

2019 Annual Report



Condition of Education



Iowa Department of Education

State of Iowa
Department of Education
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Dear Iowans,

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

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

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

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

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

Sincerely,



Ryan M. Wise, Director
Iowa Department of Education



Acknowledgments

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

Introduction

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

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

Enrollment

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

Iowa Educators

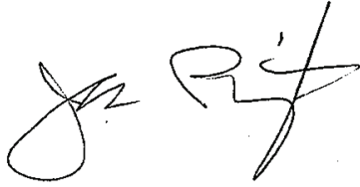
- Iowa's average regular teacher salary increased slightly to \$57,463 in 2018-19 compared to \$57,045 in the 2017-18 school year.
- Iowa's average teacher salary continues to be competitive in the national rankings. Iowa average salary is 21st in national rankings and 5th when compared to other Midwest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

Student Performance

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

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

Sincerely,



Jay Pennington, Chief
Bureau of Information and Analysis

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Enrollment

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

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

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

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

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

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



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

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

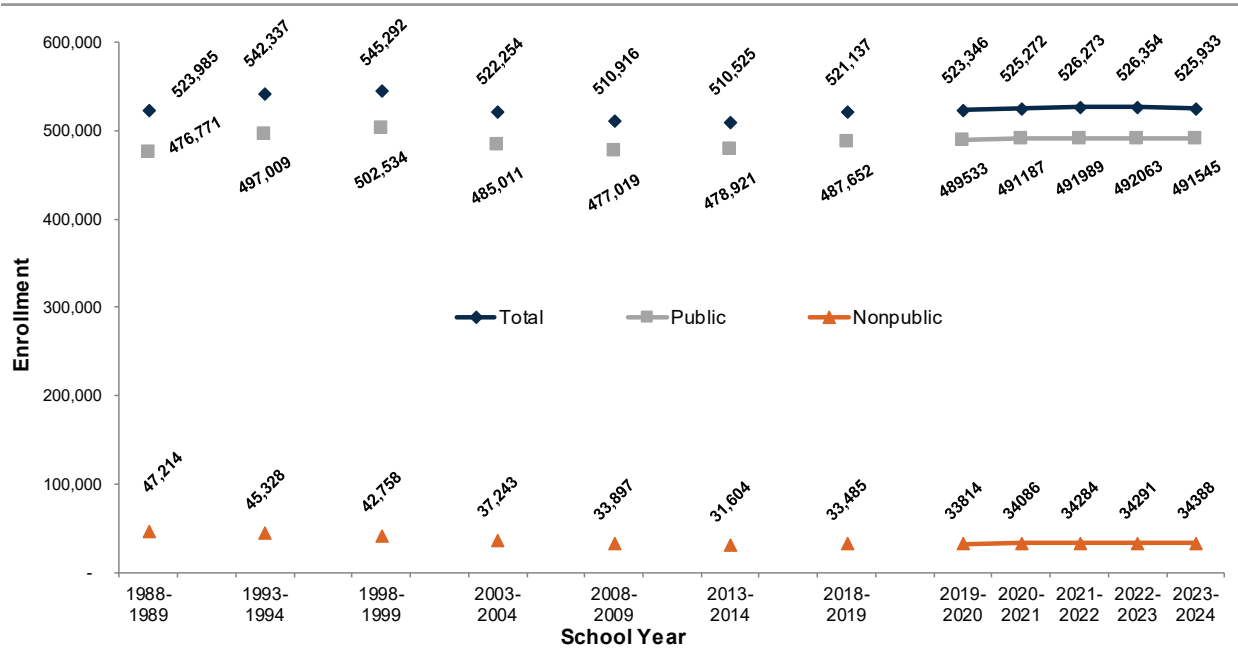
The U.S. Department of Education defines a “migratory child” as a child who is (or whose parent or spouse is) a migratory agricultural worker or migratory fisher. A migratory agricultural worker or migratory fisher is one who has moved from one school district to another in the preceding 36 months in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



Enrollment Trends

Figure 1-1

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



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

Projected Enrollment

Table 1-1

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

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

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

Notes: PKIEP: Prekindergarten individualized education programs.

Figures may not total due to rounding.



Table 1-2

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

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

K-12 Enrollments by District Size Category

Table 1-3

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

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

Note: Figures may not total due to rounding.



Enrollment in Iowa's Area Education Agencies

Table 1-4

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

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

Notes: Figures may not total due to rounding.

Open Enrollment

Table 1-5

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

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



Table 1-6

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

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

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

Note: Figures may not total due to rounding.

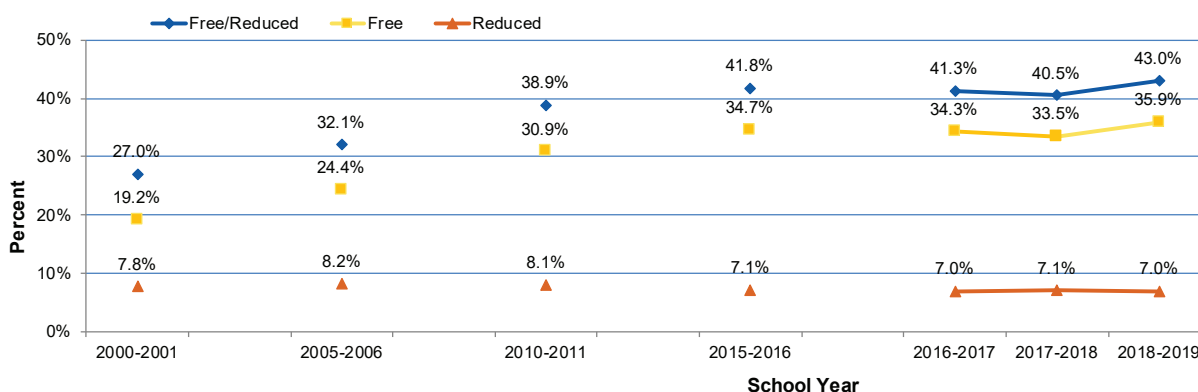


Subgroup Enrollments

Students Eligible for Free or Reduced Price Lunch

Figure 1-2

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



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

Table 1-7

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

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

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



Special Education Enrollment

Table 1-8

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

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

Enrollment by Race and Ethnicity

Table 1-9

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

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



Table 1-10

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

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

Figure 1-3

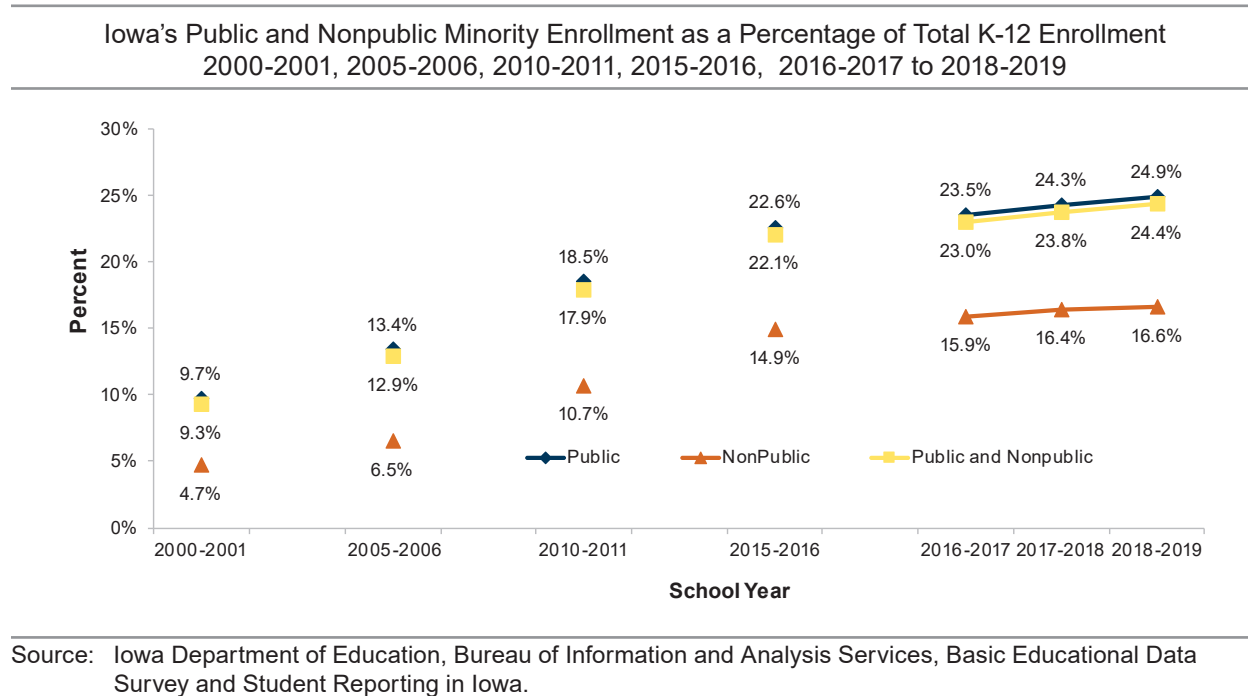


Table 1-11

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

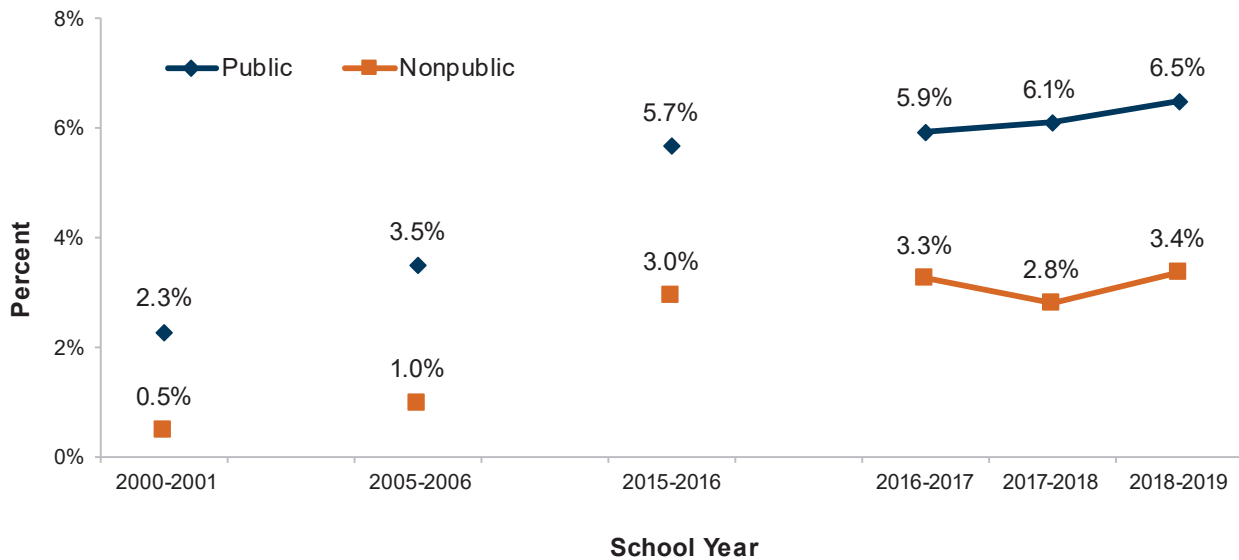
| Enrollment Category | 2000-2001 | 2017-2018 | 2018-2019 |
|---------------------|-----------|-----------|-----------|
| <300 | 1.5 | 9.9 | 9.6 |
| 300-599 | 2.4 | 8.7 | 8.6 |
| 600-999 | 2.6 | 10.8 | 11.3 |
| 1,000-2,499 | 5.9 | 16.9 | 17.3 |
| 2,500-7,499 | 9.0 | 24.4 | 25.4 |
| 7,500+ | 21.7 | 41.2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

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

Enrollment of English Learners

Figure 1-4

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



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



Table 1-12

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

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



Table 1-12 (...continued)

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

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

Table 1-13

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

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



Migrant Student Enrollment

Table 1-14

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

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





Early Childhood Education

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

Preschool Programs

Preschool Enrollment

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



Table 2-1

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

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

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

Table 2-2

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

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

Table 2-3

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

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

Statewide Voluntary Preschool Program for Four-Year-Old Children

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

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

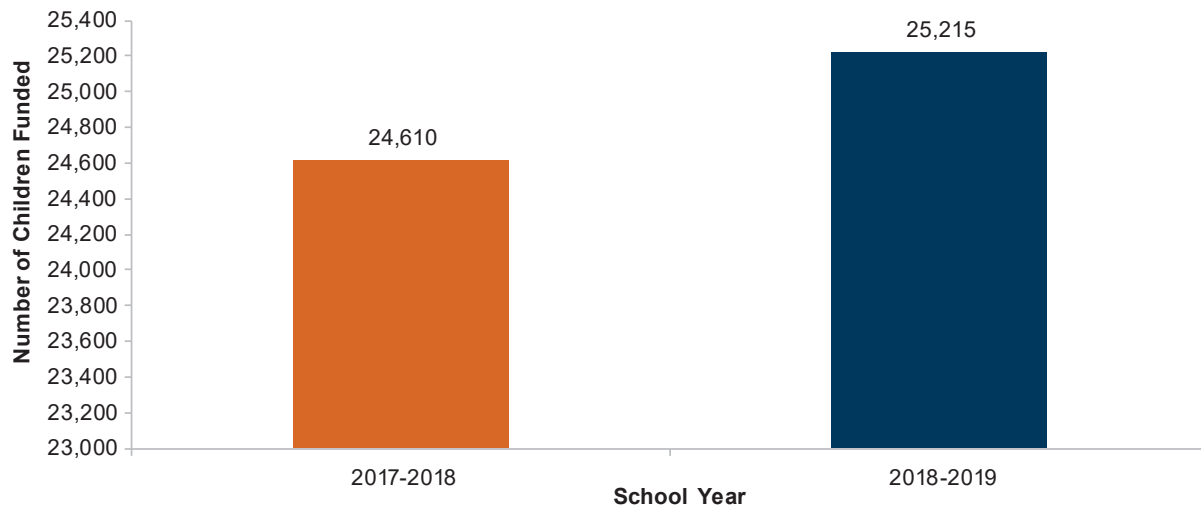
Table 2-4

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

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

Figure 2-1

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



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

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

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

Table 2-5A

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

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

Notes: IEP - Individualized Education Program.

SWVPP - Statewide Voluntary Preschool Program.

Table 2-5B

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

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

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

IEP - Individualized Education Program.

SWVPP - Statewide Voluntary Preschool Program.

Table 2-6A

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

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

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

Table 2-6B

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

2017-2018

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

2018-2019

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

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

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

SWVPP - Statewide Voluntary Preschool Program.

PEL - Potential English Learner.

Kindergarten

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

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

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

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

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

Table 2-7

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

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

Table 2-8

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

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

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

Table 2-9

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

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

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

Table 2-10

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

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

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

Preschool Attendance (Parent Report)

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

Table 2-11

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

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa files.
Note: In 2018-2019 3,506 students repeated kindergarten from the prior year.



Staff

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

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

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

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

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

Teachers

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

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

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

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

Table 3-1

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

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

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

Table 3-2

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

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

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

Table 3-3

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

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

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

Note: F-T indicates full-time.

Table 3-4

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

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

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



Table 3-5

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

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

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

Note: Includes AEA teachers.

Table 3-6

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

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

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

Note: Includes AEA teachers.



Table 3-7

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

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

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

Note: Includes AEA teachers.

Table 3-8

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

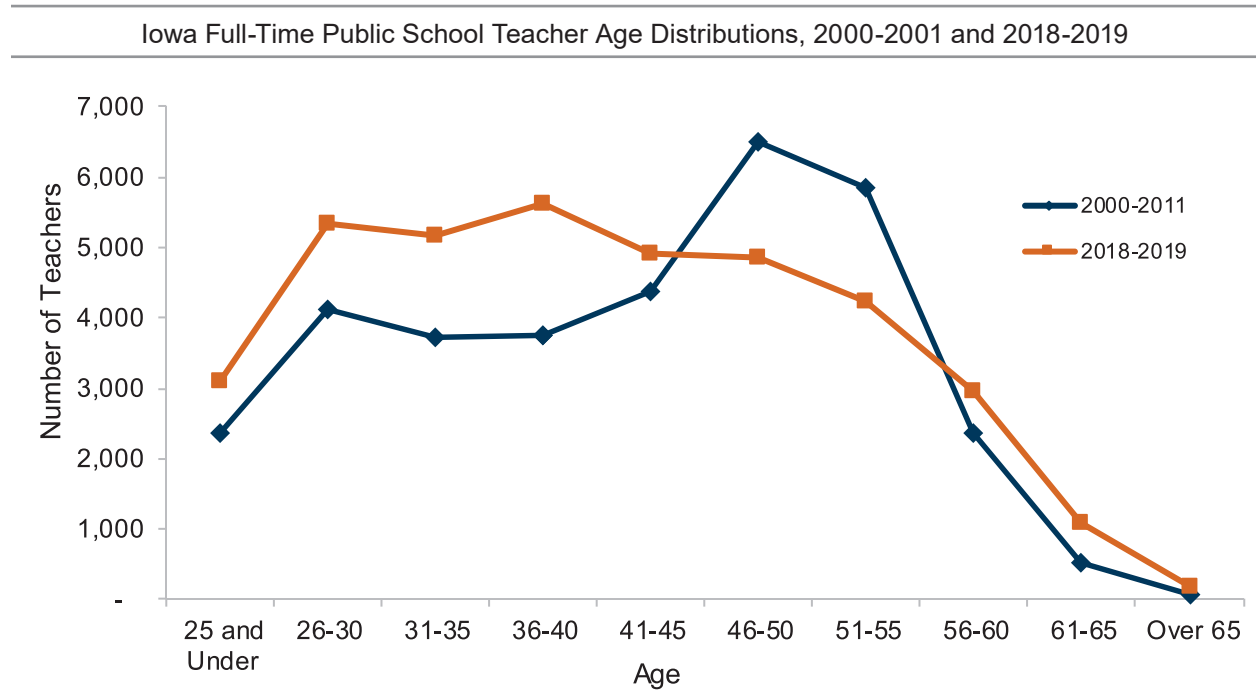
| Age Interval | 2000-2001 | | | | 2018-2019 | | | |
|--------------|-----------|------------------|---------|--------------------|-----------|------------------|---------|--------------------|
| | Number | Cumulative Total | Percent | Cumulative Percent | Number | Cumulative Total | Percent | Cumulative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

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

Note: Includes AEA teachers.



