allocations be redistributed?

Should changes be made in the objectives?

**Directions for Completing
Statement of Income, Expenditures, and Ending Balance
Form FINAL III.1**

1. Indicate district/AEA county and district number.
2. Indicate district/AEA name.
3. Round to the nearest dollar.
4. INCOME RECEIVED represents
 - a. 1987-88 Phase III carryover.
 - b. 1988-89 Phase III funds received from other districts and AEAs, and
 - c. the district/AEA 1988-89 Phase III funds from the state all received on or before June 30, 1989.
5. INCOME RECEIVABLES represents 1988-89 Phase III funds received or due from other districts, AEAs or the state after June 30, 1989.
6. EXPENDITURES PAID represents Phase III funds actually paid on or before June 30, 1989.
7. In the column labeled "# of teachers," please report the number of **persons**, not the F.T.E.
 - a. On the line labeled "TET Total Eligible Teachers," report the number who meet the qualifications: a certified "teacher" employed under a continuing contract with your district/AEA in a non-administrative position.
 - b. On lines 120, 360, 385, and 390, indicate the numbers of teachers who were paid Phase III funds between July 1, 1988 and June 30, 1989. (Ex.: If there were 35 teachers eligible to participate in the Phase III plan, report 35 on line TET. If 25 teachers were paid Phase III salary, report 25 on line 120.)
8. EXPENDITURES PAYABLE represents Phase III funds encumbered and paid after June 30, 1989 for 1988-89 Phase III plan activities.
9. ENDING BALANCE, JUNE 30, 1989 represents the unspent and unencumbered 1988-89 Phase III funds to be carried into the approved 1989-90 Phase III plan. (If the Ending Balance is greater than 50% of the 1988-89 allocation, the dollar amount in excess of 50% will revert to the state.)

**Directions for Completing
Consulting Services (313)
Form FINAL III.2**

1. List name and address of firm/individual providing consulting services, the type of training provided, and the dollar amount paid/payable.

**Directions for Completing
"Phase III Staff" Printout**

1. The enclosed "Phase III Staff" printout is provided as a service. A locally-generated listing may be submitted instead.
2. Place an X by the names of the eligible teachers to whom Phase III funds were paid or payable.
3. Add the names and folder numbers of any teachers to whom Phase III funds were paid or payable whose names are not listed.

Appendix E

1989-90 Phase III Final Report



TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION
WILLIAM L. LEPLEY, ED.D., DIRECTOR

DATE: July, 1990
TO: School Superintendents and Area Education Agency Administrators
FROM: Dwight R. Carlson, Chief
Bureau of School Administration and Accreditation
SUBJECT: PHASE III FINAL REPORT

Enclosed is the Educational Excellence Program - Phase III Final Report packet which is composed of Report Instructions and forms to be completed and returned.

When completing the report, please note the following:

- Phase III monies may be used to fund the cost of providing specialized and general training for teachers. Appropriate expenditures could include tuition, conference/workshop fees, textbooks and manuals used in the training, as well as travel, lodging, and meal expenses while acquiring the training. Phase III funds may not be expended for supplies in areas other than these.
- Indirect costs are determined by multiplying the district/AEA allocation (not the total funds available) by the current year's indirect cost rate.
- Indirect costs may be claimed only during the budget year (July 1, 1989 - June 30, 1990).
- Indirect costs may **not** be claimed on money carried over.
- The Ending Balance (June 30, 1990) represents the unspent and unencumbered 1989-90 Phase III funds to be carried into the approved 1990-91 Phase III plan. If the Ending Balance is greater than 50% of the 1989-90 allocation, the amount in excess of 50% will revert to the State.

As a result of H.F. 774, passed in the 1989 legislative session, the Department of Education will be reporting to the legislature on January 1, 1991, Phase III activities and the results of Phase III programs. The 1989-90 final report form has been substantially altered and includes "Innovations," (Section 7), which will be included in the report to the legislature and also disseminated to school districts and AEAs.

Districts must submit their 1989-90 final report by October 1, 1990.

AEAs must submit their 1989-90 final report by November 1, 1990.

If you have questions regarding the Phase III Final Report, please contact Edie Eckles or Sherie Surbaugh at (515) 281-3170.

