



Student Achievement and Accountability

Annual Report

Iowa Code Section 284.12(1)

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

January 2009

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

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**Iowa Department of Education
Annual Report 2007
As Required by Iowa Code Section 284.12(1)
Student Achievement and Teacher Quality Program**

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

**Student Achievement Scores in Mathematics and Reading at the Fourth and Eighth Grade Levels on a District-by-District Basis
2006-07 & 2007-08 Biennium Adequate Yearly Progress Report Percentage of Students Proficient (Iowa School Districts)**

Agency	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Adair-Casey CSD	64.81	75.93	70.59	78.43
Adel-DeSoto-Minburn CSD	83.94	84.86	79.83	81.55
AGWSR CSD	74.07	77.78	67.02	81.91
A-H-S-T CSD	74.42	84.88	80.28	91.55
Akron Westfield CSD	93.33	88.33	79.73	77.03
Albert City-Truesdale CSD	94.44	94.44	to Sioux Central	
Albia CSD	78.34	78.34	68.00	76.30
Alburnett CSD	80.20	82.18	83.33	86.67
Alden CSD	60.87	86.96	to Iowa Falls	
Algona CSD	88.51	87.16	83.96	84.57
Allamakee CSD	84.91	86.79	81.71	83.59
Allison-Bristow CSD	89.19	75.68	80.82	89.04
Alta CSD	87.88	89.39	74.19	82.80
Ames CSD	88.08	84.82	86.24	88.23
Anamosa CSD	86.67	85.23	70.79	73.76
Andrew CSD	82.35	97.06	77.27	86.05
Anita CSD	74.19	87.10	to C and M	
Ankeny CSD	88.28	90.52	83.35	87.21
Anthon-Oto CSD	76.00	92.00	64.06	66.41
Aplington-Parkersburg CSD	80.18	81.08	70.54	76.79
Armstrong-Ringsted CSD	78.26	82.61	62.75	64.71

Agency	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Ar-We-Va CSD	83.33	97.22	72.92	79.17
Atlantic CSD	77.27	83.52	69.67	78.10
Audubon CSD	79.78	82.02	76.70	92.23
Aurelia CSD	78.79	87.88	79.31	68.97
Ballard CSD	86.45	89.25	75.24	80.58
Battle Creek-Ida Grove CSD	90.70	87.21	83.02	86.79
Baxter CSD	79.66	89.83	82.76	84.48
BCLUW CSD	83.33	83.33	83.17	83.17
Bedford CSD	93.85	93.85	78.08	82.19
Belle Plaine CSD	77.19	75.44	75.00	75.00
Bellevue CSD	82.42	86.81	80.00	69.47
Belmond-Klemme CSD	87.25	85.29	64.36	57.43
Bennett CSD	82.61	91.30	to Durant	
Benton CSD	86.77	89.95	74.21	76.98
Bettendorf CSD	84.13	86.92	81.57	83.01
Bondurant-Farrar CSD	87.65	85.80	75.60	82.74
Boone CSD	80.00	78.98	63.21	78.23
Boyden-Hull CSD	76.53	72.73	68.54	83.15
Boyer Valley CSD	66.13	66.13	83.56	73.97
Brooklyn-Guernsey-Malcom CSD	75.86	82.76	73.91	73.91
Burlington CSD	76.65	77.31	68.95	66.39
C and M CSD	76.92	84.62	74.63	88.06
CAL CSD	75.76	72.73	74.29	76.47
Calamus-Wheatland CSD	77.38	84.52	72.73	78.41
Camanche CSD	75.34	80.82	58.04	62.94
Cardinal CSD	66.67	71.26	63.03	66.39
Carlisle CSD	88.21	91.63	76.92	80.69
Carroll CSD	83.41	89.91	81.56	83.69
Cedar Falls CSD	90.71	93.33	82.37	85.07
Cedar Rapids CSD	74.90	75.94	73.10	75.06
Center Point-Urbana CSD	81.87	80.00	85.42	90.10
Centerville CSD	70.59	73.12	75.45	77.17
Central City CSD	75.71	90.00	70.00	71.43
Central Clinton CSD	86.03	86.41	80.75	86.45
Central CSD	81.16	84.06	77.22	77.22
Central Decatur CSD	70.71	70.71	70.71	70.71
Central Lee CSD	86.01	90.91	71.33	75.33
Central Lyon CSD	96.10	93.51	75.49	81.37
Chariton CSD	82.26	79.03	81.30	87.83
Charles City CSD	86.75	85.54	71.43	73.47
Charter Oak-Ute CSD	67.57	64.86	70.21	85.11
Cherokee CSD	77.52	79.84	79.02	78.87
Clarinda CSD	78.15	71.43	77.78	82.91
Clarion-Goldfield CSD	76.52	76.32	81.02	88.32
Clarke CSD	76.69	74.69	75.96	76.50
Clarksville CSD	89.36	93.62	49.15	59.32