Figure 3-1



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

Note: Includes AEA teachers.

Table 3-9

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

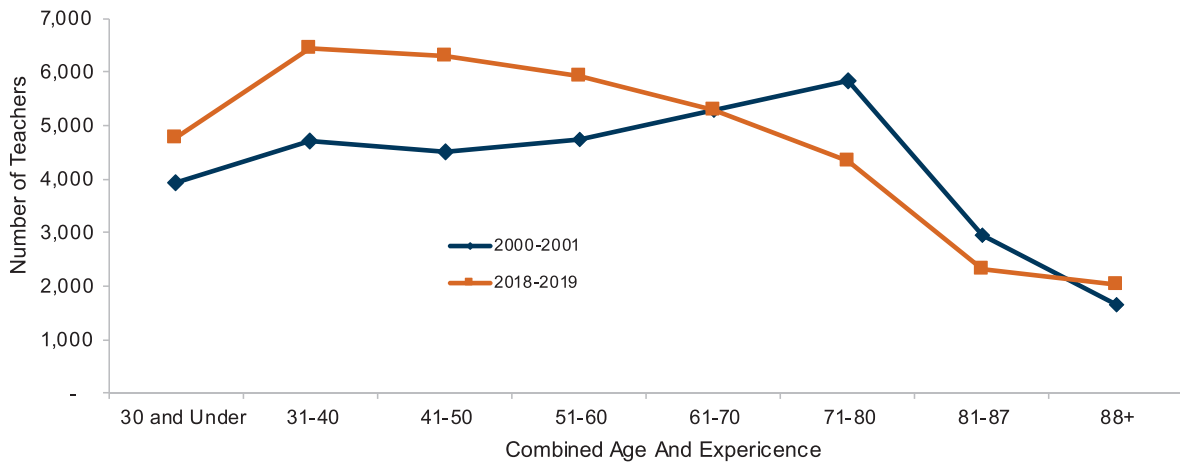
| Combined Age and Experience Interval | 2000-2001 | | | | 2018-2019 | | | |
|--------------------------------------|-----------|------------------|---------|--------------------|-----------|------------------|---------|--------------------|
| | Number | Cumulative Total | Percent | Cumulative Percent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

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

Note: Includes AEA teachers.

Figure 3-2

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



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

Note: Includes AEA teachers.

Table 3-10

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

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

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

Note: Includes AEA teachers.

Table 3-11

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

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

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

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

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

Table 3-12

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

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

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

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

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

Table 3-13

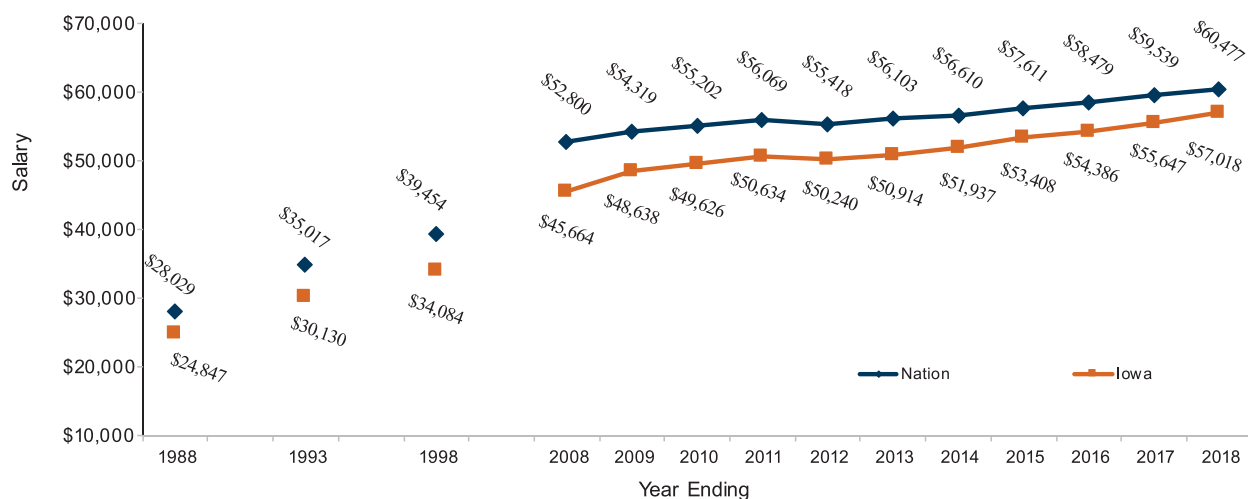
Average Salaries of Public School Teachers for Iowa, Midwest States and the Nation
2016-2017 and 2018-2019

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

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

Figure 3-3

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



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

Table 3-14

Iowa Salary Comparisons by Occupation, 2017 and 2018

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

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

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

Table 3-15

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

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

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

Note: Includes AEA teachers.

Table 3-16

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

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

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

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

Table 3-17

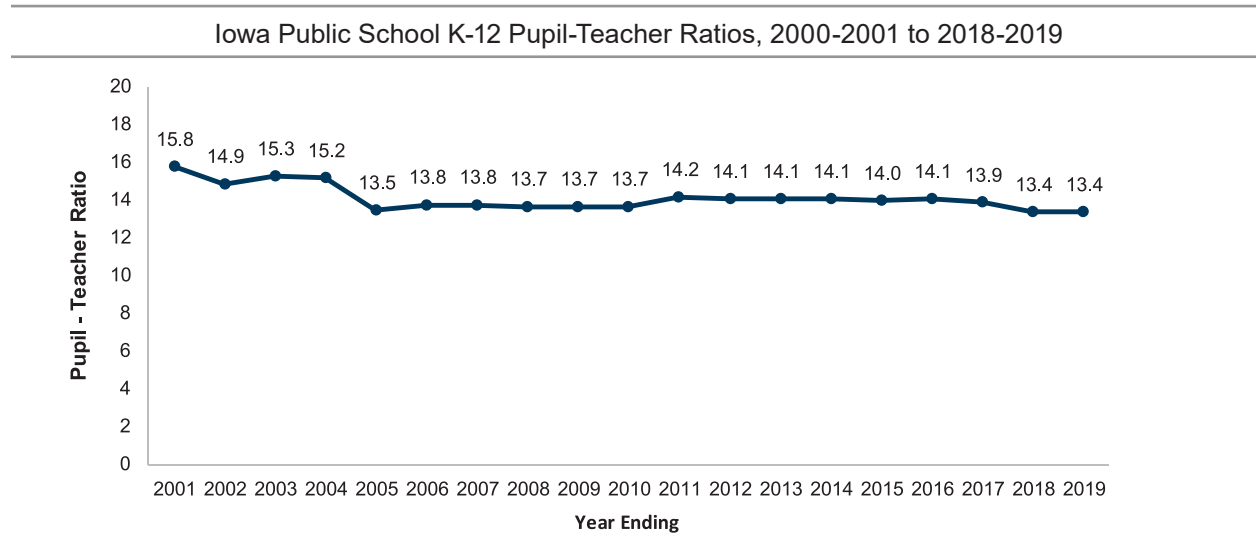
Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2018-2019

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

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

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

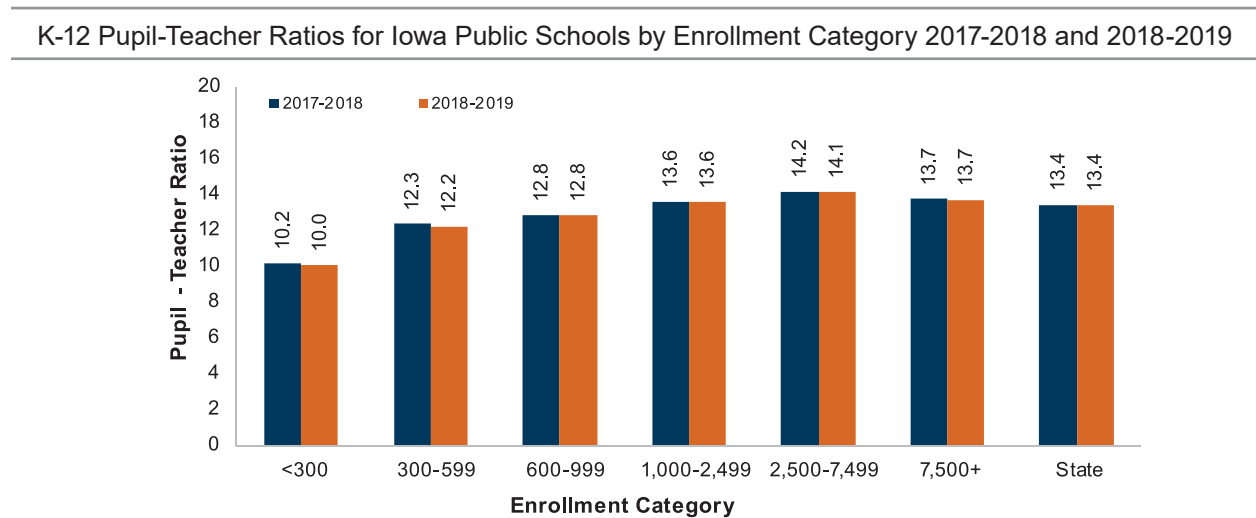
Figure 3-4



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

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

Figure 3-5



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

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

Table 3-18

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

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

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

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

Table 3-19

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

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

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



Principal

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

Table 3-20

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

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

Table 3-21

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

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

Table 3-22

| Gender Comparison of Iowa Full-Time Public School Principals, 2018-2019 | | | |
|---|-----------|-----------|--|
| Characteristics | Female | Male | |
| Average Age | 46.9 | 45.6 | |
| Percent Minority | 2.7% | 2.8% | |
| Percent Advanced Degree | 83.4% | 82.2% | |
| Average Total Experience | 20.1 | 19.2 | |
| Average District/AEA Experience | 11.9 | 9.5 | |
| Average Total Salary | \$102,346 | \$106,954 | |
| Number of Principals | 452 | 685 | |

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

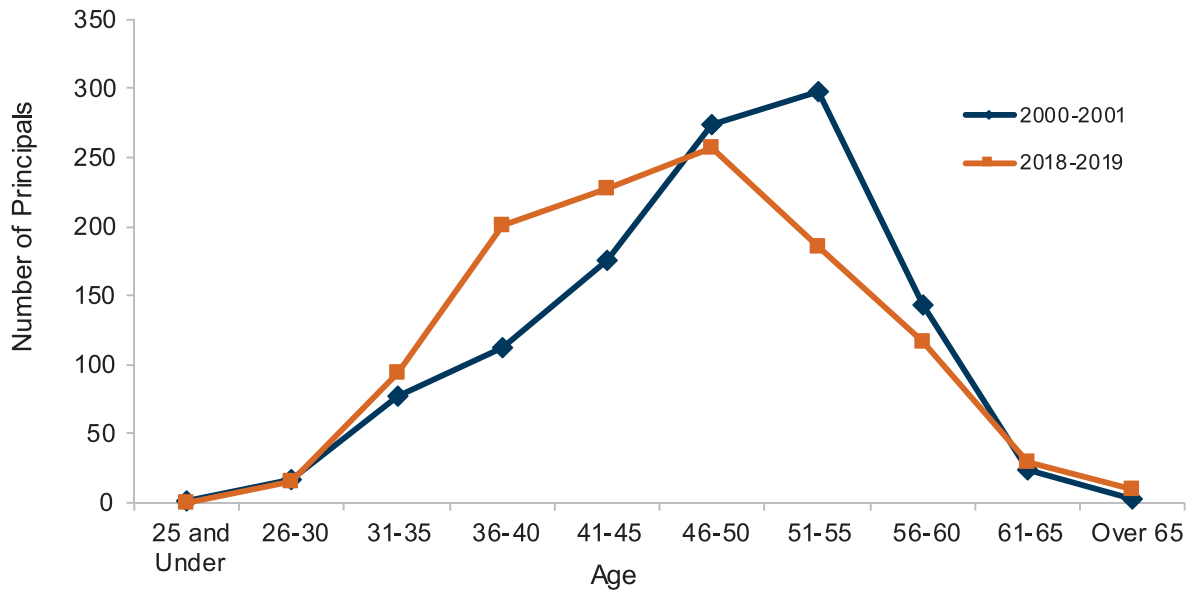
Table 3-23

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

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

Figure 3-6

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



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

Table 3-24

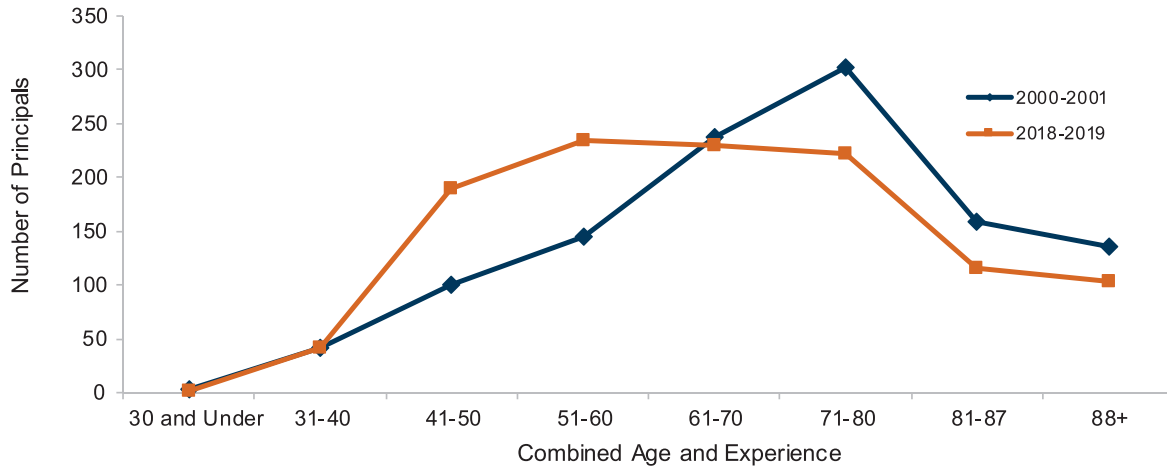
Combined Age and Experience Distribution of Iowa Full-Time Public School Principals 2000-2001 and 2018-2019

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

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

Figure 3-7

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



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

Table 3-25

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

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

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

Superintendents

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

Table 3-26

Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2017-2018 and 2018-2019

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

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

Table 3-27

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

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

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

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

Table 3-28

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

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

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

Table 3-29

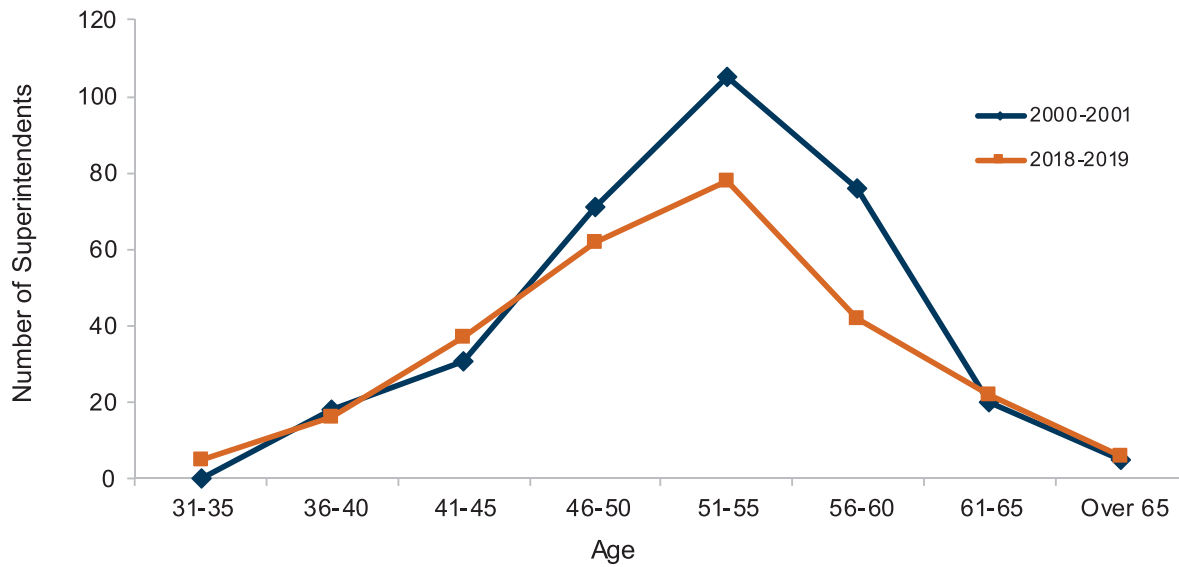
| Iowa Full-Time Public School Superintendents Age Distributions 2000-2001 and 2018-2019 | | | | | | | | |
|---|-----------|------------------|---------|--------------------|-----------|------------------|---------|--------------------|
| Age Interval | 2000-2001 | | | | 2018-2019 | | | |
| | Number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

