

2019 Annual Report



Condition of Education



Iowa Department of Education

State of Iowa
Department of Education
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Des Moines, IA 50319-0146

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Dear Iowans,

Data and information are critical tools of school improvement. They are the foundation for making informed education decisions for our schools, districts and the state. It is through the Annual Condition of Education Report that we pull together this information and analyze it – a key function of the Iowa Department of Education.

This report offers a wide range of state-level data, including shifts in academic achievement, student populations, demographics and school financial information.

The report can be used as a roadmap to see what's working, what needs more attention and what we might be able to expect in the coming years.

Iowa has a long tradition of having great schools. Embedded in that tradition is the desire for continuous improvement. That's what the Annual Condition of Education Report underscores – and embraces.

Be sure to check out the online companion to the print version of the report, which enables stakeholders the opportunity to dig deeper into enrollment and staffing data locally and statewide. Thanks for all you do to support Iowa's students, schools and districts.

Sincerely,



Ryan M. Wise, Director
Iowa Department of Education



Acknowledgments

The authors of the Annual Condition of Education Report wish to thank the staff of the Iowa Department of Education who contributed to the production of this report. A special acknowledgement is extended to individuals outside the Department of Education who made important contributions in sharing their data and thoughts with us. They are: Dr. Steve Dunbar and Dr. Catherine Welch, Iowa Testing Programs.

Introduction

The 2019 edition of the Annual Condition of Education Report (COE) marks the 30th edition of the report. Much has changed in the past 30 years since the 1st edition was released in 1990. Data and information have become ubiquitous in today's fast paced society. The 1st edition of the report included 5 chapters covering 64 pages. The 2019 COE has 7 chapters covering 224 pages and includes hundreds of charts and figures. There is also an online version of the 2019 COE.

Over three decades, the COE has expanded to provide more information to education stakeholders about the success and challenges of Iowa's education system. The COE includes a robust set of information about Iowa's students, schools and educators. Below are highlights from the 30th edition of the report.

Enrollment

- There has been a steady increase in the number of students in Iowa's public schools. After a seventeen-year decline, there has been eight years of enrollment gains.
- For the first time, approximately 1 in 4 students in Iowa school districts are Minority students. Students of color now make up 24.9 percent of the student population.
- The percentage of students eligible for free or reduced-priced lunch increased from the prior year. Forty three percent of students were eligible for free or reduced-priced lunch year in 2018-19 compared to 40.5 in the 2017-18 school year.
- The percent of students who are English learners (EL) continues to climb. In 2018-19 6.5 percent of students were EL compared to 6.1 percent in 2017-18.

Iowa Educators

- Iowa's average regular teacher salary increased slightly to \$57,463 in 2018-19 compared to \$57,045 in the 2017-18 school year.
- Iowa's average teacher salary continues to be competitive in the national rankings. Iowa average salary is 21st in national rankings and 5th when compared to other Midwest states.
- The number of full-time teachers in public schools increased to 37,386 in 2018-19 from 37,035 in 2017-18. There is a 11.2 percent increase in the number of full-time public teachers between 2000-01 (33,610) and 2018-19 (37,386).

Student Performance

- In 2018-19, Iowa Testing Programs administered a new state assessment, the Iowa Statewide Assessment of Student Progress (ISASP). Caution should be made in comparing performance on the ISASP to prior years.
- The percent of students taking key courses decline across all curriculum areas for the class of 2019 including: algebra II (74.4%), higher level mathematics (47.9%), world languages (85.6%), chemistry (73.3%) and physics (33.4%).
- Iowa continues to have the top graduation rates in the nation. The four-year cohort graduation rate for the class of 2018 was 91.4 percent which is an increase from 91.0 percent for the class of 2017.
- The percent of students in the class of 2019 who took an ACT decreased to 66 percent from the prior year.

- There was a decrease in the composite ACT score for the class of 2019 (21.7) compared to the class of 2018 (21.9).
- Among states for which ACT is the primary college entrance exam (greater than 50 percent), Iowa's average composite score is tied for first.
- The number of students taking AP courses and total AP enrollment continues an upward trend. In the 2018-19 school year, 18,551 students took 27,108 AP courses. The percent of school districts with students taking AP courses increase slightly to 52.8 from 51.6 in the prior year.
- Statewide concurrent enrollment continues to climb. Enrollment and participation again increased all-time highs. 46,877 students in grades 9-12 took 107,509 courses in 2018-19.
- The number of Iowa Advanced Placement (AP) test takers and exams saw a decrease in 2018-19. 19,817 AP exams were taken by 12,780 students compared to 20,986 exams taken by 13,591 students in 2017-18. Over the past decade, the long term trends show significant increases in the total number of students taking AP exams.

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Pennington". The signature is stylized and cursive, with a large initial "J" and a prominent flourish at the end.

Jay Pennington, Chief
Bureau of Information and Analysis

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Enrollment

The public and nonpublic enrollment trends in Iowa, by district size and area education agency (AEA) are presented in this chapter, including data on student characteristics such as race/ethnicity, English learners (EL), percent of students eligible for free or reduced price lunch, special education enrollment, and migrant enrollment. These data come from the Basic Educational Data Survey (BEDS), certified enrollment, Student Reporting in Iowa (SRI), and Iowa special education records.

Certified enrollment counts are used for the Iowa School Finance Formula calculation, and include resident students, supplemental weightings for sharing programs, weighting for EL students, nonpublic school assistance, and dual enrollments. Enrollment data by grade and race/ethnicity are calculated by the attending district.

Enrollment in 2018-2019 continues to increase following a long-term decline between 1997-1998 and 2011-2012. The public school enrollment projection is relatively stable over the next five years (0.8% increase between 2018-2019 and 2023-2024), while nonpublic school enrollment is projected to increase slightly (2.7% increase) (Figure 1-1). More than two-thirds (69.0%) of Iowa public school districts in 2000-2001 had district enrollments less than 1,000 and these districts served 28.2 percent of K-12 students. Just under two-thirds (66.4%) of the districts in 2018-2019 had less than 1,000 students and served 23.7 percent of K-12 public school students (Table 1-3). There are nine AEAs in Iowa that serve students. The largest is Heartland AEA, which served 28.5 percent of Iowa students in 2018-2019 (Table 1-4).

The Open Enrollment Act (Iowa Code §282.18) of 1989-1990 states, “It is the goal of the general assembly to permit a wide range of educational choices for children enrolled in schools in this state and to maximize ability to use those choices..., [To] maximize parental choice and access to educational opportunities which are not available to children because of where they live.” The number and percent of students taking advantage of the Open Enrollment Act continues to increase (Table 1-5). The smallest and largest enrollment categories in 2017-2018 and 2018-2019 had more students open-enrolling out than open-enrolling in. In 2018-2019, the 300-599 enrollment category net-gained the most students from the open enrollment legislation (Table 1-6).

Children from families with incomes at or below 130 percent of the federal poverty level (FPL) are eligible for free lunch and children from families with incomes between 130 and 185 percent of the FPL are eligible for reduced-price lunch, according to the National School Lunch Program. In 2018-2019, the percent of students eligible for free or reduced-price lunch increased (Figure 1-2) to 43.0 from 40.5 percent in the prior year. Districts in the largest and smallest enrollment categories had the highest percentage of students eligible for free or reduced price lunch (Table 1-7).

Children requiring special education are “Persons under twenty-one years of age, including children under five years of age, who have a disability in obtaining an education because of a head injury, autism, behavior disorder, or physical, mental, communication, or learning disability, as defined by the rules of the department of education” (Iowa Code §256B.2). The special education students in Iowa public schools accounted for 12.2 percent of the total certified enrollment in 2018-2019. This continues an upward trend since 2015-2016 when the percentage was 11.6 (Table 1-8).



The percent of students in public school was 24.9 for public districts and 16.6 for nonpublic schools (Table 1-9, Table 1-10, and Figure 1-3). The largest enrollment category had the highest percent of minority students at 41.1 percent, while the two smallest enrollment categories had the lowest percent of minority students (with both less than 10%) (Table 1-11).

The percent of English learner (EL) students in public school was 6.5 for public districts and 3.4 for nonpublic schools. (Figure 1-4). The majority of EL students spoke Spanish as their primary language in all three years presented (Table 1-12). An EL student is eligible for 0.22 weighted funding for a period not exceeding five years (Iowa Code §280.4). Districts with more students had more weighted EL students in all years presented in Table 1-13.

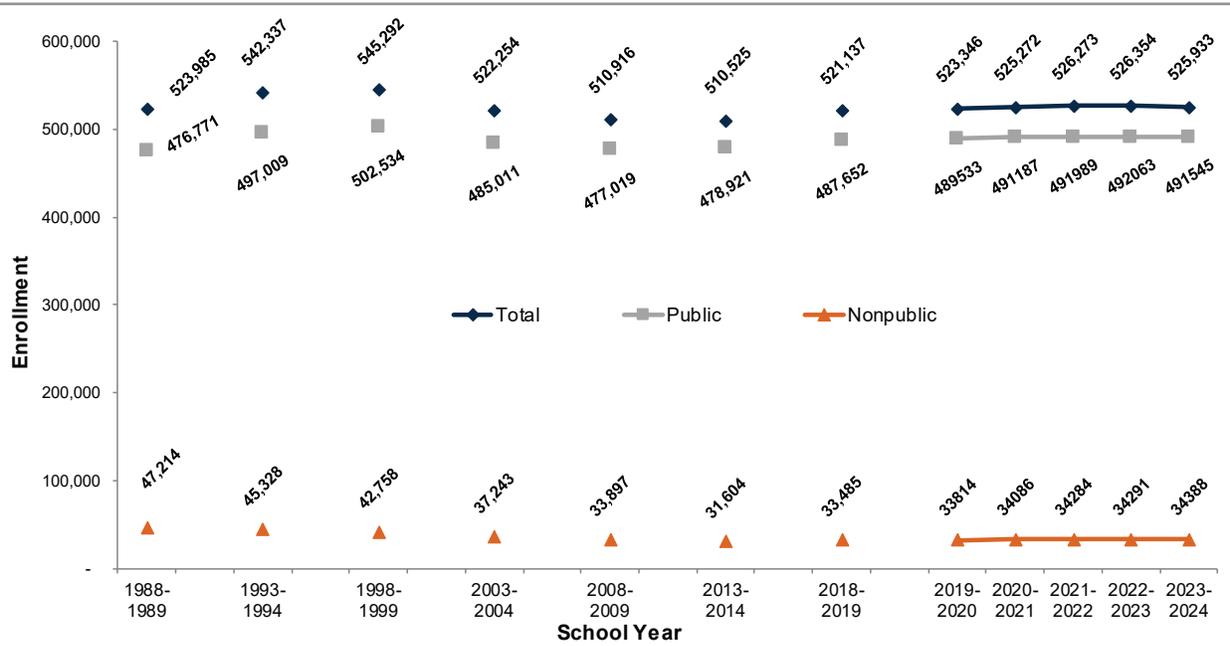
The U.S. Department of Education defines a “migratory child” as a child who is (or whose parent or spouse is) a migratory agricultural worker or migratory fisher. A migratory agricultural worker or migratory fisher is one who has moved from one school district to another in the preceding 36 months in order to obtain temporary or seasonal employment in agricultural or fishing work. Migrant student data are collected by the Iowa Department of Education through a direct certified system. The number and percent of migrant students in the 2015-2016 to 2018-2019 school years are displayed in Table 1-14.



Enrollment Trends

Figure 1-1

Iowa's Public and Nonpublic School K-12 Enrollments 1988-1989, 1993-1994, 1998-1999, 2003-2004, 2008-2009, 2013-2014, 2018-2019 and Projected Enrollments 2019-2020 to 2023-2024



Source: Iowa Department of Education, Bureau of Information and Analysis Services.

Projected Enrollment

Table 1-1

Iowa's Public School K-12 Certified Enrollments 2017-2018 to 2018-2019 and Projected Certified Enrollments 2019-2020 to 2023-2024 by Grade

Grade	Enrollment		Projected Certified Enrollment				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	38,435	39,349	39,673	39,691	39,372	38,653	38,806
1	35,094	35,183	36,019	36,315	36,331	36,039	35,381
2	36,222	35,212	35,322	36,161	36,459	36,475	36,182
3	36,860	36,368	35,379	35,489	36,332	36,631	36,647
4	38,152	37,087	36,595	35,599	35,710	36,558	36,859
5	38,264	38,423	37,356	36,860	35,857	35,969	36,824
6	37,808	38,451	38,735	37,660	37,161	36,149	36,262
7	37,311	38,245	38,923	39,212	38,123	37,618	36,594
8	36,688	37,535	38,478	39,160	39,451	38,356	37,847
9	37,922	37,865	38,600	39,490	40,150	40,407	39,246
10	37,312	37,759	37,741	38,473	39,361	40,018	40,274
11	36,468	36,665	37,129	37,111	37,831	38,704	39,351
12	37,329	36,944	37,243	37,714	37,696	38,428	39,314
PKIEP	2,399	2,567	2,340	2,250	2,155	2,058	1,958
State	486,264	487,652	489,533	491,187	491,989	492,063	491,545

Source: Iowa Department of Education, Bureau of Information and Analysis Services.

Notes: PKIEP: Prekindergarten individualized education programs.

Figures may not total due to rounding.



Table 1-2

Iowa's NonPublic School K-12 Enrollments 2017-2018 to 2018-2019 and Projected Enrollments 2019-2020 to 2023-2024 by Grade

Grade	Enrollment		Projected Enrollment				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	3,297	3,210	3,258	3,259	3,233	3,174	3,187
1	2,881	3,197	3,118	3,164	3,165	3,140	3,083
2	2,988	2,948	3,149	3,070	3,116	3,118	3,092
3	2,966	2,983	2,964	3,166	3,088	3,134	3,135
4	2,954	2,936	2,965	2,947	3,147	3,069	3,115
5	2,950	2,903	2,894	2,922	2,904	3,102	3,025
6	2,712	2,927	2,792	2,783	2,811	2,793	2,984
7	2,359	2,476	2,567	2,449	2,441	2,465	2,450
8	2,378	2,420	2,449	2,538	2,422	2,414	2,438
9	1,824	1,980	1,905	1,928	1,998	1,906	1,900
10	1,837	1,840	1,992	1,916	1,939	2,010	1,918
11	1,810	1,875	1,899	2,056	1,978	2,001	2,074
12	1,892	1,790	1,863	1,887	2,042	1,965	1,988
Total	32,848	33,485	33,814	34,086	34,284	34,291	34,388

Source: Iowa Department of Education, Bureau of Information and Analysis Services.

K-12 Enrollments by District Size Category

Table 1-3

Iowa's Public School Districts and K-12 Students by Enrollment Size 2000-2001, 2017-2018, and 2018-2019

Enrollment Category	2000-2001				2017-2018				2018-2019			
	District		Students		District		Students		District		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
<300	38	10.2	8,176	1.7	39	11.4	8,865.9	1.8	38	11.5	8,546.3	1.8
300-599	116	31.0	52,162	10.6	104	30.9	47,861.9	9.8	104	31.5	48,257.6	9.9
600-999	104	27.8	78,916	16.0	81	24.6	61,029.5	12.6	77	23.3	58,656.1	12.0
1,000-2,499	83	22.2	126,118	25.5	76	23.1	115,701.2	23.8	77	23.3	116,080.0	23.8
2,500-7,499	24	6.4	96,410	19.5	22	6.6	97,088.3	20.0	22	6.7	92,519.3	19.0
7,500+	9	2.4	132,509	26.8	11	3.3	155,717.5	32.0	12	3.6	163,592.2	33.5
State	374	100.0	494,291	100.0	333	100	486,264.3	100	330	100	487,651.5	100

Source: Iowa Department of Education, Bureau of Information and Analysis Services.

Note: Figures may not total due to rounding.



Enrollment in Iowa's Area Education Agencies

Table 1-4

Total Iowa Public and Nonpublic K-12 Students by AEA 2018-2019						
AEA	Public Schools		Nonpublic Schools		Total	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Keystone	28,210.9	5.8	4,089	12.2	32,300	6.2
Prairie Lakes	29,830.2	6.1	2,048	6.1	31,878	6.1
Central Rivers AEA	62,053.5	12.7	3,302	9.9	65,356	12.5
Mississippi Bend	46,558.1	9.5	3,333	10.0	49,891	9.6
Grant Wood	70,019.2	14.4	4,380	13.1	74,399	14.3
Heartland	139,504.9	28.6	8,714	26.0	148,219	28.4
Northwest	39,784.5	8.2	5,337	15.9	45,122	8.7
Green Hills	37,297.6	7.6	1,046	3.1	38,344	7.4
Great Prairie	34,392.6	7.1	1,236	3.7	35,629	6.8
State	487,651.5	100	33,485	100.0	521,137	100.0

Source: Iowa Department of Education, Bureau of Information and Analysis Services.

Notes: Figures may not total due to rounding.

Open Enrollment

Table 1-5

Number and Percent of Public School K-12 Open Enrolled Out Students 1990-1991, 1995-1996, 2000-2001, 2005-2006, 2010-2011, 2015-2016 to 2018-2019			
	Percent Open Enrolled Out	Number Open Enrolled Out	Certified Enrollment
1990-1991	0.6	2,757	483,399
1995-1996	2.5	12,502	504,505
2000-2001	3.8	18,554	494,291
2005-2006	4.8	23,155	483,105
2010-2011	5.5	25,831	473,493
2015-2016	6.3	30,463	483,451
2016-2017	6.5	31,369	485,147
2017-2018	6.7	32,501	486,264
2018-2019	6.9	33,591	487,652

Source: Iowa Department of Education, Bureau of Information and Analysis Services. Certified Enrollment and Student Reporting in Iowa.



Table 1-6

Open Enrollment in Iowa's Public Schools by Enrollment Size
2000-2001, 2017-2018, and 2018-2019

2000-2001	Enrollment Category						State
	<300	300-599	600-999	1000-2499	2500-7499	>7500	
Total Number of Districts	38	116	104	83	24	9	374
Number of Students	8,176	52,162	78,916	126,118	96,410	132,509	494,291
Number of Students Open in	398.0	3,366.6	4,177.9	5,295.4	3,571.6	1,625.4	18,434.9
Number of Students Open Out	1,036.2	3,499.3	3,742.3	3,955.6	3,141.0	3,179.5	18,553.9
Net Gains/Losses	-638.2	-132.7	435.6	1,339.8	430.6	-1,554.1	
Number of District with Gains	6	47	49	53	13	0	168
Number Districts with Losses	30	65	54	30	11	9	199
Number of Districts with No Gain/Loss	2	4	1	0	0	0	7
2017-2018							
Total Number of Districts	39	104	81	76	22	11	333
Number of Students	8,866	47,862	61,030	115,701	97,088	155,718	486,264
Number of Students Open in	1,273.0	7,458.6	5,899.9	9,134.9	5,949.4	2,784.8	32,500.6
Number of Students Open Out	2,092.5	5,548.6	5,239.8	6,835.5	5,822.7	6,961.5	32,500.6
Net Gains/Losses	-819.5	1,910.0	660.1	2,299.4	126.7	-4,176.7	
Number of District with Gains	12	49	40	40	13	1	155
Number of Districts with Losses	27	54	40	36	9	10	176
Number of Districts with No Gain/Loss	0	1	1	0	0	0	2
2018-2019							
Total Number of Districts	38	104	77	77	22	12	330
Number of Students	8,546	48,258	58,656	116,080	92,519	163,592	487,652
Number of Students Open in	1,309.5	7,947.1	5,965.1	8,752.0	6,154.7	3,462.7	33,591.1
Number of Students Open Out	2,063.0	5,949.4	5,182.4	6,996.2	5,676.2	7,723.9	33,591.1
Net Gains/Losses	-753.5	1,997.7	782.7	1,755.8	478.5	-4,261.2	
Number of District w/ Gains	10	47	40	39	13	1	150
Number of Districts with Losses	27	56	37	38	9	11	178
Number of Districts with no Gain/Loss	1	1					2

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Certified Enrollment, and Student Reporting in Iowa.

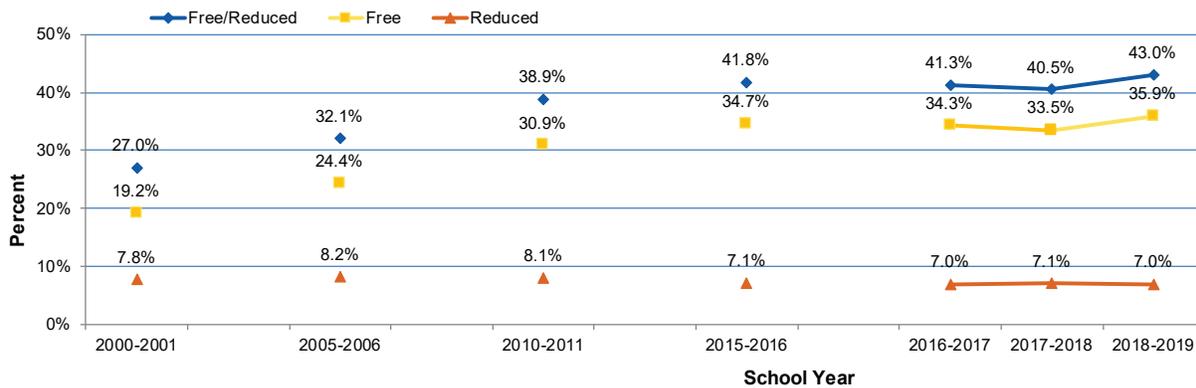
Note: Figures may not total due to rounding.

Subgroup Enrollments

Students Eligible for Free or Reduced Price Lunch

Figure 1-2

Percent of Iowa's Public School K-12 Students Eligible for Free and Reduced Price Meals
2000-2001, 2005-2006, 2010-2011, 2015-2016, 2016-2017 to 2018-2019



Source: Iowa Department of Education, Bureau of Information and Analysis Service, and Student Reporting in Iowa.

Table 1-7

K-12 Public School Students Eligible for Free or Reduced Price Lunch by Enrollment Category
2000-2001, 2017-2018 and 2018-2019

Enrollment Category	2000-2001			2017-2018			2018-2019		
	K-12 (BEDS) Enrollment	# Free/Reduced Eligible	% Free/Reduced Eligible	K-12 (BEDS) Enrollment	# Free/Reduced Eligible	% Free/Reduced Eligible	K-12 (BEDS) Enrollment	# Free/Reduced Eligible	% Free/Reduced Eligible
<300	6,711	2,256	33.6	7,146	3,323	46.5	6,670	3,319	49.8
300-599	50,933	13,511	26.5	49,563	17,407	35.1	50,037	19,263	38.5
600-999	77,327	17,966	23.2	61,767	21,113	34.2	59,486	22,068	37.1
1,000-2,499	122,830	29,876	24.3	116,950	44,333	37.9	116,853	47,503	40.7
2,500-7,499	93,322	21,433	23.0	96,719	33,304	34.4	92,474	35,094	38.0
7,500+	125,804	43,874	34.9	150,346	76,052	50.6	158,071	80,588	51.0
State	476,927	128,916	27.0	482,491	195,532	40.5	483,591	207,835	43.0

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey and Student Reporting in Iowa.

Special Education Enrollment

Table 1-8

Iowa's Public School Special Education Weighted Enrollment 2000-2001, 2003-2004, 2013-2014 to 2018-2019			
School Year	Percent Special Education Students	Number Special Education Students	Certified Enrollment
2000-2001	12.8	63,392	494,291
2003-2004	13.4	65,027	485,011
2013-2014	11.8	56,550	478,921
2014-2015	11.6	55,923	480,772
2015-2016	11.6	56,039	483,451
2016-2017	11.7	56,813	485,147
2017-2018	11.9	57,637	486,264
2018-2019	12.2	59,435	487,652

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Certified Enrollment Files; Bureau of Learner Strategies and Supports, Last Friday of October Special Education Weighted Enrollment Files.

Enrollment by Race and Ethnicity

Table 1-9

Iowa's Public K-12 Enrollments by Race/Ethnicity 2000-2001, 2017-2018 and 2018-2019							
Race/Ethnicity Group	2000-2001		2017-2018		2018-2019		
	Number	Percent	Number	Percent	Number	Percent	
All Minority	46,250	9.7	117,032	24.3	120,376	24.9	
African American	18,510	3.9	29,902	6.2	30,732	6.4	
American Indian	2,447	0.5	1,776	0.4	1,837	0.4	
Asian	8,274	1.7	12,168	2.5	12,280	2.5	
Native Hawaiian/Pacific Islander	-	-	1,314	0.3	1,507	0.3	
Two or More Races	-	-	19,227	4.0	20,201	4.2	
Hispanic	17,019	3.6	52,645	10.9	53,819	11.1	
White	430,677	90.3	365,459	75.7	363,215	75.1	
Total	476,927	100.0	482,491	100.0	483,591	100.0	

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Certified Enrollment Files; Bureau of Learner Strategies and Supports, Last Friday of October Special Education Weighted Enrollment Files.



Table 1-10

Iowa's Non-Public K-12 Enrollments by Race/Ethnicity 2000-2001, 2017-2018 and 2018-2019						
Race/Ethnicity Group	2000-2001		2017-2018		2018-2019	
	Number	Percent	Number	Percent	Number	Percent
All Minority	1,946	4.7	5,396	16.4	5,565	16.6%
African American	492	1.2	775	2.4	872	2.6%
American Indian	70	0.2	59	0.2	72	0.2%
Asian	563	1.4	985	3.0	989	3.0%
Native Hawaiian/Pacific Islander	-	-	281	0.9	179	0.5%
Two or More Races	-	-	709	2.2	951	2.8%
Hispanic	821	2.0	2,587	7.9	2,502	7.5%
White	39,118	95.3	27,452	83.6	27,920	83.4%
Total	41,064	100.0	32,848	100.0	33,485	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey and Student Reporting in Iowa.

Figure 1-3

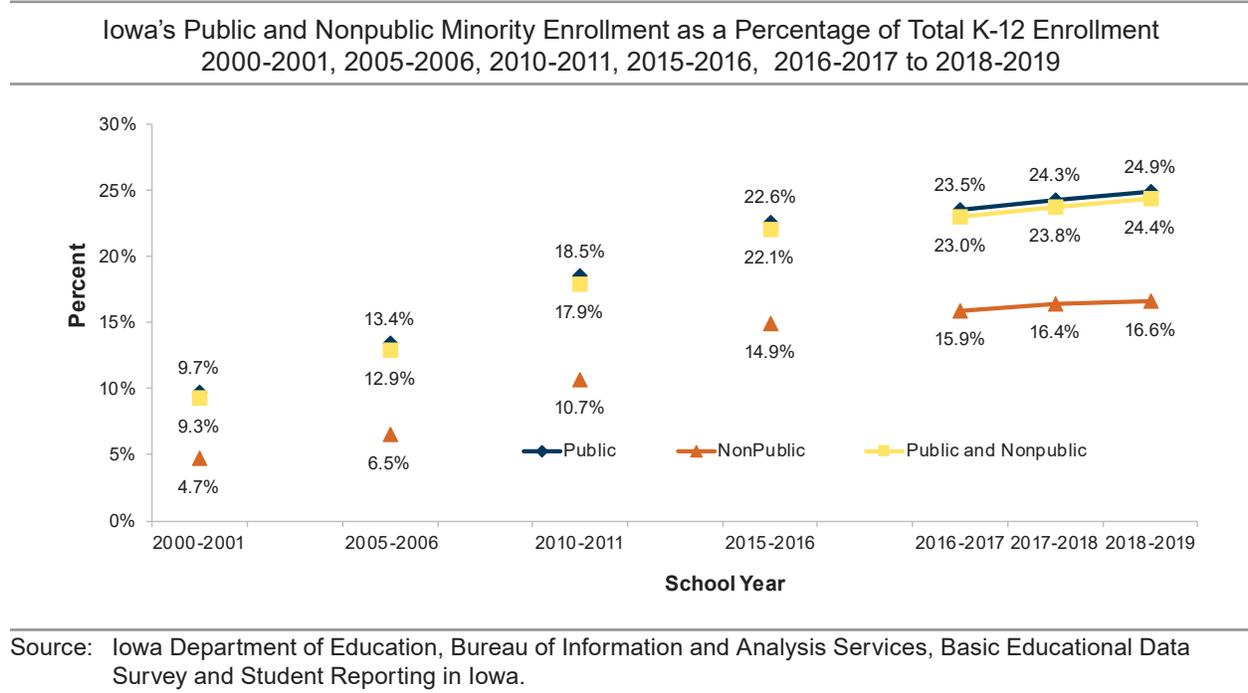


Table 1-11

Iowa's Public School Percent Minority Enrollment by Enrollment Category
2000-2001, 2017-2018 and 2018-2019

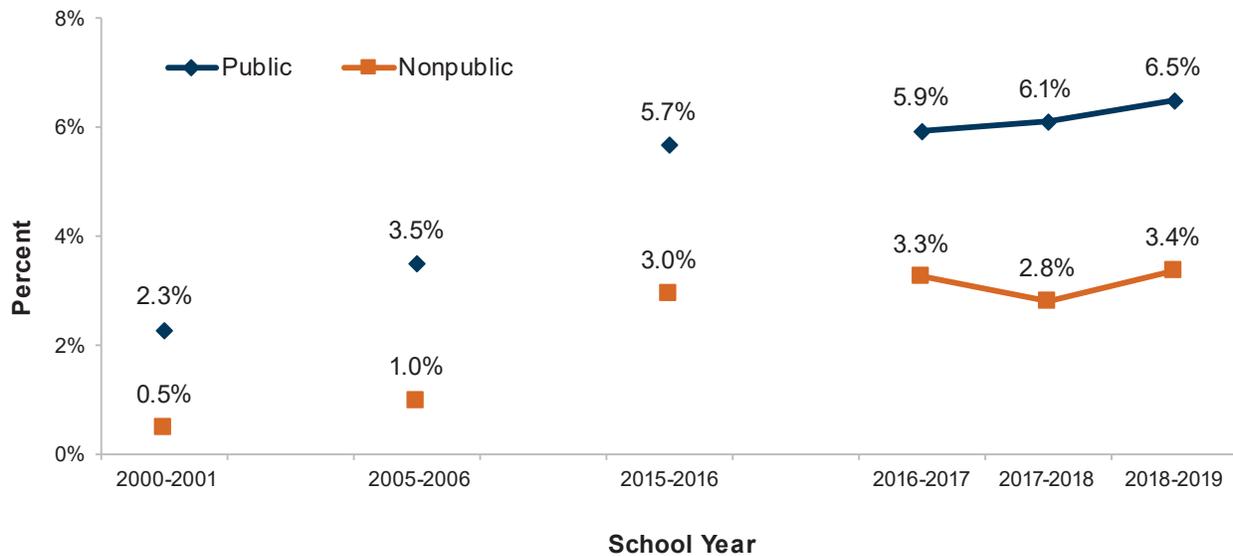
Enrollment Category	2000-2001	2017-2018	2018-2019
<300	1.5	9.9	9.6
300-599	2.4	8.7	8.6
600-999	2.6	10.8	11.3
1,000-2,499	5.9	16.9	17.3
2,500-7,499	9.0	24.4	25.4
7,500+	21.7	41.2	41.1
State	9.7	24.3	24.9

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey and Student Reporting in Iowa.

Enrollment of English Learners

Figure 1-4

Percent of Public and NonPublic School K-12 Students that are English Learners
2000-2001, 2005-2006, 2010-2011, 2015-2016, 2016-2017 to 2018-2019



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey and Student Reporting in Iowa.

Table 1-12

Iowa's Public and Nonpublic K-12 English Learners' Primary
Language 2000-2001, 2017-2018 and 2018-2019

Language	2000-2001	2017-2018	2018-2019
Spanish; Castilian	7,014	19,667	20,607
Arabic	81	1,066	1,148
Swahili		843	1,003
Karen languages		922	934
Vietnamese	766	646	673
Burmese		644	637
French		491	601
Bosnian	363	562	561
Marshallese		391	447
Somali		470	436
Nilo-Saharan (Other)		373	417
Nepali		388	412
Chinese	80	322	347
Lao	409	268	266
Creoles and pidgins, English based (Other)		197	258
Pohnpeian		185	235
Tigrinya		143	197
Rundi		151	168
Dinka		131	152
German	153	136	138
Russian	65	115	121
Kru languages		117	115
Telugu		87	111
Chuukese		59	111
Hmong		103	109
Oromo		96	102
Kinyarwanda		81	97
Tagalog		85	91
Hindi		61	86
Urdu		76	84
Amharic		61	78
Lingala		53	73
Portuguese		51	67



Table 1-12 (...continued)

Iowa's Public and Nonpublic K-12 English Learners' Primary Language 2000-2001, 2017-2018 and 2018-2019			
Language	2000-2001	2017-2018	2018-2019
Sino-Tibetan (Other)			66
Tamil			64
Ukrainian		59	56
Albanian		52	55
Korean	76	51	50
Germanic (Other)			50
Gujarati			50
Other	2,257	1,154	1,099
TOTAL	11,264	30,357	32,372

Source: Iowa Department of Education, Bureau of Information and Analysis Services.
Note: Languages with less than 50 students are included in Other.

Table 1-13

Iowa's Public School K-12 Weighted English Learners by Enrollment Size 2000-2001, 2017-2018 and 2018-2019						
Enrollment Category	2000-2001		2017-2018		2018-2019	
	K-12 Enrollment	Number Weighted ELL	K-12 Enrollment	Number Weighted ELL	K-12 Enrollment	Number Weighted ELL
<300	8,176	23	8,866	97	8,546	81
300-599	52,162	237	47,862	379	48,258	362
600-999	78,916	530	61,030	1,260	58,656	1,342
1,000-2,499	126,118	1,848	115,701	3,915	116,080	4,123
2,500-7,499	96,410	1,348	97,088	3,402	92,519	3,547
7,500+	132,509	4,165	155,718	11,463	163,592	12,160
State	494,291	8,151	486,264	20,516	487,652	21,615

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Certified Enrollment and Student Reporting in Iowa.
Note: Figures may not total due to rounding.



Migrant Student Enrollment

Table 1-14

Percent of Public School K-12 Migrant Enrollment 2015-2016 to 2018-2019			
School Year	Percent Migrant Students	Number Migrant Students	K-12 Enrollment
2015-2016	0.24	1,153	488,818
2016-2017	0.29	1,423	489,940
2017-2018	0.35	1,719	490,669
2018-2019	0.36	1,791	492,010

Source: Iowa Department of Education. K-12 migrant counts are from Migrant Direct Certified Table during October 1 to September 30 following year. K-12 enrollments are the unduplicated counts from Student Reporting in Iowa during Fall, Winter and Spring.





Early Childhood Education

Data on Early Childhood Education are reported by school districts through the Basic Educational Data Survey (BEDS) program level data collection forms and the Student Reporting in Iowa student level data collection. This chapter describes preschool and kindergarten programs in 2017-2018 and 2018-2019.

Preschool Programs

Preschool Enrollment

Districts throughout the state offer preschool to three- and four-year-old children. Table 2-1 shows the number of districts that offered preschool during the past two school years and Table 2-2 shows the preschool enrollment by enrollment category for the past two years. The number of districts offering preschool has declined due to school mergers. Approximately 99.1 percent of school districts offered preschool during the 2018-2019 school year. Table 2-3 shows the breakdown of preschool enrollment by subgroup for the past two years. More students participated in a district-sponsored preschool program in 2018-2019 than in 2017-2018.



Table 2-1

Iowa Public School Districts Offering Preschool by Enrollment Category 2017-2018 to 2018-2019

Enrollment Category	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
2017-2018			
<300	39	39	100.0
300-599	104	103	99.0
600-999	81	79	97.5
1,000-2,499	76	76	100.0
2,500-7,499	22	22	100.0
7,500+	11	11	100.0
State	333	330	99.1
2018-2019			
<300	38	38	100.0
300-599	104	103	99.0
600-999	77	75	97.4
1,000-2,499	77	77	100.0
2,500-7,499	22	22	100.0
7,500+	12	12	100.0
State	330	327	99.1

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

Table 2-2

Iowa Public School Preschool Enrollment by Enrollment Category 2017-2018 and 2018-2019				
Enrollment Category	2017-2018		2018-2019	
	Number	Percent	Number	Percent
<300	697	2.3%	740	2.4%
300-599	4,060	13.3%	4,170	13.4%
600-999	4,332	14.2%	4,226	13.5%
1,000-2,499	7,568	24.8%	7,855	25.1%
2,500-7,499	5,553	18.2%	5,610	18.0%
7,500+	8,270	27.1%	8,632	27.6%
State	30,480	100.0%	31,233	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

Table 2-3

Iowa Public School Preschool Students by Subgroup 2017-2018 and 2018-2019				
Subgroup	2017-2018		2018-2019	
	Number	Percent	Number	Percent
All Minority	6,667	21.9	6,996	22.4
African American	1,558	5.1	1,690	5.4
American Indian	98	0.3	96	0.3
Asian	857	2.8	836	2.7
Native Hawaiian/Pacific Islander	64	0.2	48	0.2
Two or More Races	1,186	3.9	1,313	4.2
Hispanic	2,904	9.5	3,013	9.6
White	23,813	78.1	24,237	77.6
PEL	574	1.9	658	2.1
Free/Reduced Meal	7,624	25.0	8,449	27.1
Male	15,921	52.2	16,365	52.4
Female	14,559	47.8	14,868	47.6
Total	30,480	100.0	31,233	100.0

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.
 Note: PEL - Potential English Learner.

Statewide Voluntary Preschool Program for Four-Year-Old Children

The Statewide Voluntary Preschool Program (SWVPP) for Four-Year-Old Children was established May 10, 2007, with the signing of House File 877. The SWVPP legislation provides an opportunity for all four-year-old children in Iowa to enter school ready to learn by expanding access to research-based preschool curricula for all children who are four years old. The allocation of funds for the SWVPP is to improve access to high quality preschool instruction through predictable, equitable, and sustainable funding to increase the number of children participating in quality programs.

Table 2-4 shows the number of districts that provided the SWVPP, number of students funded, and the total number of students who participated in the program. The number of districts offering the SWVPP has declined due to school mergers. Amended code language for the SWVPP for the 2017-2018 school year increased flexibility in the use of SWVPP funds, inclusive of paying the cost of attendance of children older or younger than age 4 based on local school board decision. The number of students funded in Table 2-4 is inclusive of children older or younger than age 4 for whom attendance in a local SWVPP program was paid for by local SWVPP funds based on a local school board decision. Districts continue to operate the Statewide Voluntary Preschool Program through ongoing funding generated by the 4-year-old student count. Additional children are served in SWVPP classrooms using other funding sources. The numbers of students who participated in SWVPP classrooms are included in the last row of Table 2-4.

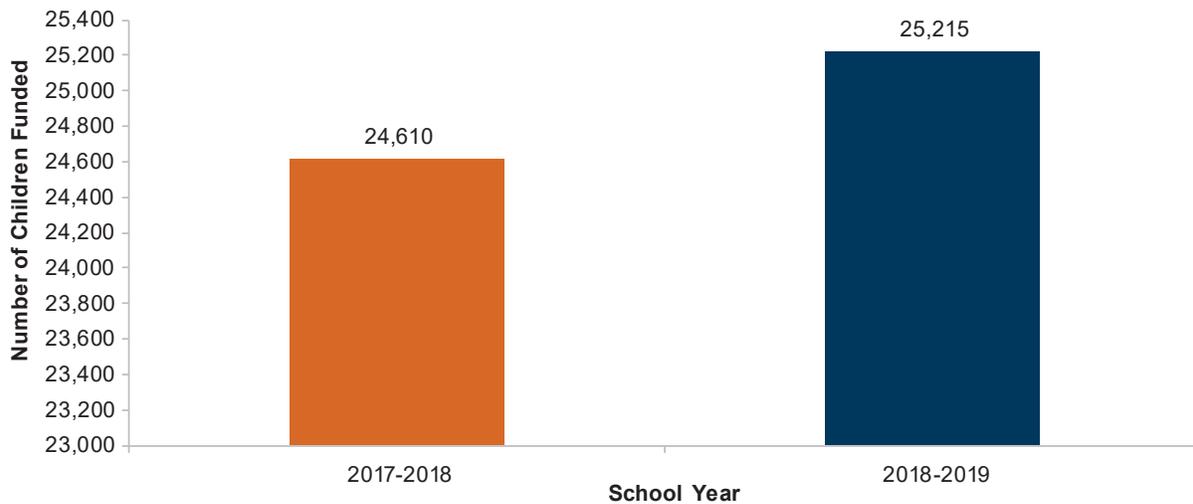
Table 2-4

Statewide Voluntary Preschool Program, 2017-2018 and 2018-2019			
	Academic Year		
District Information	2017-2018	2018-2019	
Number Districts Participated	326	323	
Number of Students Funded	24,610	25,215	
Number of Students Served	26,120	26,710	

Source: Iowa Department of Education, Statewide Voluntary Preschool Data, Student Reporting in Iowa files.

Figure 2-1

Number of Children Funded to Participate in the Statewide Voluntary Preschool Program
2017-2018 and 2018-2019



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, fall files.

The number of SWVPP students by age and Individualized Education Program (IEP) status is shown in Table 2-5A. Instructional IEPs and support only IEPs are listed separately given they have different funding sources. The number of students receiving special education services (IEP) in SWVPP increased overall between 2017-2018 and 2018-2019. The number of four-year-olds served in SWVPP continues to increase, while the numbers of three- and five-year-olds served in SWVPP decreased between 2017-2018 and 2018-2019. Of the children funded by the SWVPP in the 2018-2019 school year, 25,005 four-year-olds generated funds for local school districts.

Table 2-5B represents the number of children funded, by age, based on the funding flexibility previously described. Tables 2-6A and 2-6B indicate the number of three-, four-, and five-year-old children served and funded, respectively, in the SWVPP by race/ethnicity, free/reduced price meals, and gender. Free/Reduced meals data may be underreported since the SWVPP is only required to meet ten hours per week, which may not include providing meals to preschool classrooms. Information on Potential English Learners (PEL) was collected for the first time during 2014-2015. The percentage of children participating in district-sponsored preschool programs who were identified to have potential English language learning needs during 2018-2019 continued to be just above 2.0 percent.

Table 2-5A

SWVPP Students Served by Age and IEP Status 2017-2018 and 2018-2019								
	2017-2018				2018-2019			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Instruction	323	660	67	1050	334	715	56	1,105
IEP Support Services	9	325	5	339	14	350	6	370
Regular Education	377	24,182	172	24,731	328	24,737	170	25,235
Total Served	709	25,167	244	26,120	676	25,802	232	26,710

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, fall files.

Notes: IEP - Individualized Education Program.

SWVPP - Statewide Voluntary Preschool Program.

Table 2-5B

SWVPP Students Funded 2017-2018 and 2018-2019								
	2017-2018				2018-2019			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Support Services	4	321	1	326	13	328	2	343
Regular Education	87	24,104	93	24,284	105	24,677	90	24,872
Total Funded	91	24,425	94	24,610	118	25,005	92	25,215

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa fall files.

Notes: Of the total children funded by SWVPP based on local school board decision, 25,005 four-year-olds generated funds for local school district.

IEP - Individualized Education Program.

SWVPP - Statewide Voluntary Preschool Program.

Table 2-6A

SWVPP Students Served by Subgroup 2017-2018 and 2018-2019

2017-2018								
	Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	709		25,167		244		26,120	
All Minority	152	21.4%	5,483	21.8%	43	17.6%	5,678	21.7%
African American	30	4.2%	1,247	5.0%	6	2.5%	1,283	4.9%
American Indian	3	0.4%	80	0.3%	0	0.0%	83	0.3%
Asian	14	2.0%	728	2.9%	3	1.2%	745	2.9%
Native Hawaiian/ Pacific Islander	0	0.0%	55	0.2%	1	0.4%	56	0.2%
Two or More Races	39	5.5%	951	3.8%	8	3.3%	998	3.8%
Hispanic	66	9.3%	2,422	9.6%	25	10.2%	2,513	9.6%
White	557	78.6%	19,684	78.2%	201	82.4%	20,442	78.3%
PEL	10	1.4%	518	2.1%	5	2.0%	533	2.0%
Free/Reduced meal	162	22.8%	5,714	22.7%	55	22.5%	5,931	22.7%
Female	313	44.1%	12,310	48.9%	76	31.1%	12,699	48.6%
Male	396	55.9%	12,857	51.1%	168	68.9%	13,421	51.4%
2018-2019								
	Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	676		25,802		232		26,710	
All Minority	159	23.5%	5,771	22.4%	26	11.2%	5,956	22.3%
African American	32	4.7%	1362	5.3%	5	2.2%	1,399	5.2%
American Indian	1	0.1%	82	0.3%	1	0.4%	84	0.3%
Asian	13	1.9%	705	2.7%	5	2.2%	723	2.7%
Native Hawaiian/ Pacific Islander	1	0.1%	38	0.1%	0	0.0%	39	0.1%
Two or More Races	26	3.8%	1,067	4.1%	4	1.7%	1,097	4.1%
Hispanic	86	12.7%	2,517	9.8%	11	4.7%	2,614	9.8%
White	517	76.5%	20,031	77.6%	206	88.8%	20,754	77.7%
PEL	19	2.8%	597	2.3%	2	0.9%	618	2.3%
Free/Reduced meal	226	33.4%	6,367	24.7%	66	28.4%	6,659	24.9%
Female	252	37.3%	12,643	49.0%	78	33.6%	12,973	48.6%
Male	424	62.7%	13,159	51.0%	154	66.4%	13,737	51.4%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa fall files.
 Notes: SWVPP - Statewide Voluntary Preschool Program.
 PEL - Potential English Learner.

Table 2-6B

SWVPP Students Funded by Subgroup 2017-2018 and 2018-2019

2017-2018

	Age 3	Percent	Age 4	Percent	Age 5	Percent	All
All Students Funded	91		24,425		94		24610
All Minority	20	22.0%	5,268	21.6%	12	12.8%	5300
African American	9	9.9%	1,193	4.9%	2	2.1%	1204
American Indian	0	0.0%	73	0.3%	0	0.0%	73
Asian	1	1.1%	705	2.9%	0	0.0%	706
Native Hawaiian/ Pacific Islander	0	0.0%	53	0.2%	0	0.0%	53
Two or More Races	3	3.3%	914	3.7%	2	2.1%	919
Hispanic	7	7.7%	2,330	9.5%	8	8.5%	2345
White	71	78.0%	19,157	78.4%	82	87.2%	19310
PEL	0	0.0%	501	2.1%	0	0.0%	501
Free/Reduced meal	29	31.9%	5,354	21.9%	16	17.0%	5399
Female	44	48.4%	12,094	49.5%	34	36.2%	12172
Male	47	51.6%	12331	50.5%	60	63.8%	12438

2018-2019

	Age 3	Percent	Age 4	Percent	Age 5	Percent	All
All Students Funded	118		25,005		92		25,215
All Minority	26	22.0%	5,515	22.1%	9	9.8%	5,550
African American	4	3.4%	1,293	5.2%	1	1.1%	1,298
American Indian	0	0.0%	77	0.3%	0	0.0%	77
Asian	1	0.8%	680	2.7%	2	2.2%	683
Native Hawaiian/ Pacific Islander	1	0.8%	35	0.1%	0	0.0%	36
Two or More Races	5	4.2%	1,016	4.1%	0	0.0%	1,021
Hispanic	15	12.7%	2,414	9.7%	6	6.5%	2,435
White	92	78.0%	19,490	77.9%	83	90.2%	19,665
PEL	5	4.2%	575	2.3%	0	0.0%	580
Free/Reduced meal	41	34.7%	5,969	23.9%	30	32.6%	6,040
Female	56	47.5%	12,383	49.5%	30	32.6%	12,469
Male	62	52.5%	12,622	50.5%	62	67.4%	12,746

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa fall files.

Notes: Of the total children funded by SWVPP based on local school board decision, 25,005 four-year-olds generated funds for local school districts.

SWVPP - Statewide Voluntary Preschool Program.

PEL - Potential English Learner.

Kindergarten

School districts report kindergarten programming offered in their district on the spring Basic Educational Data Survey (BEDS). As shown in Table 2-7, the majority of districts in 2018-2019 offered all day, every day kindergarten programs.

School districts in Iowa are required by Iowa Administrative Code (IAC) 279.60 to administer a valid and reliable universal screening instrument, as prescribed by the Iowa Department of Education (Department) to every kindergarten student enrolled in the district no later than October 1. The Department integrated this legislative change with IAC 279.68 pertaining to early literacy universal screening and progress monitoring. The Department provides a list of approved assessments that can be used to implement the requirements of IAC 279.68; however, a district may also administer an assessment that is not on the approved list as long as it addresses technical adequacy.

In the fall of 2018, as shown in Table 2-8, the majority of buildings used the FAST earlyReading Kindergarten Composite from the Formative Assessment System for Teachers (i.e., FAST) assessment suite. The FAST earlyReading Kindergarten Composite provides an estimate of overall early literacy skills during the fall screening window, typically within the first six weeks of school. The FAST earlyReading Kindergarten Composite includes four subtests in the fall: Concepts of Print (requires the student to distinguish among familiar literacy cues related to print such as directionality and letter or word order), Letter Names (requires the student to expressively identify upper and lower case letters), Onset Sounds (requires the student to identify initial word sounds), and Letter Sounds (requires the student to provide the common sounds for upper and lowercase letters). A smaller number of buildings used approved measures that were not provided in the FAST assessment suite.

Table 2-9 displays the number and percent of public school kindergarten students screened by the two kindergarten measures available from FAST during the fall of 2018.

Table 2-10 lists the number and percent of public school kindergarten students identified as at or above benchmark on the two kindergarten measures available through the FAST assessment suite during the fall 2018 screening window. The percent of students at or above benchmark during the subsequent (i.e., winter and spring) screening windows is likely to be somewhat different as the screening demands change as the year progresses and students' skills increase.

Table 2-7

Iowa Public School Kindergarten Program Type 2018-2019			
Enrollment Category	Number of Districts	Number of Districts Offering All Day Every Day Kindergarten	Percent of Districts Offering All Day Every Day Kindergarten
<300	38	38	100.0%
300-599	104	102	98.1%
600-999	77	74	96.1%
1,000-2,499	77	73	94.8%
2,500-7,499	22	21	95.5%
7,500+	12	12	100.0%
State	330	320	97.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa fall files.

Table 2-8

Number and Percent of Iowa Public School Buildings by Kindergarten
Literacy Assessment Administered Fall 2018-2019

Assessment	Number of Buildings	Percent of Total Buildings
AIMS Web Plus	4	0.81%
FAST aReading	10	2.03%
FAST Kindergarten Composite	472	95.74%
STAR Early Literacy	7	1.42%
Total Buildings with Default Assessment Data	493	

Source: Iowa Department of Education, Bureau of School Improvement, 2018-2019 Default Assessment Survey.
Note: Data are based on the school-reported default assessment.

Table 2-9

Number and Percent of Iowa Public School Kindergarten Students by Kindergarten
Literacy Assessment Taken Fall 2018-2019

Assessment	Number of Students Assessed	Percent of Total Students Assessed
FAST aReading	304	0.82%
FAST Kindergarten Composite	36,959	99.18%
Total Students Assessed	37,263	

Source: Iowa Department of Education, Bureau of School Improvement, FAST Data System.
Note: Data are based on the school-reported default assessment.

Table 2-10

Number and Percent of Iowa Public School Kindergarten Students Proficient by FAST
Kindergarten Literacy Assessment Taken, Fall 2018-2019

Assessment	Number of Students Assessed	Number of Students Proficient	Percent of Students Proficient
FAST aReading	304	193	63.49%
FAST Kindergarten Composite	36,959	25,150	68.05%
Total Students	37,263	25,343	68.01%

Source: Iowa Department of Education, Bureau of School Improvement, FAST Data System.
Note: Data are based on the school-selected FAST default assessment that was administered.

Preschool Attendance (Parent Report)

Information on kindergarten students who attended preschool prior to kindergarten is reported by districts through Student Reporting in Iowa in the fall. Districts gather information on preschool experience through parent report and/or district records. Some districts report this indicator based on the number of kindergarten students who participated in the SWVPP and have a state identification number prior to kindergarten entry. The term “preschool” has not been specifically defined in legislation and thus could result in different interpretations ranging from SWVPP, childcare, or a private enterprise. Table 2-11 shows the number and percent of kindergarten students who were reported as having attended preschool prior to kindergarten. New for 2018-2019, the data represents the numbers and percentages of children who were entering kindergarten for the first time for the 2018-2019 school year and did (or did not) attend preschool in the previous year. For 2018-2019, districts reported that 29,376 of first time kindergartners had previously attended a preschool program.

Table 2-11

Iowa Public School Kindergarten Students Preschool Attendance (Parent Report) 2018-2019		
	Number	Percent
First Time Kindergarten Students Who Attended Preschool	29376	82.2%
First Time Kindergarten Students Who did not Attend Preschool	6348	17.8%
Total First Time Kindergarten Students	35724	100.0%
Total Kindergarten Students	39230	

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.

Note: In 2018-2019 3,506 students repeated kindergarten from the prior year.



Staff

This chapter presents information on licensed and non-licensed staff in Iowa's schools and area education agencies (AEAs). Data on characteristics such as age, race/ethnicity, gender, experience, and salary for teachers, principals, superintendents, professional school counselors, and library/media specialists are included in this chapter. Information on instructional aides, pupil-teacher ratios, and nurses for public schools is also included. The data are summarized at the state level, by enrollment category (based on district certified enrollment) and by AEA. National and regional state comparative data are also presented where available. Some information is broken out by public and nonpublic schools.

An unlimited number of positions/assignments can be reported for each staff member. Some staff members are reported as serving in multiple positions. For example, a professional school counselor may also be a principal or a teacher. Salary is not reported separately for each position/assignment combination. Therefore, salary reported for staff may be impacted by additional duties. In 2008-2009, data on shared staff were collected on the Fall Basic Educational Data Survey (BEDS). Beginning in 2008-2009, shared staff members were reported in each district they served. However, the district that held the contract was the only district to report salary for the staff. The district that did not hold the contract for shared staff did not report any salary. In 2008-2009 and 2009-2010, the district that held the contract was also the only district to report the staff as full-time if they held a full-time contract. The district that did not hold the contract for shared staff reported the shared staff as having a part-time contract in 2008-2009 and 2009-2010. Beginning in 2010-2011, full-time equivalencies (FTE) were collected for each position. The district that held the contract reported the entire FTE for shared staff. The district that was purchasing services only reported FTE for their district. In all figures presented in this chapter, staff members are reported only once in the district that held the contract.

In previous years, information on licensed staff in Iowa was collected from schools through the Licensed Staff Detail report on BEDS. The data that were collected included age, gender, race/ethnicity, salary, contract days, contract type, degrees, majors, positions, and the assignments that go along with each position. Beginning in 2010-2011, a new web application was used to collect this same data on licensed and non-licensed staff in Iowa.

Full-time teachers in 2010-2011 to 2018-2019 were defined as staff with at least one teaching position code (including Teacher Leaders), a full-time equivalency for licensed positions of 0.8 or higher, and at least 180 contract days. Full-time teachers in 2018-2019 had base salary (salary paid for regular position responsibilities, including salary paid from teacher leadership grant funds and excluding professional development) of at least \$33,500. There were about 6,000 teachers in 2018-2019 that were reported as serving in other positions, such as administrative (e.g., principal, superintendent) or student support services (e.g., coach, counselor, Teacher Leader). Salary is not reported separately for each position/assignment combination. Therefore, salary reported for these teachers may be impacted by the additional duties. In each section, minority counts include staff with a reported ethnicity of Hispanic and/or reported race of American Indian/Alaskan Native, African American, Asian, Pacific Islander or multiple races. Teachers and principals with advanced degrees include staff with a master's, specialist, or doctorate degree.

Salary information collected through Fall BEDS included base salary, salary paid from teacher leadership grant funds, salary paid for professional development, and extra duty pay. The portion of salary that is paid for regular position responsibilities is called regular salary. Extra duty salary includes salary paid for extra duties such as yearbook sponsorship and coaching. Total salary is the sum of the regular salary and extra duty pay.

Teachers

This section includes data on public and nonpublic teachers and Teacher Leaders in Iowa. In 2018-2019, 3.9 percent of teachers were beginning teachers—teachers in their first year of teaching (Table 3-3). The percent of teachers with advanced degrees and the percent of minority teachers was highest in the larger enrollment categories (Table 3-4). Heartland AEA 11 had the largest percent of teachers in the state in 2018-2019, 27.1 percent (Table 3-5). A little over 75 percent of the full-time teachers in public schools in Iowa were female in 2018-2019. The salary for male teachers was 4.5 percent higher than female teachers, while the percent of teachers with advanced degrees was slightly higher for females than males (Table 3-6). The percent of teachers that were minorities in 2018-2019 was 2.6 percent. The average salary of non-minority teachers was 3.5 percent higher than the average salary of minority teachers. The average experience and percent of female teachers was also higher for non-minority teachers than minority teachers (Table 3-7).

Staff in Iowa public schools are eligible to receive full retirement benefits through the Iowa Public Employee Retirement System (IPERS) if they are at least 55 years old and the sum of their age and total IPERS covered employment is equal to or greater than 88. According to this rule, 5.4 percent of teachers were eligible to retire in 2018-2019 (Table 3-9).

In 2018-2019, average total salary for full-time public school teachers was 3.1 percent higher than average regular salary (Table 3-10). The average total salary of full-time public school teachers increased by 0.8 percent between 2017-2018 and 2018-2019. Average total salary was lowest in the smallest enrollment category and highest in the largest enrollment category (Table 3-11). When averaged by AEA, the average total salary was highest for teachers in Grant Wood AEA 10. The National Education Association reports average salaries of teachers in the United States in the Rankings of the States and Estimates of School Statistics report. In 2017-2018, Iowa ranked 21st in the nation and 5th among Midwest States for average salary (Table 3-13).

In 2018-2019, the average number of assignments held by grades 9-12 teachers was 2.6. Over half (58.95 percent) of grades 9-12 teachers had one or two assignments (Tables 3-16 and 3-17). Pupil-teacher ratios from 2004-2005 to the present include special education teachers and students. Prior to this year, special education teachers and students were excluded. The pupil-teacher ratio in 2018-2019 was 13.4. The pupil-teacher ratio by enrollment category ranged from 10.0 in the smallest enrollment category to 14.1 in the 2,500-7,499 enrollment category (Table 3-18). The number of instructional aides (non-licensed staff who provide assistance to teachers in the classroom) increased by 4.5 percent between 2017-2018 and 2018-2019 (Table 3-19).

Table 3-1

Characteristics of Iowa Full-Time Teachers 2000-2001, 2017-2018 and 2018-2019						
Characteristics	Public			Nonpublic		
	2000-2001	2017-2018	2018-2019	2000-2001	2017-2018	2018-2019
Average Age	42.2	40.8	40.7	40.3	42.7	42.8
Percent Female	70.5%	75.7%	75.8%	80.3%	81.5%	81.7%
Percent Minority	1.8%	2.5%	2.6%	0.9%	2.5%	2.7%
Percent Advanced Degree	27.0%	34.8%	36.4%	13.1%	16.3%	16.8%
Average Total Experience	15.1	13.5	13.5	12.3	14.9	14.9
Average District/AEA Experience	11.9	10.3	10.3	8.8	10.8	10.7
Number of Teachers	33,610	37,035	37,386	2,437	1,809	1,856

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, and Staff files.

Note: State total 'Number of Teachers' includes AEA teachers.

Table 3-2

Characteristics of Iowa Beginning Full-Time Teachers 2000-2001, 2017-2018 and 2018-2019						
Characteristics	Public			Nonpublic		
	2000-2001	2017-2018	2018-2019	2000-2001	2017-2018	2018-2019
Average Age	28.5	27.7	27.8	28.5	28.4	28.4
Percent Female	71.6%	77.5%	76.7%	83.5%	79.7%	67.7%
Percent Minority	2.8%	3.7%	5.0%	1.5%	5.1%	7.5%
Percent Advanced Degree	5.9%	11.9%	10.7%	2.9%	3.8%	8.6%
Number of Teachers	1,660	1,549	1,470	206	79	93

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, and Staff files.

Note: State total 'Number of Teachers' includes AEA teachers.

Table 3-3

Iowa Full-Time Beginning Teachers as a Percentage of Total Full-Time Public School Teachers
2000-2001, 2017-2018 and 2018-2019

Enrollment Category	Number of Beginning F-T Teachers			Number of F-T Teachers			Beginning F-T Teachers as % of Total F-T Teachers		
	2000-2001	2017-2018	2018-2019	2000-2001	2017-2018	2018-2019	2000-2001	2017-2018	2018-2019
<300	42	35	29	642	697	672	6.5%	5.0%	4.3%
300-599	281	176	183	3,970	4,142	4,208	7.1%	4.2%	4.3%
600-999	270	200	206	5,553	4,955	4,809	4.9%	4.0%	4.3%
1,000-2,499	358	323	295	8,532	8,784	8,850	4.2%	3.7%	3.3%
2,500-7,499	306	276	278	6,096	6,955	6,688	5.0%	4.0%	4.2%
7,500+	382	538	479	8,393	11,253	11,908	4.6%	4.8%	4.0%
AEA	21	1	0	424	249	251	5.0%	0.4%	0.0%
State	1,660	1,549	1,470	33,610	37,035	37,386	4.9%	4.2%	3.9%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, and Staff files.

Note: F-T indicates full-time.

Table 3-4

Characteristics of Iowa Full-Time Public School Teachers by Enrollment Category, 2018-2019

Enrollment Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	672	40.8	80.8%	0.7%	12.5%	12.8	9.7
300-599	4,208	41.0	73.5%	1.6%	19.1%	13.7	10.6
600-999	4,809	40.7	73.7%	1.6%	20.6%	13.7	10.2
1,000-2,499	8,850	41.0	75.3%	1.9%	31.5%	14.2	10.5
2,500-7,499	6,688	40.5	76.6%	2.3%	43.4%	13.2	10.2
7,500+	11,908	40.5	76.7%	4.2%	49.4%	12.8	10.1
AEA	251	45.9	91.2%	2.8%	55.0%	18.0	11.5
State	37,386	40.7	75.8%	2.6%	36.4%	13.5	10.3

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, and Staff files.

Table 3-5

Characteristics of Iowa Full-Time Public School Teachers by AEA, 2018-2019

AEA	Number of Teachers	Percent of Total Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
Keystone	2,314	6.2%	40.7	75.2%	1.2%	42.9%	13.9	11.8
Central Rivers	5,026	13.4%	40.6	75.4%	3.1%	29.0%	13.1	10.0
Prairie Lakes	2,394	6.4%	41.6	76.1%	2.0%	24.2%	14.4	10.6
Mississippi Bend	3,722	10.0%	40.8	75.9%	4.1%	32.2%	13.3	10.4
Grant Wood	5,196	13.9%	40.4	74.6%	2.8%	44.1%	13.3	10.2
Heartland	10,125	27.1%	39.9	76.1%	2.7%	40.7%	13.0	9.5
Northwest	2,939	7.9%	41.4	75.5%	2.9%	35.2%	14.3	11.4
Green Hills	3,003	8.0%	41.5	76.0%	1.6%	37.7%	13.7	10.2
Great Prairie	2,667	7.1%	42.4	77.5%	2.0%	29.6%	14.0	11.2
State	37,386	100.0%	40.7	75.8%	2.6%	36.4%	13.5	10.3

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, and Staff files.

Note: Includes AEA teachers.