Enclosures

LEA DUE OCTOBER 1, 1990
AEA DUE NOVEMBER 1, 1990

State of Iowa
Department of Education
Bureau of School Administration and Accreditation
EDUCATIONAL EXCELLENCE PROGRAM

1989-90 PHASE III FINAL REPORT

Complete **all** sections and submit **two typed copies** to:

EDUCATIONAL EXCELLENCE PROGRAM - PHASE III
Bureau of School Administration and Accreditation
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

Section 1. District/AEA Data

- a. District/Agency Name _____
- b. Mailing Address _____

- c. Superintendent/AEA Administrator _____
- d. Report Contact Person _____
- e. Position _____
- f. Telephone Number _____
- g. Type of Pay Plan:
 Performance-based pay plan (only)
 Supplemental pay plan (only)
 Combination pay plan (both performance-based and supplemental)
- h. Joint plan with _____
 If joint plan report, Financial Statement reflects combined allocation separate allocation

Section 2. Affidavit

State of Iowa _____ County

I, THE UNDERSIGNED SUPERINTENDENT/ADMINISTRATOR OF THE _____
School District/Area Education Agency, swear that information submitted herewith does represent an accurate,
unduplicated, and true account of receipts, expenditures, and activities under the approved 1989-90 Phase III Plan
of this district/AEA and is in compliance with all applicable State Laws and Rules.

Signature of Superintendent/Administrator

Subscribed and sworn to me by the above school district superintendent/AEA administrator on this _____ day
of _____, 1990.

Notary Public

My commission expires _____

Section 3. Program Description

See attached instructions and sample responses.
Attach separate page(s) with the report.

Section 4. Degree to which objectives were met

See attached instructions and sample responses.
Attach separate page(s) with the report.

Section 5. Results of Plan

Complete these forms and return.

Section 6. Recommendations

Complete this form and return.

Section 7. Innovations

Complete this form and return.

Section 8. Budget by Component

Complete this form and return.

Section 9. Financial Statement

Complete this form and return.

Section 10. Consulting Services

Complete this form and return.

Section 11. Phase III Staff Printout

Complete this form and return.

Section 3. Program Description

- Describe the processes and procedures used to implement this plan.

Identify those involved in decision-making and their purpose (see Example paragraph 1).
Identify the process(es) used (see Examples paragraphs 2 - 4).
Identify the procedure(s) used (see Example paragraph 5).

EXAMPLE

Cooperative Learning

The district staff development committee, composed of six teachers, three principals, and the curriculum director, was formed to address the district goal of meeting the needs of at-risk students.

The committee consulted the literature on training programs and professional development models designed to meet the instructional needs of low-achievers and at-risk students. The committee also contacted the consultant staff at the area education agency to:

- identify training programs
- discuss the availability of trainers
- review the components of effective staff development

Based on the above, the committee reached consensus to select Cooperative Learning as a model appropriate to meet the goal of the district.

The committee arranged for an independent consultant, Kay Koopman (see Consulting Services page), to provide 40 hours of initial training in August, and to return to the district during the school year to provide an additional 40 hours of follow-up training.

Interested staff submitted application forms to the District Phase III Steering Committee, indicating intent to attend the training, as well as to participate in the follow-up networking sessions. The District Steering Committee approved the applications and encumbered the necessary funds.

Curriculum Development: Evaluation of K - 12 Mathematics Instructional Program

Etc.

Section 4. Degree to which objectives were met

- List each objective.
- Directly under each objective, describe the degree to which the objective was met using one of the following descriptors:

Fully attained
Partially attained
Not attained
In progress, plan on schedule
Objective revised, in progress
Objective revised, on/ahead of schedule
Objective revised, schedule revised

- Provide supporting data to describe specifically what occurred.

EXAMPLES

Objective 1: The staff development committee will offer training for K-6 teachers in Cooperative Learning during the 1989-90 school year as documented in the class participation lists.

Fully attained. The staff development committee did offer the above training.

Objective 2: By June 30, 1991, 85% of the K-6 teachers will complete the Cooperative Learning staff development training.

In progress, plan on schedule. By June 30, 1990, 45% of the K-6 teachers had completed the training

Objective 3: 80% of K-6 teachers who complete the training will participate in study groups of 3 to 4 teachers and will meet no fewer than six times during the 1989-90 school year as documented by attendance sheets.

Partially attained. 70% of the teachers who attended the training completed the 6 study group sessions.

