Education is Iowa's Future

Annual Update on the Strategic Plan

Measures of Success and Major Initiatives

2008

State Board of Education

State of Iowa
Department of Education
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Our Vision: Iowa students will become productive citizens in a democratic society, and successful participants in a global community.

Our Mission is to champion excellence for all Iowa students through leadership and service.

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GOAL 3: Individuals will pursue postsecondary education in order to drive economic success. (Postsecondary Education)

GOAL 1 – *All children will enter school ready to learn. (Early Childhood)*

Measures of Success

MEASURE 1: Increase the percentage of children entering kindergarten ready to read.

Figure 1
Percent of Children Entering Kindergarten Proficient in Beginning Sounds Using DIBELS

	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Percent Proficient	66	53	56	60
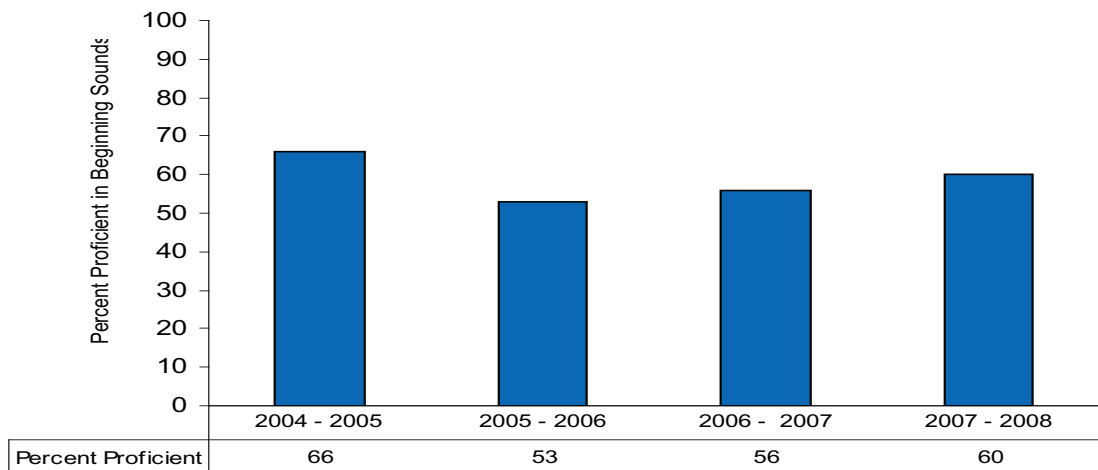
Data Source: Project EASIER, Iowa Department of Education, 2006-2007.

MEASURE 2: Increase the percentage of four-year-old children participating in a quality preschool program.

According to census data, Iowa has 39,627 four-year-old children. In 2007-2008, 5,126 of these children received preschool programming through the Statewide Voluntary Preschool Program for Four-Year-Olds. Four-year olds also received programming in a number of other state and federally funded settings, including Head Start, Shared Visions Preschool Programs, Title I and Early Childhood Special Education.

The following table provides the estimated number of children served in each setting. These estimates are based on the most recent year for which the program has data. Some children may attend more than one kind of program, so there may be some duplication in these estimates.

Table 1

Estimated Number of Four-Year-Olds Attending State or Federally Funded Quality Preschool Programs 2007-2008

Program Name	Number Served
Head Start	4,783
Shared Visions Preschool Programs	1,575
Title I	1,820
Early Childhood Special Education	2,069
Statewide Voluntary Preschool Program for Four-Year-Olds	5,126
Total	**15,373**

* Estimates could represent a duplicate count

Because four-year-old children are served in so many settings, not all of them affiliated with a school district, getting an accurate unduplicated count is very difficult. We will continue to enhance our data collection systems in order to get a complete and unduplicated count from all state and federally funded programs, whether or not they are affiliated with a school district.

Major Initiatives

INITIATIVE 1: Implement the Statewide Voluntary Preschool Program for Four-Year-Olds.

Purpose:

Research increasingly shows the importance of quality, early learning environments in a child's development. Young children exposed to high-quality settings exhibit better language and math skills, better cognitive and social skills and better relationships with classmates than do children in lower-quality care. Evaluations of well-run early-learning programs have also found that children in those environments were less likely to drop out of school, repeat grades, need special education, or get into future trouble with the law than similar children who did not have such exposure. Environments that support the stimulation and nurturing of children play a crucial role in developing the full capacity of a child to learn.

For that reason the State Board and Department sought legislation and funding to establish a Statewide Voluntary Preschool Program for Four-Year-Olds. The Department's Early Childhood Services Bureau is now working to develop and implement this program.

Activities and Accomplishments:

The DE developed an application process and is providing technical assistance for the Statewide Voluntary Preschool Program for Four-Year-Olds. Staff provided ICN and teleconference sessions to guide district implementation in the initial year. Five collaboration meetings were conducted in various regions of the state to support districts in developing collaborative relationships to support their applications during the second year of application awards. One hundred and eighty one applications were received in 2007-2008 and 161 in 2008-2009. A total of 113 districts were awarded grants during the first two years of funding. Three of these awards include district consortiums for a total of 117 participating districts.

Results:

The DE continues efforts to support the Statewide Voluntary Preschool Program for Four-Year-Old Children. In 2007-2008, 64 districts were awarded grants. Technical assistance and monitoring activities were provided to these districts. Based on implementation during the initial year, the application and technical assistance materials were revised. An additional 49 districts were awarded grants for 2008-2009 for a total of 113 awarded districts. During 2007-2008, 5,126 four-year-olds received preschool programming in these classes. Preliminary data indicates that an additional 4,500 four-year-olds will receive preschool programming this year.

On the Horizon:
The DE will work with the area education agencies (AEAs) to provide the necessary support to these districts and communities for implementing the Statewide Voluntary Preschool Program for Four-Year-Old Children.

INITIATIVE 2: *Develop a comprehensive early childhood professional development system.*

Purpose:
In order to provide quality early childhood environments for young children, it is essential that we have quality teachers providing care and education for infants, toddlers, and preschoolers.

Activities and Accomplishments:
In 2008, the Education Appropriations bill included statutory requirements and an allocation of funds ($915,000) to implement a statewide early childhood professional development system through the AEAs.

The development of a comprehensive early childhood professional development system for early care, health, and education is an interagency effort, lead by the DE, to establish a statewide professional development system for early care and education providers. Funding from Community Empowerment professional development appropriations was used to contract with Dan Haggard, the New Mexico Director of Professional Development Office of Child Development, to facilitate this work. It was agreed that the system must be a comprehensive statewide competency-based professional development system for early care and education that is a continuum, beginning with entry level and progressing through many steps.

Results:
The DE developed a blueprint in order to guide professional development and launched a website to communicate the competency-based professional development system. The Early Childhood Iowa Professional Development Component Group Steering Committee has approved the blueprint and, in addition, endorsed using the National Association for the Education of Young Children Personnel Preparation Standards as the basis for the competency-based professional development system. In order to get more qualified staff into the early childhood programs, the DE is supporting the work of the Early Childhood Alliance (a consortium established to improve collaboration among the community colleges). The Alliance has developed common course numbers across the community colleges in preparation for conversations with four-year institutions on articulation. The Alliance has determined courses that will meet requirements for the Child Development Associate and is working towards the acceptance of the Child Development Associate credential into the program of study for an Associates of Arts degree.

On the Horizon:
Future work will focus on the development of competencies, requirements to meet levels, and necessary alignment of courses to articulate between agencies, community colleges, and universities. The DE has applied to the Iowa Empowerment Office for professional development funds to continue this work.

INITIATIVE 3: Support implementation of the Iowa Quality Preschool Program Standards.

Purpose:
If the State is to provide quality early childhood environments for its young children, it is critical that we have quality standards by which to evaluate preschool programs.

Activities and Accomplishments:
The work to support implementation of the Iowa Quality Preschool Program Standards (QPPS) was previously funded by a three-year State Improvement Grant from the federal Office of Special Education Programs. Preliminary data for the number of community-based programs participating in QPPS efforts totaled 514, which included funding from Community Empowerment collaboration efforts. The total number of three- and four-year-olds impacted by the DE effort to provide technical assistance was 14,602. This data does not include the number of children participating in the Preschool Program for Four-Year-Olds in 2007-2008 implementing the QPPS. In addition, the DE developed a standardized process to verify the implementation of the QPPS. The DE piloted this process during the past year. Districts participating in the Preschool Program for Four-Year-Olds received training to help them prepare for the QPPS Verification Visit. Additional training is scheduled for fall. The DE has also developed training for Verification teams. Verification teams will be lead by DE staff in conjunction with AEA early childhood staff. AEA staff will receive training regarding the QPPS Verification Visit process in August.

Results:
The DE continues to collect and analyze data related to the percentage of children attending quality preschool environments (see Figure 2). Table 1 shows the number and percentage of three- and four-year-olds attending quality preschools as defined by meeting National Association for the Education of Young Children Accreditation Standards, Head Start Program Performance Standards or implementing QPPS. Results of compiled data have varied both increasing and decreasing the last five years.

Figure 2
Percentage of Three-and Four-Year-Olds
Attending Quality Preschools
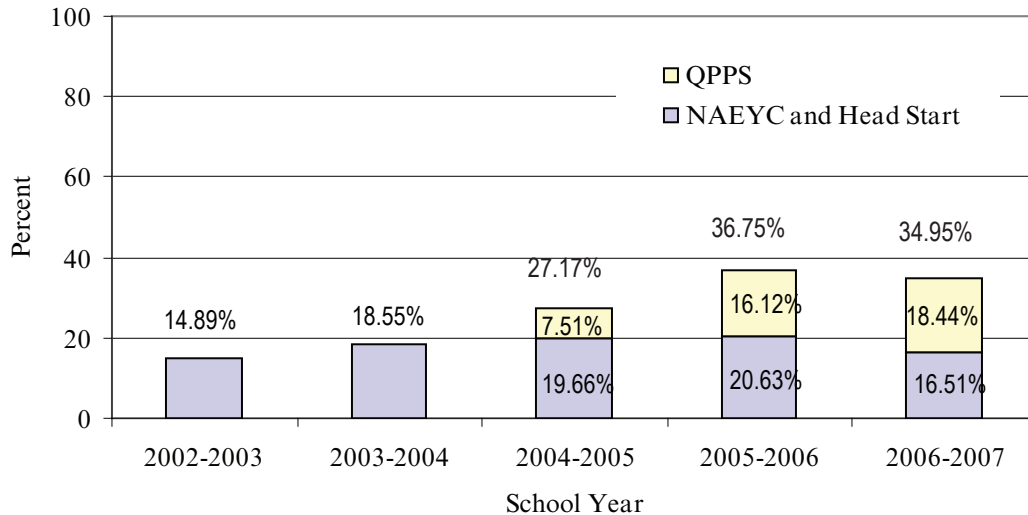
Table 2
Percent and Number of Children
Attending Quality Preschools 2002-2007

School Year	NAEYC and Head Start	Iowa Quality Preschool Program Standards (QPPS)	Population of 3- and 4-Year-Olds	Percent
2002-2003	11,546	Not Applicable	77,526	14.89
2003-2004	14,431	Not Applicable	77,792	18.55
2004-2005	14,823	5,666	75,400	27.17
2005-2006	16,269	12,712	78,867	36.75
2006-2007	13,070*	14,602	79,179	34.95

There was a slight decline in the percent of children attending quality preschools from 2005-2006 to 2006-2007. Analysis of data indicated that while the number of three- and four-year-olds attending programs accredited by NAEYC or meeting Head Start standards declined by 3,199, the number of children attending programs implementing QPPS increased for the third consecutive year (5,666 to 14,602).

This change may be due to a revision in the NAEYC accreditation process in 2006. Both application procedures and cost increases reflected higher standards of quality and accountability to support outcomes for children. Although research demonstrates the cost-benefit of increased accountability and standards improving results, the higher standards and costs may have been challenging for some programs to immediately achieve.

To offset this, the number of programs implementing Iowa QPPS has grown significantly. These standards offer early childhood programs a beginning level to engage in a system of quality programming. Once preschool programs achieve the Iowa QPPS, they will be encouraged to engage in the next higher level of the continuum, NAEYC accreditation. Iowa early childhood programs meeting this higher level of NAEYC accreditation will maximize quality learning experience for children. For additional information about QPPS, go to: http://www.iowa.gov/educate/content/view/681/805/ and NAEYC accreditation go to: http://www.naeyc.org/accreditation/.

Kindergarten Literacy Assessment data was collected and analyzed in accordance with 2005 legislation requiring local school districts to administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or a kindergarten benchmark assessment adopted by the DE to every kindergarten student enrolled in the district. The graph included above in Measures of Success represents four years of trend data for DIBELS. **(**Only one measure of the DIBELS assessment data is used; whether children know beginning sounds.)

On the Horizon:
The greatest opportunities for improving the quality of early childhood programming in Iowa lie in three areas: (1) implementing and improving the quality of the Preschool Programs for Four-Year-Olds, (2) assuring adequate levels of compliance through the QPPS Verification process, and (3) supporting the implementation of a statewide early childhood professional development system in conjunction with the AEAs to improve instructional strategies and program quality. The DE continues to develop technical assistance and monitor the implementation of the Preschool Programs for Four-Year-Olds. DE staff will conduct QPPS Verification Visits on the initial 64 districts. The visits will assess the level of compliance with the rules, QPPS Standards, and the extent of collaboration with the stakeholders. Increased funding from the legislature, as it ramps up over a four year period, will allow additional districts to provide quality programming for four-year-olds.

GOAL 2 – *All K-12 students will achieve at a high level. (K-12)*

Measures of Success

MEASURE 1: Increase the percentage of 4th, 8th, and 11th grade students achieving proficient or higher in reading and mathematics.