Table 3-6

Gender Comparison of Iowa Full-Time Public School Teachers, 2018-2019

Characteristics	Female	Male
Average Age	40.7	41.0
Percent Minority	2.5%	3.2%
Percent Advanced Degree	36.8%	35.2%
Average Total Experience	13.3	13.9
Average District/AEA Experience	10.3	10.4
Average Total Salary	\$58,587	\$61,199
Number of Teachers	28,323	9,063

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, and Staff files.

Note: Includes AEA teachers.



Table 3-7

Characteristics of Iowa Full-Time Public School Teachers by Minority and
Non-Minority Groups, 2018-2019

Characteristics	Non-Minority	Minority
Average Age	40.8	40.1
Percent Female	75.9%	70.5%
Percent Advanced Degree	36.4%	36.1%
Average Total Experience	13.5	10.9
Average District/AEA Experience	10.3	8.3
Average Total Salary	\$59,273	\$57,260
Number of Teachers	36,402	984

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, and Staff files.

Note: Includes AEA teachers.

Table 3-8

Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2018-2019

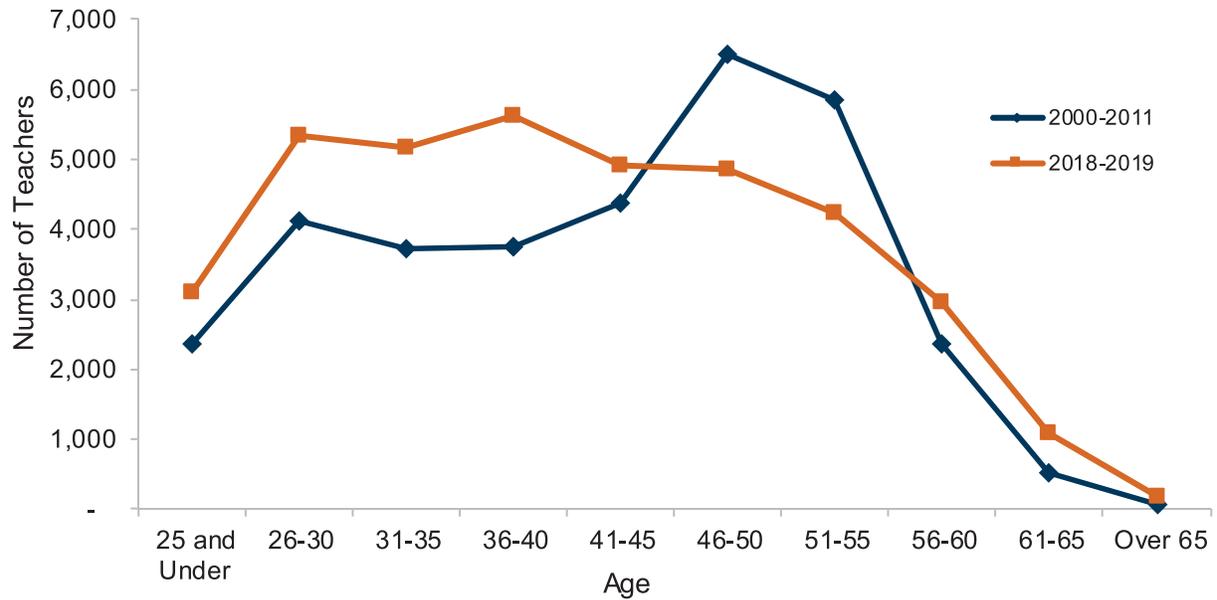
Age Interval	2000-2001				2018-2019			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	2,369	2,369	7.0%	7.0%	3,088	3,088	8.3%	8.3%
26-30	4,123	6,492	12.3%	19.3%	5,326	8,414	14.2%	22.5%
31-35	3,730	10,222	11.1%	30.4%	5,163	13,577	13.8%	36.3%
36-40	3,745	13,967	11.1%	41.6%	5,615	19,192	15.0%	51.3%
41-45	4,370	18,337	13.0%	54.6%	4,916	24,108	13.1%	64.5%
46-50	6,497	24,834	19.3%	73.9%	4,856	28,964	13.0%	77.5%
51-55	5,838	30,672	17.4%	91.3%	4,221	33,185	11.3%	88.8%
56-60	2,373	33,045	7.1%	98.3%	2,952	36,137	7.9%	96.7%
61-65	510	33,555	1.5%	99.8%	1,075	37,212	2.9%	99.5%
Over 65	55	33,610	0.2%	100.0%	174	37,386	0.5%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, and Staff files.

Note: Includes AEA teachers.

Figure 3-1

Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2018-2019



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey and Student Reporting in Iowa.

Note: Includes AEA teachers.

Table 3-9

Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers
2000-2001 and 2018-2019

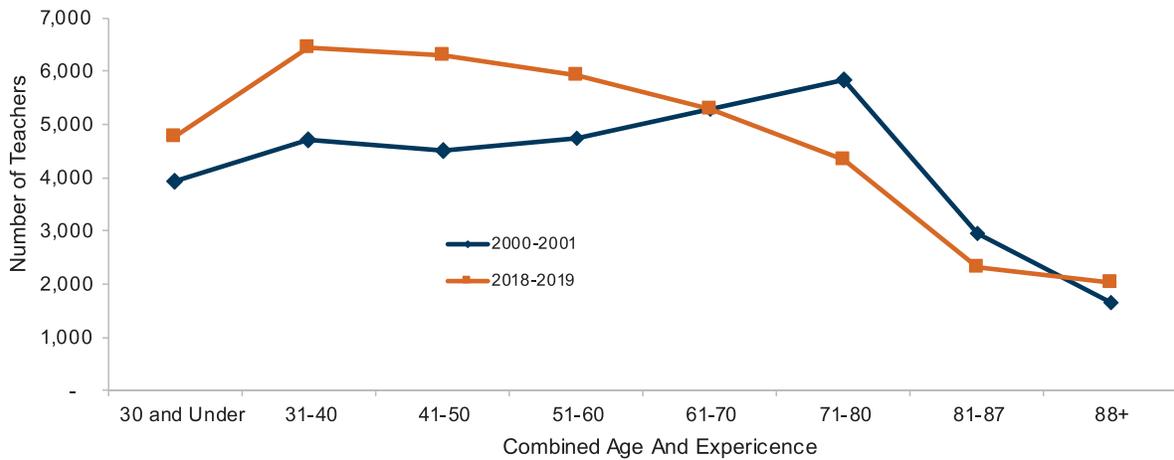
Combined Age and Experience Interval	2000-2001				2018-2019			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	4,771	4,771	12.8%	12.8%
31-40	4,711	8,647	14.0%	25.7%	6,446	11,217	17.2%	30.0%
41-50	4,512	13,159	13.4%	39.2%	6,284	17,501	16.8%	46.8%
51-60	4,739	17,898	14.1%	53.3%	5,917	23,418	15.8%	62.6%
61-70	5,274	23,172	15.7%	68.9%	5,291	28,709	14.2%	76.8%
71-80	5,839	29,011	17.4%	86.3%	4,335	33,044	11.6%	88.4%
81-87	2,958	31,969	8.8%	95.1%	2,326	35,370	6.2%	94.6%
88+	1,641	33,610	4.9%	100.0%	2,016	37,386	5.4%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, and Staff files.

Note: Includes AEA teachers.

Figure 3-2

Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers
2000-2001 and 2018-2019



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Table 3-10

Full-Time Teacher Average Regular Salary vs. Average Full-Time Teacher Average Total Salary
2000-2001, 2017-2018 and 2018-2019

	2000-2001	2017-2018	2018-2019
Average Regular Salary	N/A	\$57,045	\$57,463
Average Total Salary	\$36,479	\$58,765	\$59,220
Difference	N/A	\$1,720	\$1,757
Percent Total Salary Greater Than Regular Salary	N/A	3.0%	3.1%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Table 3-11

Average Total Salaries of Iowa Full-Time Public School Teachers by Enrollment Category
2000-2001, 2017-2018 and 2018-2019

Enrollment Category	Average Total Salary			Percent Salary	
	2000-2001	2017-2018	2018-2019	2000-2001 to 2018-2019	2017-2018 to 2018-2019
<300	\$28,811	\$47,356	\$47,658	65.4%	0.6%
300-599	\$31,557	\$51,648	\$51,857	64.3%	0.4%
600-999	\$33,809	\$53,997	\$54,175	60.2%	0.3%
1,000-2,499	\$35,912	\$58,110	\$58,230	62.1%	0.2%
2,500-7,499	\$38,266	\$61,381	\$61,359	60.3%	0.0%
7,500+	\$40,452	\$62,883	\$63,874	57.9%	1.6%
AEA	\$36,196	\$67,893	\$67,427	86.3%	-0.7%
State	\$36,479	\$58,765	\$59,220	62.3%	0.8%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, and Staff files.

Notes: Includes AEA teachers. Teacher figures for 2017-2018 and 2018-2019 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2017-2018 and 2018-2019 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.).

Average salaries for these staff include salaries for these additional responsibilities.

Table 3-12

Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2018-2019

AEA	Regular Salary	Total Salary
Keystone	\$54,769	\$56,298
AEA 267	\$55,801	\$57,391
Prairie Lakes	\$54,294	\$55,894
Mississippi Bend	\$56,508	\$58,768
Grant Wood	\$60,895	\$63,873
Heartland	\$59,203	\$60,486
Northwest	\$58,894	\$60,411
Green Hills	\$55,210	\$56,980
Great Prairie	\$54,406	\$56,160
State	\$57,463	\$59,220

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, and Staff files.

Notes: Includes AEA teachers. Teacher figures for 2017-2018 and 2018-2019 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2017-2018 and 2018-2019 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.).

Average salaries for these staff include salaries for these additional responsibilities.

Table 3-13

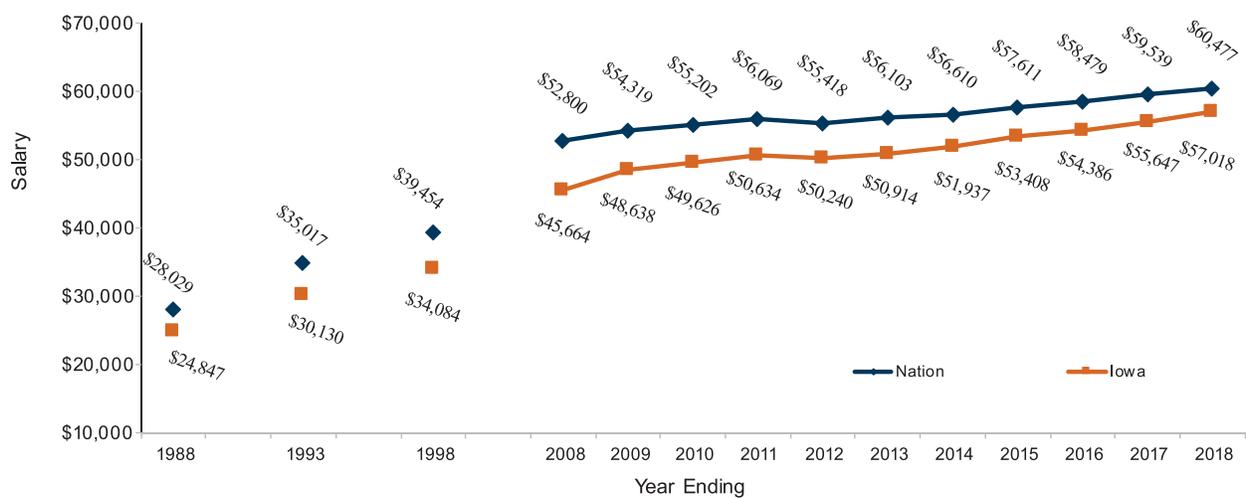
Average Salaries of Public School Teachers for Iowa, Midwest States and the Nation
2016-2017 and 2018-2019

Nation and State	2016-2017			2018-2019		
	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	\$59,539			\$60,477		
Illinois	\$64,516	11	1	\$65,721	11	1
Indiana	\$50,218	35	9	\$50,614	36	9
Iowa	\$55,647	21	5	\$57,018	21	5
Kansas	\$49,422	40	10	\$49,754	41	10
Michigan	\$62,287	12	2	\$61,911	13	2
Minnesota	\$57,346	19	4	\$57,782	20	4
Missouri	\$48,620	41	11	\$49,304	43	11
Nebraska	\$52,338	29	7	\$54,213	25	6
North Dakota	\$52,536	26	6	\$52,850	29	7
Ohio	\$58,202	16	3	\$58,000	17	3
South Dakota	\$46,979	48	12	\$47,631	47	12
Wisconsin	\$51,439	32	8	\$51,469	33	8

Source: National Education Association, Rankings and Estimates of School Statistics.

Figure 3-3

Average Salaries of Public School Teachers for Iowa and the Nation 2007-2008 to 2017-2018



Source: National Education Association, Rankings and Estimates of School Statistics.

Table 3-14

Iowa Salary Comparisons by Occupation, 2017 and 2018

Average Salary			
Occupation	2017	2018	Percent Change 2017 to 2018
Electrical Engineer	\$87,740	\$87,700	0.0%
Civil Engineer	\$81,890	\$83,940	2.5%
Software Developer, Applications	\$86,070	\$88,570	2.9%
Computer Programmers	\$75,060	\$78,940	5.2%
Accountant & Auditor	\$66,500	\$67,030	0.8%
Speech-Language Pathologist	\$72,690	\$76,020	4.6%
Registered Nurse	\$57,930	\$59,130	2.1%
Teacher	\$55,647	\$57,018	2.5%
Child,Family and School Social Worker	\$43,060	\$44,720	3.9%
Interior Designer	\$40,090	\$44,800	11.7%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2017 and May 2018.

Note: Teacher average salaries are average regular salaries based on Iowa Department of Education, Basic Educational Data Survey, Staff files.

Table 3-15

Distribution of Contract Days for Full-Time Public School Teachers 2000-2001, 2017-2018 and 2018-2019

Number of Contract Days	Number			Percent			Cumulative Percent		
	2000-2001	2017-2018	2018-2019	2000-2001	2017-2018	2018-2019	2000-2001	2017-2018	2017-2018
<=185	2,089	3,182	3,324	6.2%	8.6%	8.9%	6.2%	8.6%	8.9%
186-190	16,449	14,731	15,571	49.0%	39.8%	41.6%	55.2%	48.4%	50.5%
191-195	13,136	17,656	15,801	39.1%	47.7%	42.3%	94.3%	96.0%	92.8%
>=196	1,932	1,466	2,690	5.8%	4.0%	7.2%	100.0%	100.0%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.



Table 3-16

Average Number of Teaching Assignments for Iowa Full-Time Public School Teachers by Grades 9-12 by Enrollment Category, 2000-2001, 2017-2018 and 2018-2019

Enrollment Category	2000-2001			2017-2018			2018-2019		
	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments
<300	38	279	3.9	39	255	3.3	38	252	3.3
300-599	116	2,084	3.4	104	1,989	3.1	104	2,020	3.2
600-999	104	2,587	3.1	81	2,069	2.8	77	2,009	2.9
1,000-2,499	83	3,335	2.7	76	2,993	2.6	77	3,011	2.7
2,500-7,499	24	2,052	2.2	22	2,127	2.3	22	2,044	2.3
7,500+	9	2,480	2.1	11	3,890	2.1	12	4,185	2.2
State	374	12,817	2.7	333	13,323	2.5	330	13,521	2.6

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Only includes grade 9-12 teaching assignments for 2017-2018 and 2018-2019 for a teacher that has at least one 9-12 assignment.

Table 3-17

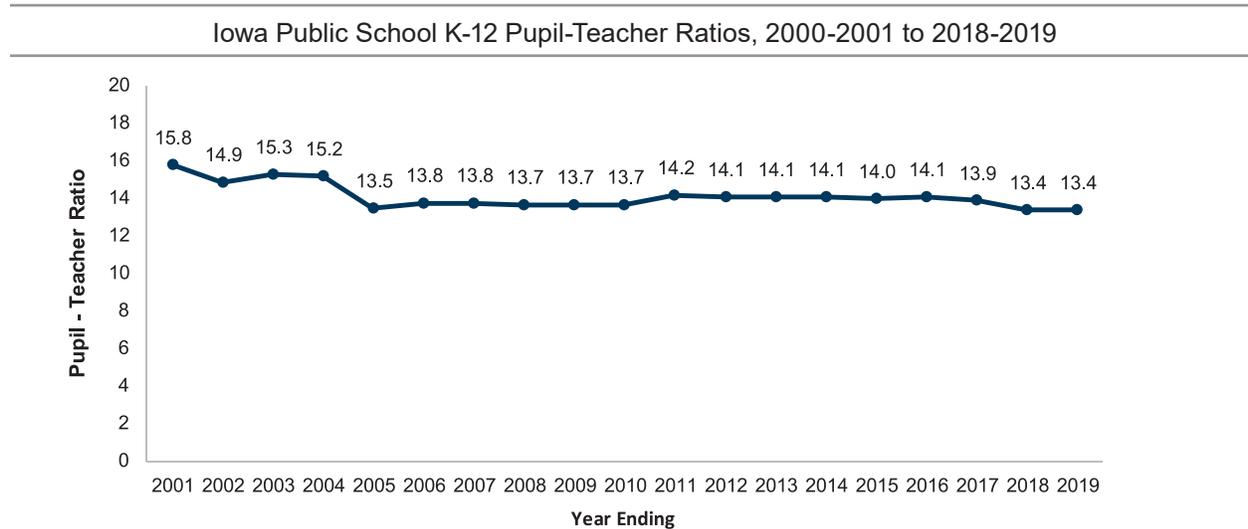
Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2018-2019

Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	5,104	37.75%	37.75%
2	2,866	21.20%	58.95%
3	2,028	15.00%	73.94%
4	1,500	11.09%	85.04%
5	927	6.86%	91.89%
6	566	4.19%	96.08%
7	282	2.09%	98.17%
8	147	1.09%	99.25%
9	65	0.48%	99.73%
10	22	0.16%	99.90%
11	7	0.05%	99.95%
12	1	0.01%	99.96%
13	5	0.04%	99.99%
14	1	0.01%	100.00%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Only includes grade 9-12 teaching assignments for a teacher that has at least one 9-12 assignment.

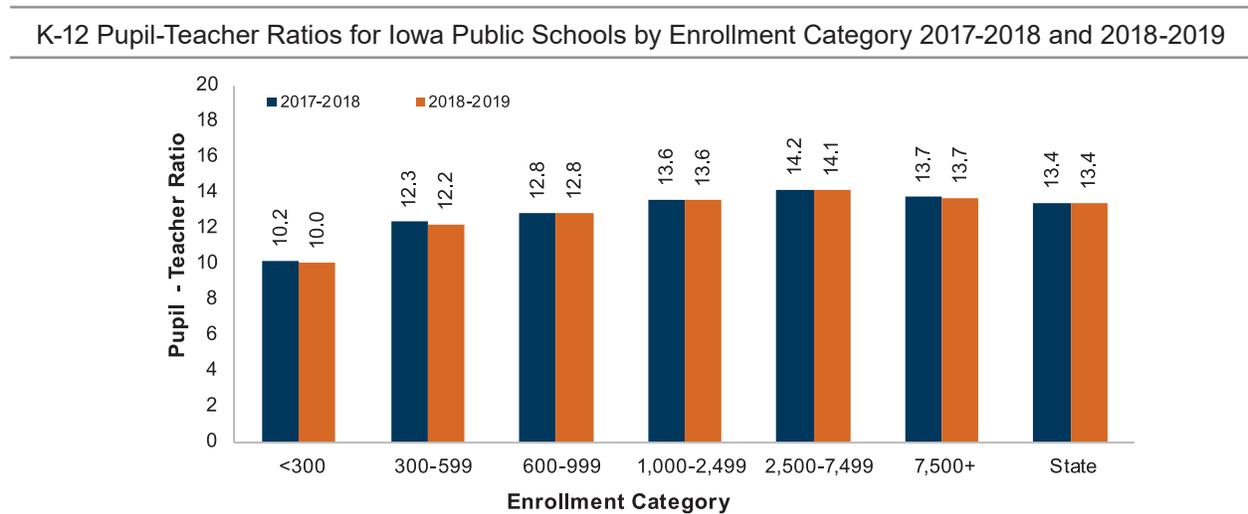
Figure 3-4



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Beginning in 2004-2005, all students were reported at a grade level. Students that may have been listed as ungraded in the past are now included in a grade level.

Figure 3-5



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Beginning in 2004-2005, all students were reported at a grade level. Students that may have been listed as ungraded in the past are now included in a grade level.

Table 3-18

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2018-2019

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	6,670	663.8	10.0
300-599	50,048	4,091.7	12.2
600-999	59,496	4,634.2	12.8
1,000-2,499	116,875	8,621.6	13.6
2,500-7,499	92,488	6,541.7	14.1
7,500+	158,091	11,528.3	13.7
State	483,668	36,081.3	13.4

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Beginning in 2004-2005, all students were reported at a grade level. Students that may have been listed as ungraded in the past are now included in a grade level.

Table 3-19

Instructional Aides in Iowa Public Schools by Enrollment Category, 2000-2001, 2017-2018 and 2018-2019

Enrollment Category	2000-2001	2017-2018	2018-2019	% Change in FTE Aides 2000-2001 to 2018-2019	% Change in FTE Aides 2017-2018 to 2018-2019
<300	113.4	297.0	283.6	150.1%	-4.5%
300-599	685.9	1,501.1	1,575.1	129.6%	4.9%
600-999	1,054.0	1,826.3	1,877.3	78.1%	2.8%
1,000-2,499	2,023.3	3,280.7	3,472.2	71.6%	5.8%
2,500-7,499	1,681.6	2,344.8	2,256.3	34.2%	-3.8%
7,500+	2,204.5	3,397.8	3,753.0	70.2%	10.5%
State	7,762.7	12,647.8	13,217.5	70.3%	4.5%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Principal

Data on full-time public and nonpublic school principals in Iowa are shown in this section. The percent of female public school principals and minority public school principals was highest in the largest enrollment category. The percent of principals with advanced degrees was highest in the 2,500-7,499 enrollment category (Table 3-21). The average salary of male principals was 4.5 percent higher than female principals. The percent of principals with advanced degrees was slightly higher for females than males and the average years of experience was higher for female principals than male principals (Table 3-22). In 2018-2019, 9.1 percent of full-time public school principals were eligible to retire with combined age and years of experience of 88 or more (Table 3-24). The average salary of full-time public school principals increased by 1.4 percent between 2017-2018 and 2018-2019. The average salary of principals in the largest enrollment category was 26.9 percent higher than the average salary of principals in the smallest enrollment category (Table 3-25).

Table 3-20

Characteristics of Iowa Full-Time Principals, 2000-2001, 2017-2018 and 2018-2019						
Characteristics	Public			Non-Public		
	2000-2001	2017-2018	2018-2019	2000-2001	2017-2018	2018-2019
Average Age	47.8	46.2	46.1	49.0	50.0	48.4
Percent Female	30.6%	39.4%	39.8%	50.5%	53.1%	56.7%
Percent Minority	3.5%	3.5%	3.0%	1.0%	2.0%	1.0%
Percent Advanced Degree	96.0%	83.8%	82.7%	90.5%	89.8%	89.4%
Average Total Experience	22.4	19.5	19.6	23.3	23.7	22.2
Average District/AEA Experience	11.8	10.4	10.5	8.7	9.8	10.1
Number of Principals	1,124	1,133	1,137	105	98	104

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Table 3-21

Characteristics of Iowa Full-Time Public School Principals by Enrollment Category, 2018-2019							
Enrollment Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	37	45.9	32.4%	0.0%	81.1%	20.3	8.2
300-599	191	46.1	39.3%	1.0%	78.5%	19.8	9.6
600-999	187	46.6	31.6%	2.1%	78.6%	21.3	9.2
1,000-2,499	283	45.8	32.5%	1.1%	85.9%	19.7	9.8
2,500-7,499	173	46.6	44.5%	2.9%	89.0%	19.5	9.9
7,500+	265	45.9	51.7%	7.5%	81.1%	17.9	13.2
AEA	1	55.0	0.0%	0.0%	100.0%	30.0	29.0
State	1,137	46.1	39.8%	3.0%	82.7%	19.5	10.5

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Table 3-22

Gender Comparison of Iowa Full-Time Public School Principals, 2018-2019

Characteristics	Female	Male
Average Age	46.9	45.6
Percent Minority	2.7%	2.8%
Percent Advanced Degree	83.4%	82.2%
Average Total Experience	20.1	19.2
Average District/AEA Experience	11.9	9.5
Average Total Salary	\$102,346	\$106,954
Number of Principals	452	685

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Table 3-23

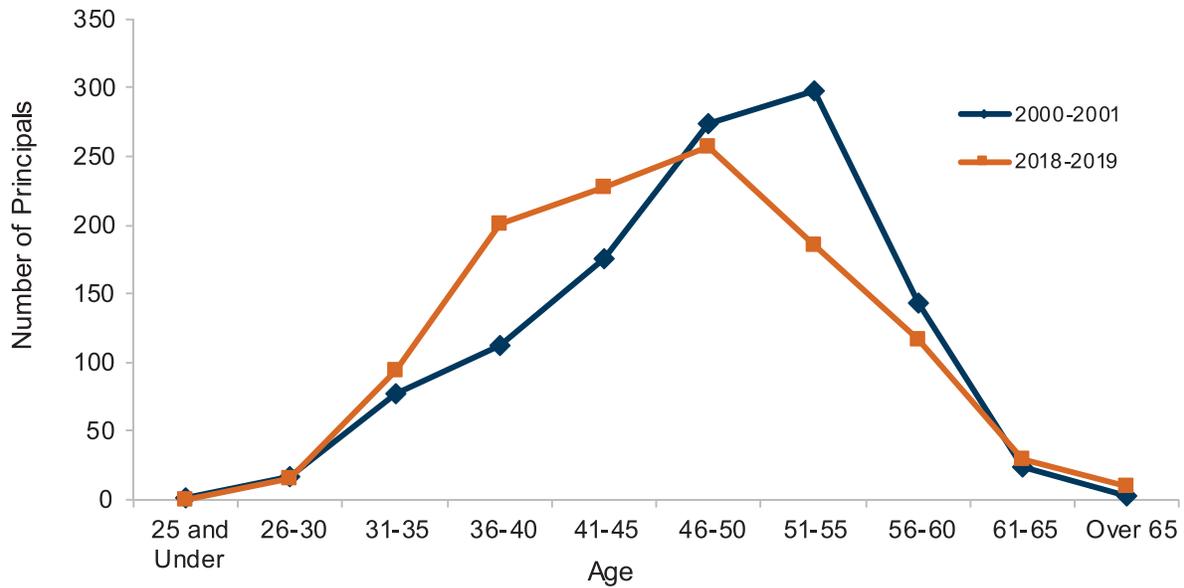
Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2018-2019

Age Interval	2000-2001				2018-2019			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1	1	0.1%	0.1%	0	0	0.0%	0.0%
26-30	17	18	1.5%	1.6%	16	16	1.4%	1.4%
31-35	77	95	6.9%	8.5%	94	110	8.3%	9.7%
36-40	112	207	10.0%	18.4%	201	311	17.7%	27.4%
41-45	176	383	15.7%	34.1%	228	539	20.1%	47.4%
46-50	274	657	24.4%	58.5%	257	796	22.6%	70.0%
51-55	298	955	26.5%	85.0%	186	982	16.4%	86.4%
56-60	143	1,098	12.7%	97.7%	116	1,098	10.2%	96.6%
61-65	24	1,122	2.1%	99.8%	29	1,127	2.6%	99.1%
Over 65	2	1,124	0.2%	100.0%	10	1,137	0.9%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Figure 3-6

Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2018-2019



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Table 3-24

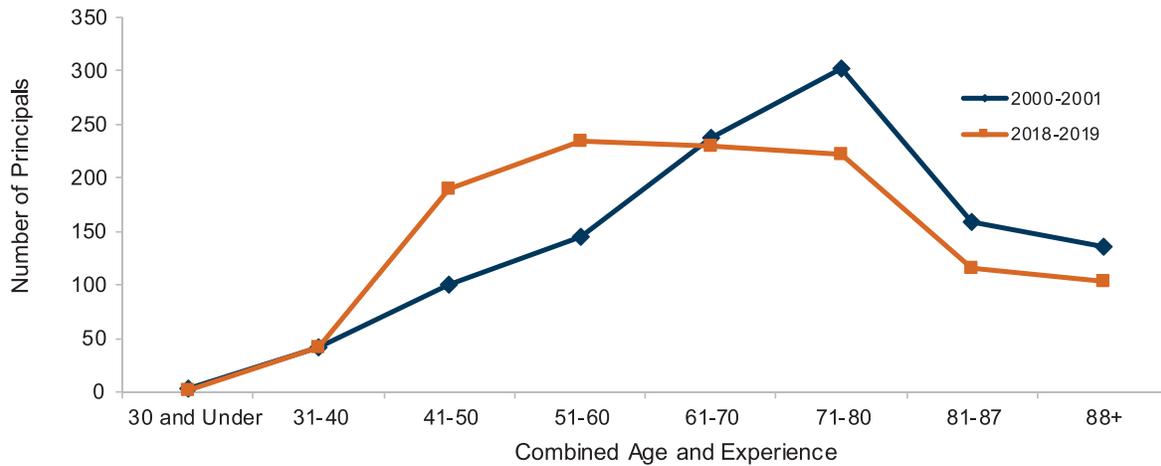
Combined Age and Experience Distribution of Iowa Full-Time Public School Principals 2000-2001 and 2018-2019

Combined Age and Experience Interval	2000-2001				2018-2019			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3	3	0.3%	0.3%	1	1	0.1%	0.1%
31-40	42	45	3.7%	4.0%	41	42	3.6%	3.7%
41-50	100	145	8.9%	12.8%	189	231	16.6%	20.3%
51-60	145	290	12.9%	25.6%	234	465	20.6%	40.9%
61-70	237	527	21.1%	46.5%	230	695	20.2%	61.1%
71-80	303	830	27.0%	73.2%	222	917	19.5%	80.7%
81-87	158	988	14.1%	87.1%	116	1,033	10.2%	90.9%
88+	136	1,124	12.1%	99.1%	104	1,137	9.1%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Figure 3-7

Combined Age and Experience Distribution of Iowa Full-Time Public School Principals
2000-2001 and 2018-2019



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Table 3-25

Average Total Salary of Iowa Full-Time Public School Principals by Enrollment Category
2000-2001, 2017-2018 and 2018-2019

Enrollment Category	Average Total Salary			Number of Principals 2018-2019	Percent Salary Change	
	2000-2001	2017-2018	2018-2019		2000-2001 to 2018-2019	2017-2018 to 2018-2019
<300	\$51,775	\$85,556	\$93,230	37	80.1%	9.0%
300-599	\$54,331	\$94,403	\$93,336	191	71.8%	-1.1%
600-999	\$58,539	\$95,720	\$97,415	87	66.4%	1.8%
1,000-2,499	\$64,381	\$102,618	\$104,439	283	62.2%	1.8%
2,500-7,499	\$69,145	\$108,620	\$109,759	173	58.7%	1.0%
7,500+	\$71,935	\$117,016	\$118,287	265	64.4%	1.1%
AEA	\$69,796	\$136,933	\$139,724	1	100.2%	2.0%
State	\$63,409	\$103,668	\$105,122	1,037	65.8%	1.4%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Superintendents

The tables in this section present data on full-time superintendents in Iowa public schools. The percent of superintendents with specialist/doctorate degrees decreased slightly between 2017-2018 and 2018-2019 while the percent of female superintendents increased slightly (Table 3-26). The percent of female superintendents was highest in the largest enrollment category in 2018-2019. The percent of superintendents with specialist/doctorate degrees was highest in the smallest enrollment category (Table 3-27). The average salary of female superintendents was 5.5 percent higher than male superintendents. The percent of superintendents with specialist/doctorate degrees was higher for females than males (Table 3-28). The percent of superintendents with combined age and experience of 88 years or more and therefore eligible to retire in 2018-2019 was 18.7 percent (Table 3-30). The average salary of superintendents increased by 2.1 percent between 2017-2018 and 2018-2019 (Table 3-31).

Table 3-26

Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2017-2018 and 2018-2019				
Characteristics	2000-2001	2017-2018	2018-2019	
Average Age	52.1	51.4	51.2	
Percent Female	5.8%	11.9%	13.1%	
Percent Minority	0.9%	0.7%	0.7%	
Percent Specialist/Doctorate Degree	59.2%	56.3%	54.9%	
Average Total Experience	26.9	23.5	23.3	
Average District Experience	8.0	7.8	7.6	
Number of Superintendents	326	270	268	

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Table 3-27

Characteristics of Iowa Full-Time Public School Superintendents by Enrollment Category, 2018-2019							
Enrollment Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Minority	Percent Specialist/Doctorate Degree	Average Total Experience	Average District Experience
<300	16	49.4	12.5%	0.0%	62.5%	23.6	10.1
300-599	72	51.1	6.9%	0.0%	54.2%	24.7	7.9
600-999	67	50.0	10.4%	0.0%	53.7%	24.8	7.9
1,000-2,499	77	52.0	18.2%	2.6%	54.5%	51.5	6.4
2,500-7,499	22	51.8	13.6%	0.0%	50.0%	21.3	6.3
7,500+	12	54.5	33.3%	0.0%	58.3%	18.8	8.5
AEA	2	59.5	0.0%	0.0%	100.0%	37.0	16.0
State	268	51.2	13.1%	0.7%	54.9%	23.3	7.6

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: The two Superintendents at the AEA are AEA staff that are also serving as superintendents in public districts.

Table 3-28

Gender Comparison of Iowa Full-Time Public School Superintendents, 2018-2019			
Characteristics	Female	Male	
Average Age	51.4	51.2	
Percent Minority	0.0%	0.9%	
Percent Specialist/Doctorate Degree	65.7%	53.2%	
Average Total Experience	21.6	23.5	
Average District Experience	6.3	7.8	
Average Total Salary	\$161,897	\$153,418	
Number of Superintendents	35	233	

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Includes AEA staff that also serve as superintendents in public districts.

Table 3-29

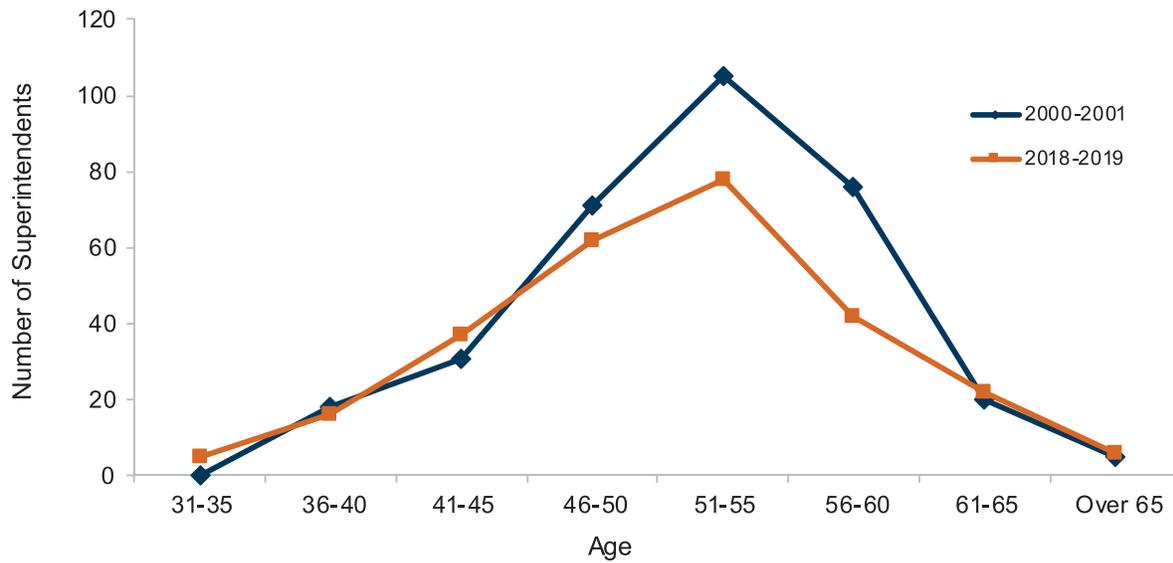
Iowa Full-Time Public School Superintendents Age Distributions 2000-2001 and 2018-2019								
Age Interval	2000-2001				2018-2019			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<35	0	0	0.0%	0.0%	5	5	1.9%	1.9%
36-40	18	18	5.5%	5.5%	16	21	6.0%	7.8%
41-45	31	49	9.5%	15.0%	37	58	13.8%	21.6%
46-50	71	120	21.8%	36.8%	62	120	23.1%	44.8%
51-55	105	225	32.2%	69.0%	78	198	29.1%	73.9%
56-60	76	301	23.3%	92.3%	42	240	15.7%	89.6%
61-65	20	321	6.1%	98.5%	22	262	8.2%	97.8%
Over 65	5	326	1.5%	100.0%	6	268	2.2%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Figure 3-8

Iowa Full-Time Public School Public School Superintendents Age Distributions
2000-2001 and 2018-2019



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Table 3-30

Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents
2000-2001 and 2018-2019

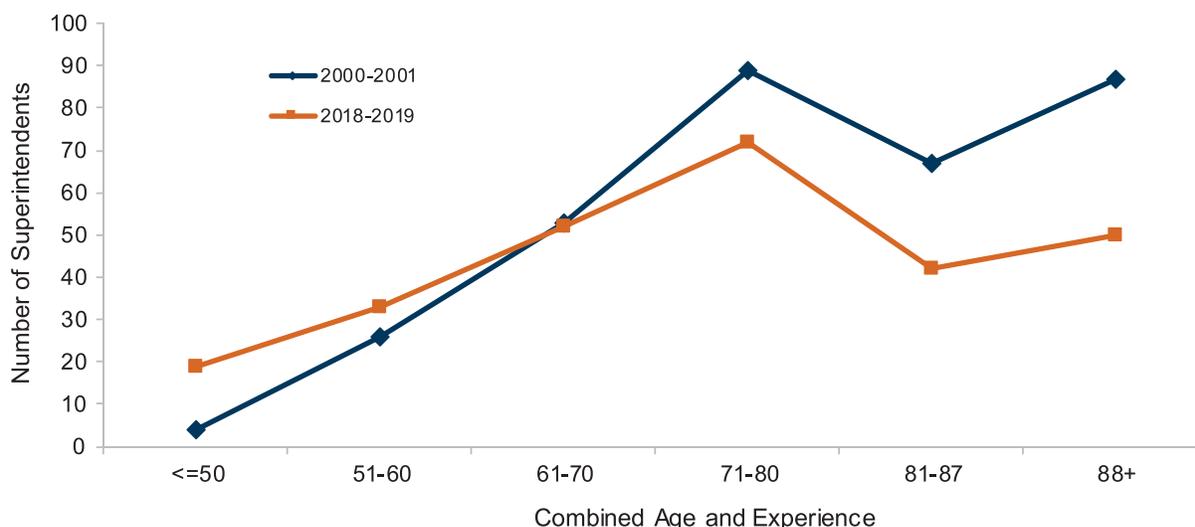
Combined Age and Experience Interval	2000-2001				2018-2019			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<=50	4	4	1.2%	1.2%	19	19	7.1%	7.1%
51-60	26	30	8.0%	9.2%	33	52	12.3%	19.4%
61-70	53	83	16.3%	25.5%	52	104	19.4%	38.8%
71-80	89	172	27.3%	52.8%	72	176	26.9%	65.7%
81-87	67	239	20.6%	73.3%	42	218	15.7%	81.3%
88+	87	326	26.7%	100.0%	50	268	18.7%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Figure 3-9

Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents
2000-2001 and 2018-2019



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents.

Table 3-31

Average Total Salary of Iowa Full-Time Public School Superintendents by Enrollment Category
2000-2001, 2017-2018 and 2018-2019

Enrollment Category	Average Total Salary			Number of Superintendents 2018-2019	Percent Salary Change	
	2000-2001	2017-2018	2018-2019		2000-2001 to 2018-2019	2017-2018 to 2018-2019
<300	\$63,569	\$122,330	\$130,677	16	105.6%	6.8%
300-599	\$71,049	\$133,632	\$134,940	72	89.9%	1.0%
600-999	\$76,935	\$139,276	\$144,043	67	87.2%	3.4%
1,000-2,499	\$85,772	\$161,747	\$163,955	77	91.2%	1.4%
2,500-7,499	\$104,464	\$192,696	\$191,801	22	83.6%	-0.5%
7,500+	\$125,036	\$226,403	\$229,228	12	83.3%	1.2%
AEA		\$175,767	\$180,159	2		2.5%
State	\$79,836	\$151,327	\$154,525	268	93.6%	2.1%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

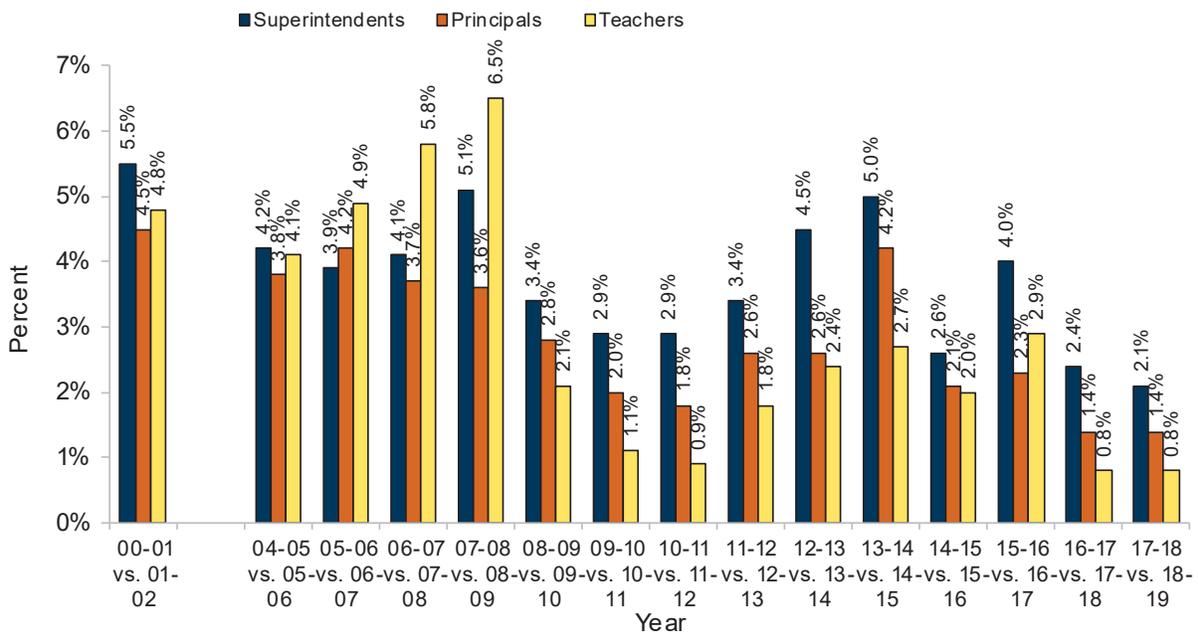
Notes: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents. The two Superintendents at the AEA are AEA staff that are also serving as superintendents in public districts.

Teacher, Principal, and Superintendent Salary Comparison

The average salary of superintendents had a higher percentage increase than the average salary of teachers and principals from 2000-2001 to 2005-2006 and in 2009-2010 to 2018-2019. The average salary of teachers had a higher percentage increase than the average salary of principals and superintendents from 2006-2007 to 2008-2009. In 2018-2019, teachers had the lowest percentage increase in average salary (Figure 3-10 and Table 3-32).

Figure 3-10

Annual Percentage Increases in Average Salaries for Iowa Full-Time Public School Teachers, Principals, and Superintendents
2000-2001 vs. 2001-2002 and 2004-2005 vs. 2005-2006 to 2017-2018 vs. 2018-2019



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Table 3-32

Average Total Salary Comparison of Iowa Full-Time Public School Teachers, Principals and Superintendents by Enrollment Category, 2000-2001 and 2018-2019

Enrollment Category	2000-2001			2018-2019		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	\$28,811	\$51,775	\$63,569	\$47,658	\$93,230	\$130,677
300-599	\$31,557	\$54,331	\$71,049	\$51,857	\$93,336	\$134,940
600-999	\$33,809	\$58,539	\$76,935	\$54,175	\$97,415	\$144,043
1,000-2,499	\$35,912	\$64,381	\$85,772	\$58,230	\$104,439	\$163,955
2,500-7,499	\$38,266	\$69,145	\$104,464	\$61,359	\$109,759	\$191,801
7,500+	\$40,452	\$71,935	\$125,036	\$63,874	\$118,287	\$229,228
AEA	\$36,196	\$69,796	-	\$67,427	\$139,724	\$180,159
State	\$36,479	\$63,409	\$79,836	\$59,220	\$105,122	\$154,525

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Includes AEA staff.

Teacher figures for 2018-2019 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2018-2019 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.) . Average salaries for these staff include salaries for these additional responsibilities.



Public School Professional School Counselors

The percent of female professional school counselors and the percent of minority professional school counselors increased slightly between 2017-2018 and 2018-2019. The percent of professional school counselors with advanced degrees decreased by one percentage point between 2017-2018 and 2018-2019 (Table 3-33). All districts are required by Iowa Code (256.11) to have a professional school counselor who is licensed by the Board of Educational Examiners. Districts are able to share professional school counselors with another district. The percent of professional school counselors eligible to retire with combined age and years experience of 88 or more was 6.9 percent in 2018-2019 (Table 3-36). The average salary of professional school counselors decreased by 0.1 percent between 2017-2018 and 2018-2019 (Table 3-37).

Table 3-33

Characteristics of Iowa Full-Time Public School Professional School Counselors 2000-2001, 2017-2018 and 2018-2019			
Characteristics	2000-2001	2017-2018	2018-2019
Average Age	46.4	42.5	42.0
Percent Female	64.2%	80.5%	81.4%
Percent Minority	1.6%	3.7%	3.9%
Percent Advanced Degree	86.9%	83.3%	84.3%
Average Total Experience	18.8	14.4	13.8
Average District Experience	12.1	9.9	9.4
Number of Professional School Counselors	1,194	1,285	1,321

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

Table 3-34

Full-Time and Part-Time Iowa Public School Professional School Counselors by Enrollment Category 2000-2001, 2017-2018 and 2018-2019									
Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000-2001	2017-2018	2018-2019	2000-2001	2017-2018	2018-2019	2000-2001	2017-2018	2018-2019
<300	38	39	38	13	17	20	5	17	15
300-599	116	104	104	129	146	152	15	17	18
600-999	104	81	77	189	169	162	14	10	9
1,000-2,499	83	76	77	310	298	310	8	7	6
2,500-7,499	24	22	22	247	255	247	8	8	10
7,500+	9	11	12	306	400	430	15	7	7
State	374	333	330	1,194	1,285	1,321	65	66	65

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

Table 3-35

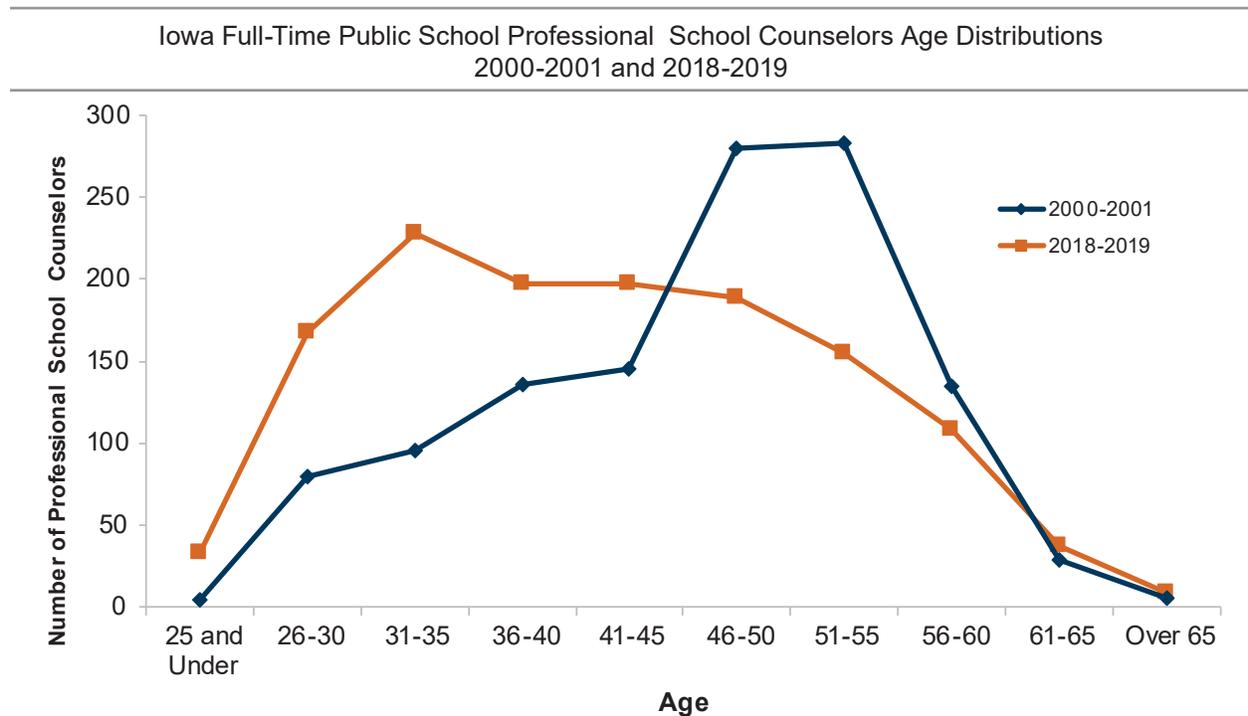
Iowa Full-Time Public School Professional School Counselors Age Distributions 2000-2001 and 2018-2019								
2000-2001					2018-2019			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	4	4	0.3%	0.3%	33	27	2.5%	2.1%
26-30	80	84	6.7%	7.0%	168	195	12.8%	14.8%
31-35	96	180	8.0%	15.1%	228	423	17.3%	32.2%
36-40	136	316	11.4%	26.5%	197	620	15.0%	47.1%
41-45	145	461	12.1%	38.6%	197	817	15.0%	62.1%
46-50	280	741	23.5%	62.1%	189	1,006	14.4%	76.5%
51-55	283	1,024	23.7%	85.8%	155	1,161	11.8%	88.3%
56-60	135	1,159	11.3%	97.1%	108	1,269	8.2%	96.5%
61-65	29	1,188	2.4%	99.5%	37	1,306	2.8%	99.3%
Over 65	6	1,194	0.5%	100.0%	9	1,315	0.7%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

Figure 3-11



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

Guidance Counselor will be called 'Professional School Counselor' from 2014-2015 and on.

Table 3-36

Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors, 2000-2001 and 2018-2019

Combined Age and Experience Interval	2000-2001				2018-2019			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	103	103	7.8%	7.8%
31-40	108	133	9.0%	11.1%	246	349	18.6%	26.4%
41-50	135	268	11.3%	22.4%	236	585	17.9%	44.3%
51-60	206	474	17.3%	39.7%	239	824	18.1%	62.4%
61-70	209	683	17.5%	57.2%	167	991	12.6%	75.0%
71-80	240	923	20.1%	77.3%	156	1,147	11.8%	86.8%
81-87	159	1,082	13.3%	90.6%	83	1,230	6.3%	93.1%
88+	112	1,194	9.4%	100.0%	91	1,321	6.9%	100.0%

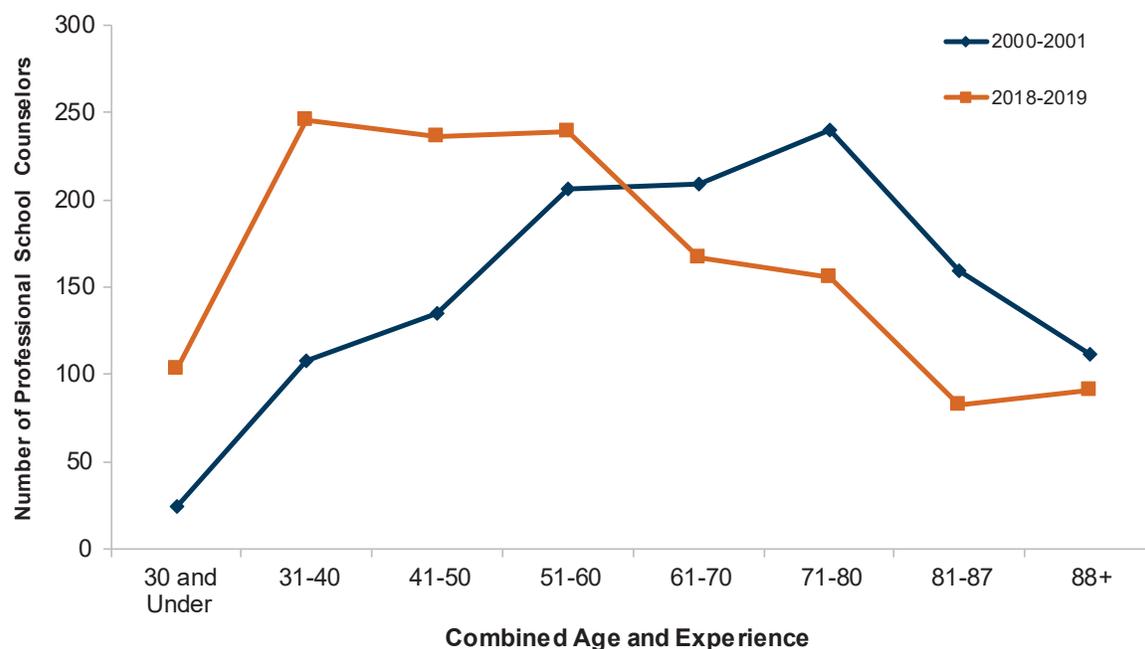
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

Figure 3-12

Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors 2000-2001 and 2018-2019



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

Table 3-37

Average Total Salary of Iowa Full-Time Public School Professional School Counselors by Enrollment Category, 2000-2001, 2017-2018 and 2018-2019

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2017-2018	2018-2019	2000-2001 to 2018-2019	2017-2018 to 2018-2019
<300	\$33,912	\$48,054	\$46,657	37.6%	-2.9%
300-599	\$35,907	\$55,107	\$54,160	50.8%	-1.7%
600-999	\$37,702	\$57,135	\$57,158	51.6%	0.0%
1,000-2,499	\$41,062	\$62,962	\$62,456	52.1%	-0.8%
2,500-7,499	\$44,628	\$65,488	\$65,155	46.0%	-0.5%
7,500+	\$46,886	\$66,758	\$67,404	43.8%	1.0%
State	\$42,126	\$62,789	\$62,728	48.9%	-0.1%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

Public School Library/Media Staff

Library/media staff members who are licensed through the Board of Educational Examiners have the position title of teacher librarian/media specialists. Districts are required by Iowa Code (256.11) to have a licensed library/media specialist. Districts are able to share library/media specialists with another district. The percent of library/media specialists with advanced degrees remained about the same between 2017-2018 and 2018-2019 (Table 3-38). The number of full-time library/media specialists remained about the same in 2018-2019 (Table 3-39). The average salary of library/media specialists increased by 0.5 percent between 2017-2018 and 2018-2019 (Table 3-40). Library/media associates are staff members that support the library/media specialists in the library/media center. The number of library/media associates decreased by 0.9 percent between 2017-2018 and 2018-2019.

Table 3-38

Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists 2000-2001, 2017-2018 and 2018-2019				
Characteristics	2000-2001	2017-2018	2018-2019	
Average Age	48.5	46.3	45.8	
Percent Female	90.6%	94.8%	94.5%	
Percent Minority	0.8%	1.5%	1.5%	
Percent Advanced Degree	59.6%	66.6%	66.7%	
Average Total Experience	19.6	17.4	16.7	
Average District Experience	14.3	12.0	11.7	
Number of Library/Media Specialists	636	401	399	

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Table 3-39

Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000-2001	2017-2018	2018-2019	2000-2001	2017-2018	2018-2019	2000-2001	2017-2018	2018-2019
<300	38	39	38	8	8	9	11	17	18
300-599	116	104	104	82	41	38	20	48	47
600-999	104	81	77	107	51	48	8	25	24
1,000-2,499	83	76	77	174	94	92	9	8	8
2,500-7,499	24	22	22	134	102	96	3	1	2
7,500+	9	11	12	131	105	116	7	6	6
State	374	333	330	636	401	399	58	105	105

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Table 3-40

Average Total Salary of Iowa Full-Time Public School Licensed Library/Media Specialists by Enrollment Category, 2000-2001, 2017-2018 and 2018-2019

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2017-2018	2018-2019	2000-2001 to 2018-2019	2017-2018 to 2018-2019
<300	\$28,997	\$51,488	\$51,545	77.8%	0.1%
300-599	\$33,415	\$55,826	\$56,419	68.8%	1.1%
600-999	\$35,926	\$58,453	\$59,413	65.4%	1.6%
1,000-2,499	\$39,377	\$62,831	\$62,360	58.4%	-0.7%
2,500-7,499	\$42,276	\$67,002	\$66,057	56.3%	-1.4%
7,500+	\$45,636	\$73,129	\$73,756	61.6%	0.9%
State	\$39,797	\$65,089	\$65,398	64.3%	0.5%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Table 3-41

Iowa Public School Non-Licensed Library/Media Associates by Enrollment Category 2000-2001, 2017-2018 and 2018-2019

Enrollment Category	Number of Full-Time Equivalent (FTE) Associates			Percent Change in FTE Associates 2000-2001 to 2018-2019	Percent Change in FTE Associates 2017-2018 to 2018-2019
	2000-2001	2017-2018	2018-2019		
<300	26.3	7.7	7.5	-71.5%	-2.1%
300-599	143.9	54.4	55.7	-61.3%	2.4%
600-999	204.2	74.8	67.8	-66.8%	-9.3%
1,000-2,499	284.1	133.6	139.3	-51.0%	4.3%
2,500-7,499	246.8	49.3	43.5	-82.4%	-11.7%
7,500+	180.1	91.7	94.1	-47.7%	2.6%
State	1,085.4	411.5	407.9	-62.4%	-0.9%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff.

Area Education Agency (AEA) Licensed Staff

There were nine area education agencies (AEAs) in Iowa in 2018-2019. The personnel in AEAs develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology, and media services to school districts in the state. As seen in Table 3-42, the percent of female AEA staff and the percent of minority AEA staff remained about the same between 2017-2018 and 2018-2019. The average salary of AEA staff remained about the same between 2017-2018 and 2018-2019. Almost half of the AEA staff in 2018-2019 held a Special Education Support position (Table 3-43).

Table 3-42

Characteristics of Iowa Full-Time Licensed AEA Staff 2000-2001, 2017-2018 and 2018-2019			
Characteristics	2000-2001	2017-2018	2018-2019
Average Age	44.8	44.3	44.1
Percent Female	77.3%	91.0%	91.6%
Percent Minority	1.0%	2.7%	2.6%
Percent Advanced Degree	79.4%	87.6%	88.2%
Average Total Experience	17.2	17.3	17.2
Average Number of Contract Days	197.3	195.3	195.0
Average Total Salary	\$44,351	\$74,895	\$74,889
Number of AEA Staff	2,225	2,219	2,282

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Table 3-43

Number of Full-Time AEA Licensed Staff by Position 2018-2019

Position	Number	Percent
AEA Chief Administrator	9	0.4%
AEA Zone/Regional Coordinator	75	3.3%
Content/Curriculum Consultant	253	11.1%
Director/Coordinator/Department Head	28	1.2%
Counselor	2	0.1%
Early Childhood Special Ed Teacher	84	3.7%
Early Childhood Reg Ed Teacher	1	0.0%
Home Intervention Teacher	24	1.0%
Itinerant Teacher	56	2.4%
Juvenile Home Teacher	36	1.6%
Nurse	5	0.2%
Other Administrator	12	0.5%
Principal	1	0.0%
Regular Education Teacher	4	0.2%
School Business Official	8	0.3%
Social Worker	146	6.4%
Special Ed Support	1,119	48.9%
Special Education Consultant	313	13.7%
Special Education Director	6	0.3%
Special Education Teacher	49	2.1%
Specialist	28	1.2%
Superintendent	2	0.1%
Supervisor-Licensed	8	0.3%
Teacher Leader	14	0.6%
Teacher Librarian/Media Specialist	4	0.2%
Total	2,287	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: This total may not match total in table 3-42 because one person could have more than one position. The Superintendent at the AEA is AEA staff that is also serving as superintendent in a public district.

Licensed Staff State Totals

Table 3-44 shows the distribution of public and nonpublic school licensed staff by AEA in 2018-2019. Central Rivers AEA and Heartland AEA had the highest percent of districts. Heartland AEA had the highest percent of public school and nonpublic school licensed staff. Mississippi Bend AEA had the lowest percent of districts. Keystone AEA had the lowest percent of public school licensed staff and Green Hills AEA had the lowest percent of nonpublic school licensed staff.

Table 3-44

Distribution of Iowa Public and Nonpublic School Total Full-Time Licensed Staff by AEAs, 2018-2019						
AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
	Number	Percent	Number	Percent	Number	Percent
Keystone 1	22	6.7%	2,699	6.2%	351	17.0%
Central Rivers	53	16.1%	5,862	13.4%	228	11.0%
Prairie Lakes 8	39	11.8%	2,785	6.3%	157	7.6%
Mississippi Bend 9	21	6.4%	4,337	9.9%	209	10.1%
Grant Wood 10	32	9.7%	6,152	14.0%	281	13.6%
Heartland 11	53	16.1%	12,005	27.4%	457	22.1%
Northwest 12	34	10.3%	3,386	7.7%	225	10.9%
Green Hills 13	43	13.0%	3,512	8.0%	77	3.7%
Great Prairie 15	33	10.0%	3,144	7.2%	79	3.8%
State	330	100.0%	43,882	100.0%	2,064	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Public School Nurses

Iowa Code (256.11) requires each school district to have a nurse that is licensed by the Board of Nursing. Some districts share a nurse with another district or contract out for nurses. Registered Nurses are licensed by the Board of Nursing, have a baccalaureate degree, have a statement of professional recognition (SPR) issued by the Board of Educational Examiners (BOEE), and are reported as licensed staff on the Fall BEDS staff collection. Registered Nurses that are licensed by the Board of Nursing have an associate degree or diploma, may practice in a school district, but they do not qualify for a school nurse SPR. These nurses are reported as non-licensed staff on the Fall BEDS staff collection. The nurse full-time equivalent (FTE) counts listed in Table 3-45 include nurses with a SPR and nurses without a SPR.

Table 3-45

Iowa Public School Nurse FTE by Enrollment Category, 2017-2018 and 2018-2019			
Enrollment Category	2017-2018	2018-2019	% Change in FTE Nurses 2017-2018 to 2018-2019
<300	13.7	10.8	-21.4%
300-599	77.9	80.7	3.5%
600-999	87.9	86.1	-2.0%
1,000-2,499	150.9	150.7	-0.2%
2,500-7,499	127.6	124.6	-2.3%
7,500+	165.7	174.6	5.4%
State	623.6	627.5	0.6%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff. Every district is required to have a nurse. Some districts may share with another district. Does not include nurses contracted with an outside agency such as a hospital, clinic or county health department.



Program

The program chapter provides information regarding the school district organization structure, curriculum data on courses taught and taken, and class size for kindergarten through third grade.

Districts and Schools

The number of school districts in Iowa has declined over time (Table 4-1). In 2000-2001, about two-thirds of Iowa districts had more than one building in each school level. In 2017-2018 and 2018-2019, about two-thirds of the districts had a single elementary, middle school or junior high, and high school (Table 4-2). The number of nonpublic schools in Iowa has declined in 2017-2018 and 2018-2019.