Objective 4: By June 30, 1991, 50% of K-6 teachers will be applying Cooperative Learning techniques as evidenced by peer and administrator observation in accordance with mutually agreed upon criteria by teachers, trainer, and principal.

In progress, plan on schedule. 10 of the K-6 teachers who completed the training represents 35% of the total K-6 staff. Teachers have been discussing, in support group sessions, ways to implement Cooperative Learning in the classroom and have begun applying Cooperative Learning techniques

Objective 5: Teachers may attend college courses, workshops, seminars to acquire new skills related to their teaching assignment as evidenced by transcripts showing a grade of "C" or better.

Fully attained. Ten teachers completed the following college courses, workshops, and seminars: Desktop Publishing on the GS, Curriculum Development Workshop, Curriculum-Based Assessment, Integrating Reading and Writing, Early Childhood, Kodaly in the Classroom.

Section 5. Results of Plan

Please return this page.

•5A. Check the results of the plan.

District/AEA Name

- ____ 5A.1 Developed/revised curriculum
- ____ 5A.2 Conducted staff development
- ____ 5A.3 Conducted support groups
- ____ 5A.4 Developed/conducted mentoring
- ____ 5A.5 Conducted peer coaching
- ____ 5A.6 Implemented new instructional strategies
- ____ 5A.7 Developed teachers as instructional leaders
- ____ 5A.8 Provided sabbaticals
- ____ 5A.9 Improved working conditions
- ____ 5A.10 Sought certification
- ____ 5A.11 Provided new instructional opportunities for students during the school year
- ____ 5A.12 Provided new instructional opportunities for students during the summer
- ____ 5A.13 Improved student performance
- ____ 5A.14 Studied performance-based pay
- ____ 5A.15 Piloted performance-based pay
- ____ 5A.16 Implemented performance-based pay
- ____ 5A.17 Teacher - administrator communication improved
- ____ 5A.18 Teacher - teacher communication improved
- ____ 5A.19 Teacher - student communication improved
- ____ 5A.20 Teacher - parent communication improved
- ____ 5A.21 Focused on student outcomes
- ____ 5A.22 Increased accountability for student achievement
- ____ 5A.23 Personalized teaching and learning
- ____ 5A.24 Applied research and development knowledge
- ____ 5A.25 Focused at the building level
- ____ 5A.26 Experienced new teacher - administrator collaboration
- ____ 5A.27 Increased accountability
- ____ 5A.28 Improved the organizational climate
- ____ 5A.29 Expanded community relationships

Continued on reverse

- Enter the appropriate letter.

_____ 5A.30 Our Phase III plan enhanced the quality, effectiveness, and performance of teachers:
a = strongly agree c = no effect e = strongly disagree
b = agree d = disagree

•5B. Check below if teachers served in these ROLES.

<u>P-B Pay</u>	<u>Supp Pay</u>	
_____ 5B.1	_____ 5B.10	Collaborating with other teachers
_____ 5B.2	_____ 5B.11	Collaborating with administrators
_____ 5B.3	_____ 5B.12	Serving as a leader
_____ 5B.4	_____ 5B.13	Providing training
_____ 5B.5	_____ 5B.14	Mentoring new teachers
_____ 5B.6	_____ 5B.15	Coaching peers
_____ 5B.7	_____ 5B.16	Serving on Phase III committee
_____ 5B.8	_____ 5B.17	Serving as Phase III coordinator
_____ 5B.9	_____ 5B.18	Other: _____

•5C. Check all types of activities/data used to determine performance-based pay.

_____ 5C.1 Ratings on teacher evaluation instrument

_____ 5C.2 Assessments of student performance

_____ 5C.3 Writing curriculum

_____ 5C.4 Taking staff development training

_____ 5C.5 Implementing staff development training in the classroom

_____ 5C.6 Coaching peers

_____ 5C.7 Mentoring new teachers

_____ 5C.8 Serving on Phase III planning, application review, and/or evaluation committees

_____ 5C.9 Teaching peers

_____ 5C.10 Making presentations to the public

_____ 5C.11 Meeting or communicating with parents

_____ 5C.12 Sponsoring student activities

_____ 5C.13 Teaching summer school

_____ 5C.14 Tutoring students during the school year

_____ 5C.15 Attending school events

_____ 5C.16 Belonging to professional associations

_____ 5C.17 Writing for publication

Please return this page.

District/AEA Name

• Check as many results of the performance-based pay plan as apply.

