Performance Report

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INTRODUCTION

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

Specifically, we will be reporting on four core functions and related activities:
- Education – Providing technical assistance and professional development to improve instruction at the local level and increase student achievement.
- Regulation and Compliance – Providing stewardship for the education system through accreditation, program approval, fiscal oversight, and federal program oversight.
- Resource Management – Providing the leadership, data for accountability and decision-making, and infrastructure necessary to administer and support agency operations and the system of education in Iowa.
- Library Services – Acquiring, managing, and providing access to information.

Our focus is on ensuring every Iowa learner is safe, healthy, engaged, and prepared. 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.

T education reform effort in Iowa is rooted in ensuring that every classroom is led by an effective teacher. At the forefront of this push is the Teacher Leadership and Compensation system, which is known affectionately throughout the state as TLC. The TLC system will attract and retain great teachers by raising salaries, providing additional support as they enter the profession, and increasing leadership opportunities and collaboration throughout their careers. This initiative has positioned Iowa as the national leader in strengthening the teaching profession.

In addition to supporting and developing our classroom teachers, the Department is also focused on ensuring the effective implementation of rigorous academic standards, as well as developing a system to ensure all students are on track to meet these expectations. Examples of this work include an ongoing review of Iowa's academic standards and the rollout of an early warning system to find reading deficiencies long before they become a problem.

Finally, the Department is focused on ensuring all Iowans have the opportunity to pursue rewarding careers. Examples of this work include implementing the secondary career and technical education redesign, supporting adults in attaining skills needed for careers in high-demand fields, and expanding work-based learning opportunities for students through the Iowa Clearinghouse for Work-Based Learning.

If we are to keep our place in the global economy, we must prepare students who can compete and thrive in the 21st century. If we want to transform Iowa's economy, we must transform Iowa's education system to meet the needs of all students and prepare them to be successful beyond high school graduation.

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 and four divisions in the Grimes Building: the Division of School Finance and Support Services, the Division of Policy and Communications, the Division of Community Colleges and Workforce Preparation, and the Division of Learning and Results. 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 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 the U.S. Department of Agriculture nutrition programs, school health and transportation services, and provides application/technology support in the Department. The Division also provides internal administrative services including payroll, accounting and budgeting, purchasing, inventory, and office support facility management, as well as human resources.

The Division of Policy and Communications provides media and communication services, as well as support for the TLC system and Iowa Learning Online (which closed on June 30, 2020). Communication and Information Services includes the Department's public information officer, maintenance of the Department's website, and implementation of ongoing communication efforts that inform our stakeholders and the public. This Division also provides a liaison function with the Governor's Office, state and federal legislative groups, and the State Board of Education.

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 Division 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 Division oversees many federal programs including, but not limited to, competitive and non-competitive grants in a variety of school program areas, Title I, the Individuals with Disabilities Education Act, Safe and Supportive Schools, and implementation of the Elementary and Secondary Education Act (Every Student Succeeds Act). In addition, the Division includes early childhood programs and approval of the postsecondary teacher and administrator preparation programs. The Bureau of Information and Analysis Services oversees research and evaluation and is responsible for data collection and analysis, including the development of *The Annual Condition of Education Report*.

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 2020**. 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 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 2019-20.

Figure 1. Preschool Enrollment Count/Certified Enrollment

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Number of New Districts Awarded	8	8	2	3	4	0	1
Number of Participating Districts**	319	320	322	322	326	323	321
Number of Children Funded	22,265	22,269	23,141	23,518	24,610	25,215	25,332

