IOWA DEPARTMENT OF EDUCATION

Student Achievement, Accountability and Professional Development

Annual Report
2009-2010

Iowa Code Section 284.12(1)

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

January 2010

State of Iowa
Iowa Department of Education
Grimes State Office Building
400 E 14th St
Des Moines IA 50319-0146

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Iowa Department of Education
Annual Report 2009
As Required by Iowa Code Section 284.12(1)
Student Achievement and Teacher Quality Program

Legislation passed during the 2001 Iowa legislative session established the Student Achievement and Teacher Quality Program, Iowa Code Section 284.12(1). This legislation requires the Iowa Department of Education (DE) to annually report the statewide progress on the following: student achievement scores in mathematics and reading at the fourth and eighth grade levels on a district-by-district basis; evaluator training program; team-based variable pay for student achievement; and changes and improvements in the evaluation of teachers under the Iowa Teaching Standards. The report is being made available to the chairpersons and ranking members of the Senate and House committees on education, the legislative education accountability and oversight committee, the deans of the colleges of education at approved practitioner preparation institutions in this state, the State Board of Education, the Governor, and school districts.

Student Achievement Scores in Reading and Mathematics at the Fourth and Eighth Grade Levels on a District-by-District Basis
2007-08 & 2008-09 Biennium Adequate Yearly Progress Report Percentage of Students Proficient (Iowa School Districts)

Agency Name	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
AGWSR CSD	81.43	77.14	67.37	80.00
Adair-Casey CSD	67.35	81.63	66.07	73.21
Adel DeSoto Minburn CSD	86.67	85.13	80.36	84.82
Akron Westfield CSD	89.04	84.93	73.49	71.08
Albert City-Truesdale CSD	88.89	94.44	to Sioux Central	
Albia CSD	78.43	73.86	72.54	80.00
Alburnett CSD	72.29	73.49	82.98	87.23
Alden CSD	70.37	85.19	to Iowa Falls	
Algona CSD	87.12	84.85	83.33	86.98
Allamakee CSD	83.75	83.75	81.82	81.82
Allison-Bristow CSD	94.44	86.11	75.82	84.62
Alta CSD	86.96	91.30	72.83	79.35
Ames CSD	85.51	85.86	82.57	88.43
Anamosa CSD	80.77	80.65	71.89	74.65
Andrew CSD	83.78	89.19	82.05	94.74
Anita CSD	76.67	93.33	to C and M	
Ankeny CSD	89.37	88.78	84.73	88.26
Anthon-Oto CSD	82.61	91.30	69.60	71.20
Aplington-Parkersburg CSD	81.97	77.87	66.92	66.15
Armstrong-Ringsted CSD	84.44	84.44	67.27	76.36
Ar-We-Va CSD	86.49	89.19	68.63	86.27

Agency Name	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Atlantic CSD	81.01	79.21	70.94	78.33
Audubon CSD	79.52	80.72	75.47	88.68
Aurelia CSD	75.68	83.78	80.00	62.86
A-H-S-T CSD	72.53	80.22	81.94	94.44
Ballard CSD	81.17	86.10	83.00	88.00
Battle Creek-Ida Grove CSD	89.39	87.88	78.95	86.32
Baxter CSD	79.10	85.07	84.75	88.14
BCLUW CSD	82.76	85.06	81.13	78.30
Bedford CSD	90.67	85.33	77.92	84.42
Belle Plaine CSD	83.61	85.25	76.92	78.02
Bellevue CSD	84.00	85.33	81.11	74.44
Belmond-Klemme CSD	83.78	80.18	63.01	57.53
Bennett CSD	83.33	91.67	to Durant	
Benton CSD	82.67	85.15	81.93	81.93
Bettendorf CSD	86.80	84.59	79.39	81.31
Eddyville-Blakesburg CSD	80.30	80.30	69.44	76.64
Bondurant-Farrar CSD	86.03	86.59	73.01	81.60
Boone CSD	82.03	82.71	68.07	80.66
Boyden-Hull CSD	76.67	78.89	69.14	80.00
West Hancock CSD	73.63	73.91	63.27	76.53
Brooklyn-Guernsey-Malcom CSD	78.31	81.93	66.29	68.89
North Iowa CSD	82.26	77.42	73.68	73.68
Burlington CSD	76.07	75.37	67.28	69.13
C and M CSD	84.62	73.08	69.39	83.67
CAL CSD	86.21	86.21	75.00	59.26
Calamus-Wheatland CSD	80.95	86.90	69.23	76.92
Camanche CSD	76.71	82.19	63.76	69.59
Cardinal CSD	79.27	81.71	62.24	56.12
Carlisle CSD	88.72	88.72	77.29	80.00
Carroll CSD	87.10	87.96	83.51	86.67
Cedar Falls CSD	87.14	88.02	80.37	83.54
Cedar Rapids CSD	73.65	75.44	72.82	74.26
Center Point-Urbana CSD	79.89	76.72	79.03	87.10
Centerville CSD	73.14	77.59	79.13	80.00
Central Lee CSD	87.12	92.37	71.23	80.14
Central CSD	79.10	76.12	76.14	80.68
Central Clinton CSD	86.67	85.00	80.00	85.79
Central City CSD	71.67	76.67	60.29	61.76
Central Decatur CSD	76.09	80.43	80.70	69.30
Central Lyon CSD	96.30	92.59	76.70	83.50
Chariton CSD	83.60	80.95	84.04	85.92
Charles City CSD	86.55	85.29	71.43	73.64
Charter Oak-Ute CSD	84.44	82.22	63.41	82.50
Cherokee CSD	83.46	83.46	71.71	72.19
Clarinda CSD	75.65	68.70	71.03	77.57
Clarion-Goldfield CSD	78.95	80.53	80.00	86.67