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

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

Figure 3-8

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



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

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

Table 3-30

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

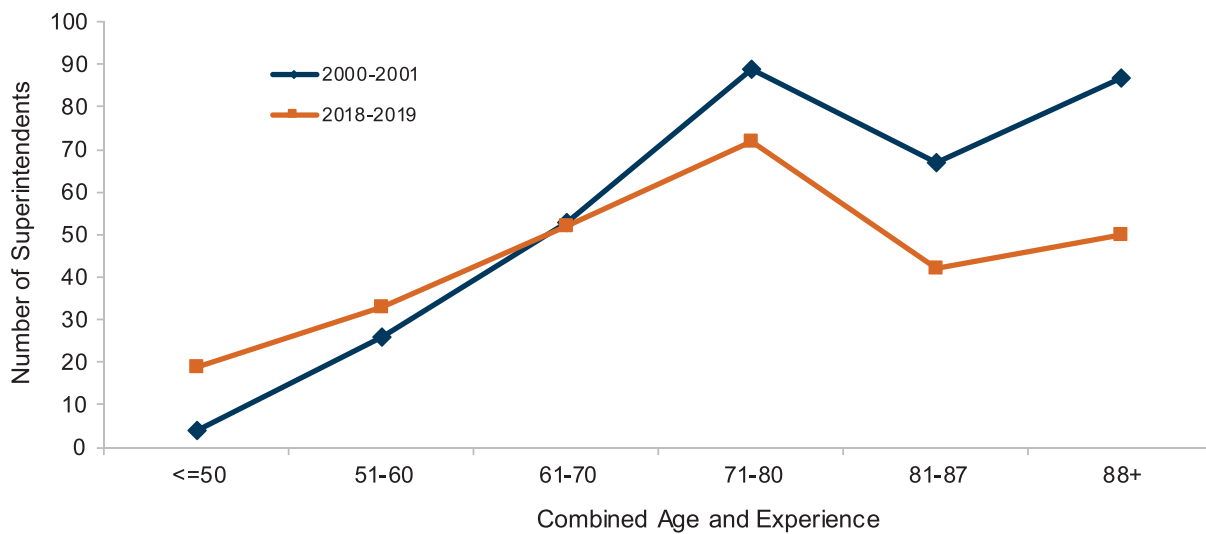
| Combined Age and Experience Interval | 2000-2001 | | | | 2018-2019 | | | |
|--------------------------------------|-----------|------------------|---------|--------------------|-----------|------------------|---------|--------------------|
| | Number | Cumulative Total | Percent | Cumulative Percent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

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

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

Figure 3-9

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



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

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

Table 3-31

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

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

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

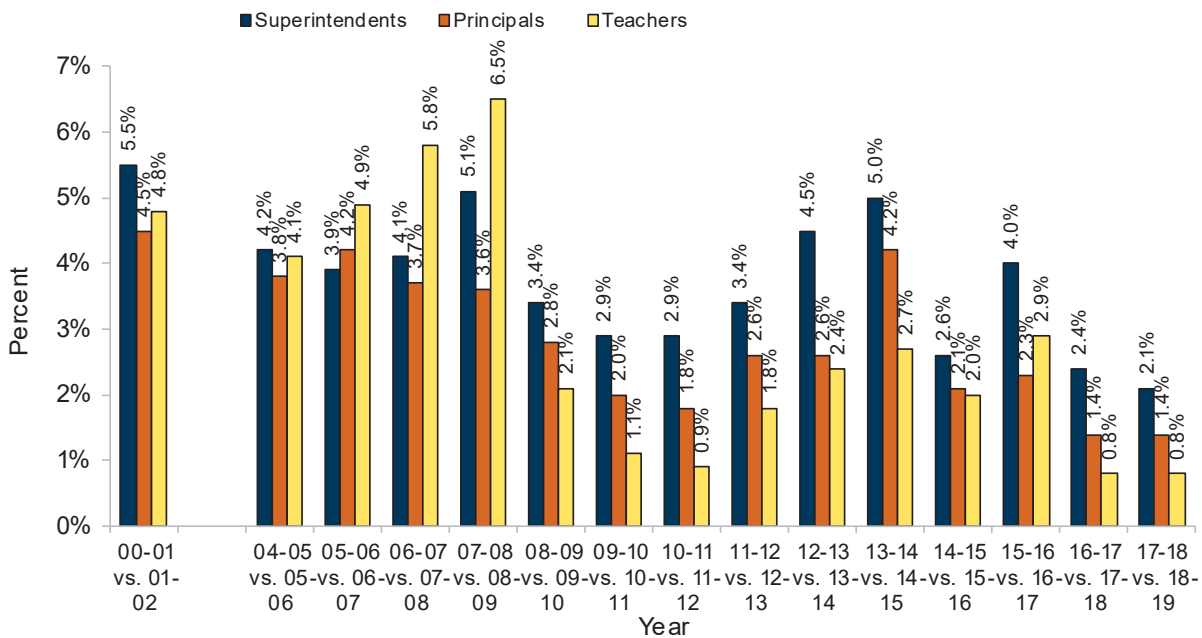
Notes: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents. The two Superintendents at the AEA are AEA staff that are also serving as superintendents in public districts.

Teacher, Principal, and Superintendent Salary Comparison

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

Figure 3-10

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



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

Table 3-32

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

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

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

Notes: Includes AEA staff.

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



Public School Professional School Counselors

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

Table 3-33

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

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

Notes: Does not include AEA staff.

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

Table 3-34

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

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

Notes: Does not include AEA staff.

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



Table 3-35

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

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

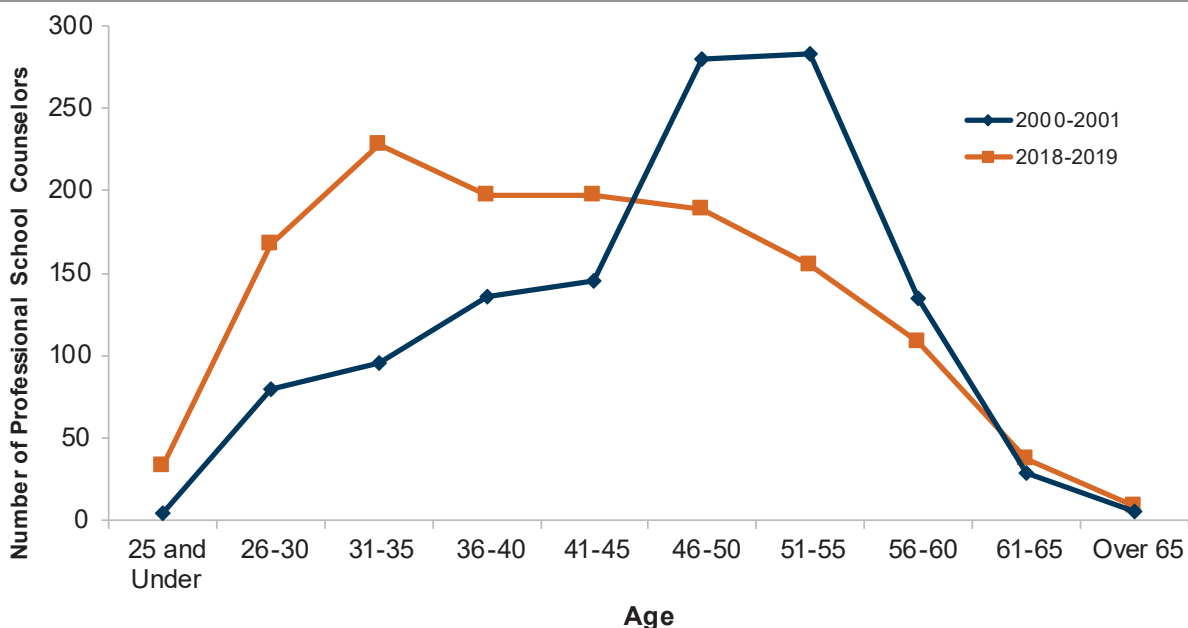
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

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

Figure 3-11

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



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

Notes: Does not include AEA staff.

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



Table 3-36

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

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

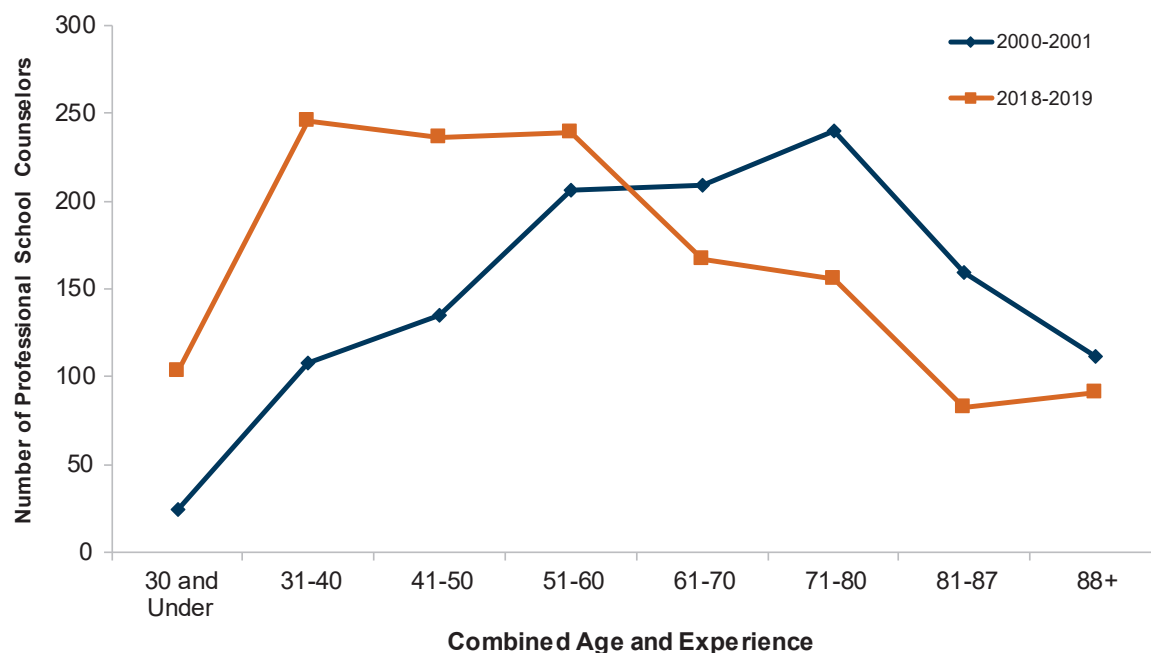
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

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

Figure 3-12

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



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

Notes: Does not include AEA staff.

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

Table 3-37

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

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

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

Notes: Does not include AEA staff.

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



Public School Library/Media Staff

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

Table 3-38

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

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

Note: Does not include AEA staff.

Table 3-39

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

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

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

Note: Does not include AEA staff.

Table 3-40

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

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

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

Note: Does not include AEA staff.

Table 3-41

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

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

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

Note: Does not include AEA staff.

Area Education Agency (AEA) Licensed Staff

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

Table 3-42

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

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



Table 3-43

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

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

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

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

Licensed Staff State Totals

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

Table 3-44

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

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

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



Public School Nurses

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

Table 3-45

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

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

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





Program

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

Districts and Schools

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

Table 4-1

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

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

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



Table 4-2

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

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

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

Carnegie Units Taught

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

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



Table 4-3

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

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

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



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

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

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

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

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

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

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



Table 4-4

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

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

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

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

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

** EL indicates English learner.

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



Table 4-5

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

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

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

Table 4-6

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

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

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



Table 4-7

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

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

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



Table 4-8

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

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

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

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



Table 4-9

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

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

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

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

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

** EL indicates English learner.

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



Table 4-10

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

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

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

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



Table 4-11

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

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

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

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

** EL indicates English learner.

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



Table 4-12

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

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

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



Table 4-13

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

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

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

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

** EL indicates English learner.

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



Table 4-14

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

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

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

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



Table 4-15

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

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

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

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

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

** EL indicates English learner.

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



Table 4-16

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

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

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

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



Senior Year Plus

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

Advanced Placement Courses

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

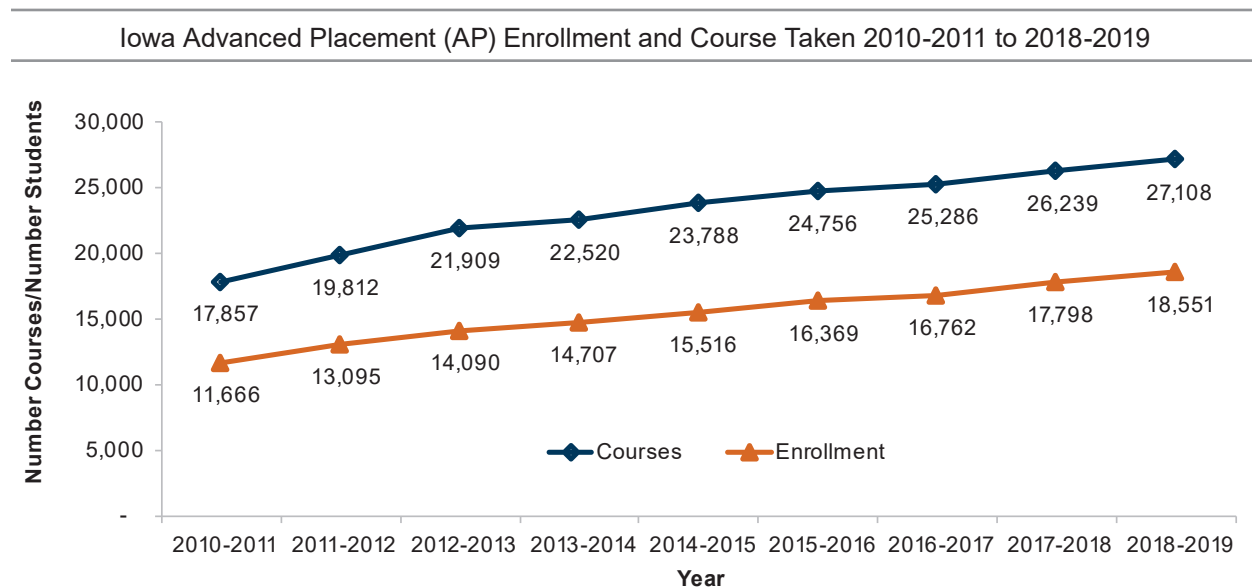
Figure 4-1 shows an upward trend in the number of Iowa public school students enrolled in AP as well as the total number of AP courses taken.

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

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

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

Figure 4-1



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



Table 4-17

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

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

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

Table 4-18

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

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

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

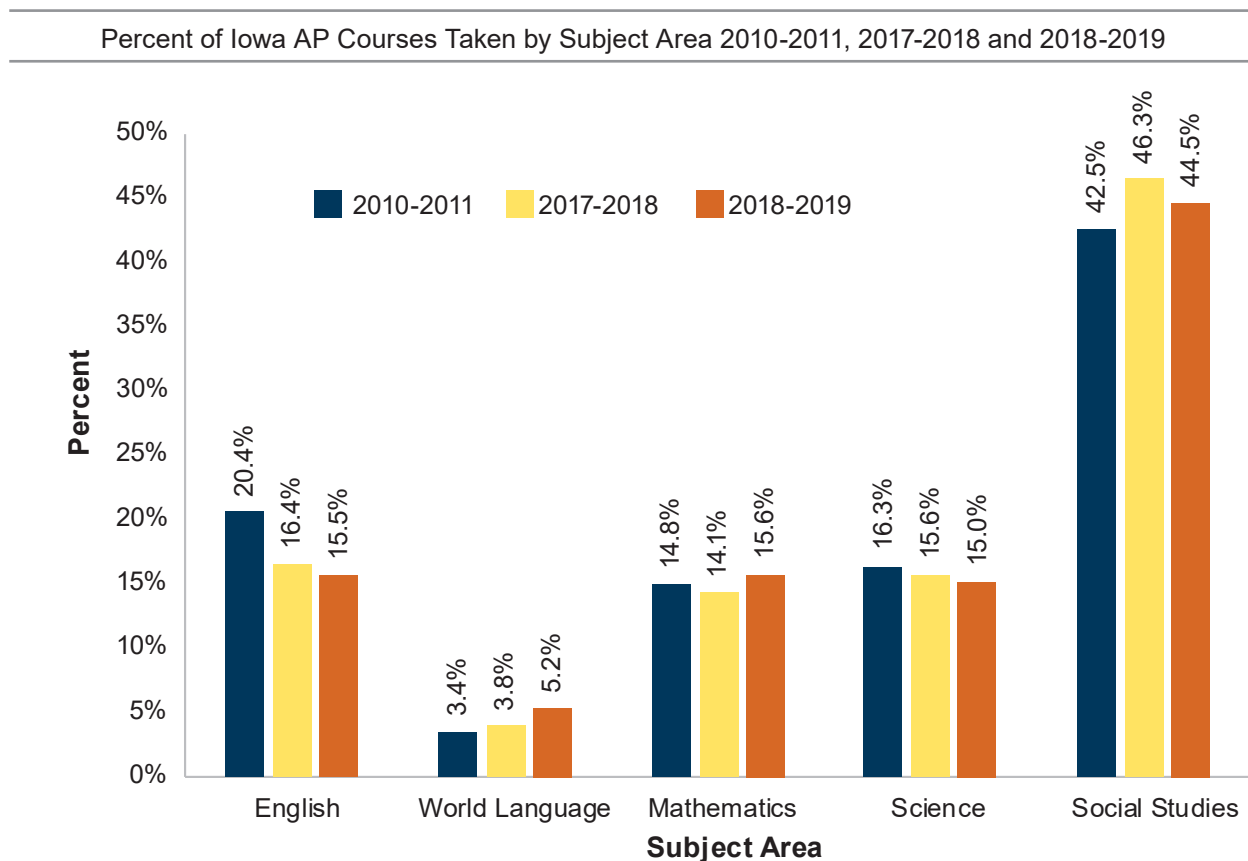


Table 4-19

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

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

Figure 4-2



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



Concurrent Enrollment

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

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

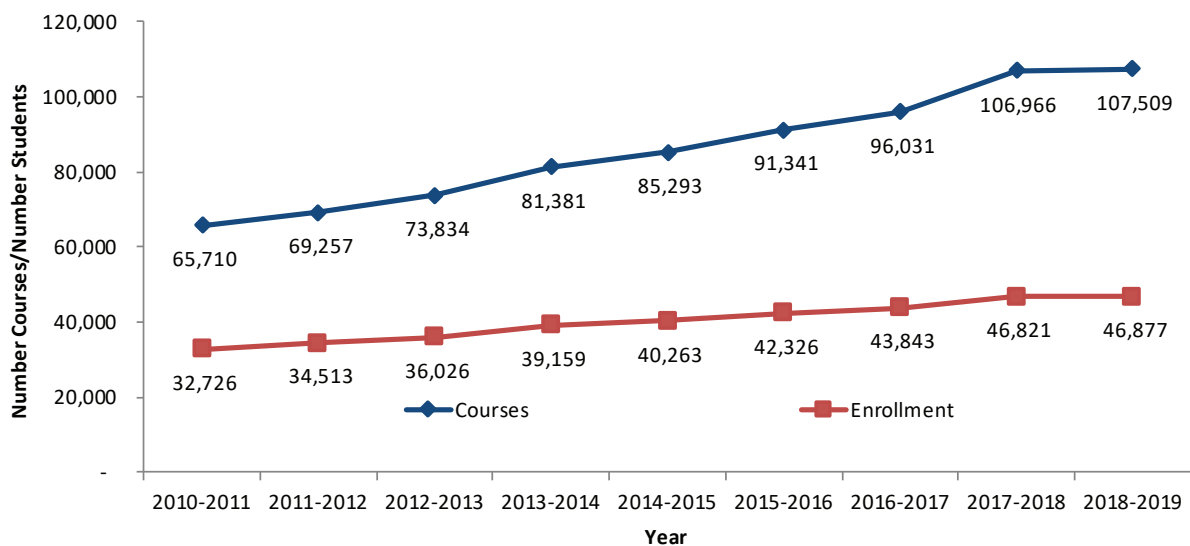
Each year, about 98 percent of the Iowa districts with a public high school had concurrent enrollments (Table 4-20).