Source: Iowa Department of Education, Student Reporting in Iowa, fall 2019 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 2019-20, 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 321 districts provided the Statewide Voluntary Preschool Program for Four-Year-Old Children in 2019-20. A total of 25,332 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 to 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
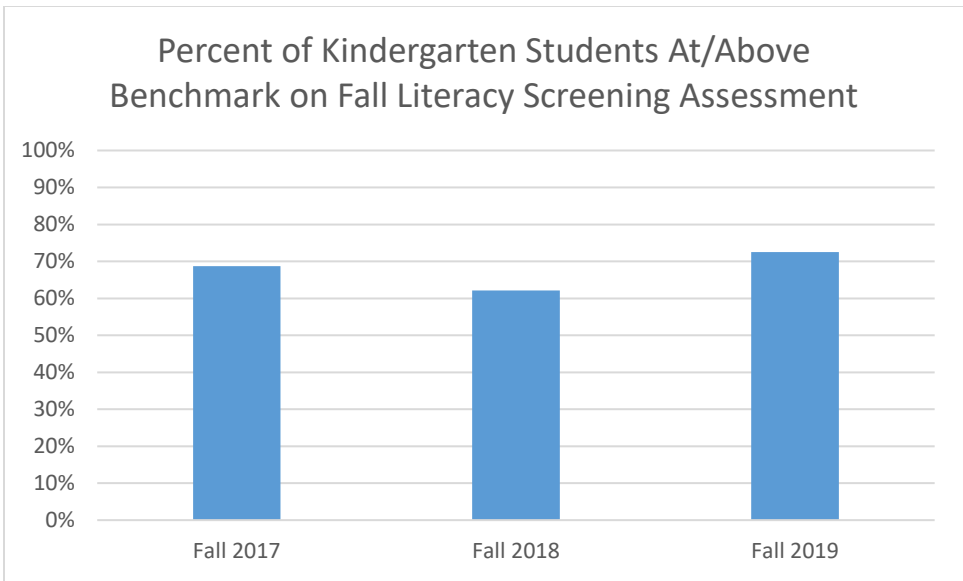
Source: Iowa Department of Education, FastBridge Learning State Data Files, fall 2017-2019

Discussion of Data:

In 2019-20, 40,113 kindergarten students were assessed using FAST early literacy screening assessment for kindergarten. Of these kindergarten students, 29,077 students (or 72 percent) scored at or above 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 (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. Despite the impact of the Covid-19 pandemic that began in March 2020, we were still able to make meaningful progress around MTSS expansion in the 2019-2020 school year:

- Integrated the following:
  - Expanded MTSS resources into Iowa's Every Student Succeeds Act (ESSA) plan
  - Healthy Indicator Reports into Student Success - Iowa's MTSS Platform
  - Social-Emotional-Behavioral Health (SEBH) into online MTSS training modules
- Delivered and supported the following:
  - Regional training for Student Success, Universal Instruction Protocol, Intervention System Protocol, Data Review, and SAMI through Differentiated Accountability
  - Early Warning system expansion to include secondary academics, behavior, and attendance data
  - Universal Instruction Protocol and Facilitation Guide expansion for SEBH and high schools
  - District Self-Assessment of MTSS Implementation [District SAMI]
  - Essential evidence/research-based practices for Return to Learn (R2L) through   regular webinars, R2L School Improvement Team
- Ongoing supports, we:
  - Identified districts in need of Targeted support through ESSA
  - Supported informational webinars throughout the year
  - Continued to work within Collaborating for Iowa's Kids as Iowa's statewide development, delivery, and support system for statewide implementation. This includes literacy, mathematics, and social-emotional-behavioral health
  - Continued the work of reviewing and editing, as necessary, state policies and procedures at the Department
  - Continued to develop tools, protocols, and interventions to be trained and supported through C4K
  - Continued to train and support the Statewide School Improvement Team and members of the Statewide Training Cadre, both comprised of members from the Department of Education and every AEA, to support districts and schools throughout the state
  - Continued to provide site visits for Comprehensive schools and follow-up supports to those schools that had site visits in previous school years
  - Collaborate with AEAs to develop evidence/research-based resources aligned with MTSS for return to Learn

Results

The below areas are used to track the progress of statewide implementation over time and are updated for 2019-20:

- A total of 327 public districts and 71 nonpublic schools reported using a valid and reliable universal screening tool for K-3 students in fall 2019-20. This translates into approximately 147,194 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 98 percent in fall 2019-20.
- 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 68 percent to 70 percent from fall to winter 2019-2020. Due to the COVD-19 pandemic, schools were not

required to administer early literacy implementation universal screening assessments in the spring. As such, no data are available for spring 2020.

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 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 post-secondary 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 but not limited to implementing the secondary career and technical education (CTE) redesign legislation, supporting the expansion of college credit opportunities for high school students, 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, including student education, facilitation for third-party industry credentials and workforce outcome reporting.