Agency Name	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Clarke CSD	79.29	75.00	72.41	75.29
Clarksville CSD	91.67	100.00	62.71	62.71
Clay Central-Everly CSD	87.18	94.87	80.70	75.44
Clear Creek Amana CSD	84.88	87.79	75.38	81.54
Clearfield CSD	N < 10	N < 10	to Diagonal, Lenox, Mt. Ayr	
Clear Lake CSD	76.57	80.57	80.89	76.02
Clinton CSD	77.66	82.74	62.86	68.51
Colfax-Mingo CSD	76.40	78.65	65.00	63.87
College CSD	86.62	88.34	79.93	82.97
Collins-Maxwell CSD	67.19	72.31	62.32	88.41
Colo-Nesco CSD	78.79	81.82	72.73	70.15
Columbus CSD	62.16	72.97	54.11	52.05
Coon Rapids-Bayard CSD	83.61	88.52	67.74	59.68
Corning CSD	78.95	89.47	76.67	85.56
Corwith-Wesley CSD	77.27	86.36	to Lu Verne	
Council Bluffs CSD	72.67	75.40	69.32	69.39
Creston CSD	83.33	83.33	75.68	75.00
Dallas Center-Grimes CSD	88.47	91.53	81.50	79.74
Danville CSD	83.91	79.31	72.34	80.85
Davenport CSD	71.89	77.14	63.90	65.82
Davis County CSD	85.47	81.98	83.24	83.80
Decorah CSD	90.05	89.55	91.43	92.38
Deep River-Millersburg CSD	85.71	85.71	to English Valleys, Montezuma	
Delwood CSD	100.00	93.10	to Maquoketa	
Denison CSD	64.73	63.33	67.05	76.92
Denver CSD	91.67	91.67	80.42	86.01
Des Moines Independent CSD	64.36	67.55	56.10	61.55
Diagonal CSD	100.00	92.86	80.00	90.00
Dike-New Hartford CSD	88.50	91.15	81.42	92.04
Dows CSD	78.57	78.57	to Clarion-Goldfield	
Dubuque CSD	78.12	78.87	72.78	75.78
Dunkerton CSD	82.81	92.19	76.06	81.69
Boyer Valley CSD	65.63	64.06	75.00	71.88
Durant CSD	81.82	81.82	79.84	75.19
Eagle Grove CSD	73.15	81.48	80.00	76.84
Earlham CSD	84.69	73.47	73.26	77.01
East Buchanan CSD	82.43	86.49	60.76	69.62
East Central CSD	79.66	83.05	66.00	79.17
East Greene CSD	67.27	64.81	69.57	63.04
East Marshall CSD	87.38	81.37	68.03	71.31
East Union CSD	77.78	80.56	65.57	65.57
Eastern Allamakee CSD	91.23	89.47	79.63	87.04
River Valley CSD	88.33	93.33	81.03	75.86
Edgewood-Colesburg CSD	77.11	79.27	69.23	71.43
Eldora-New Providence CSD	80.00	83.75	to Hubbard-Radcliff	
Elk Horn-Kimballton CSD	89.19	94.59	83.33	90.48

Agency Name	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Emmetsburg CSD	75.90	77.11	81.93	84.34
English Valleys CSD	69.35	90.32	72.37	81.58
Essex CSD	82.22	82.22	57.89	54.05
Estherville Lincoln Central CSD	77.47	73.63	72.07	73.18
Exira CSD	80.56	86.11	66.67	72.22
Fairfield CSD	80.25	80.17	79.22	83.53
Farragut CSD	90.91	90.91	61.36	63.64
Forest City CSD	84.71	84.62	74.40	82.14
Fort Dodge CSD	68.28	70.99	63.55	67.29
Fort Madison CSD	84.69	86.29	69.66	73.36
Fredericksburg CSD	77.78	93.33	70.00	80.77
Fremont CSD	76.00	84.00	66.67	66.67
Fremont-Mills CSD	73.33	80.00	64.62	69.23
Galva-Holstein CSD	98.36	93.44	84.38	82.81
Garner-Hayfield CSD	84.68	90.32	70.97	71.77
George-Little Rock CSD	88.24	76.47	78.26	65.22
Gilbert CSD	94.16	92.86	90.91	90.30
Gilmore City-Bradgate CSD	82.93	85.37	75.56	77.78
Gladbrook-Reinbeck CSD	85.33	84.00	67.68	68.69
Glenwood CSD	84.80	88.89	78.72	74.66
Glidden-Ralston CSD	81.82	81.82	79.25	75.47
Graettinger CSD	75.00	85.00	to Terril	
Greene CSD	95.24	87.80	to Allison-Bristow	
Nodaway Valley CSD	80.00	79.00	73.95	80.67
GMG CSD	79.31	82.76	83.93	85.71
Grinnell-Newburg CSD	87.04	92.59	73.22	79.92
Griswold CSD	85.54	90.36	79.07	79.07
Grundy Center CSD	81.61	87.21	77.89	86.32
Guthrie Center CSD	85.48	79.03	88.46	84.62
Clayton Ridge CSD	70.51	80.77	77.78	86.11
H-L-V CSD	86.36	88.64	80.39	90.20
Hamburg CSD	75.00	77.78	73.68	76.32
Hampton-Dumont CSD	77.78	77.78	69.49	72.00
Harlan CSD	87.50	83.80	83.33	80.58
Harmony CSD	86.36	75.00	71.74	84.78
Harris-Lake Park CSD	97.44	100.00	88.57	82.86
Hartley-Melvin-Sanborn CSD	88.10	85.71	73.03	77.01
Highland CSD	72.55	76.47	69.90	71.84
Hinton CSD	74.00	81.00	77.65	87.06
Howard-Winneshiek CSD	78.24	87.57	73.52	78.08
Hubbard-Radcliffe CSD	67.65	88.24	70.73	68.29
Hudson CSD	74.70	84.34	77.24	81.30
Humboldt CSD	87.74	89.54	80.45	81.56
Independence CSD	83.62	82.39	65.46	70.62
Indianola CSD	87.57	85.34	84.37	88.65
Interstate 35 CSD	71.00	78.00	74.79	73.95

Agency Name	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Iowa City CSD	79.16	78.29	76.61	78.05
Iowa Falls CSD	86.99	89.73	79.78	81.32
Iowa Valley CSD	82.61	82.61	59.34	79.12
IKM CSD	84.31	90.20	79.49	87.18
Janesville Consolidated SD	80.00	80.00	84.09	95.45
Jefferson-Scranton CSD	84.80	91.20	86.11	82.64
Jesup CSD	72.59	70.37	69.83	75.00
Johnston CSD	90.69	89.95	87.40	91.78
Keokuk CSD	78.68	78.60	63.30	64.98
Keota CSD	89.19	97.30	83.33	92.86
Kingsley-Pierson CSD	82.35	77.65	75.00	84.72
Knoxville CSD	81.89	89.02	69.10	75.35
Lake Mills CSD	68.18	64.77	75.58	81.82
Lamoni CSD	81.82	81.82	71.43	78.05
Laurens-Marathon CSD	59.52	69.05	80.36	80.36
Lawton-Bronson CSD	91.40	90.32	79.17	81.25
Le Mars CSD	80.53	77.57	78.36	87.21
Lenox CSD	77.08	70.83	56.52	60.87
Lewis Central CSD	70.15	70.92	66.92	65.50
North Cedar CSD	76.19	84.92	80.74	85.19
Lineville-Clio CSD	N < 10	N < 10	60.00	50.00
Linn-Mar CSD	88.13	86.47	82.21	84.35
Lisbon CSD	72.37	84.21	83.54	87.34
Logan-Magnolia CSD	89.16	85.54	84.11	83.18
Lone Tree CSD	70.77	84.62	73.24	77.46
Louisa-Muscatine CSD	72.27	82.20	55.86	59.44
LuVerne CSD	to Corwith-Wesley		81.48	96.30
Lynnville-Sully CSD	85.48	80.65	71.23	89.04
Madrid CSD	79.38	86.60	78.05	81.71
Malvern CSD	84.62	84.62	to Nishna Valley	
Manning CSD	91.38	81.03	74.29	80.00
Manson Northwest Webster CSD	84.34	87.95	83.70	85.87
Maple Valley CSD	67.39	69.57	to Anthon-Oto	
Maquoketa CSD	73.68	76.84	65.22	72.40
Maquoketa Valley CSD	93.52	89.81	79.37	91.27
Marcus-Meriden-Cleghorn CSD	91.23	91.23	81.82	85.23
Marion Independent SD	74.06	81.20	69.37	80.00
Marshalltown CSD	66.15	66.43	62.72	69.62
Martensdale-St Marys CSD	78.38	78.38	73.86	85.23
Mason City CSD	80.86	78.53	74.18	74.87
MOC-Floyd Valley CSD	93.57	92.94	82.20	85.86
Mediapolis CSD	91.45	98.29	80.25	88.54
Melcher-Dallas CSD	86.36	77.27	72.22	77.78
Midland CSD	82.00	84.00	61.11	72.86
Mid-Prairie CSD	77.58	79.88	74.86	84.57
Missouri Valley CSD	67.54	66.67	68.91	68.91

