Iowa Department of Education

Performance Report FY 2022

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INTRODUCTION

Expanding educational opportunities for students and families and preparing all students for success in college, postsecondary training and the workforce are top priorities in Iowa. This report highlights information and results in key education areas to show how we are working to improve the state's education system and to identify challenges that need to be addressed in the years ahead.

Specifically, we will be reporting on key results from four priority areas for which the Iowa Department of Education provides technical assistance and professional development to improve instruction at the local level and increase student achievement:

- Quality Preschool – Support the availability of high-quality preschool programs for four-year-old children across the state.
- Multi-Tiered System of Support (MTSS) – Schools using MTSS provide students with evidence-based instruction and interventions matched to their needs and monitor student progress to improve educational outcomes.
- Preparing Productive Citizens for Rewarding Careers – Expand student access to high-quality programs and initiatives leading to high-demand jobs and postsecondary credentials aligned with labor market needs.
- Library Services – Acquiring, managing and providing access to information.

Data and information shared in this report document what was achieved for each core function and service, product or activity (SPA) listed in our agency performance plan.

Our focus is on ensuring every Iowa learner is prepared for their next step. This is central to the Future Ready Iowa initiative, which is focused on growing a skilled workforce in all regions of the state by connecting more Iowans to the education and training needed for high-demand careers. This work will take continued collaboration across state agencies, as well as engagement with the private sector. The

Department is well-positioned to convene these diverse stakeholders to support Iowa's ongoing commitment to education reform.

If we are to keep our place in the global economy, we must prepare students who can compete and thrive in an increasingly interconnected and rapidly changing world. To do this we must ensure Iowa's education system meets the needs of all students and provides them with opportunities to apply their learning to real-world situations.

AGENCY OVERVIEW

Mission:
Creating excellence in education through leadership and service.

Vision: Iowa learners experience high levels of success and develop the capacity to continually grow as successful, healthy and productive citizens in a global community.

Key Roles:

- Partner with stakeholders on policy implementation.
- Provide and interpret data and information to support transparency, accountability and continuous improvement.
- Communicate a compelling and consistent vision.
- Pilot and scale promising practices.
- Convene critical conversations.

Department Structure:
The Department, in conjunction with the State Board of Education, is responsible for supervising the state's pre-kindergarten-12 schools, area education agencies (AEAs), and community colleges and for approving teacher and administrator preparation programs. To address the strategic plan goals and carry out core functions, the Department is organized into the Office of the Director, Office of Operations and Initiatives and three divisions in the Grimes Building: the Division of Finance and Administrative and Support Services, the Division of Learning and Results and the Division of Community Colleges and Workforce Preparation. Three additional divisions – Iowa Vocational Rehabilitation Services, the Division of Library Services and Iowa Public Television, are linked administratively to the Department in Iowa Code.

The Office of the Director has the primary responsibility for providing leadership for the education system in Iowa from pre-kindergarten through community college levels. The director provides this leadership in conjunction with the

State Board of Education. The Office of the Director provides legal services for the Department and has primary responsibility for establishing priorities and coordinating Department activities and initiatives.

The Office of Operations and Initiatives includes the Bureau of Communications and Information Services, the Bureau of Early Childhood, human resources and legislative affairs. The Office is responsible for policy development, legislative process, payroll and personnel services, ensuring equitable policies and procedures within the agency, overseeing the daily operations of the Department, and providing support to the State Board of Education. The Office also provides media and communications services, maintenance of the Department website, and implementation of ongoing communication efforts that inform our stakeholders and the public. In addition, the Office supports quality learning opportunities and environments for young children through early care, health, and education programs and services provided primarily by area education agencies and school districts in collaboration with the local community.

The Division of School Finance and Administrative Support Services coordinates the allocation of state and federal funding to local entities and provides technical support and information related to school finance. In addition, this Division oversees school transportation services, and provides

application/technology support in the Department. The Division also provides internal administrative services including accounting and budgeting, purchasing, inventory and office support facility management. The Office also oversees research and evaluation and is responsible for data collection and analysis, including the development of *The Annual Condition of Education Report.*

The Division of Learning and Results focuses on compliance with state and federal regulations, school improvement, accreditation of local school districts, nonpublic schools, and AEAs, data and outcomes related to programs and strengthening supportive learning environments. This Office oversees many federal programs including, but not limited to, competitive and non-competitive grants in a variety of school program areas, Title I, the Individuals with Disabilities Education Act, Safe and Supportive Schools, implementation of the Elementary and Secondary Education Act (Every Student Succeeds Act) and facilitation and promotion of quality U.S. Department of Agriculture child nutrition programs and health services.

The Division of Community Colleges and Workforce Preparation has primary responsibility for community college accreditation and equity review processes, management information data analysis and reporting, secondary and postsecondary career and technical education, college parallel program education, joint enrollment education, skilled worker and job creation funds, adult basic education and literacy, veterans' education and the drinking driver education programs offered statewide. This Office also oversees educator quality and approval of the postsecondary teacher and administrator preparation programs.

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

The Department's primary clients are stakeholders who provide and are impacted by pre-kindergarten through community college programs. The Department's programs support students, parents, instructional staff, administrators, local school boards and community members.

RESULTS

This section includes performance data related to the core functions and the services, products and/or activities listed in our agency performance plan.

In the first section, we will report on some important **Key Results** that have been selected because of the impact they have on helping us achieve the mission of the agency and the goals in the strategic plan. The areas we have selected to highlight as key results areas include:

- Quality Preschool
- Multi-Tiered System of Support (MTSS)
- Transition from Secondary to Postsecondary
- Library Services

In the second results section, we will report data on the measures included in our **Agency Performance Plan for Fiscal Year 2022**. Using a modified version of the performance plan template, we will document what was achieved for each core function and service, product or activity (SPA) listed in our agency performance plan.

KEY RESULTS

CORE FUNCTION – STRATEGIC GOAL

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

Strategic Goal: All children will enter school ready to learn.

Name: Quality Preschool

Description: The Statewide Voluntary Preschool Program for Four-Year-Old Children was established to support the availability of high-quality preschool programs for four-year-old children across the state. The program started in 2007 and was phased in over four years. Upon the conclusion of the four-year phase-in process, the Department allowed additional districts to apply provided those districts identified funding to support the program during the first year of operation.

Why are we doing this: Research increasingly shows the importance of quality, early learning environments in a child's development. Young children exposed to high-quality settings exhibit better language, literacy, and math skills, better cognitive and social skills and better relationships with classmates than children in lower-quality care. Evaluations have also found that children in these programs, when compared to similar peers who did not have early learning opportunities, were less likely to drop out of school, repeat grades, need special education or be incarcerated. The Department's early childhood team works in collaboration with AEAs, local school districts and districts' community partners to implement and monitor the program.

What we're doing to achieve results: The Department utilizes student state aid to provide funding for all interested four-year-old children in Statewide Voluntary Preschool Programs for Four-Year-Old Children. Although state aid funding is based on certified enrollment of four-year-old children, children older and younger than four years of age are able to participate when space and a funding source are secured. Figure 1 provides data regarding district participation and child enrollment through 2021-22.