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

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

Figure 4-3

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



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



Table 4-20

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

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

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

Table 4-21

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

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

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

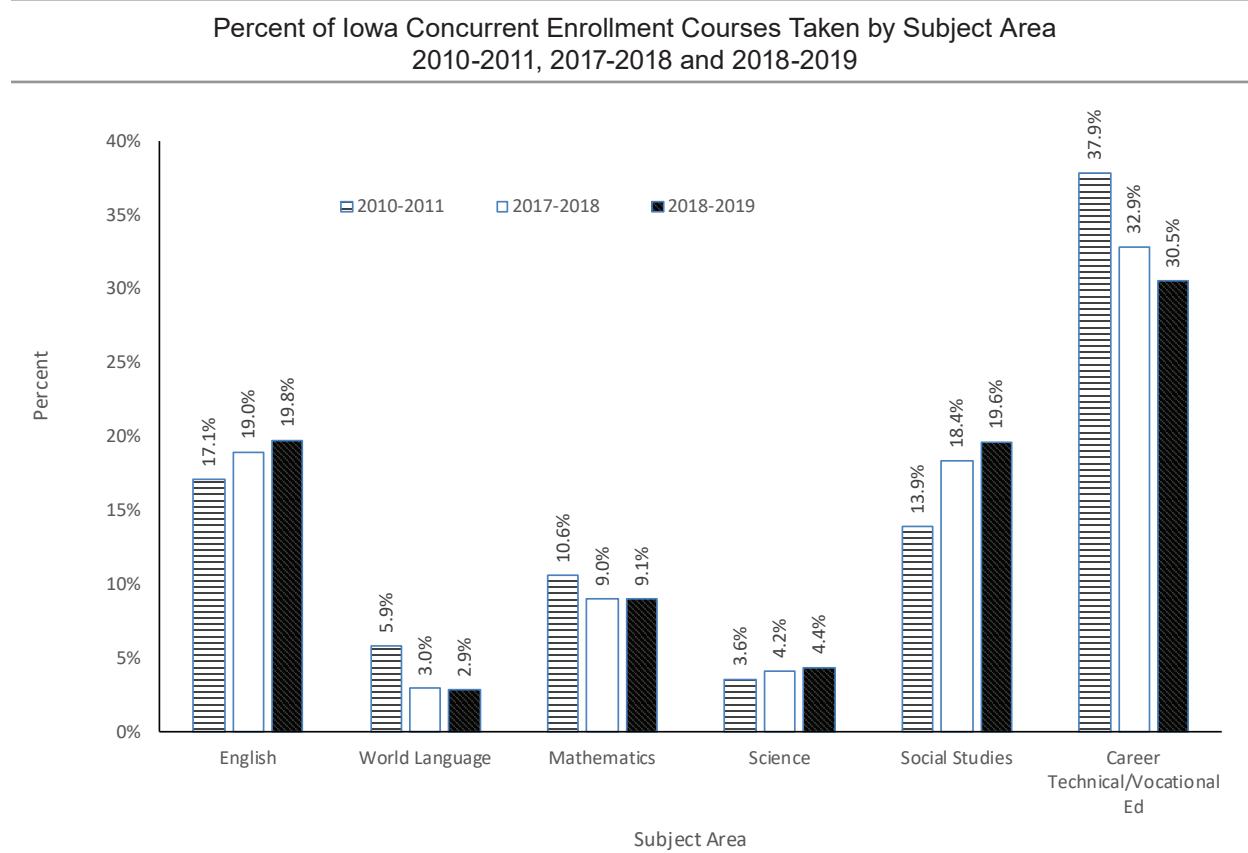


Table 4-22

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

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

Figure 4-4



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



Postsecondary Enrollment Options Act

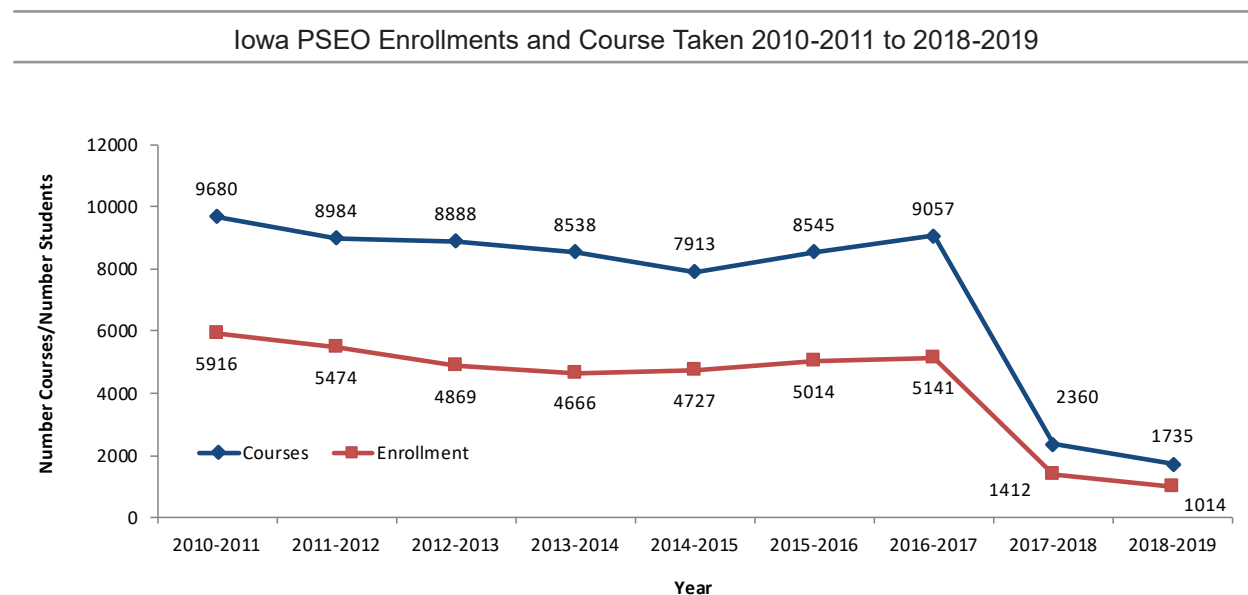
The Postsecondary Enrollment Options (PSEO) Act was enacted in 1987. The purpose of the act is to promote rigorous academic or career and technical pursuits and to provide a wider variety of options to high school students by enabling ninth and tenth grade students who have been identified by the school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

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

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

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

Figure 4-5



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



Table 4-23

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

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

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

Table 4-24

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

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

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

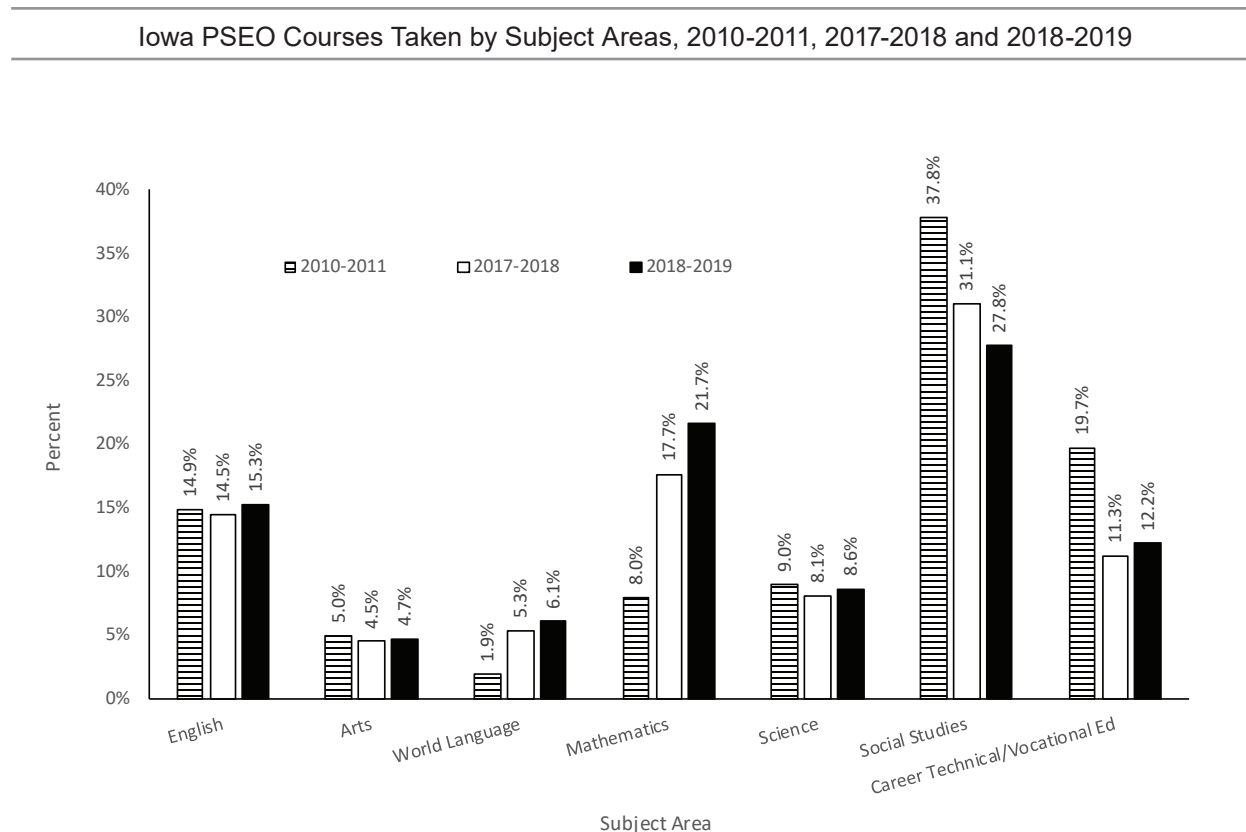


Table 4-25

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

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

Figure 4-6



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



Class Size

Overview

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

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

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

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

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

Trends

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

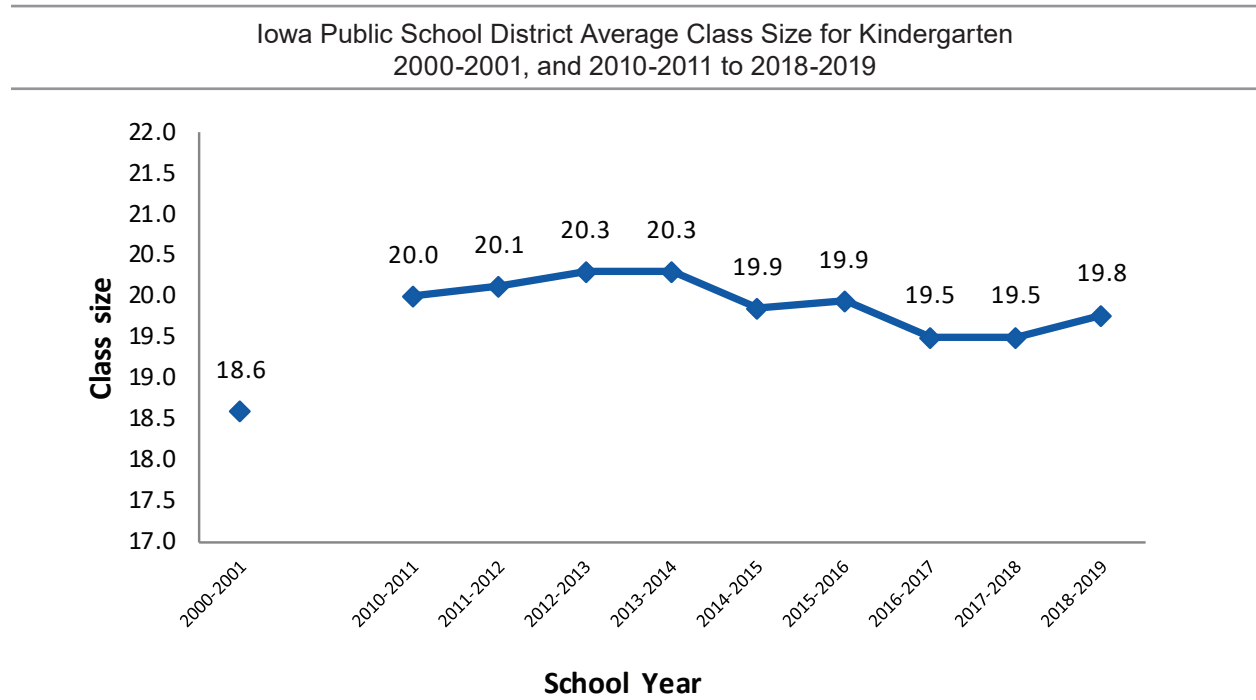
Table 4-26 shows the change in BEDS enrollment compared to the change in class size. From 1998-1999 to present, enrollment increased more than that of average class size for kindergarten, with grades 1 through 3 experiencing an overall decrease in class size.

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

Summary statistics are presented in table 4-28.