Agency	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Clay Central-Everly CSD	85.37	85.37	80.88	85.29
Clayton Ridge CSD	69.62	81.01	68.60	74.42
Clear Creek Amana CSD	82.23	83.76	77.31	80.56
Clear Lake CSD	79.47	78.95	75.59	77.93
Clearfield CSD	50.00	70.00	to Diagonal, Lenox, Mt. Ayr	
Clinton CSD	76.61	81.12	67.62	71.45
Colfax-Mingo CSD	71.84	74.76	62.59	61.15
College CSD	88.58	90.32	78.47	83.68
Collins-Maxwell CSD	73.85	73.85	66.67	91.67
Colo-Nesco CSD	76.47	83.82	68.75	64.06
Columbus CSD	72.41	73.28	57.14	55.84
Coon Rapids-Bayard CSD	79.31	86.21	67.57	58.11
Corning CSD	70.18	87.72	79.75	88.61
Corwith-Wesley CSD	72.00	80.00	to LuVerne	
Council Bluffs CSD	71.33	74.48	64.87	67.56
Creston CSD	78.00	76.88	66.83	71.07
Dallas Center-Grimes CSD	88.33	92.61	85.59	80.18
Danville CSD	84.04	84.04	74.16	77.53
Davenport CSD	71.86	77.60	61.66	63.56
Davis County CSD	77.42	74.73	81.32	82.42
Decorah CSD	90.55	91.54	88.68	91.04
Deep River-Millersburg CSD	83.33	83.33	to English Valleys, Montezuma	
Delwood CSD	81.82	81.82	to Maquoketa	
Denison CSD	62.21	68.18	59.01	66.97
Denver CSD	90.11	93.41	77.50	87.50
Des Moines Independent CSD	63.56	68.44	55.60	59.73
Diagonal CSD	88.24	88.24	72.73	90.91
Dike-New Hartford CSD	90.10	89.11	77.88	91.15
Dows CSD	78.57	85.71	to Clarion-Goldfield	
Dubuque CSD	77.11	80.59	70.55	74.94
Dunkerton CSD	83.61	90.16	72.46	72.46
Durant CSD	73.86	75.00	78.10	72.26
Eagle Grove CSD	83.49	79.82	78.45	70.69
Earlham CSD	70.00	75.56	75.24	77.36
East Buchanan CSD	82.19	89.04	69.01	74.65
East Central CSD	85.19	85.19	71.67	76.27
East Greene CSD	68.42	68.42	64.29	57.14
East Marshall CSD	89.22	82.18	75.89	82.14
East Union CSD	70.18	80.70	73.53	76.81
Eastern Allamakee CSD	72.73	77.27	73.33	86.67
Eddyville-Blakesburg CSD	74.65	74.65	75.86	77.01
Edgewood-Colesburg CSD	75.90	79.27	78.64	81.55
Eldora-New Providence CSD	82.72	83.95	to Hubbard-Radcliffe	
Elk Horn-Kimballton CSD	91.18	91.18	77.50	87.50
Emmetsburg CSD	77.11	77.11	81.61	82.76
English Valleys CSD	72.31	84.62	68.67	77.11