Table 4-1

Distribution of Iowa Public and Nonpublic School Total Full-Time Licensed Staff by AEAs, 2018-2019

Year	Number of Public School District	Number of Districts without a Public High School	Percent of Districts without a Public High School
2000-2001	374	23	6.1%
2001-2002	371	21	5.7%
2002-2003	371	24	6.5%
2003-2004	370	24	6.5%
2004-2005	367	26	7.1%
2005-2006	365	25	6.8%
2006-2007	365	25	6.8%
2007-2008	364	29	8.0%
2008-2009	362	30	8.3%
2009-2010	361	31	8.6%
2010-2011	359	31	8.6%
2011-2012	351	31	8.8%
2012-2013	348	32	9.2%
2013-2014	346	32	9.2%
2014-2015	338	26	7.7%
2015-2016	336	26	7.7%
2016-2017	333	27	8.1%
2017-2018	333	29	8.7%
2018-2019	330	27	8.2%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, address files.



Table 4-2

Iowa Public School District, Public School Building, and Nonpublic School Information
2000-2001, 2017-2018 and 2018-2019

Category	2000-2001	2017-2018	2018-2019
Total Number of Public School Districts	374	333	330
Total Number of Public School Buildings	1531	1322	1316
Number of Districts with 1 to 3 Public School Buildings	137	220	213
Percent of Districts with 1 to 3 Public School Buildings	36.6%	66.1%	64.5%
Number of Districts with 4 to 6 Public School Buildings	183	79	83
Percent of Districts with 4 to 6 Public School Buildings	48.9%	23.7%	25.2%
Number of Districts with 7 to 9 Public School Buildings	32	20	19
Percent of Districts with 7 to 9 Public School Buildings	8.6%	6.0%	5.8%
Number of Districts with 10 or more Public School Buildings	22	14	15
Percent of Districts with 10 or more Public School Buildings	5.9%	4.2%	4.5%
Total Number of Nonpublic Schools	211	182	181

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, address files.

Carnegie Units Taught

Iowa Administrative Code 281-12.5 (14) defines a Carnegie unit as “a course which meets one of the following criteria: it is taught for at least 200 minutes per week for 36 weeks; it is taught for the equivalent of 120 hours of instruction; it requires the demonstration of proficiency of formal competencies associated with the course according to the State Guidelines for Competency-Based Education or its successor organization or it is an equated requirement as a part of an innovative program filed as prescribed in rule 281—12.9 (256).”

The average number of Carnegie units taught and taken was directly correlated with enrollment categories in all years listed (Table 4-3). The districts with 7,500 students or more provided the greatest average number of units in all subject areas listed.



Table 4-3

Average Curriculum Units Offered and Taught by Accreditation Area and District Enrollment Category
2010-2011, 2017-2018 and 2018-2019

	State Standards Minimum Units	Enrollment Category						State
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2010-2011								
Number of Districts		32	106	80	77	22	10	327
English/Language Arts	6	6.52	6.92	7.15	8.64	12.64	18.32	8.07
Mathematics	6	7.08	7.52	7.98	8.80	10.81	13.91	8.31
Science	5	5.81	6.22	6.64	7.18	9.90	14.73	7.02
Social Studies	5	5.18	5.31	5.49	6.27	8.74	14.12	6.07
World Language	4	3.48	4.08	4.26	5.41	10.05	15.31	5.12
Fine Arts	3	5.12	5.72	5.57	7.52	12.64	18.79	7.16
2017-2018								
Number of Districts		19	95	81	76	22	11	304
English/Language Arts	6	6.29	6.85	6.82	7.66	9.77	13.24	7.45
Mathematics	6	6.15	7.29	7.96	7.84	9.23	11.78	7.83
Science	5	5.45	6.31	6.62	6.98	9.77	12.26	6.97
Social Studies	5	5.11	5.55	5.40	5.71	8.55	11.75	5.96
World Language	4	3.66	4.05	4.12	4.88	9.13	15.70	5.05
Fine Arts	3	5.03	5.51	6.43	7.73	11.68	20.31	7.26
2018-2019								
Number of Districts		21	96	77	77	22	12	305
English/Language Arts	6	6.50	6.88	6.56	7.40	9.80	13.24	7.37
Mathematics	6	6.05	7.33	7.77	7.80	8.73	12.07	7.76
Science	5	5.46	6.28	6.58	6.96	9.39	12.60	6.95
Social Studies	5	5.55	5.54	5.34	5.74	8.36	11.39	5.98
World Language	4	3.81	4.06	4.06	4.84	8.66	14.87	5.01
Fine Arts	3	4.78	5.41	6.23	7.47	11.95	18.34	7.09

Source: Iowa Department of Education, Bureau of Information and Analysis. Student Reporting in Iowa (SRI), Archived Course Group, winter files. Enrollment categories are defined by Certified Enrollment.



Enrollments with World Language, Algebra II, Higher-Level Mathematics, Higher-Level Science, and High-Quality Computer Science Courses

The Iowa Department of Education started to collect course taken data at the student level in 2004-2005. A real four-year course taken pattern has been available for the Annual Condition of Education Report since 2008. Tables 4-4 to 4-16 describe Iowa public high school student enrollment in World Language, Algebra II, Higher-Level Mathematics, Higher-Level Science, and High-Quality Computer Science Courses. The course enrollments only include the students who enrolled in Iowa public high schools in each of the four years from grade 9 to grade 12. Each table shows non-duplicate enrollment at the state level and by district enrollment category. Subgroup comparisons are reported by subject areas.

Table 4-4 examines world language course enrollment in Iowa public high schools for the 2018 and 2019 graduating classes by subgroup. The percent of students enrolled in world language courses by enrollment category are displayed in Table 4-5 for the same two graduating classes. About 28,000 students in each of the graduating classes 2018 and 2019 took at least one world language course. More than 24,000 of them took Spanish in each of the graduating classes shown (Table 4-6). Two other major languages taken are French and German. The enrollments in Table 4-6 can be duplicated if a student took courses in more than one language. However, one student is only counted once if their course taken was one language at different levels.

Tables 4-7 and 4-8 show the Algebra II courses taken for the 2018 and 2019 graduating classes by subgroup and by enrollment category.

The courses in higher-level mathematics include pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics, and other specific courses identified as advanced mathematics. Tables 4-9 and 4-10 show the higher-level mathematics enrollment by subgroup and by enrollment category for the two most recent graduating classes.

The subgroup course enrollment data for higher-level science (chemistry and physics) are displayed in Tables 4-11 and 4-13. Tables 4-12 and 4-14 show the higher-level science enrollment by district size category for the classes 2018 and 2019.

High-quality computer science courses include computing systems, management information systems, network, programming, information support and services, and courses in advanced placement computer science. The basic introduction level computer courses and computer applications are not counted as high-quality courses. The state total, subgroup enrollments and high-quality computer courses taken by enrollment category data are displayed in Tables 4-15 and 4-16 for the 2018 and 2019 graduating classes.



Table 4-4

Iowa Public High School Graduating Classes of 2018 and 2019 Non-Duplicate Enrollment in World Language Courses by Subgroup

Group	Class of 2018			Class of 2019		
	Number Enrolled in World Language	Total Enrollment	Percent Enrolled in World Language	Number Enrolled in World Language	Total Enrollment	Percent Enrolled in World Language
All Students	27,656	32,307	85.6%	27,653	32,311	85.6%
African American	1,104	1,460	75.6%	1,094	1,477	74.1%
American Indian	73	97	75.3%	75	103	72.8%
Asian	695	813	85.5%	664	741	89.6%
Hispanic	2,533	2,948	85.9%	2,548	2,958	86.1%
Hawaiian or Pacific Islander	44	58	75.9%	44	59	74.6%
Two or More Races	792	944	83.9%	835	976	85.6%
White	22,415	25,987	86.3%	22,393	25,997	86.1%
Disability*	1,605	4,054	39.6%	1,465	3,877	37.8%
EL**	880	1,232	71.4%	764	1,085	70.4%
Low SES***	10,321	13,416	76.9%	10,611	13,776	77.0%
Female	14,137	15,677	90.2%	14,297	15,843	90.2%
Male	13,519	16,630	81.3%	13,356	16,468	81.1%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Notes: The analysis for the Class 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the Class 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019).

* Disability status is determined by the presence of an individualized education program (IEP).

** EL indicates English learner.

*** Low SES is determined by the eligibility for free or reduced price meals.

Table 4-5

Iowa Public High School Graduating Classes of 2018 and 2019 Non-Duplicate Enrollment in World Language Courses by Subgroup							
Enrollment Category							
Class of 2018							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in World Language Courses	233	2,996	3,736	7,038	5,690	7,963	27,656
Enrollment in Iowa Public High Schools in Each of the Last Four Years	296	3,609	4,402	8,297	6,458	9,245	32,307
Percent of Students Who Enrolled in World Language Courses	78.7%	83.0%	84.9%	84.8%	88.1%	86.1%	85.6%
Class of 2019							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in World Language Courses	277	3,079	3,586	6,962	5,365	8,384	27,653
Enrollment in Iowa Public High Schools in Each of the Last Four Years	338	3,633	4,264	8,281	6,109	9,686	32,311
Percent of Students Who Enrolled in Foreign Language Courses	82.0%	84.8%	84.1%	84.1%	87.8%	86.6%	85.6%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files. Enrollment categories are defined by Certified Enrollment.

Notes: The analysis for the class 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019).

Table 4-6

World Language Enrollment of Iowa Public High School Graduating Classes of 2018 and 2019 by Language					
Language	Class of 2018		Class of 2019		
	Enrollment	Percent of Enrolled	Enrollment	Percent of Enrolled	
Spanish	24,142	83.3%	24,101	83.3%	
French	2,638	9.1%	2,765	9.6%	
German	1,407	4.9%	1,250	4.3%	
Chinese	234	0.8%	204	0.7%	
Japanese	208	0.7%	259	0.9%	
Italian	57	0.2%	64	0.2%	
Russian	15	0.1%	15	0.1%	
Other World Language	298	1.0%	290	1.0%	

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Notes: The analysis for the class 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019).



Table 4-7

Iowa Public High School Graduating Classes of 2018 and 2019
Non-Duplicate Enrollment in Algebra II by Subgroup

Group	Class of 2018			Class of 2019		
	Number Enrolled in Algebra II	Total Enrollment	Percent Enrolled in Algebra II	Number Enrolled in Algebra II	Total Enrollment	Percent Enrolled in Algebra II
All Students	23,942	32,307	74.1%	24,024	32,311	74.4%
African American	814	1,460	55.8%	817	1,477	55.3%
American Indian	61	97	62.9%	63	103	61.2%
Asian	606	813	74.5%	546	741	73.7%
Hispanic	1,927	2,948	65.4%	1,954	2,958	66.1%
Hawaiian or Pacific Islander	30	58	51.7%	29	59	49.2%
Two or More Races	669	944	70.9%	713	976	73.1%
White	19,835	25,987	76.3%	19,902	25,997	76.6%
Disability*	1,062	4,054	26.2%	1,046	3,877	27.0%
EL**	619	1,232	50.2%	519	1,085	47.8%
Low SES***	8,378	13,416	62.4%	8,676	13,776	63.0%
Female	12,165	15,677	77.6%	12,371	15,843	78.1%
Male	11,777	16,630	70.8%	11,653	16,468	70.8%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.
Notes: The analysis for the class 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019).



Table 4-8

Iowa Public High School Graduating Classes of 2018 and 2019 Non-Duplicate Enrollment in Algebra II by Enrollment Category

Enrollment Category							
Class of 2018							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Algebra II	233	2,681	3,260	6,238	4,814	6,716	23,942
Enrollment in Iowa Public High Schools in Each of the Last Four Years	296	3,609	4,402	8,297	6,458	9,245	32,307
Percent of Students Who Enrolled in Algebra II	78.7%	74.3%	74.1%	75.2%	74.5%	72.6%	74.1%
Class of 2019							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Algebra II	277	2,718	3,133	6,200	4,589	7,107	24,024
Enrollment in Iowa Public High Schools in Each of the Last Four Years	338	3,633	4,264	8,281	6,109	9,686	32,311
Percent of Students Who Enrolled in Algebra II	82.0%	74.8%	73.5%	74.9%	75.1%	73.4%	74.4%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files. Enrollment categories are defined by Certified Enrollment.

Notes: The analysis for the class 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019).



Table 4-9

Iowa Public High School Graduating Classes of 2018 and 2019
Non-Duplicate Enrollment in Higher-Level Mathematics (HLM) by Subgroup

Group	Class of 2018			Class of 2019		
	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM
All Students	15,396	32,307	47.7%	15,476	32,311	47.9%
African American	376	1,460	25.8%	393	1,477	26.6%
American Indian	31	97	32.0%	35	103	34.0%
Asian	560	813	68.9%	501	741	67.6%
Hispanic	1,031	2,948	35.0%	1,084	2,958	36.6%
Hawaiian or Pacific Islander	11	58	19.0%	14	59	23.7%
Two or More Races	370	944	39.2%	423	976	43.3%
White	13,017	25,987	50.1%	13,026	25,997	50.1%
Disability*	353	4,054	8.7%	288	3,877	7.4%
EL**	262	1,232	21.3%	227	1,085	20.9%
Low SES***	4,034	13,416	30.1%	4,263	13,776	30.9%
Female	7,884	15,677	50.3%	8,076	15,843	51.0%
Male	7,512	16,630	45.2%	7,400	16,468	44.9%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Notes: The analysis for the class 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019).

* Disability status is determined by the presence of an individualized education program (IEP).

** EL indicates English learner.

*** Low SES is determined by the eligibility for free or reduced price meals.



Table 4-10

Iowa Public High School Graduating Classes of 2018 and 2019 Non-Duplicate Enrollment in Higher-Level Mathematics by Enrollment Category

Enrollment Category							
Class of 2018							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Higher-Level Mathematics	115	1,360	1,938	3,921	3,582	4,480	15,396
Enrollment in Iowa Public High Schools in Each of the Last Four Years	296	3,609	4,402	8,297	6,458	9,245	32,307
Percent of Students Who Enrolled in Higher-Level Mathematics	38.9%	37.7%	44.0%	47.3%	55.5%	48.5%	47.7%
Class of 2019							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Higher-Level Mathematics	157	1,440	1,848	3,776	3,341	4,914	15,476
Enrollment in Iowa Public High Schools in Each of the Last Four Years	338	3,633	4,264	8,281	6,109	9,686	32,311
Percent of Students Who Enrolled in Higher-Level Mathematics	46.4%	39.6%	43.3%	45.6%	54.7%	50.7%	47.9%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files. Enrollment categories are defined by Certified Enrollment.

Notes: The analysis for the class 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019).

Table 4-11

Iowa Public High School Graduating Classes of 2018 and 2019
Non-Duplicate Enrollment in Chemistry by Subgroup

Group	Class of 2018			Class of 2019		
	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry
All Students	23,716	32,307	73.4%	23,688	32,311	73.3%
African American	837	1,460	57.3%	796	1,477	53.9%
American Indian	61	97	62.9%	52	103	50.5%
Asian	684	813	84.1%	628	741	84.8%
Hispanic	1,952	2,948	66.2%	1,994	2,958	67.4%
Hawaiian or Pacific Islander	22	58	37.9%	28	59	47.5%
Two or More Races	665	944	70.4%	701	976	71.8%
White	19,495	25,987	75.0%	19,489	25,997	75.0%
Disability*	1,128	4,054	27.8%	1,123	3,877	29.0%
EL**	625	1,232	50.7%	563	1,085	51.9%
Low SES***	7,991	13,416	59.6%	8,258	13,776	59.9%
Female	12,146	15,677	77.5%	12,408	15,843	78.3%
Male	11,570	16,630	69.6%	11,280	16,468	68.5%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Notes: The analysis for the class 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019).

* Disability status is determined by the presence of an individualized education program (IEP).

** EL indicates English learner.

*** Low SES is determined by the eligibility for free or reduced price meals.



Table 4-12

Iowa Public High School Graduating Classes of 2018 and 2019
Non-Duplicate Enrollment in Chemistry by Enrollment Category

Enrollment Category							
Class of 2018							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Chemistry	176	2,336	3,153	6,113	5,261	6,677	23,716
Enrollment in Iowa Public High Schools in Each of the Last Four Years	296	3,609	4,402	8,297	6,458	9,245	32,307
Percent of Students Who Enrolled in Chemistry	59.5%	64.7%	71.6%	73.7%	81.5%	72.2%	73.4%
Class of 2019							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Chemistry	213	2,455	2,982	6,079	4,947	7,012	23,688
Enrollment in Iowa Public High Schools in Each of the Last Four Years	338	3,633	4,264	8,281	6,109	9,686	32,311
Percent of Students Who Enrolled in Chemistry	63.0%	67.6%	69.9%	73.4%	81.0%	72.4%	73.3%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files. Enrollment categories are defined by Certified Enrollment.

Notes: The analysis for the class 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019).



Table 4-13

Iowa Public High School Graduating Classes of 2018 and 2019
Non-Duplicate Enrollment in Physics by Subgroup

Group	Class of 2018			Class of 2019		
	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics
All Students	10,586	32,307	32.8%	10,794	32,311	33.4%
African American	525	1,460	36.0%	552	1,477	37.4%
American Indian	27	97	27.8%	21	103	20.4%
Asian	445	813	54.7%	441	741	59.5%
Hispanic	988	2,948	33.5%	1,041	2,958	35.2%
Hawaiian or Pacific Islander	9	58	15.5%	9	59	15.3%
Two or More Races	366	944	38.8%	354	976	36.3%
White	8,226	25,987	31.7%	8,376	25,997	32.2%
Disability*	530	4,054	13.1%	516	3,877	13.3%
EL**	314	1,232	25.5%	312	1,085	28.8%
Low SES***	3,592	13,416	26.8%	3,880	13,776	28.2%
Female	4,690	15,677	29.9%	4,993	15,843	31.5%
Male	5,896	16,630	35.5%	5,801	16,468	35.2%

Source: Iowa Department of Education, Bureau of Information and Analysis. Student Reporting in Iowa, winter files.

Notes: The analysis for the class 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019).

* Disability status is determined by the presence of an individualized education program (IEP).

** EL indicates English learner.

*** Low SES is determined by the eligibility for free or reduced price meals.



Table 4-14

Iowa Public High School Graduating Classes of 2018 and 2019
Non-Duplicate Enrollment in Physics by Enrollment Category

Enrollment Category							
Class of 2018							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Physics	43	799	1,149	1,930	2,458	4,207	10,586
Enrollment in Iowa Public High Schools in Each of the Last Four Years	296	3,609	4,402	8,297	6,458	9,245	32,307
Percent of Students Who Enrolled in Physics	14.5%	22.1%	26.1%	23.3%	38.1%	45.5%	32.8%
Class of 2019							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Physics	54	824	966	2,059	2,290	4,601	10,794
Enrollment in Iowa Public High Schools in Each of the Last Four Years	338	3,633	4,264	8,281	6,109	9,686	32,311
Percent of Students Who Enrolled in Physics	16.0%	22.7%	22.7%	24.9%	37.5%	47.5%	33.4%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files. Enrollment categories are defined by Certified Enrollment.

Notes: The analysis for the class 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019).

Table 4-15

Iowa Public High School Graduating Classes of 2018 and 2019
Non-Duplicate Enrollment in High-Quality Computer Science by Subgroup

Group	Class of 2018			Class of 2019		
	Number Enrolled in High Level Computer Science	Total Enrollment	Percent Enrolled in High Level Computer Science	Number Enrolled in High Level Computer Science	Total Enrollment	Percent Enrolled in High Level Computer Science
All Students	2,798	32,307	8.7%	3,091	32,311	9.6%
African American	90	1,460	6.2%	109	1,477	7.4%
American Indian	12	97	12.4%	7	103	6.8%
Asian	132	813	16.2%	130	741	17.5%
Hispanic	212	2,948	7.2%	241	2,958	8.1%
Hawaiian or Pacific Islander	1	58	1.7%	3	59	5.1%
Two or More Races	82	944	8.7%	98	976	10.0%
White	2,269	25,987	8.7%	2,503	25,997	9.6%
Disability*	209	4,054	5.2%	199	3,877	5.1%
EL**	71	1,232	5.8%	78	1,085	7.2%
Low SES***	1,018	13,416	7.6%	1,125	13,776	8.2%
Female	588	15,677	3.8%	660	15,843	4.2%
Male	2,210	16,630	13.3%	2,431	16,468	14.8%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Notes: The analysis for the class 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019).

* Disability status is determined by the presence of an individualized education program (IEP).

** EL indicates English learner.

*** Low SES is determined by the eligibility for free or reduced price meals.



Table 4-16

Iowa Public High School Graduating Classes of 2018 and 2019
 Non-Duplicate Enrollment in High-Quality Computer Science by Enrollment Category

Enrollment Category							
Class of 2018							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in High-Quality Computer Science	24	211	338	684	585	956	2,798
Enrollment in Iowa Public High Schools in Each of the Last Four Years	296	3,609	4,402	8,297	6,458	9,245	32,307
Percent of Students Who Enrolled in High Level Computer Science	8.1%	5.8%	7.7%	8.2%	9.1%	10.3%	8.7%
Class of 2019							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in High-Quality Computer Science	25	267	321	773	582	1,123	3,091
Enrollment in Iowa Public High Schools in Each of the Last Four Years	338	3,633	4,264	8,281	6,109	9,686	32,311
Percent of Students Who Enrolled in High Level Computer Science	7.4%	7.3%	7.5%	9.3%	9.5%	11.6%	9.6%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files. Enrollment categories are defined by Certified Enrollment.

Notes: The analysis for the class 2018 includes the students who were in the Iowa public school system from 2014-2015 to 2017-2018 (including the students with BEDS entry codes in 2017-2018) and for the class 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019).

Senior Year Plus

Based on Iowa Code Chapter 261E, several programs are under the Senior Year Plus umbrella to provide college credit opportunities to high school students. These programs are Advanced Placement (AP), Concurrent Enrollment (under 28E agreement for concurrent credit offered by community colleges) and postsecondary enrollment option (PSEO). This section of the report presents the high school enrollment data in each program.

Advanced Placement Courses

Advanced Placement (AP) courses are college level classes taught by highly qualified high school teachers who use the College Board course guidance. A school district can make AP courses available through on-site teaching, collaborating with another district or using Iowa AP online academy. High school students can choose from more than 40 AP courses to enroll in one or more courses. There is a section on AP exam and test scores in the Student Performance Chapter in this annual report.

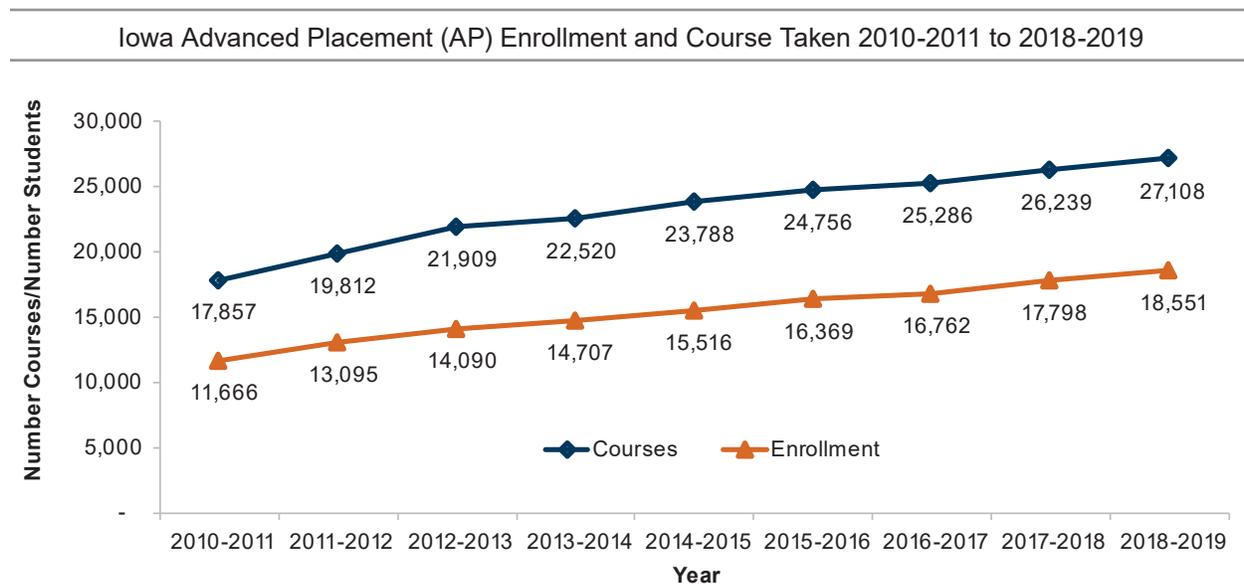
Figure 4-1 shows an upward trend in the number of Iowa public school students enrolled in AP as well as the total number of AP courses taken.

Each year, more than 50 percent of the Iowa districts with a public high school had students enrolled in AP (Table 4-17).

AP enrollment by grade is displayed in Table 4-18.

Table 4-19 and Figure 4-2 show the number of AP course taken by subject areas.

Figure 4-1



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.



Table 4-17

The Iowa Districts with AP Enrollment 2010-2011 to 2018-2019

Year	Total Number of Districts	Districts with High Schools	Districts with AP Enrollment	Percent of Districts w/High Schools that had AP Enrollment
2010-2011	359	328	179	54.6%
2011-2012	351	320	171	53.4%
2012-2013	348	316	176	55.7%
2013-2014	346	314	175	55.7%
2014-2015	338	312	162	51.9%
2015-2016	336	310	159	51.3%
2016-2017	333	306	163	53.3%
2017-2018	333	304	157	51.6%
2018-2019	330	303	160	52.8%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Table 4-18

Number of Iowa High School Students Taking AP Courses 2010-2011 to 2018-2019

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total AP Enrollment
2010-2011	390	1,719	3,857	5,700	11,666
2011-2012	290	2,699	4,202	5,904	13,095
2012-2013	442	2,794	4,889	5,965	14,090
2013-2014	582	3,027	4,971	6,127	14,707
2014-2015	777	3,258	5,299	6,182	15,516
2015-2016	771	3,432	5,550	6,616	16,369
2016-2017	856	3,566	5,776	6,564	16,762
2017-2018	1,029	3,614	5,963	7,192	17,798
2018-2019	1,265	3,969	6,036	7,281	18,551

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

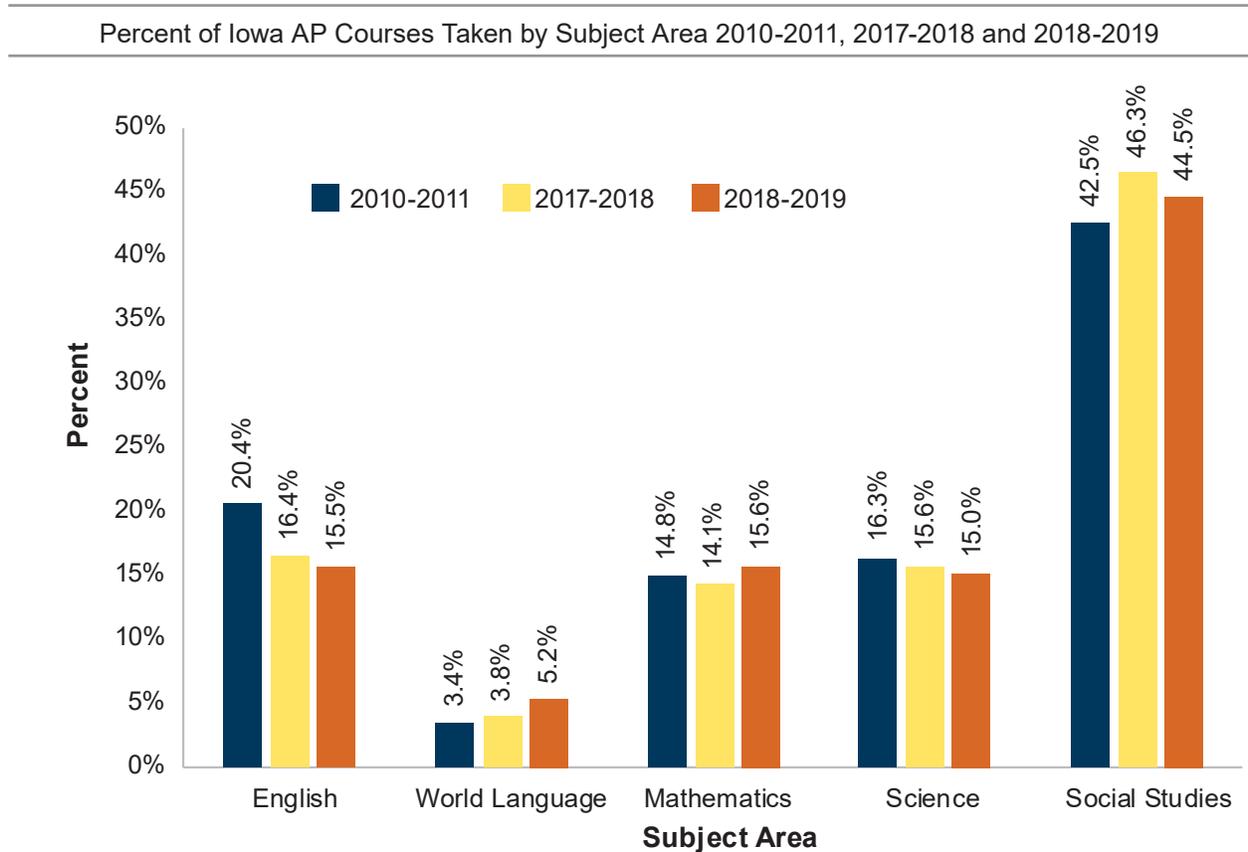


Table 4-19

Iowa AP Courses Taken by Subject Areas 2010-2011 to 2018-2019									
Subject Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
English Language Arts	3,646	3,690	4,055	4,116	4,271	4,321	4,103	4,303	4,209
Fine & Performance Arts	374	335	414	362	485	508	570	623	599
World Language	616	578	713	613	791	815	824	1,000	1,410
Mathematics	2,648	2,841	2,920	3,363	3,367	3,647	3,598	3,708	4,232
Computer & Information Sciences	69	59	151	138	222	266	342	362	508
Science	2,912	3,109	3,405	3,443	3,951	4,078	4,151	4,087	4,079
Social Studies	7,592	9,200	10,251	10,485	10,701	11,121	11,698	12,156	12,071
Total Courses Taken	17,857	19,812	21,909	22,520	23,788	24,756	25,286	26,239	27,108

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Figure 4-2



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Concurrent Enrollment

Concurrent enrollment courses are community college credit courses offered through written agreements between school districts and community colleges.

Figure 4-3 shows the trend of concurrent enrollment courses taken by Iowa public school students and the concurrent enrollment trend.

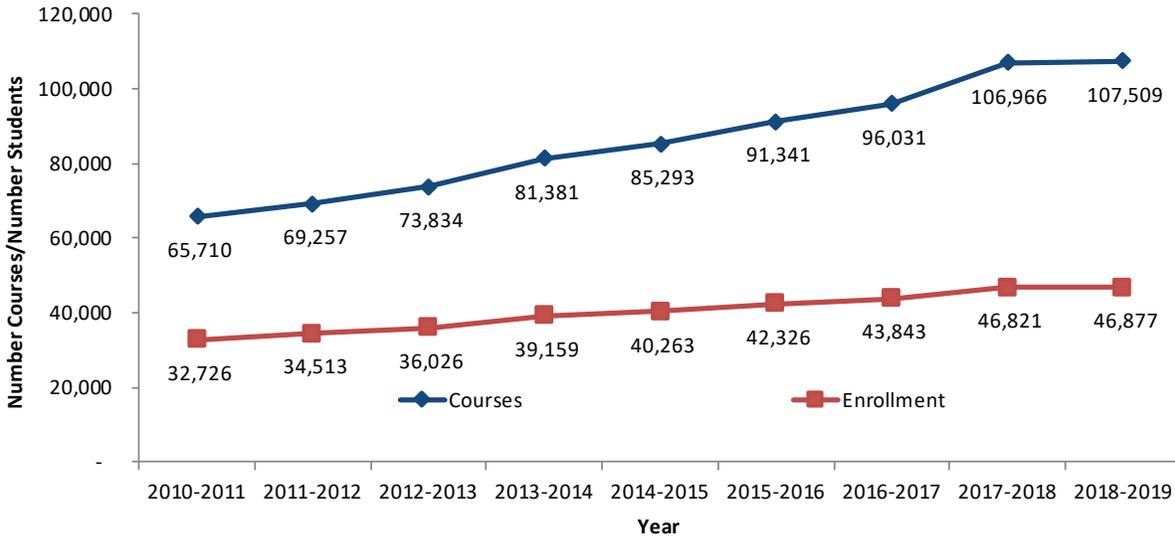
Each year, about 98 percent of the Iowa districts with a public high school had concurrent enrollments (Table 4-20).

Concurrent enrollment by grade is displayed in Table 4-21.

Table 4-22 and Figure 4-4 show the number of concurrent courses taken by subject areas.

Figure 4-3

Iowa Concurrent Enrollment and Course Taken 2010-2011 to 2018-2019



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Table 4-20

The Iowa Districts with Concurrent Enrollment 2010-2011 to 2018-2019

Year	Total Number of Districts	Districts with High Schools	Districts with Concurrent Enrollment	Percent of Districts with High Schools that had Concurrent Enrollment
2010-2011	359	328	311	94.8%
2011-2012	351	320	311	97.2%
2012-2013	348	316	309	97.8%
2013-2014	346	314	310	98.7%
2014-2015	338	312	302	96.8%
2015-2016	336	310	304	98.1%
2016-2017	333	306	302	98.7%
2017-2018	333	304	302	99.3%
2018-2019	330	303	301	99.3%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Table 4-21

Number of Iowa High School Students Taking Concurrent Enrollment Courses 2010-2011 to 2018-2019

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total Concurrent Enrollment
2010-2011	1,537	3,553	11,329	16,307	32,726
2011-2012	2,199	3,941	11,596	16,777	34,513
2012-2013	2,403	4,365	11,962	17,296	36,026
2013-2014	2,748	5,056	12,858	18,497	39,159
2014-2015	3,013	5,421	13,204	18,625	40,263
2015-2016	3,414	6,039	13,668	19,205	42,326
2016-2017	3,279	6,017	14,871	19,676	43,843
2017-2018	3,512	6,691	15,555	21,063	46,821
2018-2019	3,088	6,891	15,737	21,161	46,877

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

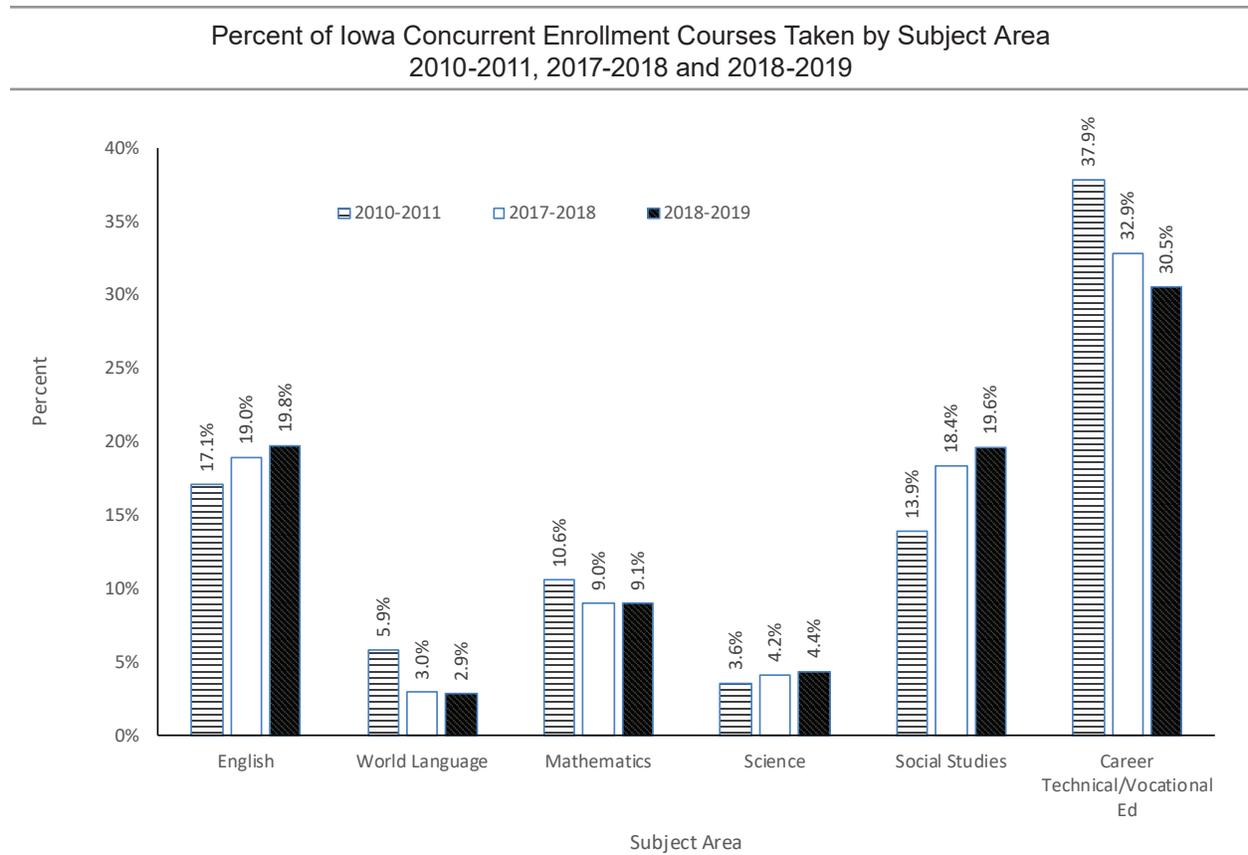


Table 4-22

Iowa Concurrent Enrollment Courses Taken by Subject Areas 2010-2011 to 2018-2019									
Subject Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
English Language Arts	11,226	11,636	13,459	13,732	15,533	16,674	17,793	20,305	21,287
Fine & Performance Arts	1,447	1,761	2,029	2,397	2,609	2,743	2,912	3,122	3,401
World Language	3,887	3,364	3,093	3,262	3,011	3,139	3,328	3,190	3,087
Mathematics	6,969	6,872	7,555	8,200	8,311	8,570	8,909	9,678	9,745
Other	5,791	5,901	7,372	8,926	8,936	9,637	6,634	11,381	11,277
Science	2,352	2,665	2,921	3,163	3,031	3,624	3,829	4,483	4,758
Social Studies	9,164	10,238	11,495	12,797	14,061	15,401	16,009	19,638	21,118
Career Technical/ Vocational Education	24,874	26,820	25,910	28,904	29,801	31,553	36,617	35,169	32,836
Total Courses Taken	65,710	69,257	73,834	81,381	85,293	91,341	96,031	106,966	107,509

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Figure 4-4



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.

Postsecondary Enrollment Options Act

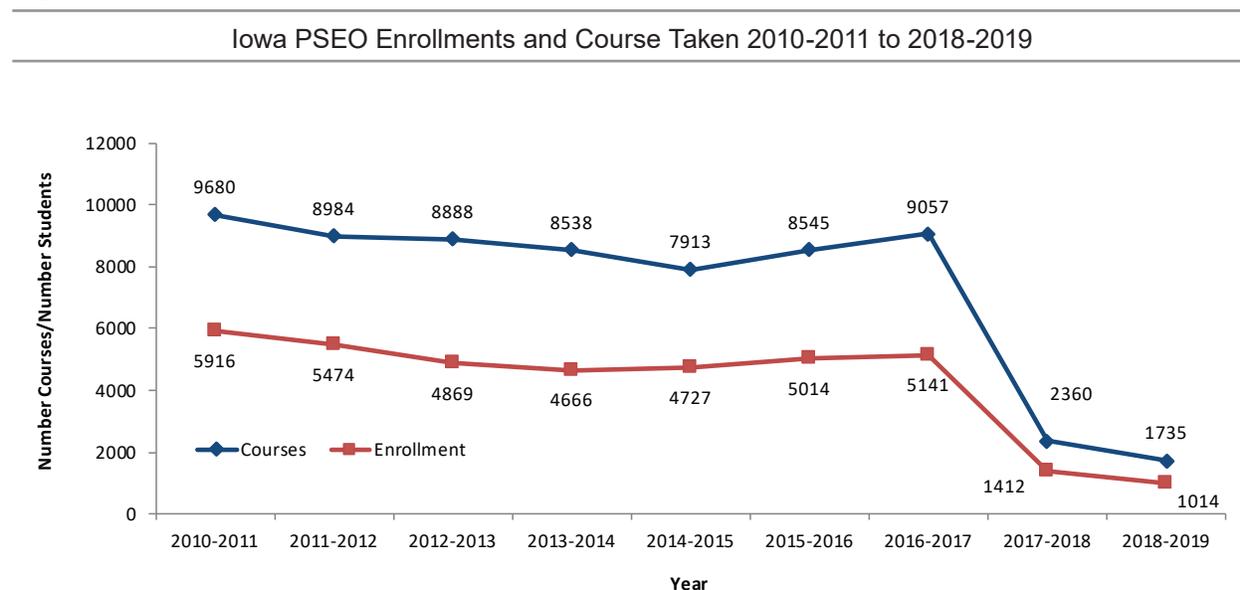
The Postsecondary Enrollment Options (PSEO) Act was enacted in 1987. The purpose of the act is to promote rigorous academic or career and technical pursuits and to provide a wider variety of options to high school students by enabling ninth and tenth grade students who have been identified by the school district as gifted and talented, and eleventh and twelfth grade students, to enroll in eligible courses at an eligible postsecondary institution of higher learning as a part-time student (see Iowa Code 261C.2). The Iowa Department of Education began collecting data on PSEO in 1993.

Due to an Iowa Code (IAC 261E. 6(3)) update, it shows a large decrease of PSEO enrollment in 2017-2018 and 2018-2019. Figure 4-5 shows a trend of PSEO course taken by Iowa public high school students and a PSEO enrollment trend.

Before 2017-2018, 66 to 80 percent of Iowa districts with a public high school had PSEO enrollments each year. However, a downward trend of PSEO enrollments by district is reported in Table 4-23. The percent of districts with PSEO enrollment was 37.5 in 2017-2018 and 29.4 in 2018-2019. PSEO enrollment by grade are displayed in Table 4-24.

Table 4-25 and Figure 4-6 show the number of PSEO courses taken by subject areas.

Figure 4-5



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.



Table 4-23

The Iowa Districts with PSEO Enrollments 2010-2011 to 2018-2019

Year	Total Number of Districts	Districts with High Schools	Districts with PSEO Enrollment	Percent of Districts with High Schools that had PSEO Enrollment
2010-2011	359	328	262	79.9%
2011-2012	351	311	243	78.1%
2012-2013	348	316	235	74.4%
2013-2014	346	314	231	73.6%
2014-2015	338	312	212	67.9%
2015-2016	336	310	215	69.4%
2016-2017	333	306	202	66.0%
2017-2018	333	304	114	37.5%
2018-2019	330	303	89	29.4%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, spring files.

Table 4-24

Number of Iowa School Students Taking PSEO Courses 2010-2011 to 2018-2019

Year	9th and 10th Graders	11th Graders	12th Graders	Total PSEO Enrollment
2010-2011	295	1,624	3,997	5,916
2011-2012	303	1,510	3,661	5,474
2012-2013	330	1,343	3,196	4,869
2013-2014	335	1,232	3,099	4,666
2014-2015	365	1,328	3,034	4,727
2015-2016	412	1,432	3,170	5,014
2016-2017	450	1,482	3,209	5,141
2017-2018	115	444	853	1,412
2018-2019	66	270	678	1,014

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, spring files.

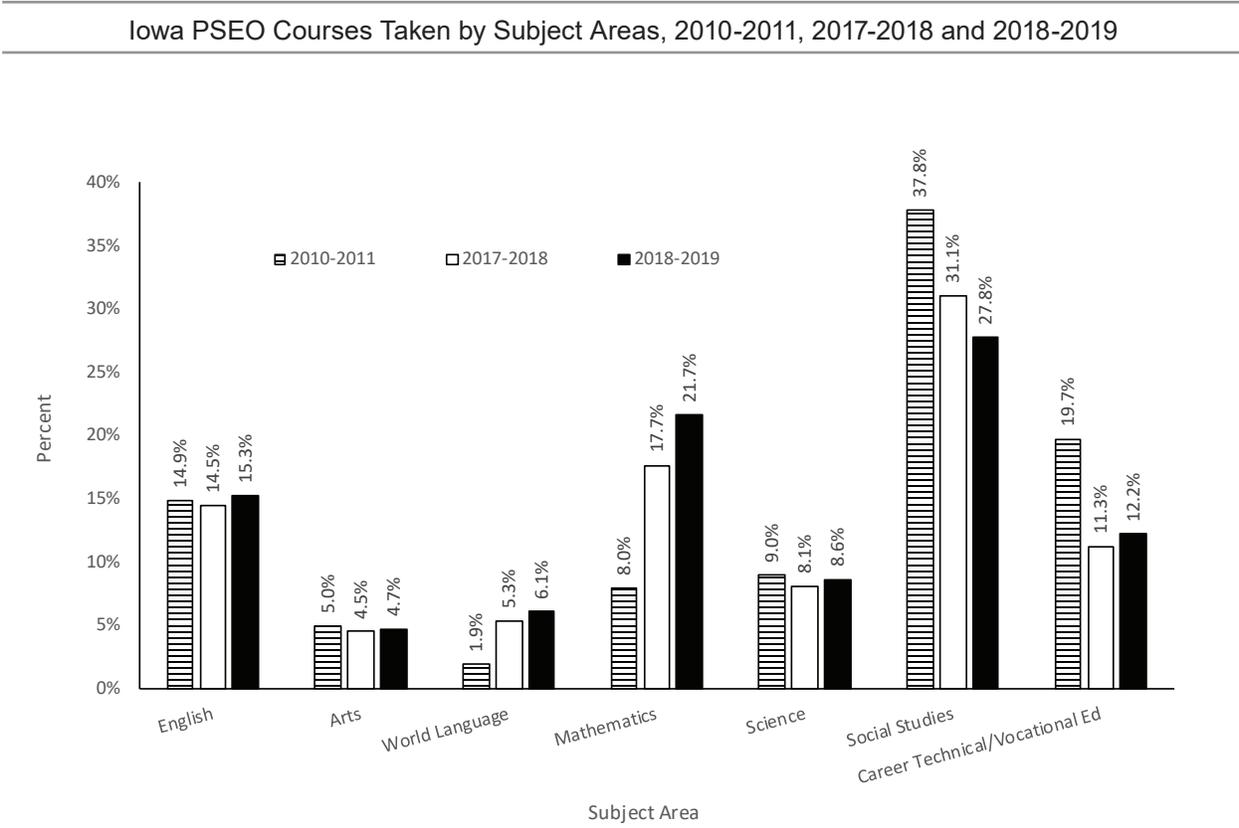


Table 4-25

Iowa PSEO Courses Taken by Subject Areas 2010-2011 to 2018-2019									
Subject Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
English Language Arts	1,441	1,417	1,347	1,486	1,394	1,735	1,922	342	265
Fine & Performance Arts	482	419	357	287	315	307	415	107	82
World Language	188	186	209	234	171	155	225	126	106
Mathematics	770	719	931	905	781	709	837	417	376
Other	356	318	890	708	731	748	428	178	62
Science	870	946	997	767	580	752	735	191	150
Social Studies	3,663	3,374	3,196	3,205	3,067	3,218	3,415	733	482
Career Technical/ Vocational Education	1,910	1,605	961	946	874	921	1,080	266	212
Total Courses Taken	9,680	8,984	8,888	8,538	7,913	8,545	9,057	2,360	1,735

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, spring files.

Figure 4-6



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, spring files.

Class Size

Overview

The results of over 20 years of class size reduction efforts, initiated by the Iowa Early Intervention Block Grant Program, are provided in this section. The Iowa Early Intervention Block Grant Program focused attention on class size reduction in kindergarten through third grade and established the goal of reaching an average class size of 17 students or less.

Public school districts report the number of kindergarten, first, second, and third grade classroom sections, students, teachers, and aides by school building through the Fall Basic Educational Data Survey (BEDS). Special education teachers, aides and “specialty” teachers, such as physical education, art and music teachers are excluded from the teacher count.

Since the purpose was to calculate an average class size for each grade, kindergarten through grade three classrooms defined as multi-age or multi-grade classrooms were reported as grade level “other” and were not considered in the calculation of average class size. Special classrooms for special education students and other “pull-out” situations were also excluded. Average class size was calculated by dividing the number of students by the number of classrooms for each grade level.

$$\text{Average Class Size} = \text{Number of Students} / \text{Number of Classrooms}$$

Since average class size uses the number of classrooms as the denominator, adding additional teachers to a classroom does not lower the average class size for that grade level. The use of the classroom aides also does not reduce average class size at the district or state level.

Trends

Figures 4-7 to 4-10 provide a summary of average class size in grades kindergarten through third in Iowa public schools for the past nineteen years. None of the grades reached the state goal of 17 students per classroom during the years reported.

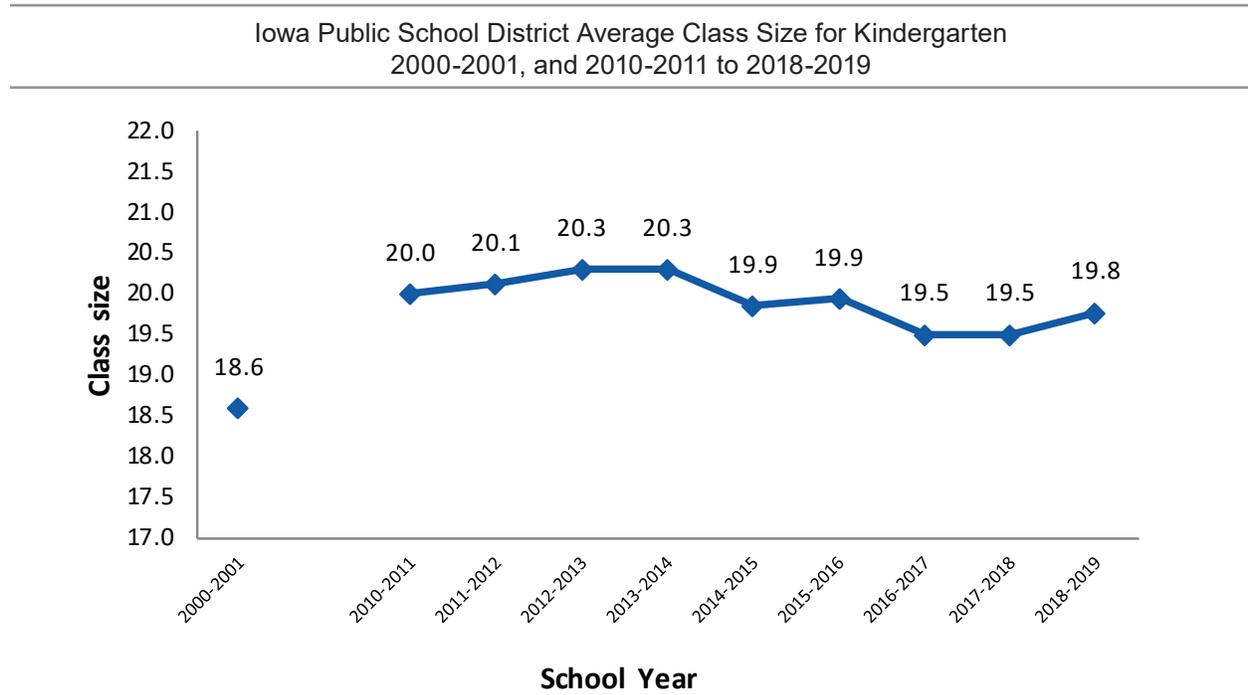
Table 4-26 shows the change in BEDS enrollment compared to the change in class size. From 1998-1999 to present, enrollment increased more than that of average class size for kindergarten, with grades 1 through 3 experiencing an overall decrease in class size.

Table 4-27 shows the comparison between teachers, students and class size. The number of students used in this table were reported by districts for the purpose of calculating average class size. First, second, and third grades had a decrease, while kindergarten showed modest increase in students, teachers and average class size.

Summary statistics are presented in table 4-28.

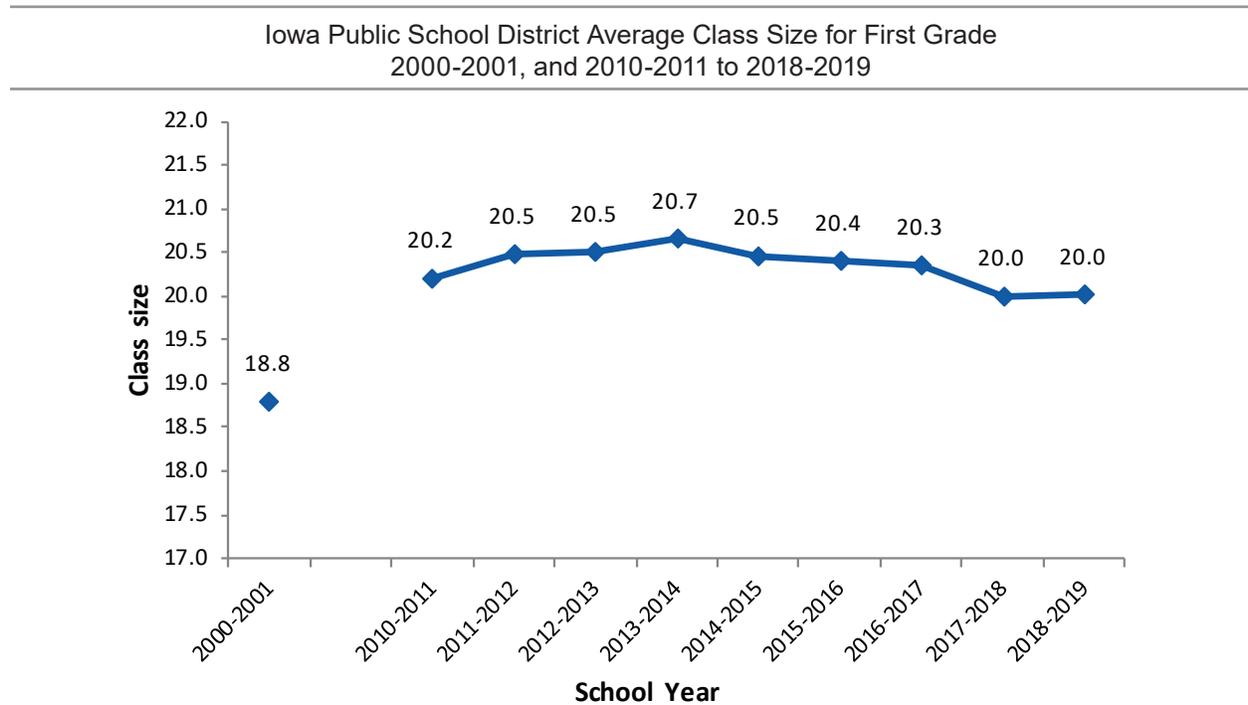


Figure 4-7



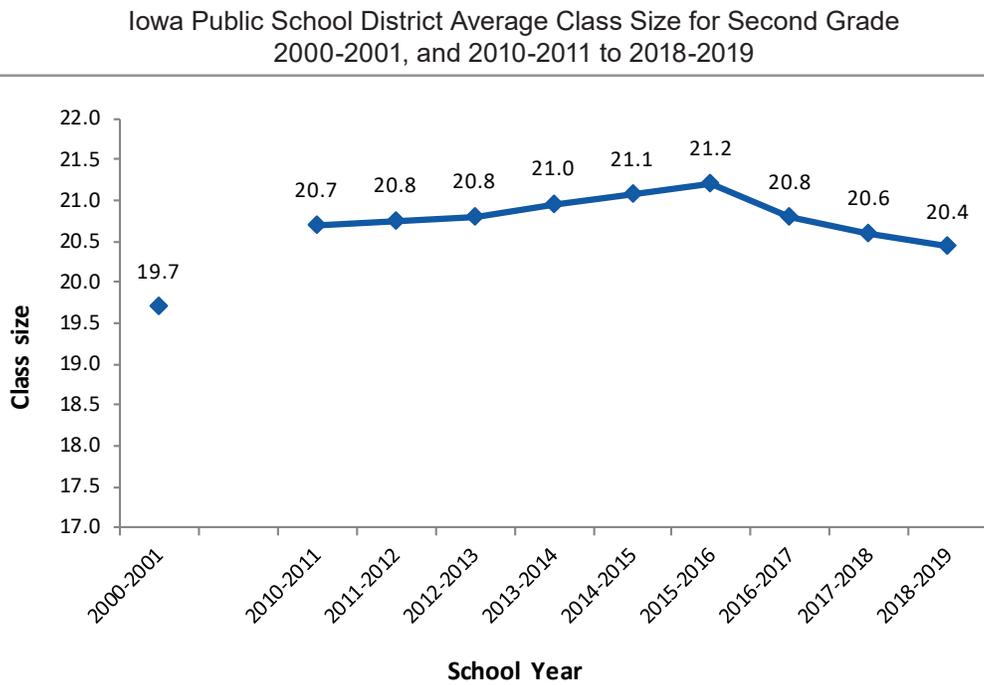
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Class Size Files.

Figure 4-8



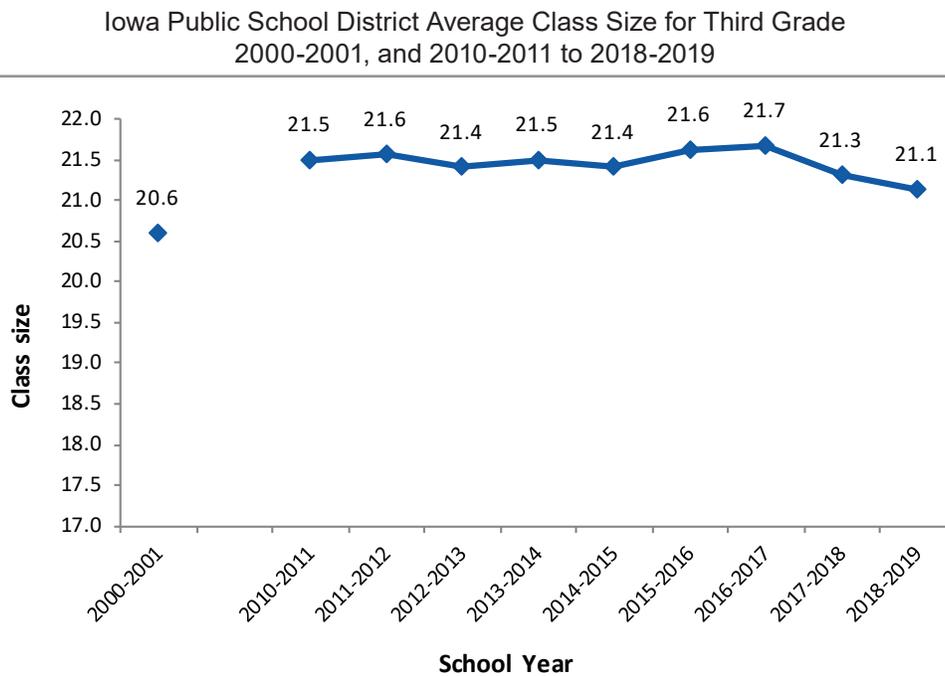
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Class Size Files.

Figure 4-9



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Class Size Files.

Figure 4-10



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Class Size Files.



Table 4-26

Iowa Public School BEDS Enrollments for Kindergarten Through Fourth Grade
1998-1999 and 2018-2019

Grade	1998-1999 Enrollment	2018-2019 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	39,501	3,729	3,729	0.4%
1	35,699	35,051	-648	-648	-0.4%
2	35,866	35,067	-799	-799	-1.3%
3	36,500	36,217	-283	-283	-2.6%
4	35,776	36,936	1,160	1,160	n/a

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Enrollment Files.

Table 4-27

Iowa Public School Students and Teachers 1998-1999 and 2018-2019

Grade	Students		Teachers		Average Class Size	
	1998-1999	2018-2019	1998-1999	2018-2019	1998-1999	2018-2019
Kindergarten	33,618	33,821	1,613.7	1,703.0	19.7	19.8
1	33,053	31,300	1,644.6	1,545.0	20.1	20.0
2	33,151	31,079	1,592.1	1,502.0	20.7	20.4
3	34,153	31,916	1,578.3	1,484.0	21.7	21.1

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Class Size Files.



Table 4-28

Class Size Summary Statistics for Kindergarten through Grade 3 in Iowa Public Schools
2000-2001, 2017-2018 and 2018-2019

Grade	School Year	Students	Classrooms	Teacher FTEs	Mean	Min	Max
Kindergarten	2000-2001	33,004	1,774	1,793.0	18.6	3	34
	2017-2018	36,712	1,883	1,876.6	19.5	4	33
	2018-2019	33,821	1,710	1,703.0	19.8	2	30
Grade 1	2000-2001	32,016	1,700	1,735.0	18.8	2	30
	2017-2018	34,545	1,729	1,777.3	20.0	4	28
	2018-2019	31,300	1,564	1,545.0	20.0	2	28
Grade 2	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	2017-2018	35,565	1,724	1,725.8	20.6	1	30
	2018-2019	31,079	1,528	1,502.0	20.4	2	30
Grade 3	2000-2001	34,293	1,661	1,695.7	20.6	2	30
	2017-2018	36,299	1,701	1,702.3	21.3	6	31
	2018-2019	31,916	1,521	1,484.0	21.1	2	32

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Class Size Files.



Class Size vs. District Size

Table 4-29 shows average class size comparison for kindergarten through grade three by enrollment category for 1998-1999 and 2018-2019. In general, average class size tended to increase as enrollment category increased. The less than 300 enrollment category showed an average of less than 17 students per classroom for all grade levels. In all cases for kindergarten through grade three, the average class size in enrollment categories greater than 300-599 exceeded the goal of 17 students per classroom.

Table 4-29

Average Class Size Comparison for Iowa Public Schools by Enrollment Category, Kindergarten to Third Grade 1998-1999 and 2018-2019									
Enrollment Category	K		1st		2nd		3rd		
	1998-1999	2018-2019	1998-1999	2018-2019	1998-1999	2018-2019	1998-1999	2018-2019	
<300	13.9	13.8	14.3	14.0	15.0	14.4	16.9	15.0	
300-599	17.6	17.0	17.4	17.0	17.9	17.4	19.3	17.9	
600-999	18.2	17.6	19.0	17.9	19.6	18.5	20.3	18.9	
1000-2499	19.8	19.3	20.3	19.9	21.3	20.5	21.9	21.2	
2500-7499	21.5	20.7	21.6	21.0	22.0	21.0	23.0	22.3	
7500+	20.7	21.5	21.1	21.3	21.7	21.8	23.0	22.4	
State	19.7	19.8	20.1	20.0	20.7	20.4	21.7	21.1	

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Class Size Files.

Class Size Funding and Expenditures

Table 4-30 shows the Iowa class size reduction allocations since 2000. In 1999, the Iowa General Assembly enacted, and Governor signed, HF 743, Iowa Early Intervention Block Grant Program to fund class size reduction. Appropriations for HF 743 began in fiscal year 2000.

Table 4-31 shows the fiscal year 2018 Iowa Early Intervention Block Grant Program expenditures. Staff salaries absorbed the largest amount of Iowa Early Intervention Block Grant funds in fiscal year 2018 at 75.52 percent.