Agency Name	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
MFL MarMac CSD	80.34	81.74	76.03	76.23
Montezuma CSD	89.23	75.38	67.65	79.17
Monticello CSD	82.61	86.09	83.33	82.74
Moravia CSD	84.00	88.00	68.18	81.82
Mormon Trail CSD	64.52	64.52	69.70	63.64
Morning Sun CSD	91.30	82.61	to Wapello, Winfield Mt. Union, Mediapolis	
Moulton-Udell CSD	80.49	87.80	78.38	81.08
Mount Ayr CSD	93.06	97.22	68.75	78.75
Mount Pleasant CSD	84.82	81.19	74.59	74.59
Mount Vernon CSD	96.43	92.35	79.27	83.54
Murray CSD	80.65	90.32	65.91	79.55
Muscatine CSD	86.66	88.81	70.00	76.18
Nashua-Plainfield CSD	88.89	95.83	63.06	78.38
Nevada CSD	77.23	79.21	81.59	84.58
Newell-Fonda CSD	78.33	86.67	75.00	80.36
New Hampton CSD	75.00	80.47	75.35	78.17
New London CSD	75.31	72.84	62.16	75.68
New Market CSD	dissolved – to Clarinda, Bedford, & Villisca			
Newton CSD	78.23	75.42	72.77	67.92
Nishna Valley CSD	75.00	75.00	70.27	74.32
Nora Springs-Rock Falls CSD	80.65	82.26	81.65	86.24
North Central CSD	95.45	95.45	to Nora Springs - Rock Falls	
Northeast CSD	78.85	88.46	81.19	88.89
North Fayette CSD	94.23	92.31	73.33	73.68
Northeast Hamilton CSD	81.82	84.85	82.35	85.29
North Mahaska CSD	84.27	83.15	79.57	78.02
North Linn CSD	82.47	86.60	73.04	80.87
North Kossuth CSD	76.32	78.95	86.36	90.91
North Polk CSD	85.71	89.03	85.28	87.73
North Scott CSD	84.60	89.90	79.81	83.14
North Tama County CSD	78.95	92.00	75.00	82.89
North Winneshiek CSD	59.46	80.56	57.50	80.00
Northwood-Kensett CSD	75.38	83.08	73.75	78.75
Norwalk CSD	80.63	83.76	78.72	82.67
Odebolt-Arthur CSD	91.89	94.59	88.89	82.22
Oelwein CSD	77.33	86.00	74.62	79.70
Ogden CSD	89.53	95.29	77.48	79.09
Okoboji CSD	89.81	91.67	77.69	79.23
Olin Consolidated SD	83.87	87.10	55.00	80.00
Orient-Macksburg CSD	64.00	76.00	65.79	71.05
Osage CSD	83.06	75.61	78.03	84.09
Oskaloosa CSD	82.01	83.79	69.05	75.25
Ottumwa CSD	73.27	72.08	67.36	70.21
Panorama CSD	86.84	92.11	69.44	73.15
Paton-Churdan CSD	83.33	83.33	56.52	65.22
PCM CSD	81.10	80.31	76.58	80.38

Agency Name	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Pekin CSD	85.58	83.65	66.36	70.00
Pella CSD	90.06	91.19	90.16	90.45
Perry CSD	83.81	75.61	65.35	68.42
Pleasant Valley CSD	85.83	88.54	78.29	87.29
Pleasantville CSD	86.36	85.23	65.93	75.82
Pocahontas Area CSD	82.69	92.31	80.52	88.31
Pomeroy-Palmer CSD	66.67	75.76	69.23	73.08
Postville CSD	56.52	66.67	62.07	58.62
Prairie Valley CSD	93.55	90.32	73.02	76.38
Prescott CSD	N < 10	N < 10	to Orient – Macksburg, Corning	
Preston CSD	85.19	98.15	82.98	84.44
Red Oak CSD	76.13	72.90	71.51	70.95
Remsen-Union CSD	77.97	89.83	75.93	79.63
Riceville CSD	82.86	85.71	71.11	84.44
Riverside CSD	90.14	90.14	80.00	80.00
Rock Valley CSD	80.22	80.22	62.00	74.00
Rockwell-Swaledale CSD	83.61	86.89	63.64	80.52
Rockwell City-Lytton CSD	90.38	92.31	77.78	87.65
Roland-Story CSD	89.84	89.06	77.08	84.03
Rudd-Rockford-Marble Rock CSD	81.69	88.73	69.86	61.64
Russell CSD	dissolved – to Chariton, Wayne, & Albia			
Ruthven-Ayrshire CSD	68.29	70.73	62.07	68.97
Sac CSD	76.81	63.77	72.22	75.56
St Ansgar CSD	84.47	86.41	68.57	82.86
Saydel CSD	71.08	70.06	64.41	65.54
Schaller-Crestland CSD	82.98	80.85	72.55	86.27
Schleswig CSD	97.83	97.83	84.21	92.11
Sentral CSD	91.67	83.33	47.62	61.90
Sergeant Bluff-Luton CSD	89.52	92.86	80.09	77.31
Seymour CSD	80.77	80.77	64.71	73.53
Sheffield Chapin Meservey Thornton CSD	77.14	88.57	71.43	82.86
Sheldon CSD	84.48	90.52	70.99	87.02
Shenandoah CSD	78.52	74.50	73.08	65.38
Sibley-Ocheyedan CSD	79.13	76.11	74.31	82.57
Sidney CSD	80.00	74.55	80.00	90.00
Sigourney CSD	80.00	83.78	81.48	76.54
Sioux Center CSD	83.46	84.96	76.09	89.13
Sioux Central CSD	67.31	67.31	76.67	75.56
Sioux City CSD	68.34	70.43	63.92	64.49
Southern Cal CSD	89.83	83.05	61.04	74.03
South Clay CSD	N < 10	N < 10	to Ruthven Ayrshire, Sioux Central, Spencer	
Solon CSD	84.27	81.46	85.44	82.28
Southeast Warren CSD	70.31	85.94	68.33	83.33
South Hamilton CSD	77.08	79.17	80.56	86.11
Southeast Webster Grand CSD	77.50	80.00	62.20	69.51
South Page CSD	75.86	82.76	67.86	67.86