Agency	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Essex CSD	70.21	68.09	58.33	47.22
Estherville Lincoln Central CSD	76.61	73.26	67.20	70.21
Exira CSD	73.53	79.41	79.41	73.53
Fairfield CSD	78.60	81.66	79.13	86.22
Farragut CSD	90.91	86.36	62.22	60.00
Forest City CSD	80.72	81.93	76.29	81.73
Fort Dodge CSD	68.74	72.09	62.57	68.21
Fort Madison CSD	84.51	85.57	72.88	82.31
Fredericksburg CSD	76.74	93.02	77.61	89.47
Fremont CSD	75.00	83.33	61.54	73.08
Fremont-Mills CSD	69.09	67.27	68.66	73.13
Galva-Holstein CSD	94.29	91.43	84.62	87.69
Garner-Hayfield CSD	85.60	88.80	72.14	74.29
George-Little Rock CSD	86.36	75.76	71.23	69.86
Gilbert CSD	93.55	90.26	88.28	88.28
Gilmore City-Bradgate CSD	76.60	74.47	80.00	75.00
Gladbrook-Reinbeck CSD	80.61	85.71	77.05	79.51
Glenwood CSD	85.07	86.81	78.66	75.80
Glidden-Ralston CSD	80.00	82.00	80.00	74.29
GMG CSD	81.13	84.91	80.00	85.71
Graettinger CSD	84.62	87.18	to Terril	
Greene CSD	92.86	90.48	To Allison-Bristow	
Grinnell-Newburg CSD	92.07	89.47	71.54	80.89
Griswold CSD	94.67	97.33	67.33	66.34
Grundy Center CSD	81.71	82.72	82.98	83.87
Guthrie Center CSD	84.06	78.26	86.02	82.80
Hamburg CSD	60.61	69.70	71.43	62.86
Hampton-Dumont CSD	80.59	78.24	65.96	63.64
Harlan CSD	86.70	82.98	81.40	83.72
Harmony CSD	80.77	67.31	73.47	77.55
Harris-Lake Park CSD	93.75	100.00	88.89	94.44
Hartley-Melvin-Sanborn CSD	85.71	85.71	76.47	78.00
Highland CSD	69.31	72.28	54.55	62.50
Hinton CSD	71.43	80.22	84.38	89.58
H-L-V CSD	82.61	84.78	72.73	84.85
Howard-Winneshiek CSD	81.76	87.34	73.85	78.44
Hubbard-Radcliffe CSD	72.22	94.44	71.95	65.85
Hudson CSD	80.81	88.89	81.34	82.84
Humboldt CSD	85.71	84.52	71.00	78.50
IKM CSD	76.79	75.00	78.72	82.98
Independence CSD	84.18	83.52	72.28	75.25
Indianola CSD	88.28	88.29	82.81	87.50
Interstate 35 CSD	76.27	82.20	76.42	75.61
Iowa City CSD	77.17	75.62	75.29	77.83
Iowa Falls CSD	83.92	89.51	75.74	77.51
Iowa Valley CSD	81.93	84.34	60.67	78.65

Agency	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Janesville Consolidated Sch Dist	79.41	82.35	82.00	98.00
Jefferson-Scranton CSD	84.51	88.03	82.14	80.36
Jesup CSD	71.88	75.00	73.19	78.10
Johnston CSD	90.75	91.25	83.77	88.79
Keokuk CSD	76.47	75.65	60.96	59.16
Keota CSD	90.24	95.12	84.21	91.23
Kingsley-Pierson CSD	80.28	71.83	78.33	90.00
Knoxville CSD	80.75	86.74	69.40	77.29
Lake Mills CSD	76.77	68.69	71.43	74.04
Lamoni CSD	87.23	87.23	66.67	84.44
Laurens-Marathon CSD	60.42	72.92	73.44	76.56
Lawton-Bronson CSD	91.01	85.39	84.82	82.14
Le Mars CSD	80.98	80.67	73.65	84.76
Lenox CSD	75.00	77.27	68.00	70.00
Lewis Central CSD	67.72	71.88	69.62	72.08
Lineville-Clio CSD	Small N	Small N	63.64	45.45
Linn-Mar CSD	87.28	88.78	81.10	84.73
Lisbon CSD	71.91	77.53	74.42	86.05
Logan-Magnolia CSD	90.48	89.29	72.07	76.58
Lone Tree CSD	81.82	84.62	77.55	69.39
Louisa-Muscatine CSD	68.00	79.84	60.71	60.43
LuVerne CSD	to Corwith-Wesley		81.82	96.97
Lynnville-Sully CSD	85.96	78.95	82.05	96.15
Madrid CSD	76.14	81.82	76.92	80.22
Malvern CSD	80.00	75.56	to Nishna Valley	
Manning CSD	85.71	85.71	78.13	87.50
Manson Northwest Webster CSD	82.05	84.62	85.29	87.25
Maple Valley CSD	76.36	74.55	to Anthon-Oto	
Maquoketa CSD	79.21	82.49	64.04	68.80
Maquoketa Valley CSD	87.38	92.23	81.30	90.24
Marcus-Meriden-Cleghorn CSD	95.52	98.51	75.95	81.01
Marion Independent Sch Dist	82.13	84.03	72.98	84.74
Marshalltown CSD	67.48	69.43	63.85	69.14
Martensdale-St Marys CSD	73.97	83.56	77.03	83.78
Mason City CSD	77.30	78.99	72.79	74.52
Mediapolis CSD	82.50	95.00	82.89	88.16
Melcher-Dallas CSD	80.95	78.57	59.65	68.42
MFL MarMac CSD	78.51	81.51	73.68	72.93
Midland CSD	90.48	87.30	68.06	83.33
Mid-Prairie CSD	77.64	77.36	75.38	82.05
Missouri Valley CSD	70.37	68.52	69.77	70.54
MOC-Floyd Valley CSD	96.95	95.12	82.67	87.62
Montezuma CSD	88.68	86.79	73.33	77.22
Monticello CSD	86.51	87.30	74.74	81.58
Moravia CSD	80.49	92.68	83.67	81.63
Mormon Trail CSD	58.82	61.76	72.97	75.68

