Performance Report FY 2021

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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 – 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. Central to this effort is achieving the Future Ready Iowa goal of 70 percent of the state's workforce having education or training beyond high school by 2025. Meeting this ambitious benchmark 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 Learning and Results, Office of Operations and Initiatives and two divisions in the Grimes Building: the Division of School Finance and Support Services 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 the Code of Iowa.

The Office of the Director has the primary responsibility for providing leadership for the system of education in Iowa from pre-kindergarten through community college levels. The director provides this leadership in conjunction with the State Board of Education. This Office provides legal services for the Department and has primary responsibility for establishing priorities and coordination of Department activities and initiatives.

The Office of Learning and Results focuses on educator quality; 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. In addition, the Office includes early childhood programs and approval of the postsecondary teacher and administrator preparation programs. 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 Office of Operations and Initiatives includes the Division of School Finance and Support Services, the Division of Community Colleges and Workforce Preparation, and the Bureau of Communications and Information Services. 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.

The Division of School Finance and 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 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, sector partnerships, veterans' education, and the drinking driver education programs offered statewide.

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

RESULTS

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

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

- Quality Preschool
- 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 2021.** 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 – Quality Preschool

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 do children in lower-quality care. Evaluations of well-run early learning programs have also found that children in those programs, unlike similar children who did not have such 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 utilized an application process for grant funds available for the first four years of programming of the Statewide Voluntary Preschool Program for Four-Year-Old Children. In 2011-12, funding for implementation of Statewide Voluntary Preschool Programs became part of the school finance formula for children who were four years of age. Figure 1 provides data regarding district participation and child enrollment through 2020-21.

Figure 1. Preschool Enrollment Count/Certified Enrollment

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of New Districts Awarded	8	2	3	4	0	1	1
Number of Participating Districts**	320	322	322	326	323	321	322
Number of Children Funded	22,269	23,141	23,518	24,610	25,215	25,332	22,877

Source: Iowa Department of Education, Student Reporting in Iowa, fall 2020 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 by which to evaluate the preschool programs. The Iowa Quality Preschool Program Standards (IQPPS) were developed by the Department to ensure the quality of programming in state-funded preschools. The IQPPS were derived from the National Association for the Education of Young Children (NAEYC) Program Standards and Accreditation Criteria; in 2015-16, the standards were revised using updated national guidance and early childhood stakeholder input. The new IQPPS (2017) was approved by the State Board of Education in January 2017, for statewide implementation. 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, IQPPS, or the NAEYC Accreditation Criteria & Assessment Standards.

Specifically:
- The Department continues to conduct on-site monitoring visits focused on the implementation of the IQPPS during the second year of implementation. In 2020-21, two districts 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, universal tier instruction, and early math concepts 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 has included 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 Core to provide a seamless system of the infant, toddler, preschool, and school-age learning standards. The IELS 3rd ed. represents eight development and content areas and includes five alignment documents (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 322 districts provided the Statewide Voluntary Preschool Program for Four-Year-Old Children in 2020-21. A total of 22,877 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.

Performance Goal/Target: 73 percent target for 2019-20; 73 percent target for 2020-21

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 data for the performance of kindergarten students in public schools scoring at or above benchmark on the FAST early literacy screening assessments for kindergarten.

Figure 2. Percent of Students Entering Kindergarten at or Above Benchmark in Beginning Reading Skills Using the FAST Early Literacy Screening Assessments Measure

