

E DUCATION IS **I** OWA'S **F** U T U R E

**Annual Update on
Measures of Success,
Key Strategic Plan Initiatives
and State Board Priorities**

**2006
Revised**

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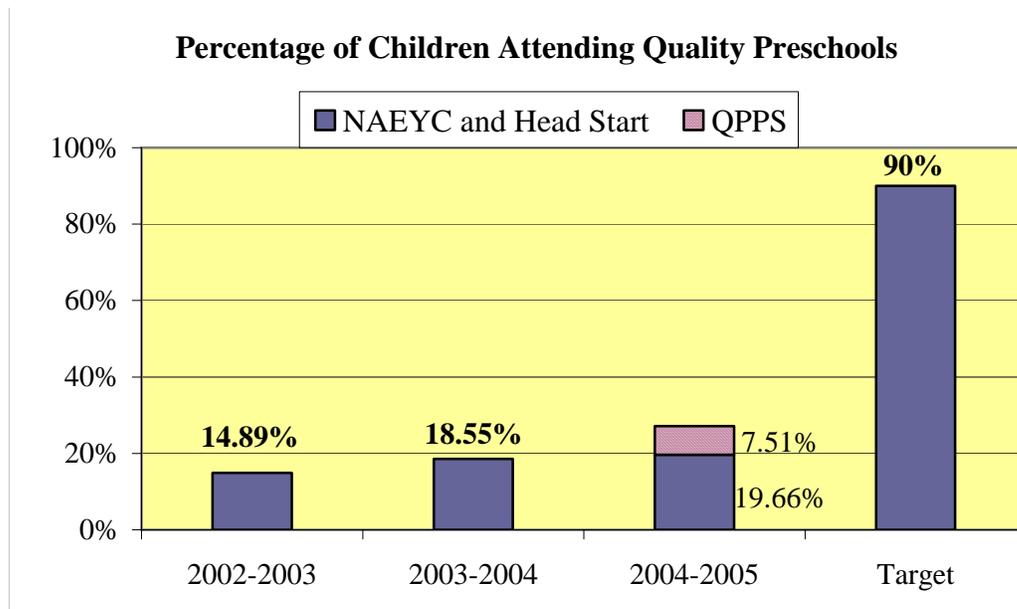
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PART I: MEASURES OF SUCCESS

The State Board and Department of Education Strategic Plan includes indicators that are used to measure success toward achieving the goals in the plan. Following is an update on these indicators.

INDICATOR: Percentage of children, ages three and four, who have participated in a quality early care or education program

Figure 1



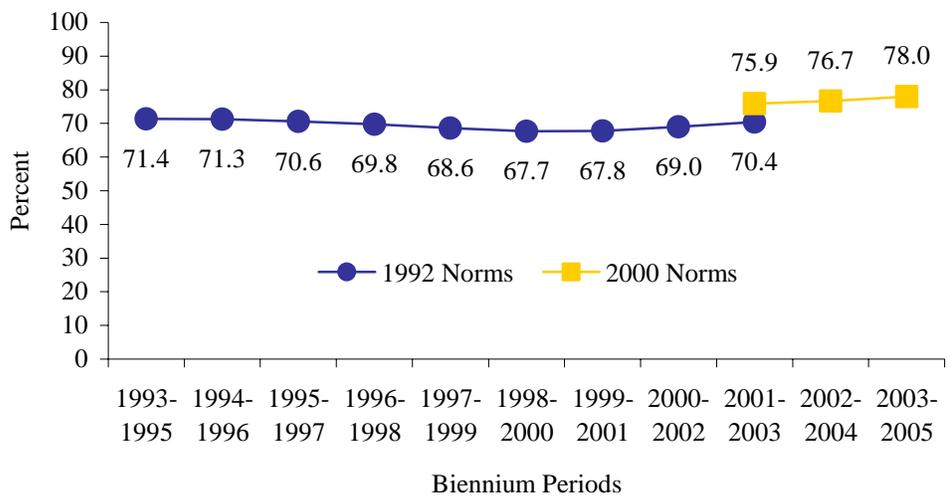
The percentage of children, ages three and four, who have participated in a preschool program that is accredited by the National Association for the Education of Young Children (NAEYC), meets Head Start program performance standards, or are participating in preschool and child care programs that are implementing the Iowa Quality Preschool Program Standards (QPPS), is displayed in Figure 1.

Research has established a clear and compelling connection between the quality of children's early learning experiences and later success in school and in life. By achieving NAEYC accreditation, meeting Head Start Program Performance Standards or consistently implementing the QPPS standards and criteria, programs are providing quality early learning experiences that promote positive outcomes for children and provide them with the readiness skills they need to be successful when they enter kindergarten.

INDICATOR: Percentage of 4th, 8th and 11th grade students achieving proficient or higher in reading and math, and 8th and 11th grade students proficient in science

**Percent of Iowa Fourth Grade Students
Proficient on ITBS Reading Comprehension Test
Biennium Periods 1993-1995 to 2003-2005***

Figure 2



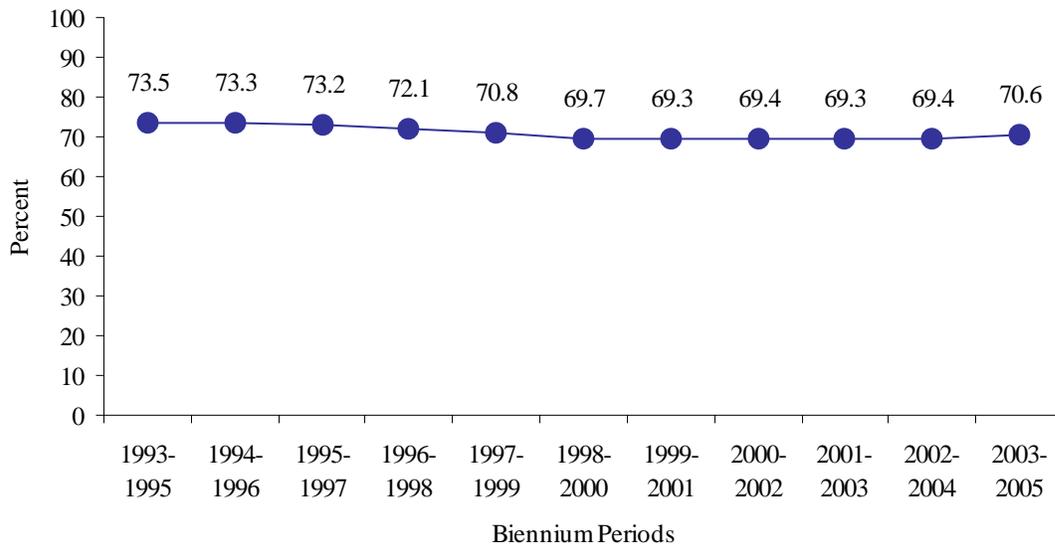
*NCLB targets: 2002-2004 / 64%; 2005-2007 / 70%; 2008-2010 / 76%

The percent of Iowa fourth grade students proficient in reading as measured by the Iowa Tests of Basic Skills, Reading Comprehension Subtests is displayed in Figure 2. Between the biennium period 1993-1995 and 1998-2000, the percent of students proficient declined from 71.4 percent to 67.7 percent. Since the 1998-2000 biennium, the percent of students that are defined as proficient has increased in each biennium period with 78 percent of fourth graders reported as proficient in the most recent reporting period.

The Iowa Testing Programs provide the following description for a proficient fourth grade student: “A student designated as proficient can, at a minimum, do the following: Usually understands factual information and new words in context. Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection’s main idea and analyze its style and structure.”

**Percent of Iowa Eighth Grade Students Proficient
on ITBS Reading Comprehension Test
Biennium Periods 1993-1995 to 2003-2005***

Figure 3



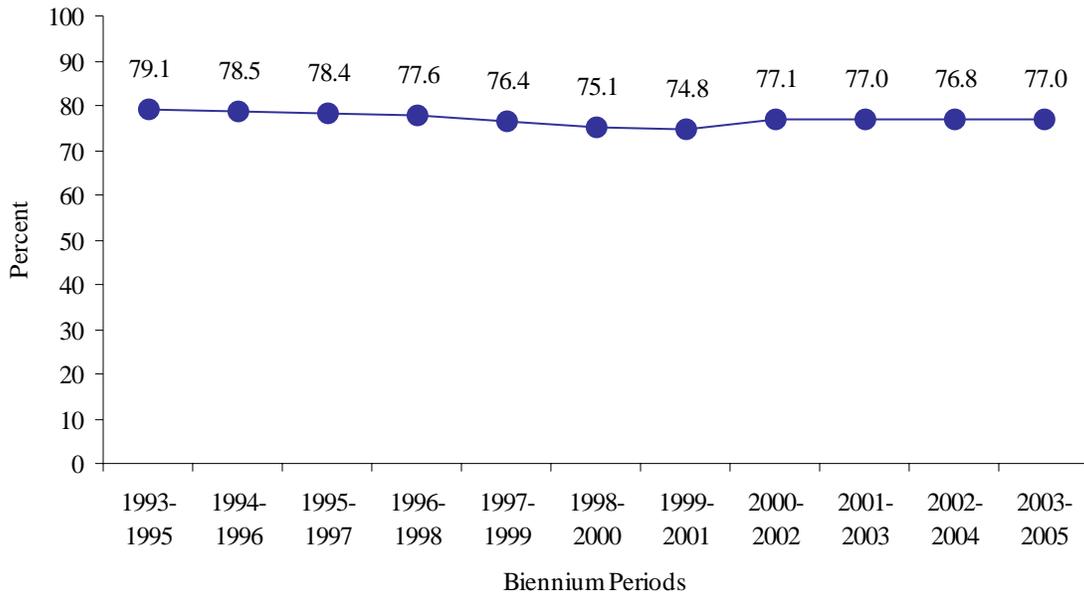
*NCLB targets: 2002-2004 / 60%; 2005-2007 / 66.7%; 2008-2010 / 73.3%

The percent of Iowa eighth grade students proficient in reading as measured by the Iowa Tests of Basic Skills, Reading Comprehension Subtests is displayed in Figure 3. Between the biennium period 1993-1995 and 1999-2001, the percent of eighth grade students proficient in reading declined from 73.5 percent to 69.3 percent. Between the 1999-2001 biennium period and the 2002-2004 biennium period, the percent remained relatively flat. In the 2003-2005 biennium period, the percent increased to 70.6 percent.

The Iowa Testing Programs provide the following description for a proficient eighth grade student: “A student designated as proficient can, at a minimum, do the following: Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts. Often is able to determine a selection’s main idea, identify its author’s purpose or viewpoint, and analyze its style and structure.”

**Percent of Iowa Eleventh Grade Students
Proficient on ITED Reading Comprehension Test
Biennium Periods 1993-1995 to 2003-2005***

Figure 4



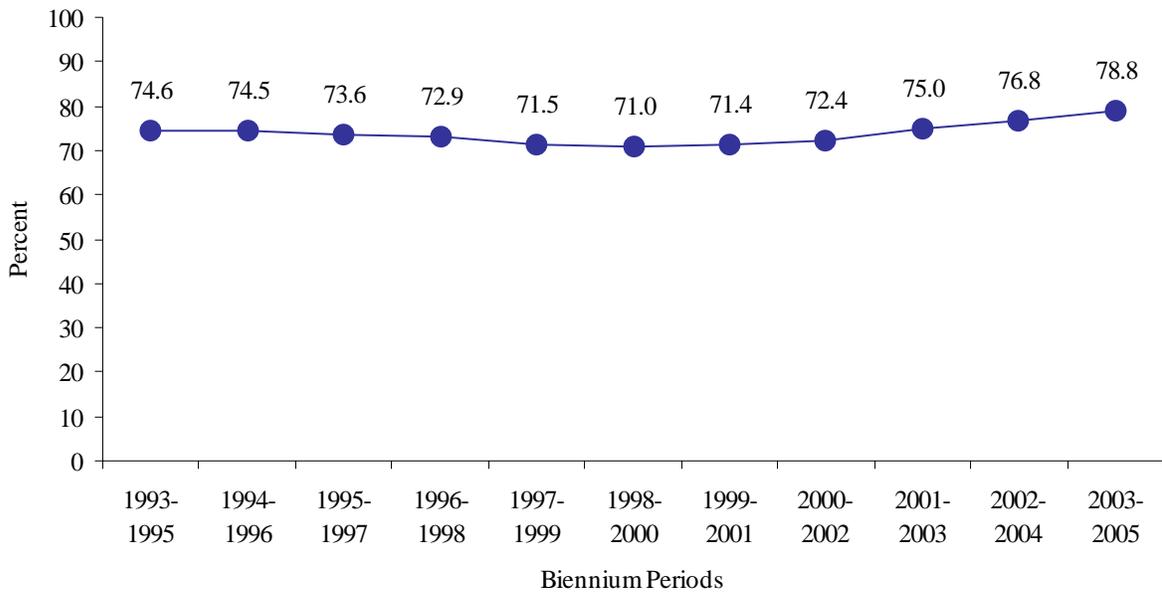
*NCLB targets: 2002-2004 / 69%; 2005-2007 / 74.2%; 2008-2010 / 79.3%

The percent of Iowa eleventh grade students proficient in reading as measured by the Iowa Tests of Educational Development, Reading Comprehension Subtests is displayed in Figure 4. Between the biennium period 1993-1995 and 1999-2001, the percent of eleventh grade students proficient in reading declined from 79.1 percent to 74.8 percent. For the biennium period 2000-2002 the percent of eleventh grade students proficient in reading increased to 77.1 percent. The percentage has remained relatively flat since then with 77.0 percent proficient in the 2003-2005 biennium period.

The Iowa Testing Programs provide the following description for a proficient eleventh grade student: “A student designated as proficient can, at a minimum, do the following: Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author’s purpose or viewpoint, and evaluate aspects of its style or structure.”

**Percent of Iowa Fourth Grade Students
Proficient on ITBS Mathematics Test
Biennium Periods 1993-1995 to 2003-2005***

Figure 5



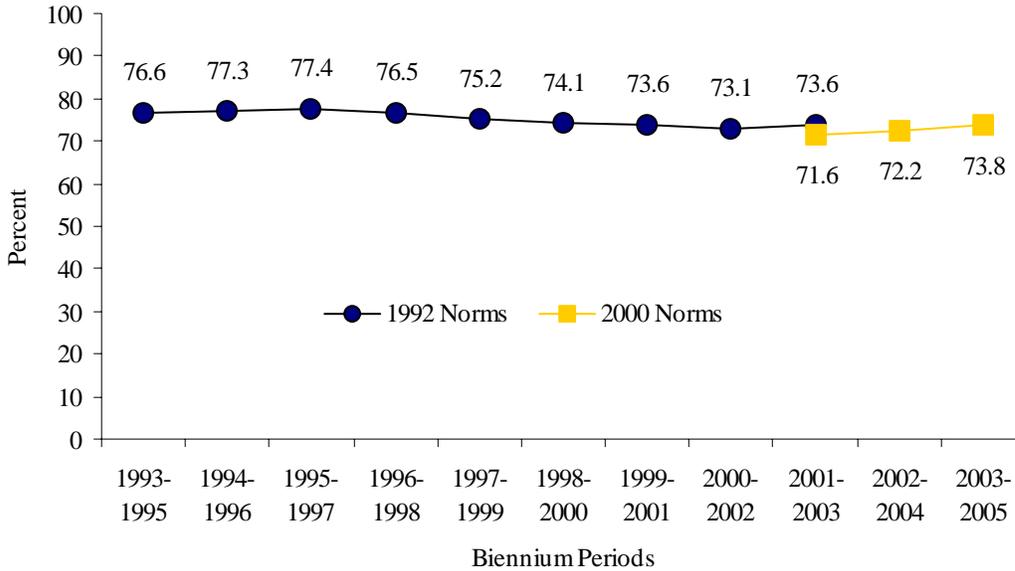
*NCLB targets: 2002-2004 / 62%; 2005-2007 / 68.3%; 2008-2010 / 74.7%

The percent of Iowa fourth grade students proficient in mathematics as measured by the Iowa Tests of Basic Skills is displayed in Figure 5. Between the biennium period 1993-1995 and 1998-2000, the percent of fourth students proficient in mathematics declined from 74.6 percent to 71.0 percent. Since the 1998-2000 biennium, the percent of students that are defined as proficient has increased in each biennium period with 78.8 percent of fourth graders reported as proficient in the most recent reporting period.