Agency	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Morning Sun CSD	93.75	93.75	to Wapello, Winfield Mt. Union, Mediapolis	
Moulton-Udell CSD	90.63	93.75	62.16	62.16
Mount Ayr CSD	90.36	91.57	70.59	82.18
Mount Pleasant CSD	84.00	80.67	73.83	71.81
Mount Vernon CSD	93.41	91.62	81.87	83.63
Murray CSD	80.56	88.89	69.57	78.26
Muscatine CSD	87.78	89.56	73.44	77.62
Nashua-Plainfield CSD	81.73	87.50	74.19	83.06
Nevada CSD	79.47	81.05	80.00	82.44
New Hampton CSD	79.07	79.07	70.39	75.66
New London CSD	77.92	71.43	67.07	70.73
New Market CSD	85.71	92.86	to Clarinda, Bedford	
Newell-Fonda CSD	78.79	81.82	83.82	85.29
Newton CSD	78.61	79.16	70.98	69.71
Nishna Valley CSD	71.43	64.29	69.39	67.35
Nodaway Valley CSD	70.10	74.23	72.81	81.58
Nora Springs-Rock Falls CSD	80.00	80.00	74.79	82.35
North Cedar CSD	78.51	86.78	83.21	90.51
North Central CSD	83.56	90.41	to Nora Springs-Rock Falls	
North Fayette CSD	92.17	86.09	75.14	73.26
North Iowa CSD	72.73	69.70	61.64	64.38
North Kossuth CSD	57.14	71.43	82.05	82.05
North Linn CSD	84.69	89.80	70.49	79.51
North Mahaska CSD	81.16	84.06	74.07	77.22
North Polk CSD	85.16	90.32	81.70	87.58
North Scott CSD	85.88	91.06	80.84	80.65
North Tama County CSD	80.90	93.26	70.83	79.17
North Winneshiek CSD	71.05	83.78	62.50	87.50
Northeast CSD	86.52	94.38	85.87	90.11
Northeast Hamilton CSD	91.89	89.19	76.74	90.70
Northwood-Kensett CSD	73.77	77.05	79.22	87.01
Norwalk CSD	78.51	82.86	82.04	82.63
Odebolt-Arthur CSD	89.19	89.19	89.74	87.18
Oelwein CSD	78.57	83.12	73.71	80.41
Ogden CSD	90.11	93.41	76.61	79.84
Okoboji CSD	92.17	93.04	74.80	79.53
Olin Consolidated Sch Dist	83.33	91.67	58.33	68.57
Orient-Macksburg CSD	75.00	75.00	68.42	68.42
Osage CSD	75.21	70.00	77.71	86.14
Oskaloosa CSD	81.70	87.91	68.07	70.87
Ottumwa CSD	72.74	74.75	67.82	70.25
Panorama CSD	85.60	88.00	78.18	78.18
Paton-Churdan CSD	81.82	81.82	61.90	66.67
PCM CSD	79.02	74.13	73.01	79.27
Pekin CSD	88.78	85.71	65.45	70.00
Pella CSD	89.18	92.79	86.65	89.10