Agency Name	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
South Tama County CSD	67.91	68.98	66.82	69.63
South O'Brien CSD	83.12	81.82	75.82	84.62
South Winneshiek CSD	85.94	92.19	80.00	87.50
Southeast Polk CSD	82.93	84.79	77.42	77.58
Spencer CSD	78.49	78.23	76.47	76.09
Spirit Lake CSD	89.90	89.86	78.14	81.97
Springville CSD	77.05	78.69	67.24	69.49
Stanton CSD	94.29	91.43	80.95	83.33
Starmont CSD	76.67	84.62	78.22	80.20
Storm Lake CSD	73.66	65.63	60.75	64.91
Stratford CSD	87.50	87.50	to Webster City	
West Central Valley CSD	77.88	83.04	77.88	75.22
Sumner CSD	84.51	85.92	to Fredericksburg	
Terril CSD	100.00	90.91	75.47	83.02
Tipton CSD	85.16	88.98	80.00	78.18
Titonka Consolidated SD	82.61	82.61	68.75	72.92
Treynor CSD	90.29	82.52	89.77	87.50
Tri-Center CSD	76.84	78.95	69.30	78.95
Tri-County CSD	84.09	81.82	63.41	70.73
Tripoli CSD	84.00	77.33	77.50	73.75
Turkey Valley CSD	93.62	89.36	62.26	77.36
Twin Cedars CSD	68.57	67.14	70.00	74.44
Underwood CSD	88.10	86.51	78.76	80.53
Union CSD	82.56	78.03	84.18	80.10
United CSD	92.11	92.11	to Boone	
Urbandale CSD	85.77	86.15	82.61	89.33
Valley CSD	87.10	78.69	78.57	72.62
Van Buren CSD	87.21	90.70	65.14	67.89
Van Meter CSD	95.06	91.36	86.21	75.86
Ventura CSD	87.10	90.32	60.00	73.33
Villisca CSD	74.51	84.31	57.78	77.78
Vinton-Shellsburg CSD	84.27	82.33	69.02	74.60
Waco CSD	81.54	81.54	67.65	73.53
Wall Lake View Auburn CSD	82.61	78.26	to Sac	
Walnut CSD	76.47	81.82	60.71	53.57
Wapello CSD	83.04	86.61	58.93	63.39
Wapsie Valley CSD	77.08	83.33	74.31	70.64
Washington CSD	76.52	83.04	66.94	76.61
Waterloo CSD	64.90	64.95	55.46	55.56
Waukee CSD	89.30	89.30	85.60	83.59
Waverly-Shell Rock CSD	94.71	93.39	84.08	87.26
Wayne CSD	85.71	92.06	88.10	83.33
Webster City CSD	83.49	84.86	77.49	87.45
West Bend-Mallard CSD	79.25	83.02	76.27	83.05
West Branch CSD	81.63	81.63	76.72	79.31
West Burlington Ind SD	70.65	63.04	85.23	84.09

Agency Name	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
West Central CSD	81.25	79.17	88.24	88.24
West Delaware County CSD	76.72	76.72	82.64	87.17
West Des Moines CSD	87.00	86.81	83.54	87.39
Western Dubuque CSD	83.19	84.79	78.26	85.22
West Harrison CSD	79.03	77.42	77.03	67.57
West Liberty CSD	65.10	66.44	63.77	83.33
West Lyon CSD	87.50	89.77	75.00	87.00
West Marshall CSD	80.39	90.20	72.54	79.58
West Monona CSD	62.64	62.64	62.75	67.65
West Sioux CSD	79.22	79.22	65.43	76.54
Westwood CSD	67.42	79.78	58.33	62.04
Whiting CSD	100.00	92.31	72.73	78.79
Williamsburg CSD	88.64	88.72	79.71	77.54
Wilton CSD	81.97	79.51	74.81	73.28
Winfield-Mt Union CSD	72.58	85.48	78.26	76.81
Winterset CSD	82.47	78.00	84.04	79.34
Woden-Crystal Lake CSD	N < 10	N < 10	to Titonka	
Woodbine CSD	85.11	82.98	72.06	72.06
Woodbury Central CSD	78.57	74.70	77.38	84.52
Woodward-Granger CSD	84.40	79.82	80.22	85.71

Evaluator Training Program and Changes and Improvements in the Evaluation of Teachers Under the Iowa Teaching Standards

Iowa Evaluator Approval Training Program (IEATP)
During the 2002 legislative session, IEATP was mandated for any educator who wanted to obtain the new evaluator license and renew their administrative endorsement and the corresponding general administrative endorsement. The materials and training for IEATP were developed by area education agencies (AEAs), School Administrators of Iowa (SAI), the University of Northern Iowa (UNI), and the Southeast Regional Laboratory (SERVE) in cooperation with DE personnel. A statewide application process for potential trainers was implemented and 65 trainers were selected. Training began in the fall of 2002 and was delivered in five regions across the state. Over 2,300 participants were trained by June 2006.

Beginning in the summer of 2007, the training is being offered through the professional development office of each AEA. Trainers continue to be certified by the state of Iowa and ongoing support for the training comes from the DE. Higher education institutions that offer approved administrator preparation programs have integrated this new evaluator training into their pre-service school administration programs. In the fall of 2008, the DE and SAI began implementing an online Level I Evaluator Training Program for experienced administrators new to Iowa. SAI is hosting the online training site and providing an instructor of record to support participating administrators.

As a result of the 2002 legislative requirement, the Iowa Teaching Standards and Criteria became the statewide expectation for all teachers. The DE has developed and shared a model evaluation process and the summative evaluation instrument to be used at the culmination of the comprehensive performance review http://www.iowa.gov/educate/content/view/538/563/ . Dr. Tom McGreal collaborated with the DE in the development

of the evaluation model. The evaluator training program outlined above includes these statewide models as part of the training materials.

Evaluator Approval Renewal Training
The content for the two renewal courses: *The Iowa Evaluator Approval Renewal Training Program II: Evaluation of Teachers* and *The Iowa Evaluator Approval Training Program II: Evaluation of Administrators* was developed by collaborative work with the DE, SAI, and AEAs. Evaluator Approval Renewal trainings were designed to focus on the evaluation of teachers using the Iowa Teaching Standards and the evaluation of administrators using the Iowa Standards for School Leaders. Trainers were trained during the spring of 2007. These two renewal courses are offered through the AEAs. The costs of the renewal training are paid for through registration fees.

The Iowa Evaluator Approval Renewal Training (IEART) Program II: Evaluation of Teachers is designed for principals and other educational leaders who are responsible for the evaluation of teachers' skill attainment and enhancement. The areas covered in the training are:

- effective leadership practices in evaluation;
- knowledge and understanding of best practice in writing an individual career development plan;
- knowledge and understanding of best practice in writing an intensive assistance plan;
- skills in the use of effective strategies for formative conferencing; and
- skills in the use of coaching strategies.

Seventy-six trainers were certified to teach this course. Twenty-eight of these trainers delivered the training to administrators in their home district. This provided a valuable opportunity for the districts to incorporate their training with the district's local evaluation process and procedures. Initial feedback indicates that ongoing professional conversations around evaluation of teachers continue in the districts with their in-house trainer. Five higher education professors and the executive director of the Iowa Board of Educational Examiners (BoEE), also received this training to provide knowledge to enhance their work with Iowa administrators.