Figure 1. Preschool Enrollment Count/Certified Enrollment

	2018-19	2019-20	2020-21	2021-22
Number of New Districts Awarded	0	1	1	1
Number of Participating Districts**	323	321	322	323
Number of Children Funded	25,215	25,332	22,877	24,462

Source: Iowa Department of Education, Student Reporting in Iowa, Fall 2021 files.
**Note: Number of districts may vary due to district mergers.

To provide effective early childhood programs for young children, it is essential to have highly qualified teachers providing instruction, as well as quality program standards for evaluation of preschool programs. Districts participating in the Statewide Voluntary Preschool Program for Four-Year-Old Children are required to adhere to one of the following sets of program standards: Head Start Program Performance Standards, Iowa Quality Preschool Program Standards (IQPPS) or the National Association for the Education of Young Children (NAEYC) Accreditation Criteria and Assessment Standards. The implementation of locally determined program standards is reported by districts and reviewed by the Department annually as part of the preschool desk audit phase of Differentiated Accountability.

Specifically:
- The Department continues to conduct on-site monitoring visits focused on the implementation of the IQPPS during the second year of implementation. In 2021-22, six district preschool programs were visited.
- The Department has transformed preschool monitoring activities to include the use of a PK-12 reporting system informing Differentiated Accountability school improvement efforts. This transition to utilizing the Consolidated Accountability and Support Application (CASA) has promoted a comprehensive and streamlined PK-12 reporting system among district stakeholders.
  - The Department has implemented an electronic desk audit process using a web-based platform for monitoring across PK-12 programming.
- The Department has continued to promote training focused on assessment and universal tier instruction to build the capacity of the AEA early childhood and district preschool staff to support efforts in increasing student achievement.

Another essential component of quality early childhood programming includes the implementation of the Iowa Early Learning Standards (IELS), which encompass what children should know and be able to do at entry into kindergarten. The IELS are aligned with the Iowa Academic Standards for kindergarten to provide a seamless system of the infant, toddler, preschool and school-age learning standards. The IELS third edition. represents eight development and content areas and includes five alignment tables (IELS with English language arts, fine arts, math, science and social studies kindergarten standards) to support early childhood and early elementary teachers with planning and instructional design activities.

Results

A total of 323 districts provided the Statewide Voluntary Preschool Program for Four-Year-Old Children in 2021-22. A total of 24,462 preschool children were funded in these quality preschool programs.

Performance Measure: Percent of children entering kindergarten at or above benchmark in beginning literacy skills using the *Formative Assessment System for Teachers (FAST)* early literacy screening assessments for kindergarten*.

*Given the availability of more comprehensive data, this measure was revised to include all approved early literacy screening assessment data including *FAST*.

**Performance Goal/Target:** 73 percent target for 2021-22

What was achieved: Kindergarten Literacy Assessment data were collected and analyzed in accordance with 2012 legislation. This required local school districts to administer a universal screener

for literacy or other universal screeners approved by the Department. The early literacy screening assessments include measures of concepts of print, onset sounds, letter names and letter sounds.

Figure 2 represents historical data of the performance of kindergarten students in public schools scoring at or above benchmark on the *FAST* early literacy screening assessments for kindergarten in the fall of 2017-2019. Data for 2020 and 2021 represents performance of kindergarten students in public schools on all approved early literacy screening assessments for kindergarten.

Figure 2. Percent of Students Entering Kindergarten at or Above Benchmark in Beginning Reading Skills Using an Approved Early Literacy Screening Assessment Measure
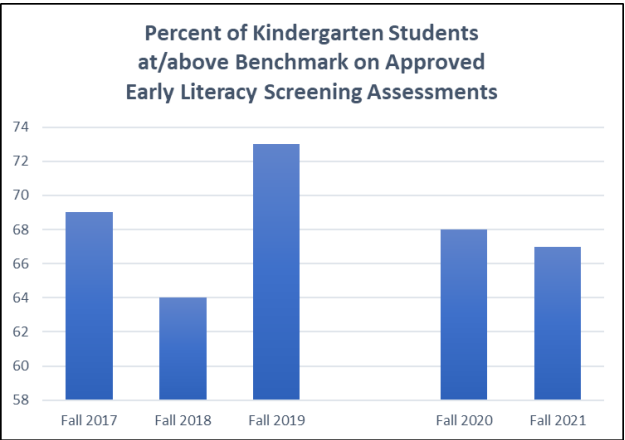
Source: Iowa Department of Education, FastBridge Learning State Data Files, Fall 2017-2019; Panorama Student Data System, 2020, 2021
Note. Gap reflects a revised data set based on additional assessment data availability.

Discussion of Data:
In 2021-22, 40,600 kindergarten students were assessed using an approved early literacy screening assessment for kindergarten. Of these kindergarten students, 26,729 students (or 67 percent) scored at or above the benchmark on an approved early literacy screening assessment.

KEY RESULTS

CORE FUNCTION – STRATEGIC GOAL

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

Strategic Goal: All PK-12 students will achieve at a high level.

Name: <u>Multi-Tiered System of Support</u>

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

Why are we doing this: Assessment data has consistently indicated the need for a systemic approach to addressing students' learning in Iowa. According to an extensive meta-analysis, John Hattie (2017) ranked MTSS near the top of the list of practices with the greatest impact on student achievement, especially with students who were struggling. Given this, Iowa selected MTSS as a critical framework to support all students.

What is different about MTSS in Iowa: Iowa's MTSS framework is the ultimate equalizer in educational access and attainment of student success. The foundation of MTSS is providing educators with the knowledge and skills they need to meet every student where they are and to support them to realize their academic and non-academic potential. MTSS in Iowa is embedded in *Differentiated Accountability*. There are five conceptual areas within *Differentiated Accountability* (in **bold**) that encompass the critical components of MTSS (in ***italics***):

1. ***Assessment and Data-Based Decision-Making***. This includes established comprehensive assessment systems that support student learning (includes ***universal screening*** and ***progress monitoring***) and data-based decision-making practices at both the system and student level.
2. ***Evidence-Based Universal Tier of Instructio***n. This includes standards-based, research/evidence-based instruction to meet the needs of all students, professional learning on Iowa Academic Standards and Iowa's Social-Emotional Learning Competencies and the building blocks that create the infrastructure of universal instruction.
3. ***Evidence-Based Supplemental and Intensive Tiers Intervention System***. This includes the diagnosis and identification of specific learning needs of individual students (across all subgroups), as well as groups of students, how to design instruction to address identified student need(s) and how to effectively deliver instruction to maximize student engagement and achievement.
4. **Leadership**. This includes professional learning in distributed leadership, research/evidence-based practices and competencies in instructional programming and systems work within continuous improvement and MTSS.