Since the passage of House File (HF) 2392 (Iowa Acts Chapter 1108), the Department has been aggressively implementing the new CTE legislation. The goal of the law is to ensure consistent and equitable access to high-quality CTE programs that are efficiently delivered and aligned with economic demand. The law has 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.

Since HF2392 was signed into law in 2016, much work has been done by school district leaders and educators, community college leaders, and other key education and workforce stakeholders. 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 FY20 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 first and second sets of individual districts CTE program reviews. For more details on HF2392 implementation, please use the following link: https://www.educateiowa.gov/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 implementation of HF 473 expanded options for earning high school equivalency diplomas, which became fully integrated with AEL programming in FY19 with numerous community colleges applying to offer high school credit courses to qualifying adults. Additionally, the Department has developed processes that allow the state to offer high school equivalent diplomas to students who have earned postsecondary credentials at accredited domestic and foreign institutions.

The Department also expanded career pathway development through collaborative efforts with businesses and sector partnerships in energy, information technology, advanced manufacturing, and health care, building trades and transportation, distribution, and logistics. The need was identified during these career pathway projects to expand access to quality work-based learning opportunities within these critical industries. Through a grant with the Iowa Department of Public Health, and support of the Iowa Hospital Association and Iowa Health Care Association, the Department developed a health science work-based learning toolkit to help health care providers and educators better understand the process to plan, build, and support a wide range of work-based learning opportunities across the state. Similar guidance was developed for advanced manufacturing through a partnership with the Iowa Association of Business and Industry and Elevate Advanced Manufacturing, with additional industry-specific toolkits planned for release in the years ahead. 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 has been introduced in FY20, transfer major programs. These college parallel programs allow specific emphasis in many programs within the STEM (Science, Technology, Engineering, and Mathematics) area and are designed for direct articulation with baccalaureate degree programs in four-year colleges and universities.

Simultaneously, FY20 brought expanded opportunities for the students who pursue dual credit (secondary and postsecondary) while still in HS. In addition to an already existing plethora of programs, HS students can participate in Summer College Credit Programs, not available through earlier arrangements.

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. 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

FY20 was the fourth 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: 73 percent
- Percentage of 9-12th grade students who reviewed and revised the ICAP: 64 percent
- Percentage of 8-12th grade students who identified postsecondary and career options and goals: 80 percent
- Percentage of 8-12th grade students who reviewed an updated ICAP with a district internal team member: 57 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: 44 percent

College credit opportunities for high school students:
- Joint enrollment: 51,800 students
- Change from prior year: 2.4 percent increase
- Average semester hours: 8.3 semester hours per student
- Earned degrees: 907 students (includes associates, diplomas, and certificates)

Skilled worker preparation program FY20 results:
- PACE support (career, educational, personal)
  - 2,989 instances of program support
  - 2,675 approved participants
  - 50 Sector partnerships
  - 1,536 industry credentials earned
- GAP tuition assistance
  - 1,913 applicants
  - 878 approved participants
  - 415 industry credentials earned
- Adult Education and Literacy Enrollment
  - 9,478 eligible participants
- Workforce Training and Economic Development Fund

- o 73,902 participants
  - o 4,877 Businesses
  - o 61,825 credentials earned
- Work-based Learning Intermediary Network
  - o 90,152 worksite and core service participants
  - o 4,436 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

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 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