The Iowa Testing Programs provide the following description for mathematics proficiency of a fourth grade student: “A student designated as proficient can, at a minimum, do the following: Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.”

**Percent of Iowa Eighth Grade Students
Proficient on ITBS Mathematics Test
Biennium Periods 1993-1995 to 2003-2005***

Figure 6



*NCLB targets: 2002-2004 / 58%; 2005-2007 / 65%; 2008-2010 / 72%

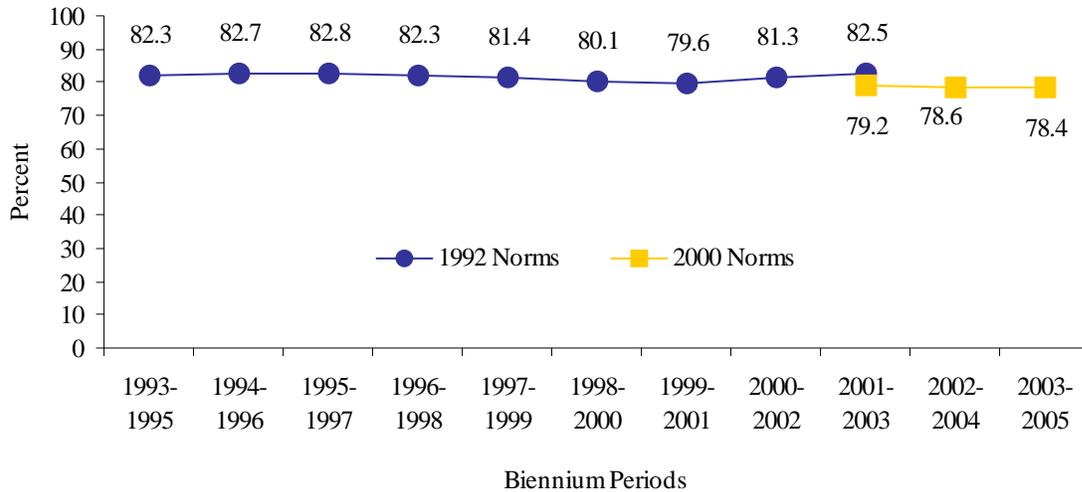
The percent of Iowa eighth grade students proficient in mathematics as measured by the Iowa Tests of Basic Skills is displayed in Figure 6. Between the biennium period 1994-1996 and 2000-2002, the percent of eighth grade students proficient in mathematics declined from 77.3 percent to 73.1 percent. Since the 2000-2002 biennium, the percent of students proficient has increased in each biennium period, with 73.8 percent proficient in the 2003-2005 reporting period.

In 2000, the Iowa Tests were re-normed. In 2001-2003, results using both the 1992 norms and the 2000 norms are presented. Although the percent of students that are proficient is lower using the new norms, the trend line is positive under either set of norms.

The Iowa Testing Programs provide the following description for mathematics proficiency of an eighth grade student: “A student designated as proficient can, at a minimum, do the following: Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.”

**Percent of Iowa Eleventh Grade Students
Proficient on ITED Mathematics Test
Biennium Periods 1993-1995 to 2003-2005***

Figure 7



*NCLB targets: 2002-2004 / 69%; 2005-2007 / 74.2%; 2008-2010 / 79.3%

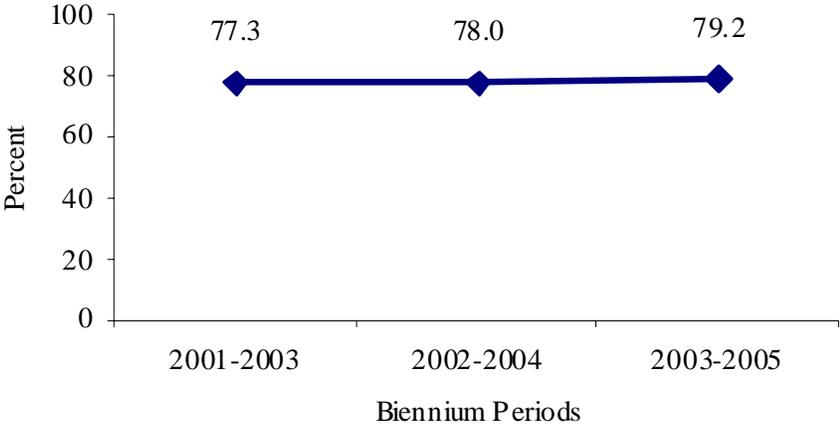
The percent of Iowa eleventh grade students proficient in mathematics as measured by the Iowa Tests of Educational Development is displayed in Figure 7. Between the biennium period 1993-1995 and 1999-2001, the percent of eleventh grade students proficient in mathematics declined from 82.3 percent to 79.6 percent. The percent of eleventh grade students that were proficient in mathematics increased between the 1999-2001 biennium and 2001-2003. Since 2001-2003 the percent of eleventh grade students proficient in mathematics has declined to 78.4 percent proficient in the 2003-2005 biennium.

As noted with the results of the eighth grade mathematics tests, the re-norming in 2000 resulted in fewer students reported as proficient. In 2001-2003, results using both the 1992 norms and the 2000 norms are presented. The percent of students that are proficient has declined over the last three biennium periods.

The Iowa Testing Programs provide the following description for mathematics proficiency of a eleventh grade student: “A student designated as proficient can, at a minimum, do the following: Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.”

**Percent of Iowa Eighth Grade Students
Proficient on ITBS Science Test
Biennium Periods 2001-2003, 2002-2004 and 2003-2005**

Figure 8



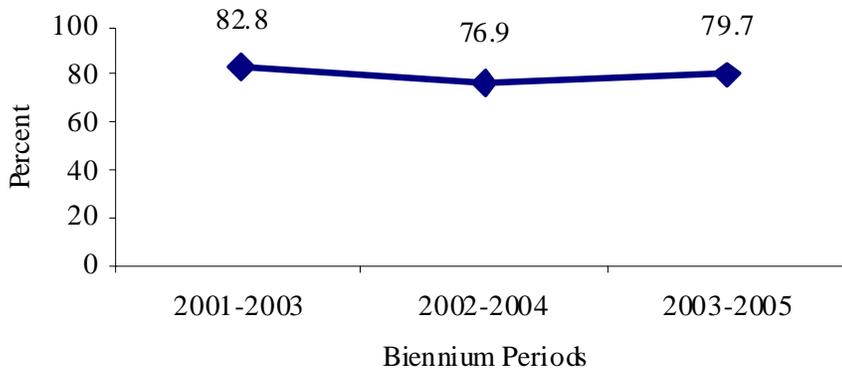
The percent of Iowa eighth grade students proficient in Science as measured by the Iowa Tests of Basic Skills is displayed in Figure 8. Between the biennium period 2001-2003 and 2003-2005, the percent of eighth grade students proficient in science increased from 77.3 percent to 79.2 percent.

Beginning with the 2007-2008 school year, districts will measure the proficiency of all students in science. A science assessment must be administered in at least one of each of the following grade groups: 3 through 5; 6 through 9; and 10 through 12.

The Iowa Testing Programs provide the following description for science proficiency of an eighth grade student: “Sometimes understands ideas related to Earth, the universe, and the life sciences. Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.”

**Percent of Iowa Eleventh Grade Students
Proficient on ITED Science Test
Biennium Periods 2001-2003, 2002-2004 and 2003-2005**

Figure 9



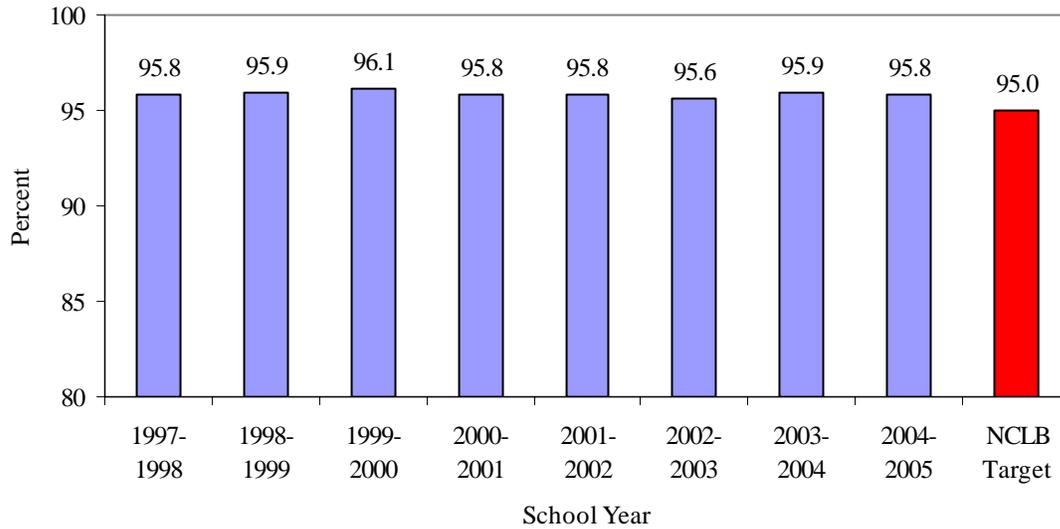
The percent of Iowa eleventh grade students proficient in Science as measured by the Iowa Tests of Educational Development is displayed in Figure 9. Between the biennium period 2001-2003 and 2002-2004, the percent of eleventh grade students proficient in science decreased and then increased for the following biennium period.

The Iowa Testing Programs provide the following description for science proficiency of an eleventh grade student: "Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures."

INDICATOR: Average daily attendance rate for elementary and middle school students

**Iowa Public School Grades K-8
Average Daily Attendance Rate
1997-1998 to 2003-2005**

Figure 10

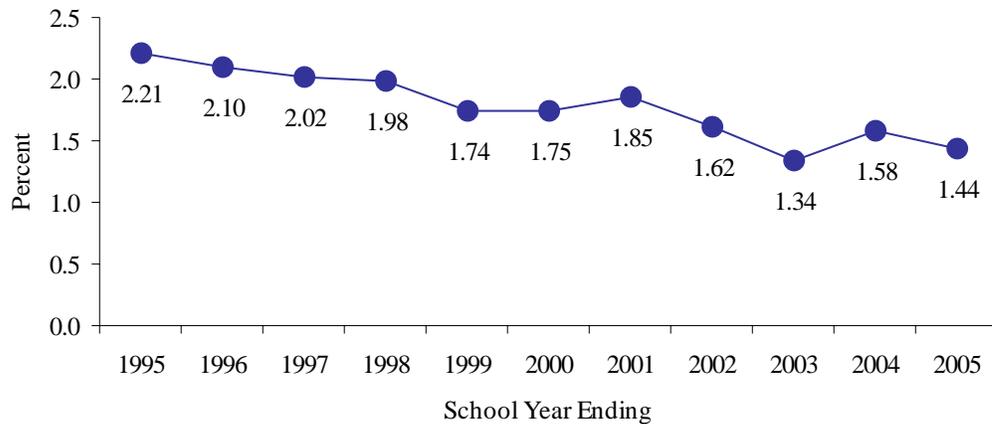


Average daily attendance rate for students in kindergarten through grade eight for the school years 1997-1998 to 2004-2005 has remained relatively unchanged as shown in Figure 10. In 1997-1998, the average daily attendance rate was 95.8 percent and in 2004-2005 the rate also was 95.8. Average daily attendance is used as an alternate indicator in Iowa's Accountability Plan for NCLB. The rate is calculated by dividing the average daily attendance by the average daily enrollment for all students in public schools.

INDICATOR: Percentage of students considered as dropouts for grades 7-12

**Iowa Grades 7-12 Dropouts as a Percent of Public School Students in Grades 7-12
1994-1995 to 2003-2004**

Figure 11

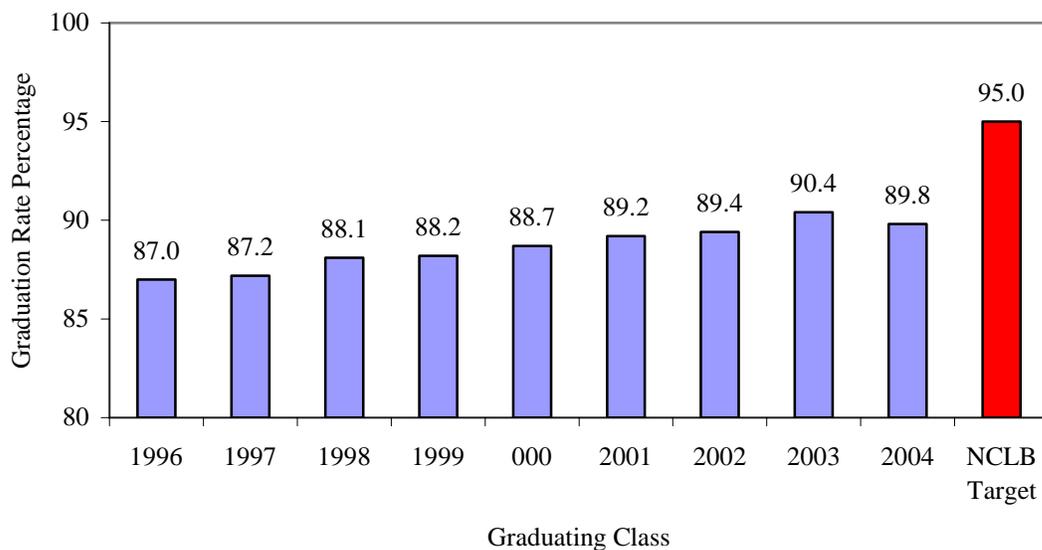


The dropout rate of students in grades seven through twelve is shown in Figure 11 for the years 1995 through 2005. The dropout rate declined for most years between 1995 and 2003. Between 2003 and 2004 the rate increased by 0.24 percentage points. The increase in dropout rates may be a function of districts refining their reporting based upon a clearer definition of a dropout and better student information systems in school districts. With the implementation of NCLB, additional training and attention has been given to the definition of a dropout as provided by the National Center of Education Statistics.

INDICATOR: Percentage of students who graduate from high school each year with a diploma

**Iowa Public School Graduation Rates
Graduating Classes of 1996 to 2004**

Figure 12

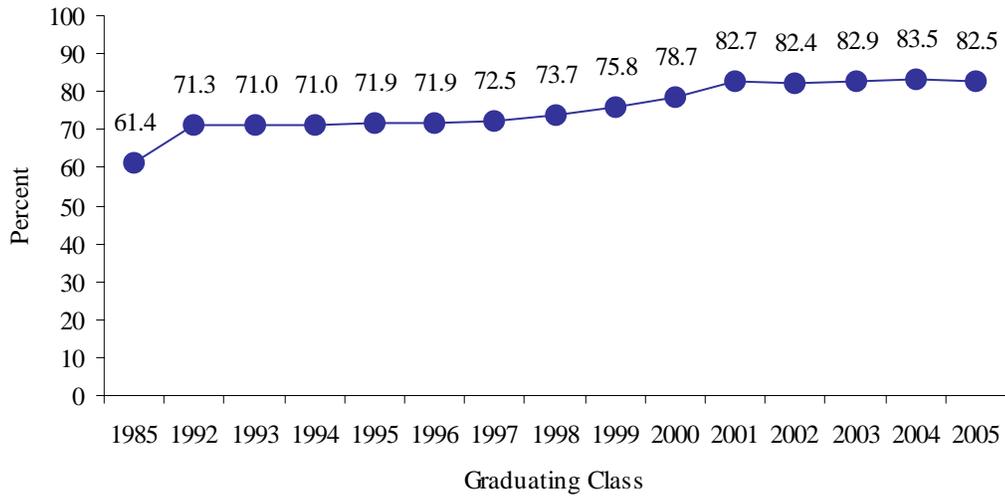


Graduation rates for the graduating classes of 1996 to 2005 are shown in Figure 12. The graduation rate in public schools increased from 87.0 percent for the class of 1996 to 90.4 percent for the class of 2003. In 2004 the graduation rate declined slightly. Between 2004 and 2005, the graduation rate increased almost 1 percentage point. The graduation rate is based upon the number of students who receive a diploma divided by an estimate of the number of students who were enrolled at ninth grade. Beginning with the class of 2008, the graduation rate will be based upon following students from ninth grade to twelfth grade.