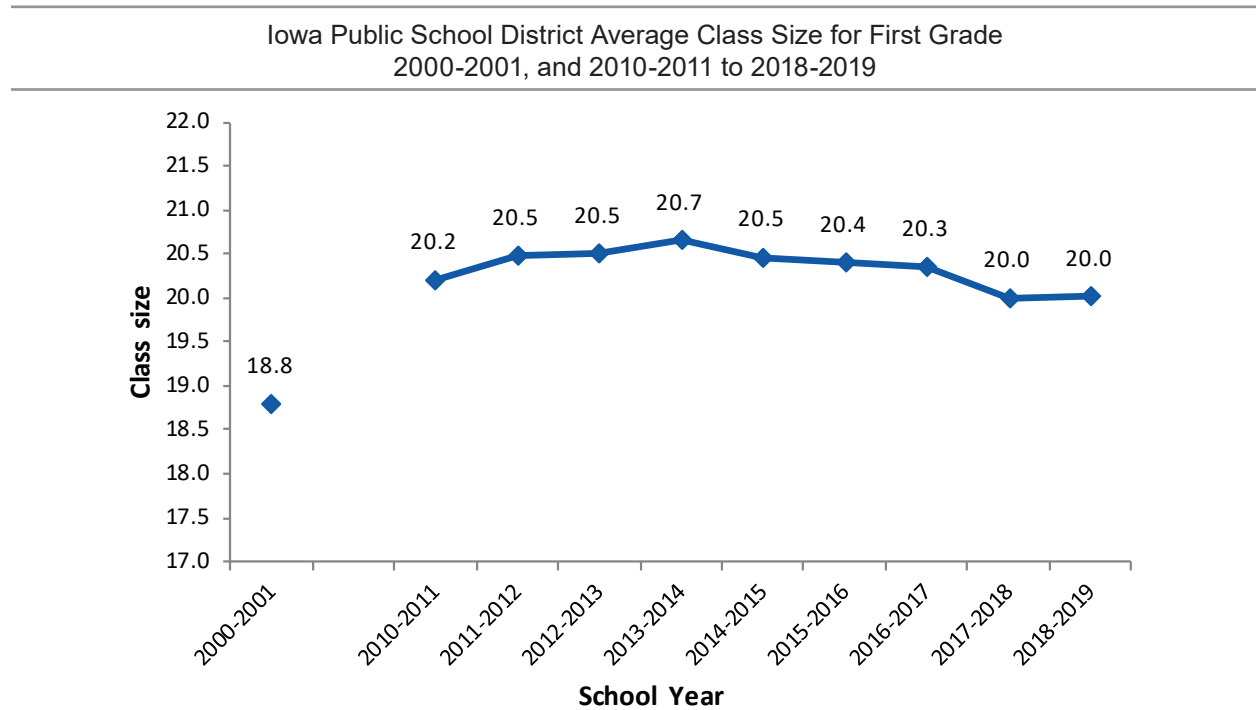


Figure 4-7



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

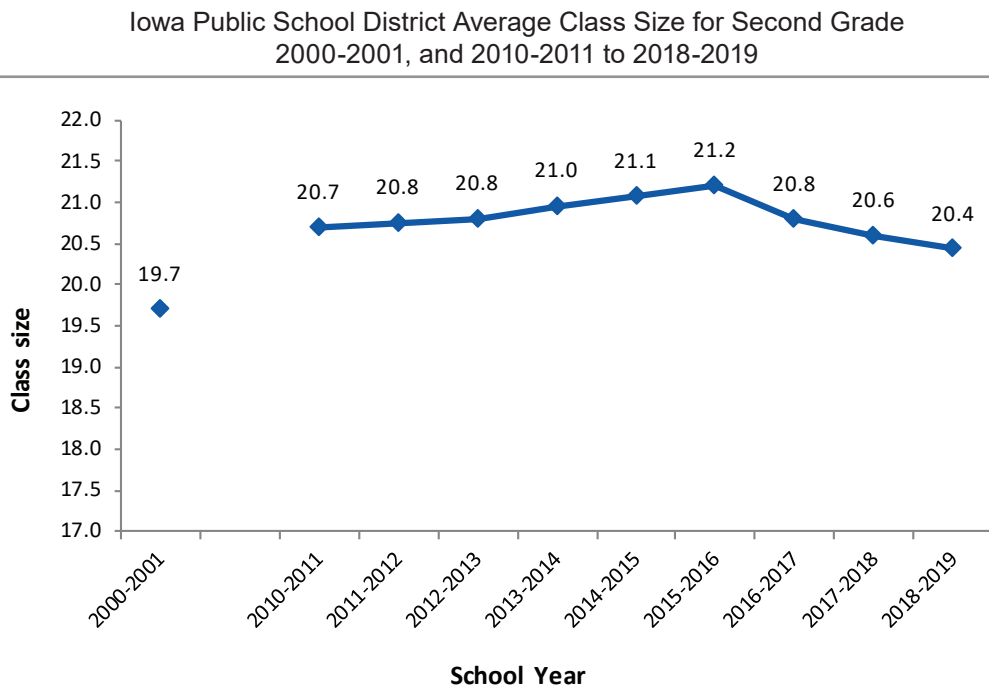
Figure 4-8



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

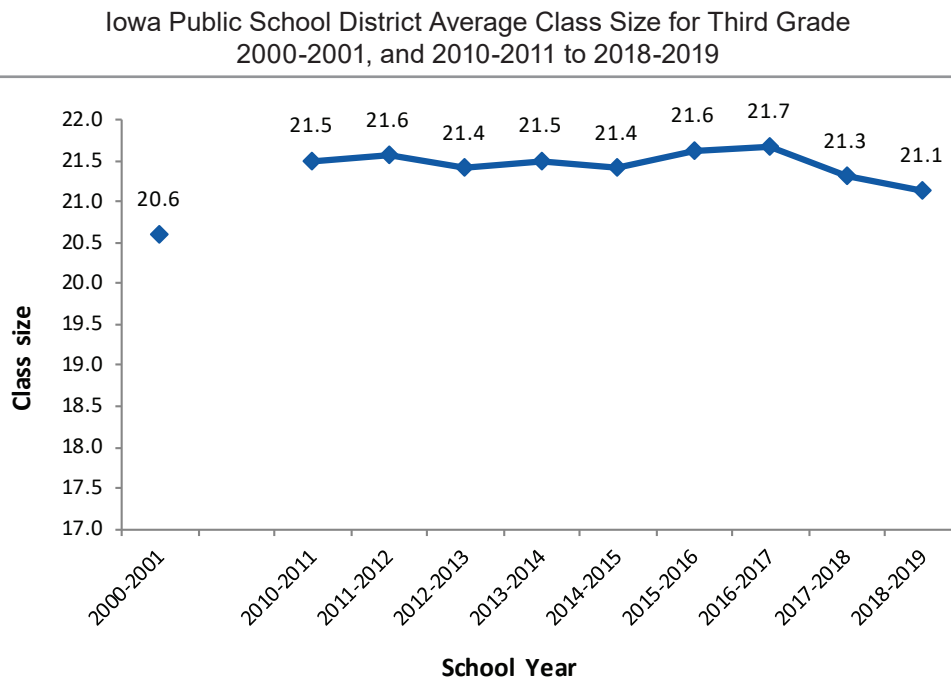


Figure 4-9



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

Figure 4-10



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



Table 4-26

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

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

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

Table 4-27

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

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

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



Table 4-28

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

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

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



Class Size vs. District Size

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

Table 4-29

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

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



Class Size Funding and Expenditures

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

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

Table 4-30

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



Table 4-30 (...continued)

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

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

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

Table 4-31

FY2018 Iowa Early Intervention Block Grant Program Expenditures by Object

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

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

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

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





Student Performance

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

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



State Indicators of Student Success

The seven required state indicators for student success include:

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

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

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

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

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

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

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



Table 5-1

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

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

Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

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

EL*** - English learners.



Table 5-2

Number of the ISASP Mathematics Tested by Subgroup 2018-2019

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

Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

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

EL*** - English learners.



Table 5-3

Number of the ISASP Science Tested by Subgroup 2018-2019

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

Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

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

EL*** - English learners.

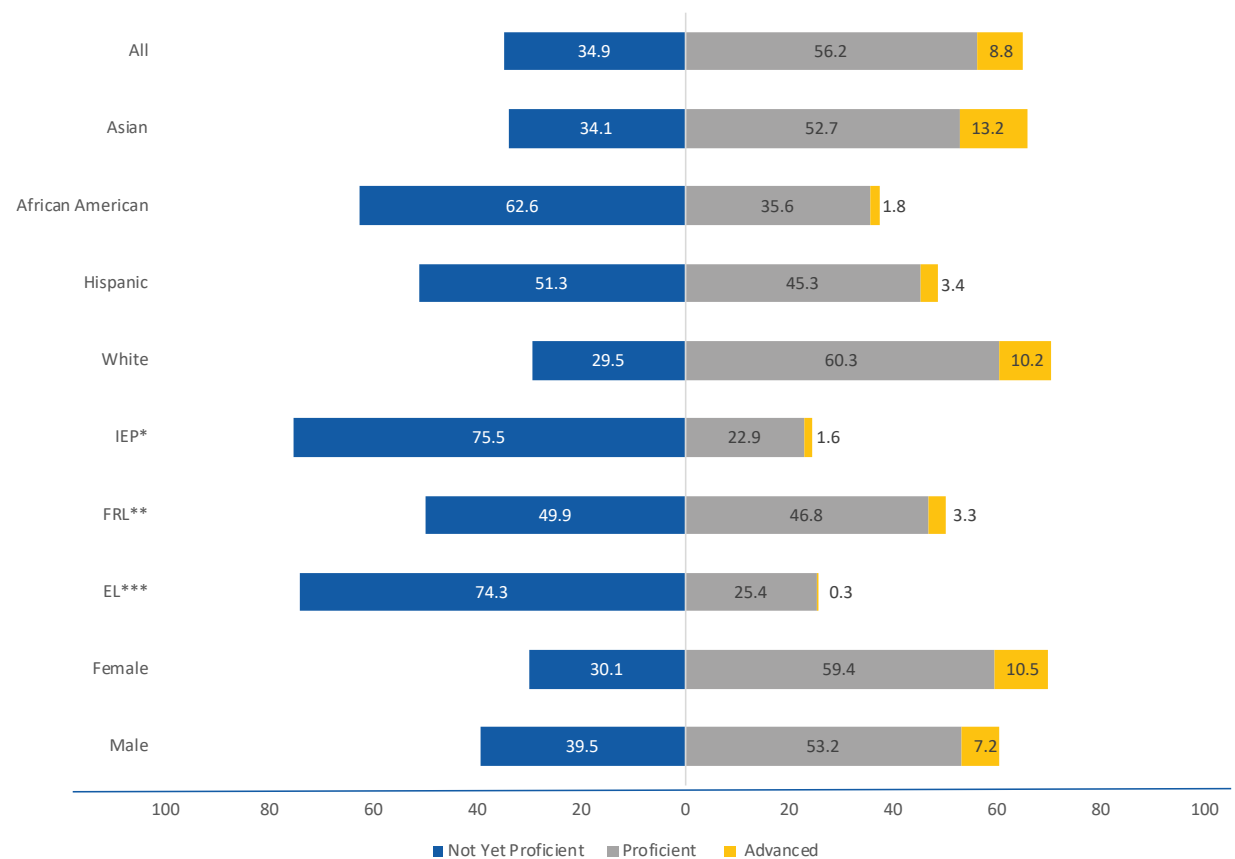


English-Language Arts

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

Figure 5-1

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

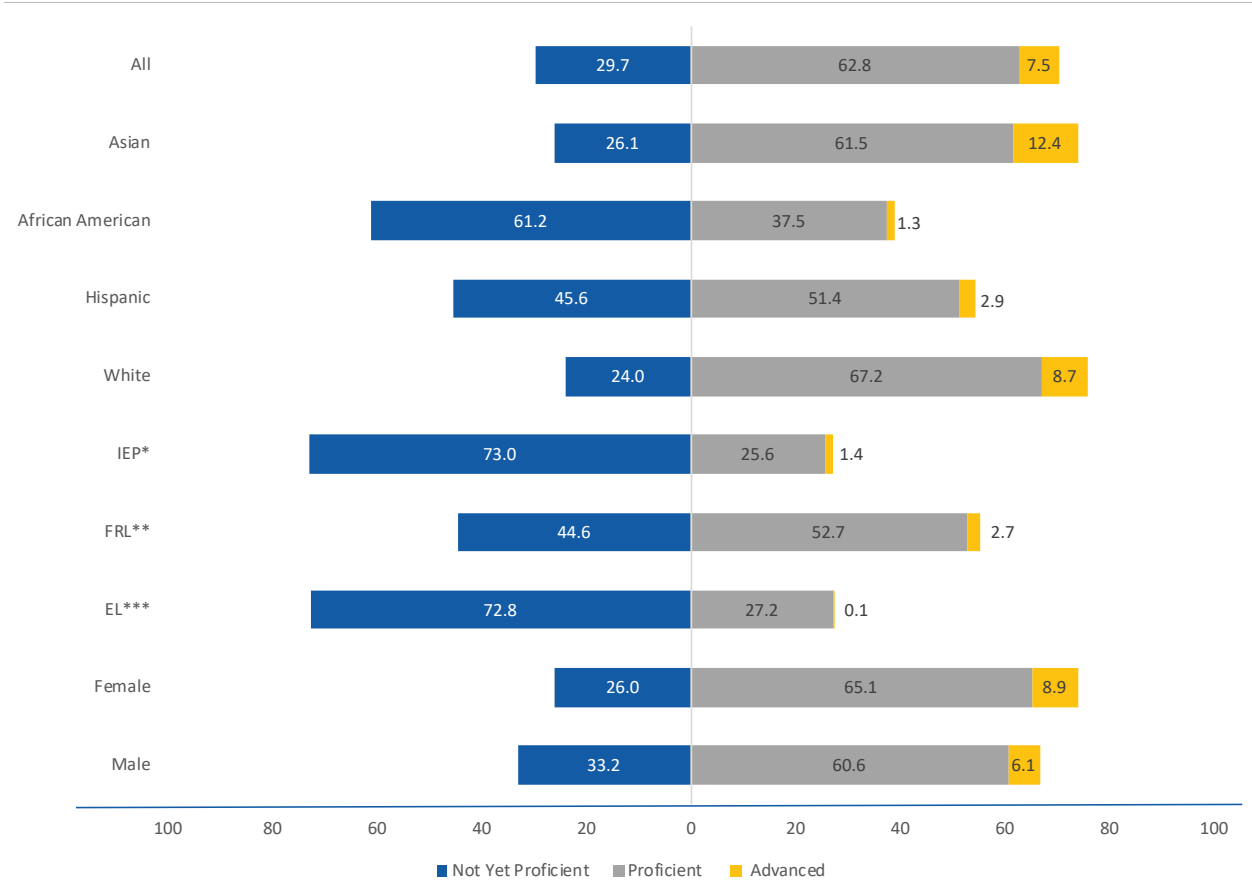
FRL** - Students eligible for free- or reduced-price meals.

EL*** - English learners.



Figure 5-2

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

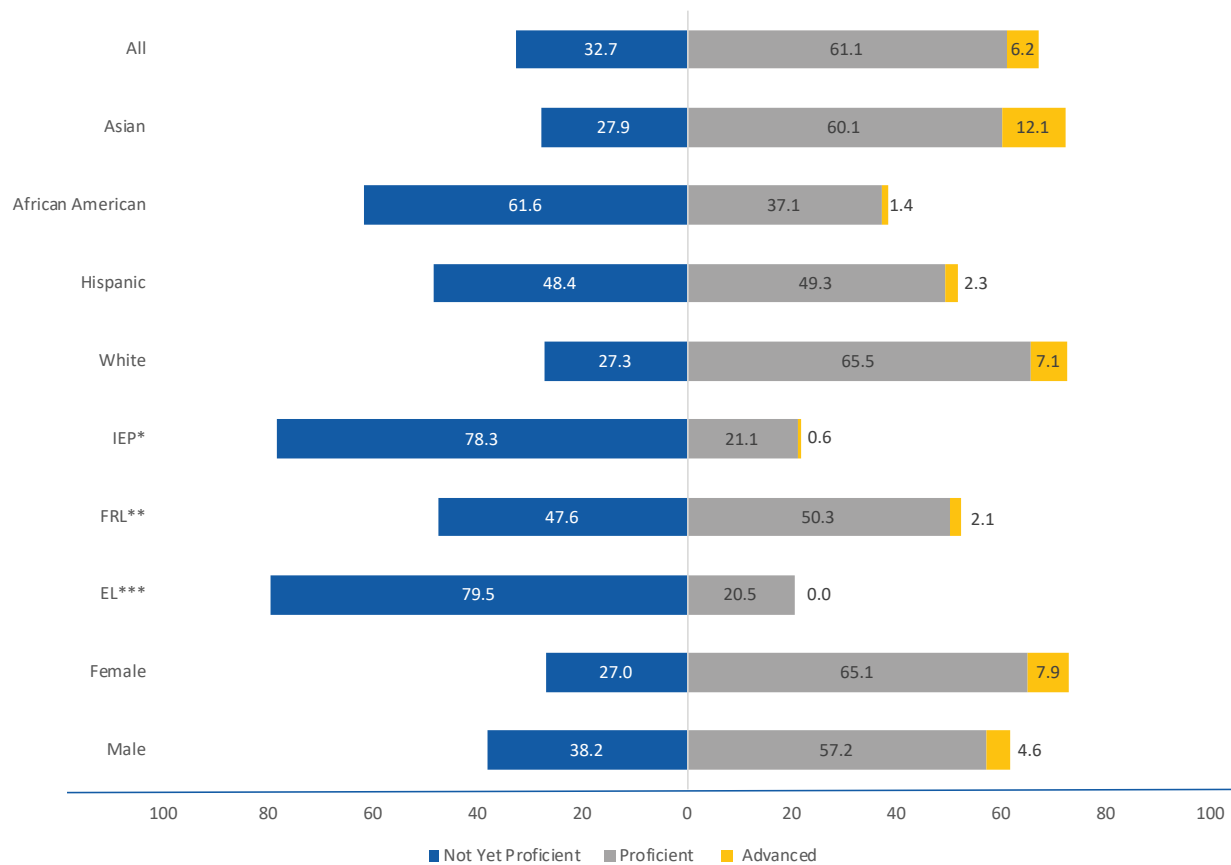
FRL** - Students eligible for free- or reduced-price meals.

EL*** - English learners.



Figure 5-3

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

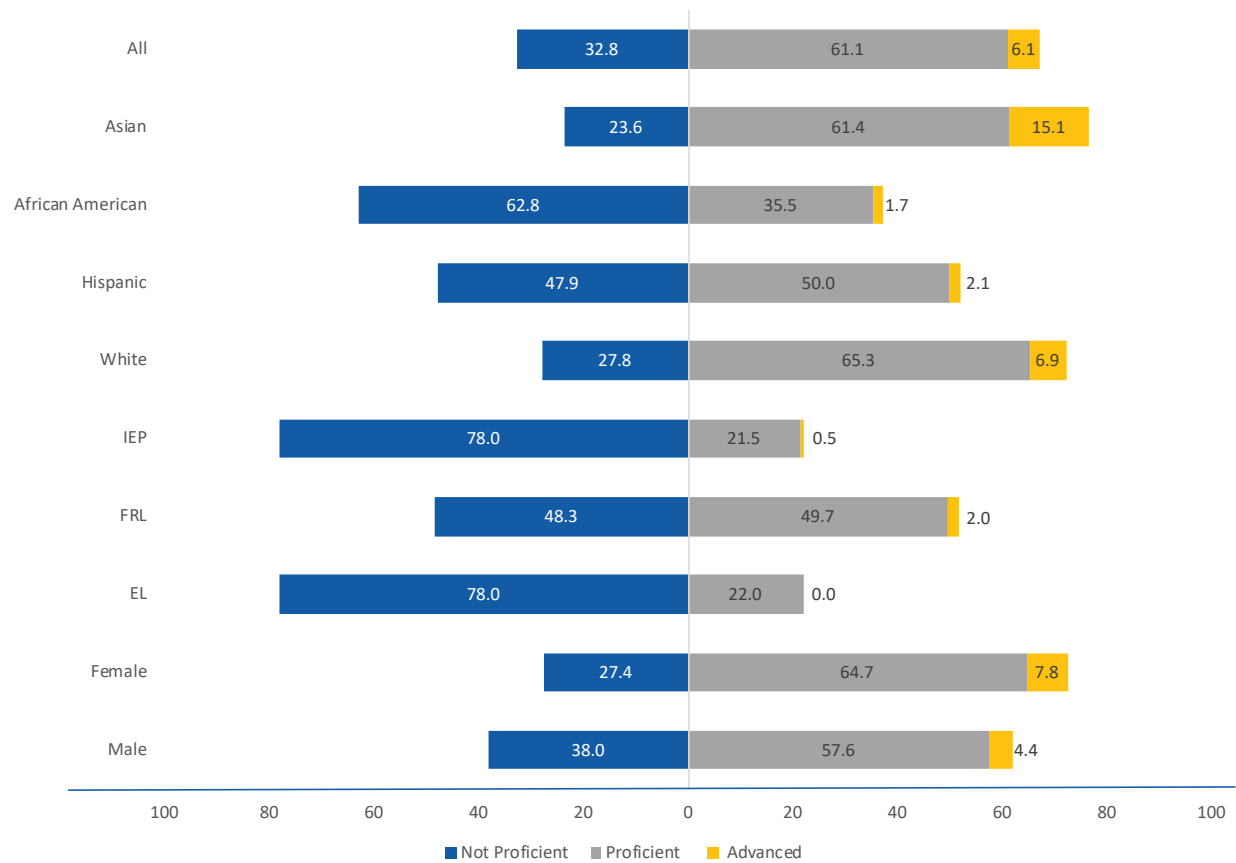
FRL** - Students eligible for free- or reduced-price meals.