- ____ 5C.18 Rewarded already good performance
- ____ 5C.19 Provided incentive for better performance
- ____ 5C.20 Promoted interest in the teaching profession
- ____ 5C.21 Increased motivation
- ____ 5C.22 Provided improved education for students
- ____ 5C.23 Promoted individual initiative
- ____ 5C.24 Promoted better communication with parents
- ____ 5C.25 Promoted better communication among teachers and administrators
- ____ 5C.26 Focused on student outcomes
- ____ 5C.27 Focused on using effective teaching behaviors
- ____ 5C.28 Fostered competitiveness among teachers
- ____ 5C.29 Fostered controversy among teachers and administrators
- ____ 5C.30 Required unreasonable amount of time to implement
- ____ 5C.31 Failed to reward important behaviors
- ____ 5C.32 Failed to distinguish among levels of teacher performance
- ____ 5C.33 Revealed weakness in the teacher evaluation system
- ____ 5C.34 Other: _____

• Provide data in the next five lines regarding performance-based pay.

- ____ 5C.35 The total number of teachers eligible to participate in the performance-based pay plan
- ____ 5C.36 The total number of teachers who participated in the performance-based pay plan
- ____ 5C.37 The total number of teachers who received performance-based pay
- _____ 5C.38 The smallest salary increase from the performance-based pay plan (ex. \$150)
- _____ 5C.39 The largest salary increase from the performance-based pay plan (ex. \$1,000)

Continued on reverse

Section 6. Recommendations

- **Check all recommendations which apply.** *Only recommendations which have major program implications should be checked. All recommendations should have their basis in "Section 5. Results" and should be supported by the data collected.*

- 6.1 Continue present plan with no changes
- 6.2 Continue present plan, but make minor changes
- 6.3 Make major changes
- 6.4 Redistribute budget allocation
- 6.5 Increase collaboration
- 6.6 Improve communication within the organization
- 6.7 Streamline the paperwork
- 6.8 Shift the use of time
- 6.9 Integrate Phase III into district-wide/AEA-wide efforts
- 6.10 Make minor revisions to performance-based pay
- 6.11 Make major revisions to performance-based pay
- 6.12 Implement performance-based pay
- 6.13 Discontinue performance-based pay
- 6.14 Focus on student outcomes
- 6.15 Expand teachers' roles
- 6.16 Increase accountability for student achievement
- 6.17 Personalize teaching and learning
- 6.18 Apply research and development knowledge
- 6.19 Focus at the building level
- 6.20 Increase teacher - administrator collaboration
- 6.21 Increase accountability for the organization
- 6.22 Improve organizational climate
- 6.23 Expand community relationships
- 6.24 Other: _____

- **Enter the letter which best describes those developing the recommendations.**

- 6.25 These recommendations were developed by: (choose one)
 - a) only 1 administrator
 - b) only 1 teacher
 - c) 1 administrator and 1 teacher
 - d) a group of administrators
 - e) a group of teachers
 - f) a group of teachers & administrators
 - g) other: _____

Please return this page.

Section 7. Innovations

District/AEA Name

- **Please describe any innovative processes and/or products which have occurred and/or been developed as a result of Phase III funding.** Describe the following:
 - the target group
 - the program component (new curricula, essential teaching strategies, learner activities, etc.)
 - any uniqueness about the program
 - how staff were trained
 - how staff implemented the program
 - the assessment techniques used to determine the innovation's success
 - the amount of Phase III funds expended (where applicable)

Please limit responses to both sides of this sheet.

Please return this page.

Section 8. Budget by Components

District/AEA Name

- Please complete the chart at the bottom of the page.
- Explain major deviations between the proposed and actual expenditures.

EXAMPLE

The 1989-90 supplemental and performance-based proposed and actual expenditures were as follows:

	<u>Proposed</u>		<u>Actual</u>	
Supplemental Pay:	60%	\$30,000	50%	\$25,000
Performance-based Pay:	35%	\$17,500	35%	\$17,500

Three factors contributed to the \$5,000 decrease in supplemental pay: the curriculum development committee completed their work in less time than estimated; the staff development consultant's expenses were less than originally anticipated; fewer students signed up to attend summer school than originally estimated.