INDICATOR: Percentage of high school seniors who intend to pursue postsecondary education/training

Percent of All Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training Graduating Classes of 1985 and 1992 to 2005

Figure 13



Since the class of 2001, over 80 percent of Iowa's high school graduates have indicated that they intend to pursue a postsecondary education or training, Figure 13. In 1985, approximately 60 percent indicated that they intended to pursue some type of postsecondary education or training. Between 1992 and 2001, the percent of each graduating class that indicated they were intending to pursue additional training or postsecondary education beyond high school increased almost every year.

INDICATOR: Percentage of students achieving a score or status on a measure that indicates probable postsecondary success

Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above 1991 to 2005

Figure 14

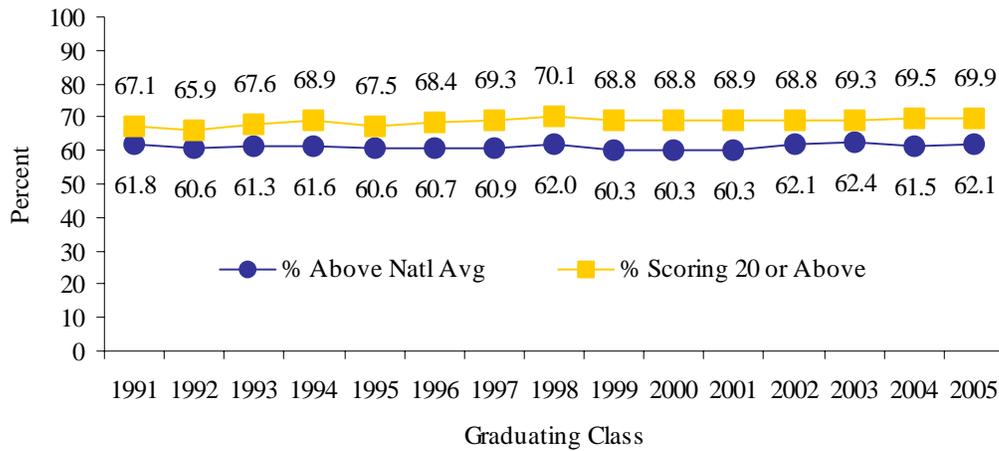
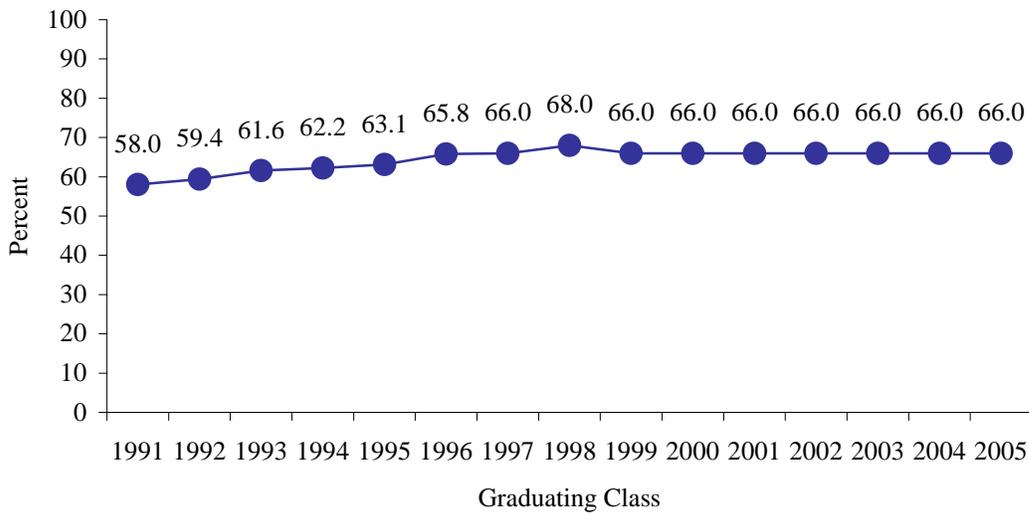


Figure 14 shows the percent of Iowa students whose ACT scores were above the national average and whose ACT scores were above 20. For the graduating class of 2005, 69.9 percent of Iowa students who took the ACT scored 20 or better. The percent of students scoring 20 is an indicator of students that could probably be expected to be successful in a postsecondary institution. Over 60 percent of Iowa students in the class of 2005 scored above the national average, which was 62.9.

INDICATOR: Percentage of high school students who complete a core program of four years of English/language arts and three or more years each of mathematics, science and social studies

**Percent of Iowa ACT Participants
Completing Core High School Program
1991 to 2005**

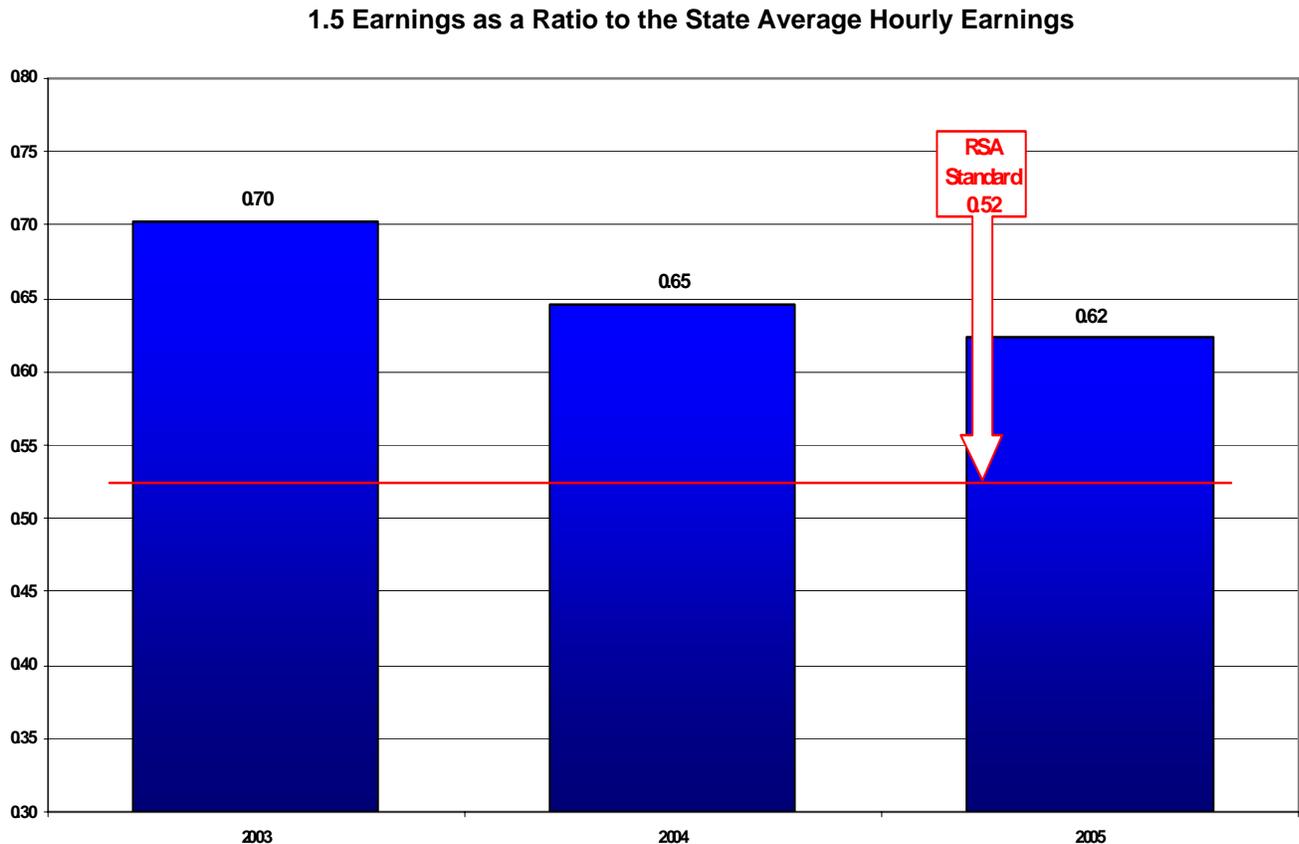
Figure 15



For the class of 2005, 66 percent of the students taking ACT reported that they had taken classes that were defined by ACT as core program courses, Figure 15. Over the last seven years the percent of students taking core courses has remained unchanged at 66 percent. ACT defines a core program as four or more years of English, and three or more of mathematics, social sciences and natural sciences.

INDICATOR: Average hourly wage of clients employed as a result of Iowa Vocational Rehabilitation Services (IVRS) compared with the State of Iowa average hourly wage

Figure 16



SUMMARY OF CHARTS

IVRS still exceeds the federal standard of requiring our consumers to make at least .52 of the average wages of ALL Iowans

- Figure 16 shows our overall ratio has decreased in the past 3 years, although we have exceeded the standard
- Figure 17 reflects that IVRS is putting a greater percentage of persons with the Most Significant Disabilities (MSD) into the workforce. Percentages of persons who are Significantly Disabled (MSD) and Others Eligible (OE) are decreasing.
- Figure 18 reflects that SD and OE wages are rising, while MSD is staying relatively the same.
- Thus, the overall average ratio is decreasing as a result of the increase of MSD being put into the workforce.

- IVRS exceeds the Federal standard ratio; overall ratio has shifted from 0.70 to 0.62 between 2003 and 2005
- IVRS has increased the percentage of persons with the most significant disabilities (MSD) who achieve employment outcomes
- The State of Iowa average hourly wages are increasing (average 0.41 per hour per year)

Figure 17

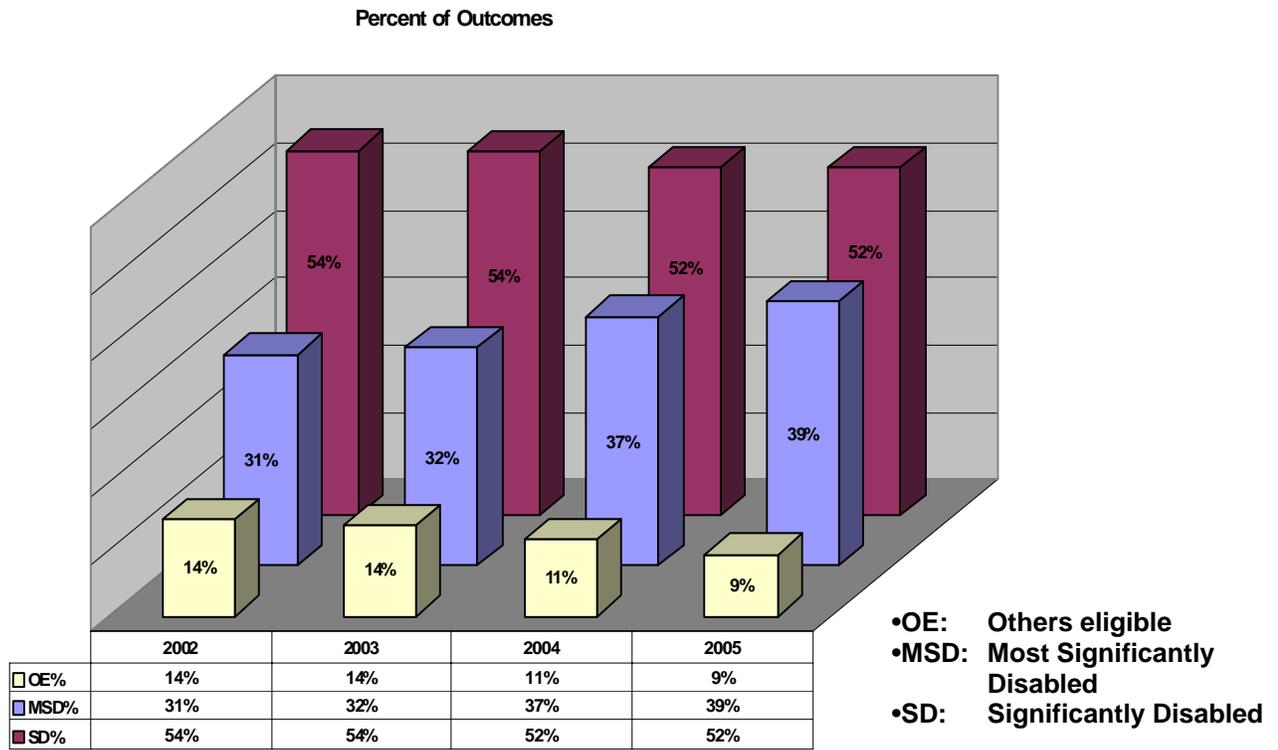
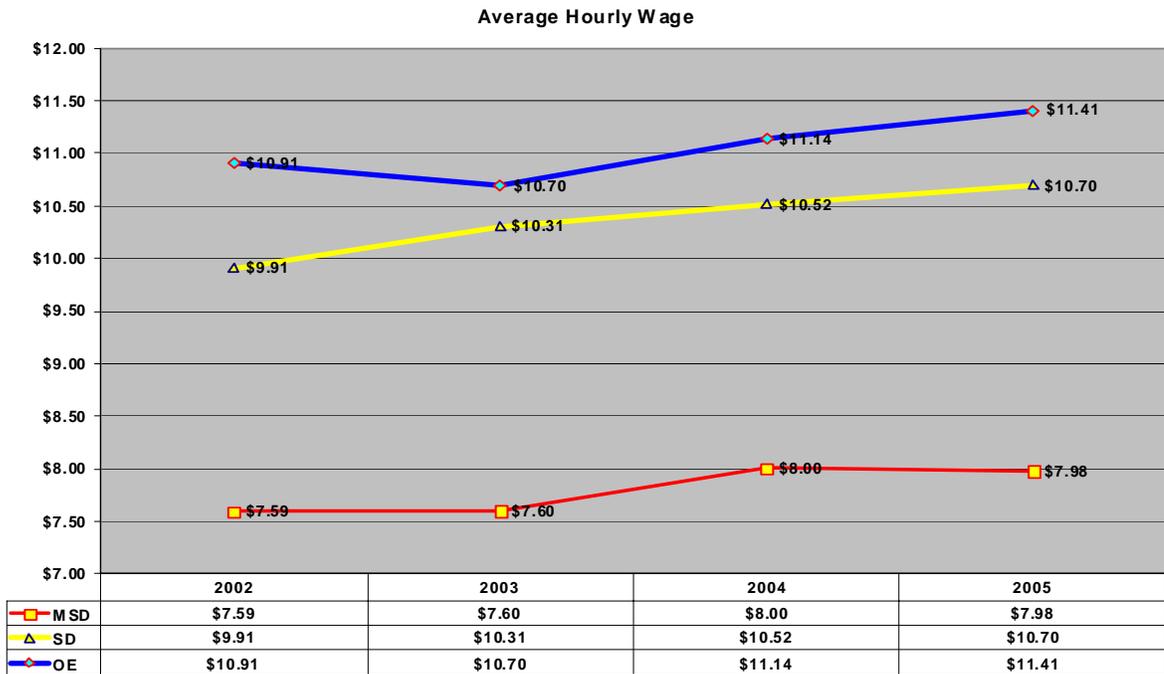
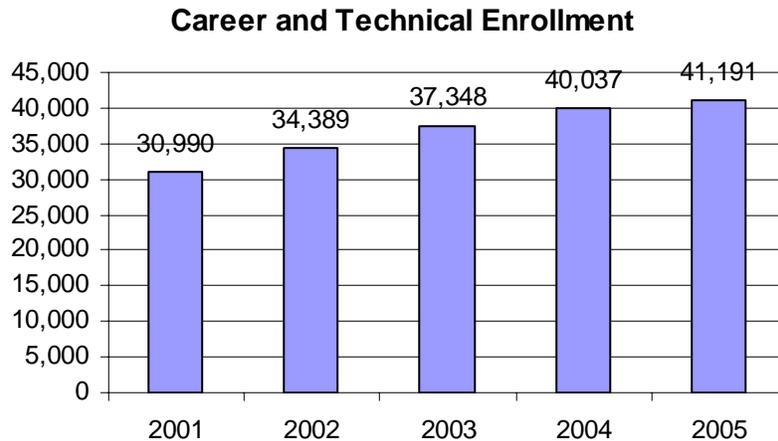


Figure 18



INDICATOR: Number of students enrolled in credit career and technical education programs

Figure 19

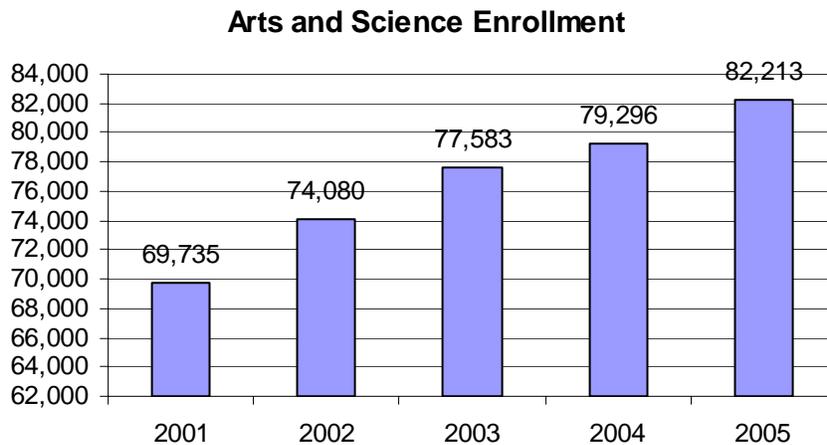


- a. Definition: Participation in Credit Career and Technical Programs/Number of Unduplicated Students (Student Majors) Enrolled in Credit Career and Technical Programs (Fiscal Years 2001-2005)
- b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
- c. Agency: Iowa Department of Education
- d. Frequency: Annually
- e. Published Sources: Iowa Department of Education MIS Reports

The number of students (student majors) enrolled in credit career and technical programs at community colleges for the fiscal years 2001-2005 is shown in Figure 19. This count is unduplicated and has increased each year, growing from 30,900 in FY2001 to 41,191 in FY2005.