Agency	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Perry CSD	84.65	78.75	60.83	68.05
Pleasant Valley CSD	86.71	90.54	76.67	85.99
Pleasantville CSD	86.75	84.34	74.76	82.52
Pocahontas Area CSD	76.47	90.20	81.25	88.75
Pomeroy-Palmer CSD	66.67	69.70	69.57	86.96
Postville CSD	58.97	75.32	77.46	76.06
Prairie Valley CSD	90.63	91.67	75.00	75.89
Prescott CSD	Small N	Small N	to Orient-Macksburg, Corning	
Preston CSD	80.70	89.47	86.54	86.00
Red Oak CSD	72.92	72.92	69.48	68.83
Remsen-Union CSD	73.47	87.76	76.92	80.77
Riceville CSD	72.34	85.11	81.82	87.27
River Valley CSD	91.67	100.00	80.60	79.10
Riverside CSD	88.51	87.36	79.22	84.42
Rock Valley CSD	78.30	84.62	66.67	77.78
Rockwell City-Lytton CSD	85.71	90.48	80.26	86.84
Rockwell-Swaledale CSD	82.93	90.24	60.00	72.31
Roland-Story CSD	90.15	88.64	80.29	86.13
Rudd-Rockford-Marble Rk CSD	84.29	88.57	73.17	74.39
Russell CSD	Small N	Small N	61.90	55.00
Ruthven-Ayrshire CSD	70.59	70.59	52.78	63.89
Sac CSD	76.47	67.65	70.30	80.20
Saydel CSD	69.40	74.86	66.18	68.60
Schaller-Crestland CSD	84.48	84.48	77.59	84.48
Schleswig CSD	93.62	93.62	84.85	93.94
Senral CSD	95.83	83.33	64.29	71.43
Sergeant Bluff-Luton CSD	89.64	87.56	77.40	78.85
Seymour CSD	73.08	61.54	65.63	71.88
Sheffield Chapin Meservey Thornton CSD	81.25	93.75	70.15	79.10
Sheldon CSD	82.50	82.50	72.46	90.58
Shenandoah CSD	77.33	71.33	67.33	64.00
Sibley-Ocheyedan CSD	77.12	76.92	80.71	83.57
Sidney CSD	72.92	83.33	62.75	80.39
Sigourney CSD	75.61	85.19	71.74	71.74
Sioux Center CSD	86.33	89.86	77.46	85.92
Sioux Central CSD	80.77	76.92	76.42	73.58
Sioux City CSD	68.50	71.55	62.93	63.62
Solon CSD	86.56	86.56	78.74	82.18
South Clay CSD	83.33	77.78	to Ruthven-Ayrshire, Sioux Central, Spencer	
South Hamilton CSD	80.65	82.80	78.76	84.07
South O'Brien CSD	86.25	91.25	76.47	83.53
South Page CSD	80.00	68.00	66.67	62.50
South Tama County CSD	67.16	66.17	74.30	74.30
South Winneshiek CSD	86.57	92.54	70.89	75.95
Southeast Polk CSD	82.97	84.78	76.02	77.89

Agency	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
Southeast Warren CSD	81.03	87.93	82.19	84.93
Southeast Webster Grand CSD	79.17	81.94	65.52	66.67
Southern Cal CSD	83.10	88.73	63.10	76.19
Spencer CSD	76.50	78.02	74.07	75.76
Spirit Lake CSD	86.98	86.91	80.79	76.84
Springville CSD	83.05	79.66	65.08	68.25
St Ansgar CSD	76.29	80.41	65.59	77.42
Stanton CSD	96.55	96.55	76.60	76.60
Starmont CSD	87.36	89.66	77.36	86.79
Storm Lake CSD	68.72	61.07	56.90	61.38
Stratford CSD	86.96	86.96	to Webster City	
Sumner CSD	79.49	85.90	to Fredericksburg	
Terril CSD	to Graettinger		82.69	80.77
Tipton CSD	82.46	84.96	82.05	87.18
Titonka Consolidated Sch Dist	76.92	84.62	67.27	70.91
Treynor CSD	86.79	83.02	92.22	91.11
Tri-Center CSD	79.35	80.43	72.32	77.68
Tri-County CSD	78.38	81.08	64.71	74.51
Tripoli CSD	82.89	82.89	71.91	79.78
Turkey Valley CSD	91.38	86.21	68.22	82.24
Twin Cedars CSD	70.97	69.35	68.67	74.70
Underwood CSD	86.49	83.78	78.79	84.85
Union CSD	81.82	80.11	89.01	84.29
United CSD	94.59	89.19	to Boone	
Urbandale CSD	83.86	85.74	85.80	90.60
Valley CSD	76.62	72.73	78.05	78.05
Van Buren CSD	90.91	89.77	69.11	71.54
Van Meter CSD	92.47	91.40	84.78	80.43
Ventura CSD	93.02	90.70	79.59	83.67
Villisca CSD	68.09	82.98	58.93	78.57
Vinton-Shellsburg CSD	80.62	80.97	71.54	80.15
Waco CSD	81.67	83.33	62.50	69.44
Wall Lake View Auburn CSD	74.65	76.06	to Sac	
Walnut CSD	77.14	77.14	58.97	58.97
Wapello CSD	87.27	85.45	67.59	75.93
Wapsie Valley CSD	75.00	76.19	72.28	78.22
Washington CSD	74.55	79.91	59.52	73.81
Waterloo CSD	64.60	66.05	56.89	57.12
Waukee CSD	89.51	89.02	85.74	83.22
Waverly-Shell Rock CSD	93.15	92.24	82.89	87.50
Wayne CSD	85.71	80.95	83.51	82.29
Webster City CSD	83.41	85.37	75.88	85.60
West Bend-Mallard CSD	88.10	85.71	84.21	89.47
West Branch CSD	90.72	85.57	70.64	77.06
West Burlington Ind Sch Dist	70.93	58.14	77.55	70.41
West Central CSD	77.27	84.09	81.82	84.09