5. **Infrastructure**. This includes the school/district structures necessary for continuous improvement and MTSS professional learning on effective structures for professional learning, program evaluation practices, effective community and family engagement and system functioning (e.g., resources, scheduling, alignment) and effective management of financial resources.

What we're doing to achieve results: We began this work in the 2013-14 school year with a fraction of Iowa's schools. Since then, we have expanded the K-3 literacy work across all schools and included not only training in universal screening/progress monitoring, but also work in the first three conceptual areas in Differentiated Accountability. Due to the COVID-19 pandemic, for the 2020-2021 school year districts and schools were expected to continue their existing efforts to implement MTSS, as they had extensive resources and tools to do so from previous school years. Development and implementation efforts by the Department of Education therefore focused on accelerating learning to address unfinished learning and social-emotional-behavioral health within an MTSS, including:
- Development of:
  - A new framework for accelerating student learning.
  - An infographic with linked resources and tools for implementing the accelerated learning framework.
  - An infographic and linked online modules for learning and implementing social-emotional-behavioral health strategies.
  - A set of resources to support schools in selecting evidence-based practices.
- Delivery of MTSS statewide through:
  - AEAs who engage schools in accelerating learning and social-emotional-behavioral health resources.
  - Regular webinars.
  - Dedicated website for MTSS implementation tools.
  - Dedicated website for accelerating learning and social-emotional-behavioral health modules.

Results

The below areas are used to track the progress of statewide implementation over time and are updated for 2021-22:
- A total of 327 public districts and 95 nonpublic schools reported using a valid and reliable universal screening tool for K-3 students in fall 2021-22. This translates into approximately 148,629 screened in grades K-3.
- The percent of K-3 learners screened with a valid and reliable FAST universal screening assessment in public schools was 98 percent in fall 2021-22.
- The share of Iowa public students in kindergarten through third grade who met or surpassed benchmarks used to measure statewide progress in reading increased from 61 percent to 64 percent from fall to spring 2021-2022.

Resources: State and Federal Funds

KEY RESULTS

CORE FUNCTION – STRATEGIC GOAL

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

Strategic Goal: Individuals will pursue postsecondary education to drive economic success.

Name: Preparing Productive Citizens for Rewarding Careers

Description: The Department has a number of efforts intended to support students in their pursuit of postsecondary credentials in college parallel programs and rewarding careers, particularly in high-wage, high-demand fields.

Why are we doing this: Research indicates the jobs being created in Iowa today increasingly require postsecondary education or training. For the state's workforce to remain globally competitive and individuals to have rewarding careers with economic security, more Iowans need greater levels of skill attainment. Meeting this challenge is a moral and economic imperative.

What we are doing to achieve results: The Division of Community Colleges and Workforce Preparation is implementing a series of efforts to help students explore rewarding careers and earn postsecondary credentials aligned with labor market needs, including supporting the expansion of college credit opportunities for high school students, supporting the expansion of the college and career transition counselor initiative, encouraging the development of guided pathways to get students on the right career path to meet their goals, creating direct articulation opportunities with four-year institutions for next level of postsecondary attainments, facilitating the implementation of skilled worker preparation programs, increasing work-based learning opportunities for students, and enhancing[BJ[1] community college accountability – for student education – through the facilitation of third-party industry credentials and workforce outcome reporting.

The Department has been aggressively implementing CTE legislation to ensure consistent and equitable access to high-quality CTE programs that are efficiently delivered regionally and aligned with economic demand and that address three major themes: enhancing career and academic planning, ensuring CTE programs are high quality and aligned with industry needs and facilitating regionalization around CTE regional partnerships.

As part of the statewide system of Regional Planning Partnerships (RPPs), community colleges, school districts, area education agencies, representatives of economic and workforce development organizations and business and industry are working together to ensure students graduate from high school ready for college and careers.

State CTE reimbursement funds are available to the RPPs for eligible uses, including:
- Convening, leading and staffing the regional CTE planning partnership.
- Offering regional CTE professional development opportunities.
- Coordinating and maintaining a postsecondary opportunity guidance system.
- Purchasing equipment on behalf of school districts and community colleges.

In FY22 the following efforts have been underway:
- School districts have (a) chosen a career information system (CIS) from a selected list of vendors that meet established career development standards; (b) developed a district

career guidance plan that includes district personnel, as well as external stakeholders, including the community college intermediary network representatives; and (c) had every eighth-grader complete an individual career and academic plan (ICAP) using the chosen CIS.

○ Fifteen (15) RPPs, which approximately align to the 15 community college regions, continued the work they started in 2018. They have collectively engaged in the following: (a) updated their FY22 multi-year plans for ensuring all Iowa students have access to high-quality secondary CTE education; (b) updated budgets and expenditure plans that are tied to RPP multi-year plans; (c) reviewed the fourth annual cycle of individual district CTE program reviews.

At the community college level, the Department continued to implement skilled worker preparation programs, including Pathways for Academic Career and Employment (PACE), Gap tuition assistance, Accelerated Career Education (ACE) infrastructure, Workforce Training and Economic Development (WTED), work-based learning intermediary networks, and adult education and literacy (AEL) programs. In addition, federal adult education funds are utilized to competitively expand proven Integrated Education and Training (IET) models, and recent emphasis and support have been directed toward IET programs designed for English language learners (i.e., Integrated English Literacy and Civics Education - IELCE).

The Department also expanded career pathway development through collaborative efforts with businesses and sector partnerships in a wide range of industries, most recently for energy careers in FY22 and transportation in FY23, which can be viewed at Educate.Iowa.gov. The need was identified during these career pathway projects to expand access to quality work-based learning opportunities within these critical industries. Additional resources have also been developed in partnership with business and industry partners to help employers and educators better understand the process to plan, build and support a wide range of work-based learning opportunities across the state.

A new type of college parallel programs was introduced in FY20: transfer major programs. These college parallel programs allow specific emphasis in many program areas and are designed for direct articulation with baccalaureate degree programs in four-year colleges and universities. In fall 2022, the community colleges had 4,875 enrolled transfer major students, up from 3,841 in fall 2021. Popular transfer majors include: business, psychology, elementary education, criminal justice, biology, and secondary education.

To support program improvement and success, the Department continued to enhance the reporting of student outcomes through its Management Information System (MIS) and the implementation of the Voluntary Framework for Accountability (VFA), which now reports on all existing cohorts for both credit and noncredit education. The list of annual student success reports published by the Department has expanded from the credit educational outcomes report to the noncredit and developmental education arenas. Additionally, work continues on industry certification data exchange projects and the development of web-based data visualization tools.

Results

FY22 was the sixth year of implementation for the new CTE legislation. The following results were achieved:
- Regional Planning Partnerships with approved four-year strategic plans: 100 percent.
- Secondary CTE funds expended by RPPs on eligible claims: 100 percent.
- Percentage of eighth-grade students who developed an ICAP: 84.3 percent.