Figure 3
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test, Biennium Periods 1997-1999 to 2006-2008
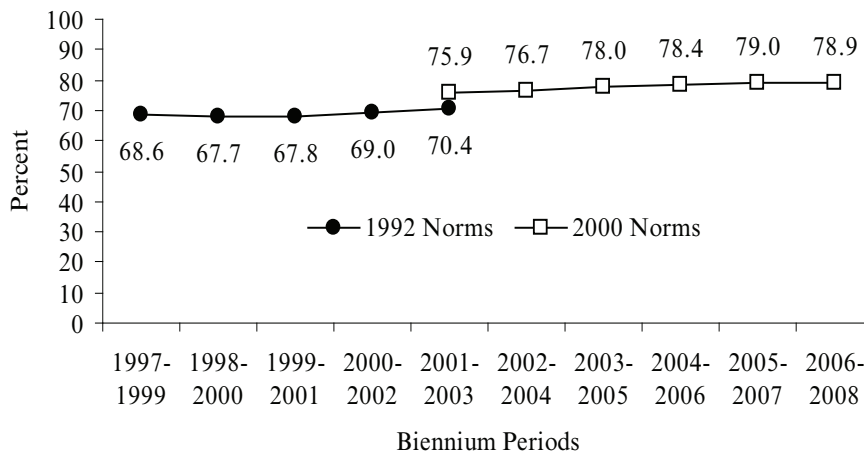
Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.
A student designated as proficient can, at a minimum, do the following:
  Usually understands factual information and new words in context.
  Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
  Often can determine a selection's main idea and analyze its style and structure.

Figure 4

Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test, Biennium Periods 1997-1999 to 2006-2008

Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
 Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
 Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 5

Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test, Biennium Periods 1997-1999 to 2006-2008
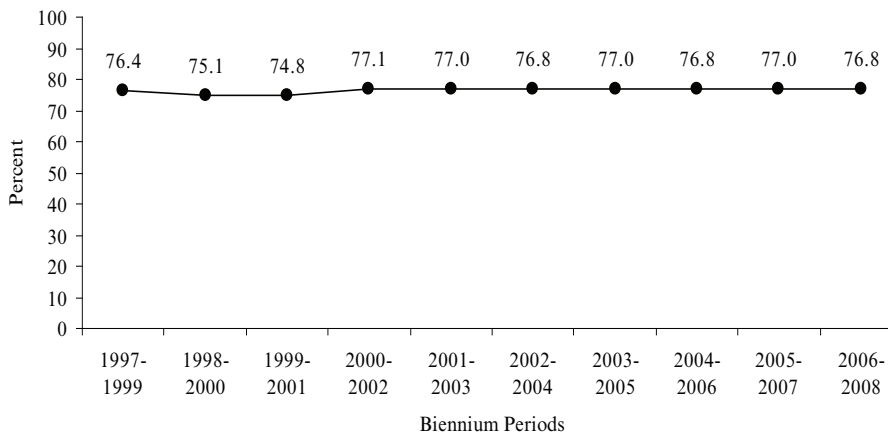
Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
 Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify author's purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 6

Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test, Biennium Periods 1997-1999 to 2006-2008
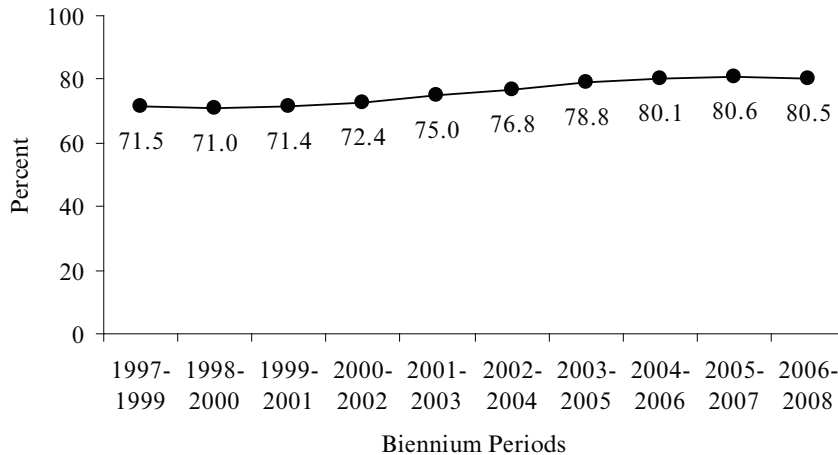
Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
   Is developing an understanding of many math concepts, usually is able to solve simple and complex problems and use estimation methods, and can interpret data from graphs and tables.

Figure 7

Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test, Biennium Periods 1997-1999 to 2006-2008

Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
   Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
   Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.
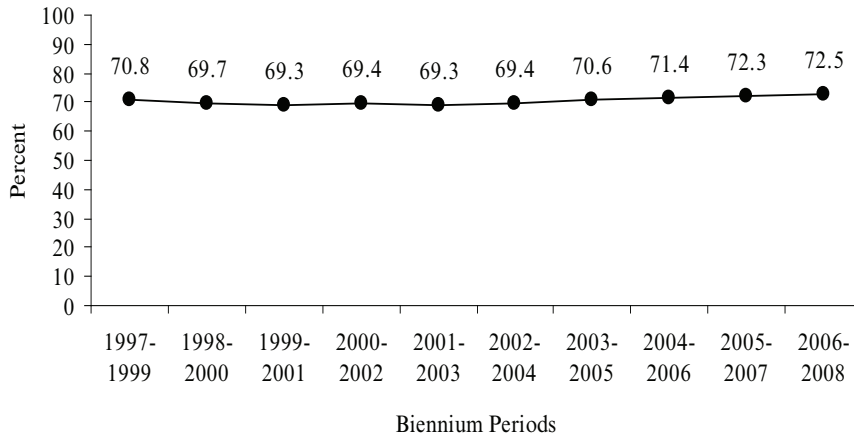
Figure 8

Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test, Biennium Periods 1997-1999 to 2006-2008
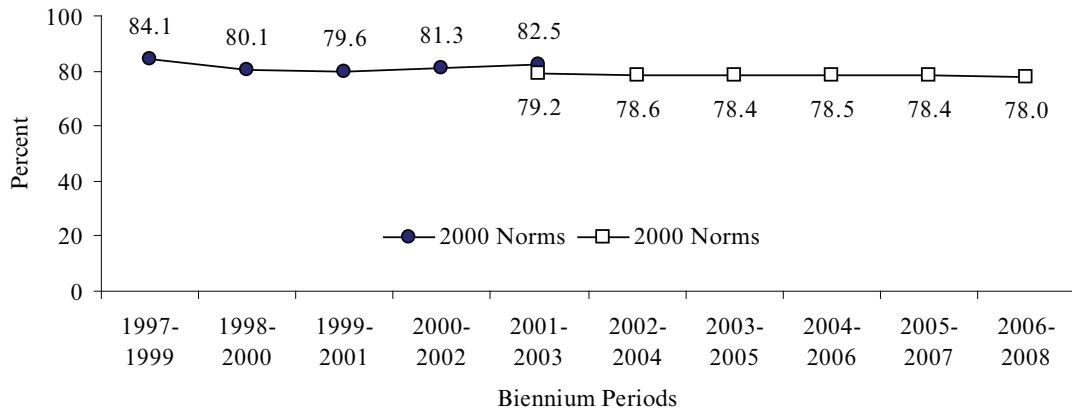
Source: Iowa Testing Programs, University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

MEASURE 2: Increase the percentage of students who graduate from high school.

Figure 9
Iowa Public School Graduation Rates
Graduating Classes of 1996 to 2007
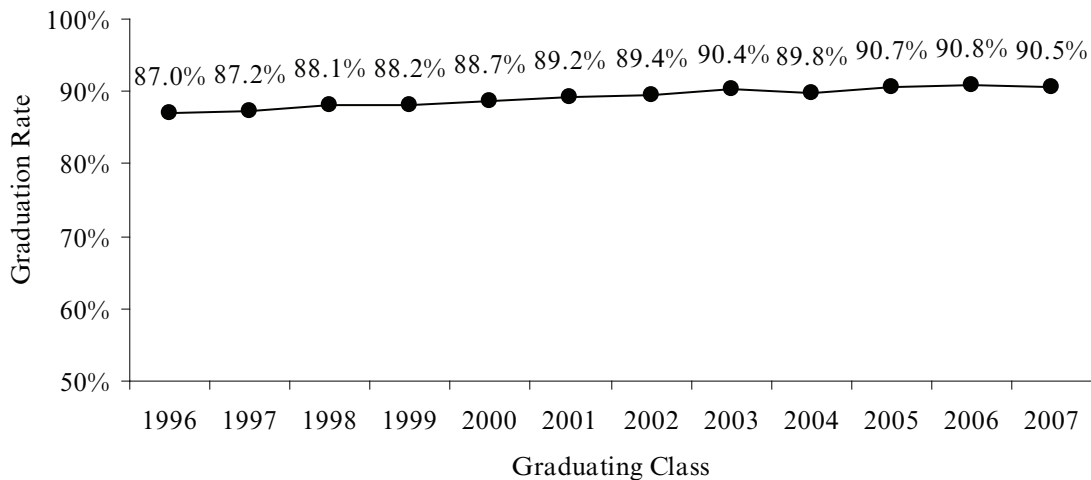
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

Note: A high school graduate includes regular diploma and other diploma recipients. Graduation rates were calculated by dividing the number of high school graduates in a given year by the sum of the number of high school graduates in that year and dropouts over a four year period. More specifically, the total dropouts include the number of dropouts in grade 9 in year 1, the number of dropouts in grade 10 in year 2, the number of dropouts in grade 11 in year 3, and the number of dropouts in grade 12 in year 4. The high school graduation rate in year 4 equals the number of high school graduates in year 4 divided by the number of high school graduates in year 4 plus the sum of dropouts in grades 9 through 12 from years 1 through 4 respectively.

MEASURE 3: Increase the number of high school students taking advanced coursework.

Figure 10
Estimated Percent of Iowa Public School Juniors and Seniors Enrolled in Higher-Level Mathematics*
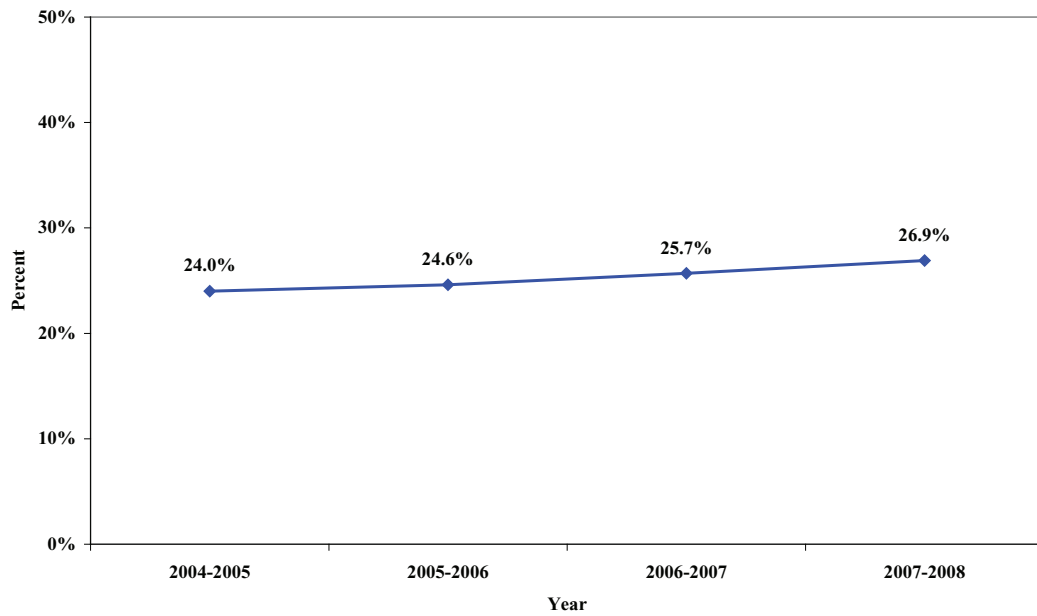
Source: Iowa Department of Education

Note: *Higher-Level Mathematics includes pre-calculus, calculus, trigonometry, statistics, and Advanced Placement mathematics.

Figure 11
Estimated Percent of Iowa Public School Juniors Enrolled in Chemistry
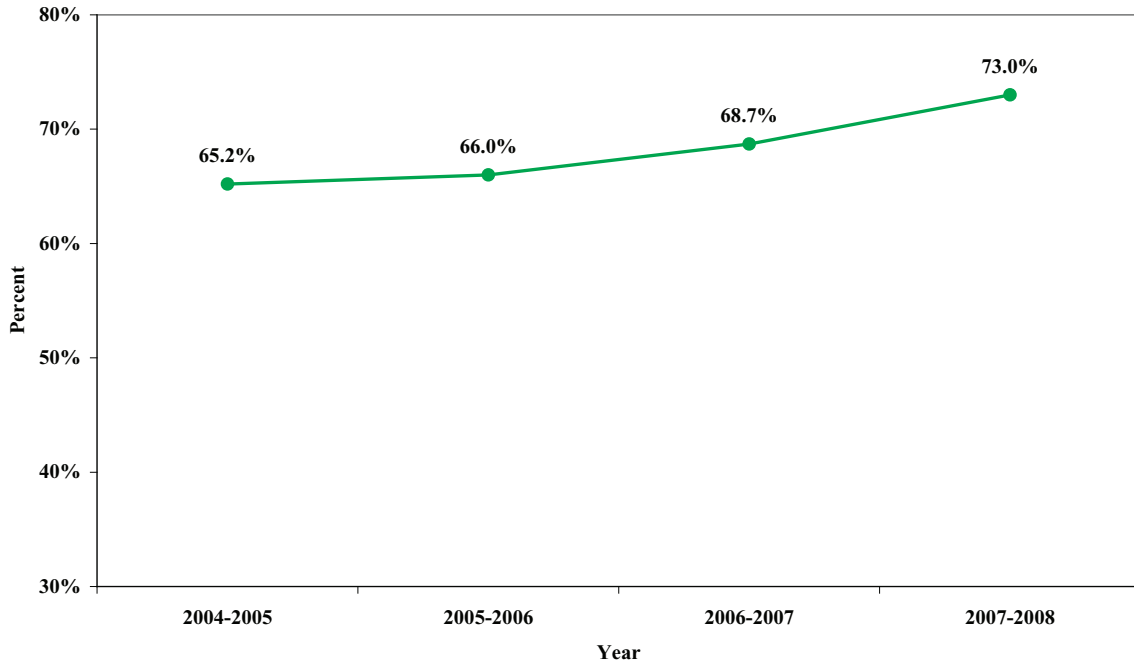
Source: Iowa Department of Education