Agency	4th Grade Reading	4th Grade Math	8th Grade Reading	8th Grade Math
West Central Valley CSD	76.42	86.99	71.67	67.50
West Delaware County CSD	77.06	80.00	78.44	82.96
West Des Moines CSD	85.84	86.17	81.73	87.21
West Hancock CSD	74.44	71.43	65.69	75.49
West Harrison CSD	82.54	84.13	64.29	57.14
West Liberty CSD	62.60	65.65	60.84	81.12
West Lyon CSD	87.21	90.59	76.42	89.62
West Marshall CSD	87.10	90.32	79.10	84.33
West Monona CSD	62.11	58.95	63.37	70.30
West Sioux CSD	75.00	77.17	67.82	70.11
Western Dubuque CSD	83.06	82.68	79.77	82.95
Westwood CSD	81.43	82.86	55.24	66.35
Whiting CSD	93.10	89.66	79.41	85.29
Williamsburg CSD	91.13	88.71	80.36	80.36
Wilton CSD	78.57	76.79	75.74	75.74
Winfield-Mt Union CSD	71.43	75.00	80.28	76.06
Winterset CSD	80.78	76.38	85.59	73.73
Woden-Crystal Lake CSD	45.45	54.55	to Titonka	
Woodbine CSD	92.86	80.95	67.80	79.31
Woodbury Central CSD	83.72	81.18	81.11	82.22
Woodward-Granger CSD	78.13	79.17	79.31	86.21

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

Iowa Evaluator Approval Training Program (IEATP)

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

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

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

Evaluator Approval Renewal Training

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

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

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

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

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

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

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

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

Iowa law currently requires that an administrator complete either *Iowa Evaluator Approval Training Program II: Evaluation of Administrators* OR *Iowa Evaluator Approval Training Program II: Evaluation of Teachers* for renewal. Individuals may choose to take both to complete their required four hours for license and evaluator renewal. Administrators have been encouraged to take the course most pertinent in his/her current job description. During the 2007-2008 school year, 1167 administrators completed the IEART Program II: Evaluation of Teachers and 455 administrators completed the IEART Program II: Evaluation of Administrators.

Evaluation Model

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

Model Descriptors

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

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

Comprehensive Evaluation Instrument

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

District Evaluation Design

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

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

2007 Legislative Actions

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

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

The Iowa Mentoring and Induction Program

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

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

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

During the 2007-08 school year, 3,614 new educators participated in the state-funded Iowa Mentoring and Induction program. This total is comprised of both first and second year educators in local education agencies (LEAs) and AEAs statewide.

Iowa Mentoring and Induction Institute

The fourth annual statewide Mentoring and Induction Institute was held in Cedar Falls, Iowa, June 18-20, 2008. Co-sponsors with the Department of Education included the University of Northern Iowa and the Iowa State Education Association. The Institute addressed effective practices to support beginning educators from the pre-service experience to the classroom. Dr. Tyrone Howard, Associate Professor of Urban Schooling, UCLA, Los Angeles, addressed the 2008 Mentoring and Induction Institute as keynote speaker. He presented his research topics on multicultural education and the social and political context of schools with a focus on the preparation and the successful induction of new teachers in a diverse learning environment. Dr. Marcia Tate, an independent education consultant, presented a full-day workshop entitled, "Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain" Participants learned 20 research-based instructional strategies to use in the classroom. The strategies were intended to increase learning for students with strategies like drawing, metaphor, music, and storytelling used to teach curriculum objectives and meet teaching standards.

The Mentoring and Induction Institute conferred the annual Mildred Middleton Crystal Key Awards for Outstanding Mentoring and for Outstanding Leadership in a Mentoring and Induction Program. The awards were provided by ISEA and presented by ISEA President, Linda Nelson.

The Iowa Mentoring and Induction Network

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

Mentoring and Induction Statewide (MITS) Steering Committee

This committee (MITS) meets several times a year and is comprised of representatives of the Iowa Department of Education (DE), AEAs, higher education, local school districts, and ISEA. The MITS Committee gives guidance and direction to the DE on program issues and plans and coordinates the annual Iowa Mentoring and Induction Institute. The steering committee networked with experts in the field of mentoring and induction by attending the New

Teacher Center Symposium in San Jose, California, in February 2008. The symposium, sponsored by the University of California, Santa Cruz, is attended by over 3,000 educators from the United States and several countries from around the world. Resources and information acquired at the symposium were used to enhance the quality of the Iowa Mentoring and Induction Program.