Percent of Kindergarten Students At/Above Benchmark on Fall Literacy Screening Assessment
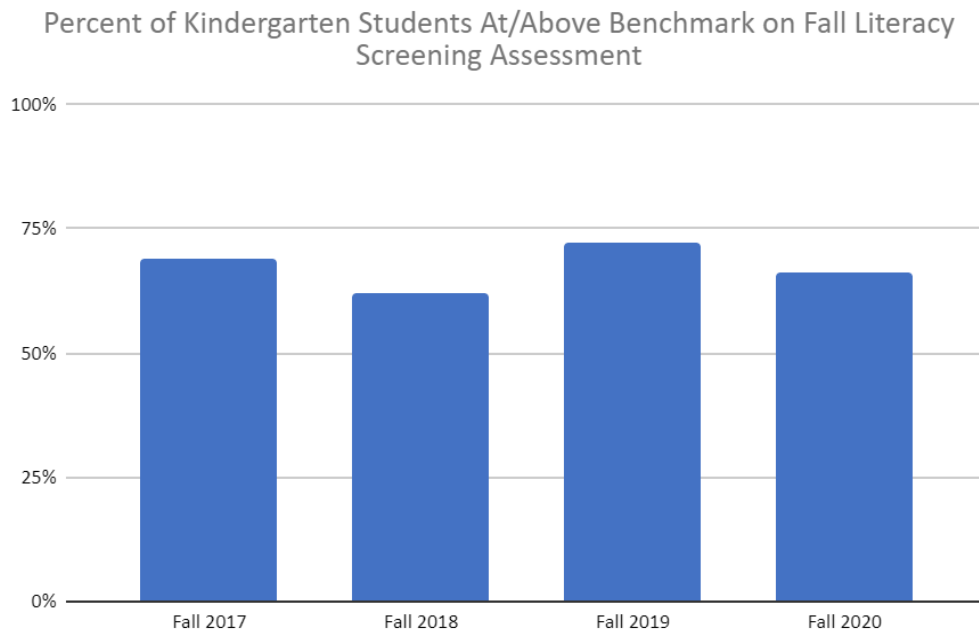
Source: Iowa Department of Education, FastBridge Learning State Data Files, Fall 2017-2020

Discussion of Data:
In 2020-21, 36,112 kindergarten students were assessed using the FAST early literacy screening assessment for kindergarten. Of these kindergarten students, 23,965 students (or 66 percent) scored at or above the benchmark on an approved early literacy screening assessment.

Key Results – Multi-Tiered System of Supports (MTSS)

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: Multi-Tiered System of Support

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 (which includes **universal screening** and **progress monitoring**) and data-based decision-making practices at both the system and student level.
2. ***Evidence-Based Universal 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 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. Because of 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.

- Developed the following:
  - 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
- Delivered and supported the following:
  - A statewide support system with the area education agencies to deliver the 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 2020-21:
- A total of 327 public districts and 112 nonpublic schools reported using a valid and reliable universal screening tool for K-3 students in fall 2020-21. This translates into approximately 148,535 students tested in grades K-3 on the FAST assessments.
- The percent of K-3 learners screened with a valid and reliable FAST universal screening assessment in public schools was 96 percent in fall 2020-21.
- 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 58 percent to 61 percent from fall to spring 2020-2021.

Resources: State and Federal Funds

Key Results – Preparing Productive Citizens for Rewarding Careers

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 post-secondary education to drive economic success.

Name: Preparing Productive Citizens for Rewarding Careers

Description: The Department has a plethora of efforts intended to support students in pursuing postsecondary credentials in leading 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 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. Iowa has a goal of 70 percent of the state's workforce having education or training beyond high school by 2025.

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, 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 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 and aligned with economic demand and that address three major themes of 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 career-ready and college-ready.

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 career guidance system
- Purchasing equipment on behalf of school districts and community colleges

In FY21 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 FY20 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 third annual cycle

of individual districts CTE program reviews. For more details on HF2392 implementation see: https://educateiowa.gov/search-results?search=CTE%20redesign.

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 information technology and business and financial services in FY20 and energy and agriculture, food and natural resources in FY21, which can be viewed at CareerPathways.EducateIowa.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. The first two industries of focus were health science and advanced manufacturing. Although this project was put on hold during the pandemic, additional industry-specific toolkits are planned for release in the years ahead, including for the building trades and transportation.

A new effort was launched in FY20 and continued in FY21 to gather, analyze and present findings for professional health care licensure and certifications across the state. New partnerships were formed for varying licensing boards or agencies, while strengthening current relationships with the Iowa Department of Public Health and other partners. New interactive tables that outline some of the preliminary findings can be accessed at the newly launched site IowaStudentsOutcomes.com. In addition, the Department-sponsored Sector Partnership Leadership Council has expanded its influence through toolkits, guidance documents, continued support of career coach implementation and the Future Ready Iowa website development, and technical assistance provided to regional sector partnership facilitators.