EL*** - English learners.



Figure 5-4

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

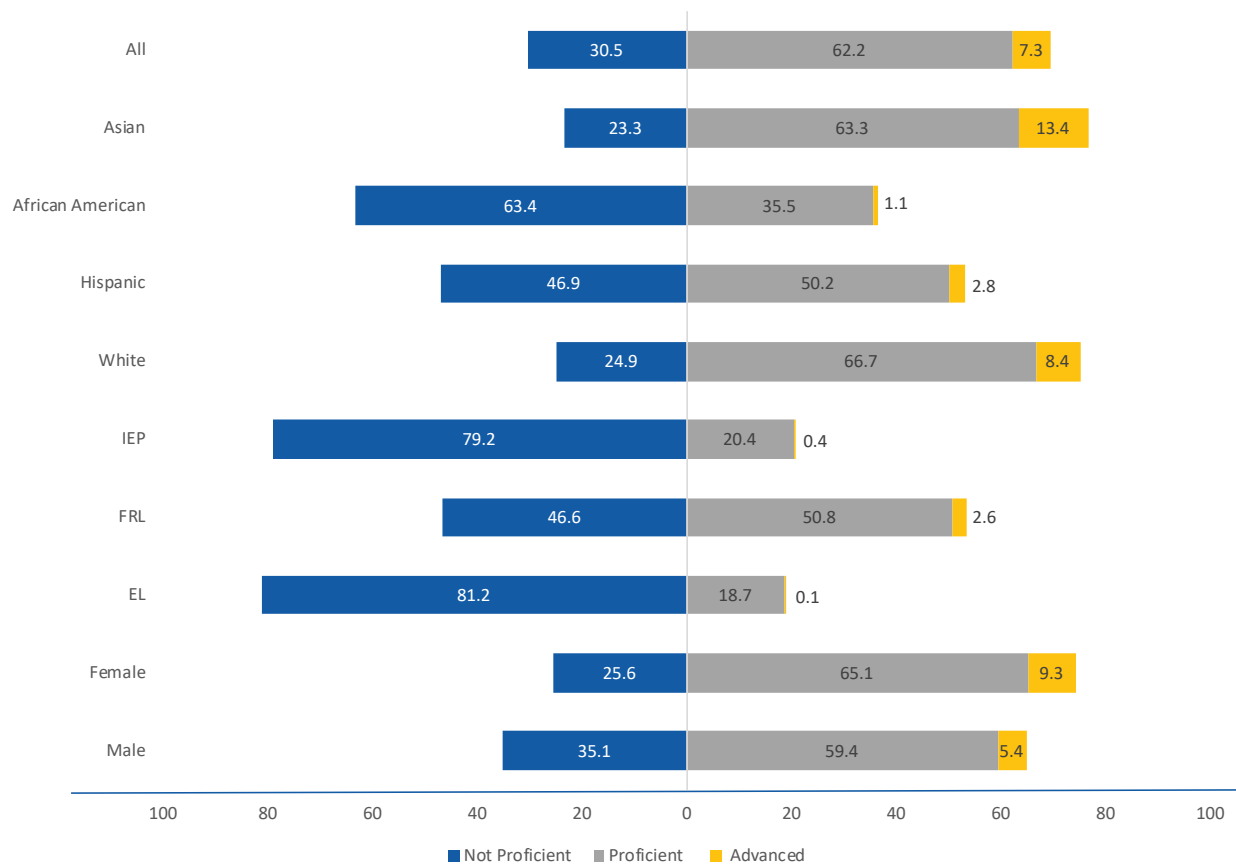
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-5

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

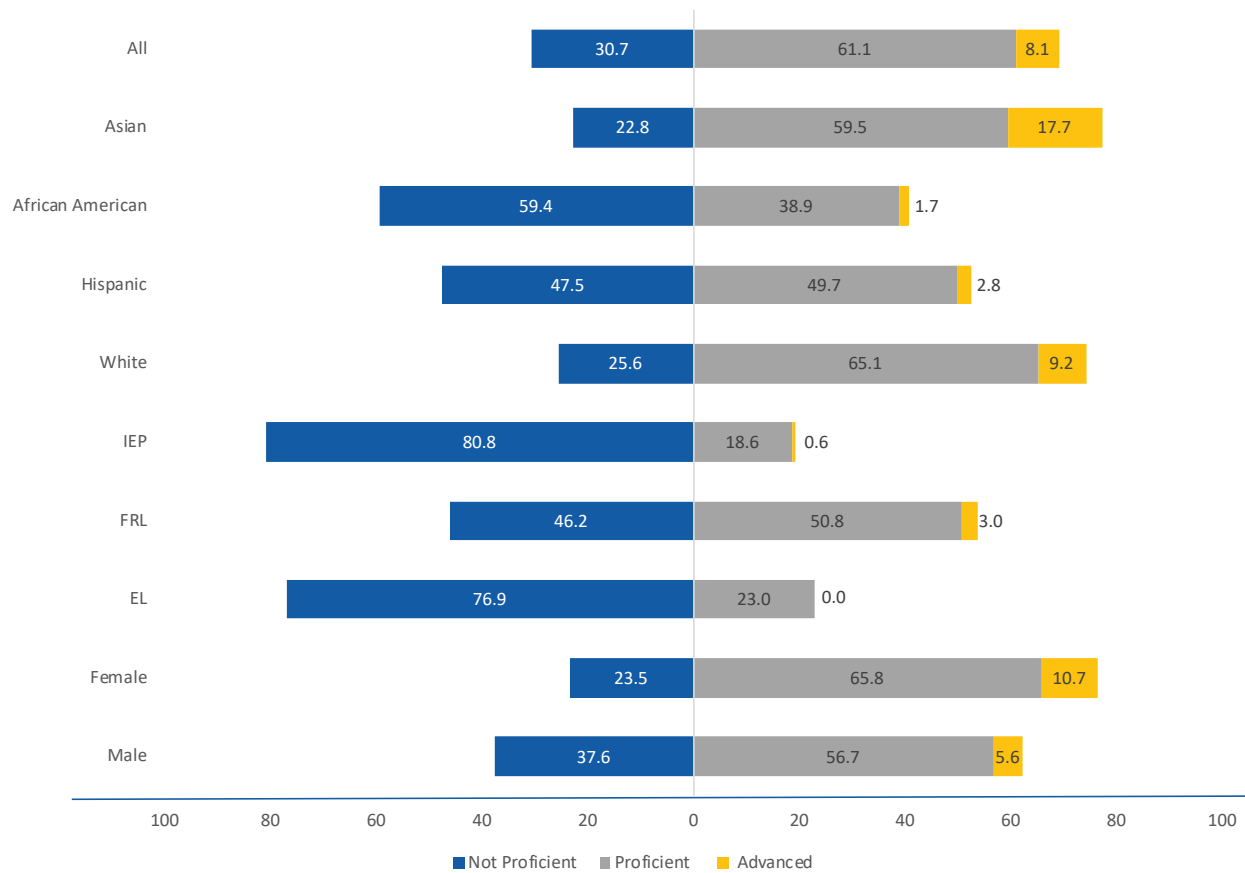
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-6

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

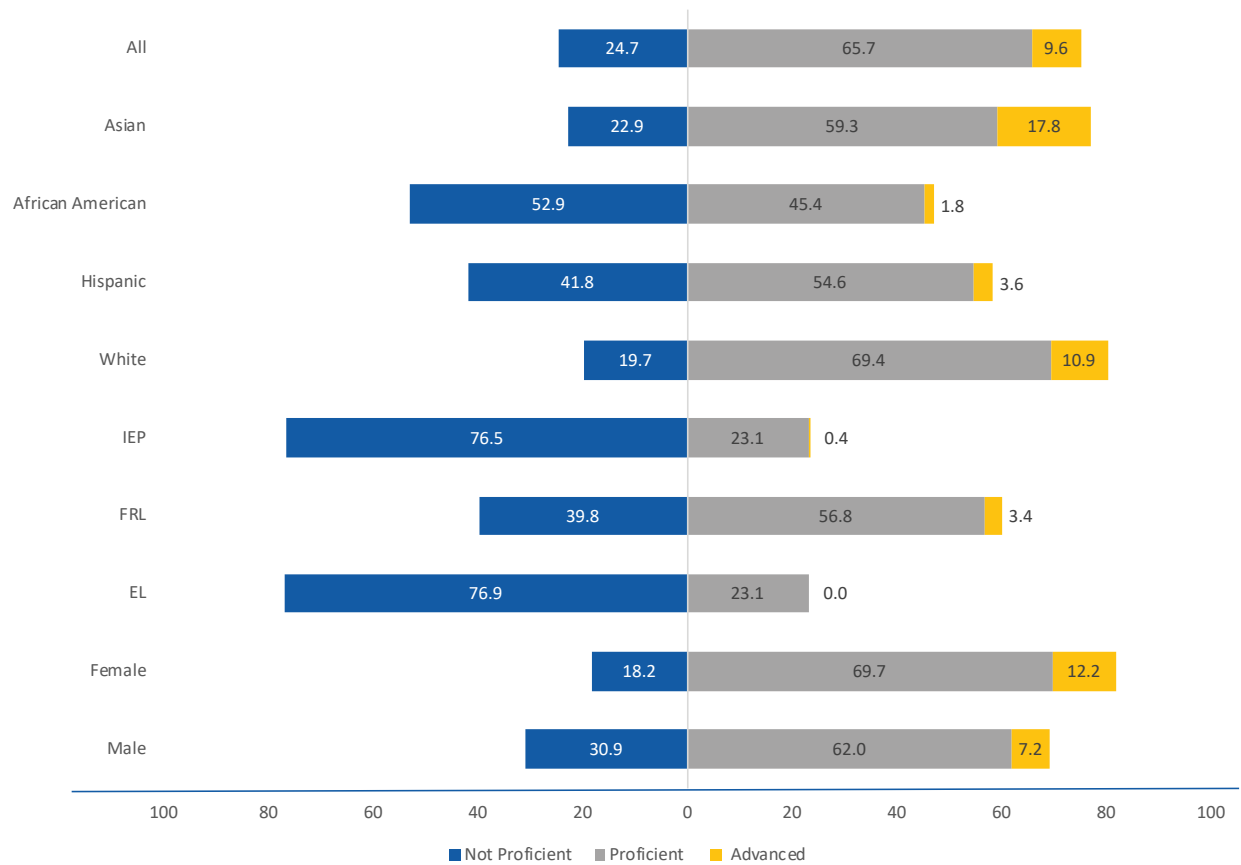
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-7

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

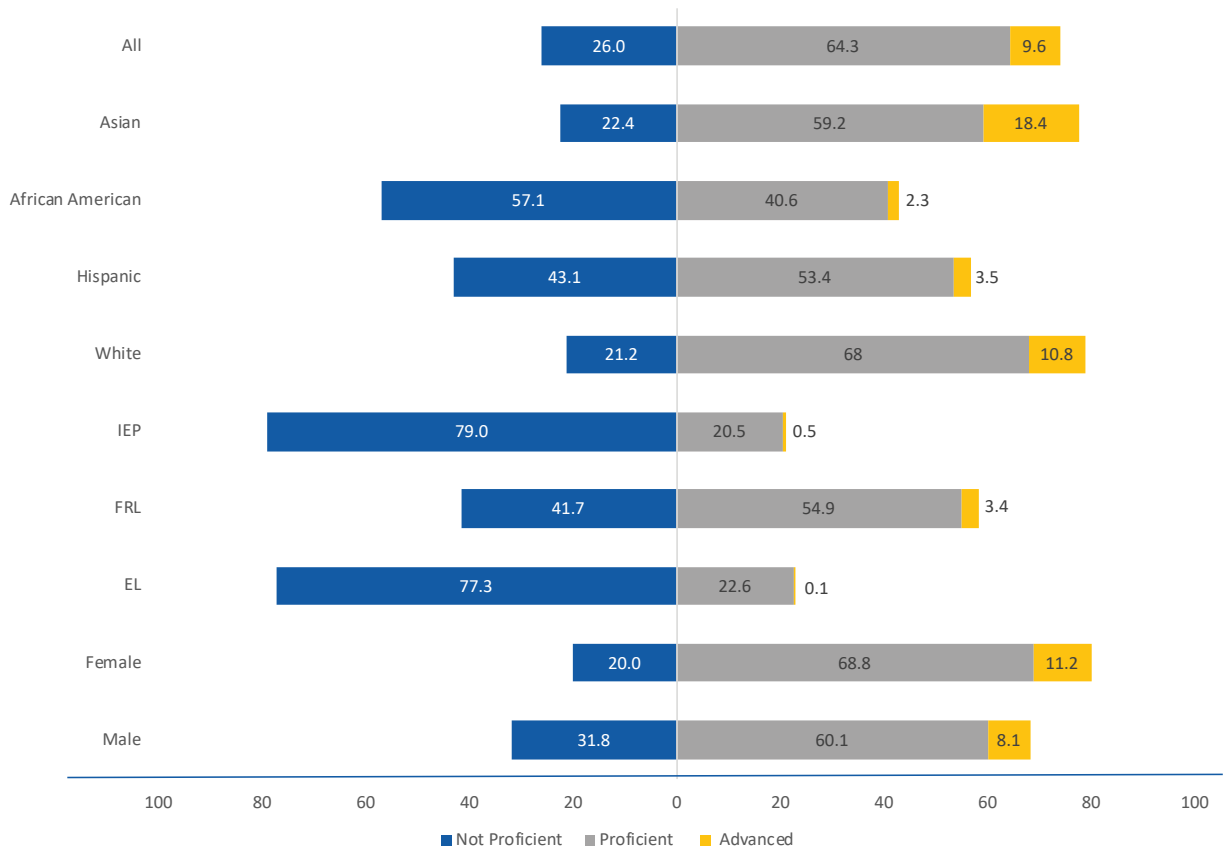
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-8

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

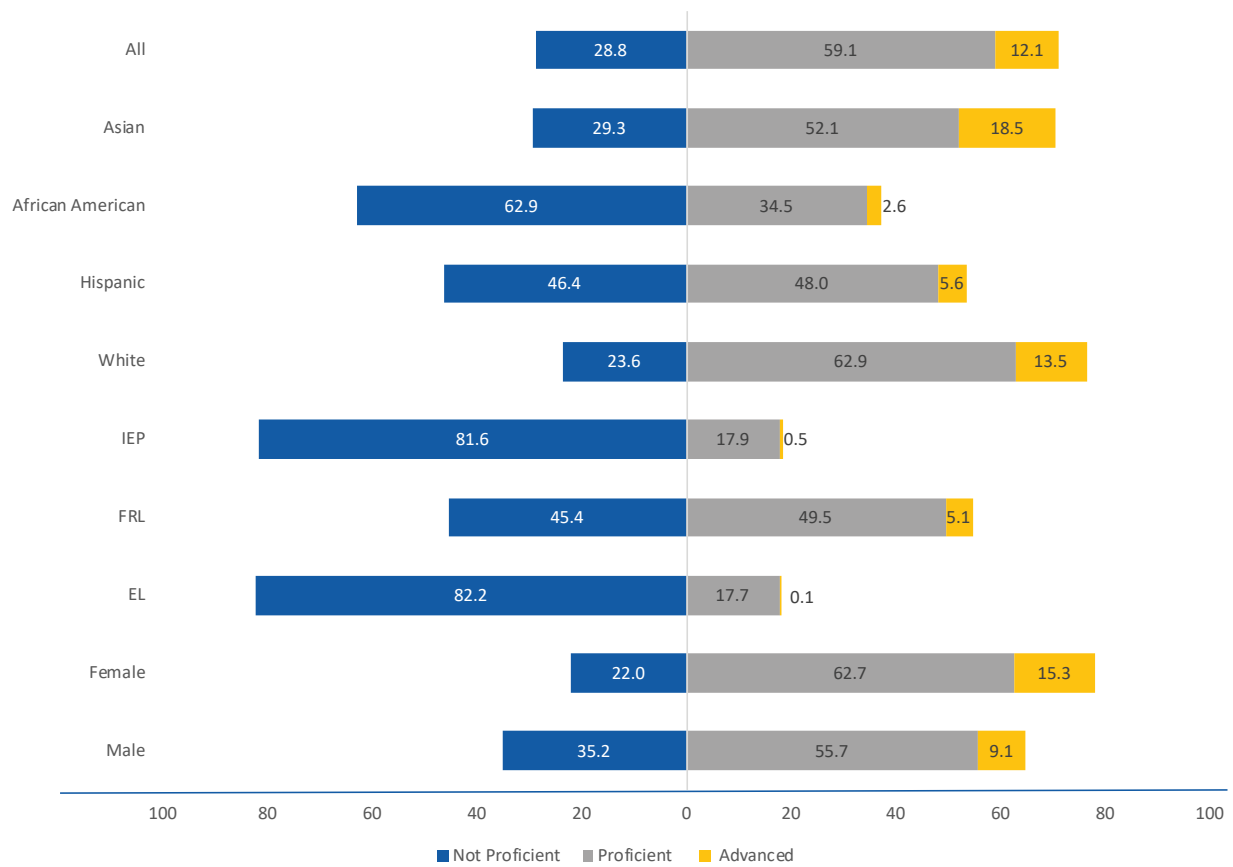
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-9