INDICATOR: Number of students enrolled in credit arts and science programs

Figure 20

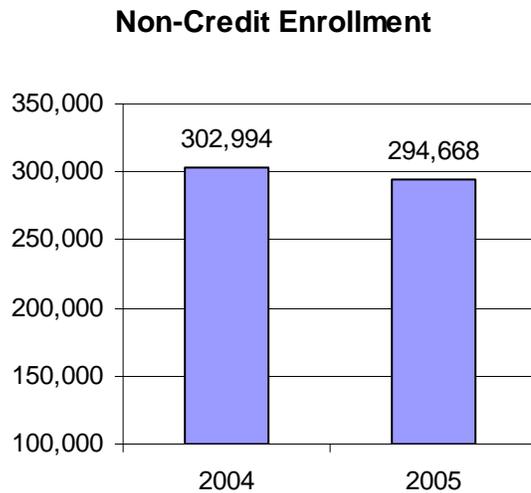


- a. Definition: Participation in Credit Arts and Science Programs/Number of Unduplicated Students (Student Majors) Enrolled in Credit Arts and Science Programs (Fiscal Years 2001-2005)
- b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
- c. Agency: Iowa Department of Education
- d. Frequency: Annually
- e. Published Sources: Iowa Department of Education MIS Reports

The number of students (student majors) enrolled in credit arts and science programs in community colleges for the fiscal years 2001-2005 is shown in Figure 20. This count is unduplicated and has increased each year growing from 69,735 students in FY2001 to 82,213 students in FY2005.

INDICATOR: Number of students enrolled in community college non-credit courses

Figure 21



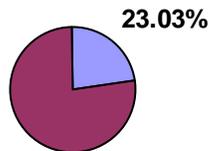
- a. Definition: Total Participation in Community College Non-Credit Courses/Unduplicated Number of Students Enrolled in Community College Non-Credit Courses (Fiscal Years 2004-2005)
- b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
- c. Agency: Iowa Department of Education
- d. Frequency: Annually
- e. Published Sources: Iowa Department of Education MIS Reports
2004-2005 Fiscal Year-End Reports
2004-2005 Condition of Iowa Community Colleges

The number of students enrolled in community college non-credit courses in fiscal years 2004 and 2005 is shown in Figure 21. This is an unduplicated count. Major changes to non-credit reporting make comparisons of FY2004 and 2005 invalid with prior years.

INDICATOR: Percentage of state's adult population enrolled in a community college course

Figure 22

**% of Adult Population Enrolled in
Iowa Community College**

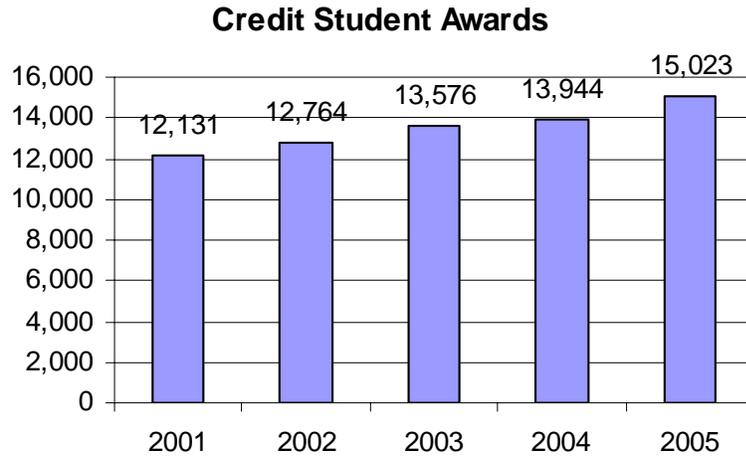


- a. Definitions - Percentage of State's Adult Population Enrolled in a Community College Course (Fiscal Year 2005)
 - Numerator: Total Year-End Unduplicated Credit Enrollment and Non-Credit Unduplicated Enrollment, 18 and older
 - Denominator: 2000 Census Total State Adult Population (18-64 years of age) (Example Ratio $404,292/1,755,794=23.03$ percent)
- b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
- c. Agency: Iowa Department of Education
- d. Frequency: Annually
- e. Published Sources: Iowa Department of Education MIS Reports 2005 Fiscal Year-End Reports

In 2005, 23.03 percent of Iowans 18-64 years of age were enrolled in a community college course.

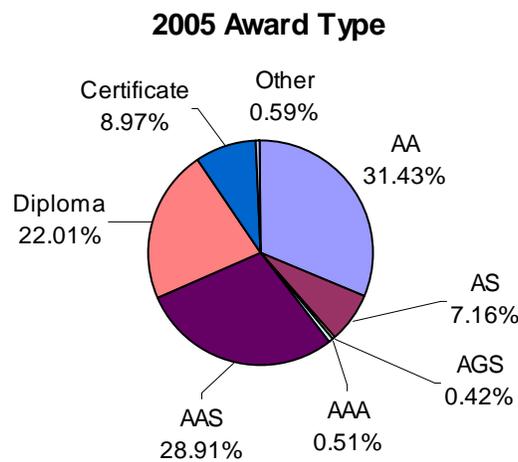
INDICATOR: Number of credit student awards

Figure 23



- a. Definitions: Credit Students -Fiscal Years 2001-2005
- b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
- c. Agency: Iowa Department of Education
- d. Frequency: Annually
- e. Published Sources: 2001-2005 Condition of Iowa Community Colleges

Figure 24



The number and type of credit student awards issued by community colleges is shown in Figures 23 and 24.

INDICATOR: Number of basic skills certificates

Figure 25

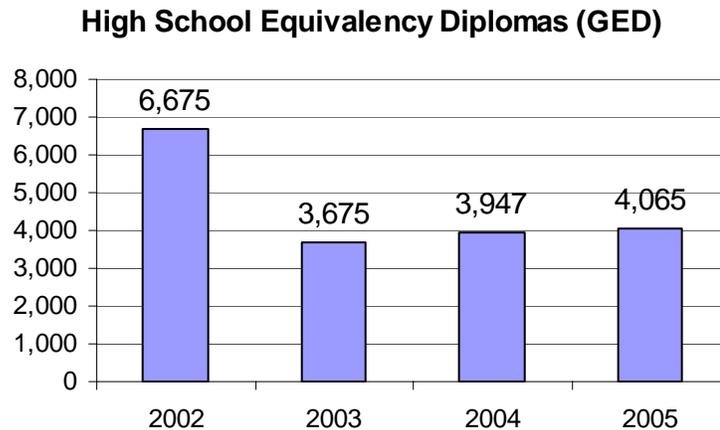


- a. Definitions: (Program Year July 1-June 30). The number of Basic Literacy Skills Certificates issued in the subject areas of Reading, Mathematics and Writing for Comprehensive Adult Student Assessment System (CASAS Levels A-D).
- b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
- c. Agency: Iowa Department of Education
- d. Frequency: Annually
- e. Published Sources:
Iowa Department of Education, Program Year 2002-2005 Basic Literacy Skills Credential Program, Annual Report

The major purpose of Iowa's Basic Skills Certification program is to award certificates for successful attainment of basic literacy skills competencies below the General Educational Development (GED) level. The program issues a total of fifteen (15) basic literacy certificates in the areas of reading, mathematics, writing and listening.

INDICATOR: Number of high school equivalency diplomas (GED) awarded

Figure 26



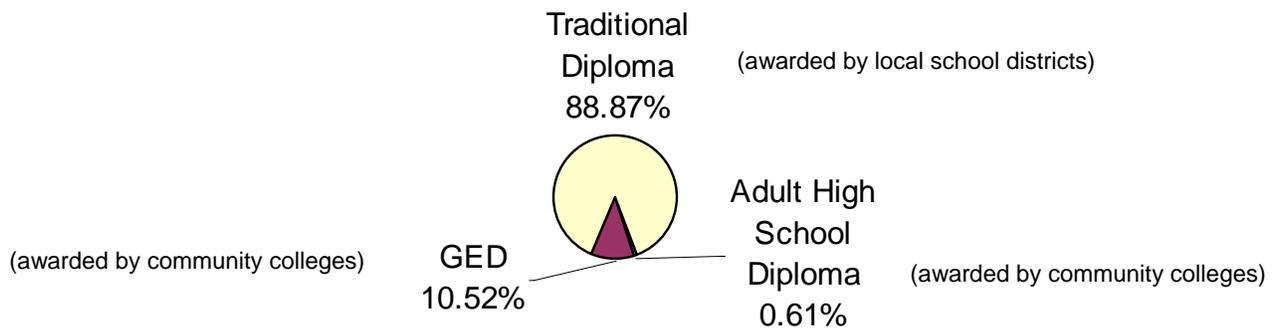
- a. Definitions: (Program Year July 1-June 30). The number of Basic Literacy Skills Certificates issued in the subject areas of Reading, Mathematics and Writing for Comprehensive Adult Student Assessment System (CASAS Levels A-D).
- b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
- c. Agency: Iowa Department of Education
- d. Frequency: Annually
- e. Published Sources:
 - Iowa Department of Education, Program Year 2002-2005 Basic Literacy Skills Credential Program, Annual Report

The large drop from 2002 to 2003 is due to a conversion to a new test battery, which was incompatible with the previous tests. This resulted in a large number of individuals completing their testing before the new version was put into place.

INDICATOR: Percentage of high school credentials awarded by Iowa community colleges

Figure 27

High School Credentials - FY 2005



- a. Definitions: Percentage of High School Credentials Issued Through Iowa Community Colleges
 - Numerator: Total Adult High School Diplomas and High School Equivalency Diplomas (GED)
 - Denominator: Total Adult High School Diplomas, High School Equivalency Diplomas, and Traditional High School Diplomas
(Example Ratio: $235 \text{ Adult High School Diplomas} + 4,065 \text{ High School Equivalency Diplomas} / 235 + 4,065 + 34,339 \text{ Traditional High School Diplomas} = 4,295 / 38,638 = 11.13\text{percent}$)

Figure 27 indicates that 11.13 percent of high school credentials were awarded by community colleges and 88.87 percent were awarded by local school districts in FY2005. A majority of the high school credentials issued by community colleges were awarded to adults.

High School Credentials include Traditional High School Diplomas awarded by a local school district. Traditional High School Diplomas make up the majority (88.87%) of high school credentials awarded in the State of Iowa.

High School Equivalency Diplomas (GED) are presented to students who complete the General Educational Development (GED) test battery. The purpose of the GED testing program is to provide a second chance for those individuals who did not complete the requirements for a traditional high school diploma. Approximately one-third of the GED recipients are age 16-19. Two-thirds of the recipients are age 20 and older.

Adult High School Diplomas are awarded to adults (18 years of age or older) after completion of a prescribed program of instruction at one of Iowa's Community Colleges; The Adult High School Diploma is viewed as an alternative to the GED based Iowa High School Equivalency Diploma.

INDICATOR UNDER DEVELOPMENT: Award rate/persistence rate – percent of first-time/full-time credit students who were granted a credit award in any of the three subsequent years

Cohort	FT/FT	Year 1		Year 2		Year 3	
		Awards	%	Awards	%	Awards	%
2000	10,364	561	5.41%	3,219	31.06%	4,313	41.62%
2001	10,134	587	5.79%	3,169	31.27%	4,221	41.65%
2002	10,534	592	5.62%	3,206	30.44%	4,325	41.06%

Cohorts of first-time students who are full time over a fiscal year (taking 30+ credits) are tracked through three fiscal years. Students who received community college awards are identified in each of the subsequent three years to determine an award rate.

PART II: KEY STRATEGIC PLAN INITIATIVES AND STATE BOARD PRIORITIES

The following section includes updates on initiatives and activities related to the Strategic Plan and to State Board priorities.

GOAL 1 INITIATIVE: Early Childhood Strategic Team Activities

Purpose:

The purpose of the Early Learning Work Team is to mobilize resources and efforts of the Department of Education and its entities to influence early childhood: program quality, child outcomes, early care, health, and education systems development.

Activities and Accomplishments:

The Early Learning Work Team continued efforts focusing on two goals for 2005-2006:

1. To provide quality technical assistance to early childhood settings in building their capacity to implement quality program standards; and
2. To participate in early care health and education system development and identify resources contributing to this system.

The first goal, *to provide quality technical assistance to early childhood settings in building their capacity to implement quality program standards* was supported by DE staff implementing a three year State Improvement Grant of \$828,358 funded by the Federal Office of Special Education Programs. This grant has provided funding to support systemic training and implementation of the Quality Preschool Program Standards (QPPS). This is the second year of the three-year grant. The 67 trained facilitators from area education agencies, local education agencies, community empowerment areas, and Child Care Resource & Referral, worked with 400 staff members from community based early childhood programs to help them complete the QPPS Self-Assessment and develop a quality improvement plan. Results of the QPPS Self-Assessment were used to determine the 2005-2006 professional development grant needs which are curriculum and assessment. In November 2005, 148 early childhood personnel, including 66 QPPS facilitators, attended a two-day training regarding the links between assessment and curriculum. These 66 facilitators are presently working with 145 early childhood programs. Seven faculty from five community colleges (DMACC, Iowa Western, Kirkwood, Iowa Lakes, and Hawkeye) remain involved in the training and they are infusing the QPPS in their course curriculums.

In addition, the Early Learning Work Team members have developed DE website information for assessing and downloading the Iowa Quality Preschool Program Standards. Steps are currently being developed for programs meeting standards to participate in verification procedures for fully meeting criteria status.

The second goal, to participate in early care, health, and education system development and identify resources that contribute to this system, was guided by work with the Early Childhood Iowa stakeholder group. Structural components of the system continue to be addressed in committee and subcommittee meetings. Further stakeholder work can be viewed at the website: <http://www.state.ia.us/earlychildhood/index.html>.

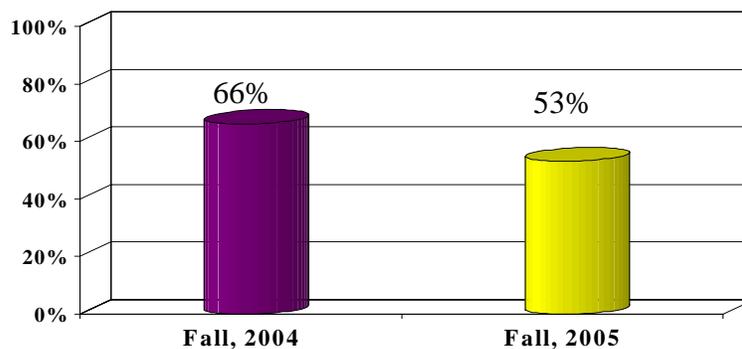
Results:

The Early Learning Work Team continues to collect and analyze data for the Governor's 90/90 goal and the State Board of Education's indicators for the percentage of children attending quality preschool environments (see Figure 1).

In addition, Kindergarten Literacy Assessment data was collected and analyzed to meet the 2005 General Assembly legislation requiring local school districts to administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or a kindergarten benchmark assessment adopted by the Department of Education to every kindergarten student enrolled in the district.

The following graph represents a comparison of DIBELS data from Fall 2004 to Fall 2005. In 2004, the Department of Education collected assessment data from volunteer districts in an effort to measure the result "Children Ready to Succeed in School." (One measure in the DIBELS assessment is whether children know beginning sounds.)