Figure 12
Estimated Percent of Iowa Public School Seniors Enrolled in Physics
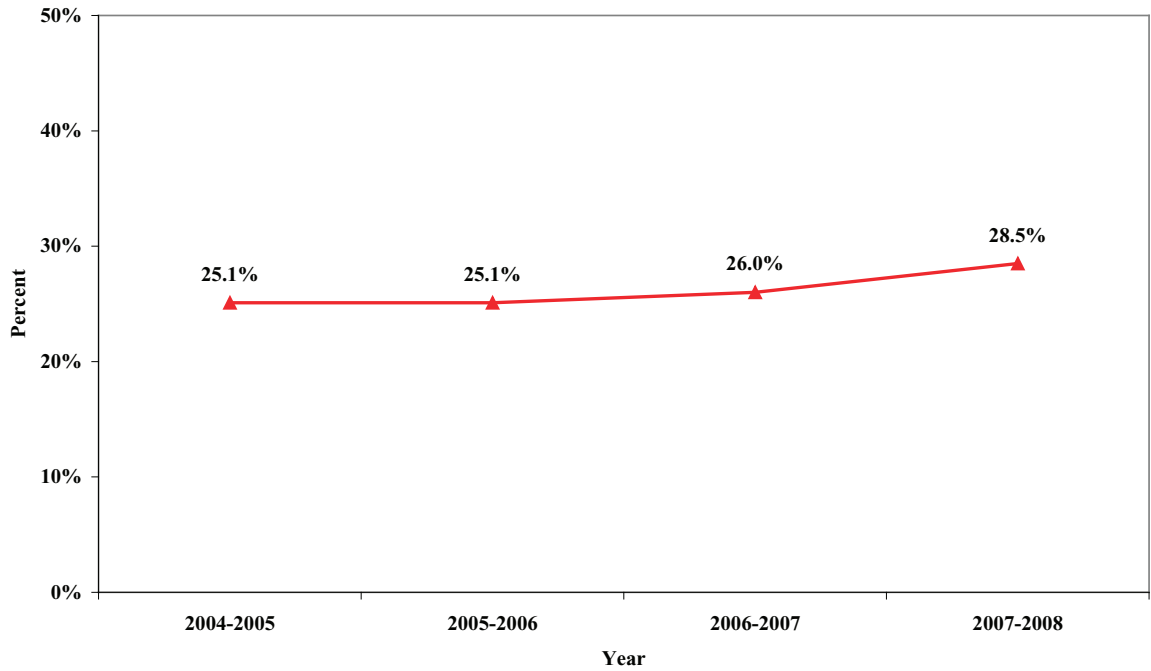
MEASURE 4: Increase the number of districts implementing the high school core curriculum.

Full implementation of the Iowa Core Curriculum will be phased in over the next several years. Data on this measure is not yet available.

Major Initiatives

INITIATIVE 1: Provide professional development and technical assistance for school districts and area education agencies (AEAs) in the areas of literacy, science, mathematics, and STEM (science, technology, engineering, and math).

Reading

Purpose:

The DE's professional development and technical assistance efforts are designed to engage school districts in the development and implementation of a comprehensive, quality K-12 literacy program that will improve student achievement. This effort is supported through multiple initiatives: Every Child Reads (ECR), Statewide Reading Team (SWRT), Reading First, Adolescent Literacy, Teacher Development Academies (TDAs), Collaborative Strategic Reading (CSR), and Strategic Instruction Model (SIM). The focus of these efforts is to develop and refine a professional development strategy for large-scale, building-based structured school improvement focused on accelerating the literacy achievement of every student. Within the aforementioned efforts, there is a special emphasis on students who are experiencing difficulty in the area of literacy.

At the elementary level, the Every Child Reads (ECR) K-3 effort is designed to support the implementation of a research-based comprehensive reading program. The Elementary Statewide Reading Team (SWRT) is focused on building the capacity to meet this goal. In addition, this group supports the DE's Reading First Program that targets accelerating the reading achievement of students in kindergarten through third grade in low performing-high poverty schools so that all students are reading at grade level by the end of third grade.

At the secondary level, the Adolescent Literacy Research and Development Team and provides reports on best practices and provides professional development materials.

The DE sponsors several Teacher Development Academies (TDAs) that target the secondary level. The TDAs are designed to increase student achievement through quality professional development while addressing high demand content areas. Each TDA includes the design structures of Iowa's Professional Development Model. Trainers provide the theory and demonstrations, facilitate practice, and work with school teams of teachers and administrators to build opportunities for peer collaboration in the workplace to address implementation issues and analyze student performance. Three of the TDAs are specifically developed to address the high need

and high demand area of adolescent reading: Question-Answer Relationships (QAR), Concept Oriented Reading Instruction (CORI), and Second Chance Reading (SCR). Two additional state-sponsored professional development opportunities include Collaborative Strategic Reading (CSR) and the Strategic Instruction Model (SIM).

Activities and Accomplishments:

Every Child Reads (ECR) K-12/Statewide Reading Team (SWRT)
The 55 SWRT members continue to support both Reading First and non-Reading First schools. During 2007-2008, the DE's Elementary Literacy Team designed and delivered 11 additional days of professional development activities through the development and expansion of the ECR: Teaching and Learning Professional Development Materials. National experts worked with the team on Explicit Instruction and Vocabulary instruction.

SWRT members designed and delivered two ongoing series:
- A four-day orientation series designed for new staff members from Reading First and Non-Reading First Schools who are in a position to support a schoolwide literacy effort. These sessions are designed to strengthen participants' understanding of the necessary components in leading and sustaining schoolwide efforts focused on improving literacy achievement. More than 75 LEA and AEA staff participated in this series.
- A three-part series on educational leadership designed to support Iowa's educational leaders in strengthening their actions to lead and sustain efforts to improve student achievement in literacy. More than 200 LEA and AEA staff participated in this series, which included presentations by national experts.

The DE Elementary Literacy Team also sponsored a one-day workshop to support LEA efforts to integrate instruction and use quality nonfiction text. More than 600 LEA and AEA staff participated in this January session.

Reading First
Fifty-five school buildings are currently in their third year of implementation of research-based instructional strategies aimed at accelerating student achievement in reading.

Teacher Development Academies

Over the past three school years, Iowa's districts have had the opportunity to participate in TDAs aimed at increasing teacher skills and student achievement. The TDAs 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 four academies include:

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.

Question-Answer Response: This is a professional development opportunity for middle and high school teams who have targeted improved student performance for staff development. This academy focuses on a question and answer strategy intended to improve students' reading comprehension in the content areas. To date, 21 school teams from 19 school districts have participated in QAR.

Second Chance Reading: This program provides a specific course for struggling readers at the middle and high school levels. To date, 96 schools from 56 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 will have 51 SCR trainers in the field to help middle school and high school teachers learn SCR, with ongoing technical assistance and support from the DE.

Strategic Instruction Model: For the past three years, 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. The number of participants grew from 46 the first year to 76 at the end of 2007-2008. This group is comprised of members from each AEA, eight school districts, two private schools and one alternative high school. Participants are provided opportunities for professional development activities on a yearly basis. Each new participant is 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.

Results:

Teacher Development Academies: Students participating in TDAs are administered the Stanford Diagnostic Reading Test (SDRT) at the beginning of the school year and at the end of the school year to measure growth. The Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) are also administered to students on an annual basis. In two of the four academies, the percentage of students scoring at the proficient level and above on the ITBS/ITED increased. The most significant increase in proficiency was realized for students participating in SCR (see Figure 13).

Figure 13
The Percentage of Students Proficient in Reading Comprehension on the ITBS/ITED
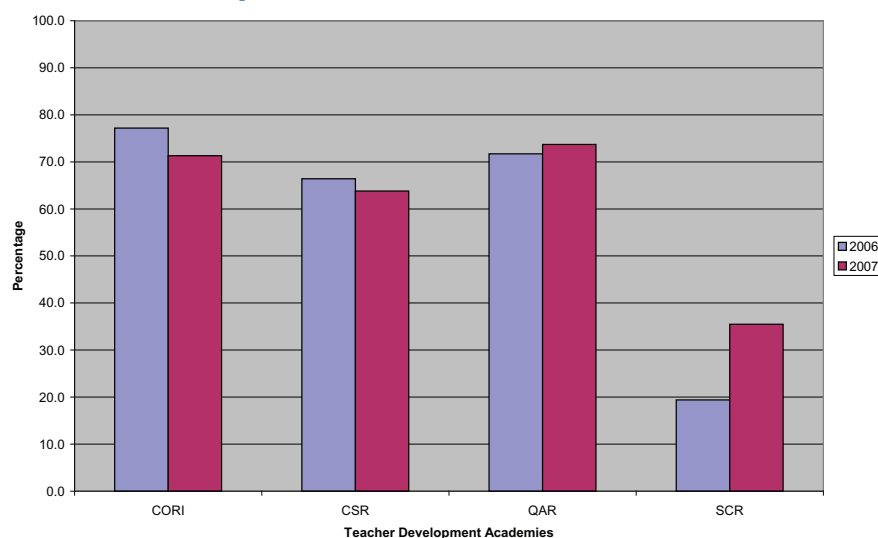
For students participating in TDAs, achievement gains from the beginning to the end of the school year are also measured in terms of grade equivalents. Students demonstrated gains in both reading comprehension and vocabulary on the Stanford Diagnostic Reading Test. Stanford Diagnostic Reading Test grade equivalent gains of two or more years were achieved by at least 30 percent of the students during the 2005-2006 and 2006-2007 school years in reading comprehension, and at least 25 percent of the students in vocabulary (see Figures 14 and 15).Additionally, grade equivalent growth of four or more years during 2005-2006 and 2006-2007 was achieved by at least 15 percent of the students in reading comprehension, and at least 8 percent of the students in vocabulary (see Figures 15 and 16).

Figure 14

Percentage of Students Making Grade Equivalent Gains of Two or More Years in Compehension on the Stanford Diagnostic Reading Test (SDRT)

Figure 15

Percentage of Students Making Grade Equivalent Gains of Two or More Years in Vocabulary on the Stanford Diagnostic Reading Test (SDRT)
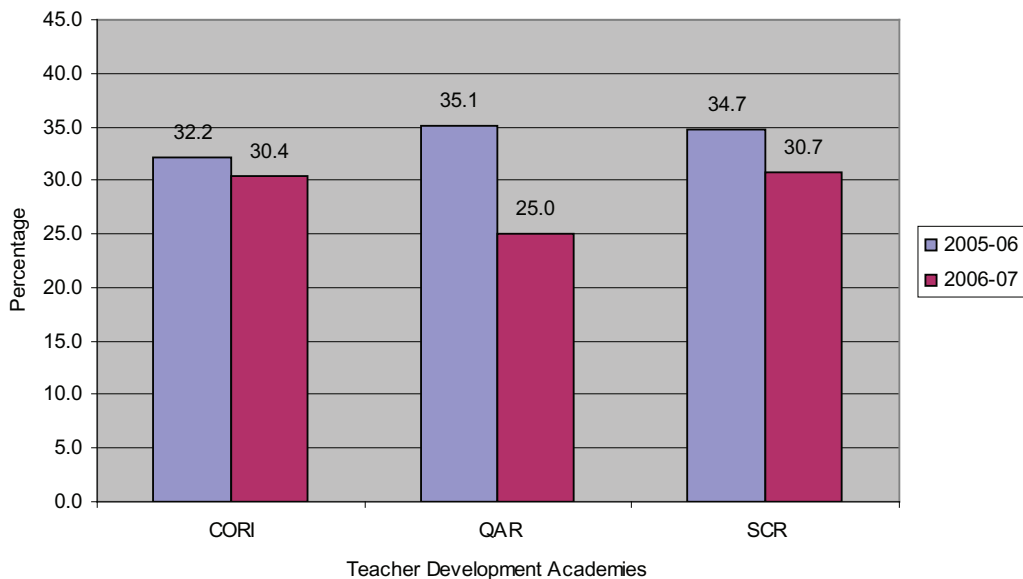
Figure 16
Percentage of Students Making Grade Equivalent <u>Gains of Four or More Years</u> in Comprehension on the Stanford Diagnostic Reading Test (SDRT)
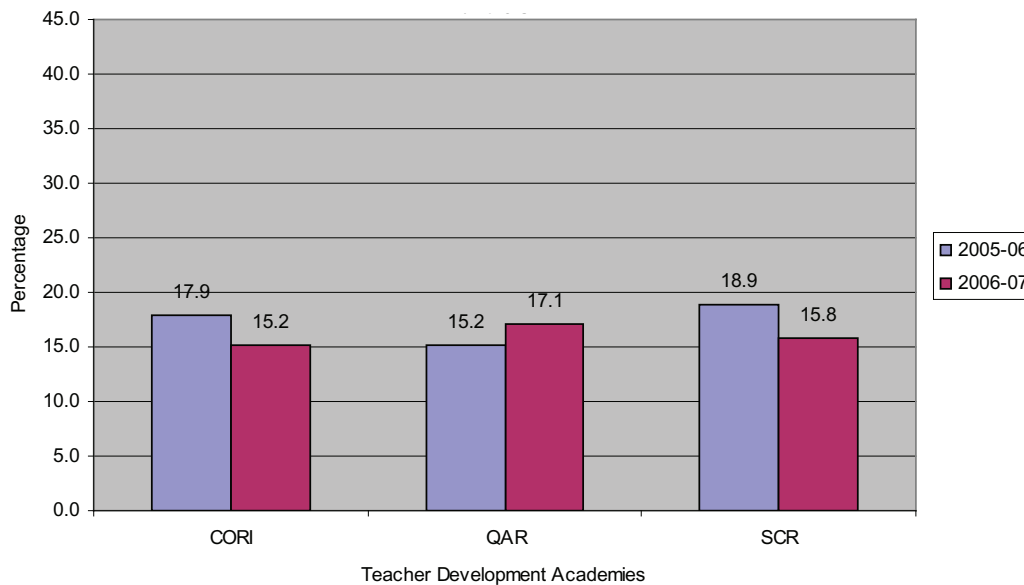
Strategic Instruction Model (SIM):
Forty-four of the 76 participants in the SIM have become certified in Content Enhancement Routines, Learning Strategies, or both. Twenty-nine school districts, four private schools, and one alternative high school have begun to implement these strategies. ITBS data was collected on schools that implemented the SIM for an entire year in 2007-2008. This data are currently being compiled.

