

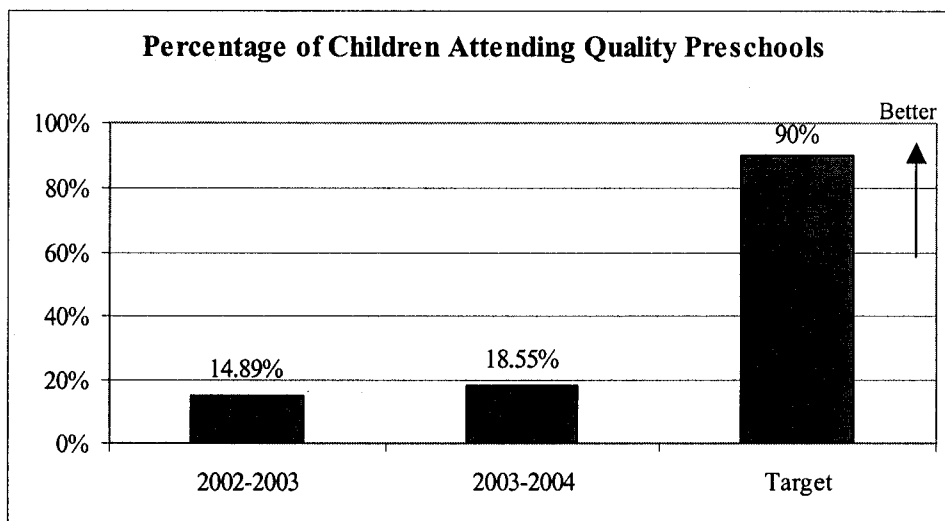
# Request for Results

## Improve Student Achievement

**Result:** *IMPROVE STUDENT ACHIEVEMENT*

**Indicators:**

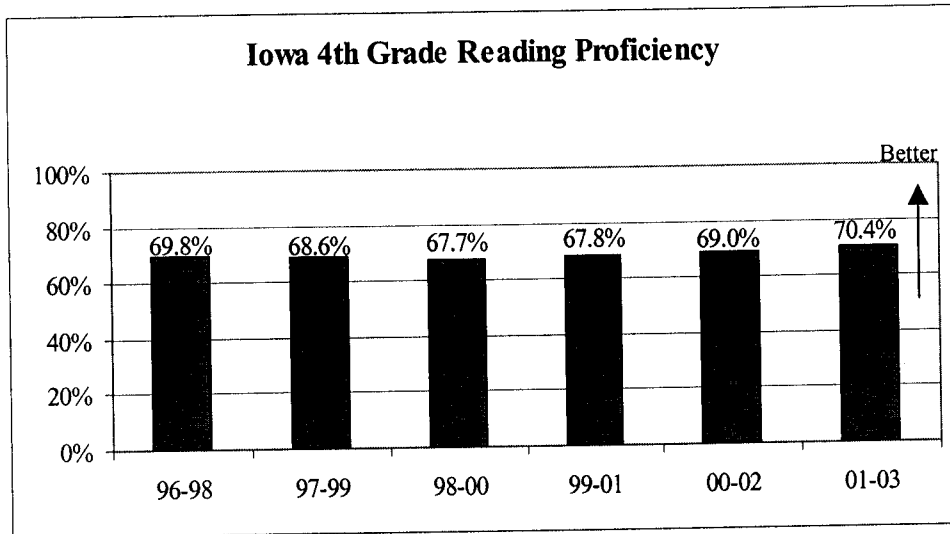
Each indicator reflects a critical outcome for each phase of learning; early childhood, K-12, and post secondary. They are not meant to directly connect to all strategies improving student achievement.



**Data Sources:** Iowa Department of Education Shared Visions and District Data, Iowa Department of Human Services Access Data System; NAEYC Website: Accredited Program Search; Head Start Program Information Report for 2002-2003: Total Actual Enrollment

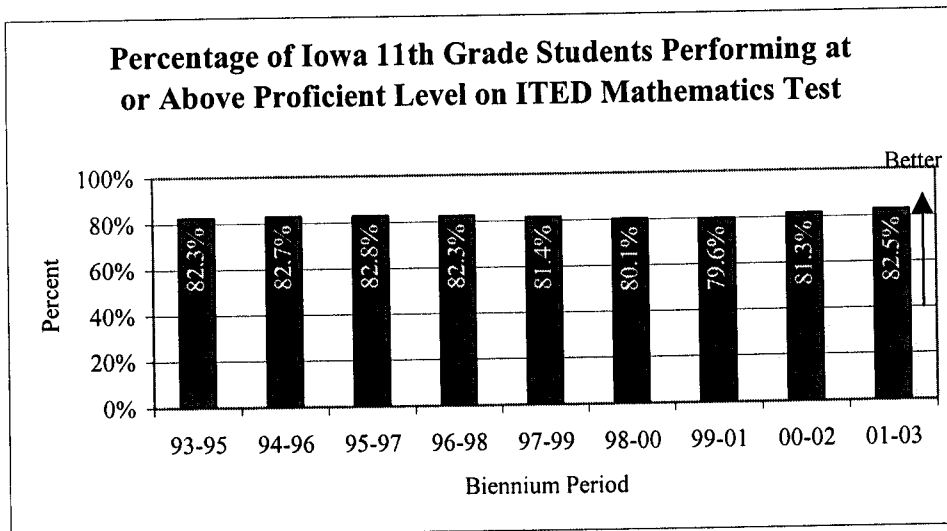
- **Percentage of children attending quality preschool.**  
\*The percentage of Iowa children, ages three and four, who have participated in a preschool program that is NAEYC (National Association for the Education of Young Children) accredited and/or meets Head Start program performance standards, or meets a comparable set of standards. This data is currently being collected to track progress on the Leadership Agenda goal that 90% of Iowa's children have a quality preschool experience. In the absence of a statewide measure that gauges what children know and can do at the time of school entry, the team chose the percentage of children attending quality preschool. Offers should include comprehensive strategies that include, but are not limited to, preschool, because good evidence shows that multiple strategies are needed to achieve school readiness. In future iterations of this process, a more comprehensive indicator of early childhood education may be available.