Table 4-30

State Class Size Reduction Allocation for Iowa Public Schools FY 2000 to FY 2019	
Fiscal Year	State Allocation
FY 2000	\$10 million
FY 2001	\$20 million
FY 2002	\$30 million
FY 2003	\$30 million
FY 2004	\$29.325 million*
FY 2005	\$29.25 million
FY 2006	\$29.25 million
FY 2007	\$29.25 million
FY 2008	\$29.25 million
FY 2009	\$29.25 million
FY 2010	\$29.25 million**
FY 2011	\$29.8 million
FY 2012	\$29.9 million
FY 2013	\$30.3 million
FY 2014	\$31.1million
FY 2015	\$32.4 Million
FY 2016	\$33.0 million
FY 2017	\$33.9 million
FY 2018	\$34.5 million
FY 2019	\$34.8 million



Table 4-30 (...continued)

Source: Iowa Department of Education, Bureau of Information and Analysis Services; Department of Management Budget File.

Notes: *The FY 2004 appropriation was reduced as a result of an across-the-board cut after the initial appropriation and then received a partial restoration of funds.

** Beginning in FY2010, funding of the Iowa Early Intervention Block Grant Program was rolled into the State Aid formula. This allows the funding of this program to grow along with the overall funding of school districts across Iowa.

Table 4-31

FY2018 Iowa Early Intervention Block Grant Program Expenditures by Object

Expenditures	Amount	Percent
Salaries	\$25,709,723	75.52%
Benefits	\$8,179,239	24.02%
Purchased Services	\$3,870	0.01%
Supplies	\$152,035	0.45%
Equipment	\$0	0.00%
Other	\$0	0.00%
Total	\$34,044,866	100.00%

Source: Iowa Department of Education, Certified Annual Report Files.

Notes: Total expenditures reported exceeded the amount of revenues, the differences are dollars spent from the General Fund.

Detail for expenditures and percent may not equal the total due to rounding.





Student Performance

The student performance chapter contains two major sections. The first section reports the State Indicators of Student Success data required by Iowa Administrative Code. Data from the Iowa Statewide Assessment of Student Progress (ISASP) are included as well as data related to dropouts, postsecondary intentions, ACT performance and core high school program completion. The second section provides achievement trends and student performance for all students by enrollment categories, gender, race/ethnicity and other subgroups. Besides the ISASP results, results from the National Assessment of Educational Progress (NAEP), ACT, SAT and Advanced Placement Assessments are included. High school graduate postsecondary intentions data is displayed as well as information about Iowa's redesigned career and academic planning and guidance system. In addition, Basic Educational Data Survey (BEDS) and Student Reporting in Iowa (SRI) data provide information pertaining to dropouts for grades 7-12 and 9-12, high school graduation rates, high school graduate intentions, postsecondary enrollment options for public school students, and suspension and expulsion data.

In 2018-2019, Iowa Testing Programs introduced the Iowa Statewide Assessment of Student Progress which replaces the Iowa Assessments as the accountability test for all Iowa students. Proficiency cut scores for the ISASP are presented in a Standard Score metric and are specific to grade and content. These cut scores categorize student performance into one of three levels: Advanced, Proficient and Not Yet Proficient.



State Indicators of Student Success

The seven required state indicators for student success include:

1. The percentage of all fourth, eighth, and eleventh grade students achieving a proficient or higher reading status on the ISASP;
2. The percentage of all fourth, eighth, and eleventh grade students achieving a proficient or higher mathematics status on the ISASP;
3. The percentage of all eighth and tenth grade students achieving a proficient or higher science status on the ISASP;
4. The percentage of students considered as dropouts for grades 7 through 12 and the percentage of high school students who graduate;
5. The percentage of high school seniors who intend to pursue postsecondary education/training;
6. The percentage of high school students achieving at the ACT national average score or above and the percentage of students achieving an ACT score of 20 or above; and
7. The percentage of high school graduates who complete a “core” high school program of four years of English-language arts and three or more years each of mathematics, science, and social studies (Iowa Administrative Code chapter 281, subrule 12.8(3))

Subgroup data are shown for gender, race/ethnicity, socioeconomic status (determined by eligibility for free- or reduced-price lunch), disability status (determined by the presence of an individualized education program – IEP), primary language status (determined by English learner status), and migrant/non-migrant status (defined by Title I requirements). Separate tables show achievement level performance for students by gender, race/ethnicity, disability, socioeconomic, and primary language subgroups. These subgroups vary in size from year to year. The subgroup data should not be averaged to obtain an overall value and will not match the data for the total grade group.

Iowa Student Counts and Performance for Iowa Statewide Assessment of Student Progress English-Language Arts, Mathematics and Science Test-Takers Including Subgroups

Three of the seven indicators requested by the State Board of Education are percent proficient for Iowa students in the selected grades in each subgroup on the Iowa Statewide Assessment of Student Progress (ISASP) in reading, mathematics and science.

Proficiency cut scores for the three performance levels of the ISASP (Not Yet Proficient, Proficient and Advanced) are defined using a Standard Score metric and are specific to content area and grade. The Standard Score metric allows teachers and parents to monitor growth across years and make connections between growth and proficiency.

The approximate number of students tested by grade (in grades 3-11) and by subgroup for ELA for 2018-2019 are shown in Table 5-1. Figures 5-1 through 5-9 show the percentage of students testing within each performance level on the ELA test. Similarly, Table 5-2 and Figures 5-10 through 5-18 reflect the same data for the mathematics test and Table 5-3 and Figures 5-19 through 5-21 reflect the same data for the science test.

Since group size varies from one subgroup to another, it is important to consider the students tested by subgroup. All students in Iowa, including homeschooled students and those in nonpublic schools, who took the ISASP in ELA, mathematics or science are included in the following analysis.



Table 5-1

Number of the ISASP English Language Arts Tested by Subgroup 2018-2019

Subgroups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All	37243	37929	39126	39189	38601	37897	37525	37071	35141
Asian	936	942	944	916	888	926	966	1006	965
African American	2490	2523	2526	2425	2333	2296	2249	2106	1930
Hispanic	4208	4362	4543	4478	4459	4211	4161	3907	3549
White	27677	28179	29154	29496	29165	28752	28557	28669	27421
IEP*	4813	5096	5326	5262	4940	4634	4206	3848	3338
FRL**	16370	16796	17209	17240	16633	15763	14848	13923	12359
EL***	2640	2507	2335	2165	2195	2154	2052	1857	1652
Female	18183	18449	19090	19136	18846	18501	18232	18172	17136
Male	19060	19480	20036	20053	19755	19396	19293	18899	18005

Source: Iowa Testing Programs, The University of Iowa.

Notes: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

FRL** - Students eligible for free- or reduced-price meals.

EL*** - English learners.



Table 5-2

Number of the ISASP Mathematics Tested by Subgroup 2018-2019

Subgroups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All	37304	37982	39183	39272	38672	37984	37642	37211	35288
Asian	936	942	944	917	890	926	965	1006	965
African American	2495	2527	2530	2432	2337	2303	2264	2128	1953
Hispanic	4210	4365	4542	4490	4470	4222	4181	3917	3568
White	27731	28223	29204	29552	29214	28811	28627	28769	27515
IEP*	4826	5108	5342	5291	4956	4664	4234	3881	3352
FRL**	16396	16811	17225	17284	16665	15803	14913	13998	12430
EL***	2641	2509	2334	2173	2205	2158	2060	1864	1660
Female	18205	18468	19111	19168	18880	18532	18288	18239	17198
Male	19099	19514	20072	20104	19792	19452	19354	18972	18090

Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

FRL** - Students eligible for free- or reduced-price meals.

EL*** - English learners.



Table 5-3

Number of the ISASP Science Tested by Subgroup 2018-2019

Subgroups	Grade 5	Grade 8	Grade 10
All	39172	37959	37143
Asian	944	926	1005
African American	2528	2298	2121
Hispanic	4544	4218	3910
White	29194	28797	28722
IEP*	5343	4645	3859
FRL**	17229	15783	13959
EL***	2335	2155	1858
Female	19108	18528	18212
Male	20064	19431	18931

Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

FRL** - Students eligible for free- or reduced-price meals.

EL*** - English learners.

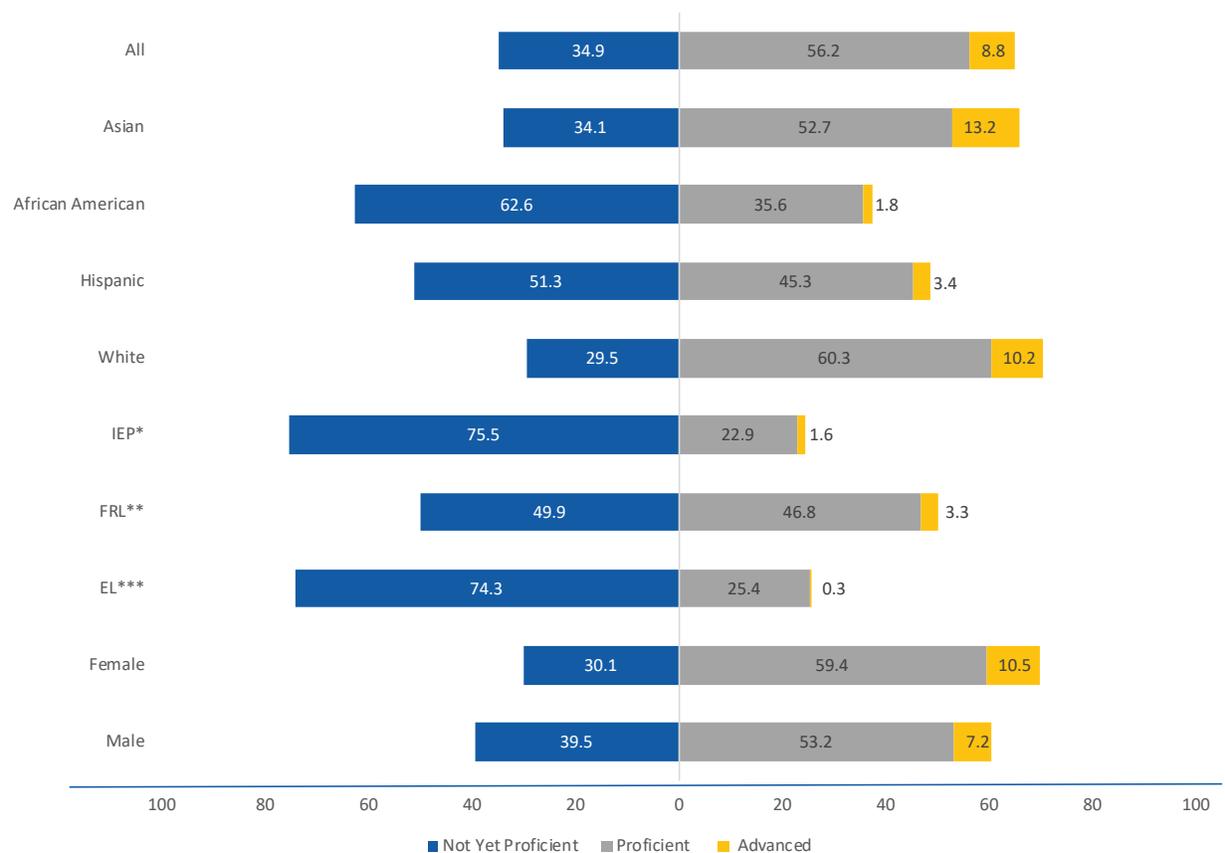


English-Language Arts

Indicator: Percentage of third- through 11th-grade students by performance level on the Iowa Statewide Assessment of Student Progress (ISASP) English-language arts test (reported for all students and by race/ethnicity, students with disabilities, students with low socioeconomic status, English learners and by gender).

Figure 5-1

Percent of Iowa Third Grade Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

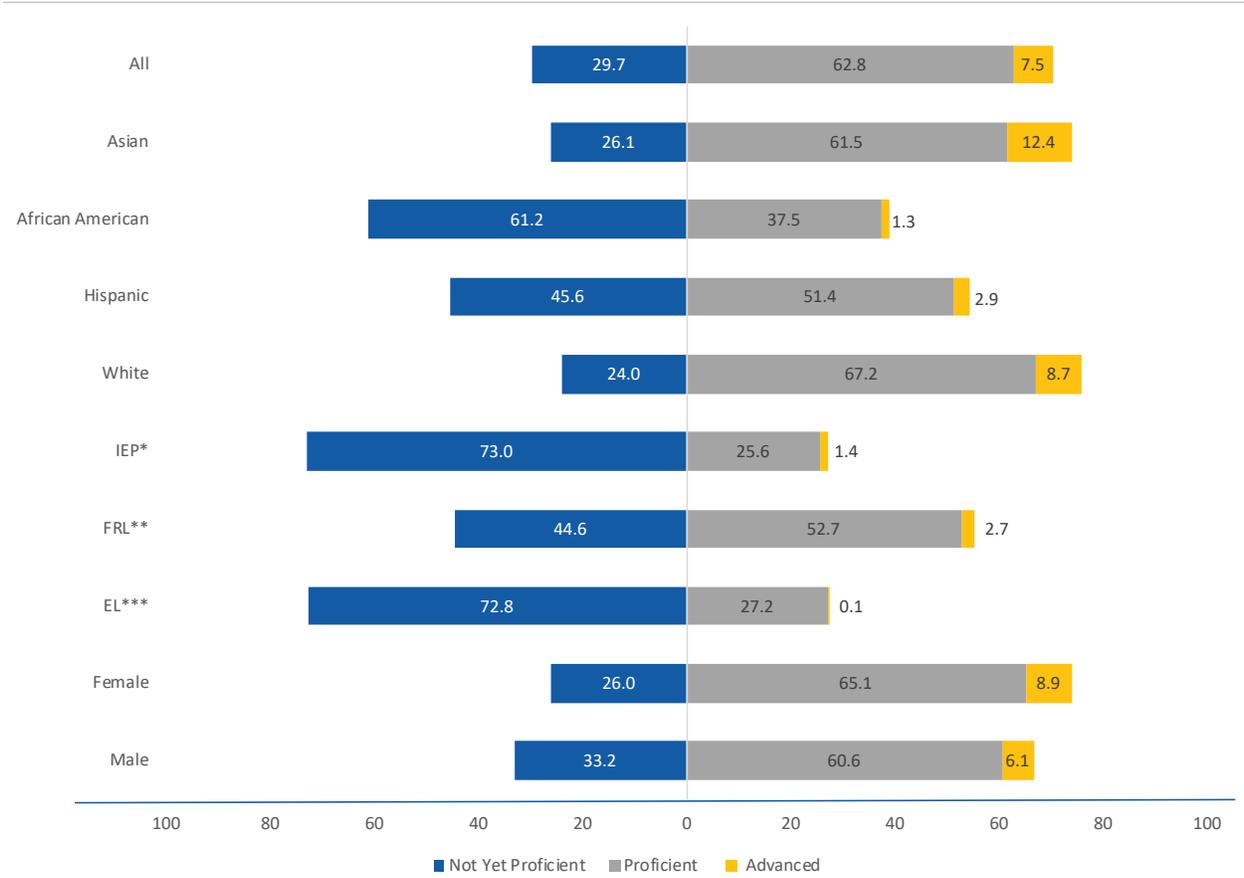
FRL** - Students eligible for free- or reduced-price meals.

EL*** - English learners.



Figure 5-2

Percent of Iowa Fourth Grade Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

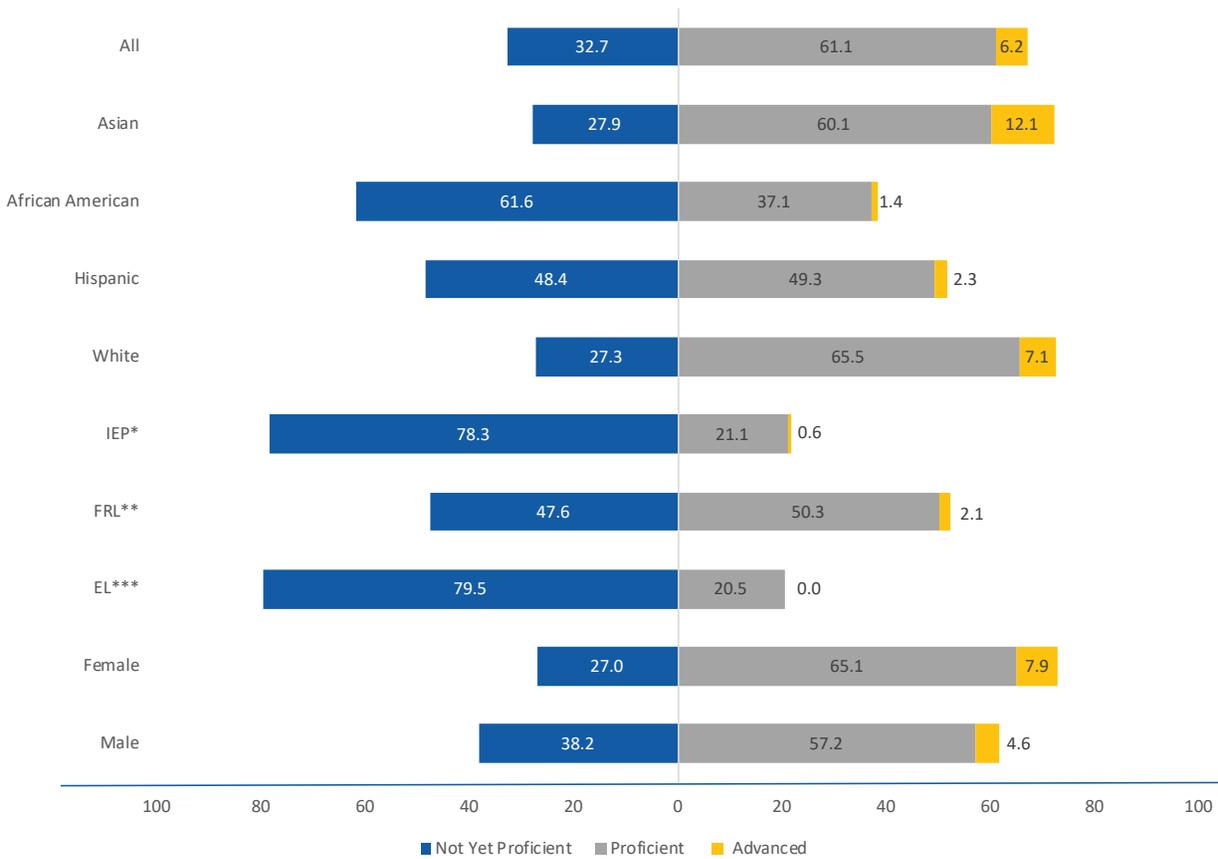
FRL** - Students eligible for free- or reduced-price meals.

EL*** - English learners.



Figure 5-3

Percent of Iowa Fifth Grade Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

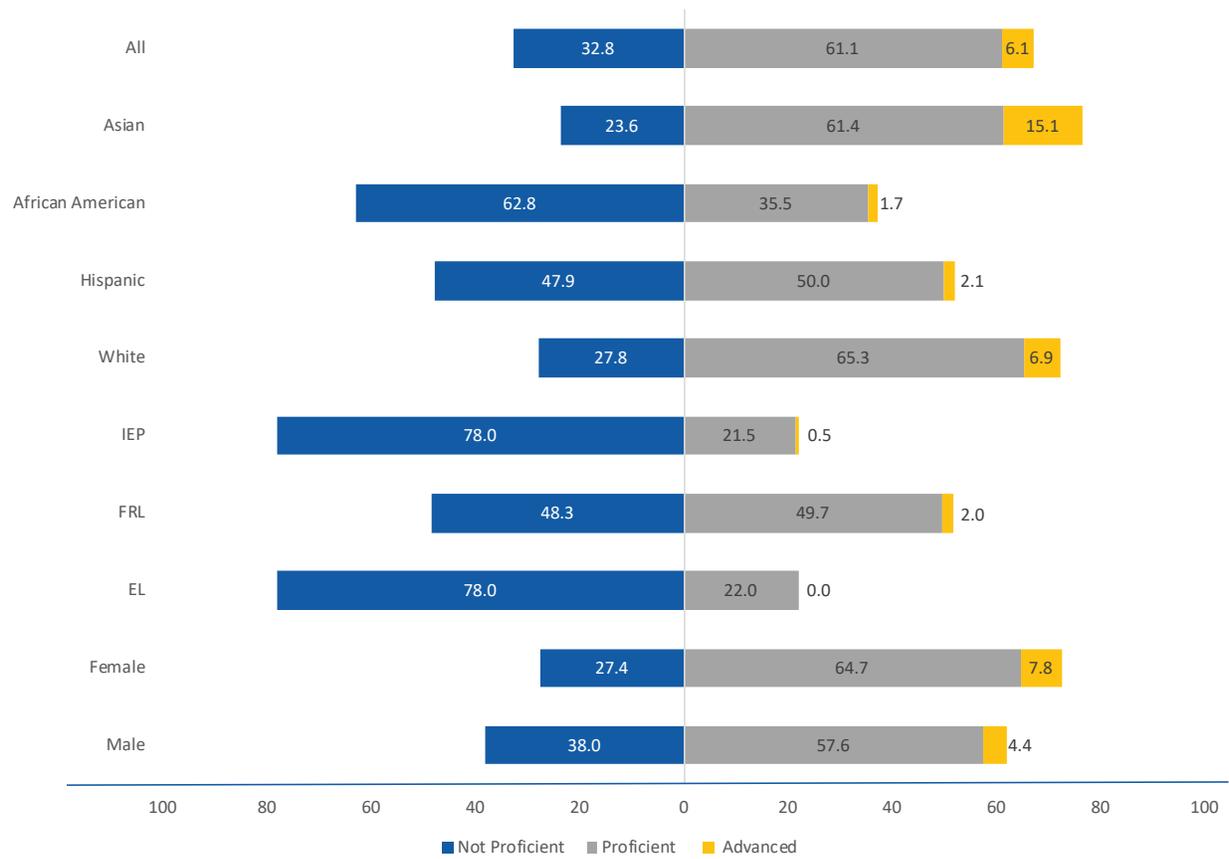
FRL** - Students eligible for free- or reduced-price meals.

EL*** - English learners.



Figure 5-4

Percent of Iowa Sixth Grade Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

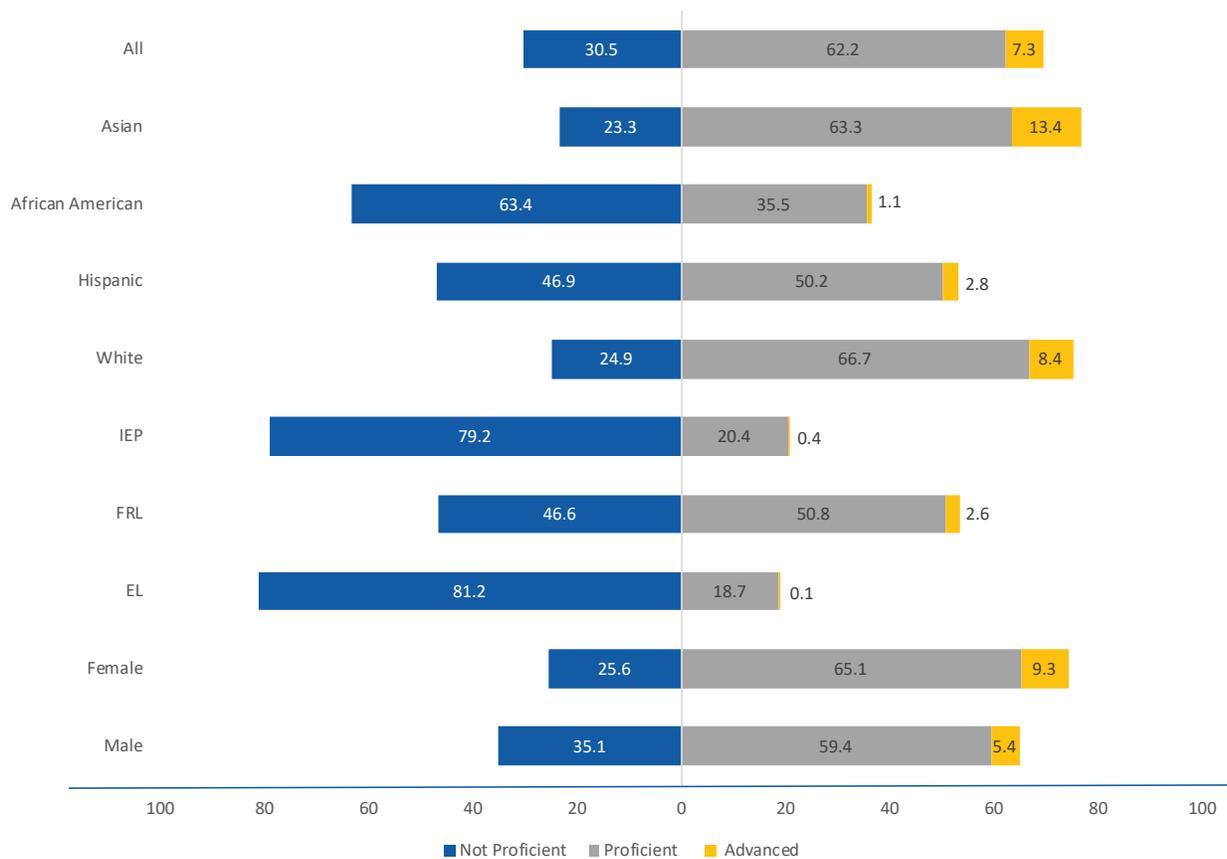
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-5

Percent of Iowa Seventh Grade Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

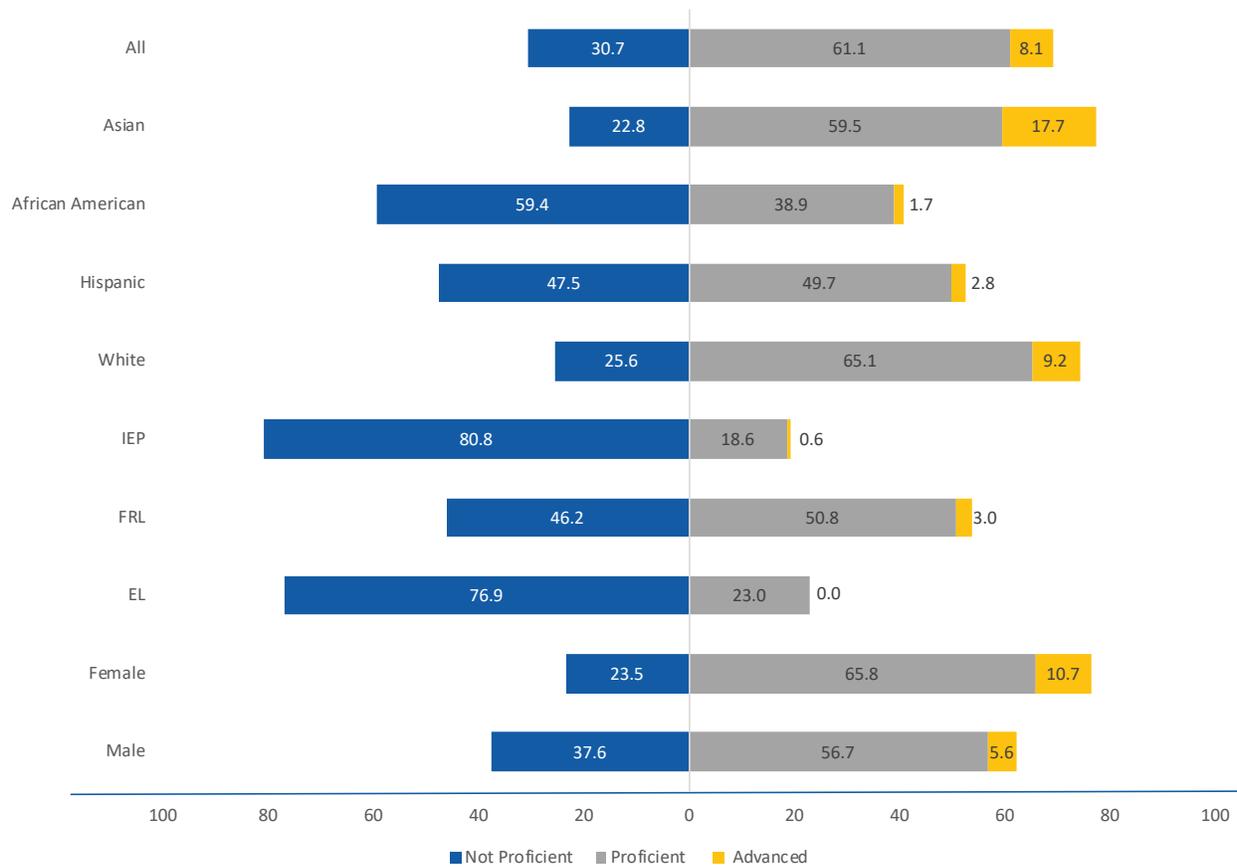
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-6

Percent of Iowa Eighth Grade Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

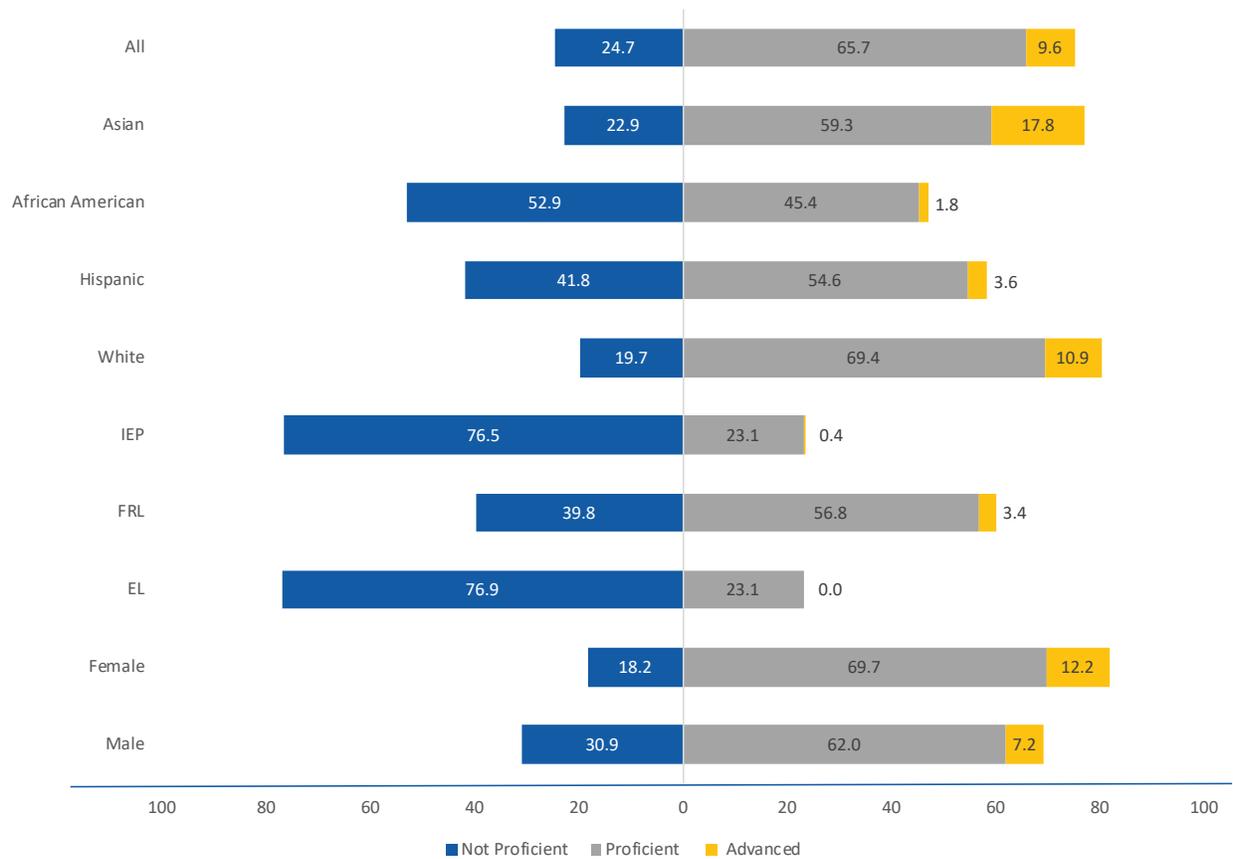
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-7

Percent of Iowa Ninth Grade Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

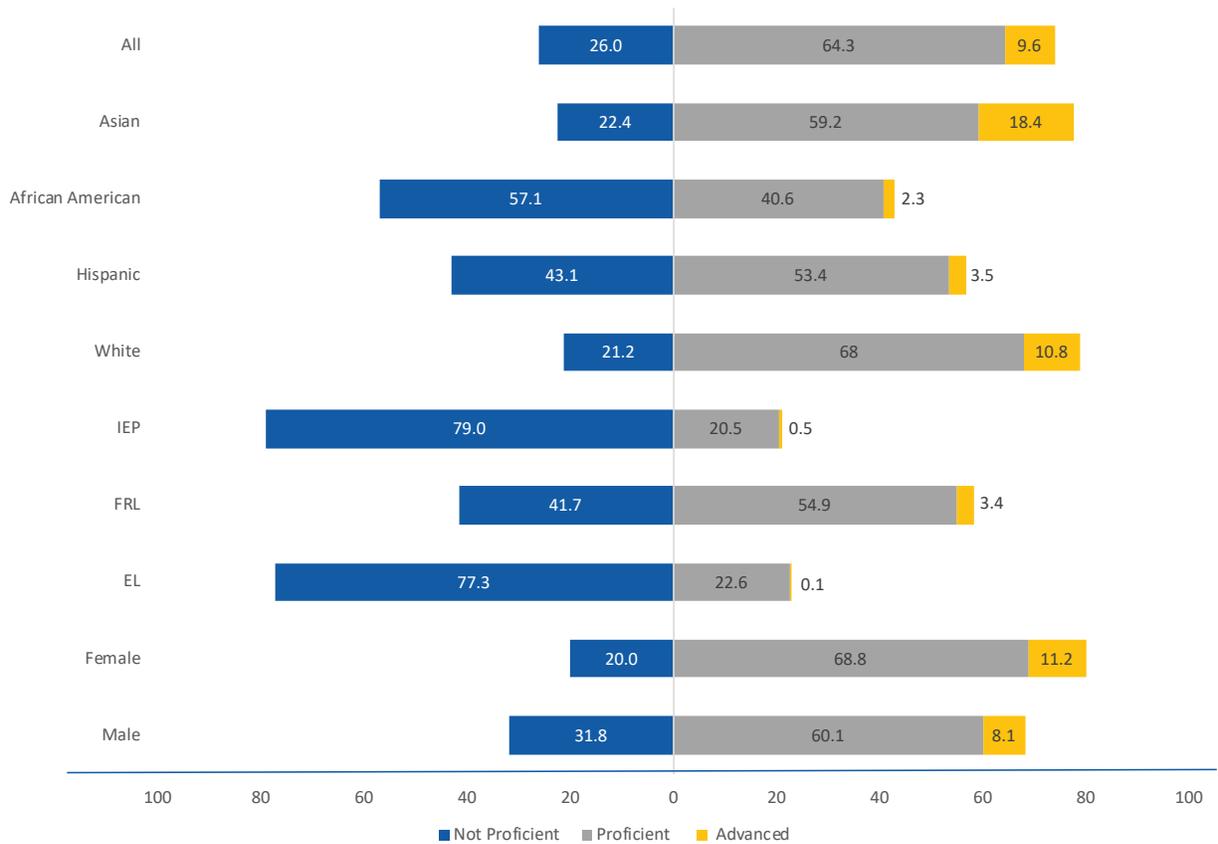
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-8

Percent of Iowa Tenth Grade Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

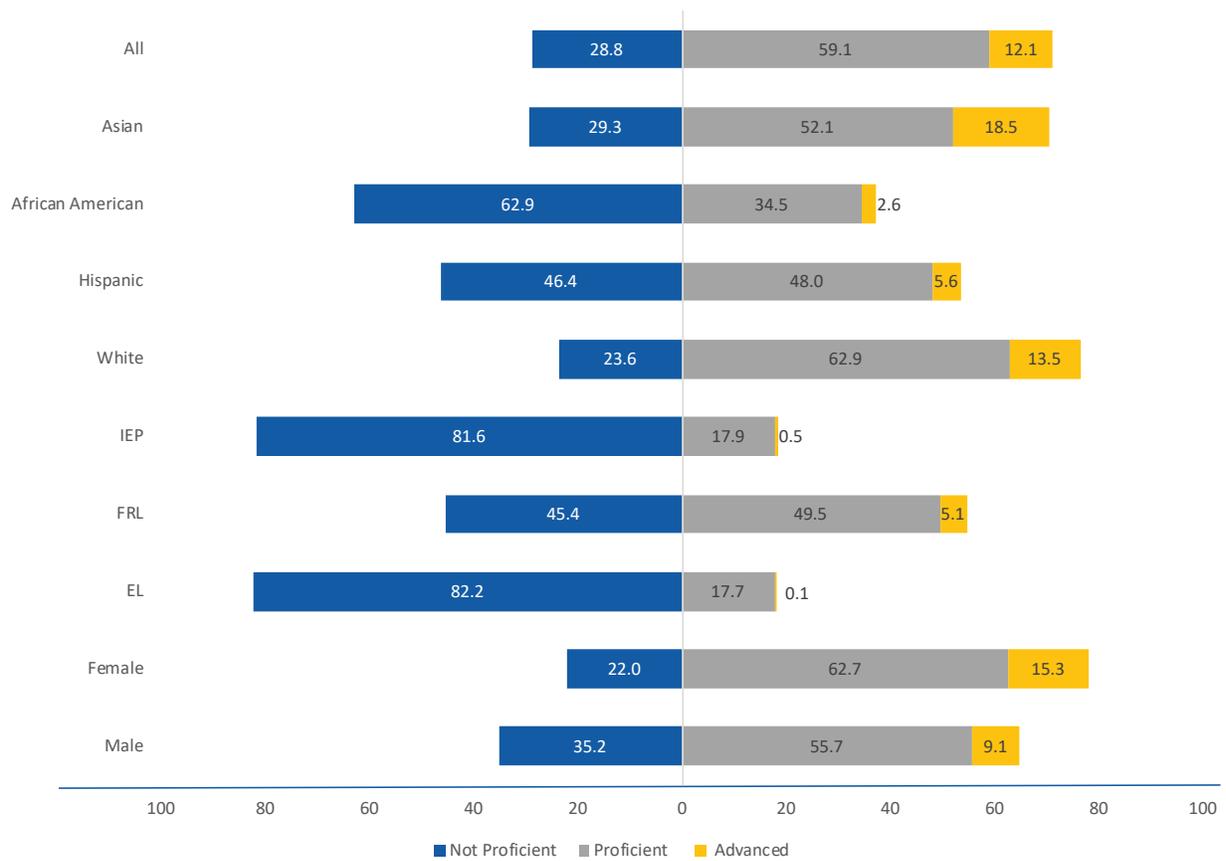
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-9

Percent of Iowa Eleventh Grade Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: The English Language Arts (ELA) scale score is the combination of students' Reading and Language/Writing scale scores.

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

FRL - Students eligible for free- or reduced-price meals.

EL - English learners.

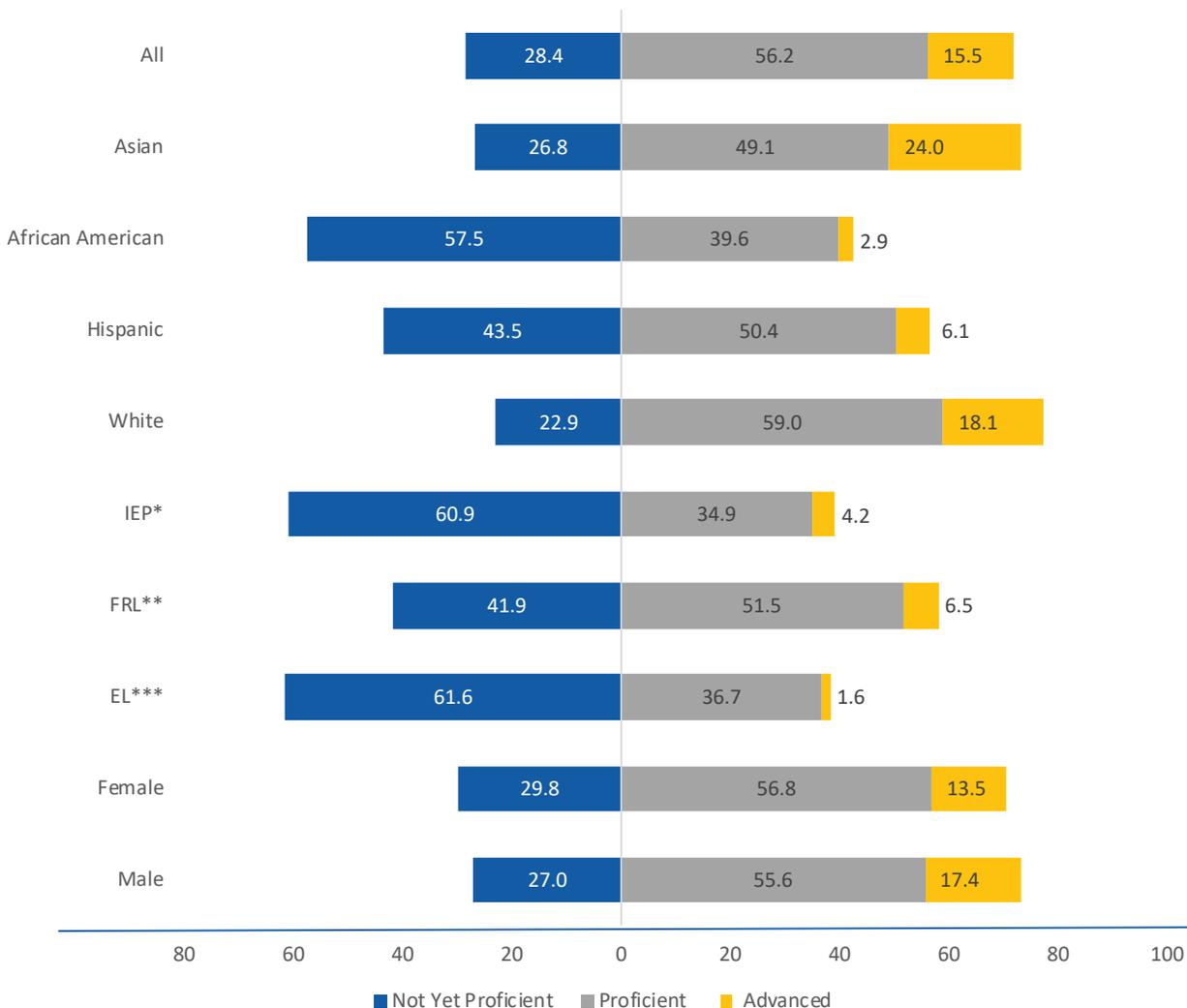


Mathematics

Indicator: Percentage of third- through 11th-grade students by performance level on the Iowa Statewide Assessment of Student Progress (ISASP) mathematics test (reported for all students and by race/ethnicity, students with disabilities, students with low socioeconomic status, English learners and by gender).

Figure 5-10

Percent of Iowa Third Grade Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

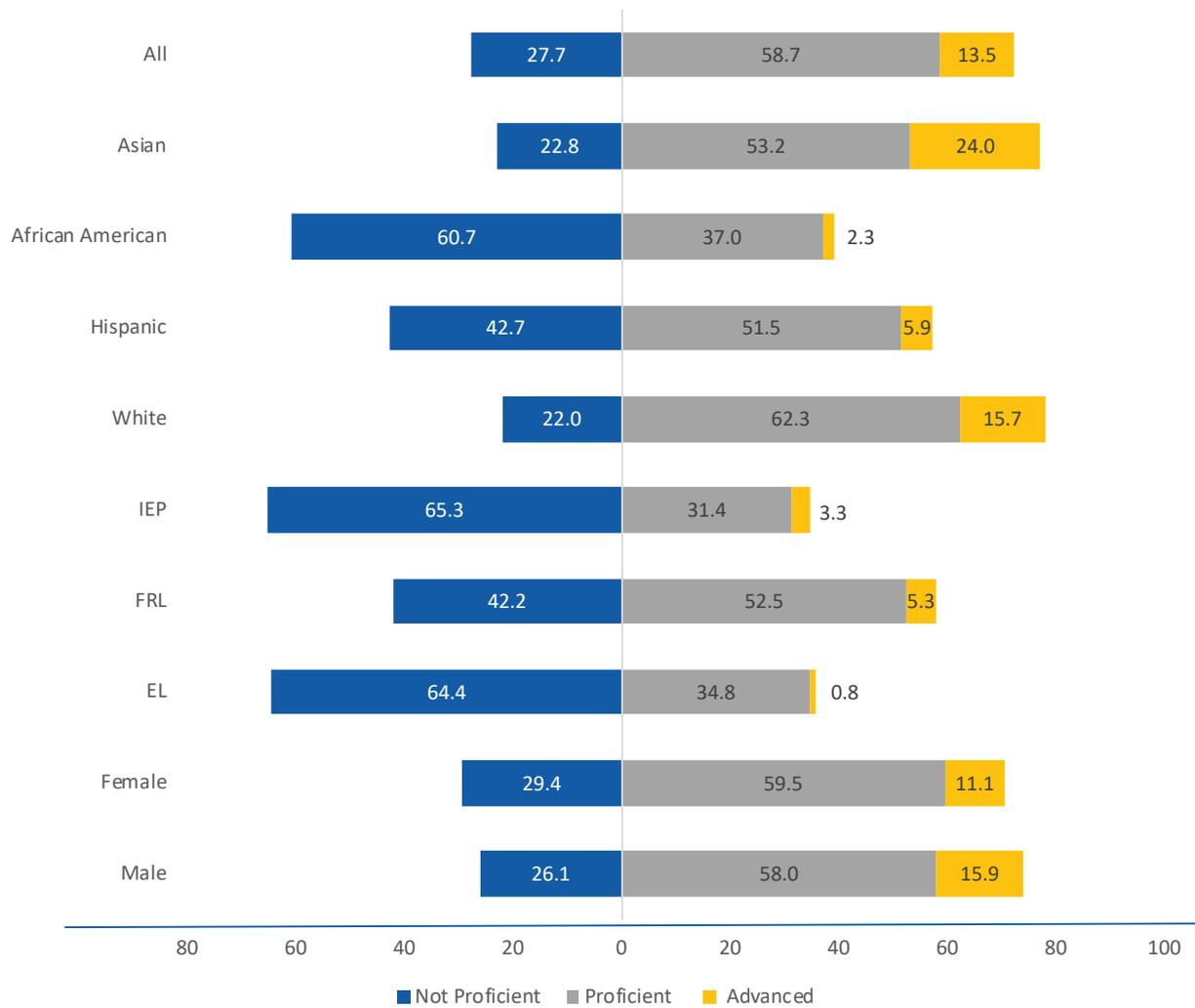
FRL** - Students eligible for free- or reduced-price meals.

EL*** - English learners.



Figure 5-11

Percent of Iowa Fourth Grade Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

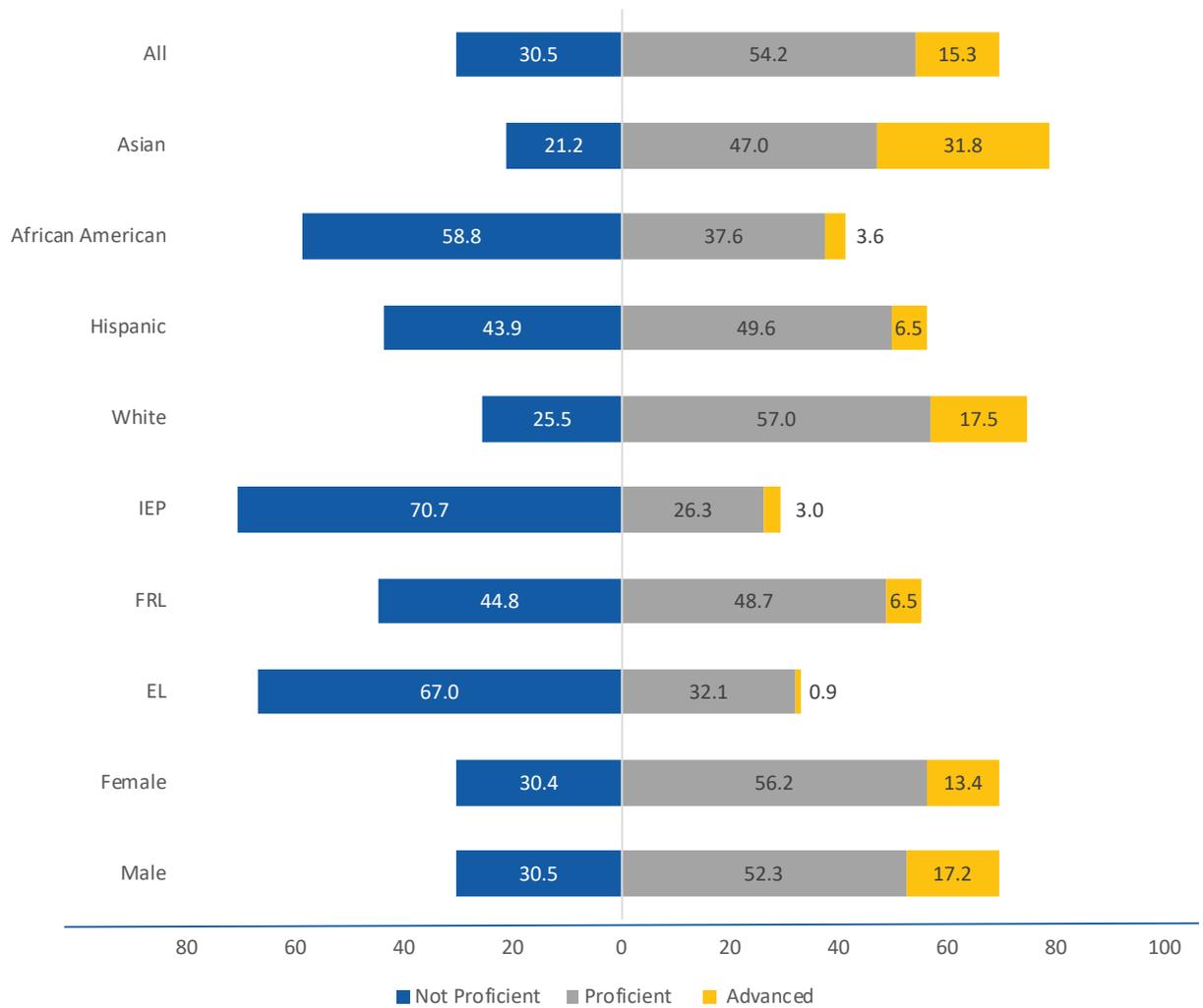
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-12

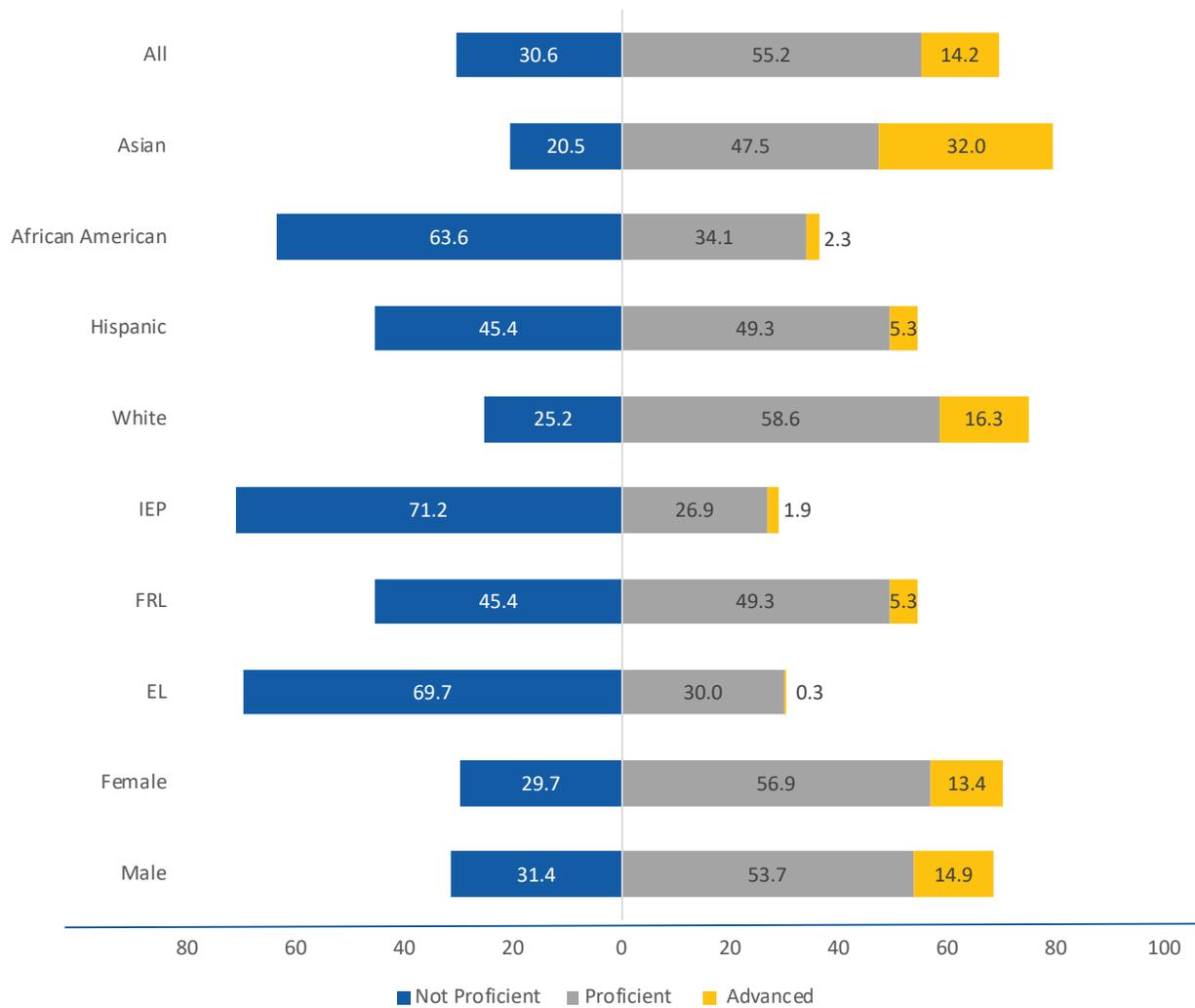
Percent of Iowa Fifth Grade Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.
 Notes: ISASP - Iowa Statewide Assessment of Student Progress.
 IEP - Students with an individualized education program.
 FRL - Students eligible for free- or reduced-price meals.
 EL - English learners.