The Iowa Evaluator Approval Training Program II: Evaluation of Administrators is designed for superintendents and other educational leaders responsible for the evaluation of administrators' skill attainment and enhancement. The areas covered include:

- the application of the Iowa Standards for School Leaders;
- recognition of effective principal behaviors that increase student achievement, including use of data, alignment of curriculum, instruction, and assessment, and first- and second-order change;
- research and the application of effective superintendent behaviors that increase student achievement;
- coaching skills to enhance principals' skills as instructional leaders; and
- models of principal evaluation processes, including design and the use of an individual career development plan for principals.

Fifty trainers were trained to teach the renewal course to evaluate administrators. Eleven higher education professors and the executive director of the BoEE took part in the training to enhance their knowledge as they work with future and current Iowa administrators.

Participants took part in the first two modules September 19, 2007, when Dr. Douglas Reeves addressed the participants, followed in the afternoon by an emphasis on the Iowa Standards for School Leaders. All remaining modules take place in each AEA on the dates of the superintendents' meetings. Trainers work in pairs. Each training pair is an AEA administrator and a practicing or retired superintendent.

Iowa law currently requires that an administrator complete either *Iowa Evaluator Approval Training Program II: Evaluation of Administrators* OR *Iowa Evaluator Approval Training Program II: Evaluation of Teachers* for renewal. Individuals may choose to take both to complete their required four hours for license and evaluator renewal. Administrators have been encouraged to take the course most pertinent in his/her current job description. During the 2008-2009 school year, 414 administrators completed the IEART Program II: Evaluation of Teachers and 153 administrators completed the IEART Program II: Evaluation of Administrators.

In January 2009, an Evaluator Training Advisory committee was established to design the next level of training for school leaders. The committee has representatives from the DE, SAI, LEAs (superintendents and principals), IASB, AEAs, the BOEE and higher education. The committee gathered evidence from the field to establish an outline of potential modules to enhance the evaluator approval process and allow administrators an opportunity to choose areas that would support their instructional leadership at the district and/or building level and ultimately improve student achievement. Potential evaluator modules include – Assessing Academic Rigor to Ensure Grade-Level Proficiency and College Readiness, Creating Effective Assistance Plans, Decision Making for Results, Dealing with Marginal Staff, Development and Support of Individual Professional Development Plans, Fierce Conversations, and Using Root Cause Analysis to Reduce Student Failure.

Evaluation Model
The DE, in collaboration with Dr. Tom McGreal, developed a model for a local evaluation system. This model was made available to the public in August 2002 at http://www.iowa.gov/educate/content/view/538/563/ This document provides local Iowa school districts with a basic evaluation model that can be used to shape a standards-based teacher evaluation system that will meet all the expectations of the Iowa teacher quality program. This model encourages a range of sources of data and information to document that teachers meet the Iowa Teaching Standards. The model also incorporates the requirements for evaluation that are included in the teacher quality legislation.

Model Descriptors
The DE worked with a cadre of educational experts led by Dr. Vickie Trent, UNI; Dr. Charlotte Danielson, Outcomes Associates; Dr. Tom McGreal, Professor Emeritus, University of Illinois; Dr. Beverly Showers, Staff Development Consultant; and Dr. Barbara Howard, SERVE; to develop model descriptors to support the criteria for the Iowa Teaching Standards. These model descriptors are intended to help districts further define, in operational or behavioral terms, expectations under the Iowa Teaching Standards and Criteria. These model descriptors can be located at http://www.iowa.gov/educate/content/view/542/565/.

In June 2007, another set of model evidence (descriptors) was added at the above website. This set of evidence illustrates how a single piece of evidence can support several different Iowa Teaching Standards and Criteria.

Comprehensive Evaluation Instrument
The DE worked with legal representatives from SAI, Iowa State Education Association (ISEA), and the Iowa Association of School Boards (IASB) on the development of the summative Comprehensive Evaluation Instrument for second year teachers. This instrument is a mandated part of a local evaluation system that is required for use in the final evaluation of second year teachers. This instrument was included in the Evaluation Model issued by the DE and in IEATP training materials for participants in evaluator approval training.

District Evaluation Design
Beginning July 1, 2005, all districts were required to base their evaluation of all teachers on the Iowa Teaching Standards and Criteria. All career teachers will be evaluated a minimum of every three years and they will annually develop and implement an individual career plan focused on the district's and building's student learning priorities and the district's staff development plan. They must also provide an intensive assistance component designed to support teachers not meeting one or more of the teaching standards. As a support for this work, the DE, in cooperation with the AEAs, conducted a statewide series of ICN sessions focused on teacher evaluation systems providing information and local school examples that have already been developed. The AEAs also have at least one consultant who serves as a liaison to districts as a person who can provide information resources and possible technical support for the district's design effort.

The DE continues to provide support to the current evaluation design and staff development model by providing samples of district and building level professional development plans, individual career development plans, and samples of completed career teacher evaluations as support to the work of local districts and various professional organizations in order to illustrate how these components all connect with one another.

2007 Legislative Actions
In an effort to continue the state's focus on teacher quality, the Iowa Legislature added several components which enhances the educator quality bill

- Funding for professional development
- Attendance Center Professional Development Plans
- Teacher Quality Committee responsibilities
- Expansion of administrator quality
- The expansion of administrator quality creates a new Iowa Code Chapter 284A that mirrors the policy included in the teacher quality program. This expansion builds on the new administrator mentoring and induction enacted in 2006 to include statewide Standards for School Leaders, administrator professional development plans, and standards-based administrator evaluations.

The Iowa Mentoring and Induction Program

Every new educator in Iowa enters into a two-year induction program that addresses the educator's personal and professional needs and trains him or her on Iowa's eight teaching standards. A mentor is assigned to each educator – not to evaluate for employment purposes, but to observe, critique, and provide support and advice on effective teaching practices. In 2007, school psychologists, nurses, social workers, and speech and language pathologists with a teaching license who are new to the profession were approved to participate in the mentoring and induction program.

Mentors must have at least four years of teaching experience and demonstrated skills in classroom training and coaching. They receive training on district expectations, based on Iowa's eight teaching standards. Mentoring programs can be designed by the district or the AEA, which provide school improvement services for the local education community. The mentor must follow this program while focusing on the educator's individual needs. One hundred percent of the public school districts and all AEAs in Iowa have a mentoring and induction plan that has been approved by the DE.

After the two-year induction program, the new educator receives a standard license in most cases. The state fully funds induction for the required two years. If an educator does not meet the requirements after the two years, a third year in the induction program can be granted by the district, but must be funded by the district. If the educator does not successfully complete the program after the third year, that educator cannot receive a license and cannot continue to teach in the state. According to a state-by-state assessment of all states by the *New Teacher Center*, Iowa is one of four states in the nation to have an outstanding mentoring and induction program based on policy and supporting state appropriations.

During the 2008-09 school year, 3,243 new educators participated in the state-funded Iowa Mentoring and Induction program. This total is comprised of both first and second year educators in local education agencies (LEAs) and AEAs statewide.