Percent of Children Entering Kindergarten Proficient in Beginning Sounds Using DIBELS



Data: KLA BEDS, 2006
Source: Elling, Milburn, & Snyder; Department of Education

Some districts used other approved assessment instruments to measure children's literacy skills entering kindergarten.

The Early Learning Work Team members continue to work on development of a statewide plan to collect data to analyze children's quality learning environments and to support and sustain implementation of the Quality Preschool Program Standards. Both funding and personnel remain critical to support statewide care and education programs

meeting program standards. The provision of quality care and education from birth to five provides the foundation of learning and later academic success.

GOAL 2 INITIATIVE: Reading Projects

Purpose:

There are five major projects in the area of reading for the elementary and secondary level. All are designed to improve student reading achievement results. These are federally funded programs:

Every Child Reads K-12/Statewide Reading Team (SWRT) is designed to develop and refine a professional development strategy for large-scale, building-based structured school improvement focused on accelerating the reading achievement of students in kindergarten through twelfth grade. There is a special emphasis on students who are experiencing difficulty.

Reading First is designed to accelerate the reading achievement of students in kindergarten through third grade in low performing/high poverty schools so that all students are reading at grade level by the end of third grade. Reading First teachers participate in quality professional development and the use of instructional strategies, programs, and models that are based on scientific research.

The Teacher Development Academies are designed to increase student achievement through quality professional development while addressing high demand content areas. Each Academy includes the design structures of Iowa's Professional Development Model in which trainers provide the theory and demonstrations, facilitate practice, and work with school teams of teachers and administrators to build opportunities for peer collaboration in the workplace to address implementation issues and analyze student performance. Three of the Academies are specifically developed to address the high need and high demand area of adolescent reading: Question-Answer Relationships, Concept Oriented Reading Instruction, and Second Chance Reading.

Collaborative Strategic Reading (CSR) is a research-based instructional strategy that combines essential reading comprehension strategies demonstrated to be effective in improving students' understanding of text through the use of cooperative learning groups and paired learning. The goals of CSR are to improve students' reading comprehension and increase their conceptual learning. It has also been shown to be an effective strategy with English Language Learners, students with Individualized Education Programs (IEP), and struggling readers.

Strategic Instruction Model (SIM) promotes effective teaching and learning about the critical core content in schools through two kinds of interventions:

- Content Enhancement Routines help teachers organize and present critical information in such a way that students can identify, organize, comprehend and recall it.

- The Learning Strategies Curriculum includes skills and strategies students need to learn the content. It encompasses strategies for acquiring information from the printed word, organizing and memorizing information, and expressing information in writing.

Activities and Accomplishments:

Every Child Reads K-12/Statewide Reading Team (SWRT) – The 240 Statewide Reading Team (SWRT) members continue to support both Reading First and non-Reading First schools to engage in on-going professional development opportunities. During 2005-2006 the Department's K-12 Literacy Team designed and delivered seven additional days of professional development activities through the development and expansion of the Every Child Reads: Teaching and Learning Professional Development Materials.

Reading First – Fifty-five school buildings are currently in their third year of implementation of research based instructional strategies aimed at accelerating student achievement in reading. Thirty-nine district applications were received for the second round of Reading First grants (funding period 2006-2009).

Teacher Development Academies – Forty-seven middle schools and high school teams which include 214 teachers, 47 principals and central office administrators, and 38 AEA reading and content area consultants are currently engaged with the three Teacher Development Academies.

Collaborative Strategic Reading - Twelve schools engaged in Collaborative Strategic Reading training during the 2005-2006 school year: 11 middle schools and one elementary school, grades five and six. Each school was represented by a team that included the principal and/or central office personnel, content area lead teachers, and AEA technical assistance providers. In total, 19 administrators, 49 teachers, and 9 AEA consultants attended the training. Each team participated in 5 days of training during the school year.

Strategic Instruction Model (SIM) - In the last 18 months, the Department has been engaged in building the state's capacity to support the Strategic Instruction Model (University of Kansas). Teams from each of the state's 12 AEAs are enrolled in the training sequence for SIM.

Results:

Reading First: Based on the 2004-2005 Reading First Performance Benchmarking Reports, six participating Reading First Schools have been identified as Schools Making the Greatest Gains. The Performance Benchmarking Reports were also used to identify schools which are Making Adequate Progress, At-risk for Making Adequate Progress or Failing to Make Adequate Progress in Improving Reading Achievement. The Department conducted on-site technical assistance visits to the seven buildings identified as Failing to Make Adequate Progress to support the development of a

corrective action plan. Results of the corrective actions taken by these schools will be determined in June 2006.

Of the 11,829 students participating in Iowa's Reading First effort, 34 percent are from minorities, 59 percent are economically disadvantaged, 14 percent are English Language Learners and 14 percent are receiving special education services. Each of these percentages is well above the state average of the respective groups. In the spring of 2001, 100 percent of the state's lowest performing schools with the highest number of students in poverty had less than 60 percent of their fourth grade students identified as proficient readers. In the spring of 2005, over 75 percent of these same schools had more than 60 percent of their fourth grade students identified as proficient readers. In fact, 33 percent of these previously low performing schools had over 75 percent of their fourth grade students identified as proficient readers and four schools had reached the goal of 100percent of their students reading at grade level.

In the spring of 2001, the state had 53 districts with more than 40 percent of their 4th graders reading below grade level. By the spring of 2005, the state has decreased that number to less than 10 districts with more than 40 percent of their fourth graders reading below grade level.

Teacher Development Academies, Collaborative Strategic Reading, and Strategic Instruction Model (SIM): Because all of the efforts in adolescent reading are new, there are baseline achievement data but no achievement results to determine the extent of the impact of the efforts with middle schools and high schools.

Condition of Education Report: The proficiency results published in the *2005 Annual Condition of Education Report* include all students who were enrolled at the time of testing. During the 2003-2005 biennium, compared to the 2001-2003 biennium, the percent of proficient students increased in Grade 4 Reading for all students and all subgroups. In Grade 8 Reading, the percent of proficient students increased for all students and all student groups except the English Language Learner subgroup. In Grade 11 Reading, the achievement for all students improved. Subgroups recording decreases in the percent of proficient students at Grade 11 included Female, Hispanic, American Indian, Low-SES, ELL, non-ELL, and non-Migrant.

GOAL 2 INITIATIVE: Mathematics Projects – Every Student Counts

Purpose:

The Department's efforts in mathematics are organized around the Every Student Counts initiative and a Teacher Development Academy focused on elementary mathematics. The goal of both efforts is to develop the state's capacity to provide "in time" professional development and technical assistance to schools focusing on improved student achievement in mathematics.

Activities and Accomplishments:

Every Student Counts (ESC): The Department has completed the second year of the five-year mathematics initiative, Every Student Counts (ESC). This is a K-12 mathematics initiative that provides professional development on research-based practices in mathematics for Area Education Agencies (AEA) and Urban Eight Network (UEN) teams. The Department provided training for elementary, middle and high school mathematic teams at two regional sites for a total of 13 professional development (PD) days at each site. There are 12 AEA teams and 6 UEN mathematic teams who have completed year two: 93 Elementary participants, 100 Middle School participants, and 67 High School participants.

The ESC goals are:

- To improve achievement of K-12 students in mathematics.
- To build a learning community engaged in the study of mathematics, mathematics instruction and student achievement in mathematics through effective implementation of the Iowa Professional Development Model (IPDM).

The emphasis of the initiative is anchored to the National Council of Teachers of Mathematics (NCTM) content and process standards with a strong emphasis on Teaching For Understanding using Problem-Based Instructional Tasks and Meaningful Distributed Practice. Year one of the initiative focused on NCTM content standards Algebra and Number Sense and all five of the Process Standards. This past year the focus was on Geometry and Measurement and embedding the five Process Standards within the professional development.

The expectation for the AEAs and UENs is to participate in the professional development, learning the strategies and content, thus building capacity to provide professional development to local school districts. Several AEAs and UENs have begun to offer ESC professional development to local school districts. To date, there are 34 local school districts that have been receiving ESC training. Additional districts will be added this year. The Department is in the process of collecting student achievement and teacher implementation data for the purpose of evaluating the impact of the professional development on classroom instruction and student performance in mathematics.

Teacher Development Academy: Cognitively Guided Instruction or CGI is a teacher professional development program based on over 20 years of research by Thomas Carpenter, Megan Franke, Linda Levi, Susan Empson and Victoria Jacobs. In CGI professional development, elementary school teachers learn a framework for how children learn the concepts of number, operations, and algebra. Teachers work to integrate this framework with their mathematics instruction. CGI is not a curriculum. The knowledge teachers gain in a CGI workshop enhances how they implement any curriculum. Through CGI, teachers learn how children think about mathematics and how children in general understand mathematics. CGI teachers know how to use what children currently understand to plan future instruction. CGI teachers also understand what children need to learn about mathematics in elementary school so they will have a firm foundation upon which they can learn further mathematics. During the 2005-2006 school year 10 elementary school teams comprised of 10 principals, 68 teachers, and 14 AEA consultants participated in the CGI Teacher Development Academy sequence.

Results:

Student performance data from *The 2005 Annual Condition of Education Report* include all students who were enrolled at the time of testing. During the 2003-2005 biennium, compared to the 2001-2003 biennium, the percent of proficient students increased for Grade 4 Mathematics, for all students and all subgroups. In Grade 8 Mathematics, for all students and all except the ELL subgroup, the percent of proficient students increased as well. In Grade 11 Mathematics, the achievement for all students declined slightly (0.2 percent). The achievement of students in the African-American, Asian, American Indian, non-Low-SES, non-disabled, students with disabilities (IEP), and Migrant subgroups improved.

In Grades 4 and 8, there was a decrease in the percent of students in the non-proficient category, and increases in the percentage of students in the proficient categories (intermediate and high). In Grade 11, the percent of students in the non-proficient category for mathematics increased slightly (0.1%).

GOAL 2 INITIATIVE: Focus on High Schools/Middle Schools

Purpose:

The purpose for focusing on high schools and middle schools is to ensure that each Iowa youth graduates from high school having opportunities to take challenging, relevant courses that have prepared her/him well for success in postsecondary learning and the workplace.

Activities and Accomplishments:

The Department's support of high schools and middle schools has focused on: a) the development of models and materials; b) funding and technical assistance for implementation of models; c) information/material development and dissemination, and d) development of infrastructures for ongoing support to Iowa high schools and middle schools.

Development of models and materials: In response to needs identified by the Department and the State Board of Education and the passage of Senate File 245 in 2005, the Model Core Curriculum Project was initiated. The Model Core Curriculum Project consists of a Project Lead Team and three work teams identifying the essential concepts and skill sets of a world-class curriculum in the areas of literacy, math and science. Membership on both the Lead Team and work teams includes representatives of educators, administrators, higher education, and employers. The Model Core Curriculum was approved by the State Board in May.

The Department has also been working to develop guidance to districts to implement the requirements of SF245 related to the development of core curriculum and career plans for every eighth grader. Using national and state guidelines, effective practice research and input from AEA and LEA staff, a technical assistance document and answers to frequently asked questions are in development. These materials will be shared via ICN and available statewide in print and electronic versions in the fall.

Funding and technical assistance for implementation of models: In December 2005, 20 Iowa high schools were selected from 42 applicants to become inaugural partners in the Iowa High School Project. This project is a three year project of ongoing financial support from the Department of Education and technical assistance from the International Center for the Leadership in Education (ICLE) to help grow improvement and reform efforts in Iowa High Schools with a concentration on struggling learners within the rigor and relevance framework. AEAs, as critical partners in this initiative, are also paired with the schools in the project to provide consultation, support and expertise, while simultaneously participating as members of the learning communities in the high schools.

It is the intent that the Iowa High School Project will add 20 additional schools in 2007 and an additional 20 schools in 2008. With an ultimate core of 60 promising Iowa high schools in this project, high school improvement and reform efforts will be financially and technically supported to do the work at improving the student outcomes in Iowa high schools.

Additionally, seven schools (three middle schools and four high schools) were awarded three-year Comprehensive School Reform (CSR) continuation grants. CSR is a federally funded initiative that promotes whole school reform. The purpose of CSR is to provide financial incentives for schools to develop or adopt and implement comprehensive school reform programs based on reliable research and effective practices. The reform should focus on making coherent school-wide improvements that affect virtually all aspects of a school's operations, rather than using a piecemeal, fragmented approach to reform. All CSR sites must receive technical support from an external partner with expertise in school-wide reform and evaluate both the implementation of school reform and impact on student achievement. The majority of the funded sites are implementing either the *Making Middle Grades Work* model or the *High Schools that Work* model.

Information/material development and dissemination: In collaboration with the School Administrators of Iowa (SAI), the Department hosted the *Second Annual Iowa High School Summit* in January 2006. Over 1500 participants representing 283 districts attended this event at which Bill Daggett from ICLE presented the keynote address. Many other conferences focusing on specific issues faced by middle and high schools were hosted by the Department, including those related to drop-out prevention, learning supports, behavior, and secondary transition.

Development of infrastructures for ongoing support to, and continuous improvement of, Iowa middle schools and high schools: The Department has been working with the AEAs to establish a network of trainers who can assist high schools in their efforts to renew their preparation of students for postsecondary learning and employment. Currently, a core network of representatives from each AEA has received training and meets to develop strategies and approaches to meet the needs of districts statewide.

Results:

The activities and accomplishments described above are in their initial stages of development and implementation, thus any impact on student participation in rigorous, relevant coursework that prepares them for postsecondary learning and employment can not be expected for a number of years. There are, however, indicators that can be used as baseline measures to determine the ultimate effect of Department activities. These measures include: graduation rates, percentage of students intending to pursue postsecondary education, percentage of students scoring above 20 on the ACT, percentage of students completing a core curriculum and student satisfaction with their high school preparation.

The graduation rate for the total population has been stable since 2000 (89.8% in 2004), however, trend lines vary for different ethnic sub-groups. The trend line since 1996 for African American students is slightly increasing (from 63.8% to 73.6 percent in 2004). The trend line for Hispanic students has been variable (72.4% in 2004). Districts reported that 82.5 percent of their graduates planned to pursue postsecondary education after high school. The trend line for percentage of students scoring 20 or higher on the ACT is stable (69.9% in 2005).

GOAL 2 INITIATIVE: Educator Quality

Purpose:

The Student Achievement and Teacher Quality Program was established in 2001. The intent of the program is to acknowledge that outstanding teachers are a key component in student success. The program's goals are to enhance student achievement by redesigning teachers' professional development to improve instruction, providing mentoring and induction structures to attract and retain high performing teachers, developing teacher evaluation processes to build teacher capacity, and piloting a project to determine the efficacy of team-based variable pay. The design of the Teacher Quality Program is based on the principle that investing in the professional growth of teachers will result in improved instruction, and improved instruction will yield gains in student achievement.

The Department has taken a variety of actions to implement the Iowa Student Achievement and Teacher Quality Act to build capacity of both the AEA system and local district system. This document describes the combination of actions that appear to have contributed to gains in student learning. Where feasible, measurable student data are reported. Because of the complexity of the initiative and the number of variables that influence change, it is not possible to document causal results for each component of the Teacher Quality Initiative.

Mentoring and Induction

The State of Iowa implemented successful mentoring and induction program requirements for beginning teachers as part of landmark legislation for Teacher Quality in 2001. The purpose of the program is to recruit and retain teachers new to the profession and to ensure high quality teachers in the classroom. The legislation calls for each of Iowa's 365 school districts and 12 area education agencies to provide a two-year mentoring and induction program. Iowa's area education agencies have developed programs and support strategies for local districts. The Iowa legislature allocated \$2.4 million in the first year for the Mentoring and Induction program statewide. The amount was \$4,200,000 in 2005-2006. During the 2005-2006 school year, 3,227 new teachers participated in the Iowa Mentoring and Induction Program.

Every new teacher enters into a two-year induction program that addresses the teacher's personal and professional needs and trains him/her on Iowa's standards. A mentor is assigned to each teacher – not to evaluate for employment purposes, but to observe, critique, and provide support and advice on effective teaching practices

After the two-year induction program, the new teacher receives a standard license in most cases. The state fully funds induction for the required two years. If a teacher does not meet the requirements after the two years, a third year in the induction program can be granted by the district, but must be funded by the district. If the teacher does not successfully complete the program after the third year, that teacher cannot receive a license and cannot continue to teach in the state.