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. For Fall 2021, the community colleges had 3,841 enrolled transfer major students, up from 2,014 in Fall 2020. 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

FY21 was the fifth year of implementation for the new CTE legislation. The following results were achieved:
- Regional Planning partnerships established with bylaws adopted: 15
- Secondary CTE funds expended by RPPs on eligible claims: 100 percent
- Percentage of eighth-grade students who developed an ICAP: 85 percent
- Percentage of 9-12th grade students who reviewed and revised the ICAP: 71 percent
- Percentage of 8-12th grade students who identified postsecondary and career options and goals: 70 percent

- Percentage of 8-12th grade students who reviewed an updated ICAP with a district internal team member: 69 percent
- Percentage of 8-12th grade students who completed all five essential components of the ICAP: self-understanding, career information, career exploration, post-secondary exploration, and career and postsecondary decision: 53 percent

College credit opportunities for high school students:
- Joint enrollment: 47,262 students
- Change from prior year: 8.8 percent decrease
- Average semester hours: 8.4 semester hours per student
- Earned degrees: 1,122 students (includes associates, diplomas, and certificates)

Skilled worker preparation program FY21 results:
- PACE support (career, educational, personal)
  - 2,991 instances of program support
  - 2,697 approved participants
  - 50 Sector partnerships
  - 1,061 industry credentials earned
- GAP tuition assistance
  - 1,787 applicants
  - 958 approved participants
  - 429 industry credentials earned
- Adult Education and Literacy Enrollment
  - 7,645 eligible participants
- Workforce Training and Economic Development Fund
  - 45,304 participants
  - 3,132 Businesses
  - 39,015 credentials earned
- Work-based Learning Intermediary Network
  - 72,175 worksite and core service participants
  - 2,267 Businesses

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

Student Success Rate: 47.9% (Fall 2016 three-year cohort)

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 – Percentage of Accredited Public Libraries

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 FY18, 65 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

PERFORMANCE PLAN RESULTS SUMMARY TABLE

Name of Agency: Department of Education

Agency Mission: Creating excellence in education through leadership and service.

Core Function – Resource Management

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of payments for state aid, federal funds, 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**: CASA and Department workpapers for generating outside agency allocations.
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. **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 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

Service, Product or Activity: Financial Resource Allocation to Early Childhood, K-12 and Community Colleges

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of state and federal funds distributed according to the formula prescribed by the funding source	100%	100%	**What Occurred:** All state and federal funds required to be distributed to outside agencies were distributed to such agencies per federal and state law. **Data Source:** CASA and Department workpapers for generating outside agency allocations.
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. **Data Source:** CASA and Department workpapers for generating outside agency allocations.

Service, Product or Activity: Administration and Leadership

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. **Data Source:** 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 website is updated annual to meet state and federal accountability requirements. **Data Source:** Iowa School Performance Profiles
3. Percent of internal operations in the Department conducted in accordance with Generally Accepted Accounting Principles.	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:** Bureau of Accounting, Department of Education

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	New targets will be set in spring 2022	61%	**What Occurred:** 61% of students grades K-3 scored at or above benchmark during the fall screening window on an approved literacy screening assessment. **Data Source:** Success Healthy Indicator #3
2. Percent of children entering kindergarten at or above benchmark in beginning early literacy skills using the Formative Assessment System for Teachers (FAST).	New targets will be set in spring 2022	66%	**What Occurred:** On the fall screening 66% of students assessed within the screening window scored above benchmark on an approved literacy screening assessment. **Data Source:** Success Healthy Indicator #3
To Improve Student Achievement			
3. Percent of Iowa 4th graders proficient or higher in English Language Arts on the Iowa Statewide Assessment of Student Progress.	New targets will be set in spring 2022	72.7%	**What Occurred:** 61% of students grades K-3 scored at or above benchmark during the fall screening window on an approved literacy screening assessment. **Data Source:** Success Healthy Indicator #3
4. Percent of Iowa 8th graders proficient or higher in English Language Arts on the Iowa Statewide Assessment of Student Progress.	New targets will be set in spring 2022	73.0%	**What Occurred:** 73.0% of students were proficient on the ISASP/DLM in spring 2021. **Data Source:** Iowa School Performance Profiles
5. Percent of Iowa 11th graders proficient or higher in English Language Arts on the Iowa Statewide Assessment of Student Progress.	New targets will be set in spring 2022	73.3%	**What Occurred:** 73.3% of students were proficient on the ISASP/DLM in spring 2021. **Data Source:** Iowa School Performance Profiles