Reading First
Of the 11,829 students participating in Iowa's Reading First effort, 34 percent are from minorities, 59 percent are economically disadvantaged, 14 percent are English Language Learners and 14 percent are receiving special education services. Each of these percentages is well above the state average of the respective groups.

• I] ZeZgXZciV\Z'd['hj YZcihegd['XZci˘'c˘GZVY'c\˘; ˆghi˘hX] ddah] Vh˘'c˘gZVhZY˘'c˘ every area over the last three years.
• DkZğ. %eZgXZci˘d['GZVY'c\˘; ˆghi˘VJˆ'aY˘'c\h] VkZ˘'c˘gZVhZY˘i] ZeZgXZci˘d[') i] ˘ graders proficient in reading comprehension on the ITBS.

- CZVgn˜] Vq[˜d[˜i] ZˇGZVY˄c\ˇ; ˄ghi˜Vy˄aY˄c\h˜] VkZˇˆcXgZVhZY˜i] ZˇeZgXZci˜d[˄) i] ˜ graders proficient in reading comprehension on the ITBS by more than 20 percent.
- CdcZˇd[˜i] ZˇhX] ddahˇVgZˇXadh˄c\˜i] Vi˜] VkZˇeVg˄XeViZY˄cˇGZVY˄c\ˇ; ˄ghi˜[dgˇi] ZˇaVhi˜ three years were on Iowa's 2006-2007 Title I Schools in Need of Assistance List.
- GZVY˄c\ˇ; ˄ghi˜hX] ddahˇVgZˇXadh˄c\˜i] ZˇVX] ˄ZkZb Zci˄\Ve˜dc˜i] Zˇb Vdg˄n˄d[˄gZVY-ing assessments.
- Hj YZci˜eZg[dgb VcXZˇVi˜Vi˜i] Z˄) i] ˜\gVYZˇaZkZa˄˄c˜gZVY˄c\˜i˄iViZ˄˄ˇˇZˇf[dgˇVaˆhX] ddah˜ including Reading First schools) is likewise improving.

On the Horizon:

Resources are being developed to help districts articulate a K-12 quality, comprehensive literacy program. The K-12 literacy articulation will include essential content, research-based instructional practices, effective assessment use and desired student outcomes. This articulation will include an alignment with the existing DE efforts.

Teacher Development Academies "Second Chance Reading" and "Question-Answer Response" will each have a set of instate trainers ready to deliver professional development to LEA staffs by the end of the summer. This cadre of trainers will eliminate the need for national trainers.

The Adolescent Literacy Research and Development Team will continue its work during 2008-2009 with an inquiry into writing, expanding the effort to K-12. Professional development materials are available for AEA-initiated professional development efforts.

As for the Stratetic Instruction Model (SIM), a fourth cohort group will be starting in 2008-09 with regional professional development. The SIM implementation task force continues to develop implementation tools such as administrator walk-through guides that will help standardize how the process is being rolled out across the state.

Certified professional developers are integrating the SIM with co-teaching, differentiated instruction and district writing initiatives. As the SIM uses a variety of strategies and routines, this allows school districts to customize professional development opportunities based on student data.

Science

Purpose:

For science, the DE has developed a K-12 professional development sequence for AEA and school district personnel referred to as Every Learner Inquires (ELI). This effort, in the second year of a three-year sequence, is designed to accelerate student achievement in science. The goals for this effort are:

Student Learning Goal: Improve science learning for all K-12 students in the state.

Teacher Learning Goal: Build teacher leadership and content expertise within the system.

Teacher Practice Goal: Implement inquiry-based instruction.

Organizational Goal: Establish a structure that sustains the implementation of Every Learner Inquires.

Activities and Accomplishments:

There were 173 individuals (88 AEA personnel, 74 school district personnel, and 11 others) participating in the 1st two years of this initiative representing all area education agencies, 35 school districts, and several postsecondary institutions.

The initiative began in the summer of 2006 with a four-day institute, followed by five sessions each for 11 elementary and secondary capacity building teams and four case study schools. Academic year sessions built on the learning from the summer institute and focused on the five essential features of inquiry, as outlined in the National Science Education Standards. They also covered accountable talk, a process in which students learn to ask scientifically-oriented questions and back claims with evidence, and on the 5E Learning Cycle model. The expectation is that the AEA capacity building teams will learn the instructional and leadership strategies presented so that they will be able to provide professional development to districts in year three of the initiative.

In the summer of 2007, the teams participated in another four day training. They participated in a full Learning Cycle as learners and then began to work on their own curriculum to make it more learning cycle and inquiry based. All the participants did demonstration and practice of learning cycles throughout the year and began to make connections to the Core Curriculum.

The foci of this initiative are based on the National Research Council's "National Science Education Standards" and "How Students Learn: Science in the Classroom" as well as research from the Iowa Content Network on practices that have been shown to raise student achievement in science.

Learning Points Associates (LPA) has been retained as the independent evaluator for the initiative. LPA has developed teacher and student surveys which have been administered at the four case study schools (Perkins Academy, Des Moines; Harlan High School; Lincoln Elementary, Washington; and North Cedar Elementary, Mechanicsville). Teacher leaders on the capacity building teams participated in the teacher survey as well. LPA visited the four case study schools this spring to conduct interviews with teachers and administrators, and have collected ITBS/ITED baseline data.

Results:
Every Learner Inquires (ELI) has just completed its second year and the DE has not received the student achievement data from LPA to determine the initiative's impact on student achievement. Most teachers reported that inquiry instruction has improved student understanding of both scientific concepts and the scientific inquiry process. Teachers also report that inquiry-based instruction has improved problem solving skills and the level of student engagement and enthusiasm for science has improved. As reported last year, teachers and principals indicated inquiry instruction supports the learning of students in special education and English language learners.

On the Horizon:
Planning is underway for summer and academic year sessions beginning in July 2008. Emphases for the professional development will be on practicing the Learning Cycle model.

In the coming year, participants will continue studying the Iowa Core Curriculum and decide what parts of the Core Curriculum will support inquiry-based learning and examine their own curriculum for alignment to the Core. Participants will also learn about the formative assessment process and continue to implement the Learning Cycle.

Mathematics

Purpose:
The Department's professional development efforts in mathematics are organized around Every Student Counts (ESC) and the Teacher Development Academy (TDA) – Cognitively Guided Instruction (CGI). The goal of these efforts is to develop the capacity to provide quality professional development and technical assistance to schools focusing on improving student achievement in mathematics.

Activities and Accomplishments:

Every Student Counts (ESC) has completed the fourth year of professional development in this five-year initiative. The 2007-2008 year's focus has been formative assessment - assessment for learning at all three levels of training. ESC continues its emphasis on teaching for understanding, using problem-based instructional tasks and meaningful distributed practice as instruments for improving instruction. Beginning in August of 2006, all AEAs began offering ESC professional development. During the 2007-2008 school year, 168 schools participated in ESC professional development delivered by the AEAs.

During the 2007-2008 school year, Cognitively Guided Instruction (CGI) was offered for first, second, and third year participants representing 20 building teams. CGI professional development was delivered to 133 professionals this past year. It is anticipated that the majority of these participants will become our state CGI trainers. The DE will continue to support these educators during their initial years as CGI trainers. By August 2009, these groups will constitute a group of 75 certified trainers.

Results:

During this 4th year of the ESC initiative, there were 121 participants (74 AEA personnel, 47 school district personnel) representing all AEAs and five urban school districts. Data is being gathered from participants that will allow the DE to determine the impact on student achievement.

On the Horizon:

Every Student Counts

During the 5th year of training beginning in September 2008, the focus will continue to address formative assessment. The mathematical content will emphasize the Iowa Core Curriculum at each level.

Cognitively Guided Instruction

Beginning in the summer of 2008, CGI professional development is being delivered by DE endorsed trainers at six sites across the state. These trainers are delivering CGI to teachers in their local districts or in districts that trained AEA consultants already support. Requests for training continue from school districts that do not currently have access to CGI professional development.

STEM/Math-in-CTE Professional Development

Purpose:

Math-in-CTE Professional Development is a model to integrate math into Iowa's career and technical education (CTE) programs at the secondary and postsecondary levels. The model was researched, developed, and studied by the National Research Center for Career and Technical Education (NRCCTE). The original model was limited to secondary school CTE program students. The implementation of the model in Iowa includes a proposal to replicate the secondary model, and also to expand the application of that model to community college CTE programs. Perkins IV requires rigorous academic integration into CTE programs. Implementing the model in community college CTE programs makes sense because the community colleges deliver postsecondary CTE training, and a significant segment of secondary CTE training.

Activities and Accomplishments:

Educators and learning communities of CTE and math partner instructors participated in a pre-conference session at the Iowa Association of Career and Technical Education held in November, 2007. From that pre-conference meeting, Iowa's Math-in-CTE teams met in Des Moines for their initial professional development. The workshops were the first of ten days of professional development planned for the academic year. There was equal representation in this year's CTE areas, Construction (22 teams) and Business (21 teams). Thirteen of Iowa's 15 community colleges and all of Iowa's AEAs are participating in the project. In addition to the teacher participants, a number of AEA's and comunity colleges sent math consultants, and other staff to support and sustain their Math-in-CTE initiatives.

Each team consists of a CTE and Math teacher working together to design CTE instructional units that enhance embedded math concepts. Math and career and technical instructors are partnered in teams to develop and sustain a community of practice focused on identifying and maximizing the math concepts embedded in CTE curricula at the secondary and postsecondary levels.

Results:

Participants at the first professional development session learned about the National Research Center for Career and Technical Education's Math-in-CTE model, worked to map their respective CTE curricula to identify intersections where math could be enhanced in the CTE unit, developed individual math-enhanced CTE units of instruction, then delivered their units for evaluation by the group. All instructors benefited by sharing copies of their units with the other instructors. Instructors came away from the workshop with USB flash drives containing all conference materials, including all units of instruction.

On the Horizon:

Additional professional development sessions are planned 2009. The Math-in-CTE professional development follows the best practices detailed in the Iowa Professional Development Model. Implementation of the Math-in-CTE Initiative is being coordinated by the Division of Community Colleges and Workforce Preparation in partnership with the Pre-K Education Division.

INITIATIVE 2: Expand high school reform efforts utilizing a network of AEA trainers to help districts implement the core curriculum and address the needs of struggling learners.

Purpose:

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

Activities and Accomplishments:

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

Development of models and materials

The State Board endorsed the Iowa Core Curriculum for Iowa high schools in literacy, mathematics, and science in May 2006. This work was extended to include grades K-8 and high school social studies and 21st century skills in April 2008. In the past year, the DE has sponsored the development of model units of instruction in high school literacy, mathematics, and science. In May 2008, the Governor signed Senate File 2216 into law. This legislation requires public schools and accredited nonpublic schools to fully implement the 9-12 Iowa Core Curriculum by July 1, 2012, and the K-8 Iowa Core Curriculum by 2014-2015. The DE, in collaboration with the AEAs, is currently establishing a network of trainers to work directly with schools to insure the full implementation of the Iowa Core Curriculum. Work teams are also operating to develop processes and materials needed for schools to determine gaps between local course content and the Iowa Core Curriculum, and to improve local practices in instruction and assessment.

The DE has worked to integrate the requirements of the core curriculum and career plans for every eighth grader. These plans require each high school student to graduate having completed four years of English/language arts, three years of social studies, three years of science, and three years of mathematics. Using national and state guidelines, effective practice research and input from AEA and LEA staff, technical assistance has been provided to enable districts to successfully implement the eighth grade plan.

Funding and technical assistance for implementation of models
In November 2007, an additional 20 Iowa high schools were selected to join the 40 high schools selected in 2005 and 2006 as partners in the Iowa High School Project. This project is a three-year project with ongoing financial support from the DE and technical assistance from the International Center for Leadership in Education. It is designed to help grow improvement and reform efforts in Iowa high schools with a concentration on struggling learners within the rigor and relevance framework. AEAs, as critical partners in this initiative, are also paired with the schools in the project to provide consultation, support and expertise, while simultaneously participating as members of the learning communities in the high schools.

With 60 promising schools in this project, high school improvement and reform efforts will be financially and technically supported to do the work of improving student outcomes in Iowa high schools.

The DE also implemented a pilot project in Authentic Intellectual Work (AIW) with teachers from nine Iowa high schools during the 2007-2008 school year. Based upon analysis of adults working with knowledge, AIW is defined by three criteria – construction of knowledge, through disciplined inquiry, to produce discourse, products, and performances that have value beyond school. Teachers included in the pilot studied assessment tasks, instruction, and student work they had collected to find opportunities to increase the intellectual rigor and student relevance of school work.

Information/material development and dissemination
In collaboration with the School Administrators of Iowa, the DE hosted the Fourth Annual Iowa High School Summit in December 2007. Sessions featured educators from Iowa high schools and middle schools describing successful programs and professional development efforts that they have worked to implement.

Additionally the DE worked with the Council of Chief State School Officers to conduct a study of current content and pedagogy used by high school language arts, mathematics, and science teachers. More than 600 Iowa teachers participated by completing the Survey of Enacted Curriculum during the spring and fall of 2007. The results of the survey will assist the DE in determining the effectiveness of the implementation of the Iowa Core Curriculum across all high schools in Iowa.

In addition to the network being established to support full implementation of the Iowa Core Curriculum, the DE is continuing to work with the AEAs to support trainers who can assist high schools in their efforts to renew their preparation of students for postsecondary learning and employment. This group met four times during the year to review current training for high school teams in each AEA and support each other in common efforts.

Results:

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

The graduation rate for the total population has been relatively stable since 2000 (90.5 percent in 2007), however, trend lines vary for different ethnic subgroups. Districts reported that 84.2 percent of their graduates planned to pursue postsecondary education after high school. The trend line for percentage of students scoring 20 or higher on the ACT is stable (71.9 percent in 2007).