Survey on New Teachers in Iowa

The Iowa Department of Education contracted with the Research Division of the New Teacher Center (NYC) at the University of California, Santa Cruz, to survey beginning educators, mentors, and site administrators about teacher preparation and induction programs in Iowa. Surveys were sent in the spring and results were reported to the state, preparing institutions, and area education agencies in September, 2008. The results included aggregated data for the entire state as well as disaggregated data by preparing institution and area education agencies. These data provided feedback which the state, preparing institutions, and area education agencies are using for program improvement.

Mentoring and Induction Model

The Iowa Department of Education program administrator of Iowa's Mentoring and Induction Program co-chaired with ISEA an effort that resulted in a model for districts and AEAs to follow in developing a high quality mentoring and induction program at the local and regional levels. During the 2007-2008 school year, districts in AEA 13 piloted *Journey to Excellence: Iowa Training Model for Mentors of Beginning Educators*.

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

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

The advantages of aligning with the new statewide Induction program, *Journey to Excellence* include:

- Meeting all the requirements of the legislation and Iowa Code.
- Having a primary focus of the Iowa Teaching Standards and Criteria
- Anticipated costs are reduced within local printing (at the AEA) and a minimum fee for text(s).
- Paperwork is reduced.

Teacher Quality Enhancement Grant (TQE)

In 2005, the Iowa Department of Education 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 and in 2008 supported the collection of data on first and second year teachers in Iowa and funded various activities of the statewide program for new educators. In the development of the grant application, the funds appropriated for the Iowa Mentoring and Induction program during FY 2005 were used to leverage the federal TQE funds. Funds from the TQE grant are used to support various mentoring and induction technical assistance activities that benefit LEAs and AEAs.

New Teacher Retention in Iowa, 2007-2008

The number of new professionals in 2007-2008, defined as those in their first and second years of teaching, increased over those teaching in 2006-2007. Since Iowa's Teacher Quality legislation was enacted in 2001, the retention rate of new teachers in Iowa, has increased from 86.4% (2001-2002 school year) to 91.3% (2007-2008 school year). The following chart illustrates the increase in teachers over time:

Iowa First Year Teacher Retention 1996-1997 to 2007-2008

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

Note: Count of teachers in base year includes new teachers in public schools, AEAs, and non-public schools.
Count of teachers still teaching in years following includes teachers teaching anywhere in the state (public schools, AEA, non-public schools).

Base School Year	Number First Year Teacher Base School Year	Still Teaching in 2001-2002	Percent Still Teaching in 2001-2002	Still Teaching in 2002-2003	Percent Still Teaching in 2002-2003	Still Teaching in 2003-2004	Percent Still Teaching in 2003-2004	Still Teaching in 2004-2005	Percent Still Teaching in 2004-2005	Still Teaching in 2005-2006	Percent Still Teaching in 2005-2006	Still Teaching in 2006-2007	Percent Still Teaching in 2006-2007	Still Teaching in 2007-2008	Percent Still Teaching in 2007-2008
1996-1997	1412	897	63.5%	854	60.5%	824	58.4%	790	55.9%	762	54.0%	741	52.5%	712	50.4%
1997-1998	1556	1071	68.8%	1031	66.3%	970	62.3%	929	59.7%	902	58.0%	879	56.5%	847	54.4%
1998-1999	1620	1196	73.8%	1147	70.8%	1105	68.2%	1048	64.7%	987	60.9%	973	60.1%	950	58.6%
1999-2000	2147	1730	80.6%	1606	74.8%	1521	70.8%	1438	67.0%	1378	64.2%	1338	62.3%	1305	60.8%
2000-2001	2090	1806	86.4%	1613	77.2%	1509	72.2%	1426	68.2%	1362	65.2%	1320	63.2%	1264	60.5%
2001-2002	1811			1579	87.2%	1429	78.9%	1342	74.1%	1279	70.6%	1208	66.7%	1169	64.5%
2002-2003	1457					1291	88.6%	1156	79.3%	1080	74.1%	1024	70.3%	967	66.4%
2003-2004	1604							1443	90.0%	1329	82.9%	1254	78.2%	1182	73.7%
2004-2005	1662									1523	91.6%	1382	83.2%	1297	78.0%
2005-2006	1751											1590	90.8%	1455	83.1%
2006-2007	1842													1681	91.3%
2007-2008	1933														

Professional Development

Priorities:

The DE's efforts during 2007-08 to improve the professional development systems have emphasized the following priorities:

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

Actions:

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

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

- On-going technical assistance meetings with Iowa Urban 8 Professional Development Consultants – meetings were held throughout the year to address professional development needs of Iowa's largest school districts.
- AEA Chief Administrators, DE consultants, and a LEA superintendent from each AEA engaged with Dr. Richard Elmore and a team from the Harvard School of Education to build the capacity of school leaders to build and sustain the district school improvement efforts with the support of a network of various school leaders.
- Winter Institute: (*February 19, 2008, West Des Moines; February 20, 2008, Coralville; February 21, 2008, Storm Lake*) Content emphasized new professional development requirements and an introduction to the Iowa Core Curriculum. The target audience included local district teacher quality committees, professional development leadership teams, school administrators, and AEA consultants who support local district professional development and school improvement.
- On August 5th, facilitated an SAI session on Professional Development by Thomas Guskey. The Iowa Superintendent's Finance and Leadership Consortium met on December 19, 2007. The target audience included superintendents and other school leaders. Content included Supporting the Teacher Quality Committees and the Iowa Professional Development Model.