- Percentage of 9-12 grade students who reviewed and revised the ICAP: 69.7 percent.
- Percentage of 8-12 grade students who identified postsecondary and career options and goals: 69.0 percent.
- Percentage of 8-12 grade students who reviewed an updated ICAP with a district internal team member: 67.9 percent.
- Percentage of 8-12 grade students who completed all five essential components of the ICAP: self-understanding, career information, career exploration, postsecondary exploration, and career and postsecondary decision: 51.9 percent.

College credit opportunities for high school students:
- Joint enrollment: 50,082 students.
  - Change from prior year: 5.8 percent increase
  - Average semester hours: 8.5 semester hours per student.
  - Earned degrees: 1,804 students (includes associates, diplomas, and certificates).

Skilled worker preparation program FY22 results:
- PACE support (career, educational, personal)
  - 2,991 instances of program support
  - 2,867 approved participants
  - 50 Sector partnerships
  - 971 industry credentials earned
- GAP tuition assistance
  - 2,646 applicants
  - 1,163 approved participants
  - 612 industry credentials earned
- Adult Education and Literacy Enrollment
  - 9,328 eligible participants
- Workforce Training and Economic Development Fund
  - 64,998 participants
  - 3,551 businesses
  - 56,098 credentials earned
- Work-based Learning Intermediary Network
  - 92,987 work-based learning experiences
  - 2,796 educator experiences
  - 3,362 Business partners

Community college performance reporting results:
- Community colleges participating in VFA and with published reports: 100 percent.
- Community colleges receiving program employment outcomes and student success data: 100 percent.

Data Sources: The Department's Web-based Community College Management Information System (WebMIS); the Department's Consolidated Accountability Support Application (CASA) and Consolidated School Improvement Plan (CSIP).

Resources: State Funds and Federal Grant Funds

KEY RESULTS

CORE FUNCTION – SERVICE/PRODUCT/ACTIVITY

Core Function: Library Services

Strategic Goal: Administration of Statewide Programs

Name: Percentage of Accredited Public Libraries

Description: The Standards and Accreditation Program exists to encourage the ongoing development of high-quality public library services in Iowa. Accreditation is based on the 85 standards in the sixth edition of "In Service to Iowa; Public Library Standards."

Why we are doing this: Iowa's voluntary public library standards program was established to give public libraries a tool to identify strengths and areas for improvement. It is also used to document the condition of public library service in Iowa, to distribute Direct State Aid funding, and to meet statutory requirements.

What we're doing to achieve results: In Service to Iowa: Public Library Standards is the manual for the State Library of Iowa's standards program. First published in 1985, the manual was updated to the 6th edition for FY17. Continual updates to the accreditation standards ensure the standards meet the changing needs of Iowa's public libraries.

Results

What was achieved: The accreditation process is extensive and requires a strong, ongoing local commitment to extensive library services. To be accredited, a library must meet 47 required measures and an additional 20 locally selected standards in the areas of library governance, administration and funding, staffing, collections, services, public relations and access and facilities. To remain accredited, a library must reaffirm eligibility every three years. In FY22, 72 percent of Iowa's public libraries were accredited.

Data Source: State Library of Iowa internal Access databases

Resources: State appropriation funds for Direct State Aid and Federal Grant Funds to administer the program

Core Function – Resource Management

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of payments for state aid, federal funds, and other allocations sent out to local school districts, community colleges and other customers in accordance with state and federal regulations	100%	100%	**What Occurred:** All payments from state and federal funds required to be distributed to outside agencies were distributed to such agencies per federal and state law. **Data Source:** Consolidated Accountability and Support Application (CASA) and Iowa Department of Education, Division of Finance and Administrative Support Services, Chief Financial Officer
2. Percent of school districts participating in a statewide student data system	100%	100%	**What Occurred:** All districts submit data to the Department using a secure, automated and modernized standards-based data collection system. The Department has an standards-based application which collects data in real-time and point in time reporting. Snapshot reporting is the source for Student Reporting in Iowa (SRI) collection and Certified Enrollment which drives school funding. **Data Source:** Iowa Department of Education
3. Percent of community colleges participating in the community college management information system (CC MIS)	100%	100%	**What Occurred:** All community colleges participate in and utilize the Management Information System (MIS). Examples of reports based on MIS data include the Condition of Iowa's Community Colleges Report, the Fall Enrollment Report, the Joint Enrollment Report, Education Outcomes Reports for both credit and noncredit education and training programs, and skilled worker and job creation fund programs.

			Data Source: Iowa Department of Education, Division of Community Colleges and Workforce Preparation

Services, Products or Activities: Financial Resource Allocation to Early Childhood, K-12 and Community Colleges

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of state and federal funds distributed according to the formula prescribed by the funding source	100%	100%	**What Occurred:** All state and federal funds required to be distributed to outside agencies were distributed to such agencies per federal and state law. Steps were taken to ensure that categorical funding was not being used to supplant other functioning, except as authorized. **Data Source:** Consolidated Accountability and Support Application (CASA) and Iowa Department of Education, Division of Finance and Administrative Support Services, Chief Financial Officer
2. Percent of state and federal funds distributed using the correct data to determine distribution	100%	100%	**What Occurred:** All state and federal funds required to be distributed to outside agencies were distributed to such agencies per federal and state law. Steps were taken to ensure that categorical funding was not being used to supplant other functioning, except as authorized. **Data Source:** Consolidated Accountability and Support Application (CASA) and Iowa Department of Education, Division of Finance and Administrative Support Services, Chief Financial Officer

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of districts reporting data required under EDFacts, a United States Department of Education (USED) data collection system.	100%	100%	**What Occurred:** The Department works with districts to submit timely and accurate data to be aggregated/summarized for submission to the EdFacts collection system. This collection allows the Department to aggregate data for state and federal reporting requirements, policy development, and accountability at the local, state and federal levels. **Data Source:** Iowa Department of Education, Bureau of Information and Analysis Services
2. Percent of state and federal reporting requirements met by the Department for accountability and information purposes	100%	100%	**What Occurred:** The Department works with districts to submit timely and accurate data to be aggregated/summarized. These data are used to meet different state and federal reporting requirements. The Iowa School Performance Profiles (ISPP) website is updated annually to meet state and federal accountability requirements. The Department has multiple websites which provide important information to Iowa school districts, parents, and the public about the performance of its district, schools, and students. These websites are built using aggregate information from this modernized infrastructure. These include the ISPP, Iowa Postsecondary Readiness reports, and Annual Condition of Education report website. **Data Source:** Iowa School Performance Profiles

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
3. Percent of internal operations in the Department conducted in accordance with Generally Accepted Accounting Principles. (GAAP)	100%	100%	**What Occurred:** Department creates financials and postings based on cash basis and then submits data to the state of Iowa GAAP team to adjust back to GAAP reporting. **Data Source:** Iowa Department of Education, Bureau of Accounting

Core Function – Education
Provide technical assistance and professional development to increase capacity at the local level.