(1)



Data Source: University of Iowa, Iowa Testing Programs

(2)



Data Source: University of Iowa, Iowa Testing Programs

- (1) Percentage of 4th grade students achieving proficient or higher in reading; and (2) Percentage of 11th grade students achieving proficient or higher in mathematics.

\* (1) is based on Iowa Tests of Basic Skills results and (2) is based on Iowa Tests of Educational Development results. Research supports the importance of reading and math as foundational skills in the workplace. Students lacking adequate skills in these areas are found to have an increased chance of dropping out, less interest in post-secondary or lifelong learning and less earning power in their lifetimes.

**Strategy Map:** (attached)

The Strategy Map depicts the spectrum of education supports -- early childhood through post-secondary -- and the factors influencing these categories of supports. Since learning is built on the foundation of prior learning, and children's earliest learning experiences are fundamental to their brain development and long-term educational success, the quality of the very earliest learning experiences helps to shape the overall quality of education at all levels. By ensuring excellence in education in early learning and in the primary grades, children obtain a solid foundation for success throughout their lives. Ultimately, these efforts link to the number of students who will successfully complete a postsecondary education and prosper in the modern economy.

**Strategies:**

Student achievement is affected by four major components:

***Create Great Learning Environments*** – The overall quality of experience offered to learners is determined by: available tools and support, breadth and diversity of curriculum, access to programs, quality and effectiveness of instruction offered, support given to teachers and staff, quality of facilities, and the transitions between levels of education. These learning resources are essential to improving student achievement.

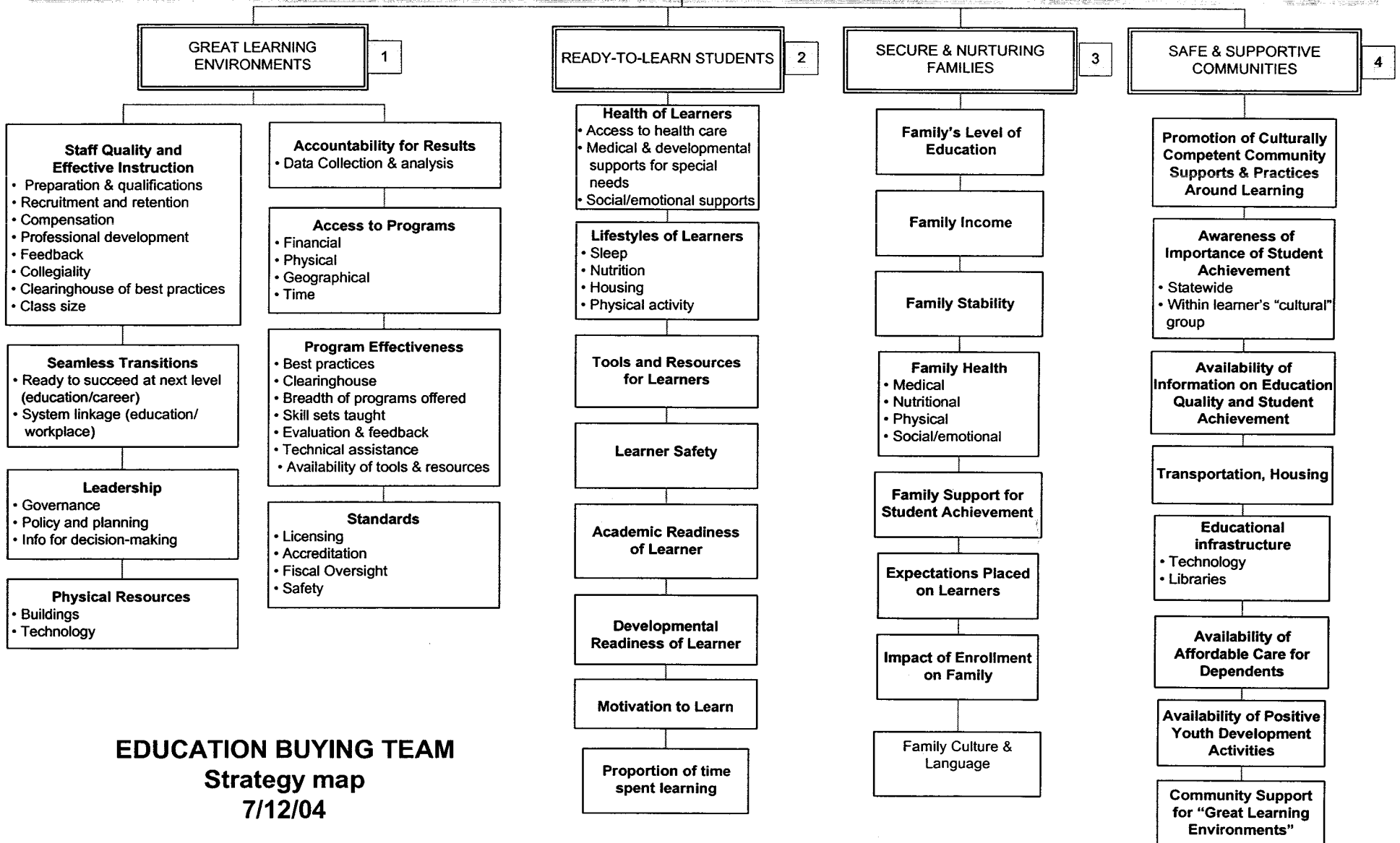
***Produce Ready-to-Learn Students*** – Students at all ages will achieve more when they are physically healthy, safe, well-nourished and rested, have supportive relationships, and are exposed to educational opportunities and challenges.