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, etc., sent out in accordance with state and federal regulations	100%	100%	**What Occurred:** All payments were made in accordance with state and federal regulations and were paid on the timelines required by those regulations. **Data Source:** Iowa Department of Education
2. Percent of school districts participating in a statewide individual student record system	100%	100%	**What Occurred:** All public school districts in Iowa are participating in Student Reporting in Iowa (SRI), the Department's initiative involving the transfer of individual student records. The mission of the project is to reduce data burden and encourage better decision-making by establishing and maintaining a cost-effective method of accessing and transferring accurate and timely educational information among school districts, postsecondary institutions, and the Department. All children attending a public school district have been assigned a unique student identifier that expedites reporting and creates the means for establishing a longitudinal database at the school, district, and state levels. Student-level data from SRI is loaded into the Department's Data Warehouse (EdInsight) where it can be linked with other data and enable the Department to provide meaningful, new data analysis. **Data Source:** Iowa Department of Education
3. Percent of community colleges participating in the Community College Management Information System (MIS) and Voluntary Framework Accountability	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, and both credit and noncredit education outcomes. Also, 100 percent of the community colleges participate and utilize the Voluntary Framework of Accountability data for benchmarking their performances against similar institutions, both in Iowa and nationally. **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 funds were distributed according to the formulas prescribed by state and federal regulations. **Data Source:** Iowa Department of Education
2. Percent of state and federal funds distributed using the correct data to determine the distribution	100%	100%	**What Occurred:** All funds were distributed using the data required in state and federal statutes. **Data Source:** I3 Accounting and Financial System

SERVICE, PRODUCT OR ACTIVITY: Administration and Leadership			
Performance Measures	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of districts participating in a statewide individual student record system	100%	100%	**What Occurred:** All public school districts in Iowa are participating in SRI, the Department's initiative involving the collection of student data. The mission of the project is to reduce data burden and facilitate better decision-making by establishing and maintaining a cost-effective method of collecting timely education information from school districts. All children attending a public school district have been assigned a unique student identifier that expedites reporting and creates the means for establishing a longitudinal database at the school, district, and state levels. Ongoing training in this system is provided by the Department. **Data Source:** Iowa Department of Education
2. Percent of community colleges participating in the Community College Management Information System (WebMIS)	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
3. Percent of districts reporting data required under EDFacts, a USDE initiative to put performance data at the center of policy, management, and budget decisions for K-12 education programs	100%	100%	**What Occurred:** The Department's SRI includes data elements to meet federal reporting requirements. **Data Source:** Iowa Department of Education; USDE – *EDFacts*

Performance Measures	Performance Target	Performance Actual	Performance Comments & Analysis
4. Percent of state and federal reporting requirements met by the Department for accountability and information purposes	100%	100%	**What Occurred:** The Department has met all of the federal reporting requirements under the National Center of Education Statistics, Common Core Data fiscal, and non-fiscal reports. The Department has also fulfilled the reporting requirements under the Elementary and Secondary Education Act (ESEA). The Department is in the process of implementing several activities designed to generate a unified education data system, establish interconnectivity between entities for analysis and planning, and develop a PK-20W system for tracking individuals throughout their education and into the workforce. In December 2018 the Department launched the Iowa School Performance Profiles website. The Iowa School Performance Profiles are an online tool that shows how public schools and school districts are performing on required measures. This website meets both federal and state requirements for accountability and public reporting. The Iowa School Performance Profiles include school scores, ratings, and additional education data. In November 2020, the Department released an updated version of the Online of Education report. This website allows education stakeholders to dig deeper into interactive enrollment and staffing data at the state and school district levels. A new feature this year includes information on high school course-taking for the graduating classes of 2019 and 2020 across selected courses: algebra II, higher-level mathematics, physics, high-quality computer science, and world languages. **Data Source:** Iowa Department of Education; USDE
5. Percent of internal operations in the Department conducted in accordance with Generally Accepted Accounting Principles	100%	100%	**What Occurred:** All budget and financial operations were conducted in accordance with Generally Accepted Accounting Principles. **Data Source:** I3 Accounting and Financial System; State of Iowa Audit