6. Percent of Iowa 4th graders proficient or higher in mathematics on the Iowa Statewide Assessment of Student Progress.	New targets will be set in spring 2022	66.0%	**What Occurred:** 66% of students were proficient on the ISASP/DLM in spring 2021. **Data Source:** Iowa School Performance Profiles
7. Percent of Iowa 8th graders proficient or higher in mathematics on the Iowa Statewide Assessment of Student Progress.	New targets will be set in spring 2022	67.4%	**What Occurred:** 67.4% of students were proficient on the ISASP/DLM in spring 2021. **Data Source:** Iowa School Performance Profiles
8. Percent of Iowa 11th graders proficient or higher in mathematics on the Iowa Statewide Assessment of Student Progress.	New targets will be set in spring 2022	63.7%	**What Occurred:** 63.7% of students were proficient on the ISASP/DLM in spring 2021. **Data Source:** Iowa School Performance Profiles
9. Percent of Iowa 8th graders proficient or higher in science on the Iowa Statewide Assessment of Student Progress.	New targets will be set in spring 2022	63.9%	**What Occurred:** 63.9% of students were proficient on the ISASP/DLM in spring 2021. **Data Source:** Iowa School Performance Profiles
10. Percent of Iowa 10th graders proficient or higher in science on the Iowa Statewide Assessment of Student Progress.	New targets will be set in spring 2022	63.5%	**What Occurred:** 63.5% of students were proficient on the ISASP/DLM in spring 2021. **Data Source:** Iowa School Performance Profiles
11. Average attendance rates in grades K-8	New targets will be set in spring 2022	93.9%	**What Occurred:** K-8 students had a 93.9% average attendance rate during the 2020-21 school year. **Data Source**: SRI merged
12. High school graduation rate	New targets will be set in spring 2022	91.8%	**What Occurred:** 91.8% of students graduated in the Class of 2020. **Data Source:** Iowa School Performance Profiles
13. High school graduation rate for Hispanic students	New targets will be set in spring 2022	84.5%	**What Occurred:** 84.5% of Hispanic students graduated in the Class of 2020. **Data Source:** Iowa School Performance Profiles
14. High school graduation rate for African-American students	New targets will be set in spring 2022	80.7%	**What Occurred:** 80.7% of African-American/Black students graduated in the Class of 2020. **Data Source:** Iowa School Performance Profiles

15. High school graduation rate for white students	New targets will be set in spring 2022	93.8%	**What Occurred:** 93.8% of white students graduated in the Class of 2020. **Data Source:** Iowa School Performance Profiles
16. High school graduation rate for students with disabilities	New targets will be set in spring 2022	76.4%	**What Occurred:** 76.4% of students with disabilities graduated in the Class of 2020. **Data Source:** Iowa School Performance Profiles
17. High school graduation rate for English language learners students	New targets will be set in spring 2022	76.7%	**What Occurred:** 76.7% of English language learners graduated in the Class of 2020. **Data Source:** Iowa School Performance Profiles
18. High school graduation rate for low socioeconomic status students	New targets will be set in spring 2022	85.5%	**What Occurred:** 85.5% of students eligible for free or reduced-priced lunch graduated in the Class of 2020. **Data Source:** Iowa School Performance Profiles
To Improve Educator Quality			
19. Percent of teachers in core academic areas appropriately licensed and assigned	100%	100%	**What Occurred:** All teachers are verified through 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:** BEDS report, BoEE
Students successfully completing at least two years of postsecondary education			
20. Percent of community college cohort who complete an award within three years or transfer to a four-year institution (success rate)	52%	49.7% (FY18 cohort)	**What Occurred:** The percent of the community college cohort (first time in college in fall 2018) completing an award within three years or transferring to a four-year institution was 49.7%. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation
21. Percent of workforce with education beyond high school	IWD has informed us that this will not be available until the fall.	Data available in what occurred	**What Occurred:** 58.9% of Iowans 25-64 years old have completed post-secondary education. 20.1% of Iowans 25 to 64 have some post-secondary education, but have not completed it. **Data Source:** 2020 State of Iowa Laborshed Survey