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of students in grades K-3 at or above benchmark on an approved universal screening measure in the spring.	70%	64%	**What Occurred:** School districts are required to administer a valid and reliable screening instrument, as prescribed by the Department, to every kindergarten - 3rd grade student enrolled in the district at the beginning of the academic year. Early literacy strategies for K-3 are provided in regional professional learning offered as part of statewide Differentiated Accountability activities for continuous improvement. The Department will continue to focus on helping assure that K-3 instruction is high quality by aligning assessment, curriculum, and instruction, including evidence-based strategies. **Data Source:** Iowa Department of Education, Panorama Student Success Fall 2021 data files, Success Healthy Indicator #3
2. Percent of children entering kindergarten at or above benchmark in beginning early literacy skills using an approved	70%	67%	**What Occurred:** School districts are required to administer a valid and reliable universal screening instrument, as prescribed by the Department, to every kindergarten student enrolled in the district at the beginning of the academic year.

universal screening measure.			Statewide early childhood efforts to increase proficiency of literacy skills include implementation of the Iowa Quality Preschool Program Standards, the National Association for the Education of Young Children Program Standards and Accreditation Criteria, and the Head Start Program Performance Standards. Early literacy strategies for K-3 are also provided in regional professional learning offered as part of statewide Differentiated Accountability activities for continuous improvement. The Department will continue to focus on helping assure that preschool programs are high quality by aligning assessment, curriculum, and instruction, including evidence-based strategies addressing early literacy in preschool. **Data Source:** Iowa Department of Education, Panorama Student Success Fall 2021 data files
To Improve Student Achievement			
1. Percent of Iowa 4th graders proficient or higher in English Language Arts on the Iowa Statewide Assessment of Student Progress.	71.2%	72.7%	**What Occurred:** The Iowa Statewide Assessment of Student Progress (ISASP) was required by the legislature in the 2018 legislative session. ISASP assessments were given for the first time in spring 2019. The ISASP is more closely aligned with the Iowa Core and sets a new baseline for measurement of statewide results. Panels of educators recommended more rigorous standards that were adopted by the State Board of Education. Results are from Spring of 2022. **Data Source:** Iowa School Performance Profiles
2. Percent of Iowa 8th graders proficient or higher in English Language Arts on the Iowa Statewide Assessment of Student Progress.	70.8%	74.1%	**What Occurred:** Assessment administered in spring 2022. Results show the latest data available about statewide student performance. **Data Source:** Iowa School Performance Profiles

3. Percent of Iowa 11th graders proficient or higher in English Language Arts on the Iowa Statewide Assessment of Student Progress.	71.9%	68.9%	**What Occurred:** Assessment administered in spring 2022. Results show the latest data available about statewide student performance. **Data Source:** Iowa School Performance Profiles
4. Percent of Iowa 4th graders proficient or higher in mathematics on the Iowa Statewide Assessment of Student Progress.	69%	68.4%	**What Occurred:** Assessment administered in spring 2022. Results show the latest data available about statewide student performance. **Data Source:** Iowa School Performance Profiles
5. Percent of Iowa 8th graders proficient or higher in mathematics on the Iowa Statewide Assessment of Student Progress.	69.1%	65.3%	**What Occurred:** Assessment administered in spring 2022. Results show the latest data available about statewide student performance. **Data Source:** Iowa School Performance Profiles
6. Percent of Iowa 11th graders proficient or higher in mathematics on the Iowa Statewide Assessment of Student Progress.	64.7%	59.2%	**What Occurred:** Assessment administered in spring 2022. Results show the latest data available about statewide student performance. **Data Source:** Iowa School Performance Profiles
7. Percent of Iowa 8th graders proficient or higher in science on the Iowa Statewide Assessment of Student Progress.	57%	62.6%	**What Occurred:** Assessment administered in spring 2022. Results show the latest data available about statewide student performance. **Data Source:** Iowa School Performance Profiles
8. Percent of Iowa 10th graders proficient or higher in science on the Iowa Statewide	63%	62.8%	**What Occurred:** Assessment administered in spring 2022. Results show the latest data available about statewide student performance. **Data Source:** Iowa School Performance Profiles

Assessment of Student Progress.			
9. Average attendance rates in grades K-8	94.8%	92.8%	**What Occurred:** The Department reports attendance rates annually based on data collected from districts. **Data Source:** Student Reporting in Iowa (SRI)
10. High school graduation rate	92.8%	90.2%	**What Occurred:** The Department reports graduation rates based on cohorts of students and the ability to connect data across time to report the number of students who complete high school in 4 or 5 years. **Data Source:** Iowa School Performance Profiles
11. High school graduation rate for Hispanic students	89.5%	81.0%	**What Occurred:** The Department reports graduation rates based on cohorts of students and the ability to connect data across time to report the number of students who complete high school in 4 or 5 years. **Data Source:** Iowa School Performance Profiles
12. High school graduation rate for African-American students	86.6%	77.8%	**What Occurred:** The Department reports graduation rates based on cohorts of students and the ability to connect data across time to report the number of students who complete high school in 4 or 5 years. **Data Source:** Iowa School Performance Profiles
13. High school graduation rate for white students	94.5%	92.6%	**What Occurred:** The Department reports graduation rates based on cohorts of students and the ability to connect data across time to report the number of students who complete high school in 4 or 5 years. **Data Source:** Iowa School Performance Profiles
14. High school graduation rate for students with disabilities	76.4%	79.7%	**What Occurred:** The Department reports graduation rates based on cohorts of students and the ability to connect data across time to report the number of students who complete high school in 4 or 5 years.

			Data Source: Iowa School Performance Profiles
15. High school graduation rate for English language learner students	86.5%	75.6%	**What Occurred:** The Department reports graduation rates based on cohorts of students and the ability to connect data across time to report the number of students who complete high school in 4 or 5 years. **Data Source:** Iowa School Performance Profiles
16. High school graduation rate for low socioeconomic status students	88.3%	82.3%	**What Occurred:** The Department reports graduation rates based on cohorts of students and the ability to connect data across time to report the number of students who complete high school in 4 or 5 years. **Data Source:** Iowa School Performance Profiles
To Improve Educator Quality			
17. Percent of teachers in core academic areas appropriately licensed and assigned	100%	100%	**What Occurred:** All teachers are verified through the Fall Basic Educational Data Survey (BEDS) staff collection and linked to the Board of Educational Examiners (BOEE) to determine if staff are appropriately licensed. Approximately 1,600 conditional endorsements were issued, which are still considered appropriately licensed. The conditional endorsement is issued when the teacher has completed 67% of the required coursework and is working to complete requirements. **Data Source:** Basic Educational Data Survey (BEDS), Board of Educational Examiners (BOEE)
Student successfully completing at least two years of postsecondary education			
18. Percent of community college cohort who complete an award within three years or transfer to a four-year institution (success rate)	49%	49.6%	**What Occurred:** The Senior Year Plus program provides Iowa high school students increased access to advanced placement coursework and postsecondary credit, thus giving many students a head start toward a college degree. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation, Community College Management Information System (MIS)