CORE FUNCTION: Education. Provide technical assistance and professional development to increase capacity at the local level.			
Performance Measure (Outcome)	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. Percent of children entering kindergarten at or above benchmark in beginning literacy skills using Formative Assessment System for Teachers (FAST) or one of the other Department-approved early literacy screening assessments for kindergarten	71%	70.5% (2017-18)	**What Occurred:** 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. School districts administer an early literacy screening assessment in kindergarten (FAST or other Department-approved assessment screening data reported). FY18 data reflect data from fourth-year implementation. **Data Source:** Iowa Department of Education
2. Percent of Iowa 4th graders proficient or higher in English Language Arts	Target to be determined*	70.3% 2018-2019	**What Occurred:** 70.3% of Iowa 4th graders achieved proficiency in English Language Arts in the 2018-2019 school year. **Data Source:** Iowa Department of Education; Iowa Testing Programs, The University of Iowa *Assessment administration in the spring of 2020 was canceled due to COVID-19. Therefore, data from the 2018-19 school year is the latest information available.
3. Percent of Iowa 8th graders proficient or higher in English Language Arts	Target to be determined*	69.2% (2018-2019	**What Occurred:** 69.2% of Iowa 8th graders achieved proficiency in English Language Arts in the 2018-2019 school year. **Data Source:** Iowa Department of Education; Iowa Testing Programs, The University of Iowa *Assessment administration in the spring of 2020 was canceled due to COVID-19. Therefore, data from the 2018-19 school year is the latest information available.
4. Percent of Iowa 11th graders proficient or higher in English Language Arts	Target to be determined*		71.2% 2018-2019	**What Occurred:** 71.2% of Iowa 11th graders achieved proficiency in English Language Arts in the 2018-2019 school year. **Data Source:** Iowa Department of Education; Iowa Testing Programs, The University of Iowa

			*Assessment administration in the spring of 2020 was canceled due to COVID-19. Therefore, data from the 2018-19 school year is the latest information available.
5. Percent of Iowa 4th graders proficient or higher in mathematics	Target to be determined*	72.2% 2018-2019	**What Occurred:** 72.2% of Iowa 4th graders achieved proficiency in mathematics in the 2018-2019 school year **Data Source:** Iowa Department of Education; Iowa Testing Programs, The University of Iowa *Assessment administration in the spring of 2020 was canceled due to COVID-19. Therefore, data from the 2018-19 school year is the latest information available.
6. Percent of Iowa 8th graders proficient or higher in mathematics	Target to be determined*	71.5% 2018-2019	**What Occurred:** 71.5% of Iowa 8th graders achieved proficiency in mathematics in the 2018-2019 school year. **Data Source:** Iowa Department of

			Education; Iowa Testing Programs, The University of Iowa *Assessment administration in the spring of 2020 was canceled due to COVID-19. Therefore, data from the 2018-19 school year is the latest information available.
7. Percent of Iowa 11th graders proficient or higher in mathematics	Target to be determined*	66.5% 2018-19	**What Occurred:** 66.5% of Iowa 11th graders achieved proficiency in mathematics in the 2018-2019 school year. **Data Source:** Iowa Department of Education; Iowa Testing Programs, The University of Iowa *Assessment administration in the spring of 2020 was canceled due to COVID-19. Therefore, data from the 2018-19 school year is the latest information available.
Performance Measure (Outcome)	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
8. Percent of Iowa 8th graders proficient or higher in science	Target to be determined*	58.1% (2018-2019)	**What Occurred:** 58.1% of Iowa 8th graders achieved proficiency in science in the 2018-2019 school year.

			Data Source: Iowa Department of Education, Iowa Testing Programs, The University of Iowa *Assessment administration in the spring of 2020 was canceled due to COVID-19. Therefore, data from the 2018-19 school year is the latest information available.
9. Percent of Iowa 10th graders proficient or higher in science	Target to be determined*	62.4% (2018-2019)	**What Occurred:** 62.4% of Iowa 10th graders achieved proficiency in science in the 2018-2019 school year. **Data Source:** Iowa Department of Education; Iowa Testing Programs, The University of Iowa *Assessment administration in the spring of 2020 was canceled due to COVID-19. Therefore, data from the 2018-19 school year is the latest information available.
10. Average attendance rates in grades K-8	96.5%	95.4 %	**What Occurred:** The average daily attendance rate in grades K-8 for the 2018-2019 school year was 95.4%