Figure 5-13

Percent of Iowa Sixth Grade Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

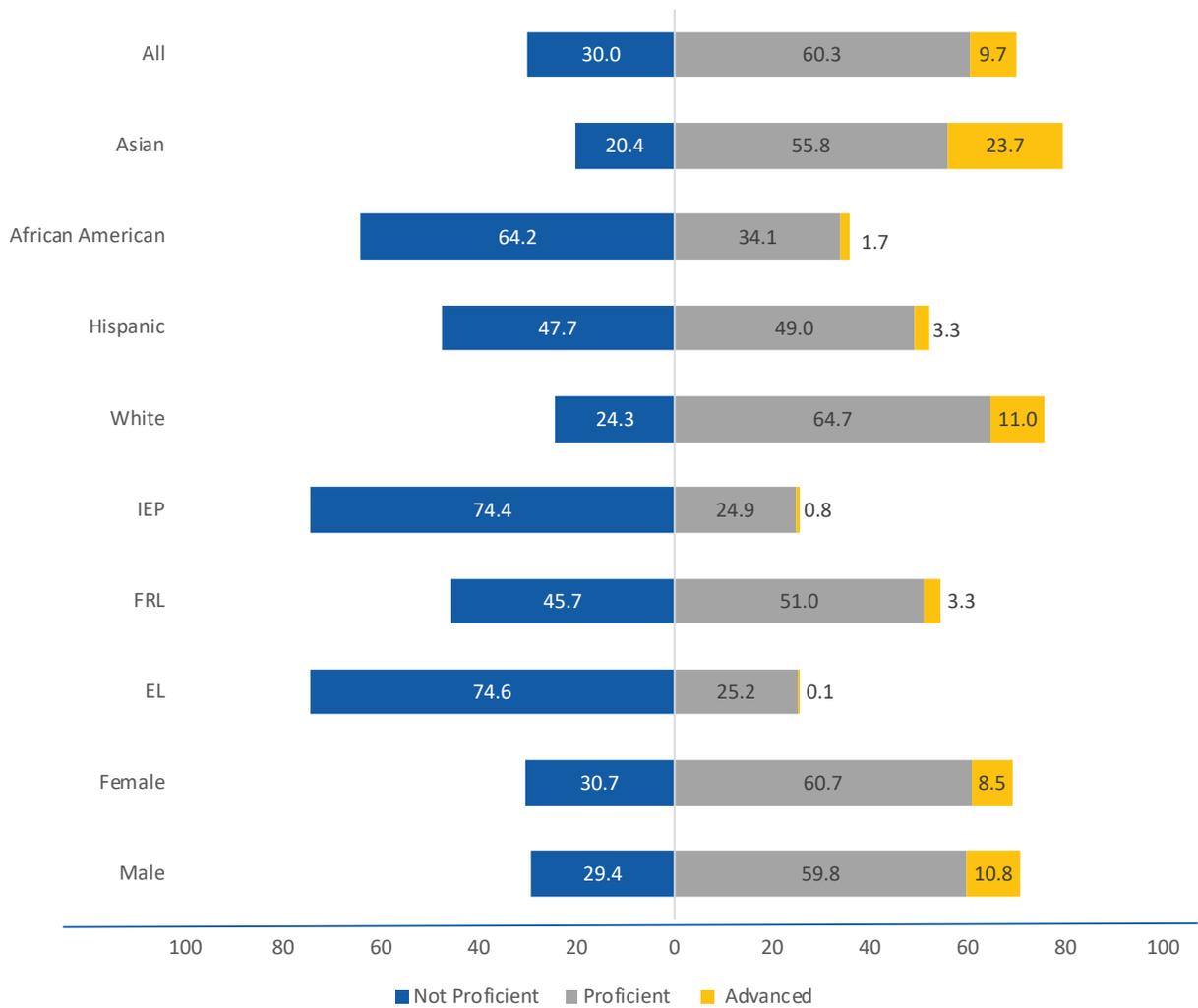
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-14

Percent of Iowa Seventh Grade Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

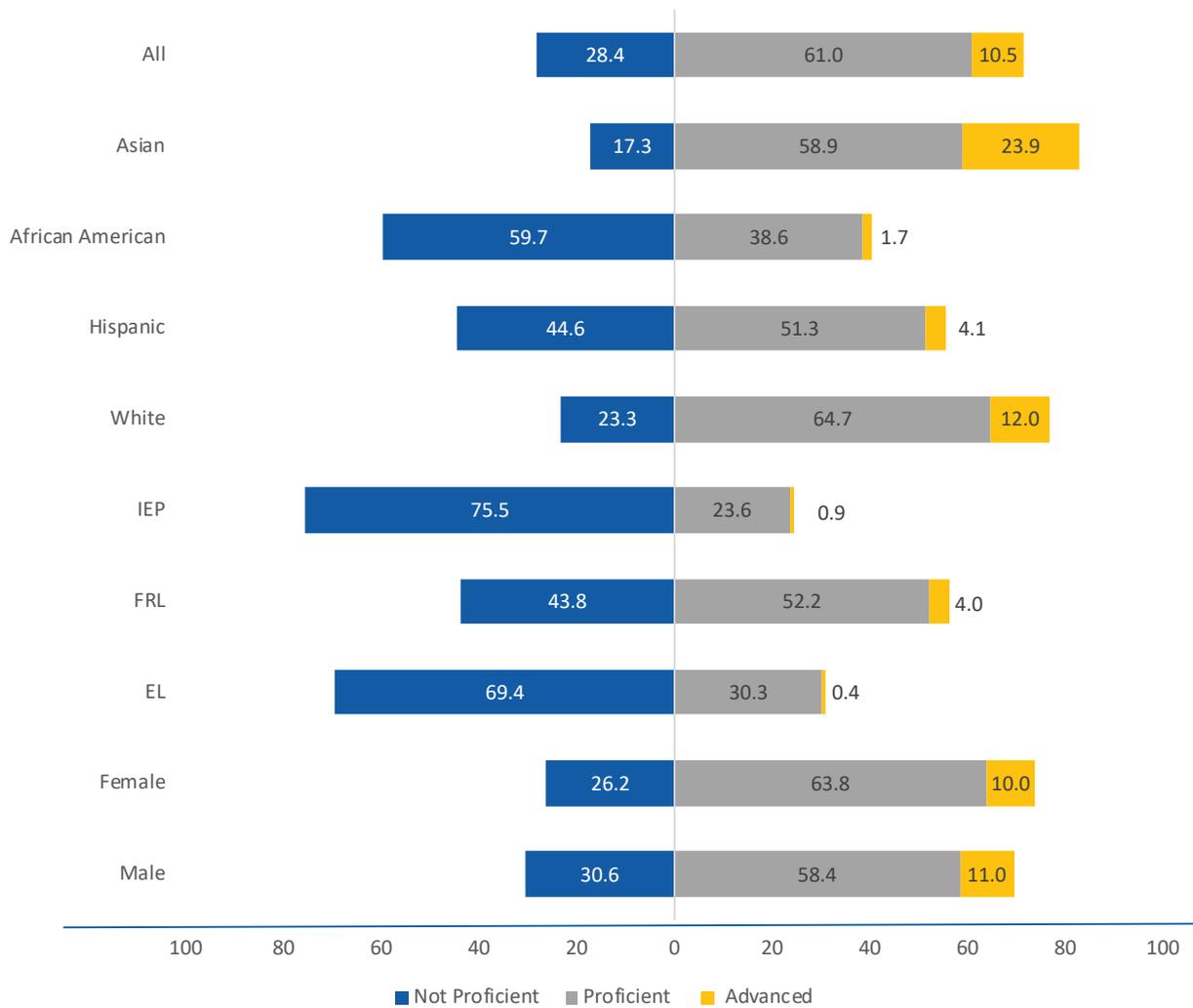
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-15

Percent of Iowa Eighth Grade Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

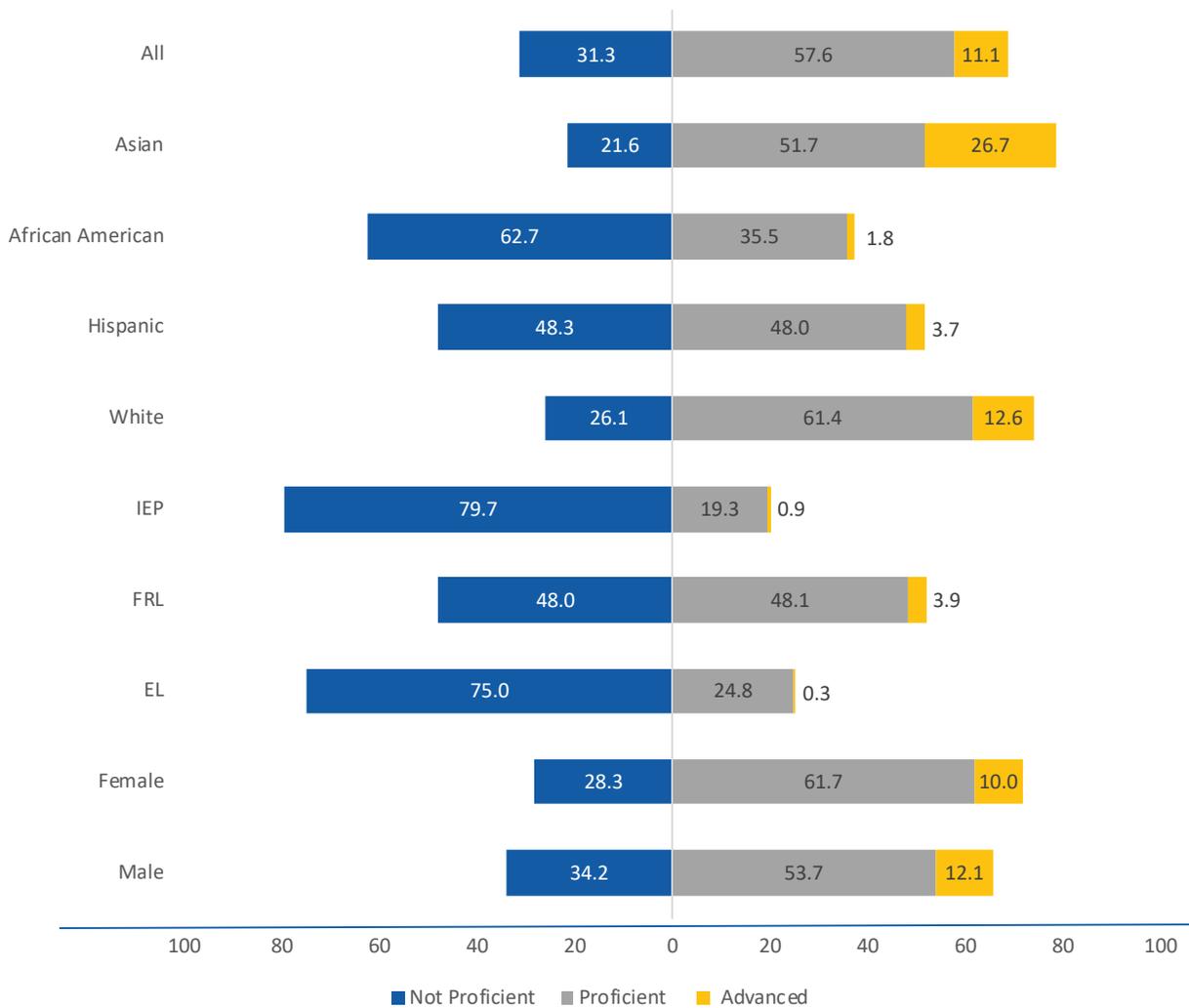
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-16

Percent of Iowa Ninth Grade Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

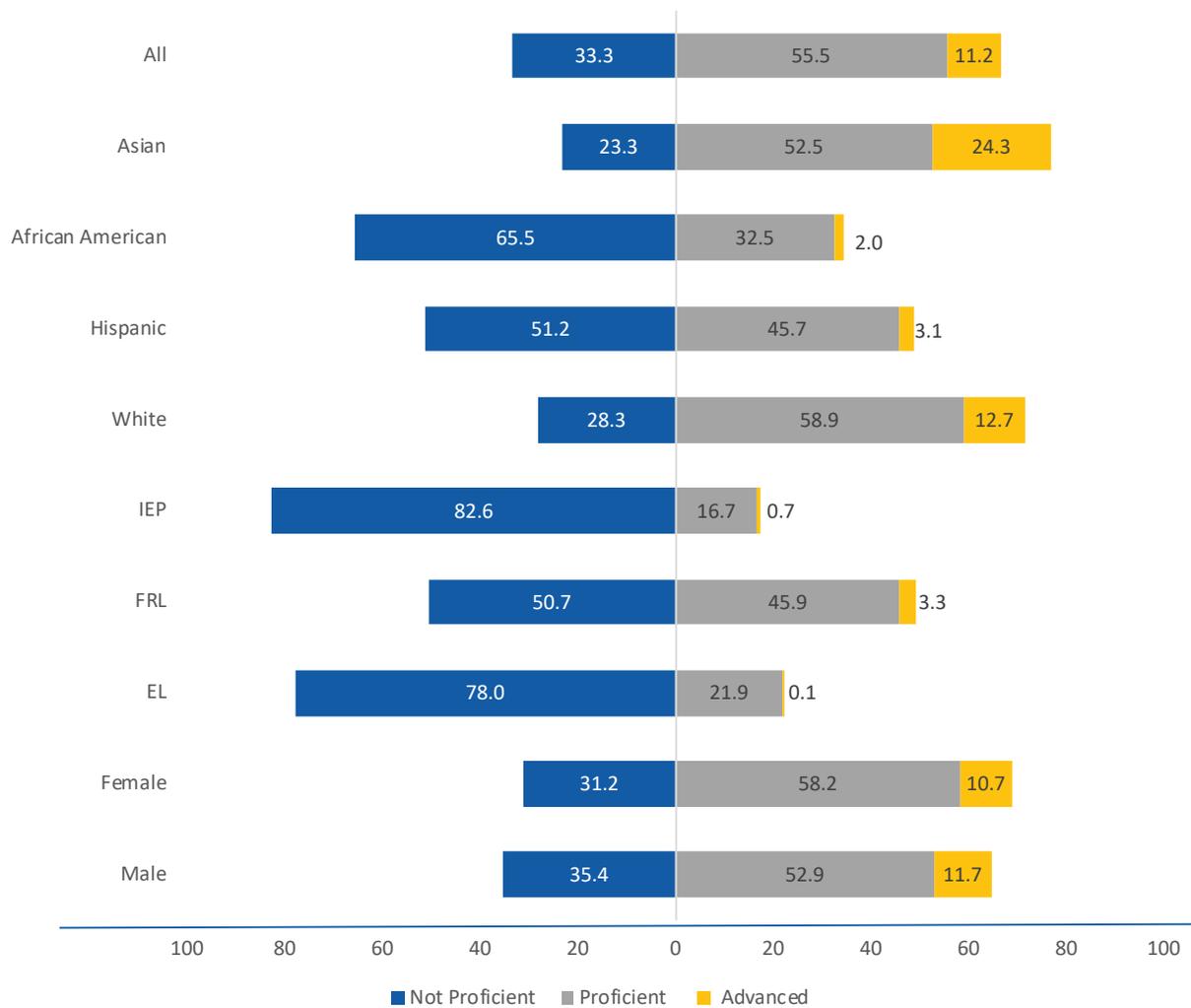
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-17

Percent of Iowa Tenth Grade Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019

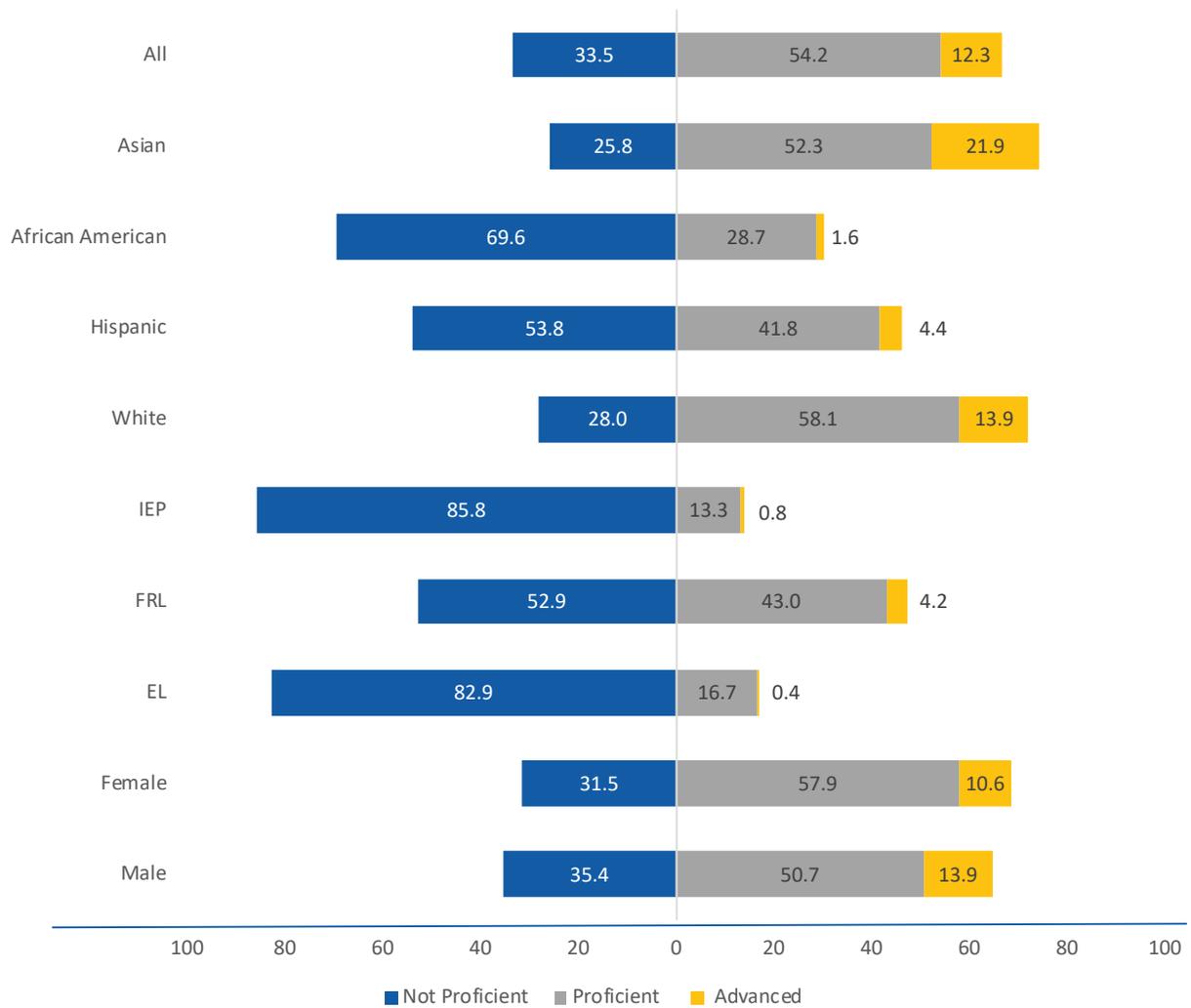


Source: Iowa Testing Programs, The University of Iowa.
Notes: ISASP - Iowa Statewide Assessment of Student Progress.
IEP - Students with an individualized education program.
FRL - Students eligible for free- or reduced-price meals.
EL - English learners.



Figure 5-18

Percent of Iowa Eleventh Grade Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

FRL - Students eligible for free- or reduced-price meals.

EL - English learners.

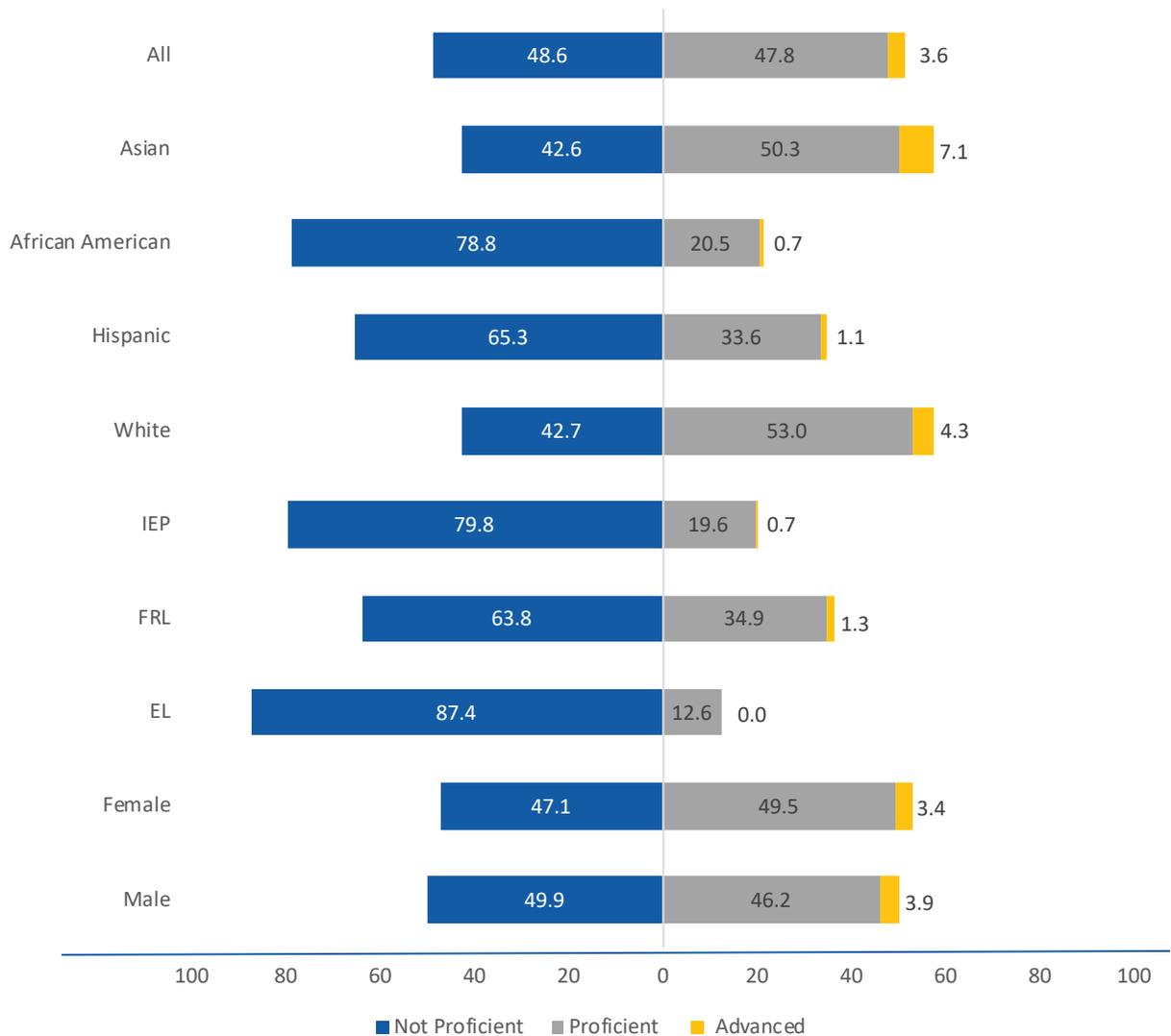


Science

Indicator: Percentage of fifth-, eighth- and 10th-grade students by performance level on the Iowa Statewide Assessment of Student Progress (ISASP) science test (reported for all students and by race/ethnicity, students with disabilities, students with low socioeconomic status, English learners and by gender).

Figure 5-19

Percent of Iowa Fifth Grade Students by Performance Level on the ISASP Science Test by Subgroup
2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

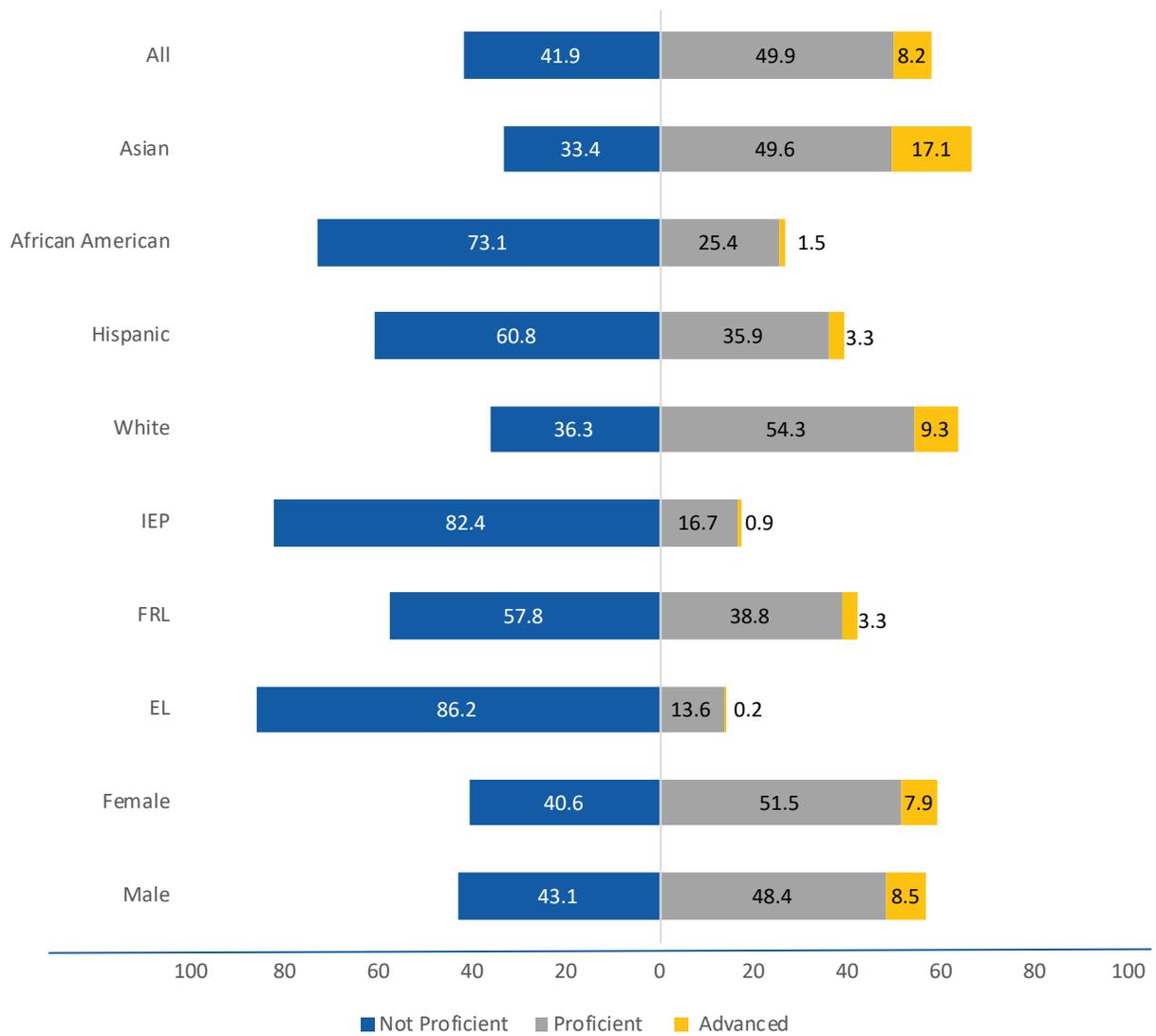
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-20

Percent of Iowa Eighth Grade Students by Performance Level on the ISASP Science Test by Subgroup
2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

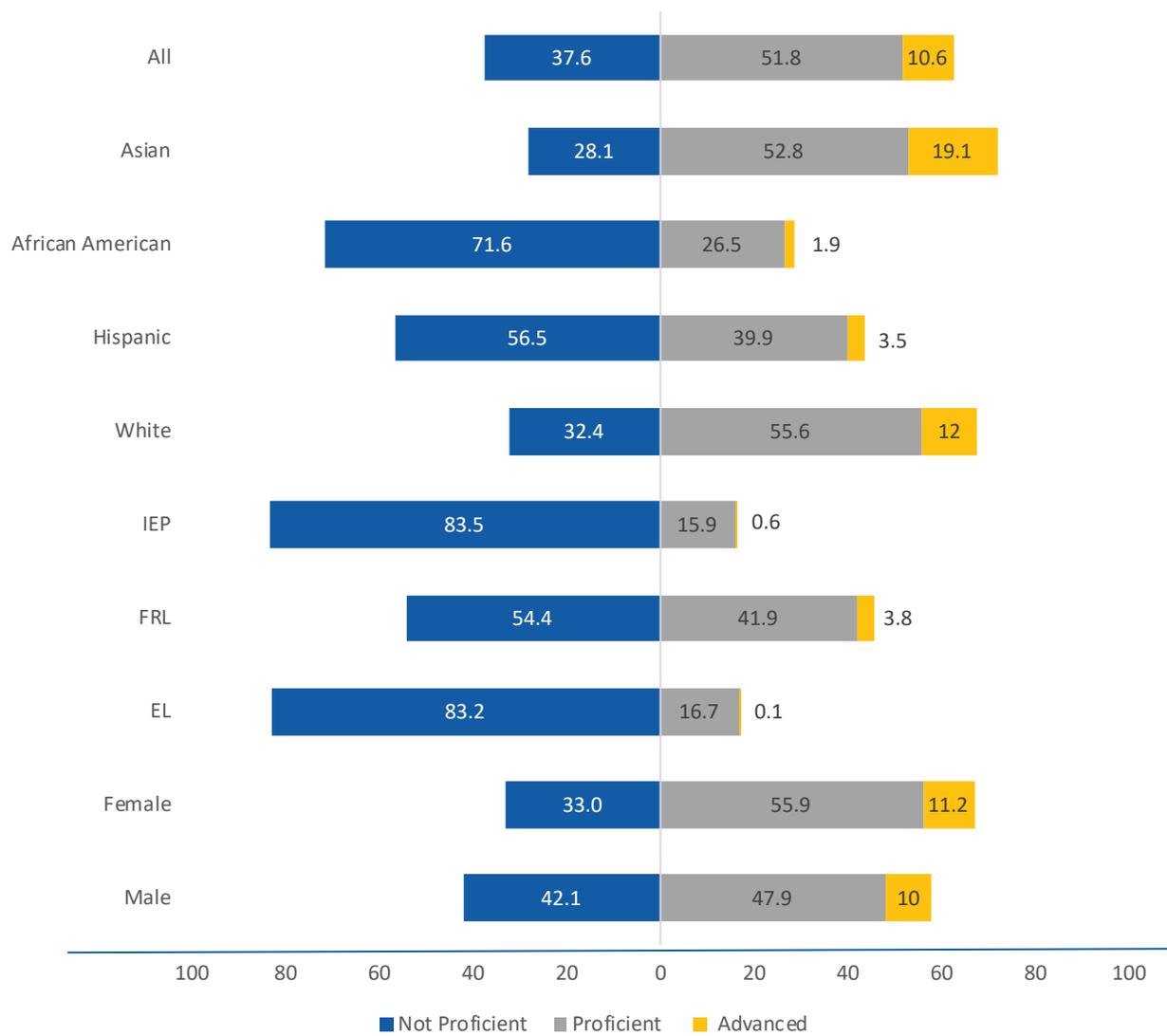
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-21

Percent of Iowa Tenth Grade Students by Performance Level on the ISASP Science Test by Subgroup
2018-2019



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

FRL - Students eligible for free- or reduced-price meals.

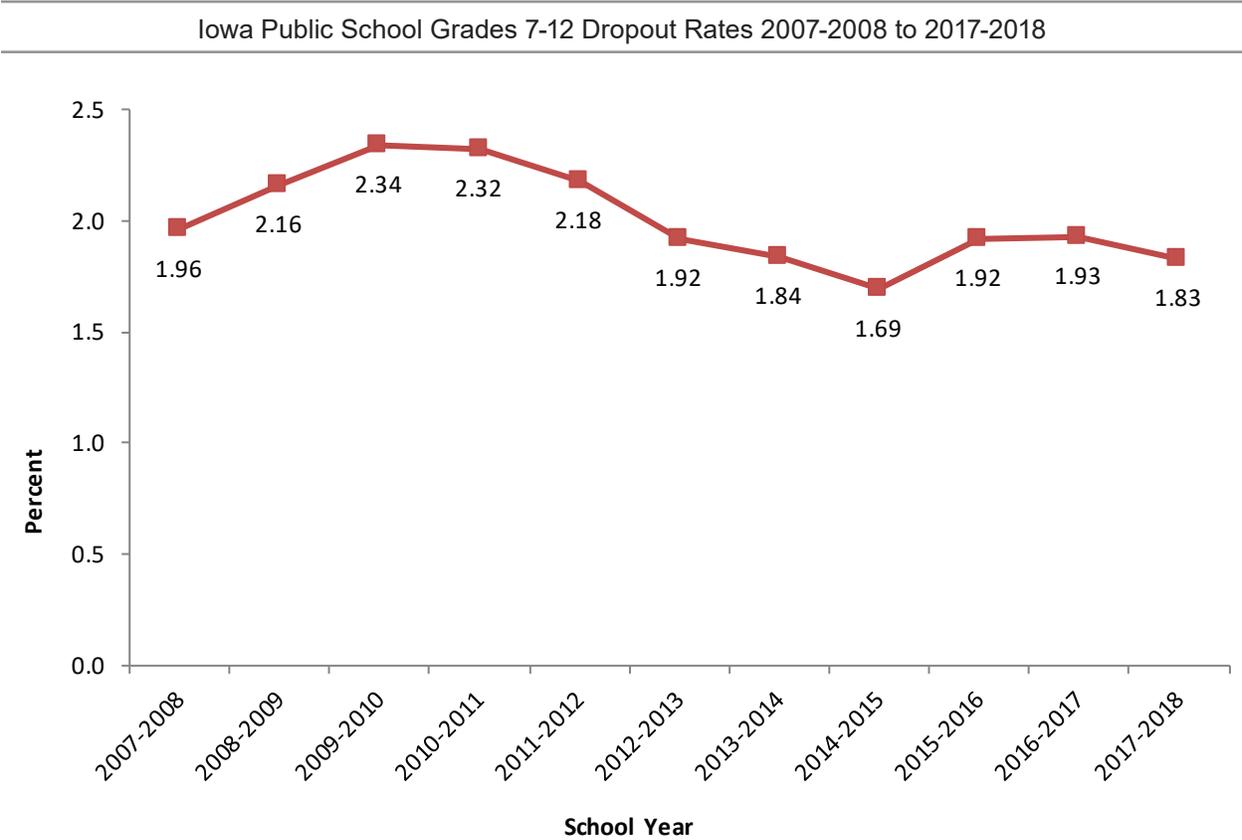
EL - English learners.



Dropouts

Indicator: Percentage of students considered as dropouts for grades 7-12, reported for all students by gender and by race/ethnicity.

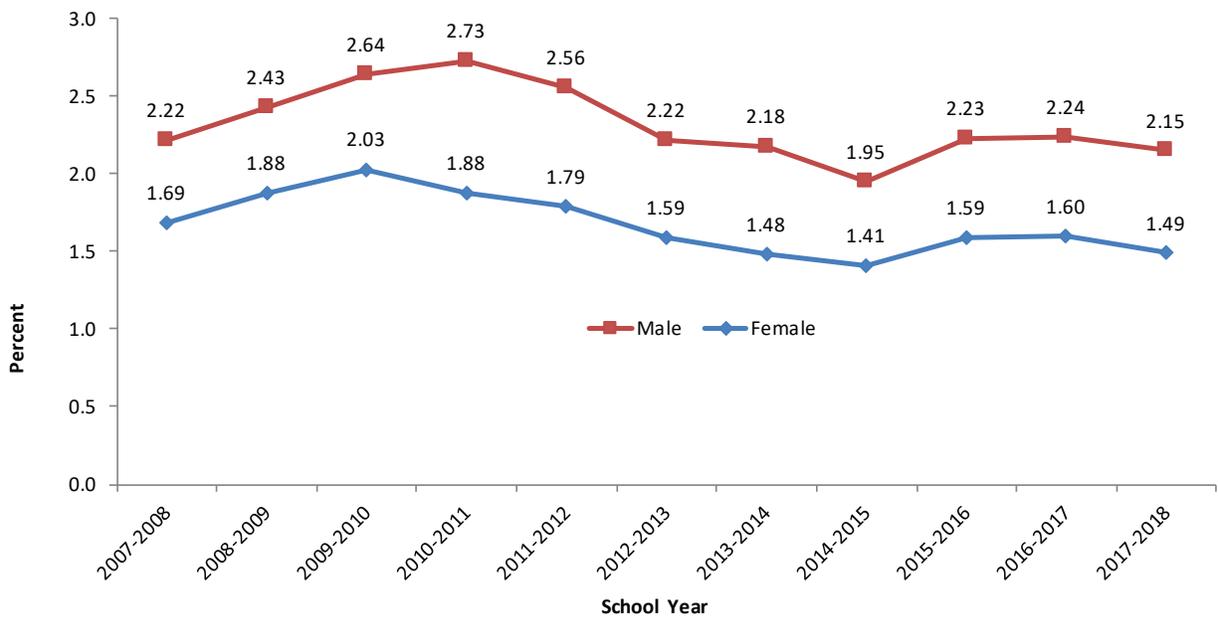
Figure 5-22



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa Enrollment and Dropout files.

Figure 5-23

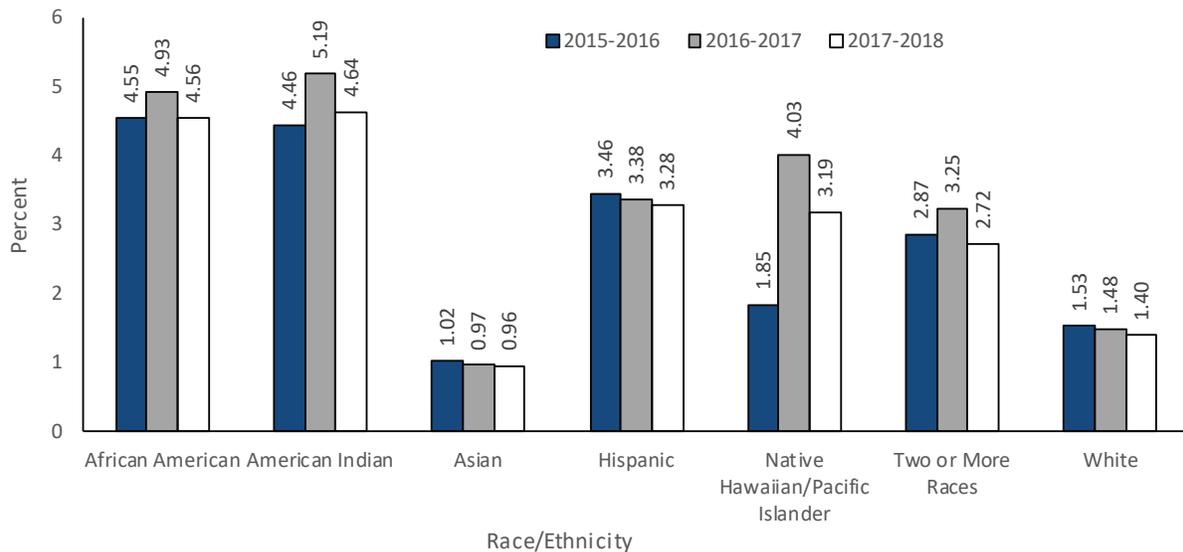
Iowa Public School Grades 7-12 Dropout Rates by Gender 2007-2008 to 2017-2018



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa Enrollment and Dropout files.

Figure 5-24

Iowa Public School Grades 7-12 Dropout Rates by Race/Ethnicity 2015-2016 to 2017-2018



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa Enrollment and Dropout files.

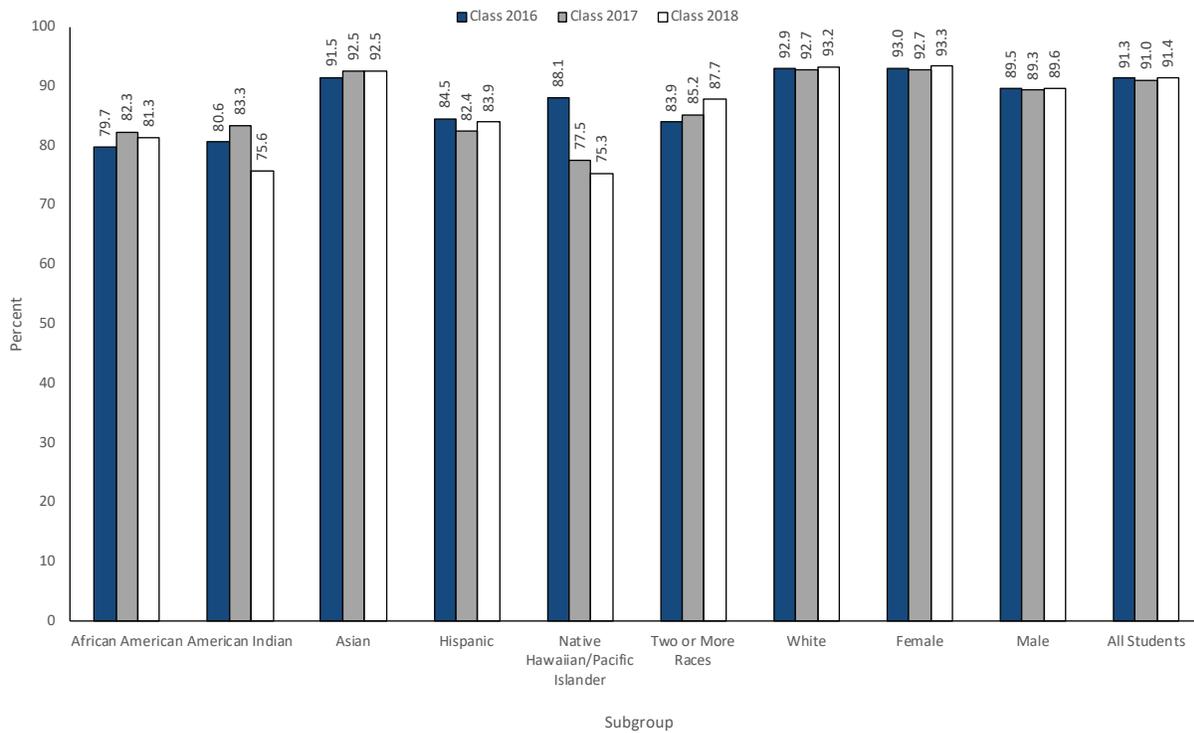


High School Graduation Rates

Indicator: Percentage of high school students who graduate within four years, reported for all students by gender and by race/ethnicity.

Figure 5-25

Iowa Public High School Four-Year Cohort Graduation Rates by Race/Ethnicity and Gender Graduating Classes of 2016 to 2018



Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa Enrollment and Dropout files.

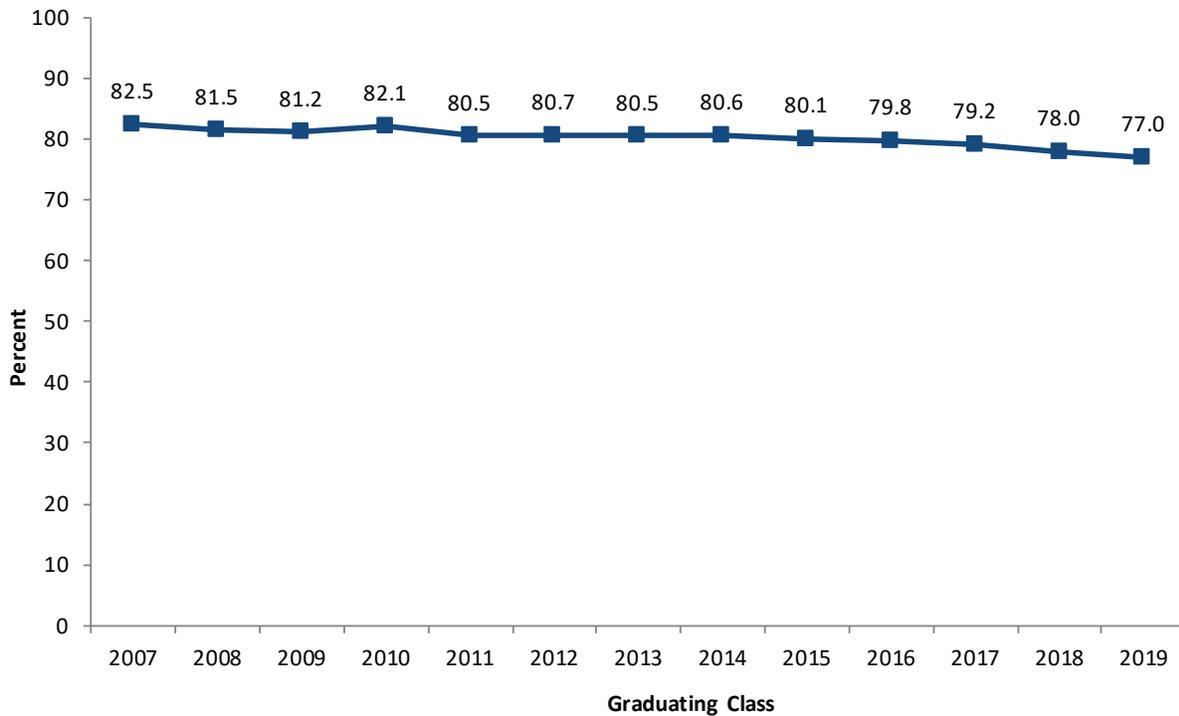


Postsecondary Education/Training Intentions

Indicator: Percentage of high school graduates/seniors pursuing or intending to pursue postsecondary education/training reported for all students by gender and by race/ethnicity

Figure 5-26

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training
Graduating Classes 2007 to 2019



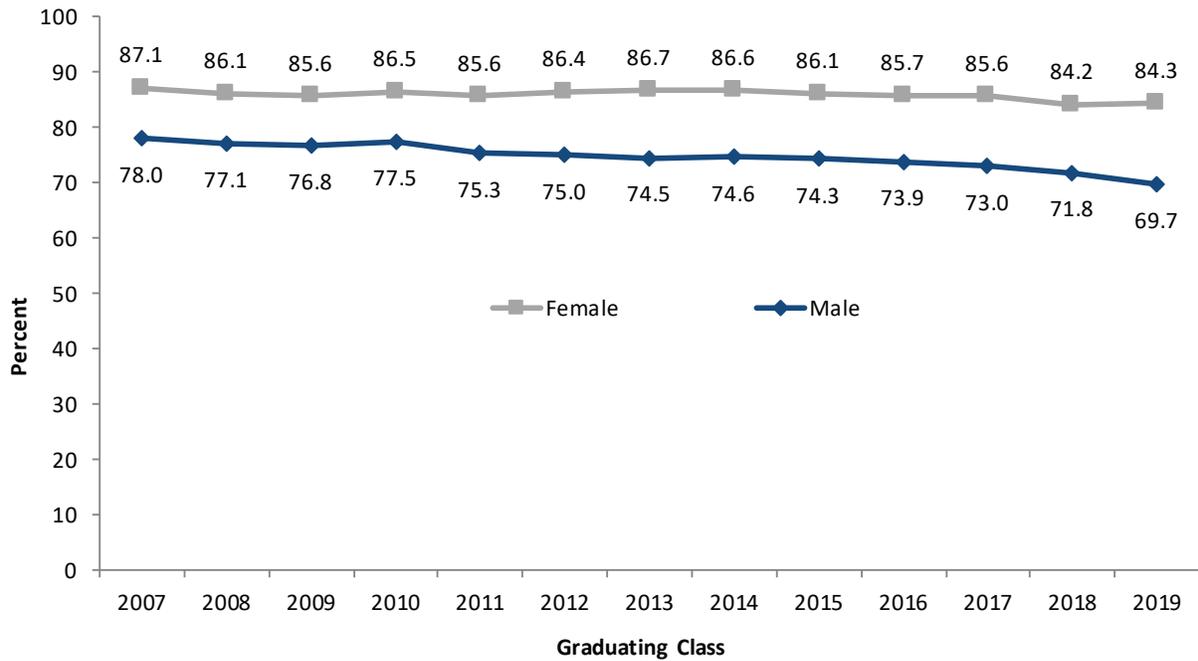
Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.

Notes: Data for the 2010 to 2019 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.



Figure 5-27

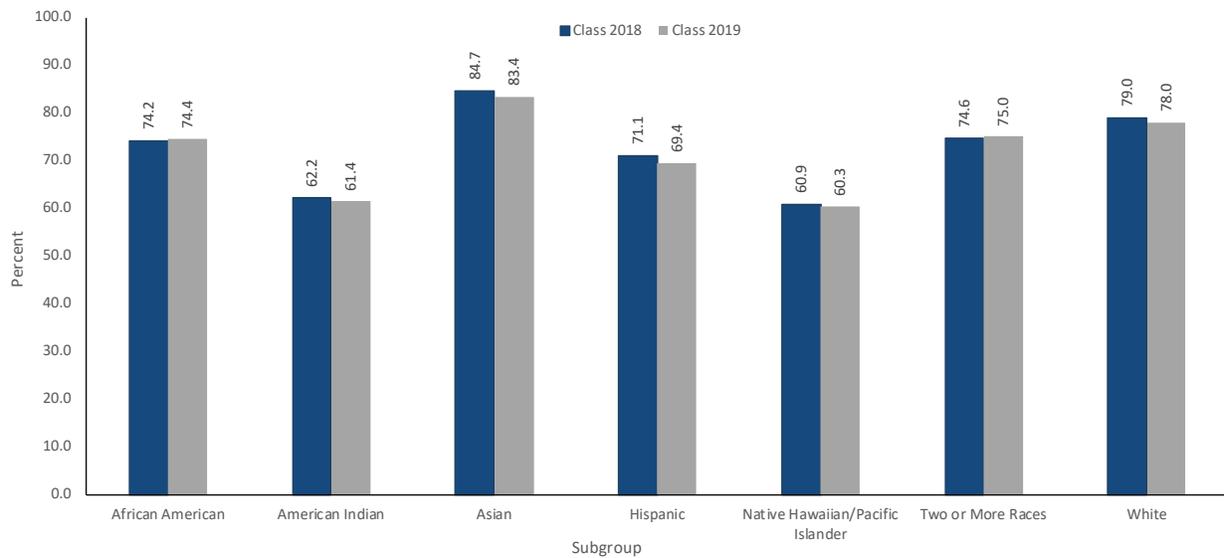
Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Gender Graduating Classes 2007 to 2019



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI Dropout files.

Figure 5-28

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Race/Ethnicity Graduating Classes of 2018 and 2019



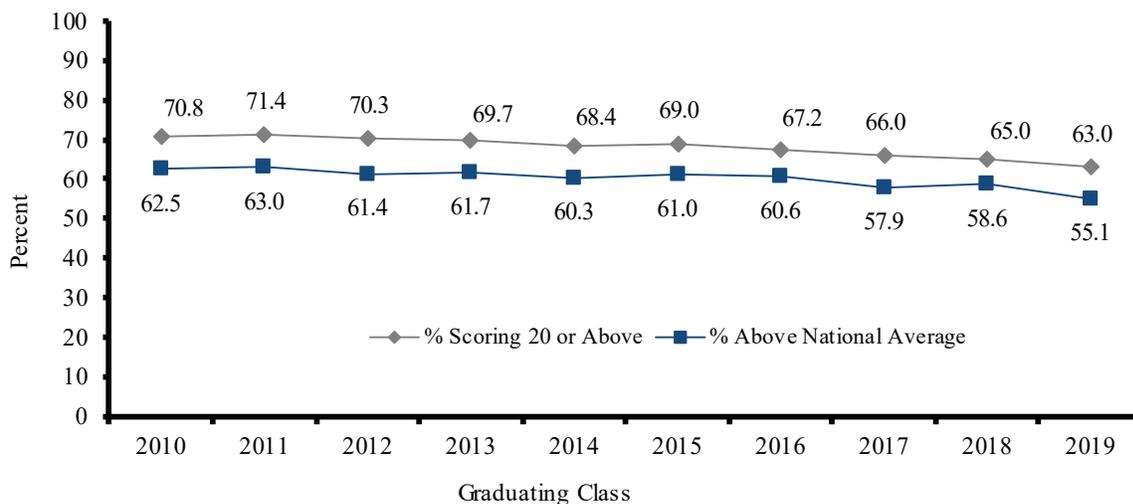
Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.

Probable Postsecondary Success

Indicator: Percentage of students achieving an ACT score above the national average and the percentage of students achieving an ACT score of 20 or above.

Figure 5-29

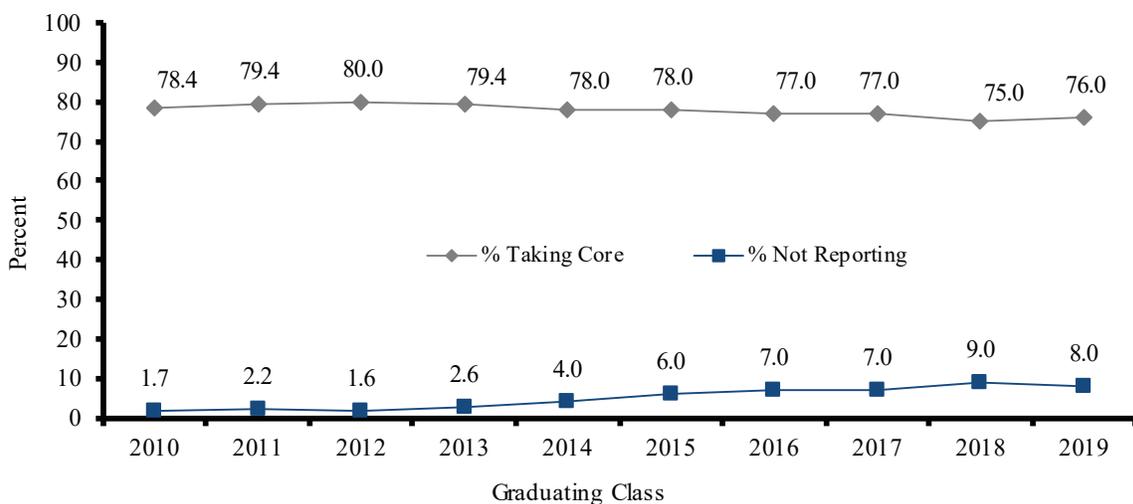
Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above Graduating Classes of 2010 to 2019



Source: ACT, Inc., The Condition of College and Career Readiness.

Figure 5-30

Percent of Iowa ACT Participants Completing Core High School Program Graduating Classes of 2010 to 2019



Source: ACT, Inc., The Condition of College and Career Readiness.

Notes: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as “core” programs.

The lower line shows the percent of ACT test takers not reporting any information in their courses taken.



Student Performance by Tests and Areas

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what students in the United States know and can accomplish in various subject areas. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time. The following tables show the most recent results of NAEP for Iowa in reading and mathematics that were available at the time this document was released. Additional information on NAEP can be found at: nationsreportcard.gov.

NAEP began testing with the use of accommodations in reading in 1998 and mathematics in 2000. The use of accommodations allows for the assessment of special needs students (e.g., students with disabilities, English learner students) with the accommodations they need according to their Individualized Education Program (IEP).

NAEP mathematics and reading results for grades four and eight are reported on a 0–500 scale. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects. In addition to the scale scores and based on recommendations from policymakers, educators and members of the general public, specific achievement levels are set for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported as percentages of students performing at or above the Basic, Proficient and Advanced levels.

- Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- Advanced represents superior performance.



Table 5-4

Average NAEP Scale Scores for Public Schools Grades 4, 8 and 12								
Subject	Grade	Year	Scale Score		Achievement Level Iowa Percent At or Above			
			State	National	Basic	Proficient	Advanced	
Mathematics (scale: 0-500)	4	2019	241	240	81	42	8	
		2017	243	239	83	46	9	
		2015	243	240	84	44	9	
		2013	246	241	87	48	9	
		2011	243	240	86	43	6	
		2009	243	239	87	41	5	
		2007	243	239	87	43	5	
		2005	240	237	85	37	4	
		2003	238	234	83	36	3	
		2000	231	224	75	26	2	
		2000*	233	226	78	28	2	
		1996*	229	222	74	22	1	
		1992*	230	219	72	26	2	
		2019	8	282	281	72	33	7
		2017	8	286	282	76	37	10
2015	8	286	281	76	37	9		
2013	8	285	284	76	36	7		
2011	8	285	283	77	34	8		
2009	8	284	282	76	34	7		
2007	8	285	280	77	35	7		
2005	8	284	278	75	34	6		
2003	8	284	276	76	33	5		
1996*	8	284	271	78	31	4		
(scale: 0-300)	12	1992*	283	267	76	31	4	
		1990*	278	262	70	25	3	
		2013	156	152	71	26	1	
		2009	156	152	71	25	1	
Reading (scale: 0-500)	4	2019	221	219	68	35	8	
		2017	222	221	69	36	8	
		2015	224	221	71	38	9	
		2013	224	221	72	38	9	
		2011	221	220	69	33	6	

Table 5-4 (...continued)

Subject	Grade	Year	Scale Score		Achievement Level Iowa Percent At or Above		
			State	National	Basic	Proficient	Advanced
	4	2009	221	220	69	34	7
		2007	225	220	74	36	7
		2005	221	217	67	33	7
		2003	223	216	70	35	7
		2002	223	217	69	35	7
		1998	220	213	67	33	7
		1998*	223	215	70	35	7
		1994*	223	212	69	35	8
		1992*	225	215	73	36	7
	8	2019	262	262	73	33	3
		2017	268	265	80	37	3
		2015	268	264	81	36	3
		2013	269	266	81	37	3
		2011	265	264	77	33	2
	12	2009	265	262	77	32	2
		2007	267	261	80	36	2
Science	4	2005	267	260	79	34	3
(scale: 0-300)		2003	268	261	79	36	3
	8	2013	291	287	80	40	4
		2009	291	287	79	39	4
		2015	159	153	83	42	1
Writing	4	2009	157	149	80	41	1
(scale: 0-300)	8	2015	159	153	75	38	1
		2011	157	151	73	35	1
		2009	156	149	72	35	1
		2002	155	153	89	27	1
		2007	155	154	88	32	1

Source: U.S. Department of Education Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Notes: *Accommodations not allowed.

Observed differences are not necessarily statistically significant.

Detail may not sum to totals because of rounding.



The following figures show the scale score growth of Iowa students on the NAEP for 2009 to 2019. The 11 other states classified as Midwestern states are also included for comparison. Iowa's average scale scores in 2019 in all four combinations of fourth and eighth grade math and reading are not statistically different than the national public school averages.

Figure 5-31

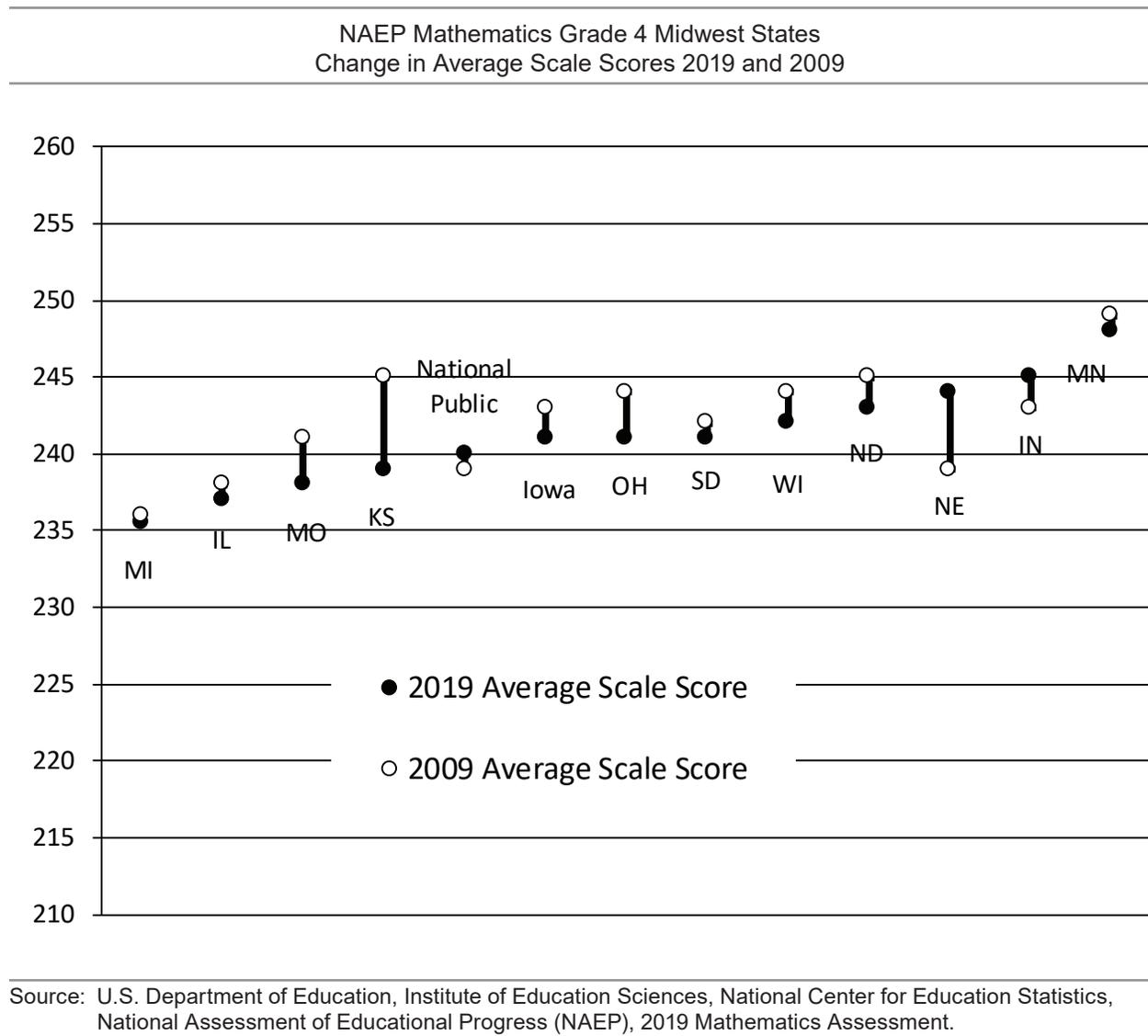
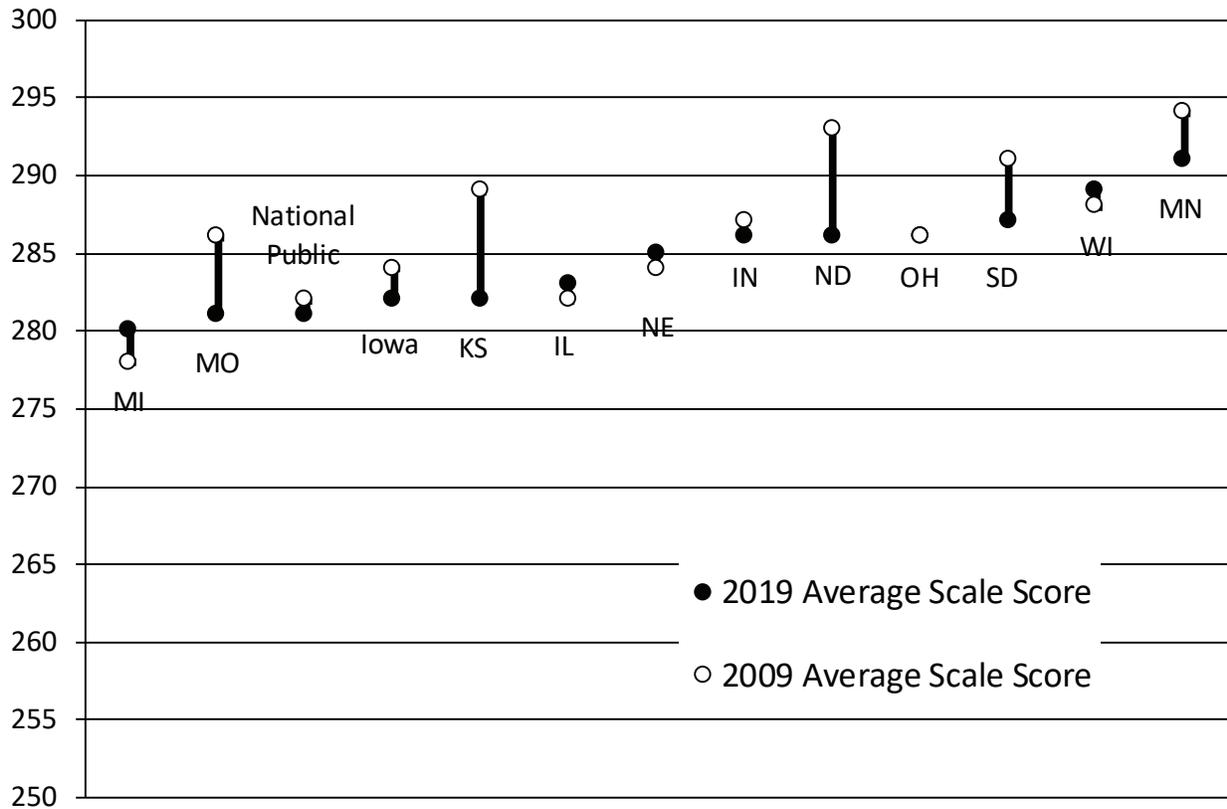


Figure 5-32

NAEP Mathematics Grade 8 Midwest States
Change in Average Scale Scores 2019 and 2009

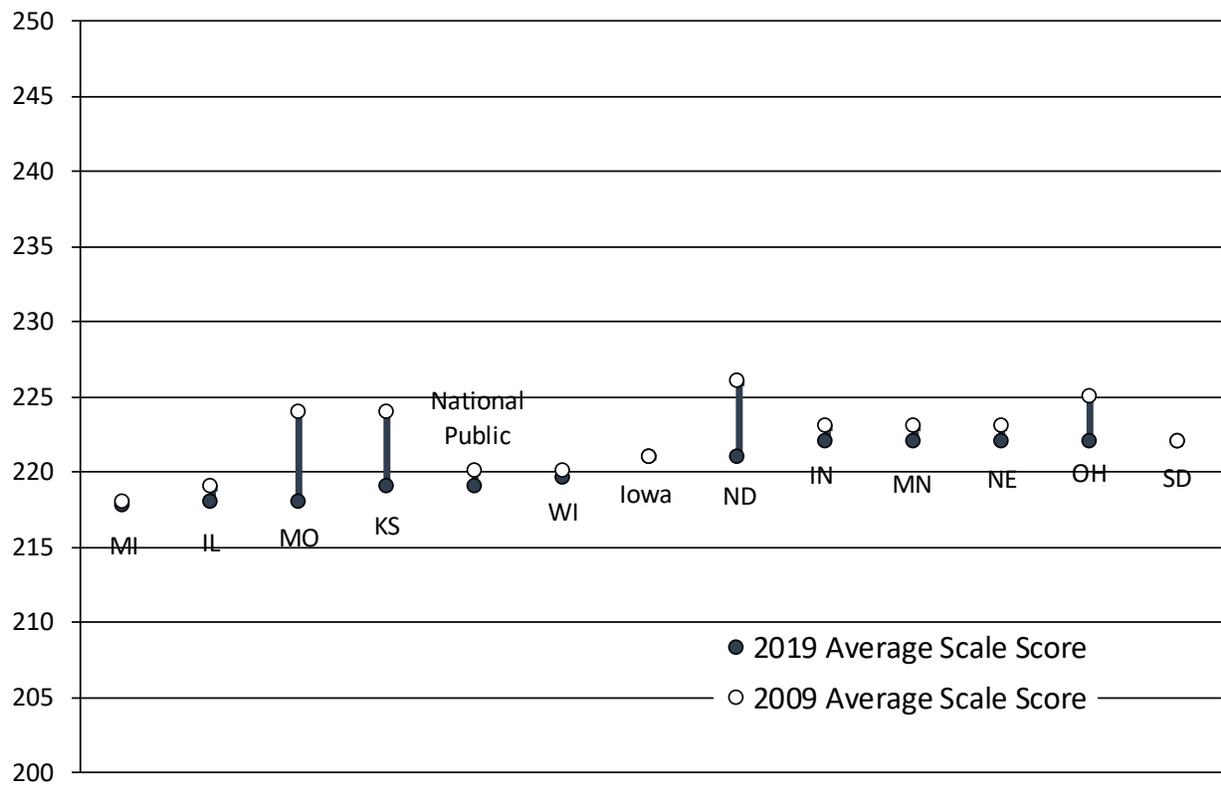


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.



Figure 5-33

NAEP Reading Grade 4 Midwest States
Change in Average Scale Score: 2019 and 2009

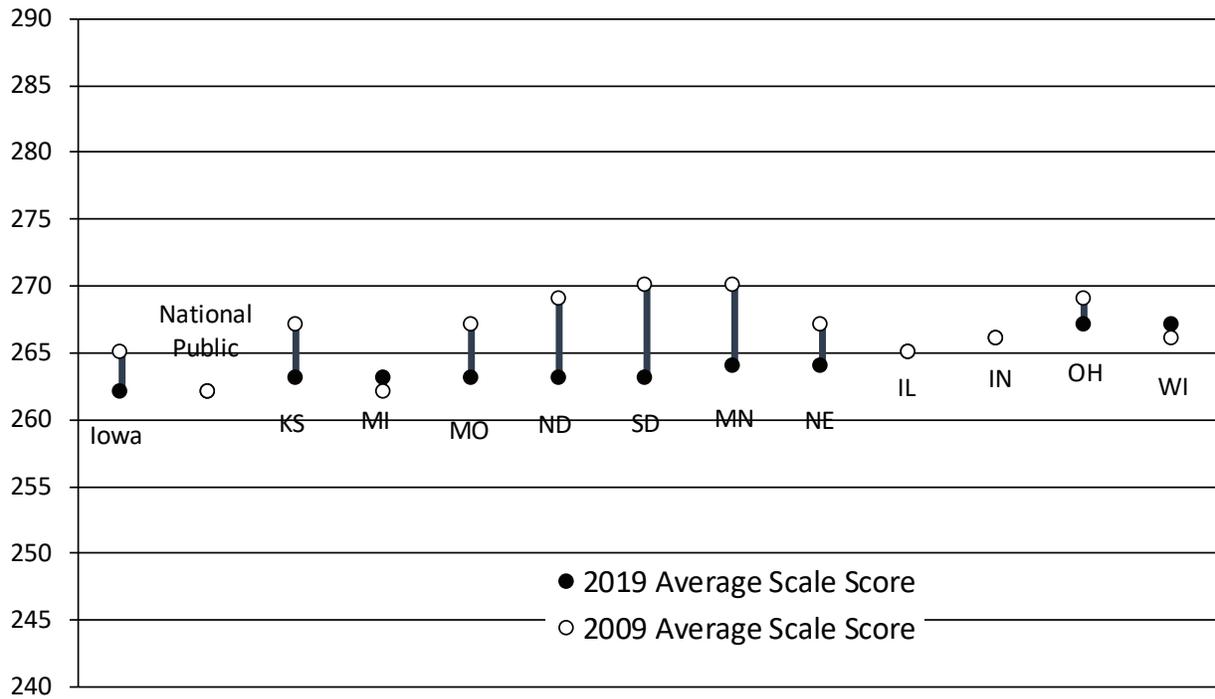


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.



Figure 5-34

NAEP Reading Grade 8 Midwest States
Change in Average Scale Score: 2019 and 2009



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.



ACT

ACT is a curriculum-based achievement exam designed to measure the academic skills that are taught in schools and deemed important for success in first-year college courses. A composite ACT score measures overall educational development and is based on assessments for English, mathematics, reading and science reasoning. The ACT scores range from a low of 1 to a high of 36 and data are reported for various subgroups of students. Subgroups reported in this section include high school program type and gender.

High school program types are classified as “core” and “less than core.” ACT defines “core” as high school programs consisting of four years of English and three or more years of mathematics, natural science and social studies. Students not meeting the “core” program standard are considered as “less than core” completers.