19. Percent of workforce with education beyond high school	IWD has informed us that this will not be available until the fall. FRI goal is 70% by 2025.	62.4%	**What Occurred:** The Department continues to encourage articulation to ease the transition from secondary to postsecondary education. Legislation mandates transfer and articulation efforts between the state's public universities and community colleges. **Data Source:** Iowa Workforce Development, 2021 State of Iowa Laborshed Survey
Student achievement in secondary CTE as measured by Perkins V			
20. The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate.	93%	96.2%	**What Occurred:** 2021 Federal Certified Annual Report (CAR) Reporting **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation
21. CTE concentrator proficiency in the challenging State academics standards as measured by the academic assessments in reading/language arts.	66%	74.7%	**What Occurred:** 2021 Federal Certified Annual Report (CAR) **Data Source:** Iowa Department of Education and Iowa Statewide Assessment of Student Progress (ISASP), Iowa Testing Programs, The University of Iowa
22. CTE concentrator proficiency in the challenging State academics standards as measured by the academic assessments in mathematics.	62%	65.9%	**What Occurred:** 2021 Federal Certified Annual Report (CAR) **Data Source:** Iowa Department of Education and Iowa Statewide Assessment of Student Progress (ISASP), Iowa Testing Programs, The University of Iowa
23. CTE concentrator proficiency in the challenging State academics standards as measured by the academic assessments in science.	58.3%	64.3%	**What Occurred:** 2021 Federal Certified Annual Report (CAR) **Data Source:** Iowa Department of Education and Iowa Statewide Assessment of Student Progress (ISASP), Iowa Testing Programs, The University of Iowa

24. The percentage of CTE concentrators who, in the second quarter after exiting from secondary education or advanced training, military service or a service program.	89.5%	87.5%	**What Occurred:** 2021 Federal Certified Annual Report (CAR) State met 90% of SDLP target of approved state plan. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation
25. The percentage of CTE concentrators in CTE programs and programs of students that lead to non-traditional fields.	14.60%	26.6%	**What Occurred:** 2021 Federal Certified Annual Report (CAR) **Data Source:** Student Reporting in Iowa (SRI), Secondary CTE Reporting Application
26. The percentage of CTE concentrators exiting high school having participated in work-based learning.	7%	10.3%	**What Occurred:** 2021 Federal Certified Annual Report (CAR) **Data Source:** Student Reporting in Iowa (SRI), Secondary CTE Reporting Application
27. The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program.	70%	78.1%	**What Occurred:** 2021 Federal Certified Annual Report (CAR) **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation, Community College Management Information System (MIS) Team
28. The percentage of CTE concentrators who receive a postsecondary credential during participation in or within 1 year of leaving postsecondary education.	50.3%	58.6%	**What Occurred:** 2021 Federal CAR Reporting **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation, Community College Management Information System (MIS) Team

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
29. The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.	9.8%	15.7%	**What Occurred:** 2021 Federal CAR Reporting **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation, Community College Management Information System (MIS) Team

Services, Products or Activities: Technical Assistant and Professional Development

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of local school districts receiving an annual desk audit	100%	100%	**What Occurred:** Reviewed desk audits in the Consolidated Accountability and Support Application (CASA) System**.** The Department's Bureau of School Improvement's goal is to ensure regulatory responsibilities set forth in state and federal law, rules, and regulations, are used to position the Department, AEAs, LEAs and other agencies and programs to engage in continuous improvement. The implementation of a Differentiated Accountability system has the Department reviewing all districts annually on healthy indicator performance and accountability provisions and then targets the 5 percent of districts needing the most support. **Data Source:** Consolidated Accountability and Support Application (CASA), Iowa Department of Education, Bureau of School Improvement
2. Percent of local school districts visited annually by a school improvement team	100%	100%	**What Occurred:** Visited the 5 percent of districts needing the most support. Visits included meetings with administration and AEA staff assigned to the district. **Data Source:** School Improvement Bureau archives.
3. Percent of charter schools visited annually	100%	100%	**What Occurred:** The Division of Learning and Results reviewed the charter schools and provided a report to the state board regarding the charter schools ability to fulfill their purpose.

by a school improvement team			**Data Source:** Iowa Department of Education, Bureau of School Improvement Charter Schools and Innovation Zone School Report 2021-22 Charter Schools Program Finding and Recommendation Report 2022
4. Percent of reports filed for Competent Private Instruction (every year), Exempt Schools (every two years), and Specially Accredited Schools (every year)	100%	100%	**What Occurred:** The Division of Learning and Results provided technical assistance to parents and districts on competent private instruction. In addition, the division updated the form and handbook to align with code and rule. The division worked with the exempt and specially accredited schools to ensure reports were filed in a timely manner. In addition, the division updated guidance on the website to ensure it aligned with code and rule. **Data Source:** Student Reporting in Iowa (SRI)
5. Focused equity and civil rights visits conducted at LEAs, AEAs, and community colleges each year.	10 school districts 1 community college	10 school districts 1 community college	**What Occurred:** The Division of Community Colleges and Workforce Preparation made one equity visit to Iowa Central Community College. The Division of Learning and Results completed 10 school district equity reviews. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation and Bureau of School Business Operations
6. Percent of Educator Preparation Programs fully reviewed each year according to a seven-year review cycle.	100%	100%	**What Occurred:** The State Board continues to identify "Improving Teacher and Leader Preparation" as one of their priorities. Since the Board has made this priority, standards have been rewritten, processes updated, and monitoring scrutiny increased. The State

			Board monitors the work of the Department to maintain program review integrity. **Data Source:** Iowa Department of Education, 2022 Educator Preparation Updates, and State Board of Education approvals.
A. Implement the Iowa Academic Standards			
8. Percent of 3-11 students' proficient and advanced proficient by grade level on ELA, mathematics and science standards as reported on the new aligned statewide assessment.	Maintenance of FY20 performance (due to impact of COVID-19) *No data collected for FY21 due to COVID-19.	No data available	**What Occurred:** Partnered with Iowa Assessments for continuous improvement on the Iowa Statewide Assessment of Student Progress (ISASP). **Data Source:** Iowa School Performance Profile
9. Research and evidence-based professional learning is offered on the Iowa Core academic standards.	Professional learning offered via in person, live, online, and archived online options embedded within multi-tiered systems of support.	Yes, professional learning was offered online, in person, and archived online embedded within multi-tiered systems of support.	**What Occurred:** Research and evidence based professional learning was provided to accelerate student learning in the Iowa Core Academic Standards. **Data Source:** (1) Enhance Universal Instruction Through Accelerating Learning (2) Accelerating Learning Webinar Series, (3) Universal Instruction Protocol & Guide (4) Iowa e-Learning Central
10. Educators have access to research and evidence-based standards-based professional learning in	100% of educators in the state have access to professional learning that	100% of educators in the state have access to professional	**What Occurred:** The Department partnered with LEAs, AEAs, and IHEs, and information educators to provide resources and training to support delivery of evidence-based instructional practices and content focused critical learning concepts as well as training to use the statewide early warning system (Panorama Student Success).