			Data Source: Iowa Department of Education
11. High school graduation rate for all students	91%	91.6% (4-yr. grad rate class of 2019)	**What Occurred:** The overall four-year graduation rate for all students was 91.6% for the class of 2019. **Data Source:** Iowa Department of Education
12. High school graduation rate for Hispanic students	80%	84.5% (class of 2019)	**What Occurred:** The graduation rate for Hispanic students was 84.5% for the class of 2019. **Data Source:** Iowa Department of Education
13. High school graduation rate for African American students	74.5%	81.6% (class of 2019)	**What Occurred:** The graduation rate for African American students was 81.6% for the class of 2019. **Data Source:** Iowa Department of Education
14. High school graduation rate for white students	92%	93.3% (class of 2019)	**What Occurred:** The graduation rate for white students was 93.3% for the graduating class of 2019. **Data source:** Iowa Department of Education
15. Percent of community college cohort who complete an award within three years	52%	47.9% (FY17 cohort)	**What Occurred:** The percent of the community college cohort (first time in college in fall 2016) completing an award within three years or transferring to a four-year institution was 47.9%.

or transfer to a four-year institution		**Data Source:** Iowa Department of Education, Division of Community Colleges and Workforce Preparation

SERVICE, PRODUCT OR ACTIVITY: Technical Assistance and Professional Development

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of reports audited for Competent Private Instruction (every year), Exempt Schools (every two years), and Specially Accredited Schools (every year)	100%	100%	**What Occurred**: 100% of reports were audited on schedule for Competent Private Instruction, Exempt Schools, and Specially Accredited Schools in 2017–18 19-20.
2. Number of focused equity and civil rights visits conducted at LEAs, AEAs, and community colleges (CC) each year	7 LEAs 1 CC	7 LEAs 1 CC	**What Occurred**: Focused equity and civil rights visits were conducted at selected LEAs, and one community college. **Data Source**: Iowa Department of Education, School Improvement Site Visit Records
3. Percent of Educator (Practitioner) Preparation Programs visited per year	15%	15%	**What Occurred:** 15% of Iowa's Educator (Practitioner) Preparation Programs were visited during the 2019-2020 school year. These visits are part of the approval process for Practitioner Preparation Programs and result in a recommendation regarding approval to the Iowa State Board of Education. **Data Source**: Iowa Department of Education
4. Number of lunches served through the Summer Food Service Program	45,271,500 lunches (target for 2020)	7,933,310 lunches served through the SFSP program	**What Occurred:** The Department continues to seek new sponsors and sites for the Summer Food Service Program. **Data Source:** Iowa Department of Education, 2020 Summer Food Service Program lunch count

CORE FUNCTION: Regulation and Compliance			
Performance Measure	**Performance Target**	**Performance Actual**	**Performance Comments & Analysis**
1. Percentage of school districts meeting accreditation standards	100%	100%	**What Occurred:** All public school districts in Iowa are currently accredited. One district is conditionally accredited but retains its accreditation during the correction process. **Data Source**: Iowa Department of Education, School Improvement Site Visit Records
2. Percentage of AEAs meeting accreditation standards	100%	100%	**What Occurred**: 100% of AEAs meet accreditation standards. One AEA is conditionally accredited but retains its accreditation during the correction process **Data Source**: Iowa Department of Education, AEA Site Visit records
3. Percentage of community colleges meeting accreditation standards	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. Percentage of practitioner preparation programs meeting requirements	100%	75%	**What Occurred**: 75% of practitioner and administrator preparation programs are fully approved. **Data Source**: Iowa Department of Education, practitioner preparation visit records
5. Loss of federal funds from USDE or USDA due to noncompliance with program requirements	0%	0%	**What Occurred:** The Department did not experience a loss of federal funds due to noncompliance. **Data Source:** Iowa Department of Education

SERVICE, PRODUCT OR ACTIVITY: Administration of State and Federal Programs to Ensure Compliance with Fiscal and Program Requirements			
Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percent of local districts, AEAs, and CCs receiving desk audits annually	100%	100%	**What Occurred**: All public schools, accredited nonpublic schools, and AEAs submitted a desk audit for compliance with accreditation standards. All districts submitted requested fiscal and non-fiscal reports and data per the Department's request. These include, but are not limited to, the annual end-of-the-year certified financial reports for districts and community colleges, fall and spring Basic Educational Data Surveys, and the community college student, staff, and program files. School district data are used to run compliance audits on all licensed staff and assure minimum program offerings are met. **Data Source:** Iowa Department of Education
2. Percent of federal programs approved for funding	100%	100%	**What Occurred:** All federal entitlement programs were approved for funding. **Data Source:** Iowa Department of Education
3. 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:** Iowa Department of Education
4. Number of audit exceptions. Statewide single audit did not contain any issues related to the Department.	0	0	**What Occurred:** The Department did not have any significant audit comments. **Data Source:** Iowa Department of Education, CAFR