Student achievement in secondary CTE as measured by Perkins V

22. The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate.	93%	96.24%	**What Occurred:** For reporting year 2020-2021, 96.24% of CTE concentrators graduated high-school as measured by the four-year adjusted cohort graduation rate ESSA/ESEA calculation. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation
23. CTE concentrator proficiency in the challenging State academics standards as measured by the academic assessments in reading/language arts.	66%	74.67%	**What Occurred:** For reporting year 2020-2021, 74.67% of CTE Concentrators achieved proficiency in English Language Arts in the 2020-2021AY. **Data Source:** Iowa Department of Education; Iowa Statewide Assessment of Student Progress (ISASP), The University of Iowa
24. CTE concentrator proficiency in the challenging State academics standards as measured by the academic assessments in mathematics.	62%	65.64%	**What Occurred:** For the reporting year 2020-2021, 65.64% of CTE Concentrators achieved proficiency in Mathematics in the 2020-2021AY. **Data Source:** Iowa Department of Education; Iowa Statewide Assessment of Student Progress (ISASP), The University of Iowa
25. 25CTE concentrator proficiency in the challenging State academics standards as measured by the academic assessments in science	58.3%	64.27%	**What Occurred:** For reporting year 2020-2021, 64.27% of CTE Concentrators achieved proficiency in Science in the 2020-2021AY. **Data Source:** Iowa Department of Education; Iowa Statewide Assessment of Student Progress (ISASP), The University of Iowa
26. 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%	87.29%	**What Occurred:** For reporting year 2020-2021, 87.29% of CTE concentrators after exiting secondary education are in postsecondary education or advanced training, military service, a service program, or are employed; this exceeds the 90% of target rule per Federal Perkins V statute. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation
27. The percentage of CTE concentrators in CTE programs and programs of student that lead to non-traditional fields.	14.60%	19.44%	**What Occurred:** For reporting year 2020-2021, 19.44% of CTE concentrators were in career and technical education programs that lead to non-traditional fields. **Data Source:** Student Reporting in Iowa (SRI), Secondary CTE Reporting Application

28. The percentage of CTE concentrators exiting high school having participated in work-based learning.	7%	16.87%	**What Occurred:** For reporting year 2020-2021, 16.87% of CTE concentrators graduating from high school with a HS diploma participated in Work-Based Learning. **Data Source:** Student Reporting in Iowa (SRI), Secondary CTE Reporting Application
29. 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%	78.10%	**What Occurred:** For reporting year 2020-2021 (2018-2020 cohort), 78.10% of community college CTE concentrators remained enrolled in postsecondary education, are in advanced training, military service, service program, or are employed. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation, Community College MIS Team
30. The percentage of CTE concentrators who receive a postsecondary credential during participation in or within 1 year of leaving postsecondary education	50.3%	58.60%	**What Occurred:** For reporting year 2020-2021 (2018-2020 cohort), 58.60% of community college CTE concentrators received a postsecondary credential during participation in or within 1 year of leaving postsecondary education. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation, Community College MIS Team
31. The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields	9.8%	15.66%	**What Occurred:** For reporting year 2020-2021 (2018-2020 cohort), 15.66% of community college CTE concentrators were enrolled in CTE programs and programs of study that lead to non-traditional fields. **Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation, Community College MIS Team

Services, Products, 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	*No Target data set for FY21 Due to COVID-19	100%	**What Occurred:** Reviewed desk audits in the CASA System. **Data Source:** CASA, email communication and phone log
2.	Percent of local school districts visited annually by a school improvement team	*No Target data set for FY21 Due to COVID-19	0%	**What Occurred:** There were not site visits during the 2020-21 school year due to COVID-19. **Data Source:** School Improvement Bureau archives.
3.	Percent of charter schools visited annually by a school improvement team	*No Target data set for FY21 Due to COVID-19	100%	**What Occurred:** Virtual meetings, email and phone calls to provide technical assistance regarding annual reports and ongoing questions about charter school legislation. **Data Source:** Zoom/Google calendar, Google mail correspondence, and phone log.
4.	Percent of reports filed for Competent Private Instruction (every year), Exempt Schools (every two years), and Specially Accredited Schools (every year)	*No Target data set for FY21 Due to COVID-19	100%	**What Occurred:** Revised guidance placed on the website. Technical assistance regarding reports and procedures provided via phone and email. **Data Source:** Department of Education website, email communication and phone logs.
5.	Focused equity and civil rights visits conducted at LEAs, AEAs, and community colleges each year	*No Target data set for FY21 Due to COVID-19	100%	**What Occurred:** LEA equity desk audits were completed to meet the specifics of the Federal Plan submitted. **Data Source:** Google Docs, email communication and phone logs.
6.	Percent of Educator Preparation Programs fully reviewed each year according to a seven-year review cycle.	*No Target data set for FY21 Due to COVID-19	100%	**What Occurred:** Five educator preparation programs scheduled for review. All five were fully reviewed through the normal preliminary review process and a virtual site visit component. **Data Source:** State of Educator Preparation Report presented to the State Board of Education on Nov. 17, 2021. The report is included in Nov. 17, 2021, State Board Meeting Agenda.