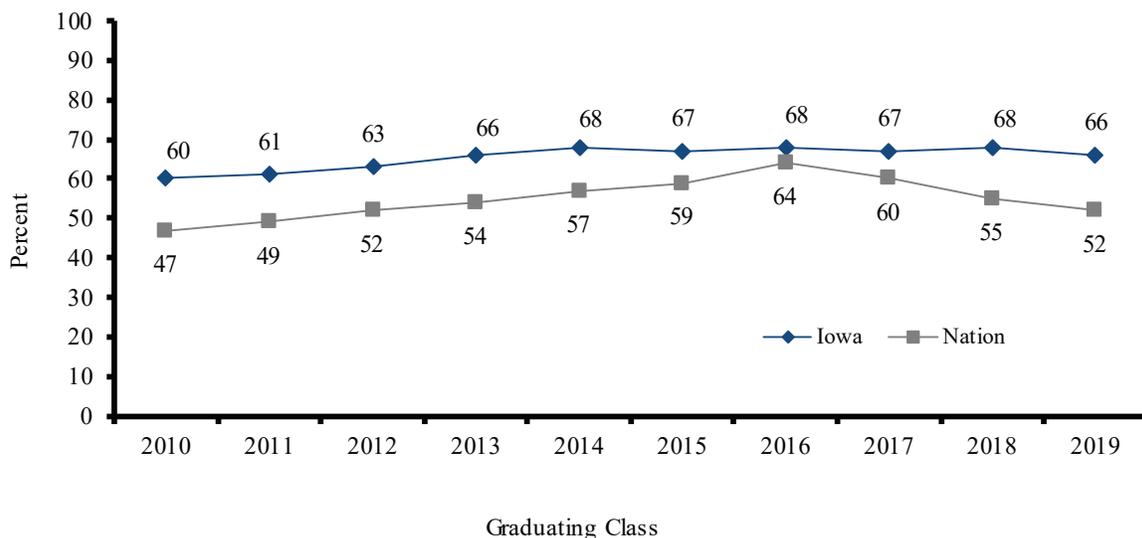
In 2019, 66 percent of Iowa high school graduates participated in the ACT. The participation rate for the nation has been lower than Iowa rates for all years displayed. The gap has increased over the last three years (Figure 5-35).

In Iowa, almost 100 percent of the Des Moines school district’s graduating classes of 2010 to 2019 are included in the profile.

Iowa’s ACT composite score averages have consistently been one point higher than the national averages (Figure 5-36). Among the 26 states for which ACT is the primary college-entrance exam (more than 50 percent graduates tested), Iowa’s average composite score of 21.6 in 2019 tied for the highest with South Dakota (Table 5-5).

Figure 5-35

Percent of the Graduates in Iowa and the Nation Taking the ACT Assessment 2010 to 2019

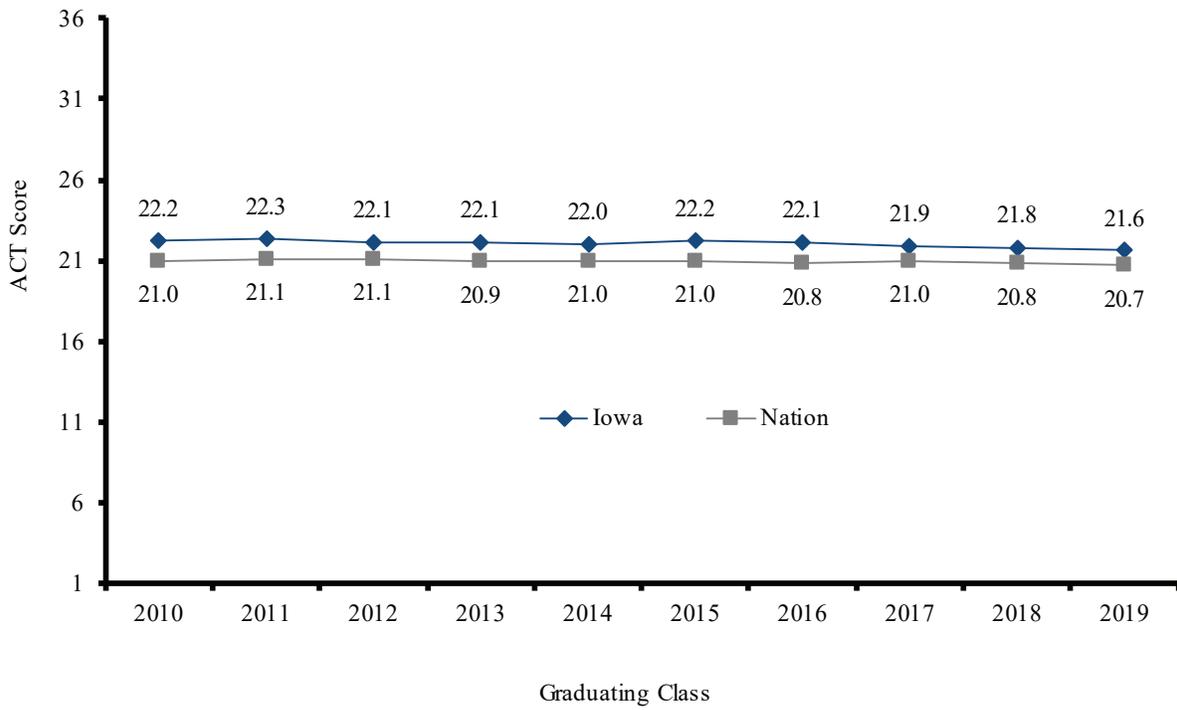


Source: ACT, INC, The Condition of Colleges and Career Readiness.



Figure 5-36

Average ACT Composite Scores for Iowa and the Nation 2010 to 2019



Source: ACT, INC, The Condition of Colleges and Career Readiness.



Table 5-5

ACT Average Composite Scores for Iowa, the Nation, and Midwest States
Classes of 2017 to 2019

Nation and State	Class of 2017		Class of 2018		Class of 2019		2019 National Rank
	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	
Nation	21.0	60%	20.8	55%	20.7	52%	
Illinois	21.4	93%	23.9	43%	24.3	35%	-
Indiana	22.6	35%	22.5	32%	22.5	29%	-
Iowa	21.9	67%	21.8	68%	21.6	66%	1
Kansas	21.7	73%	21.6	71%	21.2	72%	4
Michigan	24.1	29%	24.4	22%	24.4	19%	-
Minnesota	21.5	100%	21.3	99%	21.4	95%	3
Missouri	20.4	100%	20.0	100%	20.8	82%	5
Nebraska	21.4	84%	20.1	100%	20.0	100%	9
North Dakota	20.3	98%	20.3	98%	19.9	96%	11
Ohio	22.0	75%	20.3	100%	20.0	100%	9
South Dakota	21.8	80%	21.9	77%	21.6	75%	1
Wisconsin	20.5	100%	20.5	100%	20.3	100%	6

Source: ACT, INC, The Condition of Colleges and Career Readiness.

Notes: National rank includes only those states where ACT is the primary college-entrance exam.

ACT Score Comparisons for English, Mathematics, Reading, and Science for Iowa and the Nation

Iowa's average ACT scores were higher than the national averages in English, mathematics, reading and science (Table 5-6).

Table 5-6

Average ACT Scores for Iowa and the Nation Graduating Classes 2010 to 2019								
Graduating Class	English		Mathematics		Reading		Science	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
2010	21.8	20.5	21.8	21.0	22.6	21.3	22.3	20.9
2011	21.7	20.6	21.9	21.1	22.6	21.3	22.4	20.9
2012	21.6	20.5	21.7	21.1	22.5	21.3	22.2	20.9
2013	21.5	20.2	21.6	20.9	22.5	21.1	22.2	20.7
2014	21.5	20.3	21.4	20.9	22.5	21.3	22.2	20.8
2015	21.6	20.4	21.5	20.8	22.7	21.4	22.3	20.9
2016	21.4	20.1	21.4	20.6	22.7	21.3	22.3	20.8
2017	21.2	20.3	21.3	20.7	22.6	21.4	22.1	21.0
2018	21.0	20.2	21.2	20.5	22.5	21.3	22.0	20.7
2019	20.8	20.1	21.0	20.4	22.3	21.2	21.8	20.6

Source: ACT, INC, The Condition of Colleges and Career Readness.



ACT Scores for Core and Less-than-Core Students

ACT defines the college-preparatory core curriculum as at least four years of English and at least three years each of mathematics, natural science and social studies (Table 5-7). Core mathematics and natural science courses are beyond the introductory level. For example, a typical minimal core mathematics course load might include one year each of Algebra I, Algebra II and geometry. A typical minimal core natural science course load might include one year each of general science, biology, and chemistry or physics.

About 76 percent of Iowa's 2019 high school graduates taking the ACT indicated that they participated in the core high school programs, which was 16 percentage points higher than the national average (Figure 5-37).

Overall, average ACT composite scores for Iowa students taking core programs have been approximately three points higher than those not taking core programs (Table 5-8). This trend has been consistent over time in Iowa as well as in the nation as a whole.

Table 5-7

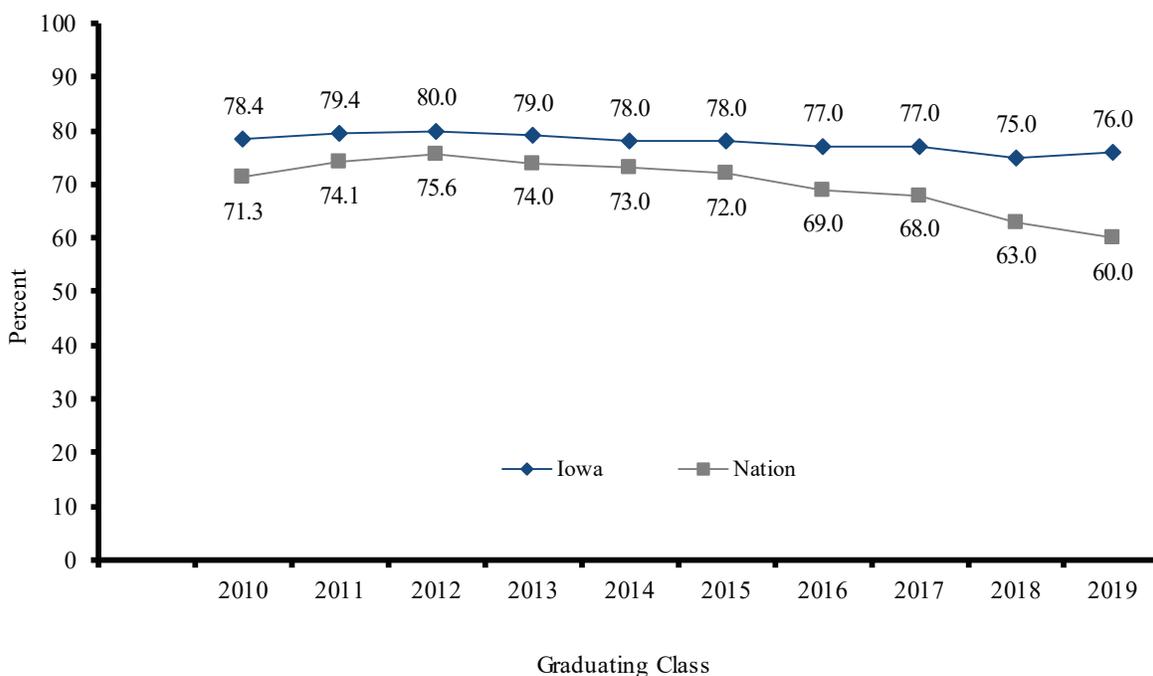
ACT Standards for Core High School Programs			
Core Area	Years	Course	Credit
English	4 or more	English 9, 10, 11, 12	1 year each
Mathematics	3 or more	Algebra I & II, Geometry	1 year each
		Trigonometry & calculus (not precalculus), other math courses beyond Algebra II, computer math/computer	1/2 year each
Social Studies	3 or more	American history, world history, American government	1 year each
		Economics, geography, psychology, other history	1/2 year each
Natural Science	3 or more	General/physical/earth science, biology, chemistry, physics	1 year each

Source: ACT, INC, The Condition of Colleges and Career Readness.



Figure 5-37

Percent of ACT Participants Taking Core High School Program 2010 to 2019



Source: ACT, INC, The Condition of Colleges and Career Readiness.

Notes: ACT classifies high school consisting of four years of English and three or more years of mathematics, natural science, and social studies as “core” programs.

Table 5-8

Average ACT Composite Scores for Core and Less-Than-Core Test Takers 2010 to 2019

Graduating Class	Iowa			Nation		
	Core	Less-than-Core	Difference	Core	Less-than-Core	Difference
2010	23.0	19.6	3.4	22.0	18.9	3.1
2011	23.0	19.8	3.2	21.9	19.0	2.9
2012	22.8	19.6	3.2	21.8	19.1	2.7
2013	22.9	19.6	3.3	21.7	18.7	3.0
2014	22.9	19.6	3.3	21.8	18.9	2.9
2015	23.0	20.1	2.9	21.9	18.9	3.0
2016	22.9	20.0	2.9	21.9	18.7	3.2
2017	22.8	19.9	2.9	22.1	18.9	3.2
2018	22.7	20.0	2.7	22.2	19.0	3.2
2019	22.5	19.6	2.9	22.2	18.9	3.3

Source: ACT, INC, The Condition of Colleges and Career Readiness.

Notes: ACT classifies high school consisting of four years of English and three or more years of mathematics, natural science, and social studies as “core” programs.
The figures include all students tested, public as well as nonpublic.



ACT Composite Score Distributions

Table 5-9 provides the Iowa ACT composite score distributions for the classes of 2015 to 2019 (also see Figure 5-38). About 63 percent of Class of 2019 Iowa test takers had a composite score of 20 or greater compared to 69 percent in the Class of 2016. In the Class of 2019, more students scored 18 or less and fewer students scored between 22 and 28 than the other two classes displayed in Figures 5-38.

Table 5-9

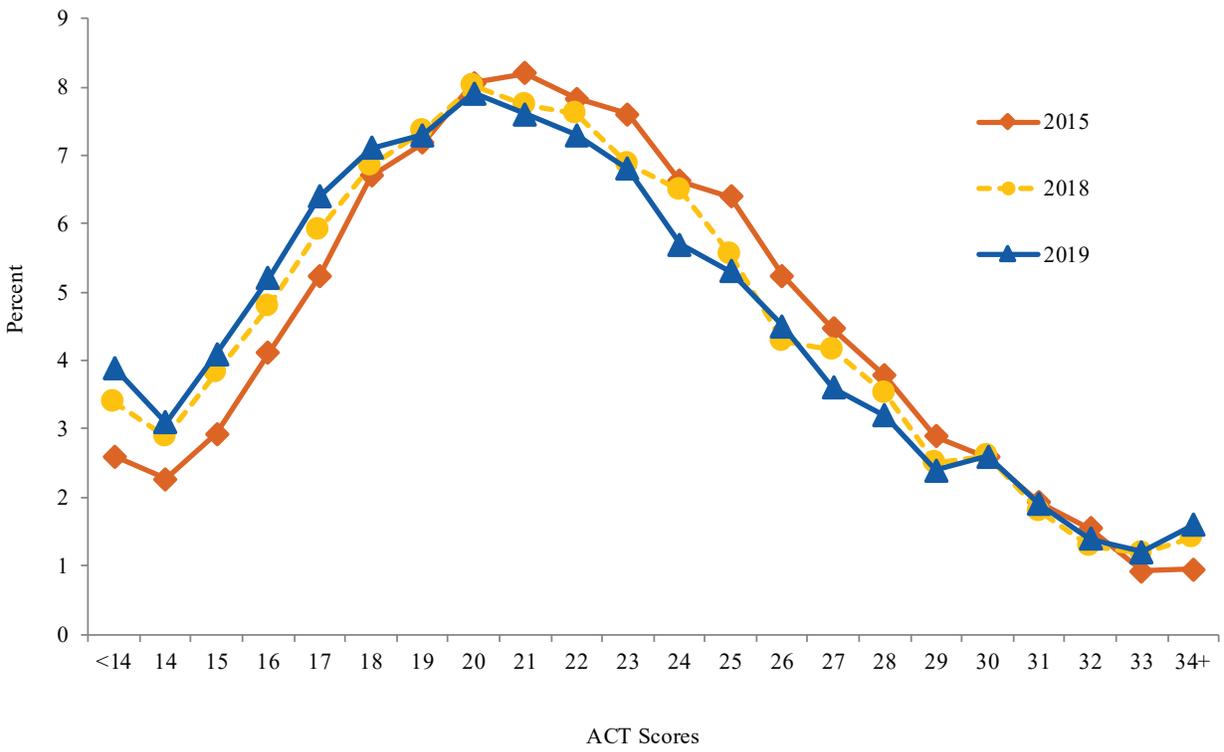
Iowa ACT Composite Score Distributions Classes of 2015 to 2019					
ACT Score	2015	2016	2017	2018	2019
<14	2.6%	2.6%	2.5%	3.4%	3.9%
14	2.3	2.3	2.7	2.9	3.1
15	2.9	2.9	3.4	3.8	4.1
16	4.1	4.1	4.7	4.8	5.2
17	5.2	5.2	5.7	5.9	6.4
18	6.7	6.7	7.2	6.9	7.1
19	7.2	7.2	7.3	7.4	7.3
20	8.1	8.1	8.0	8.0	7.9
21	8.2	8.2	8.2	7.7	7.6
22	7.8	7.8	7.8	7.6	7.3
23	7.6	7.6	7.3	6.9	6.8
24	6.6	6.6	6.4	6.5	5.7
25	6.4	6.4	5.7	5.6	5.3
26	5.2	5.2	4.6	4.3	4.5
27	4.5	4.5	4.3	4.1	3.6
28	3.8	3.8	3.6	3.5	3.2
29	2.9	2.9	2.3	2.5	2.4
30	2.6	2.6	2.7	2.6	2.6
31	1.9	1.9	2.0	1.8	1.9
32	1.5	1.5	1.5	1.3	1.4
33	0.9	0.9	1.1	1.2	1.2
34+	1.0	1.0	1.1	1.4	1.6

Source: ACT, INC, The Condition of Colleges and Career Readness.



Figure 5-38

Distribution of Iowa ACT Composite Scores Classes of 2015, 2018 and 2019



Source: ACT, INC, The Condition of Colleges and Career Readiness.

ACT Scores by Enrollment Category

Average ACT scores by enrollment category for the graduating classes of 2017 to 2019 are provided in Table 5-10, Table 5-11 and Figure 5-39.

Table 5-10

Iowa Public School Average ACT Scores by Enrollment Category, Graduating Classes 2017 to 2019

Graduating Class	Enrollment Category	English	Mathematics	Reading	Science	Composite
2017	<300	20.8	20.2	22.7	22.1	21.6
	300-599	20.6	20.5	21.9	21.6	21.3
	600-999	20.9	21.0	22.4	22.1	21.7
	1,000-2,499	21.2	21.2	22.7	22.3	22.0
	2,500-7,499	22.2	22.5	23.8	23.4	23.1
	7,500+	20.9	21.2	22.6	22.2	21.9
	State	21.2	21.4	22.8	22.4	22.1
2018	<300	20.3	19.8	21.9	21.4	21.0
	300-599	20.3	20.5	21.9	21.5	21.2
	600-999	20.7	20.9	22.4	22.1	21.7
	1,000-2,499	21.1	21.3	22.9	22.3	22.1
	2,500-7,499	22.0	22.3	23.6	23.2	22.9
	7,500+	20.6	21.0	22.4	21.8	21.6
	State	21.0	21.2	22.7	22.2	21.9
2019	<300	20.1	19.7	22.3	21.3	21.0
	300-599	19.9	20.3	21.8	21.5	21.0
	600-999	20.4	20.5	22.2	21.7	21.3
	1,000-2,499	21.0	21.2	22.9	22.2	22.0
	2,500-7,499	21.7	22.1	23.4	23.0	22.7
	7,500+	20.3	20.9	22.2	21.7	21.4
	State	20.7	21.1	22.6	22.0	21.7

Source: ACT, Inc., The Annual Testing files; Iowa Department of Education, Certified Enrollment files.

Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2013-2014 to 2016-2017 for the class of 2017, from 2014-2015 to 2017-2018 for the class of 2018, and from 2015-2016 to 2018-2019 for the class of 2019.



Table 5-11

Iowa Public School Average ACT Scores by Subgroup, Graduating Classes 2017 to 2019

Class 2017

Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	18,250	21.2	21.4	22.8	22.4	22.1
African American	636	16.4	17.4	18.5	18.3	17.8
American Indian	40	17.8	18.3	19.6	19.6	19.0
Asian	527	21.8	22.9	22.7	23.5	22.9
Hispanic	1,191	17.8	18.6	19.8	19.7	19.1
Hawaiian or Pacific Islander	16	18.6	20.1	20.7	19.3	19.8
Two or More Races	449	20.9	20.7	22.7	21.9	21.7
White	15,391	21.7	21.7	23.2	22.8	22.5
Disability*	539	14.7	16.6	16.7	17.3	16.5
EL**	370	14.1	16.3	15.8	17.0	15.9
Low SES***	4,978	18.4	18.9	20.4	20.2	19.6
Female	9,898	21.5	20.8	22.8	22.0	21.9
Male	8,352	20.8	22.1	22.7	22.9	22.3

Class 2018

Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	20,301	21.0	21.2	22.7	22.2	21.9
African American	723	16.0	17.1	18.0	17.8	17.4
American Indian	48	18.1	19.3	20.2	20.4	19.7
Asian	658	21.9	22.8	23.0	22.8	22.8
Hispanic	1,536	17.2	18.3	19.5	19.2	18.7
Hawaiian or Pacific Islander	18	19.5	20.0	22.2	21.5	20.9
Two or More Races	552	20.3	20.2	22.2	21.4	21.2
White	16,766	21.6	21.7	23.2	22.7	22.4
Disability*	798	13.9	16.3	16.2	16.5	15.9
EL**	549	13.0	15.9	15.1	15.8	15.1
Low SES***	5,877	18.0	18.8	20.2	19.8	19.4
Female	10,846	21.3	20.6	22.9	21.8	21.8
Male	9,455	20.6	22.0	22.6	22.7	22.1



Table 5-11 (...continued)

Class 2019						
Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	20,231	20.7	21.1	22.6	22.0	21.7
African American	750	15.0	16.6	17.4	17.0	16.6
American Indian	43	19.0	19.7	20.9	20.9	20.3
Asian	630	21.3	22.1	22.6	22.7	22.3
Hispanic	1,565	17.1	18.2	19.6	19.1	18.6
Hawaiian or Pacific Islander	18	19.4	20.3	21.2	20.6	20.6
Two or More Races	576	20.2	20.2	22.3	21.3	21.2
White	16,649	21.3	21.6	23.1	22.5	22.3
Disability*	705	13.5	15.8	15.8	16.2	15.5
EL**	512	12.8	15.6	14.8	15.9	14.9
Low SES***	5,719	17.7	18.5	19.9	19.5	19.0
Female	11,171	20.9	20.4	22.7	21.6	21.5
Male	9,060	20.4	22.0	22.4	22.6	22.0

Source: ACT, Inc., The Annual Testing files; Iowa Department of Education, Certified Enrollment files.

Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2013-2014 to 2016-2017 for the class of 2017, from 2014-2015 to 2017-2018 for the class of 2018, and from 2015-2016 to 2018-2019 for the class of 2019.

*Disability status is determined by the presence of an individualized education program (IEP).

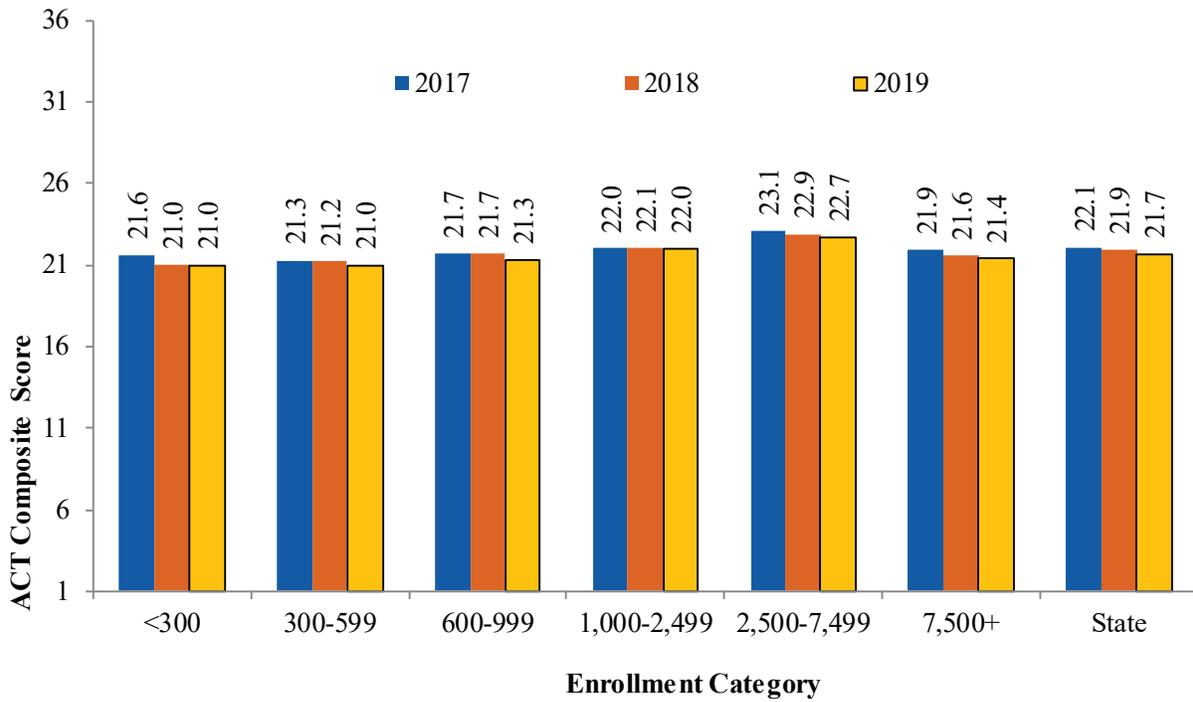
**EL - EL indicates English learner.

***Low SES - Low SES is determined by the eligibility for free or reduced price meals.



Figure 5-39

Graduating Classes of 2017 to 2019 Average ACT Composite Scores for Iowa Public School Students by Enrollment Category



Source: ACT, Inc., The Annual Testing files; Iowa Department of Education, Certified Enrollment files.

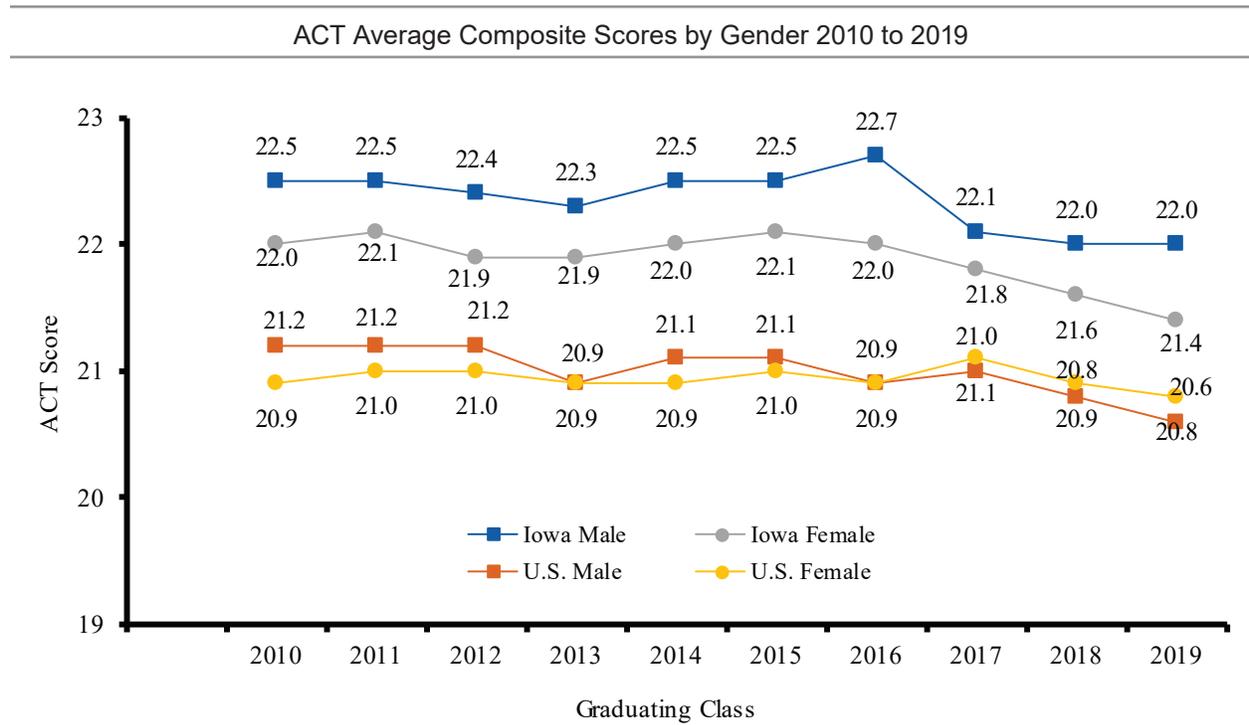
Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2013-2014 to 2016-2017 for the class of 2017, from 2014-2015 to 2017-2018 for the class of 2018, and from 2015-2016 to 2018-2019 for the class of 2019.

ACT Scores by Gender

Figure 5-40 shows the average composite scores by gender for Iowa and the nation.

Table 5-12 shows the average scores by subject as well as gender for Iowa students. Females had higher reported average scores than males in English and reading and lower in mathematics, science and ACT composite in 2018 and 2019.

Figure 5-40



Source: ACT, INC, The Condition of Colleges and Career Readness.

Table 5-12

Iowa Average ACT Scores by Gender 2018 and 2019

Gender	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Male	11,145	10,221	20.7	20.6	21.9	22.0	22.4	22.3	22.5	22.5	22.0	22.0
Female	12,815	12,627	21.4	21	20.5	20.3	22.6	22.5	21.6	21.3	21.6	21.4
Unreported*	68	117	16.5		18.0		18.2		18.3		17.9	

Source: ACT, INC, The Condition of Colleges and Career Readness.

Note: *ACT test-takers not reporting gender.



ACT Composite Scores by Student Planned Educational Majors

The most popular planned educational majors by students taking the ACT in 2019 were Health Sciences/Allied Health Fields (Table 5-13). The highest average composite ACT scores in Iowa were reported by students who plan to major in engineering (24.8), computer science and mathematics (24.4); and the biological and physical sciences (24.4). The Iowa ACT test takers that indicated a planned major in education had an average ACT composite score of 20.7.

Table 5-13

ACT Average Composite Scores by Student Planned Educational Majors Class of 2019		
Planned Education Major	Iowa Avg.	Iowa Percent Planned
Agriculture & Natural Resources Conservation	20.8	3%
Architecture	22.3	1
Area, Ethnic, & Multidisciplinary Studies	23.7	0
Arts: Visual & Performing	22.0	4
Business	21.6	9
Communications	22.0	1
Community, Family, & Personal Services	19.1	2
Computer Science & Mathematics	24.4	3
Education	20.7	7
Engineering	24.8	7
Engineering Technology & Drafting	21.7	1
English & Foreign Languages	24.0	1
Health Administration & Assisting	19.2	2
Health Sciences & Technologies	21.7	17
Philosophy, Religion, & Theology	22.1	0
Repair, Production, & Construction	18.7	1
Sciences: Biological & Physical	24.4	6
Social Sciences & Law	22.0	6
Undecided	22.1	19
No Response	16.9	9

Source: ACT, INC, The Condition of Colleges and Career Readness.



SAT

The SAT is one of the national college entrance examinations developed by the College Board. The SAT scale scores are in the range of 200 and 800. The SAT was first administered in 1926 to 8,040 candidates nationwide. In the Class of 2019, the number of SAT takers in the nation was more than 2.2 million and the number of Iowa SAT takers was 777 (approximately 2 percent) (Table 5-14).

In 2016-2017, the College Board first reported the Evidence-Based reading and writing (ERW) scores. Iowa's ERW and math average scores are both higher than the nation (Tables 5-14 and 5-15).

Table 5-14

SAT Scores for Iowa and the Nation Graduating Class of 2019		
	Number of Students	Average ERW
Nation	2,220,087	531
Iowa	777	629

Source: College Board, SAT Suite of Assessments Annual Report.

Note: ERW indicates Evidence-Based Reading and Writing.

Table 5-15

SAT Scores by Gender for Iowa and the Nation Graduating Class of 2019			
	Number of Students	Average ERW	Average Math
Nation Female	1,156,766	534	519
Nation Male	1,061,599	529	537
Iowa Female	379	624	612
Iowa Male	398	634	645

Source: College Board, SAT Suite of Assessments Annual Report.

Note: ERW indicates Evidence-Based Reading and Writing.



Advanced Placement

The College Board sponsors the Advanced Placement (AP) Program in Iowa, which currently offers approximately 40 courses in over 30 subject areas. AP provides high school students the opportunity to take college-level courses in a high school setting. Courses are taught by highly qualified high school teachers who use the AP Course Descriptions to guide them.

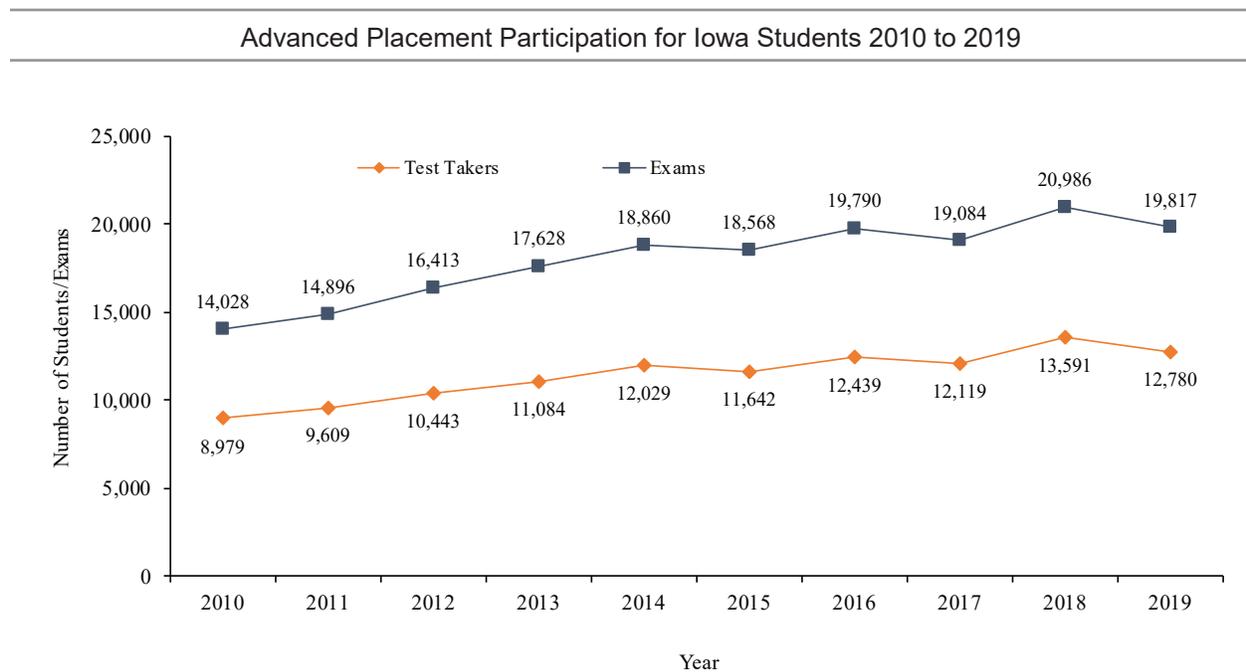
In Iowa, almost 20,000 AP exams were taken by more than 12,780 students in 2019 (Figure 5-41). English language and composition, English literature and composition, U.S. history and government, biology and chemistry, calculus and psychology in aggregate, accounted for 62 percent of the exams taken in 2019 (Source: research.collegeboard.org/programs/ap/data/participation/ap-2019). The number of students/candidates in 2019 decreased from the previous year. The number of exams taken decreased 5.6 percent over that one-year period.

From 2010 to 2019, the percentage of Iowa's students receiving a score of three or better has consistently been higher than the national average (Figure 5-42).

Nationally, and in Iowa, a greater percentage of males are reported as receiving a score of three or higher on AP exams than females. The achievement gap between Iowa females and males is displayed in Figure 5-43.

Table 5-16 shows the AP test results by Midwest states for the high school graduating classes of 2017 and 2018.

Figure 5-41

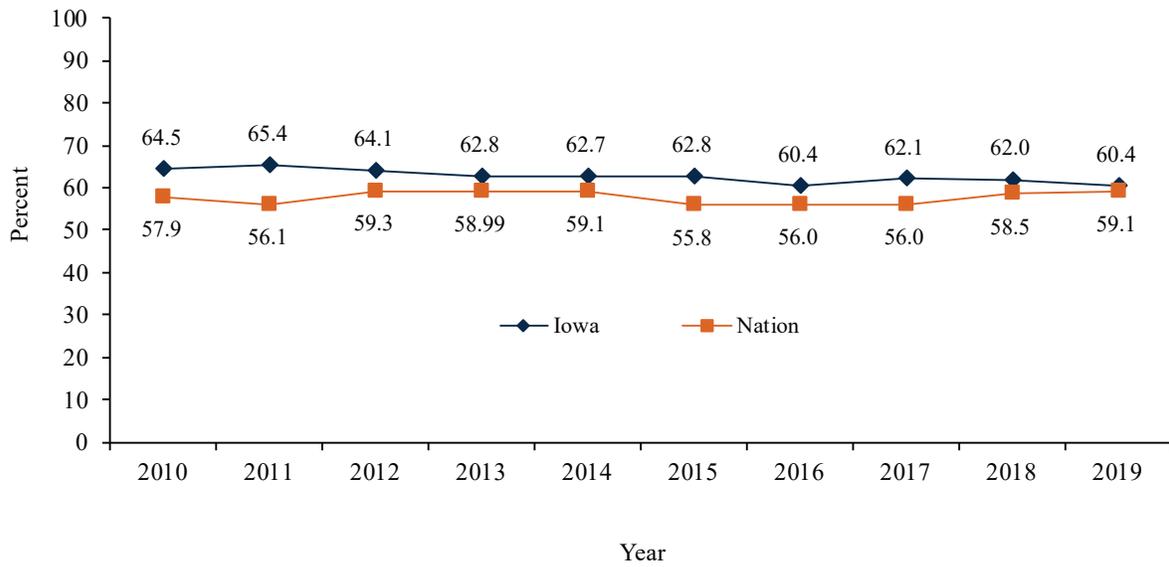


Source: The College Board, Advanced Placement Program, Iowa National Summary Report.



Figure 5-42

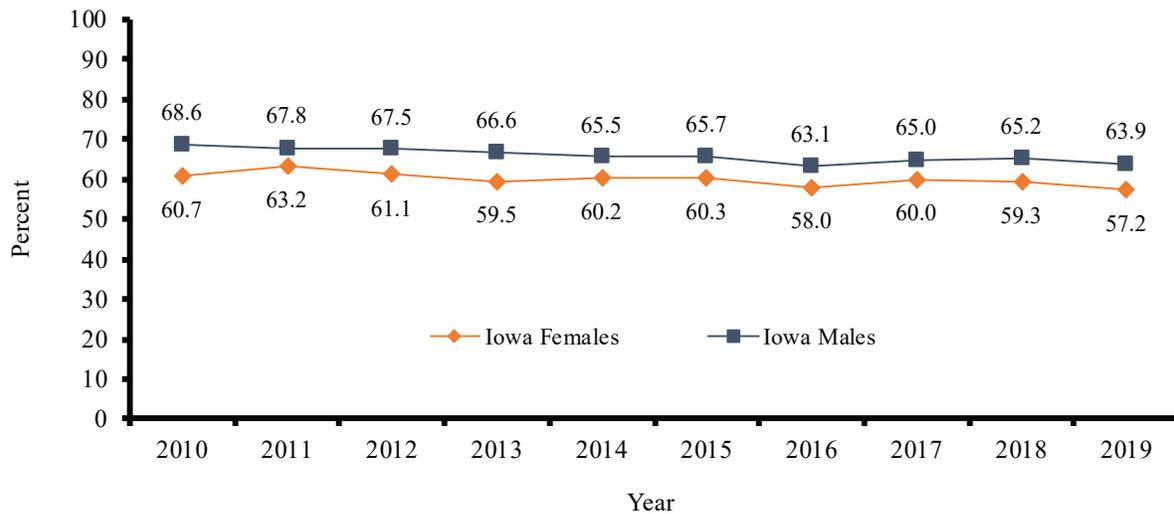
Percent of AP Candidates with AP Scores of 3+, 2010 to 2019



Source: The College Board, Advanced Placement Program, Iowa National Summary Report.

Figure 5-43

Percent of Iowa AP Exams with Scores of 3+ by Gender, 2010-2019



Source: The College Board, Advanced Placement Program, Iowa National Summary Report.



Table 5-16

Number and Percent of Graduates took Advanced Placement Exams and Percent of the AP Exam Scored 3+ during High School by Midwest States, Graduating Classes of 2017 and 2018

Nation and State	2017 Number of Graduates took AP	2017 Percent of Graduates took AP	2017 Percent Score 3+	2018 Number of Graduates took AP	2018 Percent of Graduates took AP	2018 Percent Score 3+
Nation	1,174,554	37.7%	60.6%	1,242,990	38.9%	60.3%
Illinois	51,653	38.9%	67.7%	55,228	40.8%	66.9%
Indiana	24,671	37.6%	50.8%	25,892	38.9%	51.8%
Iowa	6,837	21.1%	62.5%	7,283	22.0%	62.4%
Kansas	5,492	17.3%	60.2%	5,833	17.6%	60.3%
Michigan	31,252	32.2%	64.2%	32,575	32.9%	64.5%
Minnesota	19,104	33.6%	66.3%	20,033	34.7%	66.4%
Missouri	11,979	20.2%	60.2%	12,675	20.9%	58.4%
Nebraska	3,803	18.8%	62.1%	4,120	19.4%	60.0%
North Dakota	1,232	17.3%	60.7%	1,474	21.1%	57.2%
Ohio	31,465	27.9%	62.4%	33,584	29.2%	61.0%
South Dakota	1,419	18.2%	67.9%	1,520	18.9%	70.4%
Wisconsin	21,910	36.4%	69.9%	22,965	37.5%	69.6%

Source: The College Board, AP Cohort Data Reports.



Pursuit of Postsecondary Education/Training

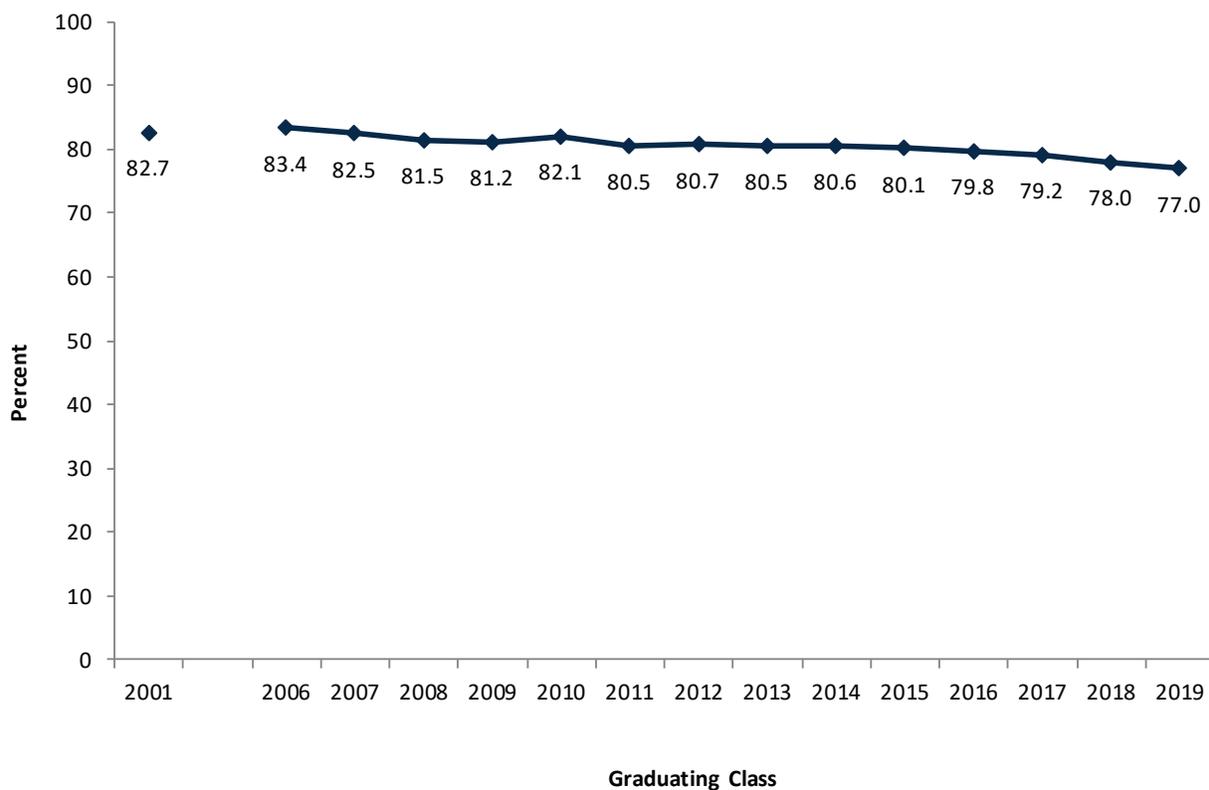
This section presents information on Iowa public high school graduates pursuing or intending to pursue postsecondary education or training. Graduate intention data have been collected through Student Reporting in Iowa (SRI, formerly EASIER).

The percent of graduates intending to pursue postsecondary education or training decreased for the sixth consecutive year in 2019 (Figure 5-44). Table 5-17 lists the percent of graduates intending to pursue postsecondary education/training by school district size. As seen in Table 5-18, the percent of female graduates intending to pursue postsecondary education/training was higher than the percent of male graduates intending to pursue postsecondary education/training in all years presented with the gap widening in recent years.

As in previous years, the largest percent of graduates intending to pursue postsecondary education in 2019 plan on attending a community college, although that sector also saw the largest drop from the previous year (Table 5-19). Table 5-20 and Figure 5-45 show that the percent of graduates intending to pursue postsecondary education at a four-year college (public and private combined) was higher than the percent of graduates intending to pursue postsecondary education at a two-year college in all years since 2013.

Figure 5-44

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training
Graduating Classes of 2001, and 2006 to 2019



Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.

Notes: Data for the 2010 to 2019 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.



Table 5-17

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training by Enrollment Category							
Graduating Class							
Enrollment Category	2001	2014	2015	2016	2017	2018	2019
<300	77.6	86.5	80.4	79.9	80.2	76.5	75.5
300-599	81.2	82.3	82.6	81.8	80.0	77.9	75.6
600-999	82.5	81.0	81.2	81.9	80.9	79.7	79.4
1,000-2,499	83.1	80.0	79.4	80.3	77.9	77.5	74.4
2,500-7,499	81.9	81.3	82.3	82.1	81.6	80.0	77.4
7,500+	84.3	79.3	77.8	75.8	77.7	76.2	78.4
State	82.7	80.6	80.1	79.8	79.2	78.0	77.0

Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.

Notes: Data for the 2014 to 2019 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

Table 5-18

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training by Gender, 2001 and 2014 to 2019							
Graduating Class							
Gender	2001	2014	2015	2016	2017	2018	2019
Male	77.8	74.6	74.3	73.9	73.0	71.8	69.7
Female	87.5	86.6	86.1	85.7	85.6	84.2	84.3
Total	82.7	80.6	80.1	79.8	79.2	78.0	77.0

Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.

Notes: Data for the 2014 to 2019 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.



Table 5-19

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training by Postsecondary Institution, 2001 and 2014 to 2019

Graduating Class							
Postsecondary Institution	2001	2014	2015	2016	2017	2018	2019
Private 4-Year College	14.9	12.7	12.4	11.1	11.5	11.6	11.7
Public 4-Year College	27.3	26.9	27.5	28.9	28.1	27.7	27.5
Private 2-Year College	5.2	0.8	0.6	0.5	0.6	0.5	0.6
Community College	31.0	37.8	37.3	36.8	36.4	35.7	34.2
Other Training	4.3	2.4	2.3	2.4	2.7	2.5	3.0
Total	82.7	80.6	80.1	79.8	79.2	78.0	77.0

Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.

Notes: Data for the 2014 to 2019 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included. Data may not sum to total due to rounding.

Table 5-20

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 2001 and 2014 to 2019

Graduating Class							
Postsecondary Institution	2001	2014	2015	2016	2017	2018	2019
Four-Year College	42.2	39.7	39.9	40.0	39.5	39.2	39.2
Two-Year College	36.2	38.5	37.9	37.4	37.0	36.2	34.8

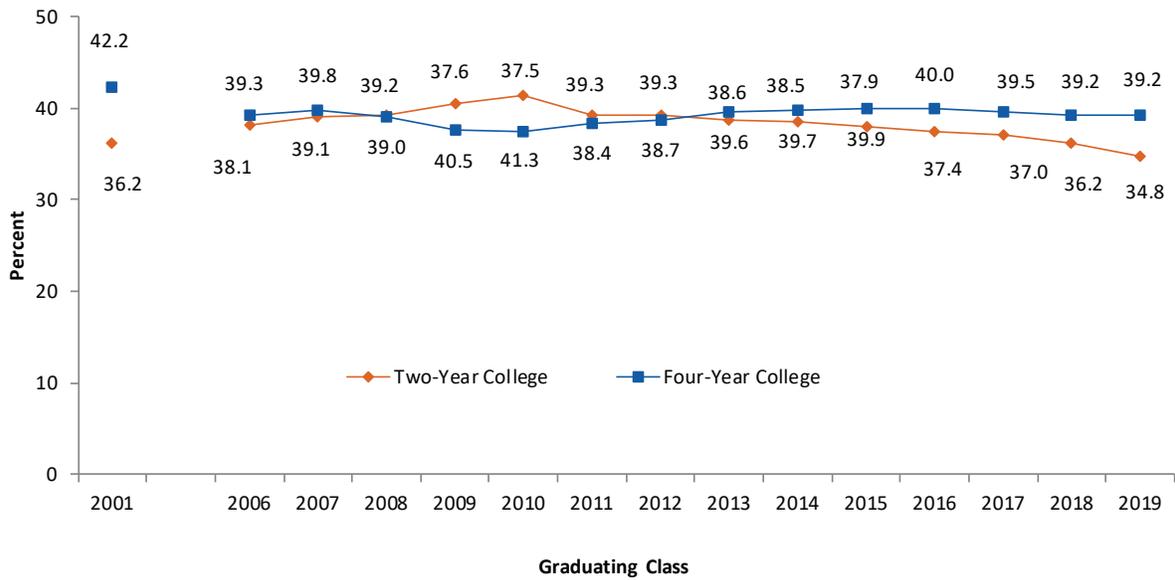
Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.

Notes: Data for the 2014 to 2019 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.



Figure 5-45

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training
Graduating Classes of 2001, and 2006 to 2019



Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.

Notes: Data for the 2010 to 2019 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.



Career-planning

A Redesigned Career and Academic Planning and Guidance System: HF 2392, Division I

Division I establishes a career and academic planning paradigm with Iowa's school districts that aims to shift the focus from compliance driven reporting to implementing a holistic paradigm, based on established career development standards. This career and academic planning paradigm requires secondary students in grades 8 through 12 to complete and update an individual career and academic plan (ICAP); and after having chosen a career information system, the district develops a comprehensive career school district wide plan that includes internal and external stakeholder groups. The choice of the career information system by each district is made from a list of vendors who meet established career development standards. The singular aim of career and academic planning systems is to put in place a new vision for graduating high school students who are college and career ready.

The District Career Information System

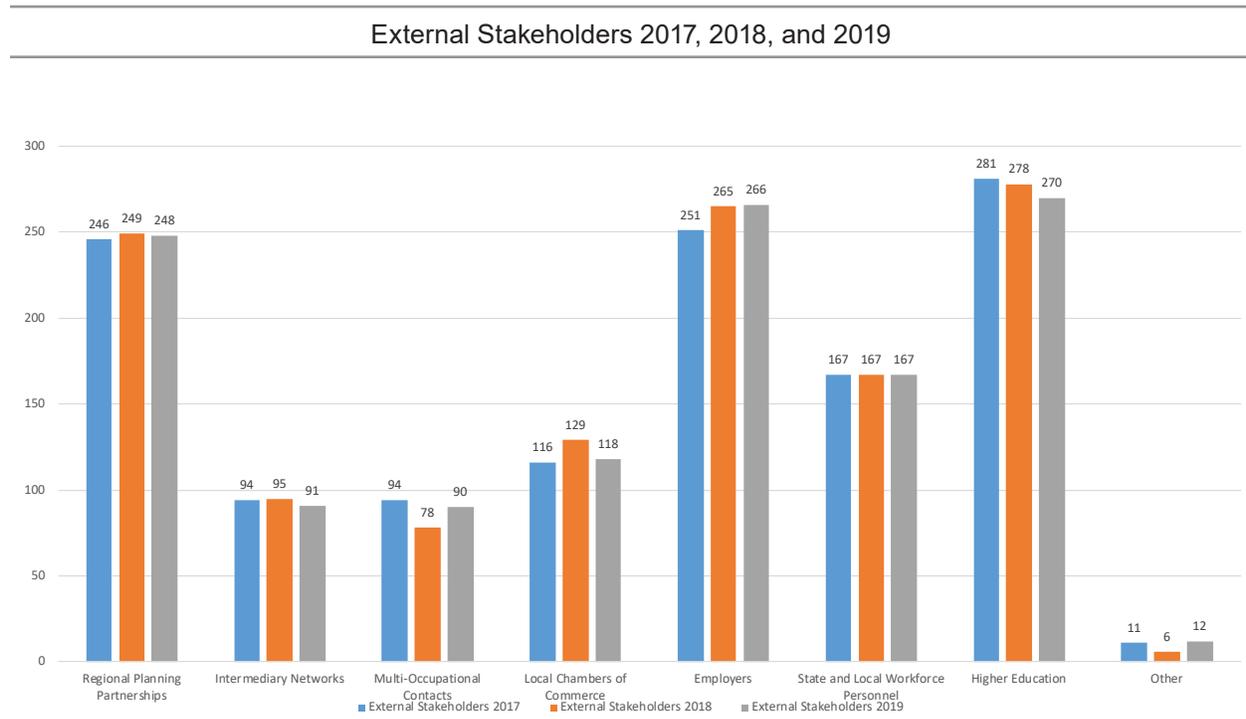
School districts had nine options of a career information systems (CIS) that met the standards set by the state board of education in 2018-19. The CIS is an integral part of the career planning process, and when used appropriately, creates a repository for each student in which activities are recorded and stored. The goal is to have an organized system of career planning, stored at the individual student level, that assists the internal team when reviewing student activities and meeting with students, one-to-one, annually. In academic year ending 2016, 65 percent of Iowa school districts were utilizing a CIS. By academic year ending 2019, 99.6% percent of school districts are now using a CIS.



External Stakeholder Relationships

Trends with external stakeholders have remained consistent from 2017 through 2019. Additional collaborations are anticipated as school districts and consortia prepare to complete a comprehensive local needs assessment in the winter/spring/summer of 2020, and work with stakeholders to meet the regional needs.

Figure 5-46



Source: Comprehensive Student Improvement Process (CSIP).



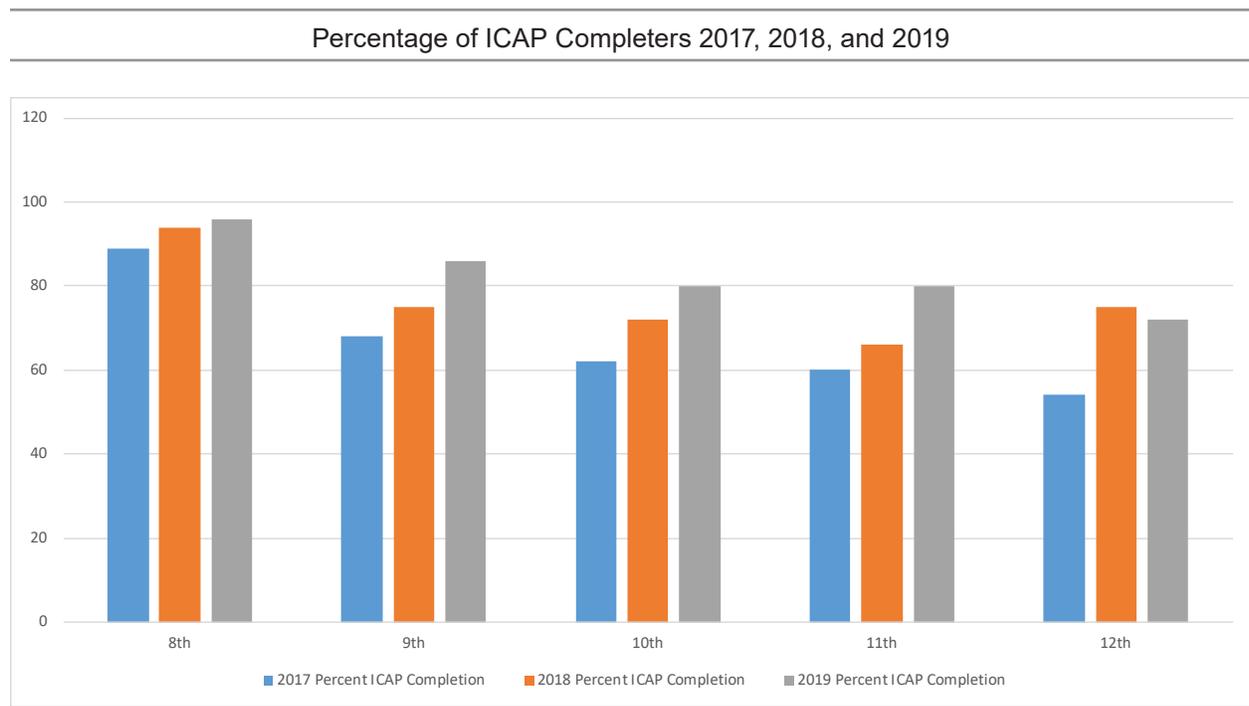
The Individual Career and Academic Plan (ICAP)

Students in grades 8 through 12 begin the career planning process by creating an ICAP in grade eight.

Activities are a series of annual review and revision tools that assist each to ensure that:

- State and local graduation requirements are met.
- Parents are notified and provided an opportunity to engage in their child's career planning experience.
- Student postsecondary and career goals are identified and activities are in place to enable students to seek and explore opportunities that meet the goals.
- Five essential components to successful career planning are completed by each student annually. The essential components include:
 - Self-understanding;
 - Career Information;
 - Career Exploration;
 - Postsecondary Exploration; and
 - Career and Postsecondary Decision-making

Figure 5-47



Source: Comprehensive Student Improvement Process (CSIP).



ICAP completions have consistently exceeded prior year completions at all grade levels and within the previous three program years. Though grade eight completions significantly exceed completions in grades nine through 12, school districts continue to outperform completions annually. Professional development will include determining primary reasons for fewer completions in grades nine through 12 and will work to address positive outcomes with school district teams, systemically across the state.

Three-year comparisons suggest that school districts have annually addressed completion rates at all five grade levels, raising completions significantly every year. Comprehensive implementation of Division I is manifest in reported ICAP outcomes as it is clear school districts are working diligently to improve annually. The Iowa Department of Education will continue to work with districts to create district plans that reflect the school's evolving college and career culture and identity. The dynamic nature of the district plan will illuminate areas within the district that require additional planning to effect positive outcomes as well as highlight areas in which the state may offer additional implementation support.

The District Plan

All school districts are required to develop an annual plan, written by the district team. The dynamic plan provides a road map to implement career-planning curriculum in all courses. In addition to career infused curriculum, career-planning tools provide a framework that outlines who does what, when, and how and promotes a college and career readiness culture.

The Department actively works with vendors to standardize data collection to ensure data are reported with accuracy and fidelity. School districts are encouraged to engage in professional development provided by the vendor and to ensure that the district team is cross-trained and able to engage in train-the-trainer sessions. Lastly, the Iowa Department of Education developed essential data indicators for vendors to include and use as digital footprints to indicate completion of between nine and 12 required elements that determine the completion of an ICAP. The list of vendors meeting state standards will provide an export of tracked data elements completed by individual students that will generate a state report. The intent is to further remove this process from a checklist paradigm to high quality career development and exploration activities. It will also significantly reduce time that staff spend “tracking” completed outcomes. Finally, the process will facilitate a move toward evaluating individual student college and career ready outcomes through the evaluation of postsecondary readiness indicators required by the Every Student Succeeds Act (ESSA). School districts not already using a student's individual identification number will transition the 185,000 students in grades eight through 12 across the state.

Professional development collaborations continue with the collaborative between the Department of Education and the Iowa College Student Aid Commission (ICSAC), and the Area Education Agencies (AEA) review the implementation process and identify training gaps to determine professional development needs. A series of online professional development training on college and career readiness are now being offered to school district personnel and other stakeholders that include an in-depth module of Iowa's redesigned career and academic planning and guidance system.



Dropouts

The National Center for Education Statistics (NCES) definitions used for dropouts include students who satisfy one or more of the following conditions:

- Was enrolled in school at some time during the previous school year and was not enrolled as of Count Day of the current year or
- Was enrolled in school at some time during the previous school year and left the school before the previous summer and
- Has not graduated from high school or completed a state or district-approved educational program; and
- Does not meet any of the following exclusionary conditions:
 - a. transfer to another public school district, private school, or state or district-approved educational program,
 - b. temporary school-recognized absence for suspension or illness,
 - c. death, or
 - d. move out of the state or leave the country

A student who has left the regular program to attend an adult program designed to earn a High School Equivalency Diploma (HSED) or an adult high school diploma administered by a community college is considered a dropout. However, a student who enrolls in an alternative school or alternative program administered by a public school district is NOT considered a dropout.

The numerator of the grades 7-12 dropout rate (or grades 9-12 dropout rate) is the total number of dropouts for grades 7-12 (or the total number of dropouts for grades 9-12) and the denominator is the total enrollment of grades 7-12 (or total enrollment of grades 9-12).

Figure 5-48 shows the two statewide public school trends: the lower line is the dropout rate for grades 7-12 and the upper line is the dropout rate for grades 9-12. Both rates decreased slightly in 2017-2018.

The public school dropout distributions by grade and enrollment categories for 2017-2018 are available in Table 5-21. Grade 12 had the highest number and percent of dropouts. Districts with enrollments of 7,500 and above accounted for 44 percent of the total dropouts while they comprised 30 percent of the total enrollment in grades 7 to 12.

Table 5-22 shows the dropout rates by gender. Males had a higher dropout rate than females in all years shown.