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

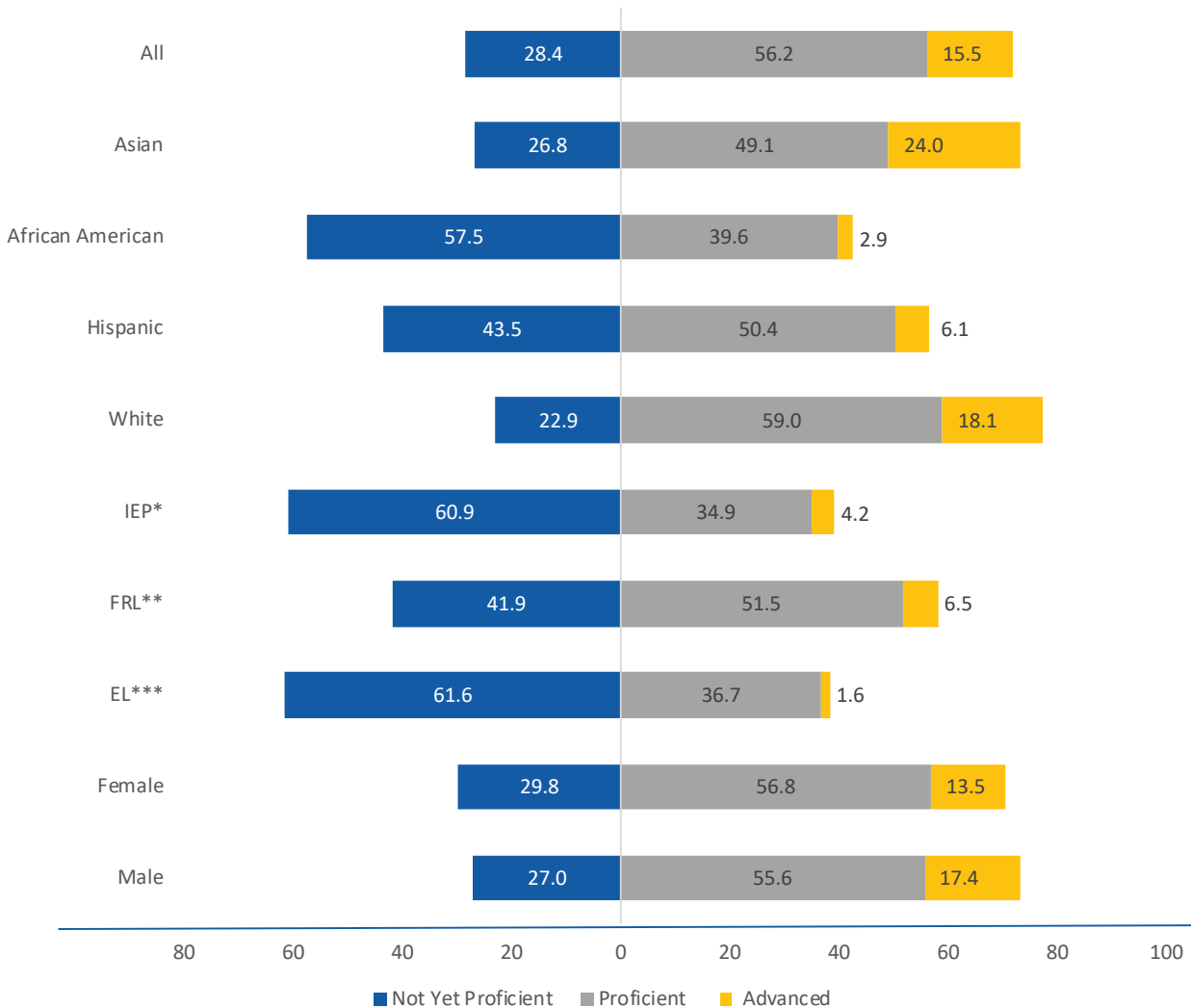


Mathematics

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

Figure 5-10

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

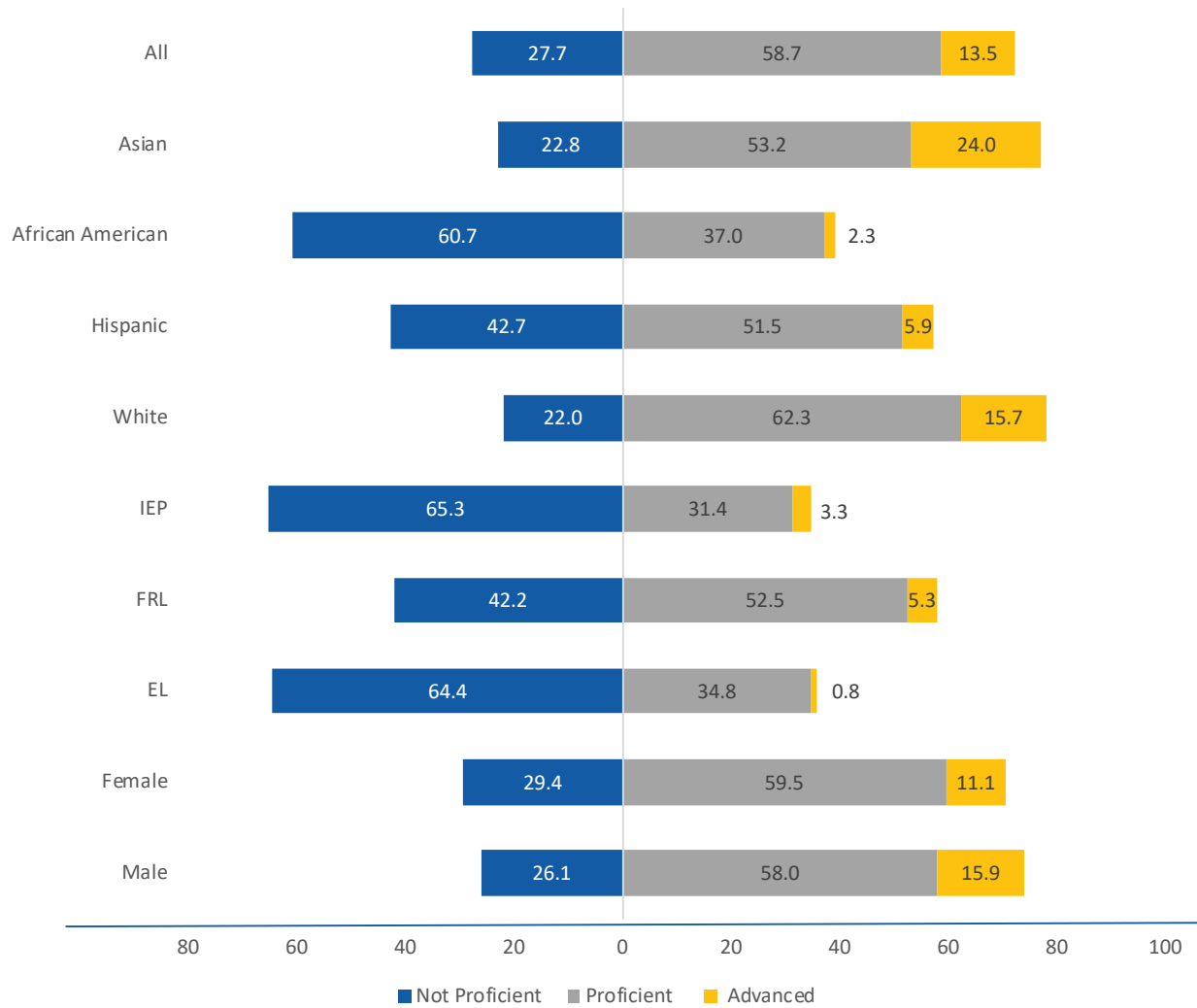
FRL** - Students eligible for free- or reduced-price meals.

EL*** - English learners.



Figure 5-11

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

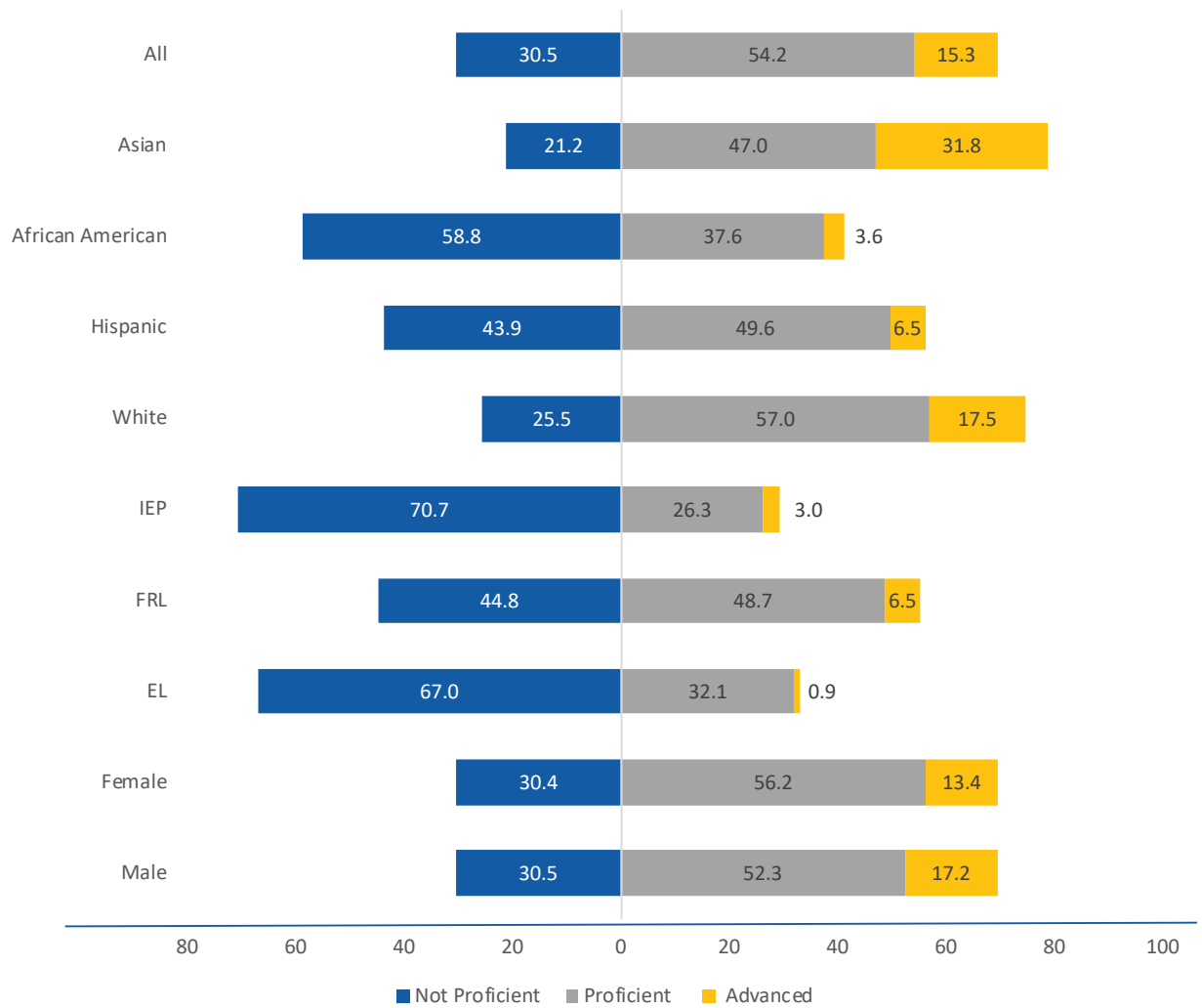
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-12

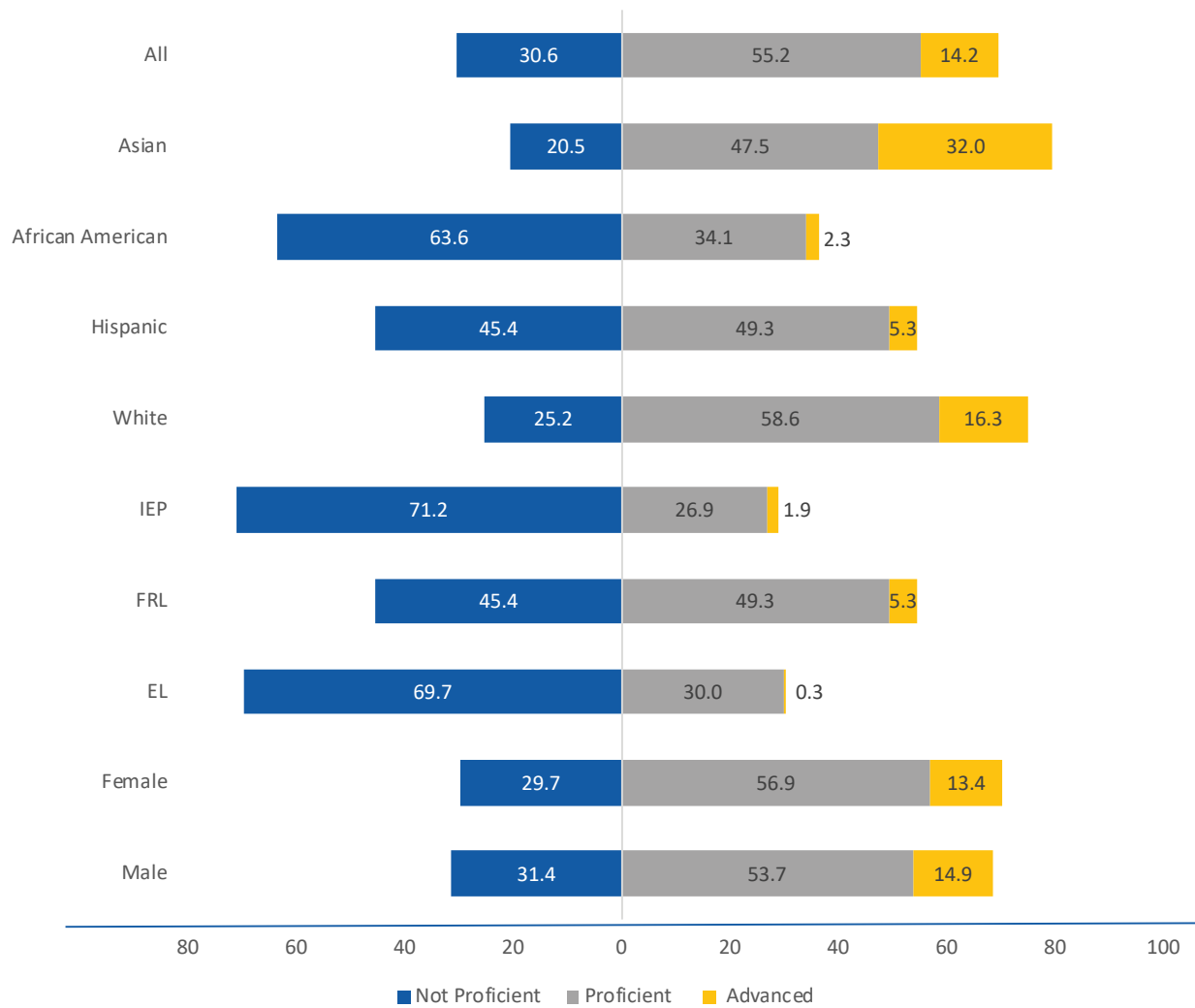
Percent of Iowa Fifth Grade Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019