A. Implement the Iowa Academic Standards			
7. 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.	*No Target data set for FY21 Due to COVID-19	See chart (what occurred)	**What Occurred:** ISASP was canceled in the Spring of 2020 due to COVID-19. Therefore, the second administration of the Iowa Statewide Assessment of Student Progress occurred from March 15 - May 28, 2021. 3.4% of Iowa students participated in the unproctored remote testing option. Participation rates: 97.9% in ELA and 97.6% in Math.
8. Research and evidence-based professional learning is offered on the Iowa Core academic standards in 2017-2018.	*No Target data set for FY21 Due to COVID-19		**What Occurred:** (1) Accelerating Learning: An evidence-based framework and associated tools for accelerating learning Iowa's Academic Standards was developed in response to unfinished learning from the 2019-20 school year because of school closures due to the pandemic. (2) American Rescue Plan Act: Elementary and Secondary Emergency School Relief Fund (ESSER III): Initial guidance was developed to support districts and schools in selecting and implementing evidence-based practices that include supporting implementation of Iowa's Academic Standards. **Data Source:** (1) Iowa Department of Education archives, (2) ESSER III Guidance

Grade	ELA	Math	Science
3	49.24%	69.57%	NA
4	72.73%	66.01%	NA
5	64.61%	62.2%	53.75%
6	71.47%	64.95%	NA
7	62.53%	62.5%	NA
8	72.98%	67.4%	63.88%
9	70.95%	59.98%	NA
10	73.83%	62.15%	63.46%
11	73.34%	63.65%	NA

Data Source: Iowa School Performance Profiles

9. Educators have access to research and evidence-based standards-based professional learning in the Iowa Core academic areas.			**What Occurred:** (1) Accelerating Learning: (a) The Accelerating Learning Framework and tools were posted online on a dedicated Return to Learn website. (b) AEA personnel were trained in the tools in order to provide training and coaching. (c) The Department of Education provided webinars on the Framework and tools. (2) ESSER III: (a) The guidance including the selection of evidence-based practices was posted on the Iowa Department of Education website. (b) The Department of Education provided webinars on the guidance. **Data Source:** (1) Iowa Department of Education archives, (2) ESSER III Guidance
10. Iowa Academic Standards are reviewed annually as required by Executive Order 83	*No Target data set for FY21 Due to COVID-19		**What Occurred**: The pandemic and other local, national, and global events prompted the Department to revisit the order of content-areas reviewed. That new schedule is currently being drafted. **Data Source:** Iowa Department of Education archives
B. Build the capacity of AEAs to provide intermediate support.			
11. Percent of AEAs trained in building intermediate agency capacity.	100%	100%	**What Occurred:** Dedicated Return to Learn website and AEA training on tools in order to provide training and coaching to school districts. Also, preparation webinars for Future Ready Iowa and Accelerating Learning webinars. **Data Source:** Iowa Department of Education archives
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.			
12. Percent of children entering kindergarten at or above benchmark in beginning early literacy skills using the Formative Assessment System for Teachers (FAST).	73% kindergarten students at or above benchmark on fall universal screening measure	66%	**What Occurred:** School districts administered an early literacy screening assessment in kindergarten (FAST or other Department-approved assessment screening data reported.) The Department is supporting the implementation of the Iowa Quality Preschool Program Standards and the development of a comprehensive early childhood professional development system for early care, health, and education. The Department continues to provide technical assistance to the Statewide Voluntary Preschool Program for Four-Year-Old Children, which increases the availability of quality preschool programs for four-year-olds across the state. A license for an early literacy screening using the Individual Growth & Development Indicators (IGDIs) for preschool is also available statewide. **Data Source:** Iowa Department of Education