Iowa Mentoring and Induction Institute
The fourth annual statewide Mentoring and Induction Institute was held in Cedar Falls, Iowa, June 17-18, 2009. Co-sponsors with the Department of Education included the University of Northern Iowa and the Iowa State Education Association. The Institute addressed effective practices to support beginning educators from the pre-service experience to the classroom. Dr. Susan Moore-Johnson, the Carl H. Pforzheimer Professor of Teaching and Learning, Harvard Graduate School of Education, addressed the 2009 Mentoring and Induction Institute as keynote speaker. She presented research topics on supporting and retaining the next generation of beginning teachers with a focus on preparation. Dr. Marcia Tate, an independent education consultant, presented a full-day workshop entitled, "Shouting Won't Grow Dendrites: Techniques for Managing a Brain-Compatible Classroom. Participants learned research-based instructional strategies to use for classroom management.

The Mentoring and Induction Institute conferred the annual Mildred Middleton Crystal Key Awards for Outstanding Mentoring and for Outstanding Leadership in a Mentoring and Induction Program. The awards were provided by ISEA and presented by ISEA President, Chris Bern. Over 250 teachers, principals, and higher education professors attended the 2009 Institute.

The Iowa Mentoring and Induction Network
The Iowa Mentoring and Induction Network is primarily comprised of AEA staff who administer the program in their areas and is led by the department administrator of the Iowa Mentoring and Induction program, DE. The network meets semi-annually in the Des Moines area. The full-day network meetings provide information and technical assistance to AEAs and others in attendance on such topics as licensure issues for new educators, system support, Iowa mentoring and induction models, and mentoring resources.

Mentoring and Induction Statewide (MITS) Steering Committee
This committee (MITS) meets several times a year and is comprised of representatives of the Iowa Department of Education (DE), AEAs, higher education, local school districts, and ISEA. The MITS Committee gives guidance and direction to the DE on program issues and plans and coordinates the annual Iowa Mentoring and Induction Institute. The steering committee networked with experts in the field of mentoring and induction by attending the New Teacher Center Symposium in San Jose, California, in February 2009. The symposium, sponsored by the University of California, Santa Cruz, is attended by over 3,000 educators from the United States and several countries from around the world. Resources and information acquired at the symposium were used to enhance the quality of the Iowa Mentoring and Induction Program and have consistently and directly impacted educational opportunities provided at the annual mentoring and induction institute.

Survey on New Teachers in Iowa
In 2008, the Iowa Department of Education contracted with the Research Division of the New Teacher Center (NYC) at the University of California, Santa Cruz, to survey beginning educators, mentors, and site administrators about teacher preparation and induction programs in Iowa. Surveys were sent in the spring and results were reported to the state, preparing institutions, and area education agencies. The results included aggregated data for the entire state as well as disaggregated data by preparing institution and area education agencies. *These data continue to provide feedback which the state, preparing institutions, and area education agencies are using for program improvement. A new survey to update the data has been discussed when resources become available*.

Mentoring and Induction Model
The Iowa Department of Education program administrator of Iowa's Mentoring and Induction Program co-chaired with ISEA an effort that resulted in a model for districts and AEAs to follow in developing a high quality mentoring and induction program at the local and regional levels. During the 2008-2009 school year, several districts in Iowa piloted *Journey to Excellence: Iowa Training Model for Mentors of Beginning Educators.* A full week of training for districts and AEAs was held in June, 2009.

Journey to Excellence is designed to prepare and support mentors as they assist beginning teachers' transition from the university to classroom practice. Six days of training are held over two years for the mentor, four days the first year and two days the second year. In addition, the mentor and beginning educator attend one day in August, the Introduction to *Journey to Excellence*.

Using best teaching practices, mentors are trained for their role of supporting and guiding beginning teachers. Interactive and in-depth, the training also offers opportunities for mentors to reflect on their own practice as they provide guidance to beginning teachers. Mentors leave with a set of materials and skills designed to effectively structure conversations about teaching practice related to the Iowa Teaching Standards and Criteria.

The advantages of aligning with the new statewide Induction program, *Journey to Excellence* include:
- Meeting all the requirements of the legislation and Iowa Code.
- Having a primary focus of the Iowa Teaching Standards and Criteria
- Anticipated costs are reduced within local printing (at the AEA) and a minimum fee for text(s).
- Paperwork is reduced.

New Teacher Retention in Iowa, 2008-2009

New professionals are defined as those in their first and second years of teaching. The number of new professionals decreased from 3,520 to 3,263 (7.3 percent) between 2007-2008 and 2008-2009. Since Iowa's Teacher Quality legislation was enacted in 2001, the retention rate of new professionals (first and second year teachers) in Iowa has increased from 87.5 percent (2001-2002 school year) to 92.1 percent (2008-2009 school year). The retention of first year teachers has increased from 86.3 percent in 2001-2002 to 93.2 percent in 2008-2009. The following charts illustrate the increase in retention of new teachers over time.

School District and AEA First and Second Year Teacher Retention 2000-01 to 2008-09
Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation
Basic Educational Data Survey (BEDS), Staff Files

Note: Includes teachers in public schools and AEAs.

First Year Teachers

Base School Year	Number Teachers Base School Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006	Teachers Returning in 2006-2007	Teachers Returning in 2007-2008	Teachers Returning in 2008-2009
2000-2001	1836	1585 (86.3%)	1425 (77.6%)	1342 (73.1%)	1274 (69.4%)	1225 (66.7%)	1185 (64.5%)	1141 (62.1%)	1088 (59.3%)
2001-2002	1623		1413 (87.1%)	1288 (79.4%)	1217 (75.0%)	1158 (71.3%)	1093 (67.3%)	1063 (65.5%)	999 (61.6%)
2002-2003	1290			1143 (88.6%)	1042 (80.8%)	982 (76.1%)	931 (72.2%)	878 (68.1%)	833 (64.6%)
2003-2004	1452				1307 (90.0%)	1209 (83.3%)	1144 (78.8%)	1088 (74.9%)	1007 (69.4%)
2004-2005	1536					1411 (91.9%)	1279 (83.3%)	1209 (78.7%)	1121 (73.0%)
2005-2006	1611						1465 (90.9%)	1339 (83.1%)	1223 (76.0%)
2006-2007	1694							1546 (91.3%)	1417 (83.6%)
2007-2008	1796								1674 (93.2%)
2008-2009	1555								

Second Year Teachers

Base School Year	Number Teachers Base School Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006	Teachers Returning in 2006-2007	Teachers Returning in 2007-2008	Teachers Returning in 2008-2009
2000-2001	1840	1633 (88.8%)	1508 (82.0%)	1430 (77.7%)	1351 (73.4%)	1290 (70.1%)	1245 (67.7%)	1212 (65.9%)	1162 (63.2%)
2001-2002	1952		1721 (88.2%)	1602 (82.1%)	1508 (77.3%)	1461 (74.9%)	1401 (71.8%)	1346 (69.0%)	1279 (65.5%)
2002-2003	1616			1450 (89.7%)	1355 (83.8%)	1282 (79.3%)	1210 (74.9%)	1166 (72.2%)	1095 (67.8%)
2003-2004	1315				1176 (89.4%)	1105 (84.0%)	1038 (78.9%)	974 (74.1%)	926 (70.4%)
2004-2005	1472					1337 (90.8%)	1247 (84.7%)	1175 (79.8%)	1089 (74.0%)
2005-2006	1616						1447 (89.5%)	1357 (84.0%)	1243 (77.0%)
2006-2007	1647							1488 (90.3%)	1337 (81.2%)
2007-2008	1724								1569 (91.0%)
2008-2009	1706								