Mentors must have at least four years of teaching experience and demonstrated skills in classroom training and coaching. They receive training on district expectations, based on Iowa's eight teaching standards. The mentor must follow this program while focusing on the teacher's individual needs. One hundred percent of the public school districts and AEAs in Iowa have a Mentoring and Induction plan that has been approved by the DE.

A variety of support mechanisms are in place to provide technical assistance to LEAs and AEAs with the Mentoring and Induction program.

Mentoring and Induction Institute 2006: For the first time, the Mentoring and Induction Institute offered the Mildred Middleton Crystal Key Award for Outstanding Mentoring in 2006. The award was provided by the Iowa State Education Association and will be offered annually for both Outstanding Mentor, but also for Outstanding Leadership in a Mentoring and Induction program in the state of Iowa.

The Iowa Mentoring and Induction Network: The Iowa Mentoring and Induction Network provides information and technical assistance on topics such as licensure issues for new teachers, system support, Iowa mentoring and induction models, and mentoring resources.

Teacher Quality Enhancement Grant (TQE): In 2005, the DE was awarded a grant from the U.S. Department of Education in the amount of \$6.3 million dollars over three years. This grant is being used to increase the effectiveness of teacher education programs for teacher candidates and will also assist in collecting data on first and second year teachers in Iowa in the future.

Mentoring and Induction Results:

Retention of new teachers in Iowa has increased since the Teacher Quality Legislation was implemented. Prior to implementation of the teacher quality legislation, 87 percent of the teachers who were first year teachers in 2000-2001 returned to teach the next year (see table below). However, 92 percent of the teachers who were first year teachers in 2004-2005 returned to teach in 2005-2006. The percent of teachers returning to teach a second year is shaded in dark gray. The percent of teachers in the classroom two years after their first year also increased.

Also note that there has been considerable variability in the number of first year teachers during the last six years.

Public School District First Year Teacher Retention 2000-01 to 2005-2006*

Year	Number of First Year Teachers in Base Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006
2000-2001 (Base year)	1810	1574 (87.0%)	1424 (78.7%)	1339 (74.0%)	1273 (70.3%)	1221 (67.5%)
2001-2002**	1614		1407 (87.2%)	1285 (79.6%)	1216 (75.3%)	1162 (72.0%)
2002-2003***	1269			1131 (89.1%)	1033 (81.4%)	975 (76.8%)
2003-2004	1432				1295 (90.4%)	1200 (83.8%)
2004-2005	1512					1391 (92.0%)
2005-2006	1590					

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation Basic Educational Data Survey (BEDS) Staff Files.

*Data does not include teachers leaving Iowa to teach in other states.

**Mentoring and induction was first offered in 2001-2002.

***All beginning teachers were supported by mentoring and induction in 2002-2003.

Teacher Evaluation

Iowa Teaching Standards: Iowa law contains eight teaching standards. These standards by law are guiding the retooling of teacher professional development and evaluation. The State Board of Education adopted model criteria for each standard to further define what Iowa recognizes as good teaching. The standards and criteria can be found at: <http://www.state.ia.us/educate/ecese/tqt/tc/doc/itsmc030122.d>.

Evaluator Training: Evaluator training continues to be provided across the state to those participants who want to obtain their new (first-time) evaluator's license. From July 2005 until the current time approximately 300 people have participated in the training. The profile of the participants has shifted to include more teachers who already have their administrator endorsement and original evaluators license and now want to prepare to obtain their first administrative position. It also includes administrators in Iowa schools who had been a practicing administrator in another state and are new to Iowa.

District Evaluation Design: Beginning July 1, 2005, all districts were required to base their evaluation of teachers on the Iowa Teaching Standards and Criteria, all career teachers will be evaluated a minimum of every three years and they will annually develop and implement an individual career plan focused on the district's and building's student learning priorities and the district's staff development plan. Districts must also provide an intensive assistance component designed to support teachers not meeting one or more of the teaching standards. As a support for this work, the DE conducted a

statewide series of ICN sessions focused on teacher evaluation systems providing information and local school examples that have already been developed. A series of training institutes have also been provided throughout the state for the last two years.

Iowa Evaluator Training Program (Renewal Training): Beginning fall 2007 training to renew the new evaluators license will be offered statewide. The training curriculum is currently under development.

Iowa Evaluator Approval Training Program: The department in cooperation with SAI and the Wallace Foundation Grant is designing a training program to prepare participants to evaluate school administrators based on the six leadership standards that were endorsed by the State Board in 2006. The training will focus on the standards and related criteria and prepare administrator evaluators with the concepts and skills necessary to make the appropriate licensure decisions and to conduct performance reviews of the administrators based on the six standards. This training will begin fall 2007.

Professional Development

The Iowa Student Achievement and Teacher Quality Program sets standards for how to plan, provide, and evaluate professional development for Iowa's teachers. For a school to accomplish gains in student achievement through professional development, a specific combination of actions is needed. The Iowa Professional Development Model provides guidance and technical assistance to help districts and schools put these actions into place. This type of professional development includes:

- Identifying a professional development target that is based on district and building goals and addresses student needs that are identified through data analysis.
- Selecting a model, program, or set of strategies that is focused on instruction and is well grounded in research.
- Delivering learning opportunities that are distributed through the year, include intensive training to learn the rationale for the new practices, and show teachers demonstrations of how to teach the new strategies.
- Conducting collaborative team meetings that enable teachers to study together, design lessons, and solve the problems of implementing challenging new practices.
- Measuring how often teachers use newly learned practices and assessing students' responses to changes in teaching.
- Evaluating the results of professional development.

The required District Career Development Plan combined with the Individual Teacher Development Plans provide the structures for local schools to use as they design, deliver and evaluate professional development. These professional development structures address district student achievement goals and the Iowa Teaching Standards.

For the 2005-2006 school year, the following activities were supported:

- *Connecting Improved Instruction and Student Learning Through Professional Development Series:* This 4-day series for school leaders focused on how to communicate effectively with stakeholders, how to align teacher evaluation and professional development procedures, and how to lead collaborative team meetings for professional development.
- *The Professional Development Technical Assistance Seminar Series* This 2-part session was designed to support AEA consultants who lead and support professional development at the district level. These events helped AEA consultants to improve their skills in helping districts to use data, select research based content, organize collaborative team structures, deliver quality training and evaluate PD.
- *Winter Institute 2006 Sessions:* Winter Institute 2006, held in conjunction with School Administrators of Iowa and the Iowa Association of Curriculum and Supervision provided Iowa school leaders with an update on trends in state level student data, an overview of DE school improvement efforts to respond to trends, processes for using essential attributes of effective school improvement to revise the Comprehensive School Improvement Plan (CSIP), and tools for improving teacher evaluation process and professional development.
- *Collaboration Workshops.* DE staff presented workshops to help school administrators and professional development leadership teams transfer what is learned in training into daily use in the classroom.

New Technical assistance products distributed in 2005-2006:

- *District/Building Profile: Iowa Professional Development Model* The purpose of this profile is to guide the district/building administrators, the Professional Development (PD) Leadership Team, and the PD provider in conducting an optional self-analysis of the effectiveness of their district/building professional development.
- *Administrator's Guide for Professional Development:* This guidebook provides school district and building level administrators with information and resources to implement quality PD for the purpose of increasing student achievement.

Content Networks: The Iowa Content Network is a tool for AEA staff, administrators, central office personnel and teachers to use when choosing content for their professional development. A team of Iowa experts in the field of Reading, Math and Science review articles which are posted on the Department of Education website at <http://www.state.ia.us/educate/ecese/tqt/tc/prodev/main.html>

The current work of the Content Network has changed slightly. Content Network reviewers will continue to add additional reviews of research studies to the web site, but the majority of their efforts will be on making information about research more useful for professional development leadership teams. The priority will be on developing summaries of bodies of work so that schools will know what strategies are effective and have supporting research. The summaries will facilitate careful decision-making and thoughtful use of educational research when selecting the strategies and practices for professional development.

Professional Development Results:

Iowa administrators and teacher leaders across the state have received ongoing technical assistance and training in how to lead and support quality professional development. Multiple sources of data suggest that the intended target audience accessed the events described for this priority area. Questionnaires asking training participants about their perceptions about the value of the training and their intent to apply what they learned suggested that participants found these resources to be useful and that consumers used the resources in their work.

The Department has provided a variety of resources and tools to educators in Iowa web site materials about PD. Web site usage statistics indicate that the professional development web resources have been accessed by consumers over 3,000 times per month in peak months.

Content Network. There are 160 reading, 102 math and 93 science reviews posted in the form of tables and full reviews. Each table provides school personnel with information about the strategy, subjects in the study, and the results of the study. Also included in the table is the rating of the quality of the study. During the 2005-2006 school year, the number of times consumers reviewed Content Network pages ranged from 298 to 1,019 times per month.

Case Study Schools

Examples of schools that are implementing the Iowa Professional Development Model and summary statements about the positive results they are reporting can be found in the Appendix to this document. For the full case study reports see:

http://www.state.ia.us/educate/ecese/tgt/tc/pdmtm/state_casestudies.html

GOAL 2 INITIATIVE: Utilizing Technology to Improve Instruction

Purpose:

Iowa has developed an Enhancing Education Through Technology professional development model based on the Iowa Professional Development Model that provides accountability and assessment data to help meet No Child Left Behind mandates. This model provides teacher data concerning professional development training of teachers' use of classroom technology.

Activities and Accomplishments:

Enhancing Education Through Technology (E2T2) and Evaluating State Educational Technology Program (ESETP). The results from E2T2/ESETP are showing that this model is having an impact on student achievement. The E2T2 and ESETP programs are federally funded. The centerpiece of all of this activity is the AEA professional development activities for the focus area. Each AEA in collaboration with their school districts decided to focus all of their funds on one area.

See table below for the focus areas

2003-2006

Table 1. List of Participating Iowa Consortiums

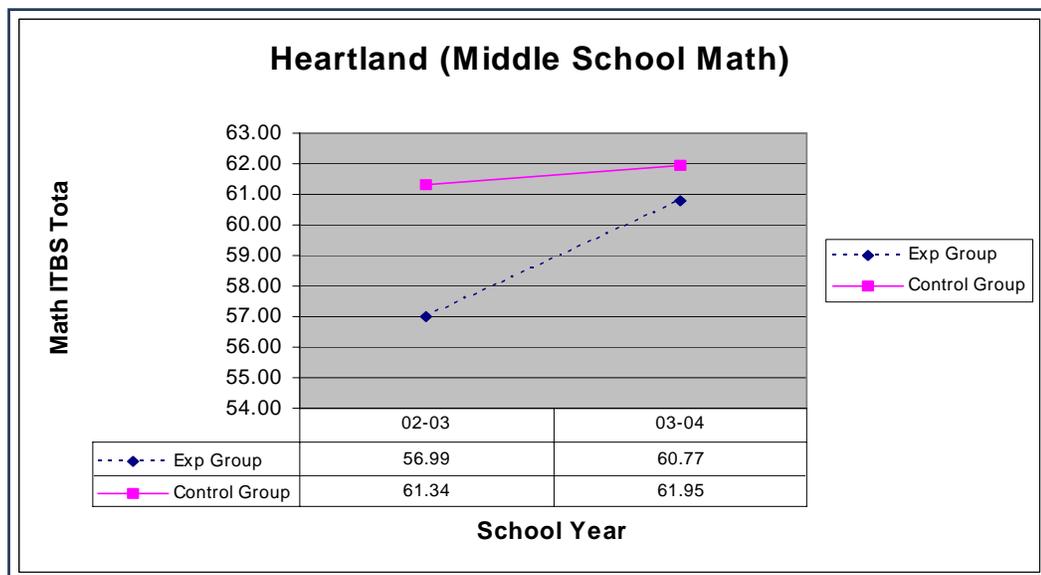
Iowa Consortium	Area of Focus	Number of School Districts
Des Moines	Reading: 6 th Grade	1
Green Valley AEA	Reading: 4 th Grade	20
NWIA	Reading: 6-8 th Grades	82
Davenport	Reading: Intermediate Level	1
AEA 16	Reading: 1-4 Grades/Some Middle School	14
Heartland AEA	Math: 6-8 th Grades	56
Mississippi Bend AEA	Math: 7-9 th Grades	22
Council Bluffs	Math: 4-7 th Grades	1
Loess Hills AEA	Math: Middle School	30
Keystone AEA	Math: 4-7 th Grades	25
Perry CSD	Reading: K-8 th Grades (AR)	1
	Math: 3-5 th Grades (AR)	
Waukee CSD	Reading: K-8 th Grades (AR)	1
	Math: 3-5 th Grades (AR)	
Southern Prairie AEA	Reading: K-4 th Grades	24
	Math: 6-8 th Grades	
Cedar Run	Reading: Grades TBD	93
Total		371

Results:

Below are two examples of results state that show a positive impact of these technology and professional development activities on student achievement:

NWIA consortium AEA 8, AEA 4, AEA 12 and Sioux City
(Sioux City Middle School – Reading scores for Hispanic students)
2002-2003 N -17 11.8% proficient - E2T2 started
2003-2004 N - 28 39.3% proficient
2004-2005 N - 34 52.9% proficient

AEA 11 Heartland



Notice both the difference between starting points and a large difference between slopes. This indicates that the treatment was having an impact on performance.

GOAL 2 INITIATIVE: High School/Postsecondary Linkages

Purpose:

The Division of Community Colleges and Workforce Preparation continues to provide technical assistance to both high schools and community colleges regarding the development and implementation of strategies and programs to enhance the transition of high school students to the community college.

Activities and Accomplishments:

In the past, strategies were centered on the development of tech prep programs or variations of this model (i.e., articulated career and technical programs between the high school and community college). During FY05, the division continued its work to

enhance the academic core subjects supporting career and technical education. Increasingly, technical assistance is being provided to career academies. All Department of Education-approved secondary vocational programs must include evidence of articulation into a community college program. A survey of community colleges conducted in the certified budget report collected responses to the following: "Describe sharing practices of your college with other governmental and educational entities, which result in increased efficiencies."

The Department of Education has fostered partnerships with Iowa secondary schools, community colleges, and the Regent universities through a pre-engineering curriculum program called Project Lead The Way® (PLTW). For more information see the description of Project Lead the Way under Goal 3.

To advance educational offerings in the bioprocessing targeted industry area and the enrollment of students in these programs, the division convened a group of representatives of secondary science teachers, community college biosciences faculty and administrators, area education agency personnel, Department of Education PK-12 and community college consultants and administrators, Iowa State University biological sciences faculty, and biotech industry employers to discuss the knowledge and skills requirements of employees in this industry and the capacity of Iowa's educational sectors to prepare this future workforce.

Results:

A report was made to the State Board in September 2004 on high school enrollments in community college credit courses. This report indicated that in 2003, 17,833 unduplicated high school students were enrolled in community college courses, an increase of 5.7 percent over 2002. In 2003, approximately 16 percent of the total community college headcount enrollments were high school students. These high school students earned an average of seven credit hours during FY03.

Tech prep programs in Iowa are directly linked to Associate of Applied Science programs at Iowa's community colleges. In 2004, tech prep programs in Iowa provided 18,710 students the opportunity to participate in advanced level coursework in 320 career and technical tech prep programs in all 15 community college areas across Iowa. Tech prep programs combine two years of secondary education and two years of community college education in a course of study that integrates academic, and vocational and technical instruction. Iowa tech prep is implemented in each of the 15 community college regions and may be referred to by the following alternate titles: career academies, league of schools, career edge, career advantage, and hubs.

GOAL 2 INITIATIVE: Student Leadership

Purpose:

Career and technical student organizations are intra-curricular organizations providing real life learning and leadership development experiences that complement and expand career and technical education programs. Current research suggests that participation in student organizations is a key to student success in career and technical education programs. See Figure 19 for the number of students enrolled in credit career and technical education programs.)

Activities and Accomplishments:

The Iowa career and technical student organizations are: FFA (Future Farmers of America), DECA (Distributive Education Clubs of America), FCCLA (Family Career and Community Leaders of America), BPA (Business Professionals of America), FBLA (Future Business Leaders of America), PBL (Phi Beta Lambda), PAS (Postsecondary Agriculture Students), Delta Epsilon Chi, HOSA (Health Occupations Students of America), SkillsUSA, and TSA (Technology Student Association).