the Iowa Core academic areas.	is embedded within multi-tiered systems of support.	learning that is embedded within multi-tiered systems of support.	**Data Source:** (1) Evidence-Based Interventions to Accelerate Learning/Address Learning Loss (2) Panorama Academy, (3) ESSA Support Site (MTSS Tools) (4) Iowa BEST Summit 2021 Accelerating Learning Sessions
11. Iowa Academic Standards are reviewed annually as required by Executive Order 83	100% of required K-12 academic standards examined to determine the new review/revision cycle.	100% of required K-12 academic standards were examined to determine a new review/revision cycle.	**What Occurred:** A standards review team performed the annual review. A review schedule has been developed. **Data Source:** Iowa Department of Education, Bureau of Learner Strategies and Supports

B. Build the capacity of AEAs to provide intermediate support

12. Percent of AEAs trained in building intermediate agency capacity.	**100%**	100%	**What Occurred:** The Department worked with the AEA system to build their capacity around standards implementation within multi-tiered systems of support. This has included statewide DE/AEA meetings to build AEA capacity to implement strategies statewide. The role of the Department is to set direction and lead, and the role of the AEAs is to implement. **Data Source:** Iowa Department of Education, Bureau of School Improvement

C. Provide technical assistance for early childhood programs, school districts, AEAs, community colleges, and educator prep programs to support continuous improvement of instruction and implementation of research-based instructional practices

13. Percent of children entering kindergarten at or above benchmark in beginning early literacy	70% kindergarten students at or above	67% kindergarten students at or above	**What Occurred:** In 2021, the Department established a statewide contract for districts and preschool partners to use Individual Growth and Development Indicators, or *myIGDIs*, as an early literacy universal screening assessment in preschool as part of a Multi-Tiered

skills using an approved universal screening measure.	benchmark on fall universal screening measure	benchmark on fall universal screening measure	System of Support (MTSS). Interested programs received technical assistance from both the vendor and the local AEA Early Childhood consultants to successfully administer the voluntary assessment in their preschool programs. This assessment serves as an early warning indicator for young children's language and early literacy skill development; it contributed data for consideration in instructional programming at both the preschool level and in the fall semester of kindergarten. **Data Source:** Iowa Department of Education, Panorama Student Success Fall 2021 data files.
D. Provide auxiliary services including school transportation, nutrition, infrastructure and finance			
14. Lunches served through the summer food service program.	981,648 *SFSP served as the child nutrition food program during the 2020-2021 school year due to COVID-19. Due to these extraordinary circumstances, FY19 was used as the baseline for the FY22 goal**.**	1,926,959	**What Occurred:** During the months of July and August 2021, the USDA Summer Food Service Program (SFSP) was operating under several USDA nationwide waivers due to the pandemic. These waivers allowed for meals to be served in areas not traditionally eligible to provide the SFSP. The waivers also allowed for grab & go meal options, parent pick-up and multi-day meal packs. As a result, the number of SFSP meals served between July 1, 2021 and June 30, 2022 is well above the number of summer meals served pre-pandemic. School meals were provided through the USDA Seamless Summer Option Program, not the SFSP during SY 2021-22 due to the issuance of several additional USDA nationwide waivers. **Data Source:** Iowa Child Nutrition Programs (IowaCNP), the Bureau of Nutrition and Health Services Child Nutrition Programs data system
E. Provide leadership for implementation of high quality secondary and postsecondary CTE programs			
15. Percent of CTE programs approved (~20% each year over 5 years)	80%	82.3%	**What Occurred:** Amount approved after four (4) review cycles. **Data Source:** Iowa Department of Education, Bureau of Career and Technical Education

16. Number of RPPs with approved four-year strategic plans. Number of RPPs with approved four-year strategic plans.	100%	100%	**What Occurred:** All (15) FY23 RPP applications reviewed and approved. **Data Source:** Review and approval of annual application submissions
17. RPP Monitoring and disbursement process are completed	100%	100%	**What Occurred:** All (15) FY23 RPP applications moved from submitted to underway status. All claims approved and sent to accounting for payment. **Data Source:** RPP claims submission
18. State match to Iowa's federal Carl D. Perkins funds is distributed according to the formula prescribed by the funding source	100%	100%	**What Occurred:** 2021-2022 CTE Program enrollments by district by Regional Planning Partnership (RPP) were utilized run through the funding formula of 50% fixed and 50% enrollment share. **Data Source:** RPP fund allocations
19. Review CSIP Assurances	100%	100%	**What Occurred:** Review of Comprehensive School Improvement Plan (CSIP) Assurances to ensure that each district reports data appropriately. **Data Source:** Consolidated Accountability and Support Application (CASA), Iowa Department of Education, Bureau of Career and Technical Education
20. Districts provide yearly ICAP completion based on the 8 elements. (New baseline established for September 2020	100%	100%	**What Occurred:** Districts self-report their ICAP completion data each fall based upon their DCAP plan, district data collection method and CIS reports. **Data Source:** Comprehensive School Improvement Plan (CSIP)
21. Career Information Systems are reviewed, approved, and published on the website.	100%	100%	**What Occurred:** Review team was formed; rubric created and CIS systems were approved and published. **Data Source:** Iowa Department of Education, Bureau of Career and Technical Education

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
22. Number of districts adopting and using a Career Information System to support students' Individual Career and Academic Planning.	86%	96.1%	**What Occurred:** Review of Comprehensive School Improvement Plan (CSIP) data for district CIS information; districts self-report their CIS yearly through CSIP/Consolidated Accountability and Support Application (CASA). **Data Source:** Comprehensive School Improvement Plan (CSIP)

Core Function - Regulation and Compliance

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of school districts maintaining accreditation	**100%**	100%	**What Occurred:** Provided technical assistance to districts and nonpublic schools through superintendent meetings, statewide curriculum meetings, calls, emails and zoom meetings for districts. **Data Source**: Consolidated Accountability and Support Application (CASA), Iowa Department of Education, Bureau of School Improvement
2. Percent of AEAs maintaining accreditation	**100%**	100%	**What Occurred**: Provided technical assistance to AEAs. Eight AEAs received an accreditation visit. The visits included a desk audit and onsite interviews. **Data Source**: Consolidated Accountability and Support Application (CASA), Iowa Department of Education, Bureau of School Improvement
3. Percent of community colleges maintaining accreditation	**100%**	100%	**What Occurred:** All 15 community colleges are accredited by the state and regional bodies. **Data Source**: Iowa Department of Education, Division of Community Colleges and Workforce Preparation
4. Percent of practitioner preparation programs maintaining approval	**100%**	100%	**What Occurred**: Currently all practitioner preparation programs are operating under full approval from the State Board of Education.