First and Second Year Teachers

Base School Year	Number Teachers Base School Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006	Teachers Returning in 2006-2007	Teachers Returning in 2007-2008	Teachers Returning in 2008-2009
2000-2001	3676	3218 (87.5%)	2933 (79.8%)	2772 (75.4%)	2625 (71.4%)	2515 (68.4%)	2430 (66.1%)	2353 (64.0%)	2250 (61.2%)
2001-2002	3575		3134 (87.7%)	2890 (80.9%)	2725 (76.2%)	2619 (73.3%)	2494 (69.8%)	2409 (67.4%)	2278 (63.7%)
2002-2003	2906			2593 (89.2%)	2397 (82.5%)	2264 (77.9%)	2141 (73.7%)	2044 (70.3%)	1928 (66.3%)
2003-2004	2767				2483 (89.7%)	2314 (83.6%)	2182 (78.9%)	2062 (74.5%)	1933 (69.9%)
2004-2005	3008					2748 (91.4%)	2526 (84.0%)	2384 (79.3%)	2210 (73.5%)
2005-2006	3227						2912 (90.2%)	2696 (83.5%)	2466 (76.4%)
2006-2007	3341							3034 (90.8%)	2754 (82.4%)
2007-2008	3520								3243 (92.1%)
2008-2009	3261								

Professional Development

Priorities:

The DE's efforts during 2008-2009 to improve the professional development systems have emphasized the following priorities:

1. Developing the capacity of school leaders and AEA personnel in Iowa to lead and support professional development at the district and building level.
2. Assisting local districts in accessing research-based instructional content through the Iowa Teacher Development Academies.
3. Providing technical assistance to implement the requirements of the Student Achievement and Teacher Quality Act (2007)
4. Supporting the professional development needed to implement the Iowa Core Curriculum

Actions:

Priority 1: Developing the capacity of school leaders and AEA personnel in Iowa to lead and support professional development at the district and building level.

The DE delivered several learning opportunities and technical assistance events to help educators learn how to lead quality professional development at the district and building level. Participants included superintendents, principals, central office administrators, professional development leadership team members, college and university representatives, and AEA staff. Capacity building efforts focused on the leadership actions needed to direct school improvement initiatives and implement professional development focused on accomplishing gains in student achievement. Examples:

- On-going technical assistance meetings with Iowa Urban 8 Professional Development Consultants – meetings were held throughout the year to address professional development needs of Iowa's largest school districts. This year curriculum directors attended meetings along with the professional development consultants. The focus of the meetings was on the Iowa Core Curriculum roll out.
- AEA Chief Administrators, DE consultants, and a LEA superintendent from each AEA engaged with Dr. Richard Elmore and a team from the Harvard Graduate School of Education to build the capacity of school leaders to build and sustain the district school improvement efforts with the support of a network of school leaders. This year each AEA worked on establishing local networks and implanting instructional rounds visits in selected districts. DE consultants facilitated and supported instructional rounds visits in several local districts.
- Iowa is represented on the Advisory Board of the National Comprehensive Center for Teacher Quality. This center is a national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching especially in high-poverty, low-performing, and hard-to-staff schools. Through the work on the Advisory Board, Iowa has had access to guidance in improving teacher quality systems.
- In addition to training events, the DE provided technical assistance and on-going support to the development of a statewide coordinated system of administrator development for student achievement. Iowa Department of Education personnel contributed to the Iowa Leadership Academy Design Team as this group formed a comprehensive approach to preparing school leaders. An example of the outcomes of this group's efforts includes The Iowa Leadership Academy held on June 24-26, 2009, in West Des Moines, Iowa. It provided professional development for school principals that focused on addressing the achievement gap, instructional alignment, leading instructional change, and developing an individual professional development plan linked to district, building, and individual goals.
- A specialist in research and data analysis has analyzed instructional strategies and additional content specific research and prepared summaries of the impact of instructional strategies pertinent to each content area. The summaries and research sources including additional publications to support the work in each content area have been added to the Iowa Content Network webpage. This synthesis of the research will

be of benefit to administrators and teachers that analyze student data and are responsible for selecting research-based instructional strategies to enhance student achievement. The Iowa Professional Development Content Network is posted on the DE website at http://www.iowa.gov/educate/prodev/main.html

Priority 2: Assisting local districts in accessing research-based instructional content through the Iowa Teacher Development Academies (ITDA)

The ITDAs aim at increasing teacher skills and student achievement through intensive professional development. The ITDAs feature research-based content and are designed to support local school districts and AEAs in offering professional development based on the Iowa Professional Development Model. The six academies include:

1. Authentic Intellectual Work (AIW): This is an instructional approach that emphasizes cognitive complexity and teaching for understanding. AIW is characterized by construction of knowledge through the use of disciplined inquiry, to produce discourse, products, or performances that have value beyond school. To date, 33 schools have participated in AIW.

2. Cognitively Guided Instruction (CGI): This teacher professional development program is based on over 20 years of research. The training is for elementary school teams. CGI is a framework for understanding how children learn the concepts of numbers, operations and algebra. These concepts are integrated into current mathematics instruction. There continue to be 24 elementary schools from 15 school districts that have participated in CGI.

3. Concept-Oriented Reading Instruction: This academy engages upper elementary and middle school teams in a research-based classroom instructional model emphasizing reading engagement, reading comprehension, and conceptual learning in science and other content areas in order to improve reading achievement. To date, teams from 12 schools representing eight school districts have participated in CORI. Efforts are in place to maintain this initiative.

4. Second Chance Reading: This program provides a specific course for struggling readers at the middle and high school levels. As of December, 2009, AEA data indicates 171 schools from 116 school districts have participated in SCR. Second Chance Reading has continued to expand throughout Iowa. Beverly Showers, the developer of SCR and national expert in programming for struggling adolescent readers, has worked with consultants in Iowa for several years to create a system of trainer development for SCR that the DE now maintains. With the addition of this year's SCR trainees, Iowa has 43 SCR trainers in the field to help middle school and high school teachers learn SCR, with ongoing technical assistance and support from the DE.

5. Picture Word Inductive Model (PWIM): The Picture Word Inductive Model emphasizes reading, writing, listening, and comprehension as tools for thinking, learning, and sharing ideas. As of January 2009, there are 41 districts and 50 elementary schools participating in this reading initiative. Participating teachers learn to use pictures containing familiar objects, actions and scenes to draw out words from children's listening and speaking vocabularies and help students discover phonetic and structural principles present in those words.

6. Strategic Instruction Model (SIM): The DE has continued to build the state's capacity to support the SIM which originates from the Center for Research on Learning at the University of Kansas. Currently the number of certified professional developers in Iowa is 74, with 41 of them completing their certification requirements in the last year. This group is comprised of members from nine of the ten AEAs, 12 school districts, one private school and one alternative high school. Professional development activities were provided to a new cohort of 19 participants in 2009 and will continue into 2010. These participants were assigned a certified mentor to help guide and assist them through the training and certification process. The process for becoming a certified professional developer is quite stringent and takes most participants two to three years to finish their certification.