Results:

Twenty-one thousand nine hundred and thirty-six (21,936) high school and community college students enrolled in career and technical education programs and participated in student leadership development activities through membership in local chapters of the 13 career and technical student organizations sponsored by the Department of Education. Approximately 12,000 of these participated in leadership and career development events (including skill competitive events). Eighteen hundred (1800) students participated in regional and national leadership development events such as national leadership conferences conducted by the individual career and technical education associations. Iowa students received top awards in competitive activities at many of these events.

GOAL 2 INITIATIVE: Elementary and Secondary Funding

Purpose:

Adequate funding for elementary and secondary education is necessary to assure a quality education is available for all students.

Activities and Accomplishments:

The per pupil allowable growth amount was \$174, \$45, \$91, \$93 and \$190 for FY02, FY03, FY04, FY05, and FY06 respectively. In FY07 and FY08, it will be \$197 and \$205 per pupil. The amount per pupil is derived from the legislatively set allowable growth rates which were and are as follows for FY02 through FY08: 4%, 1%, 2%, 2%, 4%, 4% and 4%. State foundation aid (including instructional support) to school districts and area education agencies for FY02 through FY07 was as follows:

State Foundation Aid (in millions)

	FY 02	FY 03	FY 04	FY 05	FY 06	FY 07
Initial Amount	\$1,824.9	\$1,806.4	\$1,849.9	\$1,900.5	\$1,982.1	\$2063.9*
AEA Reduction	-7.5	-7.5	-17.5	-19.3	-19.3	-15.5
District Across-the-Board Cut	-74.1		-44.0			
AEA Across-the-Board Cut	-3.4		-1.8			
Final Amount	\$1,739.9	\$1,798.9	\$1,786.6	\$1,881.2	\$1,962.8	\$2,048.4
Percent Change	-1.26%	3.39%	-0.70%	5.3%	4.3%	4.4%

*Includes appropriation for ELL weight eligibility – property tax adjustment aid

Categorical aid has also changed for these years - it has been and will be as follows:

Categorical Aid (in millions)

	FY 02	FY 03	FY 04	FY 05	FY 06	FY07
Educational Excellence	\$80.9	\$66.9	\$55.5	\$55.5	\$55.5	\$55.5
Technology	10.0	0	0	0	0	0
Early Intervention	30.0	30.0	29.3	29.3	29.3	29.3
Teacher Quality	40.0	40.0	43.2	45.3	69.6	104.3
Total	\$160.9	\$136.9	\$128.0	\$130.1	\$154.4	\$189.1

Beginning with the 2004-2005 school year, the formula for determining budget guarantees was changed and the prior budget guarantee methodology is being phased out. In FY2007, 154 districts will receive a budget adjustment totaling \$13.9 million. Of those, 105 are receiving a scale-down adjustment while 49 are receiving the 101 percent adjustment. Districts under the scale-down adjustment receive only a percent of the prior budget guarantee.

Formula Budget Amounts (in millions)

	FY02	FY03	FY04	FY05	FY06	FY 07
Districts						
Regular Program	\$2,242.7	\$2,243.1	\$2,275.9	\$2,311.4	\$2,395.2	\$2,489.1
Budget Adjustment	7.7	27.8	27.4	30.8	19.5	13.9
Supplementary	22.7	24.5	27.2	29.6	33.5	40.6
Weighting						
Special Education	297.1	307.9	320.5	330.8	347.8	360.9
Instruction						
Dropout	44.2	51.8	57.0	64.4	72.1	75.0*
Total	\$2,614.4	\$2,655.1	\$2,708.0	\$2,767.0	\$2,868.1	\$2,979.5
AEAs						
Special Education	111.0	112.3	114.5	116.8	120.9	124.7
Support						
Media	19.7	19.7	20.0	20.3	21.0	21.8
Ed Services	21.8	21.8	22.1	22.4	23.2	24.1
Reduction	-7.5	-7.5	-17.5	-19.3	-19.3	-15.5
Total	\$145.0	\$146.3	\$139.1	\$140.2	\$145.8	\$155.1
Grand Total	\$2,759.4	\$2,801.4	\$2,847.1	\$2,907.2	\$3,013.9	\$3,134.6
Allowable Growth	4%	1%	2%	2%	4%	4%

*Estimate

Results:

Districts have seen very little growth in their basic budgets over the last five years. Between the 2001-2002 school years and the current year, 2005-2006, districts' regular program formula driven budgets, including the guarantees, grew just over seven percent. Thus, districts have been averaging approximately 1.8 percent growth per year in their basic budget. Although slightly over one-half of the districts will see an increase in funding for the next school year (2006-2007), 49 districts will be on the "phased reduction" of their budget guarantee and thus will experience a decline in their regular program budgets and 105 will have the minimum of 1 percent guarantee.

The low or no budget growth for districts and AEAs has resulted in limited growth in educators' salaries and thus an erosion into the state's competitiveness for future educators. Multiple years of low allowable growth rates, combined with decreasing enrollments and prior year's across-the-board cuts, have resulted in districts closing buildings, reducing staff through layoffs or attrition, and increasing class sizes.

The average salaries of Iowa teachers are not increasing at the rate of salary increases in other states. The average salary of Iowa teachers ranked 41st in the nation in 2004-2005 compared to a rank of 34th in 2002-2003. The number of college and university students enrolled in teacher preparation programs has declined and the Board of Educational Examiners has noted a reduction in applicants for license renewal and first-time applicants.

Although districts have lacked the resources for significantly expanding professional development, the FY2006 funding under the student achievement and teacher quality legislation enabled districts to add one or more full-time equivalent additional days to contracts for professional development. Since FY2002, the majority of school districts have not experienced significant budget growth unless they had a significant increase in enrollments. But with increasing enrollments also came significant cost increases. As noted last year, district staff and boards have attempted to minimize the impact on students, but over time, it is becoming apparent that the reductions eventually do impact students as textbooks are not replaced, districts are not able to add technology, buildings are closed, etc.

GOAL 2 INITIATIVE: Electronic Access System for Iowa Education Records and Statewide Student Identifier System

Purpose:

The Iowa Department of Education collects the majority of all information needed for state and federal reports via file uploads of student, staff, or financial information. Information that is not file uploaded is collected via web-based online reporting. The major change in collecting information about students began several years ago when the department re-engineered its data collections from summary reports to electronically collecting the required data via individual student records. The primary reason was our effort to promote efficiency, accuracy and timeliness of the data received from Iowa schools and to reduce the data burden on Iowa schools.

Although the original intent was to reduce data burden, collecting data through individual student records and establishing a unique statewide student identifier for each student has become essential to meet the reporting requirements of the No Child Left Behind (NCLB). Individual student records provided through Project EASIER (Electronic Access System for Iowa Education Records) enable the department to aggregate the data needed for state and federal reporting requirements, policy development, and accountability at the local, state and federal levels.

Activities and Accomplishments:

Significant expansions of Project EASIER occurred in 2004-05 and 2005-2006. One major step was that all students in public schools were assigned a unique ten-digit identifier to be used as part of the local and state student information system. The student identifier is used by districts when submitting a file to the department. The student identifier was also used as part of the ITBS/ITED test reporting by local districts

and results are reported to the department and districts using the identifiers. The unique identifier has also been incorporated into the special education students' database. Through the use of the student identifier, all student level information can be linked regardless of the source.

All Iowa public school districts are participating in Project EASIER and have successfully submitted data electronically to the Department of Education for all students in grades preschool through twelfth grade effective with the start of the 2004-2005 school year. Some nonpublic schools have chosen to participate on a voluntary basis and it appears more will be added in the 2006-2007 school year.

It is the department's intent to collect as much of the data required for state reports, NCLB and other federal reports through the individual student records and not conduct individual surveys for each federal/state program area. As such, additional data elements were added in 2005-2006 and more will be added in 2006-2007. The United States Department of Education has implemented an initiative similar to the states, namely "collect the data once and use it many times." Their project is called EDEN, Education Data Exchange Network, and will produce at the federal level EDfacts.

Department staff conducted a series of regional meetings with districts to assist in understanding the requirements, enabling each district to meet the standards set by the department. Staff conducted workshops to assist districts with the course coding to assure uniform adoption of a statewide/national standard. In addition to the regional workshops, department staff provided extensive telephone support. A data elements dictionary was created and codes were developed and standardized for each element collected. Department staff worked extensively with software vendors and school district staff to uniformly implement the new data requirements. Department staff also held a one-day "Data Conference" this spring with over 900 local and AEA staff in attendance.

Results:

The department has successfully implemented the assignment of a student identifier which will have immediate and long-term benefits. In addition, a significant amount of additional data was collected electronically to meet required state and federal reports -- NCLB and EDEN in particular. Data was collected more efficiently and data reporting burden on districts was reduced. The Iowa Department of Education has established a database that can be used to more accurately calculate graduation rates, and report on the status of education in Iowa. School districts have established or improved their information system enabling them to better make data-driven decisions and support continual improvement.

GOAL 2 INITIATIVE: School Profiles/Reporting

Purpose:

The expectations for good information regarding the education system are very high. Reasons include the professional development around data driven decisions and decision support systems as well as parents', educators', boards', and the publics' expectations for quality data and information. The No Child Left Behind Act requires each state to provide an annual report card to inform stakeholders about the progress of students and schools on indicators of student achievement and other information that is related to student success.

Activities and Accomplishments:

The department has implemented a *State Report Card for No Child Left Behind* and expanded the content of the *Annual Condition of Education Report*. In addition, a web-based school and district profile are available on the department's website. The *Annual Condition of Education Report* has been published for 16 consecutive years. The *State Report Card for No Child Left Behind* was released in August 2005, prior to the start of the school year to meet the accountability requirements under the new law. The Department also has a web-based School Profile.

The web-accessible School Profile provides specific information about student achievement in each district and public school. Specifically, the following is provided:

- for grades four, eight, and eleven the percent of students proficient in reading and math in the district and specific school buildings;
- the graduation rate for the district; and
- the average daily attendance rate in the district.

In addition, statistics and graphs are displayed by subgroups as required by NCLB. The subgroups are: race/ethnicity, low socio-economic, English language learner, and special education.

Through the web-based profile site, multiple districts or multiple schools may be compared. In addition, comparison with districts, with the county, AEA, or state can be made.

Results:

The profiles have enabled parents, teachers, administrators, and all citizens within a community the ability to better understand the "condition" of the education system within their community. In addition to the profiles, the department provides summary information on students, including achievement; and summary and detailed information on staff, finances, and programs.

GOAL 2 INITIATIVE: Career Planning

Purpose:

The Division of Community Colleges and Workforce Preparation provides career information services to Iowans in order to promote improved career and educational decision-making.

Activities and Accomplishments:

An inter-agency partnership between the Iowa Department of Education, the Iowa College Student Aid Commission, and the College Planning Center was formed to offer career and educational planning information to all Iowa students. Statewide use of *Choices* products was chosen to support the Governor's effort to facilitate student success beyond high school. *Choices Explore* software is designed to motivate middle school students by building awareness of a wide variety of education and career paths. A follow-up product, *Choices Planner*, helps students create more focused career plans through analysis of career and labor market information, six-year course plans, postsecondary school options, job search tools, electronic portfolios, and much more. *Choices* career software will be available at no cost to all Iowa middle schools, high schools, colleges and universities for the 2006-2007 school year. Training for the programs is administered by the Iowa College Student Aid Commission and the College Planning Center. A total of 453 attendees received training through 59 sessions offered between September 2005 and February 2006.

Results:

The inter-agency partnership between the Iowa Department of Education, the Iowa College Student Aid Commission, and the College Planning Center is making available to students, parents, teachers, and counselors information and planning resources that relate educational preparation to career goals and expectations, free of charge. Currently 834 Iowa middle schools and high schools and 132 Iowa college and university campuses have access to the career information and decision-making system; 477 middle schools and high schools and 41 college and university campuses are actively using the *Choices* programs. Business entities can purchase the career information and decision-making system for a fee.

GOAL 3 INITIATIVE: Project Lead The Way (PLTW)

Purpose:

The Division of Community Colleges and Workforce Preparation continues to provide technical assistance to both high schools and community colleges regarding the development and implementation of strategies and programs to enhance the transition of high school students to the community college.

Activities and Accomplishments:

The Department of Education has fostered partnerships with Iowa secondary schools, community colleges, and the Regent universities through a pre-engineering curriculum program called Project Lead the Way® (PLTW). PLTW has developed a four-year

sequence of courses which, when combined with college preparatory mathematics and science courses in high schools, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. PLTW makes a concerted effort to inform school counselors through counselor conferences, brochures, and videotapes about the benefits of the program, as well as the opportunities that exist for female and minority students interested in technology and related careers.

Results:

Thirteen (13) Iowa schools implemented PLTW beginning in the fall of 2005.

GOAL 3 INITIATIVE: Bioscience/Biotechnology Initiatives

Purpose:

The Department conducted an assessment to determine the programmatic responses of Iowa's community colleges to the state's emerging biotechnology industries. A report titled "Developing Iowa's Bioscience Workforce: An Overview of the Efforts of Iowa's Community Colleges to Train Skilled Workers for the Emerging Bioscience/Biotechnology Sector" has been published based on this assessment. In addition, a series of Bioscience/Biotechnology focus groups was organized to discuss the capacity of Iowa's educational institutions to meet Iowa's current and future bioscience/biotechnology workforce.

Activities and Accomplishments:

On average, 40 individuals attended each focus group. Each focus group brought together secondary science teachers, community college bioscience and biotechnology instructors, four-year college/university faculty, industry representatives, and Department of Education personnel. There were six focus groups: Indian Hills Community College, Western Iowa Tech Community College, Eastern Iowa Community College District, Kirkwood Community College, Iowa Lakes Community College, and Des Moines Area Community College. Each focus group reinforced the point that there is no *one* definition of Bioscience/Biotechnology in the state.

Results:

Bioscience and Biotechnology Community College Incentive Grants

Three of the colleges utilized input from the groups as part of their review process for current biotechnology programs. In addition, three of the colleges planned to utilize input from their focus group in establishing a biotechnology program for their college.

Fifteen community college incentive grants of \$5,500 each were awarded in April 2006. For the colleges which hosted the six focus groups, the grant is to continue the process their institution has started in biotechnology discussions. For the others colleges, it is to begin the process. The colleges will report back their grant activities during the grant time period, which ends in September 2007.

GOAL 3 INITIATIVE: Community College Accreditation

Purpose:

Iowa's state accreditation process for community colleges has been revised. The emphasis of the revised process is continuous quality improvement to enhance institutional performance and student success.

Activities and Accomplishments:

A task force reviewed the existing state criteria for accreditation of community colleges. The task force included Dr. Janice Friedel, one representative from each of the state's 15 community colleges, the executive director of the Iowa Association of Community College Trustees Association, a member of the State Board of Education, and several members of the division staff. Bureau Chief Beverly Bunker chaired the task force.

Division staff met with community college administrators and faculty to discuss accreditation issues and to gather suggestions about needed revisions in the state criteria. These discussions led to the drafting of Amended Rules that contained the following criteria: Mission and Integrity; Preparing for the Future; Student Learning and Effective Teaching; Acquisition, Discovery, and Application of Knowledge; and Engagement and Service. The revised accreditation process also includes state standards for minimum faculty competencies, faculty workload, provisions for students with special needs, and guidelines for vocational program review.

Results:

The proposed Rules were submitted to the State Board on May 11 and the State Board approved notice of intended action. A meeting with the Legislative Rules Committee and a public hearing will take place in June.

GOAL 3 INITIATIVE: Community College Articulation

Purpose:

Articulation agreements take a variety of forms, but all are designed to facilitate effective transfer. The agreements assist students in knowing how their community college credits/programs satisfy specific major requirements at each university.

Activities and Accomplishments:

Iowa has long been a national leader in articulation and transfer credit policy development. Each year, a staff member represents the Department of Education on the Liaison Advisory Committee on Transfer Students (LACTS) concerning articulation/transfer issues. The committee is made up of six voting members (three from the community colleges and one member each from the three Regent universities) and an exofficio member from the Department of Education. Over the years, the committee has been influential in developing seven statewide agreements. A complete listing of the articulation agreements is published in both a printed and electronic format under the title of *The Public Connection, Volume I and Volume II*. The posting of these

publications is also on the Department of Education website under “Community Colleges.” The articulation agreements are reviewed and reaffirmed annually.

Results:

During the 2005-2006 academic year, an Associate of Science Degree articulation agreement was proposed. It will be studied during the 2006-2007 academic year and will be voted on during the Annual Articulation Agreement Review meeting in April 2007.