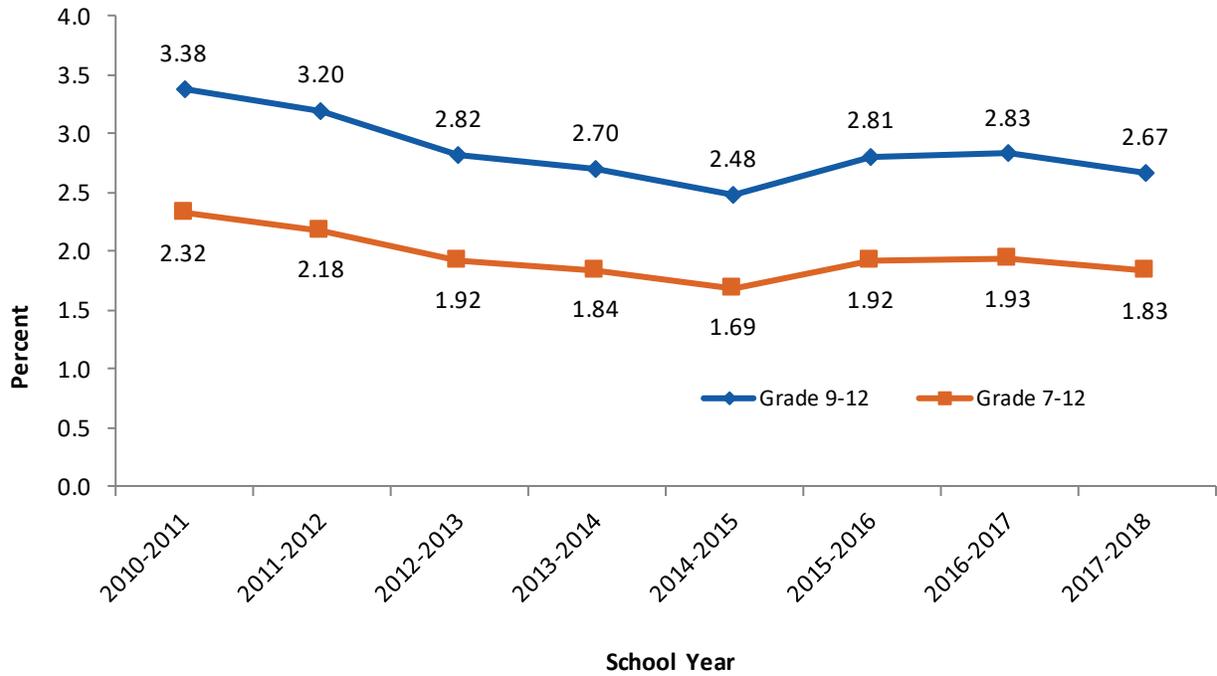
The public school grade 7-12 dropout and enrollment data by race/ethnicity are presented in Table 5-23 and Table 5-24.

Table 5-25 shows the distribution of the dropout rate by Iowa public school districts.



Figure 5-48

Iowa Public School Grades 7-12 and Grades 9-12 Dropout Rates 2010-2011 to 2017-2018



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI Enrollment and Dropout files.

Table 5-21

Total Iowa Public School Grades 7-12 Dropouts and Enrollments by Enrollment Category 2017-2018

Grade Level											
Enrollment Category	7	8	9	10	11	12	Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
<300	1	2	1	5	2	8	19	0.47%	2,466	1.11%	0.77%
300-599	1	2	10	33	95	137	278	6.82%	23,798	10.69%	1.17%
600-999	2	7	21	31	87	164	312	7.66%	28,756	12.91%	1.08%
1,000-2,499	9	6	29	80	193	418	735	18.04%	55,557	24.95%	1.32%
2,500-7,499	7	6	20	74	192	406	705	17.30%	44,609	20.03%	1.58%
7500+	27	19	112	254	439	957	1,808	44.37%	67,510	30.31%	2.68%
Up to state	1	5	17	33	81	82	219				
State	48	47	210	510	1,089	2,172	4,075	94.65%	222,696	100.00%	1.83%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI Enrollment and Dropout files.

Table 5-22

Total Iowa Public School Grades 7-12 Dropouts by Gender 2015-2016, 2016-2017 and 2017-2018

	2015-2016	2016-2017	2017-2018
Female Dropout Rate	1.59%	1.60%	1.49%
Male Dropout Rate	2.23%	2.24%	2.15%
Female Dropouts as a Percent of Total Dropouts	40.28%	40.29%	39.63%
Female Enrollment as a Percent of Total Enrollment	48.56%	48.56%	48.57%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI Enrollment and Dropout files.



Table 5-23

Iowa Public School Grades 7-12 Dropout Rates (in Percent) by Race/Ethnicity 2015-2016 to 2017-2018

Race/Ethnic Group	2015-2016	2016-2017	2017-2018
African American	4.55	4.93	4.56
American Indian	4.46	5.19	4.64
Asian	1.02	0.97	0.96
Hispanic	3.46	3.38	3.28
Native Hawaiian/Pacific Islander	1.85	4.03	3.19
Two or More Races	2.87	3.25	2.72
White	1.53	1.48	1.40
State Total	1.92	1.93	1.83

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI Enrollment and Dropout files.

Table 5-24

Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 2015-2016, 2016-2017, and 2017-2018

Race/Ethnic Group	Percent of Dropouts			Percent of Enrollment		
	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
African American	13.11%	14.68%	14.65%	5.53%	5.75%	5.88%
American Indian	0.95%	1.03%	0.96%	0.41%	0.38%	0.38%
Asian	1.28%	1.24%	1.33%	2.40%	2.48%	2.54%
Hispanic	17.11%	17.52%	18.85%	9.50%	10.01%	10.51%
Native Hawaiian/ Pacific Islander	0.19%	0.47%	0.44%	0.20%	0.22%	0.25%
Two or More	4.40%	5.32%	5.06%	2.95%	3.16%	3.39%
White	62.96%	59.73%	58.72%	79.01%	77.99%	77.05%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI Enrollment and Dropout files.



Table 5-25

Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts 2017-2018

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0.00	62	18.62%	18.62%
.01-.50	53	15.92%	34.53%
.51-1.00	70	21.02%	55.56%
1.01-1.50	58	17.42%	72.97%
1.51-2.00	29	8.71%	81.68%
2.01-2.50	32	9.61%	91.29%
2.51-3.00	6	1.80%	93.09%
3.01-3.50	8	2.40%	95.50%
3.51-4.00	5	1.50%	97.00%
>4.00	10	3.00%	100.00%

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and SRI Enrollment and Dropout files.



High School Graduates and Graduation Rates

This section reports eight years of trend data on the number of high school graduates in Iowa public schools and displays a four-year cohort graduation rate trend for the graduating classes of 2011 to 2018. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2017 and 2018.

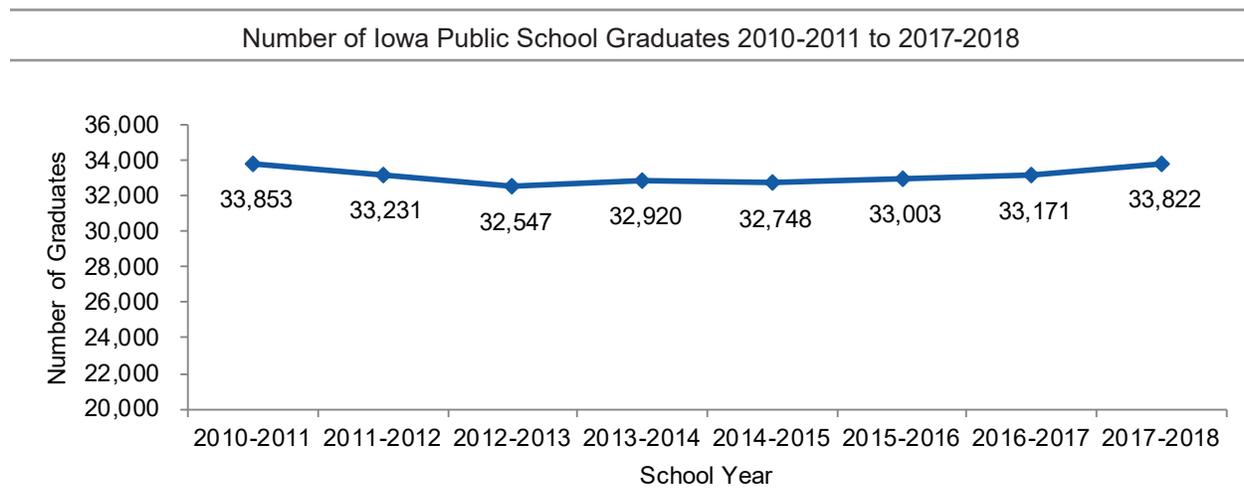
High School Graduates

A public high school completer can receive a high school diploma or a certificate. The No Child Left Behind (NCLB) Act and the Every Student Succeeds Act (ESSA) define the regular diploma recipients as high school graduates.

Other completers, students who have finished the high school program, but did not earn a diploma, are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook and the Iowa ESSA Plan.

Figure 5-49 shows the number of regular diploma recipients by school year from 2010-2011 to 2017-2018. The counts in this figure include the students who earn a regular diploma in four years and the students who receive regular diplomas in less or more than four years.

Figure 5-49



Source: Iowa Department of Education, Bureau of Information and Analysis.



High School Graduation Rates

With the statewide identification system and Student Reporting in Iowa (SRI) data, Iowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their 9th grade year were not included in the cohort). The four-year cohort graduation rate is calculated for the class of 2018 by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled in the fall of 2014 minus the number of students who transferred out plus the total number of students who transferred in.

Iowa Four-Year Cohort Graduation Rate = $(FG + TIG) / (F + TI - TO)$
For the graduating class of 2018

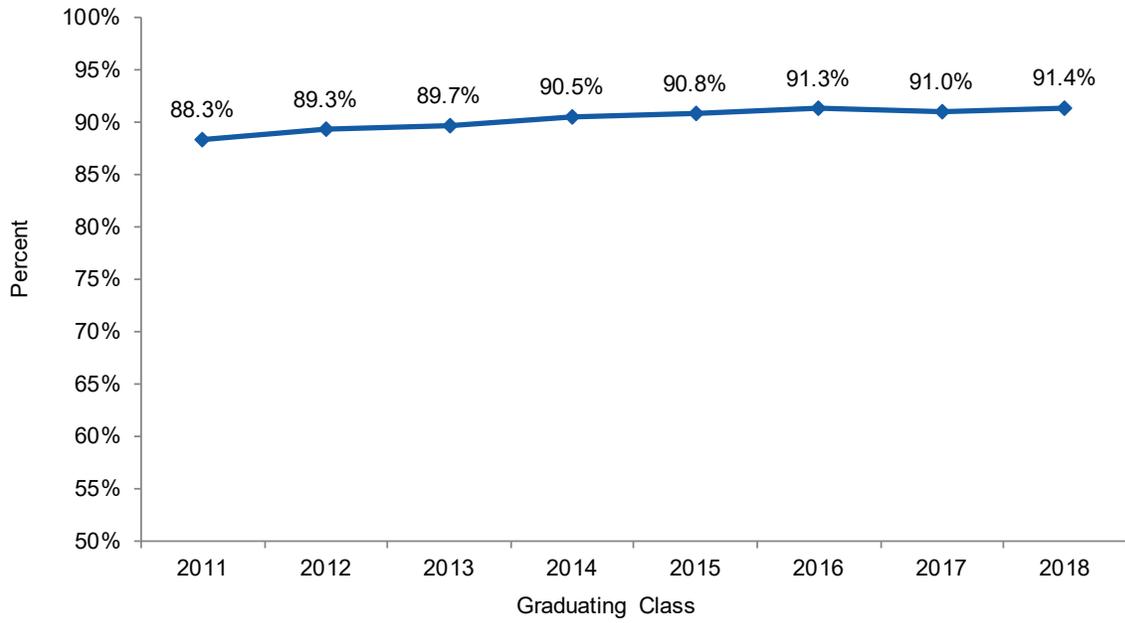
- FG – First-time 9th grade students in fall of 2014 and graduated in 2018 or earlier
- TIG – Students who transferred in grades 9 to 12 and graduated in 2018 or sooner
- F – First-time 9th grade students in fall of 2014
- TI – Transferred in the first-time 9th graders' cohort in grades 9 to 12
- TO – Transfer out (including emigrates and deceased)

First-time freshmen and transferred-in students include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in or tuition in; and foreign students on Visa. Those excluded are: home-schooled and nonpublic schooled students; public school students enrolled in another district, but taking courses on a part-time basis; and foreign exchange students. Students receiving regular diplomas are included as graduates in the numerator. Early graduates are included in their original cohort. All students who take longer to graduate (including students with IEPs) are included in the denominator but not in the numerator for the four-year rate.



Figure 5-50

Iowa Public School Four-Year Cohort Graduates Rates for the Graduating Classes 2011 to 2018



Source: Iowa Department of Education, Bureau of Information and Analysis.



The five-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. The five-year cohort graduation rate for the class of 2017 is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2017-2018 school year) by the number of first-time 9th graders enrolled in the fall of 2013 minus the number of students who transferred out (between 2013 and 2018) plus the total number of students who transferred in (between 2013 and 2018). The five-year cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Table 5-26 displays the four-year cohort graduation rates for the graduating classes of 2017 and 2018. The rates listed are for all students and 13 subgroups. In gender comparison, females had higher graduation rates than males, on average. Among the ethnic/race subgroups, white and Asian students had higher graduation rates than the other subgroups. Students who were eligible for free- or reduced-price lunch (low SES), students with disabilities, English learners (EL), migrant and male students had graduation rates lower than all students combined.

Table 5-26

Iowa Public High School Four-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2017 and 2018						
Group	Class of 2017			Class of 2018		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	31,720	34,864	91.0%	32,396	35,487	91.4%
African American	1,475	1,793	82.3%	1,516	1,864	81.3%
American Indian	100	120	83.3%	90	119	75.6%
Asian	742	802	92.5%	878	949	92.5%
Hawaiian/Pacific Islander	55	71	77.5%	64	85	75.3%
Hispanic	2,540	3,082	82.4%	2,901	3,458	83.9%
Two or More Races	829	973	85.2%	917	1,047	87.7%
White	25,979	28,023	92.7%	26,030	27,965	93.2%
Disability*	3,264	4,396	74.2%	3,493	4,575	76.5%
EL**	1,089	1,356	80.3%	1,315	1,658	79.3%
Low SES***	12,094	14,448	83.7%	12,908	15,322	84.4%
Migrant	71	95	74.7%	55	77	71.4%
Female	15,790	17,026	92.7%	16,137	17,320	93.3%
Male	15,930	17,838	89.3%	16,259	18,167	89.6%

Source: Iowa Department of Education, Bureau of Information and Analysis.

Notes: * Disability status is determined by the presence of an individualized education program (IEP).

** EL indicates English learner.

*** Low SES is determined by the eligibility for free or reduced price meals.



Table 5-27

Iowa Public High School Five-Year Cohort Graduation Rate by Subgroup
for the Graduation Classes of 2016 and 2017

Enrollment Category	Class of 2016			Class of 2017		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	32,263	34,528	93.4%	32,531	34,864	93.3%
African American	1,427	1,685	84.7%	1,546	1,793	86.2%
American Indian	114	134	85.1%	103	120	85.8%
Asian	773	814	95.0%	761	802	94.9%
Hawaiian/Pacific Islander	38	42	90.5%	60	71	84.5%
Hispanic	2,542	2,864	88.8%	2,692	3,082	87.3%
Two or More Races	787	900	87.4%	862	973	88.6%
White	26,582	28,089	94.6%	26,507	28,023	94.6%
Disability*	2,388	2,981	80.1%	3,620	4,396	82.3%
EL**	1,075	1,239	86.8%	1,172	1,356	86.4%
Low SES***	12,389	14,141	87.6%	12,667	14,448	87.7%
Migrant	65	76	85.5%	85	95	89.5%
Female	16,038	16,917	94.8%	16,125	17,026	94.7%
Male	16,225	17,611	92.1%	16,406	17,838	92.0%

Source: Iowa Department of Education, Bureau of Information and Analysis.

Notes: * Disability status is determined by the presence of an individualized education program (IEP).

** EL indicates English learner.

*** Low SES is determined by the eligibility for free or reduced price meals.



Table 5-28

Class of 2017 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR, in %)

State	All Students	American Indian/ Alaska Native	Asian	Pacific Islander	Hispanic	African American	White	Two or More	Economically Disadvantaged	Limited English Proficiency	Students with Disability
United States ¹	84.6	72.4	—	—	80.0	77.8	88.6	—	78.3	66.4	67.1
Alabama	89.3	—	—	—	88	86.5	91.0	91	—	—	—
Alaska	78.2	69	88	77	77	74	82.2	75	72.1	58	59
Arizona	78.0	66.8	—	—	74.5	73.8	82.8	—	72.4	30	66.4
Arkansas	88.0	89	92	69	85.7	83.4	90.0	86	84.9	82	83.8
California	82.7	68.2	93.1	91.3	80.3	73.1	87.3	70.4	78.8	67.2	65.0
Colorado	79.1	64	90	77	71.1	71.9	83.9	80	68.5	64.6	56.8
Connecticut	87.9	88	95	81	77.7	80.1	92.8	88	78.1	68	66.7
Delaware	86.9	76	96	≥50	82	83.2	89.9	91	78	69	69
District of Columbia	73.2	<>	<>	<>	72	72.4	85	≥90	72.9	63	53
Florida	82.3	80	93.2	87	81.3	74.8	86.2	83.1	76.8	67.3	66.0
Georgia	80.6	79	—	—	73.6	77.8	84.0	81.5	76.4	59.0	58.9
Hawaii	82.7	79	—	—	80	79	80	—	77.9	69	65
Idaho	79.7	66	86	78	74.8	70	81.1	76	71.6	75	61
Illinois	87.0	81	94.7	82	83.5	78.9	90.6	86.2	79.4	73.6	71.2
Indiana	83.8	76	81	70	75.8	70.8	87.5	82.1	80.3	50	70.9
Iowa	91.0	83	93	77	82.4	82	92.7	85	83.7	80	74.3
Kansas	86.5	81	94	75	81.1	78	88.8	84	78.6	79.7	78.4
Kentucky	89.7	77	93	76	84	81.6	91.2	87	87.0	67	74.4
Louisiana	78.1	81	91	77	67	72.8	83.7	82	72.6	36	52.5
Maine	86.9	71	88	≥50	89	83	87.4	79	79.3	81	72.5
Maryland	87.7	86	96.3	89	74.0	85.4	92.7	91	79.3	45	67.5
*MA	88.3	81	94.1	78	74.4	80.0	92.6	85	79.0	63.4	72.8
Michigan	80.2	68	90.7	85	73.3	68.6	83.7	74.7	67.9	69.4	56.7
Minnesota	82.7	51	85.5	63	66.3	64.8	88.1	71	69.0	64.7	61.2
Mississippi	83.0	80	91	≥80	81	79.3	87.1	79	79.9	67	36.4
Missouri	88.3	84	—	—	84.4	75.9	91.4	89	80.1	67	76.9
Montana	85.8	69	94	83	80	81	88.7	—	76.6	63	77
Nebraska	89.1	70	82	85	81.6	81	92.5	86	81.8	50	71
Nevada	80.9	74	93	82	79.7	67.7	84.2	81	76.8	81.7	64.7
New Hampshire	88.9	75	93	≥50	76	79	89.8	85	77.5	78	74
New Jersey	90.5	92	96.6	≥95	84.3	83.4	94.5	92	84.0	76.1	78.8
New Mexico	71.1	61	—	—	70.5	68	76.4	—	66.4	68.1	61.5
New York	81.8	67	88.0	77	71.2	71.5	89.8	83	75.3	30.8	55.4



Table 5-28 (...continued)

State	All Students	American Indian/ Alaska Native	Asian	Pacific Islander	Hispanic	African American	White	Two or More	Economically Disadvantaged	Limited English Proficiency	Students with Disability
North Carolina	86.6	84	—	—	80.6	83.9	89.3	84.3	81.8	58	70.3
North Dakota	87.2	68	80	—	76	75	90.5	—	74	69	66
Ohio	84.2	76	—	—	73.6	68.6	88.2	78.7	73.1	55	70.5
Oklahoma	82.6	82.7	86	84	79.3	80.3	83.7	82.5	76.8	57	77.0
Oregon	76.7	59	89	69	72.5	68	78.0	77	70.1	55	58.8
**PA	86.6	73	92.4	90	73.9	73.8	91.0	79	79.8	65.0	73.6
Rhode Island	84.1	73	89	68	76	81	87.7	79	76.0	72	63
South Carolina	83.6	76	—	—	80.5	81.3	85.2	—	85.1	77	53.5
South Dakota	83.7	50	<>	<>	71	78	89.5	78	67	59	60
Tennessee	89.8	89	94	93	83.8	84.0	92.6	—	84.5	74	72.7
Texas	89.7	86	96.1	89	87.7	86.1	93.6	91.7	86.9	75.5	77.4
Utah	86.0	74	89	86	77.3	73	88.3	87	76.6	67	69.4
Vermont	89.1	<>	<>	<>	90	77	89.8	83	81	66	76
Virginia	86.9	83	93.5	91	73.0	82.8	91.3	90.0	77.8	57.3	59.8
Washington	79.4	62	87.5	68	72.7	71.5	81.9	79.7	70.0	57.8	59.4
West Virginia	89.4	≥80	95	≥50	92	87	89.5	83	87.3	<>	76
Wisconsin	88.6	79	91	85	80.3	67.0	92.7	84	77.4	65	68.2
Wyoming	86.2	59	81	≥50	80	83	87.5	79	65	77	68

Source: National Center for Education Statistics, Fast Facts, Class 2017 High School Graduation Rate by State (2019).

Notes: --- Not Available. <> Data were suppressed to protect the confidentiality of individual student data.

1The United States 4-year ACGR for American Indian/Alaska Native students, Economically disadvantaged, Limited English proficiency, and Students with disabilities was estimated using both the reported 4-year ACGR data from 49 states and the District of Columbia and using data from the Alabama State Education Agency website since the state did not report a rate to the U.S. Department of Education for those subgroups for school year 2016-17.

The 4-year ACGR is the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. To protect the confidentiality of individual student data, ACGRs are shown at varying levels of precision depending on the size of the cohort population for each category cell. There are some differences in how states implemented the requirements for the ACGR, leading to the potential for differences across states in how the rates are calculated. This is particularly applicable to the population of children with disabilities. Black includes African American, Asian, Hispanic includes Latino, Pacific Islander includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

*Massachusetts

** Pennsylvania



Suspensions and Expulsions

In-school suspensions, out-of-school suspensions, expulsions and removals to an interim setting can be given to students because of incidents that occur on school property. Table 5-29 shows public school removals by type. In 2018-2019, In-School Suspensions comprised 55.7 percent of all removals while Out-of-School Suspensions accounted for 43.9 percent. Reported removals increased by 44.6 percent since 2016-2017. Note: In 2018-2019, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals).

An in-school suspension is defined as an:

- Administrative removal of a student from regular classes or activities for disciplinary reasons, the student continues to be under the supervision of the school district.

School district personnel were instructed to report all in-school suspensions regardless of their length. Therefore, an in-school suspension lasting as little as one period of the day is included in this data, as long as the removal was initiated and/or approved by building or district administration. Detailed distribution of reason for in-school removal is illustrated in Table 5-30.

An out-of-school suspension is defined as an:

- Administrative removal of a student from regular classes or activities for disciplinary reasons.

Again, school district personnel were instructed to report all out-of-school suspensions regardless of their length. Detailed distribution of reason for out-of-school suspension is illustrated in Table 5-31.

An expulsion is defined as:

- School board action resulting in the removal of a student “from the rolls” of a district (unless the student has an IEP and requires continuing services) for disciplinary reasons.

If the length of a student expulsion is greater than the remaining number of days in the current school year and the student returns to the district the following school year, district personnel are instructed to report the expulsion in both school years. In each of the past three years, expulsions were most often given as a result of drug-related incidents (Table 5-32).

For removals to an interim setting initiated by school personnel given to special education students, the reason for removal must be drug related, weapons related or due to serious bodily injury with a maximum length of 45 days. There are no similar restrictions for placement of regular education students.

Tables 5-34 to 5-36 show removal information by subgroups, grade span and district enrollment size categories.



Table 5-29

K-12 REMOVALS BY REMOVAL TYPE
2016-2017 TO 2018-2019

	Removals (includes Multiple Offenses)			% of Removals	% Change
	2016-2017	2017-2018	2018-2019	2018-2019	2016-2017 to 2018-2019
In-School Suspensions	24,453	24,598	40,118	55.7%	64.1%
Out-of-School Suspensions	25,074	27,831	31,616	43.9%	26.1%
Expulsions	120	128	94	0.1%	-21.7%
Interim Setting	190	351	221	0.3%	16.3%
Total	49,837	52,908	72,049	100%	44.6%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Notes: In 2018-2019, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals).

Table 5-30

K-12 IN-SCHOOL SUSPENSIONS BY PROBLEM BEHAVIOR 2018-2019

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Abusive/Inappropriate Language	3451	2456	8.6%
Alcohol Related	76	76	0.2%
Arson	5	5	0.0%
Bomb Threat	307	288	0.8%
Bullying	340	302	0.8%
Combustible Related	47	47	0.1%
Defiance - Noncompliance	7793	3980	19.4%
Disrespect	2141	1612	5.3%
Disruption	4489	2527	11.2%
Dress Code Violation	58	49	0.1%
Drug Related	289	281	0.7%
Forgery - Plagiarism	29	29	0.1%
Gang Affiliation Display	7	7	0.0%
Harrasment	661	617	1.6%
Inappropriate Display of Affection	77	71	0.2%
Inappropriate Location	358	287	0.9%
Lying - Cheating	85	83	0.2%
Other	1190	978	3.0%
Physical Aggression with Injury	959	853	2.4%
Physical Aggression with Serious Injury	18	18	0.0%
Physical Aggression without Injury	6,430	4,443	16.0%
Physical Fighting with Injury	372	352	0.9%
Physical Fighting with Serious Injury	10	10	0.0%
Physical Fighting without Injury	2,450	2,102	6.1%
Property Damage - Vandalism	447	400	1.1%
Skip Class	3,509	1,485	8.7%
Tardy	435	301	1.1%
Technology Violation	436	415	1.1%
Theft	507	465	1.3%
Tobacco Related	1,450	1,332	3.6%
Truancy	1,504	1,041	3.7%
Weapons Related	188	188	0.5%



Table 5-30 (...continued)

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Totals	40,118	27,100	100%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Notes: In 2018-2019, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals).



Table 5-31

K-12 OUT-OF-SCHOOL SUSPENSIONS BY PROBLEM BEHAVIOR 2018-2019

Problem Behavior	Removals	Distinct Students	Out-of-School Suspensions % Removals
Abusive/Inappropriate language	1,909	1,538	6.0%
Alcohol Related	280	274	0.9%
Arson	17	17	0.1%
Bomb Threat	415	369	1.3%
Bullying	227	225	0.7%
Combustible Related	137	130	0.4%
Defiance - Noncompliance	4,709	3,396	14.9%
Disrespect	1,160	772	3.7%
Disruption	1,661	1,319	5.3%
Dress Code Violation	13	13	0.0%
Drug Related	1,770	1,608	5.6%
Forgery - Plagiarism	11	11	0.0%
Gang Affiliation Display	24	22	0.1%
Harrassment	503	471	1.6%
Inappropriate Display of Affection	85	83	0.3%
Inappropriate Location	344	290	1.1%
Lying - Cheating	16	16	0.1%
Other	1,259	1,087	4.0%
Physical Aggression with Injury	2,384	1,935	7.5%
Physical Aggression with Serious Injury	41	41	0.1%
Physical Aggression without Injury	5,592	4,280	17.7%
Physical Fighting with Injury	846	797	2.7%
Physical Fighting with Serious Injury	37	37	0.1%
Physical Fighting without Injury	3,689	3,174	11.7%
Property Damage - Vandalism	397	376	1.3%
Skip Class	369	283	1.2%
Tardy	8	8	0.0%
Technology Violation	238	233	0.8%
Theft	333	304	1.1%
Tobacco Related	2,310	2,064	7.3%
Truancy	283	239	0.9%
Weapons Related	549	526	1.7%



Table 5-31 (...continued)

Problem Behavior	Removals	Distinct Students	Out-of-School Suspensions % Removals
Totals	31,616	25,938	100%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Notes: In 2018-2019, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals).



Table 5-32

K-12 EXPULSIONS BY PROBLEM BEHAVIOR 2018-2019

Problem Behavior	Removals	Expulsions % Removals
Abusive/Inappropriate language	1	1.1%
Alcohol Related	0	0.0%
Arson	0	0.0%
Bomb Threat	7	7.4%
Bullying	0	0.0%
Combustible Related	0	0.0%
Defiance - Noncompliance	1	1.1%
Disrespect	0	0.0%
Disruption	2	2.1%
Dress Code Violation	0	0.0%
Drug Related	29	30.9%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	1	1.1%
Harrassment	2	2.1%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	0	0.0%
Lying - Cheating	0	0.0%
Other	4	4.3%
Physical Aggression with Injury	6	6.4%
Physical Aggression with Serious Injury	2	2.1%
Physical Aggression without Injury	8	8.5%
Physical Fighting with Injury	4	4.3%
Physical Fighting with Serious Injury	0	0.0%
Physical Fighting without Injury	5	5.3%
Property Damage - Vandalism	0	0.0%
Skip Class	1	1.1%
Tardy	0	0.0%
Technology Violation	0	0.0%
Theft	0	0.0%
Tobacco Related	0	0.0%
Truancy	1	1.1%
Weapons Related	20	21.3%



Table 5-32 (...continued)

Problem Behavior	Removals	Expulsions % Removals
Totals	94	100%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Notes: In 2018-2019, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals).



Table 5-33

K-12 REMOVALS TO AN INTERIM SETTING - SCHOOL PERSONNEL
BY PROBLEM BEHAVIOR 2018-2019

Problem Behavior	Removals	Interim Setting % Removals
Abusive/Inappropriate language	10	4.5%
Alcohol Related	0	0.0%
Arson	0	0.0%
Bomb Threat	2	0.9%
Bullying	1	0.5%
Combustible Related	0	0.0%
Defiance - Noncompliance	43	19.5%
Disrespect	14	6.3%
Disruption	46	20.8%
Dress Code Violation	0	0.0%
Drug Related	9	4.1%
Forgery - Plagiarism	1	0.5%
Gang Affiliation Display	0	0.0%
Harrassment	9	4.1%
Inappropriate Display of Affection	1	0.5%
Inappropriate Location	0	0.0%
Lying - Cheating	1	0.5%
Other	8	3.6%
Physical Aggression with Injury	1	0.5%
Physical Aggression with Serious Injury	0	0.0%
Physical Aggression without Injury	18	8.1%
Physical Fighting with Injury	1	0.5%
Physical Fighting with Serious Injury	0	0.0%
Physical Fighting without Injury	19	8.6%
Property Damage - Vandalism	1	0.5%
Skip Class	17	7.7%
Tardy	0	0.0%
Technology Violation	2	0.9%
Theft	0	0.0%
Tobacco Related	10	4.5%
Truancy	4	1.8%
Weapons Related	3	1.4%



Table 5-33 (...continued)

Problem Behavior	Removals	Interim Setting % Removals
Totals	221	100%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Notes: In 2018-2019, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals).

Table 5-34

K-12 REMOVALS BY RACE/ETHNICITY FOR 2016-2017 TO 2018-2019

	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019	2016-2017 to 2018-2019
African American	10,621	11,433	19,108	26.5%	6.4%	79.9%
American Indian	337	355	452	0.6%	0.4%	34.1%
Asian	320	339	418	0.6%	2.5%	30.6%
Hispanic	5,711	6,191	7,927	11.0%	11.1%	38.8%
Pacific Islander	127	187	276	0.4%	0.3%	117.3%
White	29,314	30,486	36,979	51.3%	75.1%	26.1%
Multi-Racial	3,407	3,917	6,889	9.6%	4.2%	102.2%
TOTAL	49,837	52,908	72,049	100.0%	100.0%	44.6%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Notes: In 2018-2019, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals).



Table 5-35

K-12 REMOVALS BY GRADE SPAN FOR 2016-2017 TO 2018-2019						
Grade Span	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019	2016-2017 to 2018-2019
K-2	3,842	3,480	6,993	9.7%	22.6%	82.0%
3-5	7,070	7,070	10,463	14.5%	23.0%	48.0%
6-8	18,755	21,848	32,164	44.6%	23.5%	71.5%
9-12	20,170	20,510	22,429	31.1%	30.8%	11.2%
Total	49,837	52,908	72,049	100.0%	100.0%	44.6%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Notes: In 2018-2019, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals).

Table 5-36

K-12 REMOVALS BY DISTRICT ENROLLMENT CATEGORY FOR 2016-2017 TO 2018-2019						
Enrollment Category	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2016-2017	2017-2018	2018-2019	2018-2019	2018-2019	2016-2017 to 2018-2019
< 300	374	455	334	0.5%	1.8%	-10.7%
300 to 599	2,478	2,685	3,198	4.4%	9.9%	29.1%
600 to 999	3,381	3,464	3,286	4.6%	12.0%	-2.8%
1,000 to 2,499	10,245	10,296	10,520	14.6%	23.8%	2.7%
2,500 to 7,499	12,148	12,777	13,934	19.3%	19.0%	14.7%
7,500 +	21,211	23,231	40,777	56.6%	33.5%	92.2%
Total	49,837	52,908	72,049	100%	100.0%	44.6%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI unilateral removal and student archive files.

Notes: In 2018-2019, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals).





Special Education

Iowa reports annually on the conditions and performance of students with disabilities ages 3-21 in the Annual Performance Report (APR) for Part B of the Individuals with Disabilities Education Act (IDEA) submitted to the Office of Special Education Programs on February 1 of each year. Performance is measured against state targets that are set in the State Performance Plan (SPP) every six years using baseline data along with input from various stakeholders. Measures of compliance with IDEA are also reported in the SPP and APR. Some of the measures of performance presented in this section are modified from Iowa's Part B APR, which is accessible in its entirety at: https://educateiowa.gov/pk-12/special-education/special-education-public-reporting#State_Performance_Plan_and_Annual_Performance_Report

Other measures in this section are included to address three areas that special education stakeholders in the state have agreed are important to monitor and with which to compare students with and without disabilities.

- Students come to school ready to learn
- Students achieve at high levels
- Students leave school ready for life

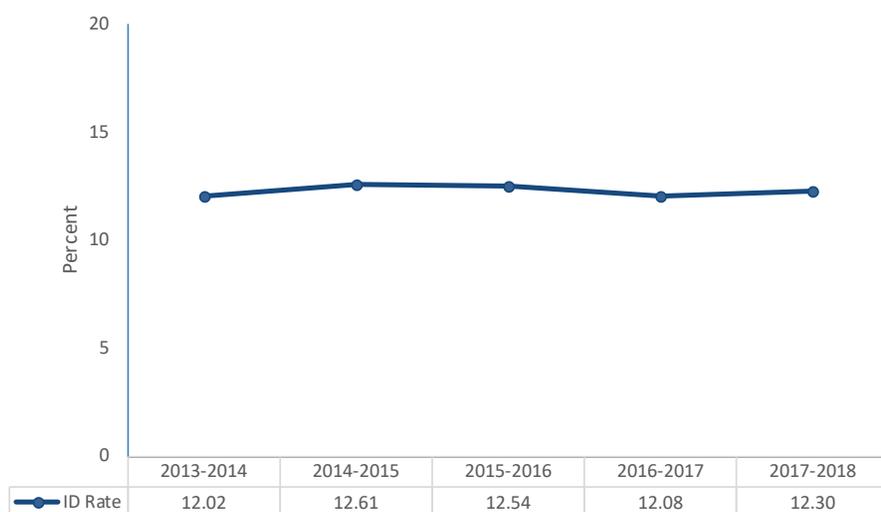
Context of Special Education in Iowa

Identification Rates

The identification rate refers to the percentage of students who are identified as needing special education services. The following graph presents the special education identification rate for students ages 6-21 from 2013-2014 to 2017-2018. From the 2013-2014 school year to the 2017-2018 school year, the rate has increased by 0.28%.

Figure 6-1

Special Education Identification Rate for Students Ages 6-21, 2013-2014 to 2017-2018



Source: Iowa Department of Education, Bureau of Information, Information Management System, Count Files, Bureau of Information and Analysis, Student Reporting in Iowa, Fall Student Files.



Placement

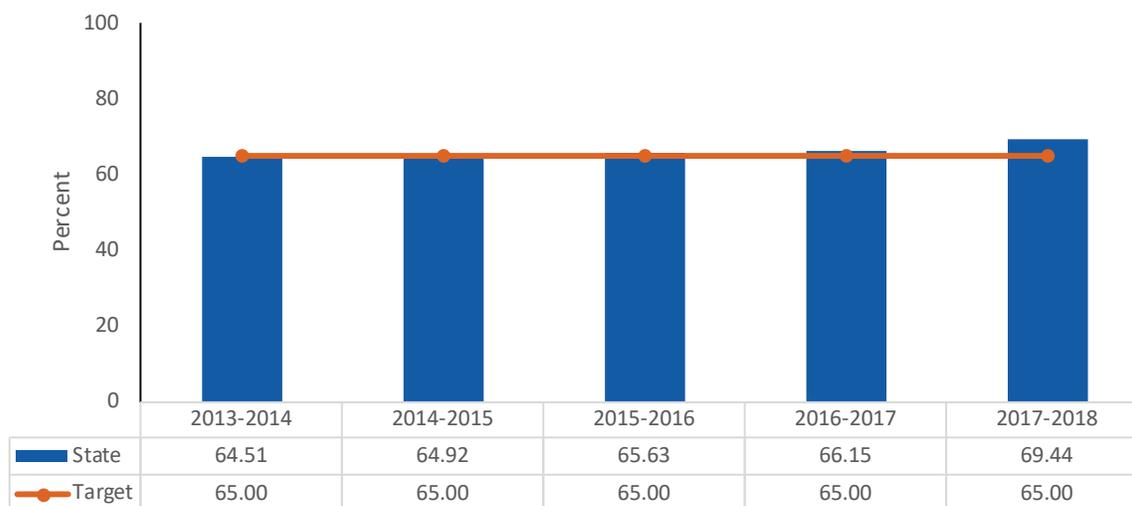
Children and students receiving special education services may be served in a variety of educational settings. Data are collected on these settings based on the amount of time children and students spend with their nondisabled peers. Over time, the percent of children/students served in settings with typically developing peers has increased significantly in Iowa.

The following graphs show the percentage of students with disabilities ages 6-21 served (1) in the regular education classroom for the greatest percentage (80% or more) of the school day, (2) in the regular education classroom for less than 40% of the school day, and (3) in private separate schools, residential placements, homebound or hospitals placements.

In 2017-2018, the percentage of students in the regular education classroom for 80% or more of the school day was 69.44, 4.44% greater than the state target of 65.0%. The percentage of students served in the regular education classroom for less than 40% of the school day was 8.14. This percentage was over the threshold, which was set at 7.50 for 2017-2018. The percentage of students served in other placements was 1.52, which is below the state threshold of 2.60%.

Figure 6-2

Percent of Students with Disabilities Ages 6-21 Inside the Regular Classroom 80 Percent or More of the Day, 2013-2014 to 2017-2018

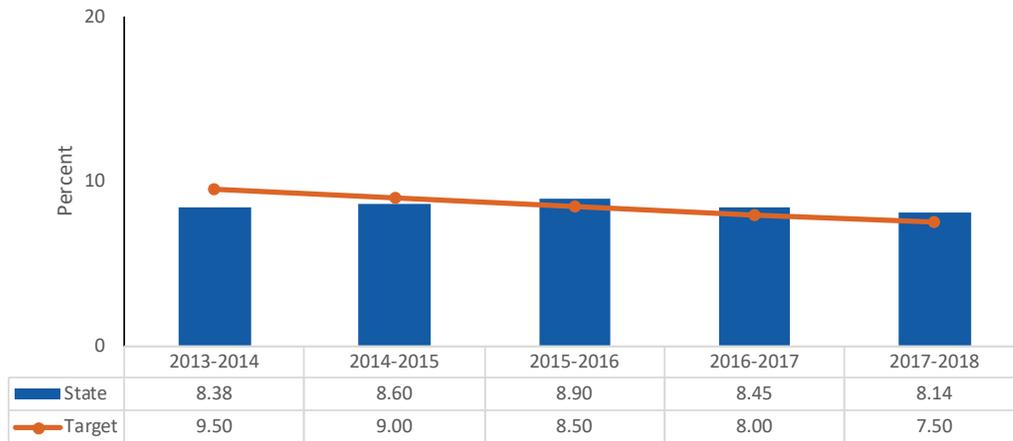


Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.



Figure 6-3

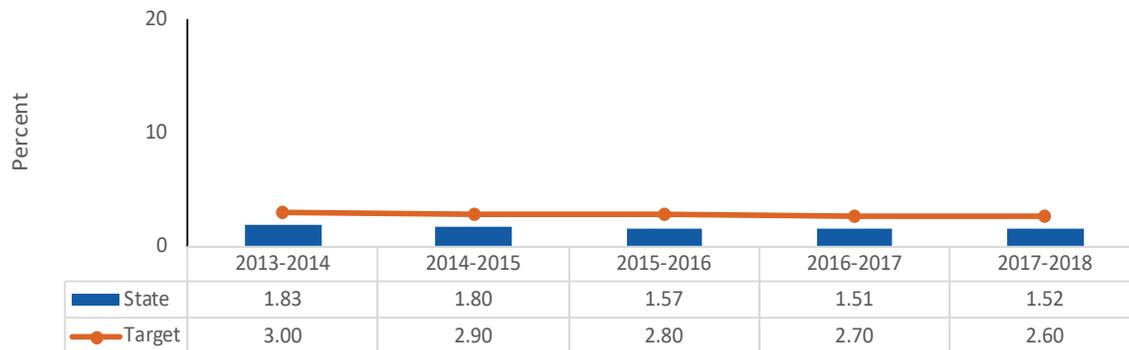
Percent of Students with Disabilities Ages 6-21 Inside the Regular Classroom Less than 40 Percent of the Day, 2013-2014 to 2017-2018



Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

Figure 6-4

Percent of Students with Disabilities Ages 6-21 Served in Private Separate Schools, Residential Placements, or Homebound or Hospital Placements, 2013-2014 to 2017-2018



Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

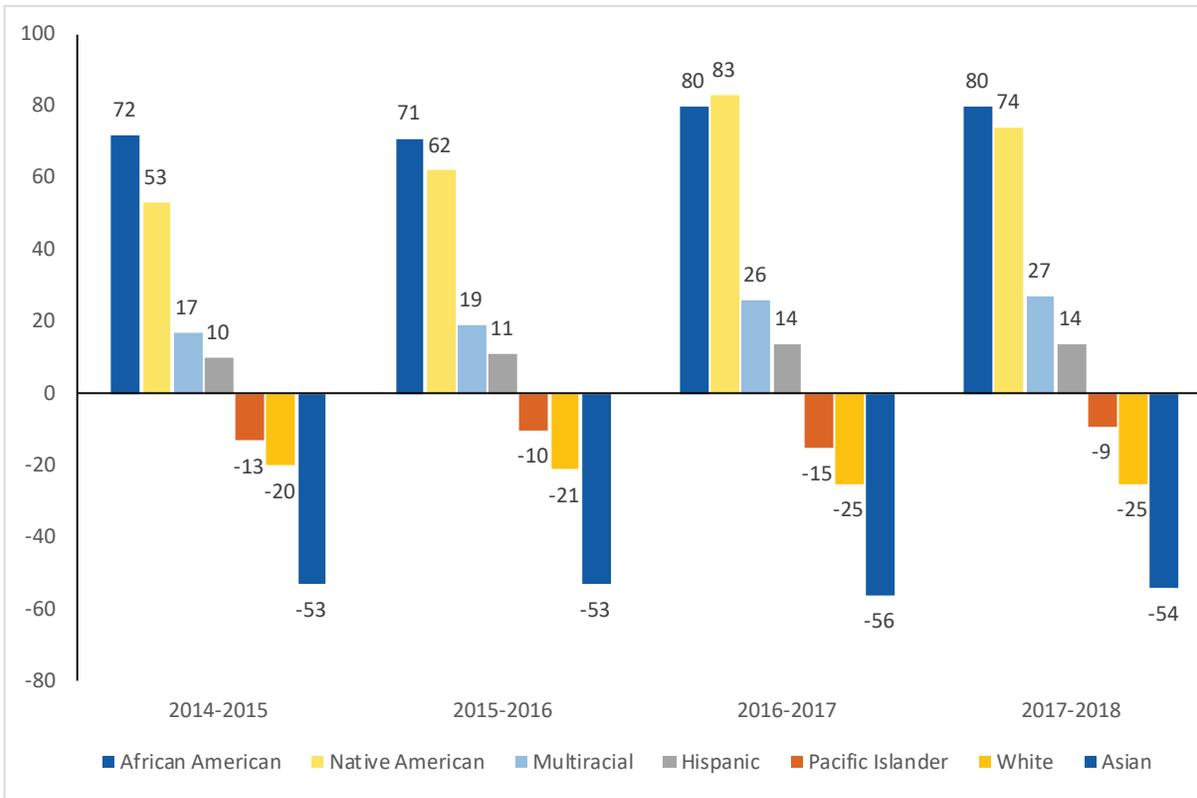


Disproportionality

Disproportionality refers to the percent probability, or likelihood, of disproportionate representation of racial and/or ethnic groups in special education and related services that is the result of inappropriate identification. The following graph shows the percent probability of overrepresentation (positive numbers) or underrepresentation (negative numbers) of each racial/ethnic group. In 2017-2018, African American, and Native American students had the greatest disproportionality rates of overrepresentation at 80% and 74%, respectively. Asian and White students had the greatest disproportionality rates of underrepresentation at -54% and -25%, respectively.

Figure 6-5

Percent Probability of Being Placed in Special Education Compared to All Students
2014-2015 to 2017-2018



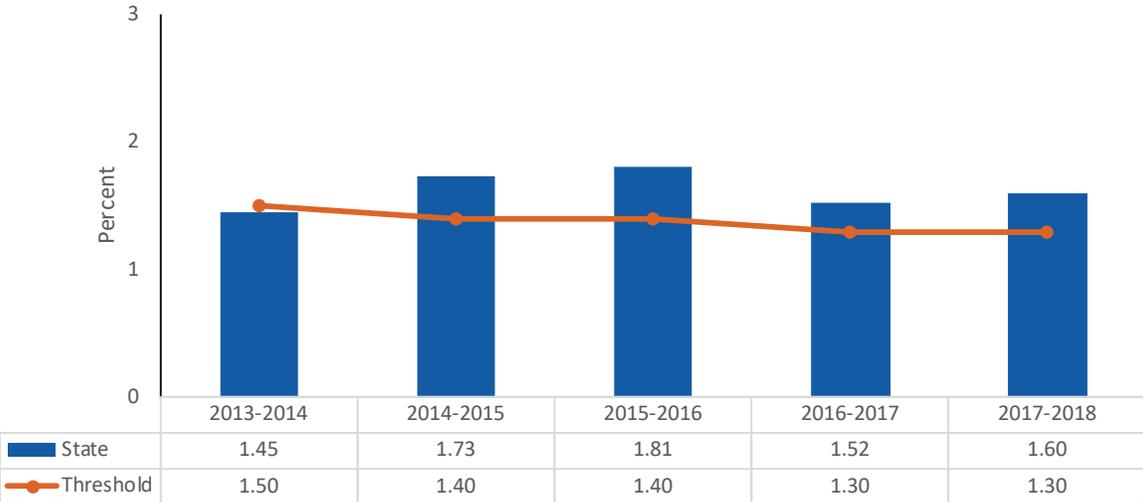
Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.

Discipline

Data on disciplinary actions taken against students with IEPs is collected and reported for students ages 3-21 who are suspended and/or expelled for a total of more than ten days in a school year. A district is considered significantly discrepant for the discipline of students with IEPs if the percent of students with IEPs suspended/expelled for more than ten days in the school year for the district is at least 2 percent greater than the state-wide average percent of students with IEPs suspended/expelled for greater than ten days. The graph below presents the percent of districts with a significant discrepancy in the percentage of students with IEPs suspended/expelled for greater than ten days with respect to state targets from school year 2013-2014 to 2017-2018. Currently, 1.60% of districts have a significant discrepancy, which exceeds the state threshold of 1.30%. Please note that per federal requirements, discipline data lag one year, which means that data reported for 2017-2018 were collected during the 2016-2017 school year.

Figure 6-6

Percent of Districts Significantly Discrepant in Suspension/Expulsion of Students with Disabilities Greater Than Ten Days, 2013-2014 to 2017-2018



Source: Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files; Bureau of Information and Analysis, EASIER, Fall Student Files.

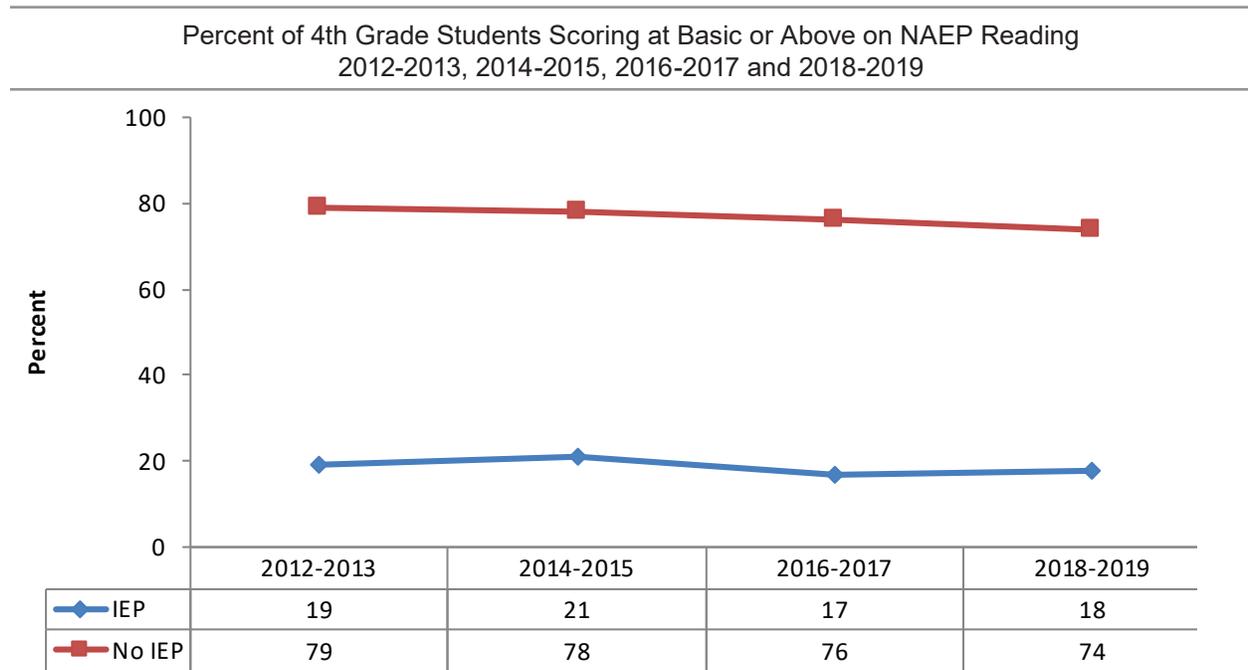
Are Students Achieving at High Levels?

National Assessment of Educational Progress (NAEP)

The NAEP, conducted by the U.S. Department of Education beginning in 1969, is the only national assessment of student achievement. The NAEP state assessments have been administered periodically in grades 4 and 8 since 1990 in the areas of reading, mathematics, science, and writing.

In 2019, 18% of 4th grade students with IEPs and 74% of 4th grade students without IEPs scored at basic or above on the NAEP in reading. During the same year, 19% of 8th graders with IEPs and 81% of 8th graders without IEPs scored at basic or above. Compared to the previous year of results in 2016-2017, the gap in reading proficiency between students with and without disabilities has decreased by 3% for 4th graders, and increased by 3% for 8th graders.

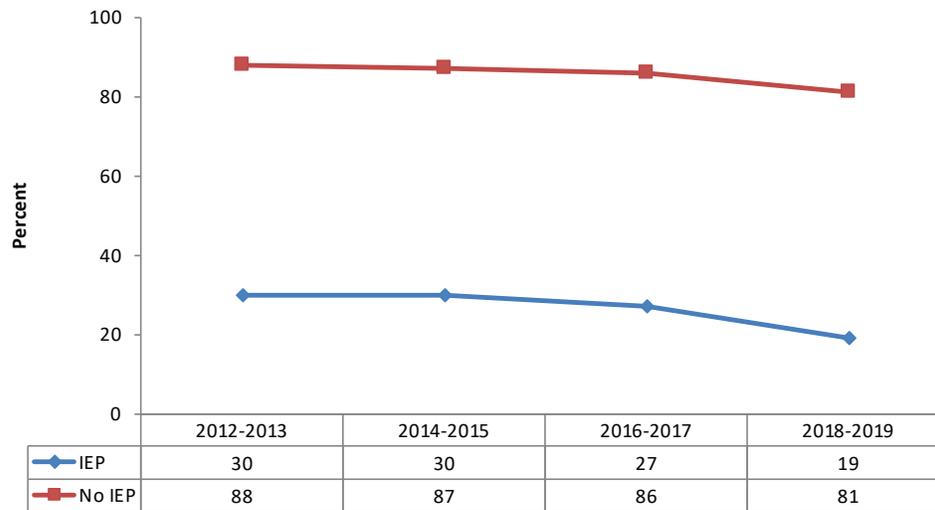
Figure 6-7



Source: National Center for Education Statistics, NAEP Data Explorer.

Figure 6-8

Percent of 8th Grade Students Scoring at Basic or Above on NAEP Reading
2012-2013, 2014-2015, 2016-2017 and 2018-2019

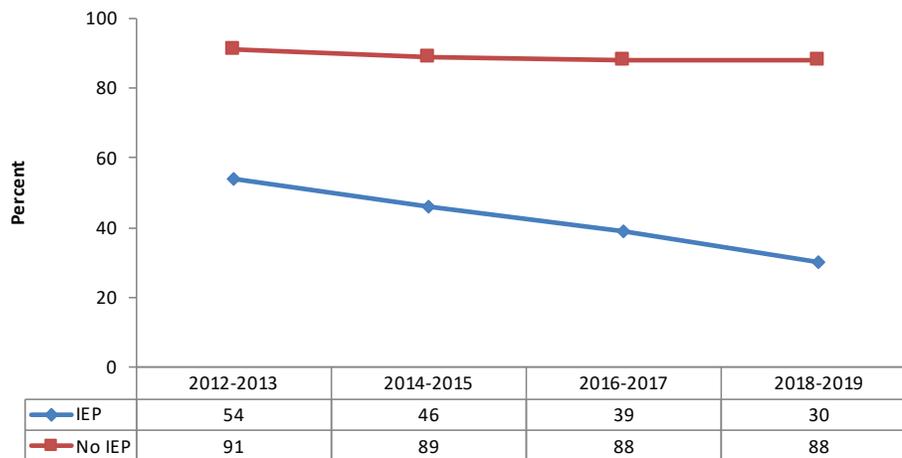


Source: National Center for Education Statistics, NAEP Data Explorer.

In 2019, 30% of 4th grade students with IEPs and 88% of 4th grade students without IEPs scored at basic or above on the NAEP in math. During the same year, 20% of 8th graders with IEPs and 78% of 8th graders without IEPs scored at basic or above. Compared to the previous year of results in 2016-2017, the gap in math proficiency between students with and without disabilities has increased by 8% for 4th graders, and decreased by 6% for 8th graders.

Figure 6-9

Percent of 4th Grade Students Scoring at Basic or Above on NAEP Math
2012-2013, 2014-2015, 2016-2017 and 2018-2019

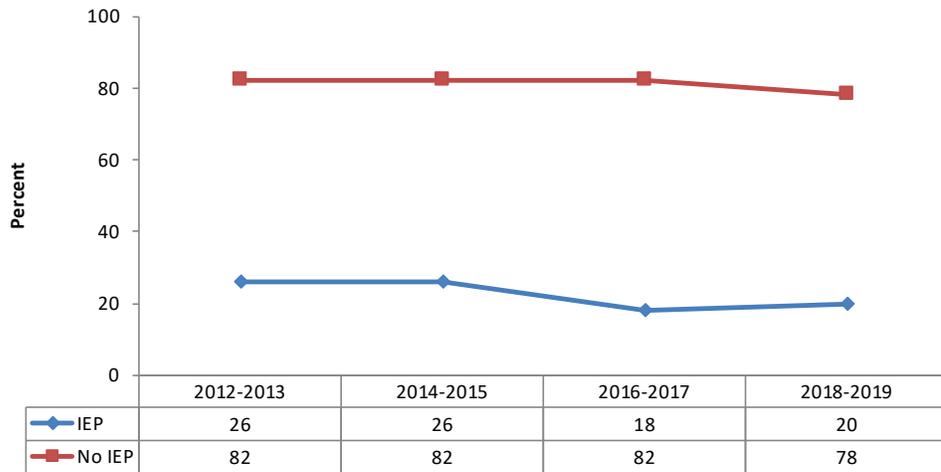


Source: National Center for Education Statistics, NAEP Data Explorer.



Figure 6-10

Percent of 8th Grade Students Scoring at Basic or Above on NAEP Math
2012-2013, 2014-2015, 2016-2017, and 2018-2019



Source: National Center for Education Statistics, NAEP Data Explorer.

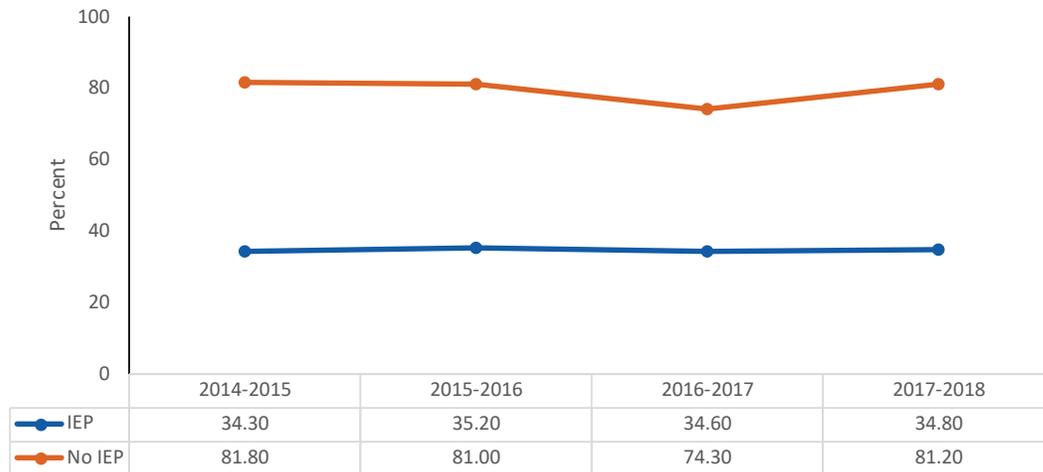


Iowa Assessments

The standardized achievement tests, Iowa Assessments, are developed by Iowa Testing Programs (ITP) at The University of Iowa for use nationally in grades K-12. The following six graphs show the percentage of 4th, 8th, and 11th grade students proficient in reading and in math from 2014-2015 to 2017-2018. Distinctions are made between students with and without IEPs.

Figure 6-11

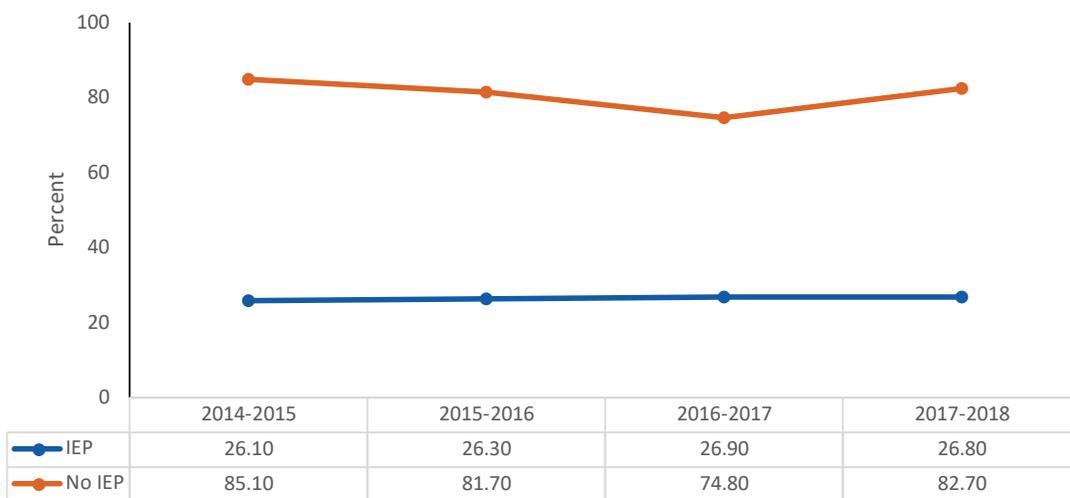
Percent of 4th Grade Students Proficient in Reading on Iowa Assessments
2014-2015 to 2017-2018



Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Figure 6-12

Percent of 8th Grade Students Proficient in Reading on Iowa Assessments
2014-2015 to 2017-2018

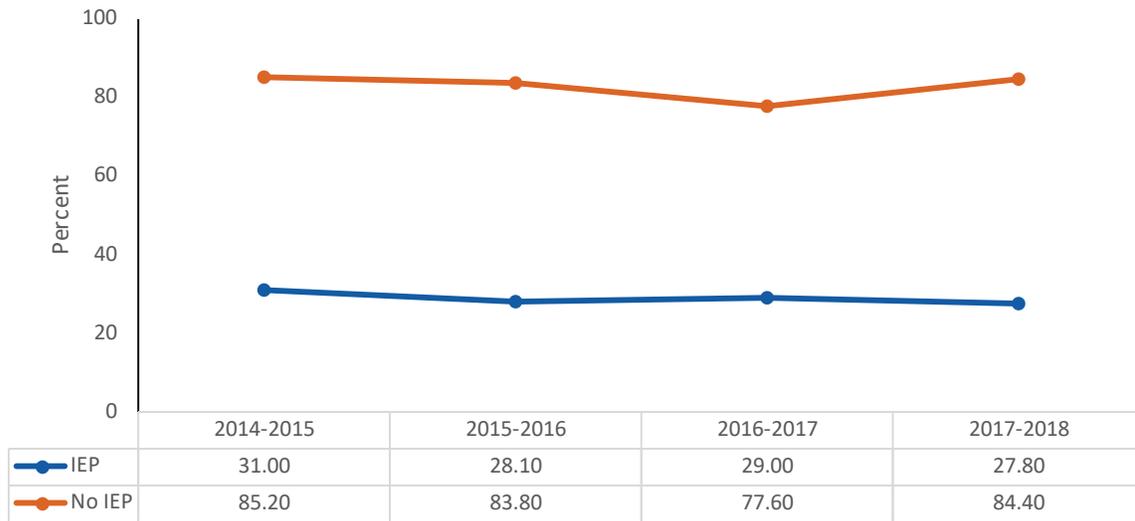


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.