On the Horizon:

The DE is planning a number of new initiatives related to high schools:

- I] Z˘9 : ˘1 ˆaˇVˇZˇXdaˇVˇdgˇVˆc\ˇ1 ˆ1] ˇi] Z˘6: 6h˘id˘] Zæ˘h\ ddah˘b dkZ˘idl VgˇY˘[j aˇ implementation of the Iowa Core Curriculum. Training will begin and the initial focus will be on providing school leaders with the skills needed for successful implementation of the Iowa Core Curriculum.
- ˃b egdkZY˘[dgb VˆkˇZˇVˇhˇZˇHˇb Zci˘egˇVˇxˆˇXˇZˇhˇVˇgˇZˇVˇZˆc\ˇˆˆciZ\gˇVˇZˇY˘ˆcid˘egd[ZˇHˆˇdcVˇ development related to the Iowa Core Curriculum.
- I] Z˘9 : ˘ˆhˇYZˇkZade˘ˆc\ˇ@!& ˘ˇdXˇVˇähij YˇZˇhˇVˇcY˘ &hˆˇXˇcij gnˆh˘ ˆaˇhˇZˇnˇVˇb eˆZˇj cˆ1hˆ and K-8 example units in literacy, mathematics, and science with accompanying professional development to support the implementation of the Iowa Core Curriculum.
- I l ˇZˇkZˆhˇX\ ddah˘l ˆaˇVˇZˇVˇYˇZˇY˘id˘i] Z˘6j i] Zci˘X˃ciZaˇZˇXˇj VˇaˇL dgˆ ˘fˇ6˃L Łeˆadi# Additional teachers from each of the nine schools that began implementing AIW as their instructional framework in 2007 will be added.
- ˃dl VI ˇZˇhˆˆc\ˇEgd\gˇVˇb hˆˆhˇYZˇkZade˘ˆc\ˇVˇYˇYˆˆ˘dcVˇ] ˆ\ ˆfˇj Vˇˆˆn˘VˇHˇZˇHˇb Zcih˘ˇVˇdi] ˘ formative and summative, that align with the Iowa Core Curriculum.

INITIATIVE 3: Improve the quality of teaching and school leadership

Teaching

Purpose:

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

Activities and Accomplishments:

Teacher Quality Committees

The DE has served a critical role helping local districts implement the new requirement to establish Teacher Quality Committees (TQCs) in each local district to make decisions and recommendations pertaining to professional development. In August, a workshop was offered in four areas of the state to prepare TQCs. These sessions were attended by 1,283 school administrators and teachers representing 229 school districts. Districts unable to attend were provided with a DVD of the session. In March, a similar session was provided to AEAs. Every AEA participated.

Content Network

The DE Content Network website was designed to help school districts identify content for implementing the district career development plan. The Iowa Professional Development Model provides guidance to local districts as they design and implement district and building-wide professional development.

The Content Network website organizes research in the areas of reading, mathematics, and science. This site does not include recommendations for specific strategies, programs, products, or trainers to deliver content based on the findings. Rather, it is up to the district consumer to determine their student needs based on data collected from the district. Districts then identify research studies which show evidence that particular instructional practices have had an effect on student achievement. When compared with district data, a district should be able to match the area of need to potential professional development content options.

Teacher Development Academies

The Teacher Development Academies (TDAs) are a series of professional development opportunities available to teams from public schools. Each TDA features research based content and is designed to support local school districts and AEAs in offering professional development that is grounded in research and based on the Iowa Professional Development Model.

The target audience for the TDAs is local school teams that include the teachers, principals, and central office personnel from Iowa's school districts and AEA consultants who participate with a specific school team.

The purposes of the TDAs are:
- To increase student achievement through quality professional development
- To improve local district access to qualified trainers in high demand content areas (reading, mathematics and science)
- To increase the number of teachers and consultants with expertise in specific academic content areas and skills in delivering professional development opportunities
- To support and compliment existing Teacher Quality Program efforts by adding to the pool of available trainers in Iowa
- To support LEA implementation of District Career Development Plan

The content offered in the TDAs is selected to assist local districts in providing training to implement District Career Development Plans. The content is determined by analyzing statewide student achievement data and District Career Development Plans across the state. More information about Teacher Development Academies and results can be found under Goal 2, Initiative 1, in this document.

The Teacher Mentoring and Induction Program

The Teacher Mentoring and Induction Program was first implemented in the 2001-02 school year. The purposes of teacher mentoring and induction are:
- I d˘gZXˊ ˊi˘VcY˘gZiVc˘iZVX] Zgh˘cZl˘id˘i] Z˘egd[ZHh˘dc˘
- I d˘Zch˘gˊ Z] ˄] ˊf j V˘ı̈n˘iZVX] Zgh˘˄c˘ı] Z˘Xˌrhgddb
- I d˘egdb diZ˘ZnX˘aaZc˘XZ˘˄c˘iZVX] ˊc\
- I d˘Zc] VcXZ˘hij YZci˘VX] ˊk˘Zb Zci
- I d˘Vˊ ˄aˊ V˘V˘lj eedgi˘kZ˘Zck˘gdcb Zci˘l ˊi] ˊc˘hX] ddaˊ Yˊig˘Xˌh
- I d˘˄cX˘gZ˘Vh˘Zˊi] Z˘gˊ iZci˄dc˘d˘d[˘egdb ˊnc˘\Wˊ ˄cc˘c˘\ZYj X˘idgh
- I d˘egdb diZ˘i] ZˊeZghdcVˊ VcY˘egd[ZHh˘dcVˊ al Za˘Zˊc˘d[ˊXˌrhgddb ˊZYj X˘idgh
- I d˘hj eedgʊ Xdci˄cj dj h˘ˊm egdˌkZb Zci

A quality educator induction program:
- : nea˘ch Y˘hig Xž VJ˘aY˘c\žYZeVgb ZciVžVcY˘\gVYZãZkZãedaXZhžegdXZYj gžhž and expectations
- : hiWãh] Zh˘VWãvcXZ VZil ZZc˘ZciZg˘c\˘Vc˘ZhiWãh] ZY˘Xdb b j c˘in˘l˘˘i] ˘Xdc-ventional practices and developing new kinds of teaching that advance student learning
- Egdb diZhXdci˘cj ZY˘egd[Zh˘dcVãžZVgc˘c\˘i] gdj \] ˘gž[aZX˘kZegVX˘XZVcY˘egd-fessional conversations about teaching

A variety of support mechanisms are in place to provide technical assistance to local education agencies LEAs and AEAs with the Mentoring and Induction program:
- **Mentoring and Induction Institute:** The Mentoring and Induction Institute offers the Mildred Middleton Crystal Key Award for Outstanding Mentoring and for Outstanding Leadership in a Mentoring and Induction program in the state of Iowa. The award is provided by the Iowa State Education Association (ISEA) and is offered annually.
- **Technical Assistance Guide** to assist AEAs and LEAs revise their existing programs. It is located at http://www.iowa.gov/educate/content/view/481/1192/.
- **The Iowa Mentoring and Induction Network**: The Iowa Mentoring and Induction Network provides information and technical assistance on topics such as licensure issues for new teachers, system support, Iowa mentoring and induction models, the Iowa Teaching Standards, and mentoring resources. Members represent LEAs, AEAs, the DE, higher education, and ISEA.
- **Teacher Quality Enhancement Grant (TQE)**: In 2005, the DE was awarded a grant from the U.S. Department of Education in the amount of $6.3 million dollars over three years. This grant is being used to increase the effectiveness of teacher education programs for teacher candidates and will also assist in collecting data on first and second year teachers in Iowa in the future (see "Online Survey"). The grant supports, in part, the technical assistance and related activities for Mentoring and Induction.

Results:

In January of 2008, the DE conducted a survey to determine the current status of the Teacher Quality Committees (TQCs) in order to guide the development of technical assistance. This survey was conducted in collaboration with School Administrators of Iowa (SAI) and the Iowa State Education Association (ISEA). Some preliminary findings show that 94.4 percent of respondents agreed that their TQC meetings have been collaborative and productive. Respondents were also asked if their TQC contributed to ensuring that high quality professional development was delivered in their school district. Over 80 percent of the respondents agreed with that statement.

One hundred percent of the public school districts and AEAs in Iowa have a Mentoring and Induction plan that has been approved by the DE. The LEA plans are amendments to each local Comprehensive School Improvement Plan.

See the chart below for information about the retention of new educators prior to implementation of the teacher quality legislation in July of 2001. Eighty-seven percent of the teachers who were first year teachers in 2000-2001 returned to teach the next year (see table below). The percent of teachers returning to teach a second year is shaded in dark gray. Note that there has been considerable variability in the number of first year teachers during the last six years.

Table 3
Iowa Teacher Retention Public School District First Year Teacher Retention 1996-1997 to 2002-2007

Number 1st Year Public School Teachers School Year	Teachers Returning in 1997-1998	Teachers Returning in 1998-1999	Teachers Returning in 1999-2000	Teachers Returning in 2000-2001	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
1199	1094 (91.5%)	981 (81.8%)	894 (74.6%)	849 (70.8%)	789 (65.8%)	750 (62.6%)	725 (60.5%)	699 (58.3%)	674 (56.2%)	657 (54.8%)
1347		1212 (90.0%)	1093 (81.1%)	1004 (74.5%)	942 (69.9%)	914 (67.9%)	860 (63.8%)	825 (61.2%)	806 (59.8%)	786 (58.4%)
1418			1268 (89.4%)	1145 (80.7%)	1052 (74.2%)	1008 (71.1%)	969 (68.3%)	921 (65.0%)	873 (61.6%)	862 (60.8%)
1883				1684 (89.4%)	1548 (82.2%)	1439 (76.4%)	1371 (72.8%)	1302 (69.1%)	1242 (66.0%)	1208 (64.2%)
1810					1574 (87.0%)	1424 (78.7%)	1339 (74.0%)	1273 (70.3%)	1221 (67.5%)	1181 (65.2%)
1614						1407 (87.2%)	1285 (79.6%)	1216 (75.3%)	1162 (72.0%)	1100 (68.2%)
1269							1131 (89.1%)	1033 (81.4%)	975 (76.8%)	924 (72.8%)
1432								1295 (90.4%)	1200 (83.8%)	1139 (79.5%)
1512									1391 (92.0%)	1262 (83.5%)
1591										1451 (91.2%)

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey (BEDS) Staff Files.
*Data does not include teachers leaving Iowa to teach in other states.
**Mentoring and induction was first offered in 2001-2002.
***All beginning teachers were supported by mentoring and induction in 2002-2003.

An on-line survey for all first and second year teachers, for administrators who have new educators in their buildings, and for new teachers to indicate how well they were prepared by their Iowa teacher preparation institutions was conducted in the spring of 2008. Survey results will be available in the fall of 2008.

The exploration of a license for Teacher Leaders is being conducted in 2008. This license would:
- 6X cdl aZY\Z˘Vc Y˘gZXd\c˜oZˉiZVX] Zg˘aZVYZgh
- HJ eedgˇ]ˉiZVX] Zghˆ˜c˘YZkZade˜c\˜X\eVX iˉZhˉ[dg˘aZVYZgh] ˆe˘
- Egdk˜YZˉb j aˆ˜eaZˉdeedgˆj c˜i˘ZhˉeVi] h˘[dg˘egd[Zhˉ˘dcVaˉ\gdl i] ˉVc Y˘XVgZZg˘ advancement
- 9ZZeZcˇj cYZghiVcY˘c\˘d[ˉi] ZiZVX] ˜c\ˉegd[Zhhˉdc
- : b edl Zg˜iZVX] ZghˉViˉXdaaVWdgViˉdchˉVc Y˘X] Vc\Z˘V˘Zcih˜[dg˘ZYj XVi˜dcVˉgZ[dgb
- ×c˜˜VˉiˇcZ˘˜i] ˆc˘˜c˘\VcY˘Zc˘ZgViˉg˘ZVgX]
- GZiVˇc˘fj Vaˉˉn˘Zj XVidgh

School Leadership

Purpose:
Educational research shows that school administrators can have a significant influence on school improvement and student achievement. The message is consistent: school leaders are critical to effective school improvement efforts, and the strong instructional leadership of superintendents and principals has a significant impact on increasing the level of student achievement. The DE supports work with School Administrators of Iowa (SAI) and the Iowa Association of School Boards (IASB) to develop the leader-ship skills of administrators in Iowa.

Activities and Accomplishments:

Principal Leadership Academy
With assistance from the Wallace Foundation Grant, the DE, SAI, IASB, and the institutions of higher education, the Principal Leadership Academy continues to shape quality leaders for Iowa schools. In November 2007, the first cohort of principals met and reflected on work around their professional development plans. In June 2008, they reconvened to expand leadership skills and restructure these professional devel-opment plans. At the same time, a new cohort of principals (Cohort 2) gathered to enhance their leadership skills and knowledge and develop their own leadership plans focused on improving student achievement. During these activities, participants had an opportunity to interact with and learn from many national experts.

Superintendent Network

In March and May 2008, representatives from each AEA, school superintendents, and representatives of the DE, SAI, IASB, and the Wallace Foundation Grant met to begin building an understanding of a Superintendents' Network: The Work of Instructional Improvement. The participants build an understanding of the elements of the instructional core, become familiar with the practice of network rounds and its connection to instructional improvement, develop skills in observing teaching and learning, and build a network of support within and across AEAs. During the May 2008 training, participants were able to experience network rounds first hand in a middle school. Following that training, participants developed a "theory of action" for their respective AEAs and began articulating next steps for building a superintendent network.

Administrator Mentoring and Induction

In 2006, the Iowa Legislature established and funded administrator mentoring and induction. The SAI in collaboration with the DE developed the program.