CORE FUNCTION: Library Services

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percentage of Iowans who have access through their public library to electronic information databases purchased by the State Library	90%	84%	**What Occurred:** 84% of Iowans have access through their public library to online library resources, bringing the world of information to Iowans. **Data Source**: Internal Collection Spreadsheet

SERVICE, PRODUCT, OR ACTIVITY: Purchase statewide access to electronic resources on behalf of Iowa libraries.

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Number of public searches of electronic databases purchased by the State Library	9.5 million searches	7 million searches	**What Occurred**: Numbers continue to increase, particularly as libraries closed to the public and moved most services to online only.

CORE FUNCTION: Community Coordination and Development

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percentage of Iowa public libraries meeting four key standards	92% 89% 89% 89%	88% 88% 88% 88%	**What Occurred**: Overall 88% of public libraries (476 of 542) in Iowa met 4 key standards: 1. Certified, trained library director; 2. Public access computers with internet access; 3. Open at least 20 hours per week; and 4. Provide an annual summer reading program for children. **Data Source**: State Library of Iowa

SERVICE, PRODUCT, OR ACTIVITY: Resource Sharing

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percentage of Iowa libraries that participate in statewide resource sharing programs	90% participation	86.8%	**What Occurred:** 86.8% (541 of 623) of Iowa public and academic libraries participated in Iowa's statewide resource sharing programs, SiLO, and interlibrary loan. **Data Source**: State Library of Iowa, Internal Access database

SERVICE, PRODUCT, OR ACTIVITY: Administration of Statewide Programs

Performance Measure	Performance Target	Performance Actual	Performance Comments & Analysis
1. Percentage of accredited public libraries	65% of public libraries accredited	69.6%	**What Occurred**: 66.9% (377 of 542) of Iowa's public Libraries are accredited. Accreditation is based on the 85 standards in the 6th Edition "In Service to Iowa: Public Library Standards." Even with more stringent standards, more libraries achieved accreditation. The accreditation process is extensive and requires a strong, ongoing local commitment to excellence in 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. However, some public libraries continue to have difficulty meeting Iowa's challenging accreditation standards. Reasonable accommodations related to the Americans with Disabilities Act and adequate collection development (purchasing of materials) are two of the major challenges. **Data Source**: State Library of Iowa, internal access database
2. Percentage of certified public library directors	92% of public library directors certified	88%	**What Occurred**: 88% (476 of 542) of Iowa public libraries have a certified director. Public libraries must have a certified director to be eligible to receive Direct State Aid. Libraries consider this a high priority. Certified library directors have received training in library science and can provide high-quality library services to Iowans. There was a large amount of turnover in public library directors, less with library science training. **Data Source:** State Library of Iowa, internal access database
3. Percentage of public libraries participating in Direct State Aid Program	95%	88%	**What Occurred:** 88% (476 of 542) of Iowa public libraries were eligible to receive Direct State Aid in FY17 by meeting at least 29 of the 85 accreditation requirements. **Data Source:** State Library of Iowa, internal access database
4. Percentage of libraries submitting annual survey data	95% of Iowa public libraries submit annual survey data	91.2%	**What Occurred:** 61.2% (493 of 542) of Iowa public libraries submitted annual survey data. **Data Source**: State Library of Iowa, Internal Access Database

* House File 2235 established a new accountability assessment, the Iowa Statewide Assessment of Student Progress. Results for the 2018-2019 school year were received in November 2019. Annual performance targets for this new assessment will be established in spring 2020.

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 towards meeting federal requirements with federal resources. By maximizing our staff paid with federal resources, we have been able to have our federal compliance work completed by the same staff who are in the local schools completing other reviews for state requirements. The reallocation has assisted us in meeting our requirements with 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 web site at http://www.resultsiowa.org. Copies of the report can also be obtained by contacting Earl Whipple at 515-281-3968 or earl.whipple@iowa.gov.

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

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