GOAL 3 INITIATIVE: Community College and Career and Technical Education Professional Development

Purpose:

The professional development of community college faculty and career and technical educators continues to be a priority of the Division of Community Colleges and Workforce Preparation. The goal is to design and implement a comprehensive development model.

Activities and Accomplishments:

This past year, the Division of Community Colleges and Workforce Preparation conducted numerous staff development activities for community college instructors and administrators and secondary school career and technical educators. Professional development activities took place in the following areas: Community College Faculty Development Programs; Business Education; Marketing; Agriculture; Health Occupations; Manufacturing and Industrial Technology; Construction Trades and Communications; Equity and Nontraditional Areas; Family and Consumer Sciences; and Strengthening the Academic Core. These activities are consistent with the division objective of engaging both secondary and postsecondary teachers in professional development. Highlights of some the activities are as follows:

- I. Community College Diversity Seminar
Community College Diversity Seminar was held on April 29-30, 2006, at the Holiday Inn & Suites Northwest in Des Moines. Teams from each of Iowa’s 15 community colleges attended. The seminar was designed to assist the colleges in meeting Goal #5 of the State Board’s strategic plan for community colleges entitled, “Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges,” which is “to recruit, enroll, retain, and successfully meet the learning needs of students in nontraditional careers for their gender and under-represented racial/ethnic groups and other under-represented special needs populations.”

- II. Business and Information Technology Professional Development
Professional development workshops and meetings are designed to assist secondary and postsecondary Business and Information Technology instructors in maintaining certifications, learning new technology, and providing curriculum resources to be utilized in classroom instruction. In addition, workshops are designed for new business and information technology instructors as well as for

those methods instructors from the colleges and universities who work with student teachers.

III. Professional Development Activities in Agricultural Education in FY06

The summer conference was attended by 201 secondary and postsecondary agricultural educators focused on secondary-postsecondary articulation, dual enrollment, and the secondary agricultural model curriculum. Fall inservices were attended by 191 secondary and postsecondary agricultural educators. Key topics included model curriculum project update, agricultural communications curriculum, welding techniques and facilities workshop, and a review of student achievement data.

IV. Career Counseling Professional Development

Professional development was held for school counselors and career development educators at the First Annual Iowa School Counselor Academy held in June 2005. Topics included utilizing data to increase student achievement, removing barriers to student's learning, program tools for career development, and academic planning, as well as team time to collaborate on career counseling lesson plans and intentional guidance action plans for school counseling programs.

V. Marketing and Entrepreneurship Education and Professional Development

Iowa hosted the DECA Central Region Leadership Conference in Des Moines in November 2005 in which 1500 students and teachers attended from 13 Central Region states. The three-day conference was filled with professional development opportunities, from learning how to network with business and industry to how to create a business plan for a school business. Other activities included a two-day workshop to assist teachers in researching various entrepreneurship curriculums as well as simulation software.

VI. Professional Development in Family and Consumer Sciences

In FY06 a variety of professional development opportunities for secondary and postsecondary Family and Consumer Sciences (FCS) instructors have been offered through a partnership between the Department of Education and Grand View College. In addition, a FCS core group was organized to start the process of evaluating career pathways in FCS-related cluster areas for FCS students in Iowa and to identify areas of employment needs, such as early childhood, food service management, and other areas of FCS.

VII. Career and Technical Education Administrators

The Administrators Forums held in 2004 and 2005 each hosted approximately 100 Iowa community college educators for two-day conferences featuring presentations and roundtable discussions on Job Training, Economic Development, Business and Public Partnerships, Performance Indicators, Program Approval and Review, Articulation, Equity, Faculty Issues, Iowa Code and Rules, and Management Information Systems (MIS). The third annual Administrators Forum is planned for November 2006.

This past year has also seen an ongoing effort to assist school districts in improving program quality through proper use of their allocations, using data for decision making, and articulating programs with postsecondary institutions.

Results:

Evaluations are conducted at all Department of Education-sponsored professional development activities. Evaluations indicate that these professional development activities provide valuable opportunities for teachers to network with each other and to learn from one another resulting in updated curriculum in programs so that students have opportunities to learn the latest technology, knowledge, and skills, and thereby increase their likelihood of academic success.

GOAL 3 INITIATIVE: Community College Funding Formula

Purpose:

The State General Aid distribution formula currently in place was enacted during the 2005 Legislative Session via House File 816. The formula was established for fiscal years commencing July 1, 2005, and succeeding fiscal years. This Legislation amended the formula that was currently in place with the goal of providing an equitable distribution of money to the fifteen community colleges. Funds are appropriated by the General Assembly to the Department of Education and then allocated to the community colleges based on the funding formula as defined in the 2005 Iowa Code Chapter 260C.18C.

Activities and Accomplishments:

During FY06, the Division of Community Colleges and Workforce Preparation developed and issued fiscal reports, which highlighted the continued shifting of the primary community college revenue source from state general aid to student tuition and fees. These reports included the FY05 Condition of Community College Report and a brochure specific to FY05 community college funding.

In May 2006, the certified budget report was approved by the State Board of Education. This year's report highlights the community colleges infrastructure needs, the community colleges' ability to keep current with technology, and issues the colleges may have regarding human resources. Dr. William Giddings, president of Northwest

Iowa Community College supplemented the written report with his comments regarding funding challenges facing community colleges.

Results:

Comprehensive data relating to the 15 community colleges in the state are available and published. These data can be used by individuals to evaluate the community colleges in Iowa. These data are also useful to the Legislature in the decision-making process.

GOAL 3 INITIATIVE: Community College Management Information System (MIS)

Purpose:

The Management Information System (MIS) enables the Department of Education to respond to immediate informational and/or data needs of various constituents. In addition, the data help identify the impact of the community college programs and services on local communities and their role in the development of a high-skilled, high-income workforce for Iowa's changing economy.

Activities and Accomplishments:

During FY06, the major initiative was to improve the MIS human resources reporting. The Department of Education's MIS team convened a subcommittee of the Community College Human Resources Directors to assist the Division in the refinement of the human resources section of the community college MIS. Recommendations from the human resources subcommittee were presented to the MIS SWAT team for input in making changes to the reporting requirements. The FY07 MIS Reporting Manual will be updated to reflect these discussions.

The research capabilities of the MIS continue to be explored. During FY06, the Department of Education contracted with Iowa State University to utilize their research capabilities. The contract focuses on a statewide research project using a matched data set from the MIS and IWD's Unemployment Insurance (UI) records to evaluate the economic benefits of Iowa community college attendance.

The Division continues to provide input to the National Student Data Clearinghouse (NSDC) to expedite use of this database to track community college students into transfer institutions to determine the continuation of their education beyond Iowa's community colleges. Department of Education MIS Team is currently working to schedule NSDC staff for training in Iowa. While every community college has access to the NSDC database, use of the data varies greatly from college to college. This training will help each institution use this resource in reporting and institutional research.

Results:

In May 2006, the MIS team compiled changes to the 2007 MIS Reporting Manual. The updated manual is in the final revisions stages. The Manual is expected to be released in early May.

GOAL 3 INITIATIVE: Community College Statewide Performance Indicators

Purpose:

One of the initiatives in “Shaping the Future: A Five-Year Strategic Plan for Iowa’s Community Colleges” is the development of an agreed-upon set of Community College Statewide Performance Indicators for Iowa’s system of community colleges. In August 2002, the department presented a draft set of Community College Statewide Performance Indicators to the State Board for its review and input. A timeline for further development was approved. In March 2006, the State Board approved the second five-year Statewide Strategic Plan. The State Board directed the Department of Education to develop a set of performance measures tied to the plan's goals.

Activities and Accomplishments:

An initial set of Community College Statewide Indicators was presented and approved by the State Board of Education in FY2004. The department was charged to continue to work with the community colleges in exploring indicators related to student success (i.e., transfer, job placement, and retention) and economic development. The department holds a contract with the National Student Data Clearinghouse (NSDC), which enables both the department and all 15 community colleges to have access to the national database. Department staff has provided suggestions to the NSDC to expedite the tracking of a student cohort through multiple subsequent terms. Enhancements scheduled to be made by the NSDC should increase the usefulness of this resource in the performance indicators. The department is a part of the state’s customer tracking system that enables a data match between the MIS student identifier and the Iowa Workforce Development (IWD) unemployment insurance records.

The DE is currently working with the Performance Indicators Task Force in developing a set of indicators for the Community College Statewide Strategic Plan. Beginning in August 2006, these data will be utilized to measure progress toward meeting the goals of the plan.

Results:

Beginning in August 2006, the annual progress report on the Community College Statewide Strategic Plan will consist of a quantitative report indicating progress toward accomplishment of each goal. The indicators will be consistent with the guiding principles of the Performance Indicators Task Force as defined by the Director.

GOAL 3 INITIATIVE: Community College Strategic Plan

Purpose:

In December 2000 the State Board of Education adopted a community college strategic plan, "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges" (2001-2006), to expire June 30, 2006.

Activities:

During FY06 the Division of Community Colleges and Workforce Preparation convened the legislatively mandated "working stakeholders group" to develop a new plan for 2006-2011.

Results:

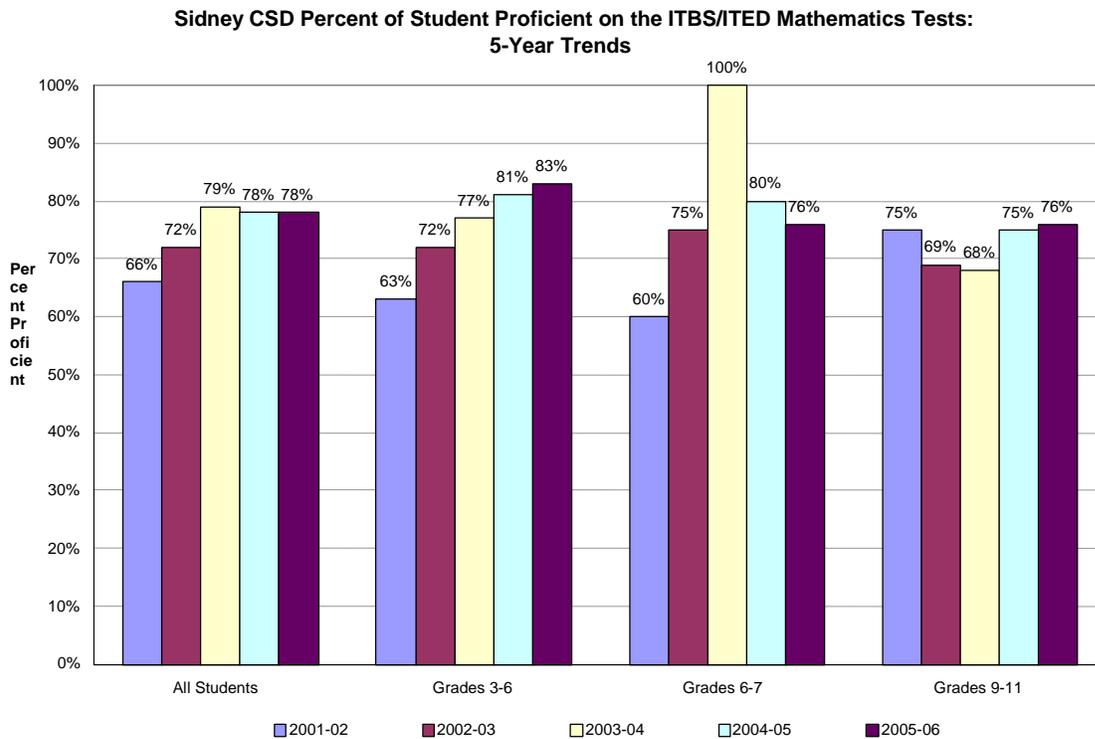
In March 2006, the State Board of Education approved "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges" (2006-2011). The State Board of Education directed the Department of Education to work with the community colleges in developing a set of performance measures tied to the goals of the Plan.

APPENDIX

Case Study Examples from Schools Implementing the Iowa Professional Development Model

Sidney Community School District

This district's professional development focused on math problem solving and the L to J system for monitoring student progress. While teachers during the first year were more focused on data collection and the development of probes, they have now intensified their focus to Polya's four steps to problem solving and explicit instruction. The content of PD this year has been continued work on the strategies of explicit instruction as it relates to problem solving. Sidney's involvement in the professional development model with the problem solving focus has yielded positive results as evidenced by ITBS/ITED trends shown in the graphs that follow.



Des Moines Community School District

Second Chance Reading (SCR) was selected by the district to address the needs of students at the middle and high schools reading well below grade level and thus struggling with the requirements of the curriculum. Initially, nine middle schools, four high schools and three alternative schools serving adolescents participated in the SCR professional development effort. The success of the SCR program in the Des Moines Public Schools led to its expansion for the 2005-06 academic year. The program is now provided in all district middle and high schools and three SCR coaches now work with both new and veteran teachers to provide training and support. Student growth has continued to be robust with the change in training design (see table below for 2004-2005 academic year). The combination of consistent facilitation to ensure the functioning of collaborative teams and the collection of data and a strong cadre of trainers to reinforce skill development has clearly worked in Des Moines. While all programs can benefit from periodic infusions of expert assistance, the Des Moines SCR program is no longer dependent on an outside trainer for program implementation.

Second Chance Reading

Regular Education with Included Special Education Students by Subgroup 2004-2005

Mean Growth in NGE on SDRT and Jamestown Timed Readings

	Comp.	Fluency Difference (WPM)
Male (339)	2.1	46
Female (300)	1.6	34
Low SES (359)	1.7	36
SpEd (65)	1.6	50
Non SpEd (574)	1.9	39
ELL (80)	2.0	44
Black (112)	1.45	35
White (401)	2.0	40
Hispanic (80)	1.6	41
Asian (34)	2.8	54
American Indian [6]	[2.4]	[106]

Nixon Elementary, Cedar Rapids

In 2003-2004 Nixon Elementary School selected reading fluency as the professional development target based on the district and building data and on available resources and expertise. The identified strategies include: repeated readings, paired readings, super signals, using punctuation, echo reading, choral reading, and readers' theater. In 2005 Nixon staff continued their focus on fluency strategies, with the goal of improving reading comprehension, and added the comprehension strategies recommended by Stephanie Harvey (*Strategies That Work*). The hard work of the Nixon staff is paying off in student learning. The table below provides trend data for fourth grade, including subgroups, for the three years Nixon has implemented the Iowa Professional Development Model.

Percent Proficient: Nixon 4th Grade ITBS Longitudinal Data

4 th Grade	2003-2004	2004-2005	2005-2006
Reading: All Students	80	75	83
Reading: Low SES Students	67	33*	88
Reading: Students w/IEPs	25	54.5	68

* Change in legal requirements for reporting data.

North Scott Jr. High, Eldridge

Working within a district goal to improve reading comprehension from kindergarten through 12th grade, the school elected to focus on the higher-order comprehension abilities of its students. For the 2003-2004 school year the target of the shared learning at the building level was the Think Aloud and Graphic Organizer instructional strategies. North Scott has maintained a high percentage of students at the proficient level on the ITBS reading comprehension test and has shown steady improvement. Their most impressive gains have been with low SES students and students with IEPs (see chart below).

Percent of Students Proficient on the ITBS Reading Comprehension Test

	2003-2004		2004-2005		2005-2006	
	7 th Grade	8 th Grade	7 th Grade	8 th Grade	7 th Grade	8 th Grade
All	72	77.6	79	77	80	79.5
Low SES	53	50	69	58	69	67.5
IEP	11	19.2	17	38.7	44	25

Hempstead High School, Dubuque

The professional development target focused on in this school is to increase reading comprehension through the implementation of content area reading strategies. The content studied included: encountering new words, connect new knowledge to existing knowledge, think ahead, continually evaluate understanding, create images of what is read, periodically summarize, and use textual clues, visuals, and text organization,

ITED reading comprehension data for the past three years are summarized in the table below.

Percent of Students Proficient at Hempstead High School
On the ITED Reading Comprehension Test

	2003-2004			2004-2005			2005-2006		
	9th	10th	11th	9th	10th	11th	9th	10th	11th
All Students	78.9	78.1	83.0	77.7	78.4	75.8	76.5	77.8	80.0
Low SES	63.2	65.5	83.7	69.7	58.3	63.3	52.2	66.7	69.0
IEP Students	26.2	35.1	38.7	28.3	30.8	24.5	27.1	25.6	32.4