The purposes of administrator mentoring and induction are:
- I d˘egdk´YZ´lj eedg̦žegd[Zȟ˙dc˘VǎYZkZdeb ZcižVcY´VXXZȟïd˘VkVgZin˘d[˘´c-formation sources critical to a beginning administrator's success as a leader of student achievement.
- I d˘YZkZade˘Xdb eZiZcXn˘´c˘ï] Z˘>dl˘VHVcYVgYȟ[dg̾HX̦ ddȧAZVYZg̦#

The activities and accomplishments to date include:
- 6ȟh˘\cb Zci˘d[˘Vf j V́în˘b Zcidg̾l̦ d´ȟ˙c˘VXdb eVg̾Wǎ́edhȟ˙dc˘VcY˘\Zd\gVe] - ic proximity (117 administrator mentor-mentee pairs participated in 2006-07).
- DcZ˘YVh˘d[˘b Zcidg̾ig̾V´c´c˘\VcY˘b dci] an˘XdVX̦ ́c˘ï´eh̦[dg̾b Zcidg̦#
- 6˘dcZ˘YVh˘lj b b Zg̦CZl˘˘6Yb ´c˘ȟig̾Vdg̾>chȟïj iZ#
- Il˘d˘ȟ́iViZl˘´YZ˘b Zcidg̾b ZciZZ˘b ZZï´c˘\ȟïd˘egdk´YZ´c[dg̾b Vȟ́dc˘VcY˘cZil˘dg̾ ̕c˘˘opportunities.
- I] Zʹ] gk´kVǎ< j ´YZ˘[dg̾HX̦ ddȧ6Yb ´c˘ȟig̾Vidg̾ȟedhȟïZY˘dc˘ï] ZʹH6>ʹ ZW̦ïZ˘id˘provide resources needed by new administrators.
- I gV´c´c˘ïd˘Vȟhȟȟ́b ZciZZhȟ[Z#̦#8dVX̦ ́c˘˘AZVYZgȟïd˘6iiVc´c˘̕Hj YZci´HJ XXZhȞ
- Egd\gVb ˘ZkVgj V´dc˘id˘VhhZhhȟegd\gVb ˘Z[[ZXȟ́kZcZhh#

Evaluation of Administrators

During the 2007-08 school year, the DE, SAI, and the Wallace Foundation Grant provided training to school administrators in an effort to prepare participants to evaluate administrators based on the six leadership standards. The training provides administrator evaluators with the concepts and skills necessary to make the appropriate licensure decisions and to conduct performance reviews of the administrators based on the leadership standards. Another tool related to the evaluation of superintendents

was developed by the DE, SAI, the Wallace Foundation Grant, and the IASB. Each superintendent and school board president was provided a DVD articulating the importance of the leadership standards and the evaluation process and a document providing some general steps in accomplishing the process.

Evaluation of Teachers
Evaluator training continues to be provided across the state to those participants who want to obtain their initial evaluator's license (Level I) or renew their evaluator license (Level II). During Level I training the participants engage with theory behind best practices of teacher evaluation, the QIC-Decide model, attributes of quality instruction in the classroom that supports the Iowa Teaching Standards and Criteria, and conferencing in a professional growth environment. The Level II training emphasizes the conferencing skills for pre and post observations and individual teacher professional development plans, intensive assistance plans and evaluating Iowa Teaching Standard 2 – Content Knowledge.

Chapter 79 – Standards for Practitioner and Administrator Preparation Programs
In February 2008, representatives from the DE, the institutions of higher education (administrative preparation), and local education agencies began rewriting Chapter 79 to develop a more rigorous preparation program for administrators. It is anticipated that proposed changes to the rules will be presented to the State Board in fall 2008.

Results:
Evaluations conducted after the various training activities indicated a high degree of satisfaction. Following the training, participants indicated the need for ongoing coaching and support.

As part of the evaluation design for the administrator mentoring and induction program participants were asked to complete surveys three times during the school year.

The 2007 results indicated that principals reported feeling confident in all areas but three: the ability to use conflict productively, finding time for personal rejuvenation, and allocating resources appropriately to accomplish building goals.

Superintendents reported feeling confident in providing leadership to principals and other district central office staff, as well as working with a district leadership team to accomplish goals. Superintendents rated themselves as needing coaching and support on other items of the survey. In two areas, approximately half of the superintendents

reported "not feeling confident with coaching and support" or "not sure they can do the task." Those two areas were finding time for personal rejuvenation and taking time for reflection on professional practice.

On the Horizon:
Evaluator training advisory committees will be formed to monitor training for the evaluation of teachers and administrators. The advisory committees will be asked to monitor any data gathered from the training sites, and to make revisions and possible additions to the training modules based on data and feedback from participants.

The various partners on the principal leadership academy will also review the data and make necessary adjustments for future academy endeavors. A board/superintendent leadership academy is being developed. The AEAs will continue to provide broad-based support for the superintendent network.

The Wallace Foundation Grant and state funding continue to support the leadership endeavors, like administrative mentoring and induction. The grant funds will also focus on developing all school leaders, not just those individuals new to school administration.

INITIATIVE 4: Improve the quality of data and information.

Iowa Department of Education Data Warehouse: EdInsight
Purpose:
EdInsight will provide the Iowa education community consistent and accurate longitudinal information on education outcomes and the analytical tools needed to improve data-driven, evidence-based decision making at the state, area education agency, and local level.

Activities and Accomplishments:
Data are one of an educational institution's most valuable but underused, assets. At the Department of Education (DE), the Area Education Agencies (AEAs) and in our schools and districts across the state, data about students, staff, courses, programs, schools, revenues, and expenditures has been collected and managed in order to report on the status and progress of our educational system to the people of Iowa, its lawmakers, and the federal government. The DE has used this collection of data to produce The Annual Condition of Education Report to inform a host of planning and operational decisions, and to guide policy development and implementation. Unfortunately, Iowa's educational stakeholders do not yet have sufficient access to enough timely, high quality data and analytical tools to adequately support their decision making.

EdInsight will leverage state and local commitment to improving education data quality and use in Iowa by developing, implementing, and sustaining a statewide longitudinal data system that utilizes individual student information. This system will improve the utility, accuracy, reliability, and timeliness of our data; reduce redundancy within our collections; decrease reporting burden on our schools and districts; streamline federal reporting; improve stakeholder access to longitudinal data; guide data-driven decision making at all levels of education; enable data exchange across institutions within the state; protect privacy and confidentiality; support research to improve our understanding of effective management and instructional policies; and facilitate data driven decision-making that will affect student learning.

EdInsight has a "back end" that will have three sets of data loaded during implementation: Project EASIER, which is student level data; IMS, special education student level data; and Iowa Testing Program student level data. EdInsight will link all these disparate data together for analysis across these domains of information enabling new and meaningful analysis. On the "front end," different education stakeholders (DE staff, area education agency staff, and local district staff) can access data in preformatted reports and more sophisticated analytical tools, dependent on the user's expertise and security clearances.

Figure 17

EdInsight Project Management

| Data Sources | ETL, Data Warehouse, and EDEN File Production | Portal and BI Reporting | End Users |

Phase I

Project EASIER

ITBS / ITED

IMS

eScholar Data Manager (eDM)

eScholar Complete Data Warehouse (CDW)

EDEN Data Files

Phase II

Education Analytics Roadmap

Phase III

Portal

Parameter Based Education Reports

Ad hoc and OLAP

Dashboards

Authenticated Users

DE Users

LEA/AEA Users

School Users

Role Based Security

Phase IV

Publicly Available Reports

Public Users

Public Access

Phase V — *Operations, Maintenance and Enhancements   - Transition Operations to the DE*

During the Spring of 2008, DE partnered with Iowa AEA's to conduct a data and reporting needs assessment among local school districts and area education agency staff from across the state. The goal of this assessment was to solicit user input on the portal design and reporting interfaces for the statewide rollout of EdInsight. The DE utilized a two-pronged approach in gathering information by: (1) conducting a statewide survey to quantify the magnitude of responses and (2) convening a series of focus groups to capture the depth and breadth of qualitative aspects. The target audience contained district superintendents, principals, assessment coordinators, curriculum directors, teachers and other district personnel, as well as AEA staff. There were 179 participants in the 20 focus groups held statewide, two per AEA, and 445 survey respondents. Triangulating findings from both of these techniques led to the selection of the first ten report areas:

Table 4
Initial Ten Report Areas for EdInsight Rollout

Assessment/Growth	Curriculum
Equity School Improvement	Special Education
AYP Report	Transfer of Student Historical Data/Student Profile
APR Report	School/District Comparison
Enrollment	School Report Card for the Public

Expected Results:

EdInsight's goals are to--
- Provide the education community a single repository of combined data from multiple sources on one common system.
- Provide tools and training in the use of data for benchmarking and longitudinal and comparative analysis.
- Empower data driven decision making for education stakeholders.
- Increase confidence in data by defining and implementing processes to improve data consistency, reliability and quality.

Practically, these goals will ultimately translate into the following results:
- Egdk´YZ˜i] Z˜9: ž6: 6 hžħ×] dda Y´ħig×lhžħ×] ddaħVc Y˜i] Z˜\ZcZgˇ Vˇ ěej VˇdXˇV× cess to appropriate education data, reports, graphs, and decision support tools through a flexible, easy-to-use web interface, with the capability to export data to spreadsheets and other analytical tools.
- ˃b egdkˇZˇZˇYj X×ǐˆ´dcˇVˇáYZ×ˇħ´dc!b V˜ ´c\˜i] gˇdj \˜] ˜iˇˆ´b Zan˜VXXˇˇħ˜ïdˇ] ^] ˇfj Vˇáñˇ education data.

- 6cVanoZˇhij YZciˇVX[ˇZkZb ZciˇYˇ‹V‹VˇiˇkVgˇdj hˇäZkZh‹j X[ˇVhˇiˇViZˇz6: 6žhX[ddă district, school building, grade level, etc. in order to understand intervention needs.
- Perform trend analysis such as student achievement, attendance, dropout, mobility, graduation, etc.
- 9 ‹hˇV\\gZˇViZˇVcYˇciZ\gˇViZˇVX[ˇZkZb ZciˇYˇ‹V‹VˇVhˇi‹j V‹edej aˇVˇdcˇ\gdj ehˇVcYˇ program participation to recognize program effectiveness for differing student groups.
- >YZciˇ[ˇn‹hij YZcih‹1] dˇVgˇZˇ] Vkˇc\ ˇY‹[[Xˇ añˇ‹cˇˇeVgˇXˇ aVgˇ\gˇVYZh‹žˇj VˇZXˇ‹VgˇVh‹ždgˇ content areas, and disaggregate these students by subject area and/or reporting categories and subpopulations.
- Compare student, school, or school district performance over a period of years broken down by the demographic characteristics of students to identify trends and patterns among the various subgroups and between schools.
- I gˇVX ˇ‹hij YZciˇZcgdab Zciˇ[gdb ˇ‹hX[ddäid‹hX[ddaVcY‹[gdb ˇ‹hX[ddaY‹higˇXˇ‹idˇ school district within the state to analyze mobility of student populations.
- 6cVanoZˇVcYˇZmVb ˇcZˇadc\‹1j Yˇc‹äYVˇ‹V‹Vˇi‹1] ‹hij YZcižhX[ddažhX[ddaY‹higˇXˇž and state level for relationships and patterns.
- B ZZˇ‹i] Zˇ‹c[dgb V‹dcVˇVcY‹gˇZedgˇ‹c\ˇ‹gˇf j ‹gˇZb Zcih‹d[‹i] Z‹J #ˇ#9 ZeVgˇb Zciˇd[ˇ Education–including No Child Left Behind (NCLB) and Education Exchange Network (EDEN) data, plus all other reporting requirements deemed necessary by the DE.
- : cˇj gˇZˇVdb eaˇVcVZˇXˇ1 ‹1] ‹hiVˇZˇVcYˇ[ZYZgˇVäaˇ hˇVcˇY‹hiVj iZh‹] ‹i] Vi‹ iZh‹] Viˇ VˇˇegdiˇZXˇ‹i] Zˇ confidentiality, integrity and availability of student information (Family Educational Rights and Privacy Act [FERPA] and Health Insurance Portability and Accountability Act [HIPAA] regulations).

On the Horizon:

Implementing EdInsight will take over two years. The DE has the preliminary architecture in place and will build a prototype during the summer of 2008. In the future, the Department expects to expand the warehouse to possibly include staff data, financial data, additional achievement data, and district program data. DE is applying for an Institute for Educational Statistics (IES) grant that would support this expansion.

Table 5

ETranscripts Timeline

ID	Task Name	Start	Finish	Duration	2008	2009
					Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec	Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec
1	Project Ramp Up	1/2/2008	2/29/2008	8.6w		
2	Phase 1: Data Acquisition and Loading	2/1/2008	7/31/2008	26w		
3	Phase 2: Education Analytics & Prototype	7/11/2008	9/25/2008	11w		
4	Phase 3: Initial Rollout of Education Portal w/ Top Ten Reports	9/17/2008	2/20/2009	22.6w		
5	Phase 4: Portal Refinement and Report Expansion	2/26/2009	8/25/2009	25.8w		
6	Phase 5: Operations, Maintenance and Enhancements	6/22/2009	4/8/2010	41.8w		

ETRANSCRIPTS

Purpose:

The Iowa High School Transcript Repository will be an electronic repository of high school transcript information that will enable a high school graduate to have their transcript sent to postsecondary institutions or employers electronically, as well as providing a central location for all high school transcripts. The initiative will also allow for electronic transfer of student records between local school districts which will improve the timeliness of data, reduce manual entry, and bolster the mitigation strategy for those districts' natural disaster plans. Further, having these data will allow for the integration of transcript data into EdInsight, the statewide education data warehouse, for analyses.

Activities and Accomplishments:

The Department of Education established Project EASIER (Electronic Access System for Iowa Education Records) in the 1995-1996 school year. The major goals and components were and remain:

- Sending individual student data electronically from Iowa school districts to the Department of Education to fulfill state and federal reports;
- Sending high school transcript data electronically to colleges and universities;
- Enabling school districts to electronically exchange student records when students transfer to other districts within the state of Iowa.

The first goal has been achieved and beginning with the 2004-2005 school year, the Department receives through Project EASIER data on each student enrolled in every public school district. As part of the Project EASIER system, all public PK-12 students have been assigned a unique state student ID and many nonpublic schools are also using the ID system.

The Department has been working with both an elementary/secondary and postsecondary advisory committee. The postsecondary advisory committee has reviewed and agreed to data elements on transcripts. In addition to their representation on the committee, Department staff has met with the registrars and/or admission officers at Iowa State, the University of Iowa, and the University of Northern Iowa, the community colleges and some private colleges to review transcript content and the potential benefits for moving transcripts electronically. Recently the committee has expanded to include representatives from the financial aid directors and the College Student Aid Commission. The elementary/secondary advisory committee has one final meeting to review and certify what they have agreed upon.