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
			Data Source: Iowa Department of Education, Bureau of Community Colleges
5. Percent of practitioners who are appropriately licensed	**100%**	100%	**What Occurred**: All teachers are verified through Basic Educational Data Survey (BEDS) reporting to be appropriately licensed. Approximately 900 conditional endorsements were issued, which are still considered appropriately licensed. The conditional endorsement is issued when the teacher has completed 67% of the required coursework and is working to complete requirements. **Data Source:** Basic Education Data Survey (BEDS) report, BOEE
6. Loss of federal funds from USDE or USDA due to noncompliance with program requirements	**0%**	0%	**What Occurred:** Did not occur. **Data Source:** Iowa Department of Education, Division of Finance and Administrative Support Services, Chief Financial Officer

Services, Products or Activities: Administration of State and Federal Programs to Ensure Compliance with Fiscal and Program Requirements

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of local districts, AEAs, and CCs receiving desk audits annually	**100%**	100%	**What Occurred**: All school districts and AEAs completed desk audits. Provided technical assistance to AEAs districts and districts. All community colleges received an independent audit by an outside auditor and the results of those audits were sent to the DE for review. **Data Source:** Consolidated Accountability and Support Application (CASA), Iowa Department of Education, Bureau of School Improvement
2. Percent of federal programs approved for funding	**100%**	100%	**What Occurred:** All federal programs were approved for funding that sought to receive such funding. **Data Source:** Federal Grant Award Notifications (GAN)
3. Percent of accountability reports completed	**100%**	100%	**What Occurred:** All school districts submitted comprehensive school improvement plans and annual progress reports as required.

			Data Source: Consolidated Accountability and Support Application (CASA)
4.Number of (major) audit exceptions	**100% no major audit exceptions**	100% no major audit exceptions	**What Occurred:** Provided technical assistance to AEAs, districts and nonpublic schools. **Data Source:** Iowa Department of Education, Bureau of School Improvement

Core Function – Library Services

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
Percentage of Iowans who have access through their public library to electronic resources purchased by the State Library	90%	90%	**What Occurred:** The State Library contracted for online resources and libraries linked to them. **Data Source**: Annual Survey

Services, Products or Activities: Purchase statewide access to electronic resources on behalf of Iowa libraries.

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
Number of uses of electronic purchased by the State Library	**10 million searches**	9.6 million	**What Occurred**: State Library of Iowa Strategic Plan FY 18-22: Goal 1 (Information Access), Objective 2, Project 1: Provide a variety of e-resources that patrons can access through their home library. Activity 1 - Identify and acquire resources/online utilities. Activity 2 - Develop and provide e-resource training. Activity 3 - Conduct an e-resources analysis and evaluation.

			Activity 4 – Develop a process for requesting, considering, and acquiring new online resources. **Data Source**: Vendor-provided data

Core Function – Community Coordination and Development

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
Percentage of Iowa public libraries meeting four key standards			**What Occurred:** Provide leadership for Iowa library community; develop and implement plans to improve Iowa library services; administer public library accreditation program based on "In Service to Iowa: Public Library Measures of Quality"; administer certification program for public library directors; administer Direct State Aid program; administer statistics programs; administer federal LSTA funds.
● Certified, trained library director	90%	86%	
● Internet computers for the public	85%	86%	
● Open at least 20 hours per week	85%	80%	
● Provide annual summer reading program for children to sustain skills	90%	86%	**Data Source**: Annual Survey

Services, Products or Activities: Resource Sharing

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
Percent of Iowa public and academic libraries participating in statewide resource sharing programs (Open Access, Access Plus, SILO Locator, SILO interlibrary loan)	90%	88.6%	**What Occurred:** Provide State of Iowa Libraries Online (SILO) Locator and interlibrary loan program; administer programs to partially reimburse libraries for sharing resources. **Data Source**: Annual survey

Services, Products or Activities: Administration of Statewide Programs

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
Percent of accredited public libraries	60%	70%	**What Occurred:** Provide leadership for Iowa library community; develop and implement plans to improve Iowa library services; administer public library accreditation program based on "In Service to Iowa: Public Library Measures of Quality"; administer certification program for public library directors; administer Direct State Aid program; administer statistics programs; administer federal LSTA funds. **Data Source**: Annual Survey
Percent of certified public library directors	90%	86%	**What Occurred:** Provide leadership for Iowa library community; develop and implement plans to improve Iowa library services; administer public library accreditation program based on "In Service to Iowa: Public Library Measures of Quality"; administer certification program for public library directors; administer Direct State Aid program; administer statistics programs; administer federal LSTA funds.

			Data Source: Annual Survey
Percent of public libraries participating in Direct State Aid Program	85%	87%	**What Occurred:** Provide leadership for Iowa library community; develop and implement plans to improve Iowa library services; administer public library accreditation program based on "In Service to Iowa: Public Library Measures of Quality"; administer certification program for public library directors; administer Direct State Aid program; administer statistics programs; administer federal LSTA funds. **Data Source**: Annual Survey
Percent of libraries submitting annual survey data	95%	95%	**What Occurred:** Provide leadership for Iowa library community; develop and implement plans to improve Iowa library services; administer public library accreditation program based on "In Service to Iowa: Public Library Measures of Quality"; administer certification program for public library directors; administer Direct State Aid program; administer statistics programs; administer federal LSTA funds. **Data Source**: Annual Survey

RESOURCE REALLOCATIONS

The Department continues to use technology to reduce operating costs. This includes greater use of the internet and email for providing information and conducting business transactions with local school districts, AEAs, community colleges, and other customers. The use of technology assists us in lowering our costs for postage, printing and supplies. All school districts are now accepting an electronic transfer of funds. We continue to expand electronic data collection for reports and are continuing to expand efforts in the implementation of a data warehouse to provide access to the data we collect. Electronic collection of data is more accurate and reduces the amount of follow-up that had been required in the past. The data warehouse holds great potential for transparent and portable use of data at all levels and between all educational systems. We have also virtually eliminated print copies of official reports by sending or posting them electronically.

We encourage the use of Zoom video conferencing and webinars, making more efficient use of staff time, as well as reduced travel costs for both staff and our education partners. It has enabled us to quickly reach more people with the needed information.

We continue to target staff efforts toward meeting federal requirements with federal resources. By maximizing our staff who are paid with federal resources, federal compliance work can be completed by the same Department staff who are in the local schools completing other reviews for state requirements. The reallocation has assisted us in meeting our requirements with fewer state resources and has enabled us to focus on the programs at the local level.

The State Library of Iowa continues to reallocate funds from print materials to electronic reference and legal resources. Buying power is the key stimulus: The State Library offers Iowans additional reference and legal information resources by purchasing databases rather than books. Other benefits are the timeliness and accuracy of the electronic publications in addition to saving space in the Law Library.

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

AGENCY CONTACT

Copies of the *Iowa Department of Education Performance Report* are available on the Results Iowa web site at http://www.resultsiowa.org. Copies of the report can also be obtained by contacting Earl Whipple at 515-250-3728 or earl.whipple@iowa.gov.

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More comprehensive information and data about education in Iowa can be found in the *Annual Condition of Education Report*.