Figure 6-13

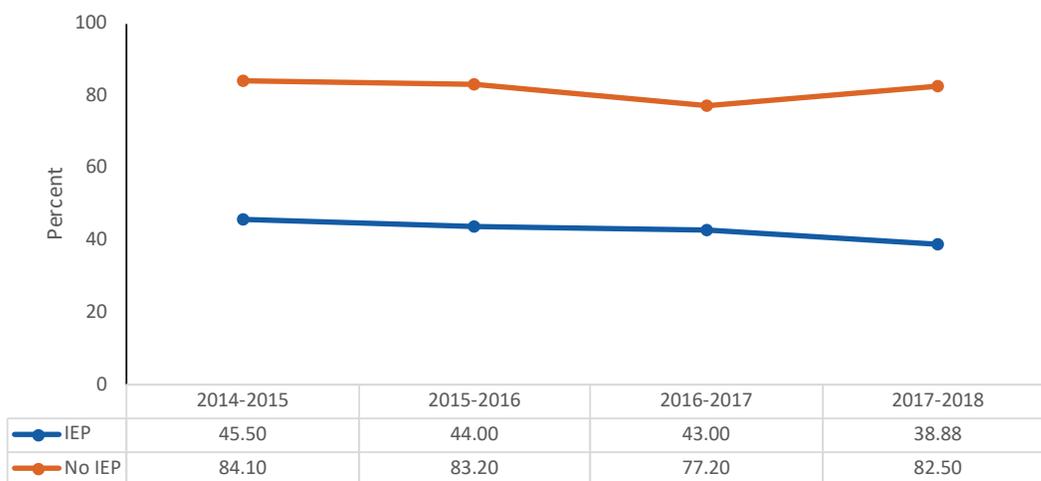
Percent of 11th Grade Students Proficient in Reading on Iowa Assessments
2014-2015 to 2017-2018



Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Figure 6-14

Percent of 4th Grade Students Proficient in Mathematics on Iowa Assessments
2014-2015 to 2017-2018

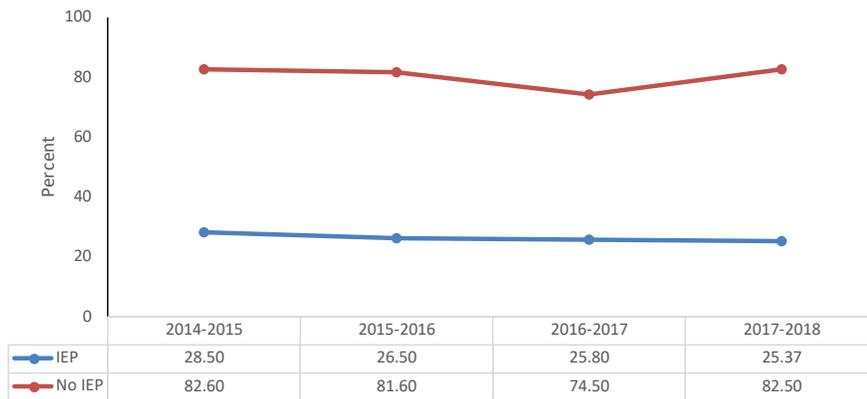


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.



Figure 6-15

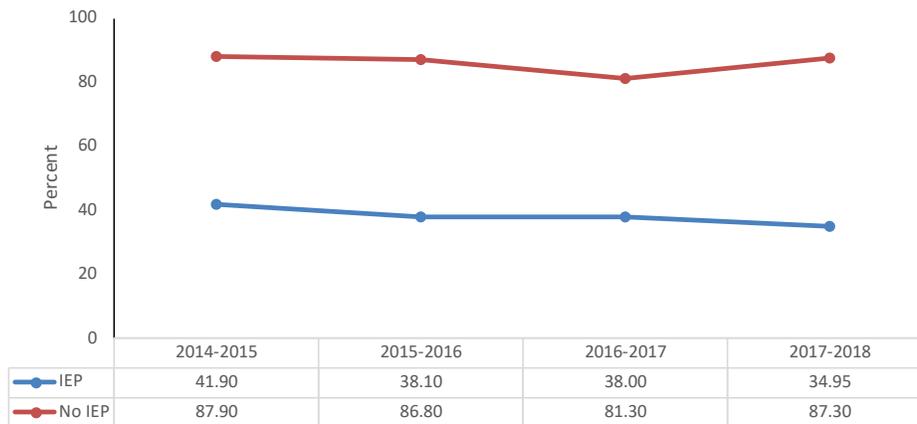
Percent of 8th Grade Students Proficient in Math on Iowa Assessments
2014-2015 to 2017-2018



Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Figure 6-16

Percent of 11th Grade Students Proficient in Math on Iowa Assessments
2014-2015 to 2017-2018



Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

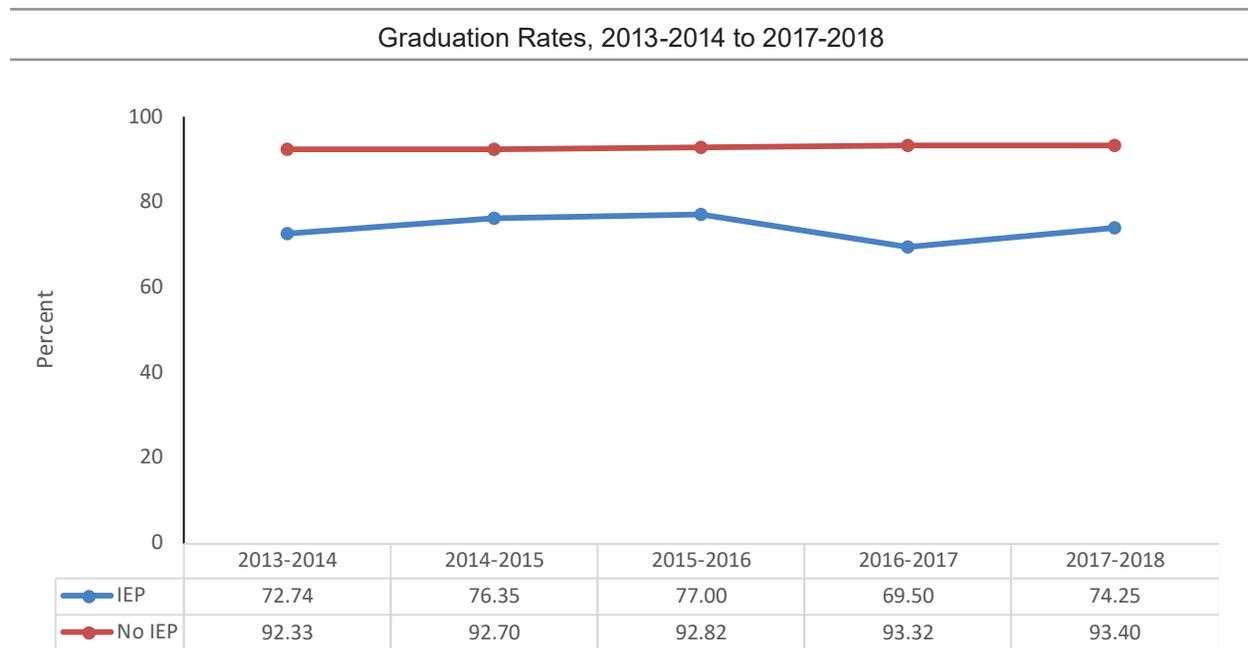


Are students leaving school ready for life?

Graduation Rates

This section reports the percentage of high school students with and without IEPs who graduate, based on the four year cohort rate. In reporting year 2017-2018, the graduation rate for students with an IEP was 74.25% which is 19.15% below the graduate rate for students without IEPs at 93.4%. Between the 2013-2014 and 2017-2018 reporting years, the graduation rate decreased by 1.51% for students with IEPs. Please note that per federal requirements, graduation data lag one year, which means that data reported for 2017-2018 were collected during the 2016-2017 school year.

Figure 6-17



Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.



Information pertaining to revenues, property taxes, state aid, and income surtax at the state level and by enrollment category in certain cases is included in this chapter. This chapter contains the most current data available at the time of preparation. The sources of data for this chapter include the 2017-2018 Certified Annual Financial Report from the Iowa Department of Education, the 2019-2020 Iowa Department of Management Aid and Levy worksheet database, and the Program and Budget Summary document from the Legislative Services Agency, Fiscal Services Division. Expenditure data are included and detailed by functions and objects. The 2000-2001 school year is used as the base year for comparison in most tables and figures.

Function Category Expenditures

The function categories discussed in this section are broken out by instruction, student support services, staff support services, administration and central services, operations and maintenance, student transportation, other support services, and community services. Function category expenditures as a percent of general fund expenditures have remained relatively consistent over the last three years, with the largest changes being a decrease in the percent used for instruction and an increase in use for teacher support services (Table 7-1). The smallest enrollment category has continued to show the largest percentage of expenditures in the functions of instruction, administration and central services, and student transportation when compared to the other enrollment categories. The two largest enrollment categories had the highest percentage of expenditures for the function of student support services (Table 7-2).

Table 7-1

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 2000-2001, 2015-2016 to 2017-2018

	2000-2001	2015-2016	2016-2017	2017-2018
Instruction	69.0%	69.8%	69.4%	69.1%
Student Support Services	3.8%	3.6%	3.6%	3.7%
Staff Support Services	4.0%	4.5%	5.1%	5.1%
Administration & Central Services	9.9%	10.5%	10.4%	10.4%
Operations and Maintenance	9.2%	7.9%	7.8%	8.0%
Student Transportation	3.8%	3.7%	3.6%	3.7%
Other Support Services	0.1%	0.0%	0.0%	0.1%
Community Services	0.2%	0.1%	0.1%	0.0%

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: Figures may not total 100 percent due to rounding.

Table 7-2

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2017-2018

Function Category	Enrollment Category						State Total
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Instruction	72.4%	71.3%	70.8%	69.4%	69.0%	67.3%	69.1%
Student Support Services	1.9%	2.3%	2.6%	3.0%	4.1%	5.0%	3.7%
Staff Support Services	2.5%	3.6%	3.8%	5.2%	5.1%	6.1%	5.1%
Administration & Central Services	11.8%	10.8%	10.5%	10.3%	10.2%	10.3%	10.4%
Operations & Maintenance	6.7%	7.6%	7.8%	8.3%	8.1%	7.9%	8.0%
Student Transportation	4.7%	4.4%	4.4%	3.7%	3.5%	3.2%	3.7%
Community Service	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%
Other Support Services	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: Figures may not total 100 percent due to rounding.

Object Category Expenditures

Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property, and other objects. The breakdown of object category expenditures as a percentage of total general fund expenditures has remained relatively unchanged over the last three years (Table 7-3). The percentage for benefits has continued to increase slightly. In the most recent year, salaries as a percentage of general fund expenditures increase as the enrollment size category increases, except for the largest size category. Benefits as a percentage of general fund expenditures was highest for the largest enrollment category (21.6 percent). Purchased services as a percentage of general fund expenditures was highest for the smallest enrollment category (30.1 percent) (Table 7-4). The last two observations are consistent with the previous year.



Table 7-3

Object Category Expenditures as a Percent of Total General Fund Expenditures in
Iowa Public Schools 2000-2001, 2015-2016, 2016-2017, 2017-2018

Object Category	Year			
	2000-2001	2015-2016	2016-2017	2017-2018
Salaries	64.0%	62.6%	62.6%	62.0%
Benefits	16.1%	19.7%	19.8%	19.9%
Purchased Services	10.3%	11.5%	11.5%	11.8%
Supplies	6.8%	5.4%	5.3%	5.4%
Property	2.5%	0.6%	0.6%	0.6%
Other Expenditures	0.3%	0.2%	0.2%	0.2%

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Notes: Property included expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.

Figures may not total 100 percent due to rounding.

Table 7-4

Object Category Expenditures as a Percent of Total General Fund Expenditures in
Iowa Public Schools by Enrollment Category 2017-2018

Object Category	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Total
Salaries	49.0%	58.6%	60.6%	63.4%	64.2%	62.3%	62.0%
Benefits	14.5%	17.7%	19.5%	19.4%	19.5%	21.6%	19.9%
Purchased Services	30.1%	16.8%	12.9%	10.3%	10.5%	10.4%	11.8%
Supplies	5.7%	6.0%	6.0%	6.0%	5.2%	4.7%	5.4%
Property	0.4%	0.6%	0.6%	0.7%	0.5%	0.8%	0.6%
Other Objects	0.4%	0.4%	0.4%	0.2%	0.2%	0.1%	0.2%

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: Figures may not total 100 percent due to rounding.



Revenues

Iowa public school districts receive general fund revenues from a variety of sources, including local property taxes and income surtaxes, other local sources, interagency, intermediate, state foundation aid (school aid), other state sources, federal aid, and other financing sources. The “other state sources” category is comprised of state programs such as early intervention and the student achievement/educator quality program, and various grants. Total local taxes include property tax and local income surtax.

The percent of revenue from other state sources and other financing sources decreased, while there were increases in the other categories when compared to the previous year, including both state foundation aid and local taxes (Table 7-5, Figure 7-1). The largest enrollment category continued to have the highest percent of revenue from federal sources, as well as other local and state sources. The three lowest enrollment categories had the highest percent of revenue from local taxes and interagency sources (Table 7-6). For all enrollment categories, the percentage of revenues received through local taxes was less than that received from total state sources (state foundation aid and other state sources), with the smallest difference occurring in the <300 enrollment category (Figure 7-2).

Table 7-5

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools
2000-2001, 2015-2016, 2016-2017, 2017-2018

Source of Revenue	Year			
	2000-2001	2015-2016	2016-2017	2017-2018
Local taxes	32.0%	32.7%	32.4%	32.8%
Interagency	3.9%	5.5%	5.6%	5.8%
Other Local Sources	2.6%	1.7%	1.7%	1.8%
Intermediate Sources	0.3%	0.0%	0.0%	0.0%
State Foundation Aid	52.3%	47.2%	47.7%	48.0%
Other State Sources	5.3%	8.4%	8.3%	7.2%
Federal Sources	3.4%	4.2%	4.1%	4.2%
Other Financing Sources	0.1%	0.2%	0.3%	0.2%

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

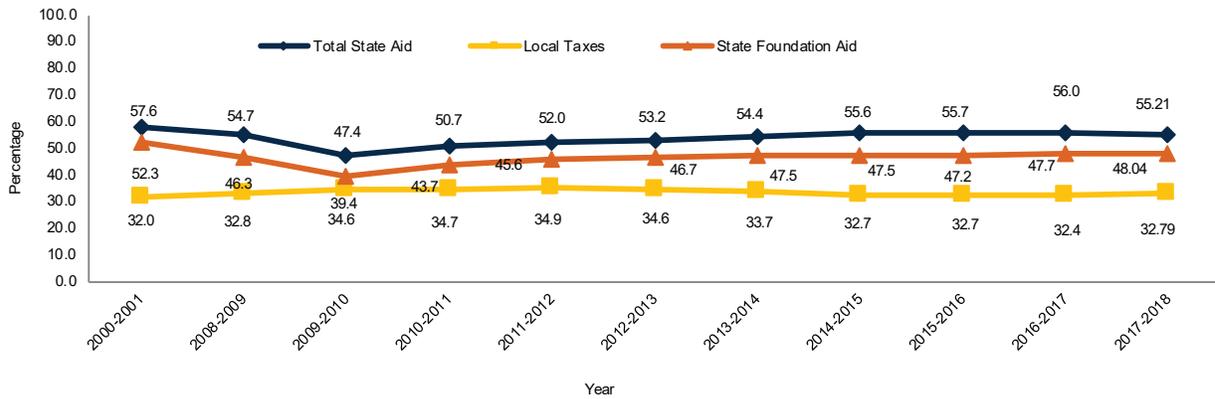
Notes: Interagency includes revenues from services provided to other Local Education Agencies (LEAs) such as tuition, transportation services, and other purchased services. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees. Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties. Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.

Totals may not equal 100 percent due to rounding.



Figure 7-1

Percent of Total General Fund Revenues from Local Taxes, State Foundation Aid, and Total State Aid in Iowa Public Schools 2000-2001 and 2008-2009 to 2017-2018



Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Table 7-6

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools by Enrollment Category 2017-2018

Source of Revenue	Enrollment Category						State Total
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
Local Taxes	40.4%	36.0%	35.7%	32.0%	31.6%	31.4%	32.8%
Interagency	11.5%	12.4%	8.0%	6.6%	5.1%	2.2%	5.8%
Other Local sources	1.8%	1.8%	1.9%	1.6%	1.7%	2.0%	1.8%
Intermediate Sources	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
State Foundation Aid	35.9%	39.6%	44.3%	49.0%	50.2%	51.1%	48.0%
Other State Sources	6.6%	6.8%	6.8%	7.1%	7.3%	7.5%	7.2%
Federal Sources	3.7%	3.2%	3.1%	3.6%	3.9%	5.6%	4.2%
Other Financing Sources	0.2%	0.2%	0.2%	0.2%	0.1%	0.3%	0.2%

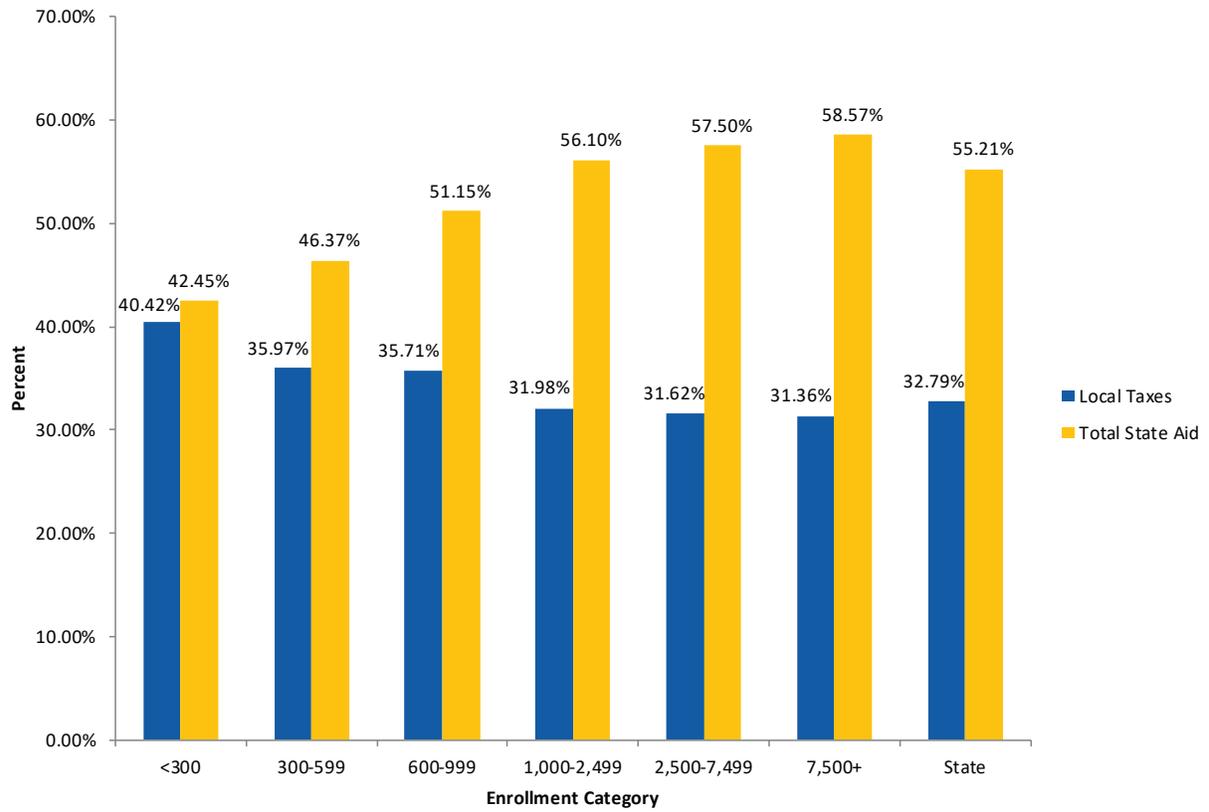
Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees. Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties. Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets. Totals may not equal 100 percent due to rounding.



Figure 7-2

Percent of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools by Enrollment Category 2017-2018



Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.



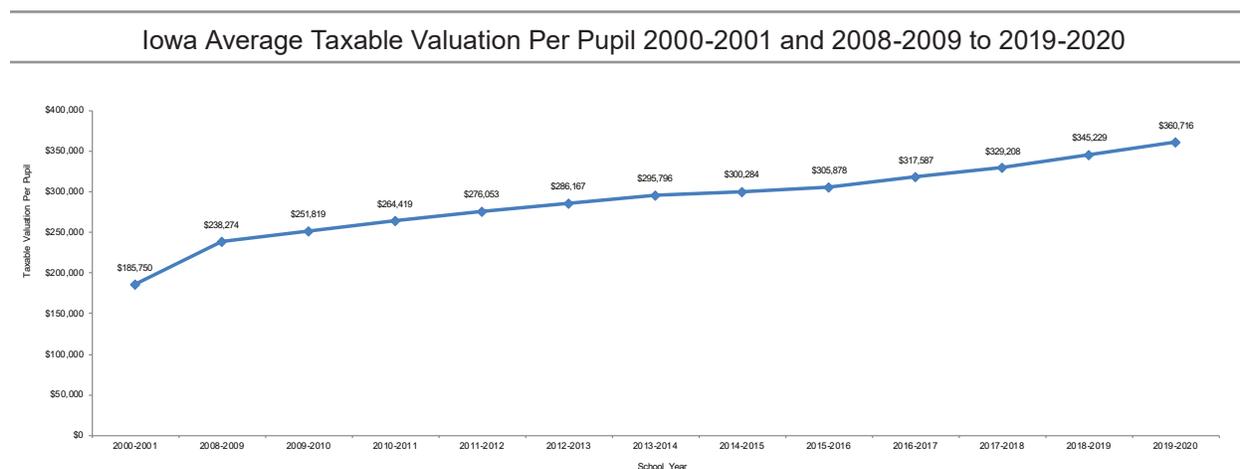
Taxable Valuation

The adjusted-equalized value of real property is represented by taxable valuation. There are 106 assessing jurisdictions in the state of Iowa, including one for each county (99) and seven city assessors. The property in each jurisdiction is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values that are based on productivity. Adjustments are based on investigations and appraisals done by the state and on assessments/sales ratio studies. The agriculture land use productivity formula is based on agriculture prices and expenses. An adjustment is ordered by the state if reported valuation is more than 5 percent above or below those determined by the state. Taxes are assessed against equalized property values and rates are expressed per \$1,000 of valuation.

The amount of state aid a school district will receive is based on the taxable valuation in the school district. The Iowa school foundation formula requires all school districts to levy a uniform rate of \$5.40 per \$1,000 taxable valuation. State aid is provided to adjust for the different amounts of revenue raised in each school district. The relative property wealth in a school district is the primary factor in determining the property tax rates.

Iowa's average taxable valuation per pupil has increased each year since 2008-2009 (Figure 7-3). The three smallest enrollment categories have consistently had an average per pupil valuation above the state average (Table 7-7). The taxable valuation per pupil increases because of increases in valuation, as well as decreases in enrollment. The <300 and 600-999 enrollment categories have had the greatest range in taxable valuation per pupil in each of the last five years (Table 7-8). As in the previous year, the second largest enrollment category (2,500-7,499) had the lowest taxable valuation per pupil (\$175,927) and the 600-999 enrollment category had the highest taxable valuation per pupil (\$1,382,844).

Figure 7-3



Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.



Table 7-7

Iowa Average Taxable Valuation Per Pupil by Enrollment Category
2000-2001 and 2015-2016 to 2019-2020

Enrollment Category	2000-2001	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<300	266,463	534,536	535,326	564,717	590,301	616,639
300-599	223,708	414,524	433,515	451,648	471,248	490,260
600-999	201,732	368,506	385,822	401,567	416,492	441,092
1,000-2,499	175,204	295,199	310,600	325,831	341,958	355,939
2,500-7,499	175,250	284,813	292,891	294,847	310,048	333,605
7,500+	174,108	280,377	290,455	298,990	315,401	324,331
State	185,750	305,878	317,587	329,208	345,229	360,716

Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.



Table 7-8

Net Taxable Valuations Per Budget Enrollment 2015-2016 to 2019-2020						
		Year				
Enrollment Category		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<300	Min	233,340	242,623	246,919	293,247	302,327
<300	Max	1,097,341	1,108,726	1,292,072	1,196,960	1,247,134
300-599	Min	198,342	202,478	205,942	226,516	225,937
300-599	Max	744,154	769,455	819,846	847,594	889,595
600-999	Min	175,380	170,848	188,468	203,869	220,653
600-999	Max	1,227,824	1,260,406	1,300,025	1,385,187	1,382,844
1,000-2,499	Min	162,579	165,865	172,503	178,498	183,307
1,000-2,499	Max	804,376	880,628	915,594	971,232	1,009,915
2,500-7,499	Min	169,756	176,101	182,584	173,544	175,927
2,500-7,499	Max	543,500	576,105	595,820	623,226	643,607
7,500+	Min	156,727	162,804	168,466	178,928	180,030
7,500+	Max	446,277	476,882	492,143	527,371	537,428
State	Min	156,727	162,804	168,466	173,544	175,927
State	Max	1,227,824	1,260,406	1,300,025	1,385,187	1,382,844

Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.



Expenditures Per Pupil

General fund expenditures per pupil include expenditures for instruction, student support services, staff support services, administration and central services, operation and maintenance, student transportation, and other support services. Expenditures per pupil are calculated by dividing total general fund expenditures by the certified enrollment. Expenditures related to community services, adult education, nonpublic education, and area education agency revenues for services sold to other school districts and area education agencies are not included in the per pupil calculation.

The smallest and largest enrollment categories had the highest average general fund per pupil expenditures in all years presented in Table 7-9, with both exceeding the state averages. Table 7-10 and Figure 7-4 display the average per pupil expenditures, based on fall enrollment, for Iowa, the Midwest states, and the nation. The National Education Association (NEA) collected and estimated these data. In the most recent year, Iowa ranked 30th in the nation in average expenditures per pupil. Indiana, Kansas, Missouri, Michigan, and South Dakota ranked lower than Iowa.

Table 7-9

Average General Fund Per Pupil Expenditures for Iowa Public Schools by Enrollment Category 2000-2001, 2015-2016 to 2017-2018				
Enrollment Category	Year			
	2000-2001	2015-2016	2016-2017	2017-2018
< 300	\$5,605	\$10,454	\$11,017	\$11,355
300-599	\$5,106	\$9,727	\$10,136	\$10,462
600-999	\$4,988	\$9,463	\$9,943	\$10,261
1,000-2,499	\$4,881	\$9,571	\$9,957	\$10,147
2,500-7,499	\$5,055	\$9,633	\$9,927	\$10,187
7,500 +	\$5,461	\$10,355	\$10,638	\$11,127
State	\$5,119	\$9,849	\$10,203	\$10,536

Sources: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Report.
Iowa Department of Education, Division of Learning and Results, Certified Enrollment Report.



Table 7-10

Iowa and Midwest States Public School Average Total Current Expenditures Per Pupil
2000-2001, 2016-2017 and 2017-2018

State/Nation	Year					
	2000-2001		2016-2017		2017-2018	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	7,296		12,230		12,602	
Iowa	6,434	34	11,010	31	11,273	30
Illinois	8,293	11	14,819	12	15,426	12
Indiana	7,567	18	8,726	47	8,496	47
Kansas	7,031	23	10,277	37	11,266	31
Michigan	8,127	13	9,969	38	10,393	38
Minnesota	7,320	21	12,918	18	13,166	19
Missouri	6,323	38	11,061	30	11,222	32
Nebraska	6,395	35	11,717	23	11,802	24
North Dakota	4,607	50	14,401	14	14,815	14
Ohio	6,952	25	11,512	26	11,713	25
South Dakota	6,269	39	10,406	36	10,557	37
Wisconsin	8,205	12	11,543	25	11,610	26

Source: National Education Association, Rankings and Estimates of School Statistics.

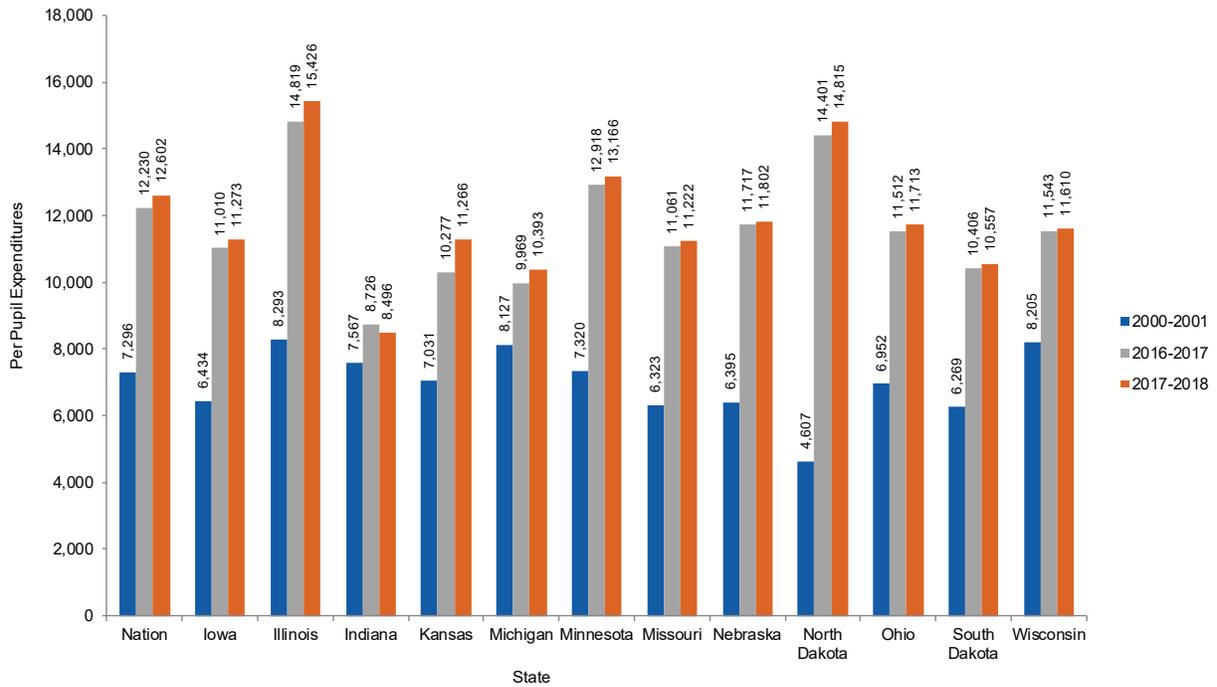
Notes: 2016-2017 reflect adjusted numbers.

2017-2018 are estimated by NEA.



Figure 7-4

Iowa and Midwest States Public School Average Per Pupil Expenditures
2000-2001, 2016-2017 and 2017-2018



Source: National Education Association, Rankings and Estimates of School Statistics.

Notes: 2016-2017 figures have been adjusted.

2017-2018 are estimated by NEA.



State Aid

This section presents data on state aid, including School Foundation Aid, Instructional Support, Early Intervention, and Student Achievement/Educator Quality. State aid is received by school districts through appropriations made from the state's general fund each year. The state foundation level, currently at 87.5 percent, was last changed in 1996-1997. The special education foundation level was increased to its current level, also 87.5 percent, in 1999-2000. The foundation level changes increased the amount of state aid and lowered the amount of property tax. Several programs have been added or removed since these changes were made. For example, in 2009-2010, the Teacher Salary Supplement and Professional Development Supplement were added. 2015-2016 was the first year in which a portion of districts participating in the Teacher Leadership and Compensation (TLC) Program were funded through the school finance formula. All districts now participate in the TLC Program and are funded through the formula.

Table 7-11 shows the state's general fund appropriations and initial state aid to school districts for multiple years. The Legislature initially appropriated \$7.64 billion and initial state aid to school districts was about \$3.28 billion or approximately 43.0 percent of the general fund appropriations for the 2018-2019 school year (fiscal year 2019). This was a minimal increase in the initial percent spent on education. Initial state aid to school districts has steadily increased since 2012-2013.



Table 7-11

Total Iowa Government Appropriations (In Millions) 2000-2001 to 2019-2020

Year	Initial State Aid to Districts	Initial General Fund Appropriations	Initial Percent Spent on Education	Final State Aid to Districts	Final General Fund Appropriation	Final Percent Spent on Education
2019-2020	3,286.1	7,643.7	43.0			
2018-2019	3,211.6	7,480.2	42.9	Not currently available		
2017-2018	3,183.7	7,268.6	43.8	3,179.6	7,261.1	43.8
2016-2017	3,087.9	7,350.6	42.0	3,097.8	7,263.5	42.6
2015-2016	2,950.3	7,175.2	41.1	2,952.0	7,254.8	40.7
2014-2015	2,858.5	6,958.9	41.1	2,865.0	7,063.4	40.6
2013-2014	2,714.8	6,485.1	41.9	2,716.1	6,482.6	41.9
2012-2013	2,653.7	6,222.6	42.6	2,709.8	6,431.6	42.1
2011-2012	2,629.3	6,010.1	43.7	2,623.8	6,012.5	43.6
2010-2011	2,668.5	5,279.2	50.5	2,451.0	5,351.9	45.8
2009-2010	2,595.1	5,768.3	45.0	2,150.8	5,303.3	40.6
2008-2009	2,584.0	6,133.1	42.1	2,499.7	5,959.0	41.9
2007-2008	2,417.2	5,856.3	41.3	2,415.1	5,898.4	40.9
2006-2007	2,252.8	5,296.5	42.5	2,251.5	5,392.9	41.7
2005-2006	2,131.5	4,938.6	43.2	2,131.9	5,031.7	42.4
2004-2005	2,025.6	4,464.2	45.4	2,025.7	4,606.2	44.0
2003-2004	1,963.5	4,513.6	43.5	1,919.4	4,500.5	42.6
2002-2003	1,935.7	4,509.9	42.9	1,935.7	4,534.4	42.7
2001-2002	1,978.3	4,873.7	40.6	1,899.1	4,607.1	41.2
2000-2001	1,893.1	4,880.1	38.8	1,897.4	4,886.9	38.8

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.

Notes: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations. Data for previous years may include LSA summary revisions.



Property Taxes

The school aid formula for school districts is funded by a combination of state foundation aid and the uniform levy (\$5.40/\$1,000 of taxable valuation) and additional levies. School districts may levy other local taxes along with the uniform and additional levies. The uniform levy, additional levy, instructional support levy, and educational improvement levy are property taxes included in the school district's general fund. The management levy, regular physical plant and equipment levy (PPEL), voter-approved physical plant and equipment levy (VPPEL), public education and recreation levy (PERL), and debt services levy are school district property taxes for specified purposes that are not included in the general fund.

Data on general fund property tax rates, management fund property tax rates, regular and voter-approved physical plant and equipment levy (PPEL) tax rates, the public education and recreation levy (PERL) tax rates, and debt service levy tax rates for 2019-2020 are found in Table 7-12.

All school districts levy the general fund property tax. The average general fund property tax rate increases from the smallest to the largest enrollment category, with the two largest enrollment categories having an average general fund property tax rate that is greater than the state average. There are no restrictions for the management levy rate; however, the purpose for which the proceeds may be used is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, the cost of retirement benefits, and the cost of mediation and arbitration. The majority of the school districts in 2019-2020 levy for the management fund. The regular physical plant and equipment levy (PPEL) is a levy the school board may approve up to \$0.33 per \$1,000 of taxable valuation; all but three districts have implemented this option. A school board may also request voter approval to increase this levy up to an additional \$1.34 per \$1,000 taxable valuation. The two largest school district enrollment categories, 2,500-7,499 and 7,500+ have the highest average voter-approved PPEL rates.

The public education and recreation levy (PERL), or playground levy, must be approved by voters within the school districts. Funds from PERL must be used for the purchase of playgrounds and recreational facilities and for the costs of community education. The maximum rate for PERL is \$0.135 per \$1,000 of taxable valuation. In 2019-2020, there was a decrease of one district implementing this levy.

Usage of the debt service levy is tied to passage of a bond issue, which requires approval of at least 60 percent of the electorate within the school district. Just over half of the school districts use the debt services levy. Consistent with past years, the highest percentage of districts using this levy fall within the 1,000-2,499 and 2,500-7,499 enrollment categories. Use by the smallest (<300) enrollment category falls below the state average, and decreased slightly from the previous two years.

Table 7-13 lists the total taxes and property tax amounts for the general fund, management fund, regular PPEL, voter-approved PPEL, PERL, and debt services levies for 2019-2020. The smallest enrollment category continues to have the highest average tax per pupil for all taxes listed.



Table 7-12

Property Tax Rates and Number of Districts with Levies by Enrollment Category 2019-2020

Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	36	103	77	77	22	12	327
Number of Districts with General Fund Levy	36	103	77	77	22	12	327
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Average Tax Rate with General Fund Levy	8.69840	9.55009	9.72814	10.65655	11.29411	12.76226	11.03590
Number of Districts with Management Fund Levy	33	97	75	73	22	12	312
Percent of Districts with Management Fund Levy	91.7%	94.2%	97.4%	94.8%	100.0%	100.0%	95.4%
Average Management Levy Tax Rate	1.12334	1.02791	0.85536	0.94604	0.91144	0.97829	0.95127
Number of Districts with Regular PPEL Levy	36	103	77	76	20	12	324
Percent of Districts with Regular PPEL Levy	100.0%	100.0%	100.0%	98.7%	90.9%	100.0%	99.1%
Average Regular PPEL Tax Rate	0.33000	0.33000	0.33000	0.33000	0.33000	0.33000	0.33000
Number of Districts with Voter-Approved PPEL Levy	26	87	58	65	21	11	268
Percent of Districts with Voter-Approved PPEL Levy	72.2%	84.5%	75.3%	84.4%	95.5%	91.7%	82.0%
Average Voter-Approved PPEL Tax Rate	0.89843	0.90812	0.89797	0.86213	1.06126	1.13047	0.99779
Number of Districts with PERL Levy	5	7	4	3	2	3	24
Percent of Districts with PERL Levy	13.9%	6.8%	5.2%	3.9%	9.1%	25.0%	7.3%
Average PERL Tax Rate	0.13500	0.13500	0.13500	0.09195	0.13500	0.13500	0.12982
Number of Districts with Debt Services Levy	7	52	44	47	13	6	169
Percent of Districts with Debt Services Levy	19.4%	50.5%	57.1%	61.0%	59.1%	50.0%	51.7%
Average Debt Services Tax Rate	1.84779	1.93976	1.96279	2.52820	2.83162	1.85664	2.25349

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.

PPEL means Physical Plant and Equipment Levy.

Average Tax Rate per \$1,000 Valuation.



Table 7-13

Total Property Taxes and Average Property Tax Per Pupil by Enrollment Category 2019-2020

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	36	103	77	77	22	12	327
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100%
General Fund Property Tax	43,314,617	221,511,142	253,920,021	430,640,035	343,442,936	648,424,405	1,941,253,156
General Fund Income Surtax	2,340,546	13,500,819	16,123,764	29,608,876	12,264,548	17,170,008	91,008,561
Total General Fund Tax	45,655,163	235,011,961	270,043,785	460,248,911	355,707,484	665,594,413	2,032,261,717
Average Total General Fund Tax Per Pupil	5,640	4,906	4,576	3,950	3,845	4,069	4,167
Percent of Districts with Management Fund Levy	91.7%	94.2%	97.4%	94.8%	100.0%	100.0%	95.4%
Management Fund Property Tax	5,231,686	22,510,517	21,763,727	36,469,203	27,715,974	49,704,962	163,396,069
Average Management Fund Property Tax Per Pupil	695	495	377	330	300	304	342
Percent of Districts with Regular PPEL Levy	100.0%	100.0%	100.0%	98.7%	90.9%	100.0%	99.1%
Regular PPEL Property Tax	1,660,280	8,040,193	9,014,203	14,099,511	10,044,921	18,157,718	61,016,826
Average Regular PPEL Property Tax Per Pupil	205	168	153	122	116	111	127
Percent of Districts with Voter-Approved PPEL Levy	72.2%	84.5%	75.3%	84.4%	95.5%	91.7%	82.0%
Voter-Approved PPEL Property Tax	3,143,999	19,128,740	17,600,827	30,236,749	33,976,327	58,957,762	163,044,404
Voter-Approved PPEL Income Surtax	286,368	2,597,369	2,198,009	5,143,915	238,367	-	10,464,028
Total Voter-Approved PPEL Tax	3,430,367	21,726,109	19,798,836	35,380,664	34,214,694	58,957,762	173,508,432
Average Total Voter-Approved PPEL Tax Per Pupil	592	530	448	364	389	396	408
Percent of Districts with PERL Levy	13.9%	6.8%	5.2%	3.9%	9.1%	25.0%	7.3%
PERL Property Tax	108,119	231,879	150,497	233,800	322,178	1,985,070	3,031,543
Average PERL Property Tax Per Pupil	93	69	51	54	37	40	43
Percent of Districts with Debt Services Levy	19.4%	50.5%	57.1%	61.0%	59.1%	50.0%	51.7%
Debt Services Property Tax	2,103,040	22,207,625	30,314,257	63,135,100	59,723,766	49,171,711	226,655,499
Average Debt Services Property Tax Per Pupil	1,119	906	901	874	1,054	692	872

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.

PPEL means Physical Plant and Equipment Levy.



Income Surtaxes

Data on income surtax usage by enrollment category for 2000-2001 and 2015-2016 to 2019-2020 are presented in Table 7-14. The use of income surtax replaces local property tax within the school district, thus may reduce some property tax burden. The two highest enrollment categories have a significantly lower percentage of districts implementing an income surtax than the four lower enrollment categories, and also have average surtax rates that are below the statewide average.

Table 7-14

Number and Percent of School Districts with Income Surtaxes, Surtax Per Pupil, and Average Income Surtax Rates by Enrollment Category 2000-2001 and 2015-2016 to 2019-2020

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2019-2020							
Number of Districts with Surtaxes	33	95	71	70	11	3	283
Percent of Districts with Surtaxes	91.7%	92.2%	92.2%	90.9%	50.0%	25.0%	86.5%
Surtaxes Per Budget Enrollment	359	365	338	332	295	375	340
Average Income Surtax Rate	6.86%	6.34%	5.75%	5.29%	4.15%	4.65%	5.24%
2018-2019							
Number of Districts with Surtaxes	34	89	73	70	10	3	279
Percent of Districts with Surtaxes	89.5%	88.1%	90.1%	90.9%	45.5%	27.3%	84.5%
Surtaxes Per Budget Enrollment	423	390	351	339	307	355	349
Average Income Surtax Rate	8.12%	6.88%	6.14%	5.53%	4.43%	4.65%	5.53%
2017-2018							
Number of Districts with Surtaxes	35	91	73	70	10	3	282
Percent of Districts with Surtaxes	92.1%	88.3%	89.0%	90.9%	45.5%	27.3%	84.7%
Surtaxes Per Budget Enrollment	429	366	347	342	300	356	345
Average Income Surtax Rate	9.00%	6.87%	6.49%	5.70%	4.35%	4.65%	5.66%
2016-2017							
Number of Districts with Surtaxes	36	92	75	68	11	3	285
Percent of Districts with Surtaxes	97.3%	91.1%	88.2%	88.3%	50.0%	27.3%	85.6%
Surtaxes Per Budget Enrollment	442	373	361	338	278	347	343
Average Income Surtax Rate	9.00%	6.87%	6.49%	5.70%	4.35%	4.65%	5.66%



Table 7-14 (...continued)

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2015-2016							
Number of Districts with Surtaxes	26	93	75	66	11	3	274
Percent of Districts with Surtaxes	68.4%	90.3%	86.2%	88.0%	50.0%	27.3%	81.5%
Surtaxes Per Budget Enrollment	456	381	371	335	270	339	343
Average Income Surtax Rate	8.63%	6.91%	6.76%	5.84%	4.39%	4.63%	5.77%
2000-2001							
Number of Districts with Surtaxes	31	87	73	54	6	3	254
Percent of Districts with Surtaxes	86.1%	77.0%	67.0%	65.1%	25.0%	33.3%	67.9%
Surtaxes Per Budget Enrollment	225	180	175	160	136	173	168
Average Income Surtax Rate	12.03	8.29	7.29	5.37	3.66	3.59	5.46

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.

PPEL means Physical Plant and Equipment Levy.

Average Tax Rate per \$1,000 Valuation.



Instructional Support

Instructional support is a program that must be approved through board action or referendum. It provides additional funding to a school district and may be imposed for up to 10 years if approved through a referendum, or up to five years through board resolution. A school district's budget may be increased by up to 10 percent of the school district's regular program cost through the instructional support program. In earlier years, state aid funded a portion of the program and the remaining portion was funded through a property tax and income surtax, if approved, once the program was enacted.

The revenue sources and amounts for the instructional support program for 2019-2020 and previous years are shown in Table 7-15 and Figure 7-5. Since 2011-2012, instructional support funding has come from a combination of property taxes and income surtax. The percent of the funding for instructional support generated from property taxes has increased each year since 2014-2015 (Table 7-15). The number of school districts with an instructional support program in current and previous years by enrollment category is shown in Table 7-16. 326 of the state's 327 districts (99.7 percent) are participating in 2019-2020. The one district not participating falls within the 1,000-2,499 enrollment category.

Table 7-15

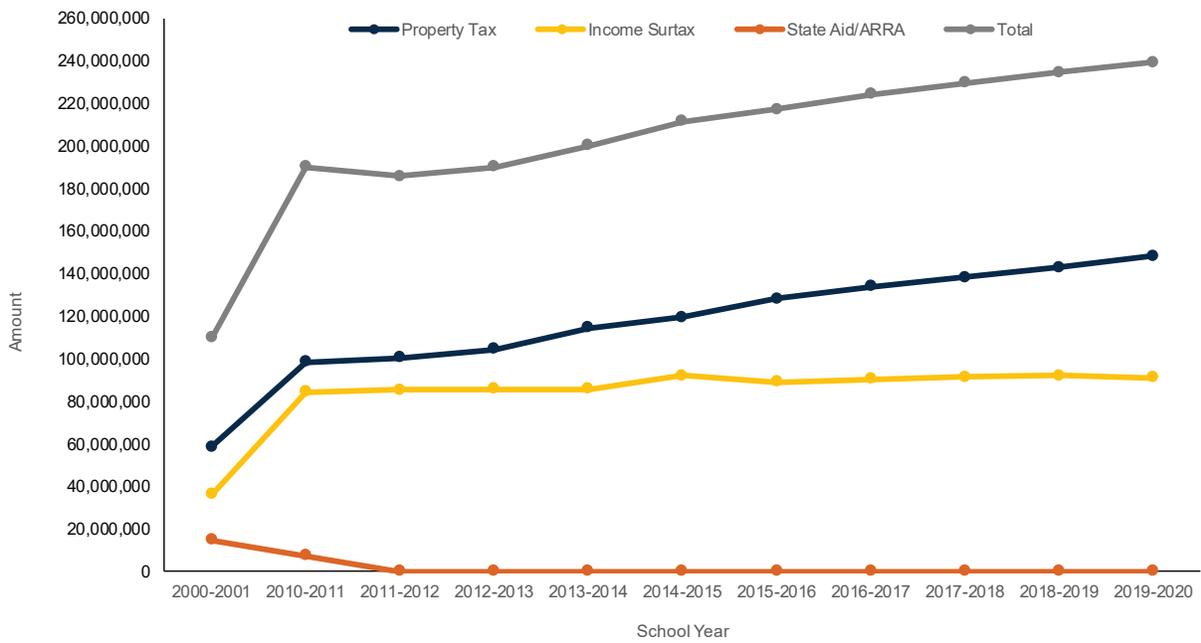
Instructional Support Program by Revenue Source Property Tax, Income Surtax and State Aid 2000-2001 and 2010-2011 to 2019-2020							
School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ARRA	Total
2019-2020	148,260,303	62.0%	90,900,495	38.0%	0	0.0%	239,160,798
2018-2019	142,696,592	60.8%	91,908,949	39.2%	0	0.0%	234,605,541
2017-2018	138,084,562	60.2%	91,245,322	39.8%	0	0.0%	229,329,884
2016-2017	133,869,972	59.7%	90,292,079	40.3%	0	0.0%	224,162,051
2015-2016	128,016,622	59.0%	89,054,210	41.0%	0	0.0%	217,070,832
2014-2015	119,468,024	56.5%	91,988,125	43.5%	0	0.0%	211,456,149
2013-2014	114,476,664	57.2%	85,521,643	42.8%	0	0.0%	199,998,307
2012-2013	104,229,555	54.9%	85,667,381	45.1%	0	0.0%	189,896,936
2011-2012	100,385,847	54.1%	85,171,536	45.9%	0	0.0%	185,557,383
2010-2011	98,265,550	51.7%	84,302,509	44.4%	7,499,936	3.9%	190,067,995
2000-2001	58,678,106	53.5%	36,273,229	33.1%	14,798,227	13.5%	109,749,562

Source: Iowa Department of Management, Master Budget Files.



Figure 7-5

Instructional Support Program Revenues 2000-2001 and 2010-2011 to 2019-2020



Source: Iowa Department of Management, Master Budget Files.



Table 7-16

Instructional Support Program by Enrollment Category 2000-2001 and 2015-2016 to 2019-2020

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2019-2020							
Number of Districts	36	103	77	77	22	12	327
Number of Districts with Instructional Support	36	103	77	76	22	12	326
Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.7%	100.0%	100.0%	99.7%
2018-2019							
Number of Districts	38	101	81	77	22	11	330
Number of Districts with Instructional Support	38	101	81	76	22	11	329
Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.7%	100.0%	100.0%	99.7%
2017-2018							
Number of Districts	38	103	82	77	22	11	333
Number of Districts with Instructional Support	38	102	81	76	22	11	330
Percent of Districts with Instructional Support	100.0%	99.0%	98.8%	98.7%	100.0%	100.0%	99.1%
2016-2017							
Number of Districts	37	101	85	77	22	11	333
Number of Districts with Instructional Support	37	100	84	73	22	11	327
Percent of Districts with Instructional Support	100.0%	99.0%	98.8%	94.8%	100.0%	100.0%	98.2%
2015-2016							
Number of Districts	38	103	87	75	22	11	336
Number of Districts with Instructional Support	37	102	86	71	22	11	329
Percent of Districts with Instructional Support	97.4%	99.0%	98.9%	94.7%	100.0%	100.0%	97.9%
2000-2001							
Number of Districts	36	113	109	83	24	9	374
Number of Districts with Instructional Support	33	95	79	54	16	8	285
Percent of Districts with Instructional Support	91.7%	84.1%	72.5%	65.1%	66.7%	88.9%	76.2%

Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollment.



Budget Adjustment

The budget adjustment, previously known as the budget guarantee, is part of the Iowa school aid formula. Through FY13, school districts could receive, as a budget adjustment, the greater of a scale-down adjustment or 101 percent adjustment. The scale-down adjustment was completely eliminated in FY14. Each year, enrollment changes from the previous year and the supplemental state aid growth rate set by the Legislature is used to determine whether or not a school district qualifies to receive the budget adjustment. The 101 percent budget adjustment guarantees a school district's regular program cost will equal at least 101 percent of the previous year's regular program cost. The overall percent of districts receiving the budget adjustment for 2019-2020 significantly decreased from the previous year (Table 7-17 and Figure 7-6), with each enrollment category also experiencing a decrease. This change is primarily attributed to the higher growth rate for state supplement aid set by the Legislature.

Table 7-17

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2019-2020							
Number of Districts	36	103	77	77	22	12	327
Number of Districts w/Adjustment	18	46	24	20	5	1	114
Percent of Districts w/Adjustment	50.0%	44.7%	31.2%	26.0%	22.7%	8.3%	34.9%
Average Per Pupil	299	206	146	115	106	72	127
2018-2019							
Number of Districts	38	101	81	77	22	11	330
Number of Districts w/Adjustment	25	58	45	36	10	4	178
Percent of Districts w/Adjustment	65.8%	57.4%	55.6%	46.8%	45.5%	36.4%	53.9%
Average Per Pupil	299	206	146	115	106	72	127
2017-2018							
Number of Districts	38	103	82	77	22	11	333
Number of Districts w/Adjustment	21	58	46	42	7	5	179
Percent of Districts w/Adjustment	55.3%	56.3%	56.1%	54.5%	31.8%	45.5%	53.8%
Average Per Pupil	296	206	134	110	69	59	110
2016-2017							
Number of Districts	37	101	85	77	22	11	333
Number of Districts w/Adjustment	18	43	27	18	2	2	110
Percent of Districts w/Adjustment	48.6%	42.6%	31.8%	23.4%	9.1%	18.2%	33.0%
Average Per Pupil	203	139	130	90	119	28	102



Table 7-17 (...continued)

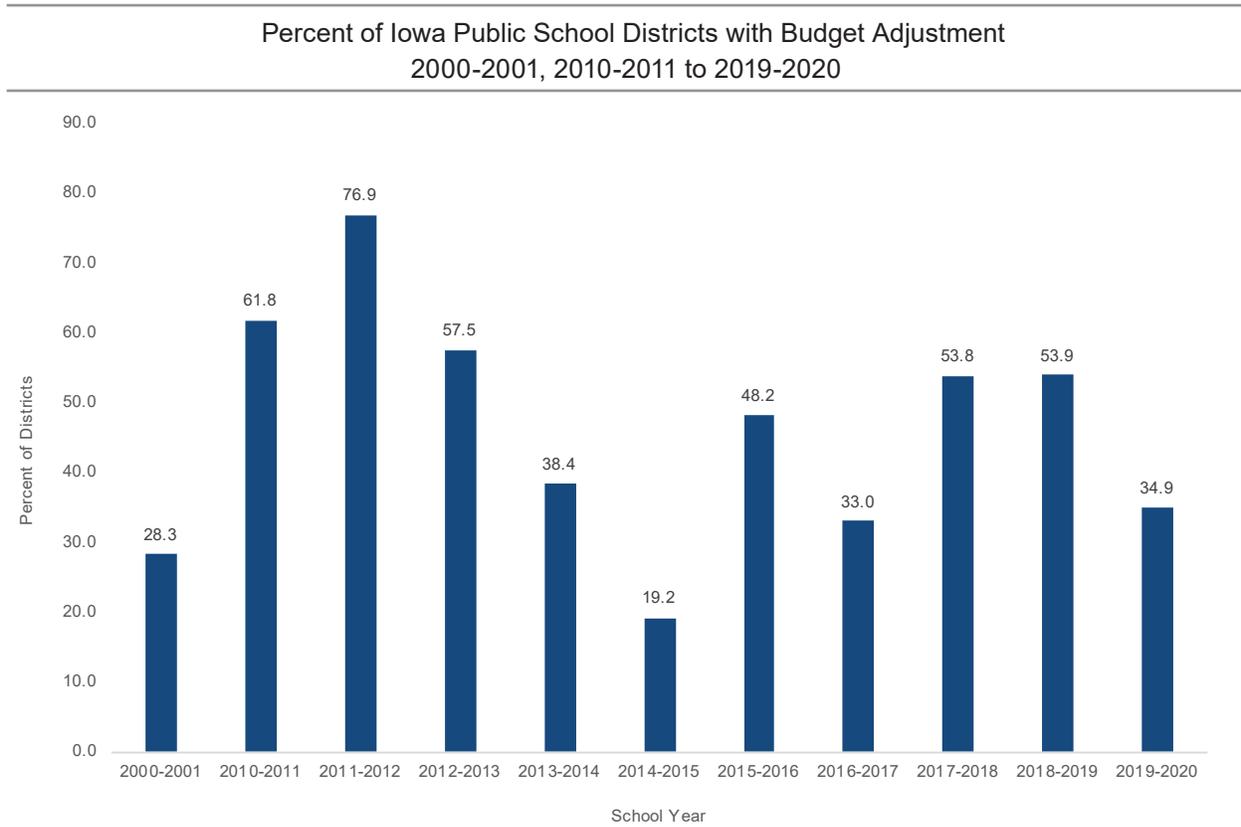
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2015-2016							
Number of Districts	38	103	87	75	22	11	336
Number of Districts w/Adjustment	22	65	37	30	7	1	162
Percent of Districts w/Adjustment	57.9%	63.1%	42.5%	40.0%	31.8%	9.1%	48.2%
Average Per Pupil	278	167	142	94	44	48	109
2000-2001							
Number of Districts	36	113	109	83	24	9	374
Number of Districts w/Guarantee	21	44	25	16	0	0	106
Percent of Districts w/Guarantee	58.3%	38.9%	22.9%	19.3%	0.0%	0.0%	28.3%
Average Per Pupil	288	143	90	35	0	0	101

Source: Iowa Department of Management, Master Budget Files.

Note: Enrollment categories determined by budget enrollment.



Figure 7-6



Source: Iowa Department of Management, Master Budget Files.



Bond Elections

The number of school districts that attempted bond referendums by enrollment category is listed in Table 7-18. A bond referendum may be passed with approval of at least 60 percent of the total votes cast. In 2017-2018, 76.7 percent were passed, a significant increase from the passage rate for 2016-2017 (54.5 percent). This marked three consecutive years where the passage rate exceeded 50 percent.

Table 7-18

Number of Districts Attempting Bond Referendums by Percentage of Yes Votes by Enrollment Category 2000-2001, 2016-2017 and 2017-2018							
	Enrollment Category						State
	<300	300-599	600-999	1,000- 2499	2,500- 7499	7,500 +	
2017-2018							
Number Attempted	0	8	6	10	3	3	30
<50 Percent	0	1	0	1	0	0	2
50-59.9 Percent	0	0	2	2	1	0	5
60 Percent +	0	7	4	7	2	3	23
2016-2017							
Number Attempted	2	8	13	8	2	0	33
<50 Percent	1	1	1	2	0	0	5
50-59.9 Percent	0	3	5	2	0	0	10
60 Percent +	1	4	7	4	2	0	18
2000-2001							
Number Attempted	0	11	6	6	4	1	28
<50 Percent	0	3	2	3	0	0	8
50-59.9 Percent	0	4	1	2	1	0	8
60 Percent +	0	4	3	1	3	1	12

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.



Physical Plant and Equipment Elections

Table 7-19 lists the number of school districts that attempted voter-approved physical plant and equipment referendums in 2001-2002 and 2016-2017 to 2017-2018. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2017-2018, 97.3 percent of the 37 voter-approved physical plant and equipment referendums were passed, as compared to 2016-2017 where 100 percent of the 23 referendums were approved (Table 7-19).

Table 7-19

	Enrollment Category						State
	<300	300-599	600-999	1,000-2499	2,500-7499	7,500 +	
2017-2018							
Number Attempted	8	9	8	8	3	1	37
<50 Percent	0	0	1	0	0	0	1
50 Percent +	8	9	7	8	3	1	36
2016-2017							
Number Attempted	0	7	3	9	2	2	23
<50 Percent	0	0	0	0	0	0	0
50 Percent +	0	7	3	9	2	2	23
2001-2002							
Number Attempted	2	14	10	9	2	0	37
<50 Percent	0	3	2	2	1	0	8
50 Percent +	2	11	8	7	1	0	29

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: A district could be included more than once if it had more than one voter-approved physical plant and equipment levy referendum in a year. FY 2002 was the first year the information was collected.



Secure an Advanced Vision for Education

Secure an Advanced Vision for Education (SAVE), which became effective July 1, 2008, is used by school districts for school infrastructure needs and property tax relief. This legislation (Iowa Code 423F.1) increased the state sales, services, and use tax from 5 percent to 6 percent to provide revenues to local school districts solely for school infrastructure purposes or school district property tax relief. Legislation passed during the 2019 legislative session extended the sunset date from December 31, 2029 to January 1, 2051.

Use of revenues from SAVE depends on whether or not the school district has a revenue purpose statement (RPS). Current law specifies the usage of SAVE revenue as dictated by the RPS. A RPS requires voter approval for designating specific use of SAVE. If there is no RPS, the revenue is to be used for reducing specified levies described in Iowa Code 423F.3 “Use of revenues.” A school board may adopt a resolution for using SAVE revenues solely for property tax relief by reducing indebtedness of PPEL and debt levies without voter approval. If the school board approves a change in the RPS not solely for reduction of property tax relief, voter approval is required.

The estimated sales and services tax revenues for 2019-2020 are \$501.4 million for 327 school districts in all 99 counties (Table 7-20).



Table 7-20

Local Option/Statewide Sales and Services Tax for School Infrastructure
2000-2001, 2015-2016 to 2019-2020

	2000-2001	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of Counties with the Tax	15	99	99	99	99	99
Number of Districts Partly or Wholly Located in those Counties	110	336	333	333	330	327
Resident Budget Enrollment in those Counties	171,150.6	483,450.9	485,147.3	486,264.3	487,651.5	490,094.4
Estimated Revenues	\$122,683,313	\$435,270,155	\$444,681,000	\$442,172,297	\$469,405,863	\$501,999,940
Percent of Counties Participating	15.2%	100.0%	100.0%	100.0%	100.0%	100.0%
Percent of Districts Located Partly or Wholly in Participating Counties	29.4%	100.0%	100.0%	100.0%	100.0%	100.0%
Percent of Budget Enrollment Residing in Participating Counties	34.3%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Department of Revenue, Local Option Tax Information for Local Government.



Total Preschool, Elementary and Secondary Education Budgets

The budget detail for 2000-2001, 2018-2019, and 2019-2020 is shown in Table 7-21. Several categorical supplements were added to the school aid formula beginning in 2009-2010, including Teacher Salary, Professional Development, Early Intervention, Area Education Agency (AEA) Teacher Salary, and AEA Professional Development. Teacher Leadership was fully added to the school aid formula beginning in 2017-2018. The “Preschool” line in Table 7-21 is Iowa’s Statewide Voluntary Preschool Program for Four-Year-Old Children (Iowa Code 256C).

Table 7-21

Total Preschool, Elementary and Secondary Education Budgets 2000-2001, 2018-2019 and 2019-2020						
Source of Funds	2000-2001		2018-2019		2019-2020	
	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	2,175,673,579	66.7	3,285,481,467	54.4	3,364,091,962	54.1
Guarantee Amount	6,629,840	0.2	25,520,687	0.4	9,774,555	0.2
Supplementary Weights	21,887,590	0.7	98,719,962	1.6	104,778,620	1.7
Special Education	278,121,047	8.5	440,874,542	7.3	460,238,641	7.4
Teacher Salary	-	0.0	282,938,336	4.7	288,623,152	4.6
Professional Development	-	0.0	32,059,802	0.5	32,696,371	0.5
Early Intervention	-	0.0	34,895,866	0.6	35,575,348	0.6
Teacher Leadership	-	0.0	159,466,485	2.6	162,738,249	2.6
AEA Special Education Support and Adj	107,245,598	3.3	164,889,350	2.7	168,742,138	2.7
AEA Media	19,184,863	0.6	28,687,769	0.5	29,301,045	0.5
AEA Ed Services	21,167,941	0.6	31,697,300	0.5	32,369,311	0.5
AEA Sharing	-	0.0	30,000	<0.1	60,003	<0.1
AEA Teacher Salary	-	0.0	15,973,843	0.3	16,354,536	0.3
AEA Professional Development	-	0.0	1,874,985	<0.1	1,918,943	<0.1
Dropout SBRC	40,504,621	1.2	124,294,926	2.1	124,914,792	2.0
Other SBRC	664,690	<0.1	-	0.0	-	0.0
Enrollment Audit Adjustment	(695,392)	0.0	(582,315)	0.0	(103,227)	0.0
AEA Prorated Budget Reduction	-	0.0	22,500,000	0.4	22,500,000	0.4
Preschool	-	0.0	82,236,672	1.4	86,151,452	1.4
Instructional Support	109,749,562	3.4	234,605,541	3.9	239,160,798	3.8
Educational Improvement	317,837	<0.1	905,951	0.0	900,317	0.0
Property Tax Replacement Payment	-	0.0	52,081,306	0.9	62,648,930	1.0
Management	47,005,258	1.4	150,593,027	2.5	163,396,069	2.6



Table 7-21(...continued)

Source of Funds	2000-2001		2018-2019		2019-2020	
	Amount	Percent	Amount	Percent	Amount	Percent
Physical Plant & Equipment	80,703,751	2.5	219,921,614	3.6	234,525,258	3.8
67.5 Cent Schoolhouse	668,203	<0.1	-	0.0	-	0.0
Playground and Amana Library	1,592,530	<0.1	2,937,687	<0.1	3,058,581	<0.1
Debt Service	99,375,793	3.0	208,503,820	3.5	226,655,499	3.6
Estimated Miscellaneous State Categorical	147,121,263	4.5	98,045,100	1.6	104,931,788	1.7
Estimated Misc. Federal	104,000,000	3.2	238,118,895	3.9	246,160,125	4.0
Total	3,260,918,574	100.0	6,037,272,618	100.0	6,222,163,256	100.0

Source: Iowa Department of Management, Budget files.