Expected Results:

Implementation of the data repository will allow school districts to leverage data currently in their student information system, which will include electronic transcript data that can be sent to a postsecondary institution or between local school districts. It will also allow the state to keep a transcript of all Iowa high school graduates in a central repository. Many stakeholders stand to benefit from the program.

It is very clear that the postsecondary community would like a standardized transcript format. Indisputably there would be benefits institutionally of reduced processing time, reduced labor costs, and increased data quality. The ability to move transcripts electronically would be made available to all public school districts through the proposed application. Ease of use will benefit school registrars and standardized transcripts will benefit postsecondary registrars, especially with such additional requirements as calculating the Regents Admission Index (RAI).

Citizens of Iowa would benefit from a transcript repository centrally housed at the Iowa Department of Education from which they could request that their transcript be sent to entities (postsecondary institutions or employers) that may require that information many years after they graduate. Having the information housed in a central location would be similar to citizens being able to access their birth certificate from a central location at the Department of Health. School districts are required to keep an official permanent record on each student; however, historical records may not be as readily accessible. The same is true as school districts reorganize or dissolve. Permanent records are transferred but may not be readily accessible. Having a repository of transcripts housed at the Iowa Department of Education would provide a service to the citizens of Iowa.

Another convenience for the citizens of Iowa would be access to a transcript at any time of the year. In many cases, school district staff has flexible schedules in the summer and students or former graduates that want to have their transcript sent to a post-secondary institution may not be able to do so if the appropriate school district staff person is not available. The proposed application would allow the student to authorize the postsecondary institution to "pull" the transcript from the repository and thus eliminate the need to wait and have a school district approve the release.

With the recent natural disasters it is worth pointing out that a centrally housed repository with relatively current student transcripts could serve as a mitigation strategy for disaster recovery. If a district were to experience a server loss or file loss, the district would at a minimum be able to recover the students' grades. It would also support educational continuity. In the case where a community is devastated and students will be attending other districts for an interim period, these districts would have relatively current records of the students' educational progress and achievement for decision-making. Such is the case for the Applington-Parkersburg Community School District.

Data housed in the transcript repository can fulfill the 2006 legislative mandate that requires school districts to report the students that have completed a core of curriculum more accurately than those data collected in Project EASIER, especially when integrated with the analytical capabilities of EdInsight. By leveraging data maintained in a district's student information system through an integrated transport mechanism, the Department can reduce the manual data-reporting burden for the school district to fulfill this required report.

On the Horizon:
The advisory committee has just completed the process of hearing presentations by vendors clarifying questions from the Electronic Transcript Repository Request for Information (RFI). DE has now moved to drafting the request for proposals (RFP) which it expects to release in the fall. It is the hope that an award to a vendor could be made at the beginning of calendar year 2009.

GOAL 3 – *Individuals will pursue postsecondary education in order to drive economic success. (Postsecondary Education)*

Measures of Success

MEASURE 1: Increase the percentage of students who have obtained an AA degree who transfer into a four-year institution.

The Associate of Arts (AA) degree is designed for transferability to a four-year university. In a study conducted by the DE and Iowa State University, the Fiscal Year 2002 cohort shows the transfer rates for AA awardees is quite high. Within a year, 55 percent of AA awardees transfer to a four-year institution. By the third year, 67 percent of the awardees from the 2002 cohort transferred to a university. In sum, the AA degree was a bridge for 2,491 students to access a Bachelor's-level education.

Table 6
Cumulative Transfer Rate, 2002 Cohort

Award Type	N	Transfer	%
AA	3,713	2,491	67.08%
AAS	3,631	528	14.54%
Non-Awardees	49,895	7,798	15.63%

MEASURE 2: Increase graduation rates by race/ethnicity and gender at Iowa postsecondary institutions.

Over the past three years females increased their award rates while males decreased. Minorities demonstrate no consistent trend. While African Americans show statistically insignificant decline, Asians show steady decline, and Hispanics show dramatic ups and downs. The award rates for American Indians is based on a sample which may be too small for reliable statistical conclusions.

Table 7
Graduation Rates

	FY2001	FY2002	FY2003	FY2004	2005
Total Cohort	41.65%	41.06%	39.71%	38.85%	38.76%
Gender					
Male	40.51	39.57	38.90	37.10	36.67
Female	42.97	42.69	40.59	40.85	41.07
Race/Ethnicity					
White	43.23	42.75	41.77	41.14	41.19
African American	22.95	21.45	17.59	17.53	17.39
Hispanic	28.50	31.61	23.63	30.66	25.35
Asian	24.49	31.08	28.65	24.68	20.42
American Indian	31.37	38.36	33.33	21.79	14.29

The thee-year graduation rate for minorities is lower than for whites. For instance, in 2005, there was a gap between black and white graduation rates of over 20 percent (see Table 7). Moreover, all of the minority groups are below the overall state graduation rate.

However, minorities are graduating, but simply take longer. The time-to-degree shows the average time-to-degree for a white student is 2.3 years, while blacks take 2.6 years, Hispanics 2.6 years, and Asians, 2.8 years. Anyone who does not graduate within three years is not counted in the graduation rate and minorities straddle the cut-off period more than whites.

MEASURE 3: Increase the average hourly wage of clients employed as a result of vocational rehabilitation services compared with the State of Iowa average hourly wage.

Figure 18
1.5 Earnings as a Ratio to the State Average Hourly
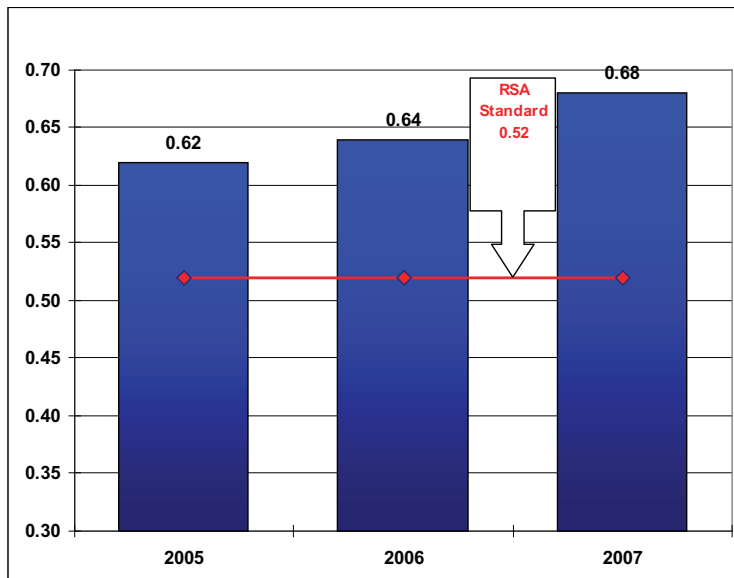
IVRS still exceeds the federal standard of requiring its consumers to make at least .52 of the average wages of ALL Iowans.

The above figure shows that the overall ratio has risen gradually in the past three years and continues to exceed the RSA standard.

Figure 19
Average Hourly Wage

	2005	2006	2007
OE	$11.14	$12.00	$13.02
SD	$10.70	$11.00	$11.53
MSD	$7.98	$7.95	$8.89
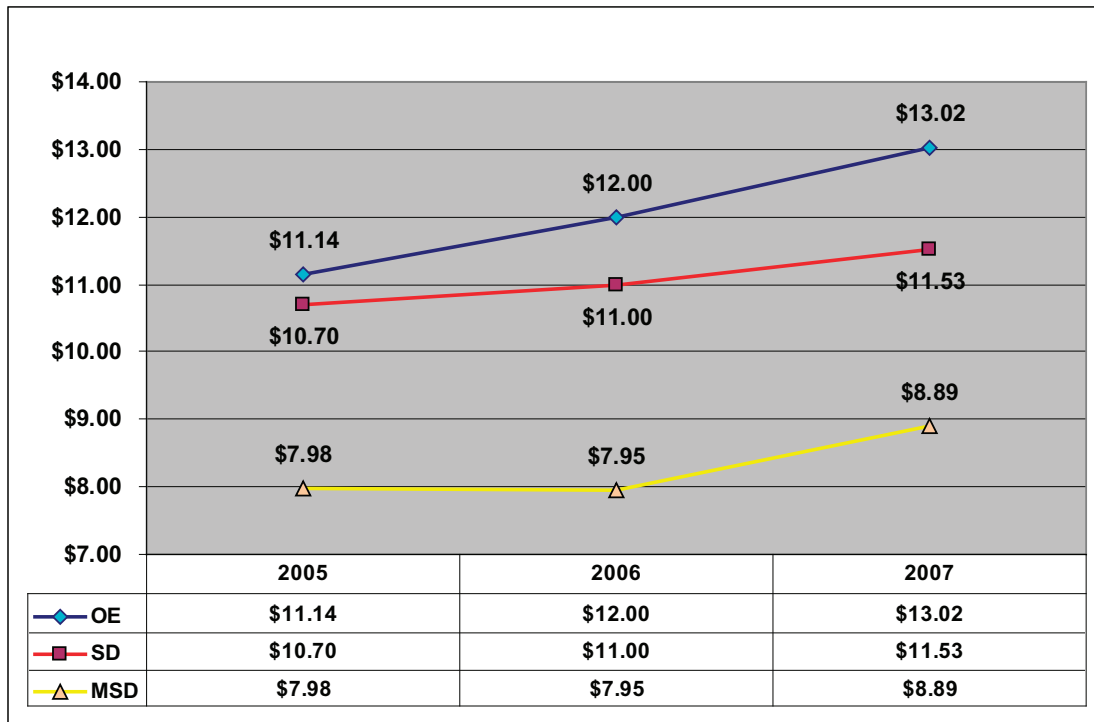
This graph reflects that wages for the Most Significantly Disabled (MSD), Significantly Disabled (SD), and Others Eligible (OE) wages are rising.

Major Initiatives

INITIATIVE 1: Provide support for STEM activities, *Project Lead the Way***, and entrepreneurship education.**

STEM - Project Lead the Way (PLTW)

Purpose:

Project Lead the Way® (PLTW) is a model which is being utilized on a statewide basis to foster the integration of academics into career and technical education and create a seamless transition for students to move from the secondary level to higher education. PLTW is a 501 (c) (3) not-for-profit corporation that promotes pre-engineering education for middle and high school students. PLTW incorporates strong partnerships between the public schools, higher education institutions and the private sector to increase the quantity and quality of Iowa's advanced manufacturing and biotechnology workforce. The broad scope of the PLTW program prepares students for engineering and related careers at Iowa's community colleges and four-year institutions. PLTW consists of the following courses:

- ˘ ⟩cigdYj X⁄dc˘id˘: c\⁄cZZg⁄c\˘VcY˘9Zh⁄\c
- ˘ Eg⁄cXⁱeaZhⁱd[˘: c\⁄cZZg⁄c\
- ˘ 9˘^⁄ⁱVă: aŽXⁱgdc⁄Xh
- ˘ 7⁄diZX⁄cdad\n˘: c\⁄cZZg⁄c\
- ˘ 8⁄k⁄ă: c\⁄cZZg⁄c\˘VcY˘6g⁄X⁄ⁱZXⁱj g⁄Z
- ˘ 8db ej iZg⁄⟩ciZ\g⁄iZY˘B Vcj [VXⁱj g⁄c\
- ˘ : c\⁄cZZg⁄c\˘9ZkZadeb Zci˘VcY˘9Zh⁄\c
- ˘ ⟨ ⁄iZl Vh⁄id˘I ZXⁱcdad\n˘fB ⁄YYaZ⁄hXⁱddăegd\gⁱVb Ł

In addition, PLTW offers an exciting Middle School Technology Curriculum: Gateway To Technology. This project provides a project-based, hands-on learning approach for middle schools. The curriculum is 45 weeks in length and is divided into five nine-week units from the following: Design and Modeling; The Magic of Electrons; The Science of Technology; Automation and Robotics; and Flight and Space. Designed for all students, the units address national standards in math, science and technology.

Activities and Accomplishments:

- I l Zcin![dj g\gVcih1 ZgZ V1 VgYZY ckdak c\ *) 1ZXdcYVgn hX] ddah#B dh schools will begin implementing PLTW in the fall of 2008.

- 6 idiVăd[&Zx *#' ' 1 VhV1 VgYZY#I] Z dl V 9 ZeVgb Zci d[Xdcdb X9 ZkZa opment contributed $357,836, the community colleges provided $357,836, and $470,050 came from the Kern Family foundation.

- I] Z cZmi dl VEAI L EVgJcZgh1 e VeeaXV dc YZVYac Z h H ZeiZb VZg %z %% with a second PLTW partnership application deadline of January 20, 2009.

- 7 di] i] ZJ c kZgh n d[dl VVcY dl VH ViZJ c kZgh n egdk YZi] Z deedgij c 1n for students to receive credit for PLTW courses. Credit is offered for all eight PLTW pre-engineering courses.

- 8 dj ch Zadgh eaVh V Zn gdaZVcH Zg c h j YZci VcY eVgZci f j Zh dch W dj i i] Z PLTW program and enrolling students in appropriate PLTW courses. They also counsel students as they consider engineering, engineering technology, and related career fields of study. PLTW counselors were provided training in November 2007 at the University of Iowa.

- I] Z eg kViZ1 Z X dg] Vi Xdb b i iZY b dgZi] Vc ~ (#% b ac dc id Vh h h i ZJ XVi dcVa institutions implement PLTW.

- EAI L] Vh X db e aZiZY i] Z Wdb ZY ea XVa h XZ X1 ie gd\ gVb VcY] Vh WZc e adiZY c h seven states.

Results:

Iowa's PLTW Enrollment trends

- PLTW enrollment in 2005-2006 was compiled for the six public high school sites. The total enrollment was 233, (83% were male, and 17% were female.)

- PLTW enrollment in 2006-2007 was compiled for thirteen public high school sites. The total enrollment was 1,044, (84.9 % were males and 15.1% were females.)