Priority 3: Providing technical assistance to implement the requirements of the Student Achievement and Teacher Quality Act (2007)

On-going technical assistance has been provided directly to AEAs and LEAs through the frequently asked question (FAQ) process, conference calls, and presentations as requested. Over 100 questions have been fielded to clarify the implementation of changes to the Teacher Quality Act. These are posted to the DE web site.

The revision of the Iowa Professional Development Model (IPDM) Technical Guide has been completed and the document is posted in its entirety under the Educator Quality link on the Department of Education's website. The Guide is also posted in separate sections that offer quick links to useful steps and tools for use by Iowa's educational leaders. The new IPDM Technical Guide includes guidance on legislative changes including requirements related to the teacher quality committees, the Iowa Core Curriculum and professional development plans.

The Department collaborated with the North Central Comprehensive Center to develop a publication that describes the Iowa Student Achievement and Teacher Quality Act and Iowa's approach for focusing on professional growth to accomplish gains in student achievement. Teacher Quality: A Comprehensive Approach to Improving Student Achievement in Iowa (2009).

Priority 4: Supporting the professional development needed to implement the Iowa Core Curriculum

The IPDM provides the framework to assist AEAs and local districts as they design professional development to implement the Iowa Core Curriculum. This year the DE continuously developed and refined technical assistance and materials to implement the Iowa Core Curriculum following the Iowa Standards for Professional Development.

AEA Leaders Conference: June 16-17, 2009
Target Audience: AEA administrators and consultants
Intended Outcomes:

- Develop common understanding of what is meant by 21st Century Skills
- Explore implications for current delivery models to help learning achievement in 21st Century Skills
- Identifying system support strategies – defining roles for
    - DE/AEAs to help LEAs
    - DE/AEAs to help each other

Iowa Core Curriculum Network: Sept. 25-26, Oct. 16-17, Nov. 20-21, Jan.22-23, 2008; Feb. 19-20, March 19-20, April 23-24, Aug. 26-28, 2009.
Target Audience: AEA Network. The Network is made up of practitioners who have been organized to deliver the training and facilitation needed by schools to conduct the following actions critical to the successful implementation of the Core Curriculum. This group of trainers/facilitators will play a collaborative role in helping school leaders establish a professional development plan for educators to improve their instructional practices that are aligned with the Core Curriculum.
Content: Leadership actions and support for the successful implementation of the Core Curriculum in all schools; practices and processes to ensure the successful implementation of Core Curriculum; and structures and tools to enable schools to put the Core Curriculum in place; orientation of new network members. Attendance at these sessions included representatives from each AEA Network Team and ranged from 51 to 83. Feedback surveys indicated a high degree of satisfaction with these Network sessions; satisfaction ratings ranged between 3 and 4 on a four-point scale.

Iowa Core Curriculum Leadership Series: The Department and Network collaborative developed six leadership modules which were then delivered to each of the district and building leadership teams in each of the AEAs. The target audience included school administrators, teacher leaders, representatives from institutions of higher education, and community members. Participants acquired knowledge and skills regarding: 1) the purposes, requirements, rationale, and implications for districts; 2) leadership behaviors to support and sustain the Iowa Core; 3) roles and responsibilities of leaders; 4) characteristics of effective instruction; 5) essential concepts and skills and 21st century skills, 6) alignment definitions and processes; and 7) implementation plan and self study processes.

362 public school districts participated in the 6 Leadership Modules presented by the Iowa Core Curriculum Network (over 80 nonpublic districts also engaged in the modules). Evaluation data collected in the spring of 2009: 3,171 respondents reported in an online survey in a variety of areas regarding the rollout of the Iowa Core Curriculum**.** Overwhelmingly respondents reported very positively to the training and information they have received. Examples of the evaluation findings include:

- 75% thought the structure and delivery of module training was good or excellent.
- 93% agreed or strongly agreed the content was relevant to their work with the implementation of the Iowa Core Curriculum
- 83% thought the content advanced their learning.
- 91% agreed or strongly agreed that the session contained sufficient information to enable the individual or the team to use the learning back in their district.
- 89% agreed or strongly agreed that the Iowa Core Curriculum Network facilitators were providing the support necessary to learn about the Iowa Core Curriculum.

Network Process/Product Development: The Network also collaborated with the Department in the development of a self study and implementation plan aimed at the following outcomes:

1. School leaders build and sustain system capacity to implement the Iowa Core Curriculum.
2. Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.
3. A continuous improvement process to improve teaching and learning is used at the district and school level.
4. District leaders and other educators monitor and use data to increase the degree of alignment of each and every student's enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum.
5. Educators engage in professional development focused on implementing Characteristics of Effective Instruction and demonstrate understanding of Essential Concepts and Skill Sets.
6. Educators implement effective instructional practices to ensure high levels of learning for each and every student.

The web-based implementation plan will be posted on the DE web site this month.

Iowa Core Curriculum Network plus Alignment: May 20-22, 2009
Target Audience: The Iowa Core Curriculum Network plus additional school and AEA personnel formed this leadership team, which is charged with assisting schools to use tools developed to align the locally implemented curriculum to the Iowa Core Curriculum.
Content: Review of research base on alignment of content, instruction, and assessment; development of common understanding of alignment terms and processes, review of alignment work plans for Iowa Core Curriculum Work.

Iowa Core Curriculum Network plus Characteristics of Effective Instruction: Sept. 17-18, 2009
Target Audience: The Iowa Core Curriculum Network plus additional school and AEA personnel formed this leadership team, which is charged with assisting schools to implement professional development to improve instruction aligned with the Iowa Core Curriculum.
Content: Defining the characteristics of effective instruction, implementing a professional learning community to focus on issues related to instruction and the Iowa Core Curriculum.

Iowa Core Curriculum Network plus Assessment for Learning: During the 2008-2009 school year professional development in assessment for learning (formative assessment) for consultants with the Iowa Department of Education and key higher education instructors was lead by Margaret Heritage, Assistant Director for Professional Development at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA. Upon building the capacity within the DE, Dr. Heritage provided assistance in developing and facilitating a professional development sequence for AEA consultants with LEA partner school lead teams and a lead team of higher education pre-service instructors. The purpose of this PD sequence was to build capacity during the 2009-2010 school year for a state-wide rollout in 2010–2011. The goals of this PD sequence were the following:

- Develop a deep understanding of assessment for learning (formative assessment),
- Experience formative assessment as both a learner and a practitioner, and
- Study implementation of formative assessment in both the classroom and in professional development.

Other Statewide Outreach Efforts:

- Department administrators met monthly with the AEA Chiefs and Directors to provide a consolidated approach to leading the implementation of the Iowa Core Curriculum across the State.
- Department consultants and Iowa Core Curriculum Network members provided a two-day **High School Summit** to LEA and AEA personnel Dec. 8-9, 2009. The focus of this was the effective implementation of the Iowa Core. Presentations addressed instruction, alignment, and current practices aligned with the Iowa Core Curriculum.
- The Professional Development Work Team of the Iowa Core Curriculum has met throughout the year. This team is in the process of designing a professional development plan for use by Iowa school districts. AEA and local district representatives are included on this team.