***Ensure Students have Secure and Nurturing Families*** – The family environment is a critical factor in student achievement. Supportive parents and other adults that are involved in learning, read to their children, attend activities, understand the importance of education, have an adequate income, and provide a secure and stable home develop learners more capable of high levels of achievement.

***Create Safe and Supportive Communities*** – Community support is essential to student achievement as it affects both students and learning environments. Communities affect learning through cultural dynamics, awareness and availability of information about the importance of student achievement, providing care for dependents, promoting positive youth development activities and the availability of transportation and housing.

\*The Education Buying team sees Great Learning Environments and Ready-to-Learn Students as the components that will most directly improve student achievement and therefore, see the bulk of the Education investment being made in these two areas.

# IMPROVING STUDENT ACHIEVEMENT



**EDUCATION BUYING TEAM**  
**Strategy map**  
 7/12/04

Covers all levels of education, early childhood, K-12 & postsecondary. The Buying Team acknowledges that terminology varies among sectors

**Purchasing Strategies - The Education Buying Team seeks offers that:**

1. *Increase the effectiveness of comprehensive early childhood care, health and education;*
2. *Assure that all learners have access to a broad set of educational opportunities;*
3. *Invest in staff quality and effective instruction;*
4. *Enhance the affordability of early childhood and postsecondary opportunities;*
5. *Build results-oriented partnerships among education institutions, government, families, communities, businesses, non-profits, and others;*
6. *Implement evidence-based best practices;*
7. *Increase the proportion of the resources devoted to direct instructional activities; and*
8. *More fully engage learners and their families in their learning environments.*

**All Offers Should:**

1. *Be Innovative and bold.*

This is not business as usual. Offers must be made up of ideas and improved services that produce results in the most effective and innovative ways. Offers are not limited to services the State of Iowa currently provides. If an offer includes a service the State currently provides, the offer must improve upon those services. Adapt best practices to Iowa.

2. *Use the principles of smarter sizing, smarter spending, smarter management and smarter leadership.*

The State of Iowa must work smarter to produce better results with the available resources. Some principles that will do that include:

- Consolidating services in a smart way;
- Buying services competitively;
- Using flexibility to produce accountability;
- Giving Iowans choices;
- Giving money to Iowans, rather than institutions;
- Making administrative systems allies, not enemies;
- Improving work processes and productivity;
- Improving the availability, quality, use, and sharing of data;
- Purchasing prevention, not remediation;
- Separating steering and rowing;
- Producing voluntary compliance;
- Targeting subsidies;
- Purchasing less mistrust; and
- Blending or braiding revenue streams.

*3. Divest in lower value strategies so that there is money to invest in higher value strategies.*

The State of Iowa cannot continue providing all of the services it currently provides, because many of those services do not directly relate to the results Iowans want most. In order to provide those results, the State must target its resources toward services and programs that will directly impact those result areas. Investments must also target populations, regions or aspects of a delivery system that most need attention.

*4. Encourage collaboration and partnerships.*

The State of Iowa cannot do everything alone. Iowans want State departments to work with each other, as well as other levels of government, and the private sector. The State's investments must build upon and work with community based organizations and initiatives. Partnerships require incentives. The State cannot construct a budget based on the hope that partners will fund a portion of the service, if those deals have not been discussed with the partners.

*5. Show measurable results.*

*6. Build on organizational core competencies.*

When offers are made to fund existing State services, they must build upon that service's strengths. Offers should improve upon the areas that Iowans expect and want from State government, not abandon the core service.

*7. Promote cultural competence.*

Diversity is important to the future of Iowa. All offers must welcome and serve diverse populations.