The 1989-90 supplemental and performance-based proposed and actual expenditures were as follows:

	<u>Proposed</u>		<u>Actual</u>	
Supplemental Pay:	_____ %	\$ _____	_____ %	\$ _____
Performance-Based Pay:	_____ %	\$ _____	_____ %	\$ _____

Major deviations:

Continued on reverse

Co #	Dist #	District/AEA Name	
A. INCOME: (July 1, 1989 - June 30, 1990)			
1.		Carryover (Balance forward)	_____ .00
2.	522	Tuition from Iowa school districts	_____ .00
3.	599	From AEA's	_____ .00
4.	617	Educational Excellence Program Phase III	_____ .00
5.		TOTAL (A.1 + 2 + 3 + 4)	_____ .00
Income Continued: (July 1, 1990 - September 30, 1990)			
6.	522	Tuition from Iowa school districts	_____ .00
7.	599	From AEA's	_____ .00
8.	617	Educational Excellence Program Phase III	_____ .00
9.		TOTAL (A.6 + 7 + 8)	_____ .00
10.		TOTAL Income (A.5 + 9)	_____ .00

B. EXPENDITURES: (Paid July 1, 1989 - June 30, 1990)

1.	120	Teachers' salaries	_____ .00
2.	191	Substitute teachers' salaries	_____ .00
3.	210	IPERS, other Ch. 294 systems	_____ .00
4.	230	Social Security (FICA)	_____ .00
5.	313	Consulting services	_____ .00
6.	360	Teacher travel	_____ .00
7.	380	Student tuition to LEA/AEA	_____ .00
8.	204	Teacher college tuition	_____ .00
9.	312	Workshop/conference fees	_____ .00
10.	410	Staff development supplies	_____ .00
11.		Indirect costs [_____% x (A.4 + A.8)]	_____ .00
12.		TOTAL: (B.1 + . . . + 11)	_____ .00

Expenditures Continued: (Paid* July 1, 1990 - September 30, 1990)

13.	120	Teachers' salaries	_____ .00
14.	191	Substitute teachers' salaries	_____ .00
15.	210	IPERS, other Ch. 294 systems	_____ .00
16.	230	Social Security (FICA)	_____ .00
17.	313	Consulting services	_____ .00
18.	360	Teacher travel	_____ .00
19.	380	Student tuition to LEA/AEA	_____ .00
20.	204	Teacher college tuition	_____ .00
21.	312	Workshop/conference fees	_____ .00
22.	410	Staff development supplies	_____ .00
23.		TOTAL: (B.13 + . . . + 22)	_____ .00
24.		TOTAL Expenditures: (B.12 + B.23)	_____ .00

C. ENDING BALANCE, June 30, 1990 (carryover): (A.10 - B.24) _____ .00

*for 1989-90 Phase III activities begun prior to July 1, 1990.

Appendix F

1989-90 Phase III Final Report

Internal Review

Section 7.

Yes No Innovations are described.

Yes No Innovations are significant for dissemination and focus on the following:
(mark any which apply)

- meeting needs of students at-risk
- meeting needs of gifted and talented students
- providing additional opportunities for students
- establishing relationship with parents and/or community
- providing a staff development program based on research
- providing staff development on 5-step model (thry, demo, prac, cching, fdbk)
- using teachers as leaders
- decentralizing decision-making
- providing assistance to new teachers
- using teachers for evaluation and diagnosis of other teachers' techniques
- implementation of sabbatical leaves
- implementation of national recommendations
- using new technology
- other: _____

Section 8.

Yes No The budget by component is complete.

Section 9.

Yes No The ending balance is not greater than 50% of total of lines A4 + A8.

Yes No The indirect cost amount (line 11) is within the maximum limit.

Yes No The staff development supplies (lines 10 & 22) appear to be appropriate for the activities/events reported. (<5%)

Yes No The financial statement is complete and accurate.

Section 10.

Yes No DNA The consulting services are reported completely.

Yes No The consulting services \$ reported coincide with lines 5 and 17.

Yes No The consulting services reported are appropriate for funding.

Yes No The consulting services are significant and attempt to respond to the following:
(mark any which apply)

- establishing a climate for change
- dealing with diversity
- establishing teachers as leaders
- establishing a collaborative relationship among teachers/administrators/parents
- providing teachers with research-based, alternative instructional strategies
- focusing on outcomes
- focusing at the building level
- establishing a partnership with the community
- other: _____

STATE LIBRARY OF IOWA



3 1723 02101 2695