The number of PLTW program sites that have been established has increased by 53 from 2005-2007.

Figure 20
PLTW Program Sites
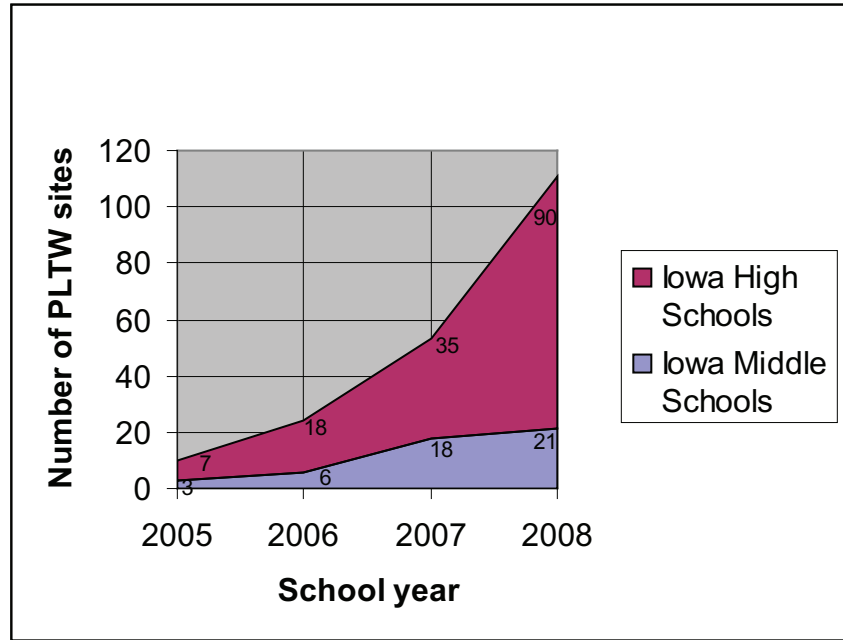
Fiscal Year

	2005	2006	2007	2008
Middle Schools	3	6	18	21
High Schools	7	18	35	90

Every teacher must successfully complete an intense two-week training institute conducted by an affiliate University-College of Engineering. Following is a chart showing the number of Iowa PLTW teachers trained by year:

Figure 21
PLTW Teachers Trained
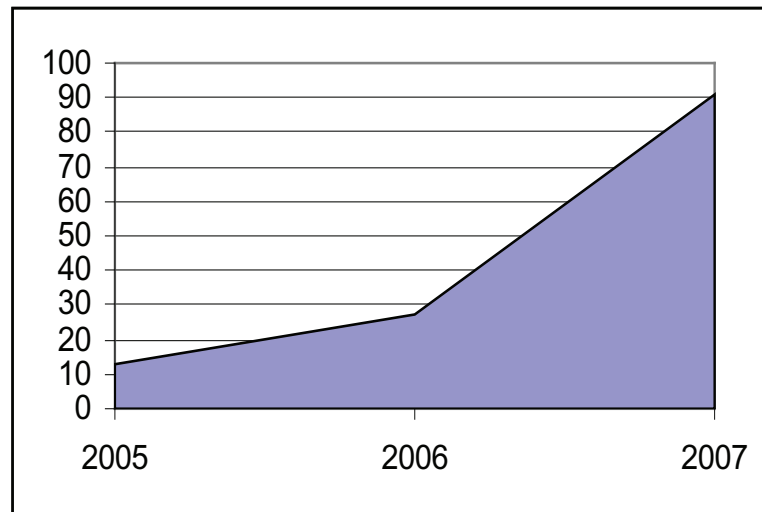
	2005	2006	2007
Teachers	13	27	91

On the Horizon:
Professional development will be offered in 2008-2009 to counselors and PLTW teachers through conferences, summer training sessions and web-based professional development training opportunities.

In order to assist schools that seek to become a certified PLTW site, Iowa will increase the capacity by training community college leaders to serve on the certification teams. The certification process is a requirement for PLTW schools to offer college credit options to their students.

The Kern Family will remain a partner within the Iowa Partnership initiative and provide individual schools with grant opportunities for the Gateway to Technology middle school program.

Entrepreneurship Education

Purpose:

Iowa Code Chapter 258, requires a vocational program sequence to address the following: new and emerging technologies; job-seeking; job-keeping and other employment skills, including self-employment and entrepreneurial skills, which reflect current industry standards; leadership skills; entrepreneurial and local-market needs; and the strengthening of basic academic skills.

Activities and Accomplishments:

The Entrepreneurship Task Force which was formed by the Iowa Department of Education and the Iowa Department of Economic Development has continued to meet and is forming plans for the National Entrepreneurship Week in November. Other activities are also being planned.

Various workshops were given to Iowa secondary and postsecondary teachers on the National Entrepreneurship Standards and Benchmarks.

Global Entrepreneurship week was celebrated February 23 – March 1, 2008. Many activities were completed at the secondary and the postsecondary level.

Plans are being made for National Entrepreneurship week which will be celebrated November 15 – 22 with workshops and conferences.

Results:

The Sigourney charter school opened in fall 2007. The open house for the entrepreneurship incubator was in the early spring 2008. The students were asked to present business plans and market their businesses to the Iowa House and Senate Education committees in April 2008. The legislators were very impressed with the businesses the students were opening.

Technical assistance is continuing for all career and technical instructors to show integration of entrepreneurship education.

Community colleges are integrating entrepreneurship degrees into other degree programs.

On the Horizon:

Family and Consumer Sciences (FCS) are continuing professional development opportunities for teachers to learn about entrepreneurship education and how to integrate it into any FCS program. Integration of entrepreneurship education will also include model core and 21st Century Skills.

INITIATIVE 2: Facilitate student transfers through articulation agreements.

Perkins IV – Articulation

Purpose:
As part of the requirement for the Carl Perkins Act of 2006, there must be a written commitment between the secondary schools and the community colleges to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree that is linked through credit transfer agreements between the two institutions. The new Act also requires schools to look at how the sequence of courses would articulate with a baccalaureate degree.

Activities and Accomplishments:
The Perkins IV Five-Year State Plan was approved by the State Board and submitted to the U.S. Department of Education Office of Vocational and Adult Education (OVAE) in April, 2008. OVAE approved the State's Plan on June 30, 2008. The plan is the culmination of a nine-month process to gather input from the numerous entities with a stake in career and technical education in Iowa. The State Plan, Basic Grant and Tech Prep grant applications, application instructions, allocation tables, and other information have been forwarded to the LEAs, AEAs, and community colleges for the application process. Completed grant applications are already being received and processed. Technical assistance to applicants is being provided by DE staff.

(Anticipated) Results and On the Horizon:
As grant applications are processed, the DE will be negotiating with each grant applicant, as required by the Perkins Act, on the performance levels of each of the required indicators, except those tied to No Child Left Behind. Grant applications cover the 2008-2009 school year.

LACTS (Liaison Advisory Committee for Transfer Students)

Purpose:
The State has a long-standing history of voluntary articulation efforts between public institutions of higher education. The Liaison Advisory Committee for Transfer Students (LACTS) has six members, with three representatives from the community colleges and a representative from each of the Regent Universities. The DE and the Board of Regents each have an ex officio member that works with the committee.

Activities and Accomplishments:
While there are a variety of course by course and program articulation agreements between the 15 community colleges and the Regent universities, there are eight statewide articulation agreements which assist students in the transfer process. Those agreements are:

- Associate of Arts Articulation Agreement
- Associate of Science Articulation Agreement
- Career and Technical Credit Agreement
- Common Grading Symbols and Definitions Agreement
- Credit by Examination Agreement (which includes Advanced Placement)
- Career and Technical Programs in Electronics/Electronic-Based Technology Agreement
- Awarding and Transferring College Credit for Educational Experience in the Armed Forces
- Evaluating International Student Academic Credentials

A complete listing of articulation agreements is published in both a printed and electronic format under the title The Public Connection, Volume I and Volume II. These publications are also posted on the Department of Education's website. Articulation agreements are reviewed and reaffirmed annually.

(Anticipated) Results and On the Horizon:

The Division of Community Colleges and Workforce Preparation will coordinate and submit a legislatively mandated report on articulation and transfer issues. The legislation requires that the DE convene a liaison advisory committee of transfer students to study articulation transferability issues, measures, and agreements. Since there has been a statewide LACTS committee in existence for many years, the Department will utilize that committee. The first committee meeting was on July 1, 2008, with a follow up meeting scheduled in September, 2008. A final report is due to the General Assembly by January 15, 2009.

INITIATIVE 3: Improve the quality of data and information.

Purpose:

The Management Information System (MIS) Reporting Manual and Data Dictionary are utilized in the collection of data from the community colleges in Iowa. The reporting manual and data dictionary are reviewed and revised annually with assistance from the field.

Activities and Accomplishments:

There are several significant changes to the reporting manual, particularly related to human resources, including instructional staff at the community colleges. In order to accurately report human resources data and to meet new reporting requirements for instructor of record, data fields were added to the Fiscal Year Credit Student Course File.

As colleges report FY 2009 data, it is critically important the data be as accurate as possible. Data submitted to the Department is not only used for developing a variety of reports, but also to respond to legislative requests for information. It is essential that each college performs edit checks on all data prior to submission.

The MIS is under continuous review with the MIS SWAT Team (advisory committee) serving as an important mechanism for receiving input.

Results:
Examples of reports based on MIS data include the Fiscal Year 2007 Community College High School Enrollment Report and Community College Performance Indicators Report.

On the Horizon:
The Division of Community Colleges and Workforce Preparation MIS team is continuing to meet with the college leaders about changes to MIS reporting and to provide customized reports.

The team is meeting with MIS reporting officers, information technology staff involved with reporting, human resource staff, registrars, adult deans and directors, institutional researchers, and others including some college presidents. During the visits, the Department's MIS team provides select reports customized for the college. Because these reports take time to prepare, the team is planning two to four college visits per month until all colleges are visited.

The MIS team expects to conduct these college visits annually, though on a more compact timeline in future years.

INITIATIVE 4: Align curriculum so that students are better prepared for the global workforce.

Purpose:
The State Career Information System (Choices) provides career resources and services to Iowans in order to promote improved career planning and to prepare every student for success at postsecondary institutions and the workplace. The pathways offered demonstrate how high school courses (core classes and career and technical) align to a global workforce.

Activities and Accomplishments:
In order to facilitate recent legislation requiring every 8th grade student to complete a Student Core Curriculum Plan (SCCP) with a graduation plan and a career option

line, several resources are distributed to educators and school personnel to provide basic information about Iowa careers, jobs and occupations.

1. Iowa Career Resource Guide and 16 Occupational Poster Set
    The Iowa Career Resource Guide, developed through a partnership with Iowa Workforce Development (IWD) and the Iowa Department of Education, provides up-to-date labor market information of more than 200 careers in Iowa, organized by the 16 Career Clusters framework. Information includes the average hourly wages by the amount of experience, projected career growth over a 10-year period, and the educational level needed for the career. Sections of the guide include: a career cluster-based interest inventory, 21st century skills, Iowa colleges and universities, financial aid, apprenticeships, IWD offices, job searching and interview skills, and more. In addition, wall-sized occupational posters were printed of the 16-career clusters information in the Iowa Career Resource Guide for use in each school's classrooms and common areas. This resource was distributed to schools over the last year as a supplementary text and resource for career education.

2. Iowa Choices – Iowa's Career Information and Decision Making System
    One of the tools for career information and planning is the online system, Iowa Choices. This comprehensive system of assessments, planning tools, databases, career interviews, connecting organizational links, and more allows students to create online portfolios that follow the students from middle school to college. The portfolios are part of the career development process to equip students with broad information to assist in narrowing down hundreds of career and educational possibilities to those matching the characteristics of the individual student. The electronic nature of Iowa Choices provides schools with graduation plans that are flexible documents for use by the student and his/her family in planning for post-secondary training or school.

3. Community College Program Brochure
    The Community College Program Brochure provides general information about Iowa's community colleges' major functions as an educational entity. Sections include college transfer, career and technical education, adult/continuing education, financial aid, apprenticeship programs, student services, and more. The brochure unfolds into a poster grid that includes program offerings broken down by the career cluster and which community college(s) offer the program. The poster notes whether the individual programs are college transfer (arts and sciences) or career and technical (or career option) and what type of credential is awarded upon completion. This resource was distributed to schools and AEAs to inform school counselors, career advisors/advisee program coordinators, vocational rehabilitation counselors, and educators about the breadth and depth of community college programs.

Results:

- Over 70,000 Iowa Career Resource Guides were printed and distributed through AEA personnel to over 900 middle and high schools, community colleges, universities, and Iowa Workforce Development One-Stop Centers. Each middle and high school received a classroom set of 40 to be used for career education information to assist in the career planning.
- Over 400 sets of posters (4,500 posters) have been distributed to Iowa secondary schools and community colleges.
- Over 7,000 Community College Program Brochures were distributed as a resource for counseling students and adults on Iowa Community College Programs.
- Iowa Choices is used extensively by educational institutions and other entities in Iowa. A total of 836 schools and 132 postsecondary institutions were provided with free access to Iowa Choices Products in FY07.
- Training was provided for over 700 educators, counselors, and administrators through AEA or community college professional development sessions or workshops.
- Iowa Choices, a career information system, is used by 66 percent of middle/high schools, and Iowa community colleges/universities.

On the Horizon:

With the passage of legislation on core curriculum, the state designated career information system will be used as the tool for student planning and the 8th grade plan. A partnership between the Iowa College Student Aid Commission and the Department of Education will provide funding for Iowa Choices Explorer (middle school) and Planner (high school), and will provide trainers to the schools to assist the educators and counselors with career information and the 8th grade plan. This school year, 2008-2009, all middle schools will need to be trained in the components of Iowa Choices in order to assist 8th grade students with the planning process. Choices training will continue for the high school educators as they assist students in the post-secondary paths.

As a result of this legislation, more emphasis will be on career development. Career development or career education is a process for each student as they find a future path through their school courses and required core curriculum. The 8th grade plan is just one gate required in the student process, with continuous input from the student, their parents, teachers, school counselors and other educators. The 8th grade plan will be a flexible changeable document that continues to assist the student in high school and beyond.