D. Provide auxiliary services including school transportation, nutrition, infrastructure and finance.			
13. Lunches served through the summer food service program	925,000 *SFSP served as the child nutrition food program during the unanticipated school closures related to COVID-19. Due to these extraordinary circumstances, FY19 was used as the baseline for the FY21 goal.	47,624,710	**What Occurred:** School meals were provided through the USDA Summer Food Service Program (SFSP) during SY 2020-21 due to the issuance of several USDA nationwide waivers. The USDA nationwide waivers allowed students to be served no-cost meals during the pandemic. Several data system and process changes needed to be made by the Department's Bureau of Nutrition and Health Services team in order to facilitate the implementation of SFSP as a school meals program. School meals have traditionally been provided through the National School Lunch Program (NSLP). **Data Source**: 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.			
14. Percent of CTE programs approved (~20% each year over 5 years)	60%	60%	**What Occurred:** 60% of all CTE programs were approved through the self-study process. **Data Source:** Internal Department of Education processes
15. Number of RPPs with approved four-year strategic plans. Number of RPPs with approved four-year strategic plans.	100%	100%	**What Occurred:** All 15 RPPs have approved four-year strategic plans **Data Source:** Review and approval of annual application submissions
16. RPP Monitoring and disbursement process are completed	100%	100%	**What Occurred:** All RPPs have been monitored and disbursement processes are completed. **Data Source:** RPP claims submission
17. 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:** The state match for Iowa's federal Carl D. Perkins funds were distributed according to the formula prescribed in the fund source. **Data Source:** RPP Funds allocations

18. Review CSIP Assurances	100%	100%	**What Occurred:** Provided technical assistance to districts and nonpublic schools. **Data Source:** CASA, email communication and phone log.
19. Districts provide yearly ICAP completion based on the 8 elements. (New baseline established for September 2020)	100%	100%	**What Occurred:** All districts reported yearly ICAP completion based on the 8 elements. **Data Source:** CSIP
20. Career Information Systems are reviewed, approved, and published on the website.	100%	100%	**What Occurred:** All Career Information Systems (CIS) were reviewed, approved, and published on the website. **Data Source:** Internal staff review by the Bureau of Career and Technical Education
21. Number of districts adopting and using a Career Information System to support students' Individual Career and Academic Planning	100%	96%	**What Occurred:** 96% of districts adopted and are using a Career Information System to support students' individual career and academic planning. **Data Source:** 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. **Data Source:** CASA, email communication and phone log.
2. Percent of AEAs maintaining accreditation	100%	100%	**What Occurred:** Provided technical assistance to AEAs. **Data Source:** CASA, email communication and phone log
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. **Data Source:** School Improvement Bureau
5. Percent of practitioners who are appropriately licensed	100%	100%	**What Occurred:** All teachers are verified through 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:** 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:** N/A

Services, Products, 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:** Provided technical assistance to AEAs districts and nonpublic schools. **Data Source:** CASA, email communication and phone log.
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 GANs
3. Percent of accountability reports completed	100%	100%	**What Occurred:** All schools districts submitted comprehensive school improvement plans and annual progress reports as required. **Data Source:** 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:** Email communication and phone logs

Core Function – Library Services

Performance Measure (Outcome)	Performance Target	Performance Actual	Performance Comments & Analysis
1. 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, Activities: Purchase statewide access to electronic resources on behalf of Iowa libraries

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Number of uses of electronic purchased by the State Library	10 million searches	9.5 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
1. Percentage of Iowa public libraries meeting four key standards • Certified, trained library director • Internet computers for the public • Open at least 20 hours per week • Provide annual summer reading program for children to sustain skills	90% 85% 85% 90%	86% 86% 81% 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

Services, Products, Activities: Resource Sharing

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of Iowa public and academic libraries participating in statewide resource sharing programs (Open Access, Access Plus, SILO Locator, SILO interlibrary loan)	90%	88.4%	**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, Activities: Administration of Statewide Programs

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. 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

2. 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
3. Percent of public libraries participating in Direct State Aid Program	85%	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
4. Percent of libraries submitting annual survey	95%	94%	**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, area education agencies, 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 lessens the follow-up that had been required in the past. The data warehouse holds great potential for transparent and portable use of data at all levels and between all educational systems. We have also virtually eliminated print copies of official reports and are sending or posting them electronically.

We 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 reach more people, more quickly with the needed information.

We continue to target staff efforts toward meeting federal requirements with federal resources. By maximizing our staff 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.

Iowa Library Services 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, plus space-saving in the Law Library.

Iowa Library Services also continues to increase its use of webinars for meetings and librarian training sessions. This continues to save time and reduce travel costs for staff and participants.

AGENCY CONTACT

Copies of the *Iowa Department of Education Performance Report* are available on the [Results Iowa website](). Copies of the report can also be obtained by contacting Earl Whipple at 515-281-3968 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]()*.