In addition to training events, the DE provided technical assistance and on-going support to the development of a statewide coordinated system of administrator development for student achievement. Iowa Department of Education personnel contributed to the Iowa Leadership Academy Design Team as this group formed a comprehensive approach to preparing school leaders. An example of the outcomes of this group's efforts includes The Iowa Leadership Academy held on June 23-26, 2008. It provided professional development for school principals that focused on leadership skills for leading professional development and other school improvement roles.

A specialist in research and data analysis has analyzed instructional strategies and additional content specific research and prepared summaries of the impact of instructional strategies pertinent to each content area. The summaries and research sources including additional publications to support the work in each content area will be added to the Iowa Content Network webpage soon. This synthesis of the research will be of benefit to

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

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

Iowa Teacher Development Academies

Over the past three school years, Iowa's districts have had the opportunity to participate in ITDAs aimed at increasing teacher skills and student achievement. The ITDAs feature research-based content and are designed to support local school districts and AEAs in offering professional development based on the Iowa Professional Development Model. The six academies include:

- **Authentic Intellectual Work (AIW)** : This is an instructional approach that emphasizes cognitive complexity, or teacher for understanding. AIW is characterized by construction of knowledge through the use of disciplined inquiry, to produce discourse, products, or performances that have value beyond school. To date, 21 schools have participated in AIW.
- **Cognitively Guided Instruction (CGI)**: A teacher professional development program based on over 20 years of research. This training is for elementary school teams. CGI is a framework for understanding how children learn the concepts of numbers, operations and algebra. These concepts are integrated into current mathematics instruction. To date, 24 elementary schools from 15 school districts have participated in CGI.
- **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.

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

AEA Teacher and Administrator Quality Meeting: March 10, 2008

The target audience included AEA teacher quality team members. The content included an overview of the Teacher and Administrator Quality Program requirements for AEAs including professional development, evaluation, mentoring and induction for administrators and AEA personnel, and the functions of the AEA teacher quality committees.

On-going technical assistance has been provided directly to AEAs and LEAs through the frequently asked question (FAQ) process, conference calls, and presentations as requested.

The Iowa Professional Development Model (IPDM) Technical Guide has undergone a major revision and is now ready to distribute. The new IPDM Technical Guide includes guidance on legislative changes from the past year including requirements related to the teacher quality committees, the Iowa Core Curriculum and professional development plans. Many educational organizations and school leaders throughout the state have provided input to the final document. The Technical Guide is now in a final stage of graphic development and should be ready for publication on the DE website as well as distribution to appropriate stakeholders within the next 60 days.

Priority 4: Providing resources to implement the Iowa Core Curriculum

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

AEA Leaders Conference: June 12-13, 2008.

Target Audience: AEA administrators and consultants

Content: Overview of the Iowa Core Curriculum and leadership roles of the AEAs in the successful implementation of the Core Curriculum

Iowa Core Curriculum Network: July 28-29, August 18-19, September 25-26, November 20-21, 2008.

Target Audience: AEA Network. The Network is made up of practitioners who have been organized to deliver the training and facilitation needed by schools to conduct the following actions critical to the successful implementation of the Core Curriculum. This group of trainers/facilitators will play a collaborative role in helping school leaders establish a professional development plan for educators to improve their instructional practices that are aligned with the Core Curriculum.

Content: Leadership actions and support for the successful implementation of the Core Curriculum in all schools; practices and processes to ensure the successful implementation of Core Curriculum; and structures and tools to enable schools to put the Core Curriculum in place.

Iowa Core Curriculum Leadership Series: The Iowa Department of Education and Area Education Agencies along with representatives of SAI, Wallace Foundation and local school districts are designing support and technical assistance for local school leaders and leadership teams. The Iowa Core Curriculum Network Members are delivering these sessions across the state throughout the 08-09 school year.

Target Audience: District Leadership Teams

Content: 1) Leadership skills and knowledge to build and sustain a continuous improvement effort; 2) Build an understanding of the Iowa Core Curriculum. 3) Begin to develop an implementation plan that ensures the success of each and every student by providing a world-class curriculum.