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

Figure 5-13

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

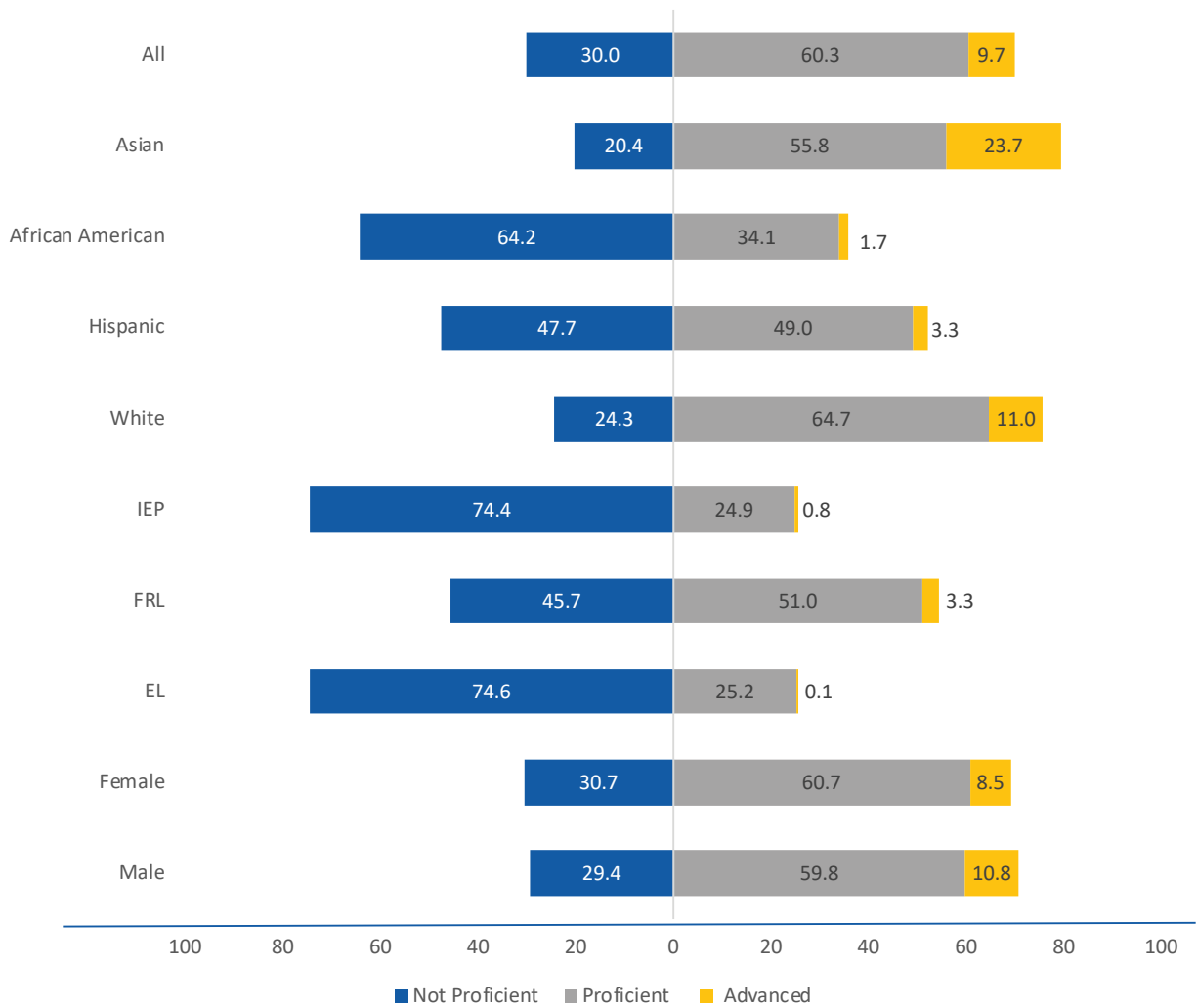
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-14

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

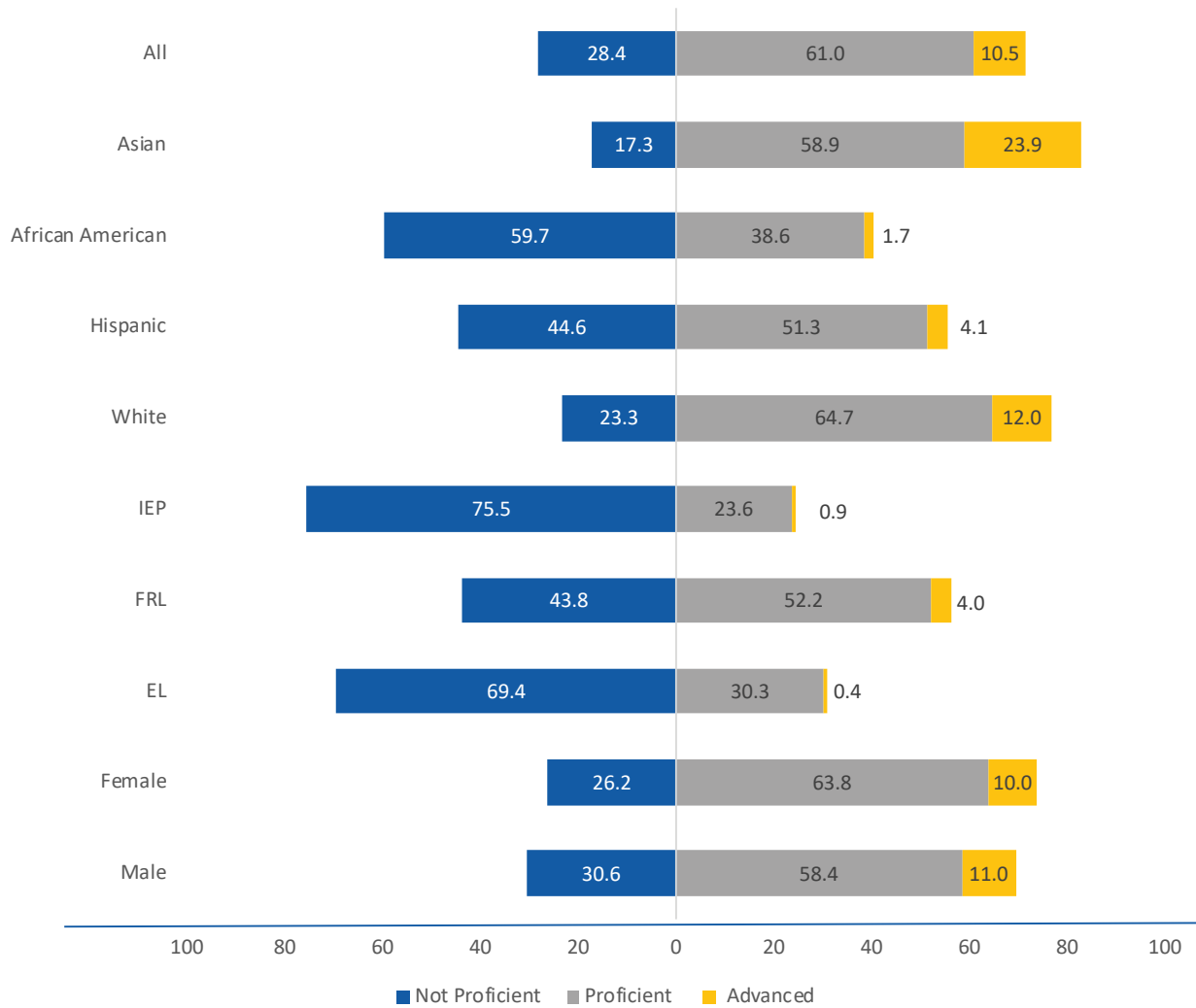
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-15

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

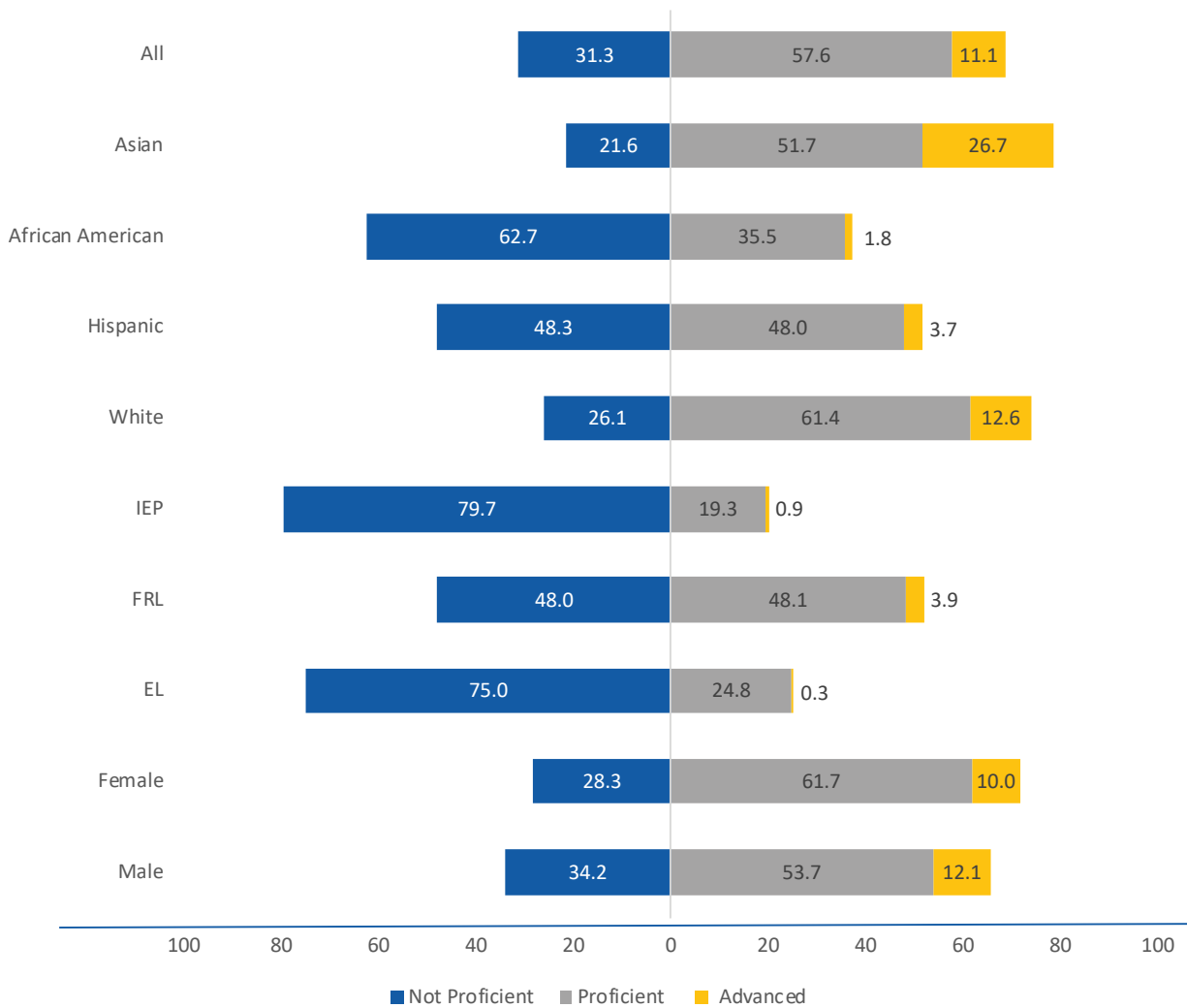


Source: Iowa Testing Programs, The University of Iowa.
 Notes: ISASP - Iowa Statewide Assessment of Student Progress.
 IEP - Students with an individualized education program.
 FRL - Students eligible for free- or reduced-price meals.
 EL - English learners.



Figure 5-16

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

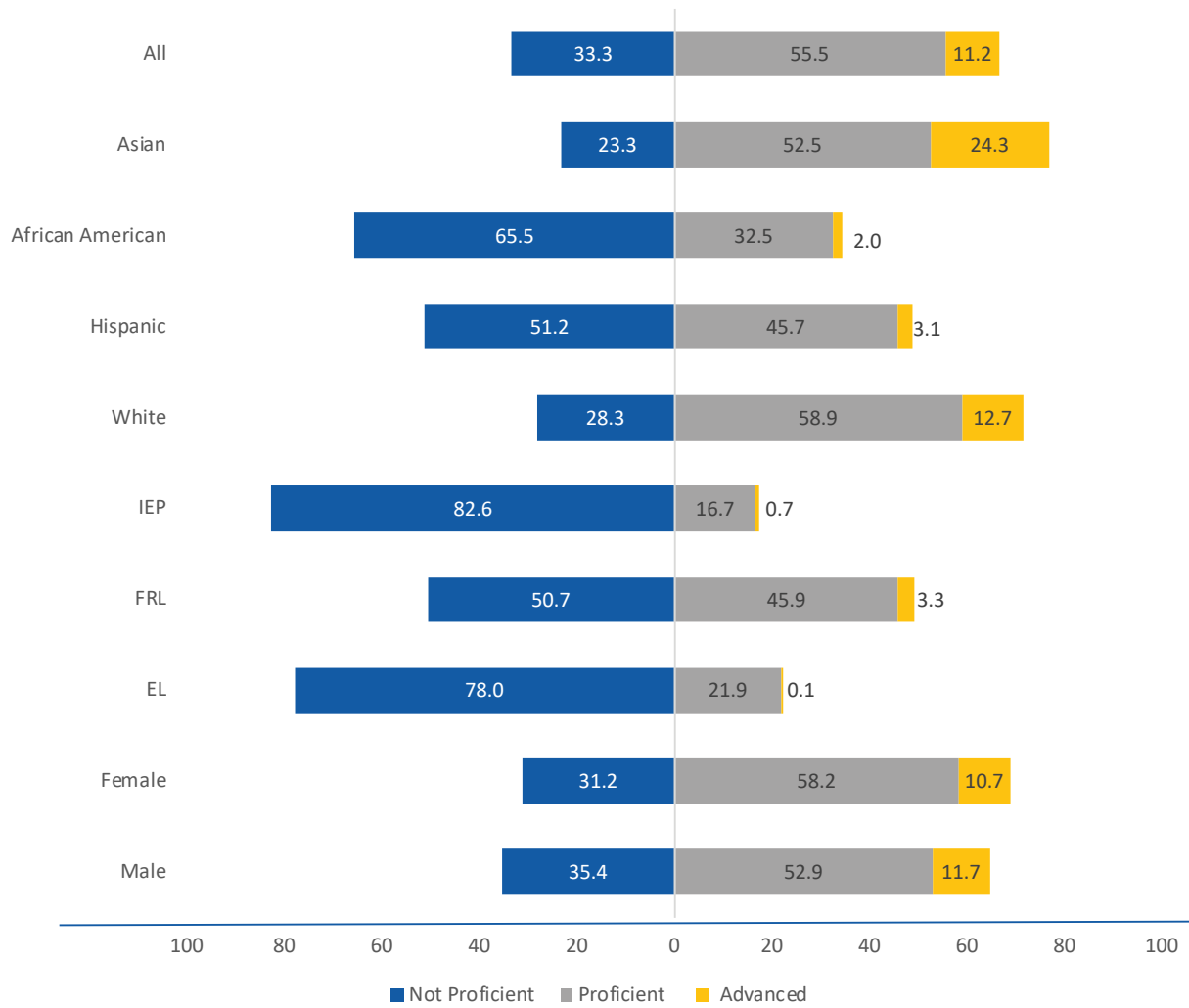
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-17

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

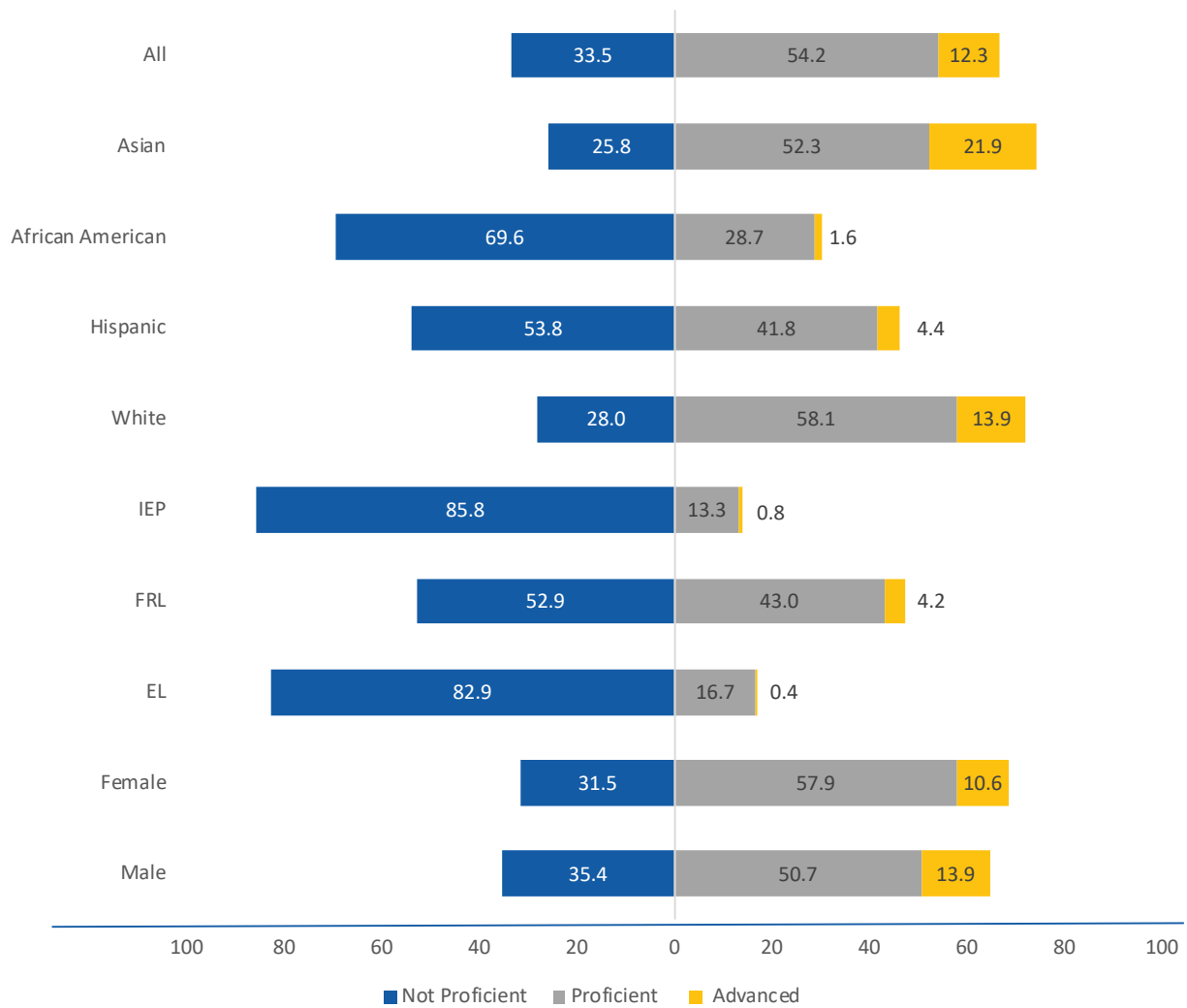


Source: Iowa Testing Programs, The University of Iowa.
 Notes: ISASP - Iowa Statewide Assessment of Student Progress.
 IEP - Students with an individualized education program.
 FRL - Students eligible for free- or reduced-price meals.
 EL - English learners.



Figure 5-18

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

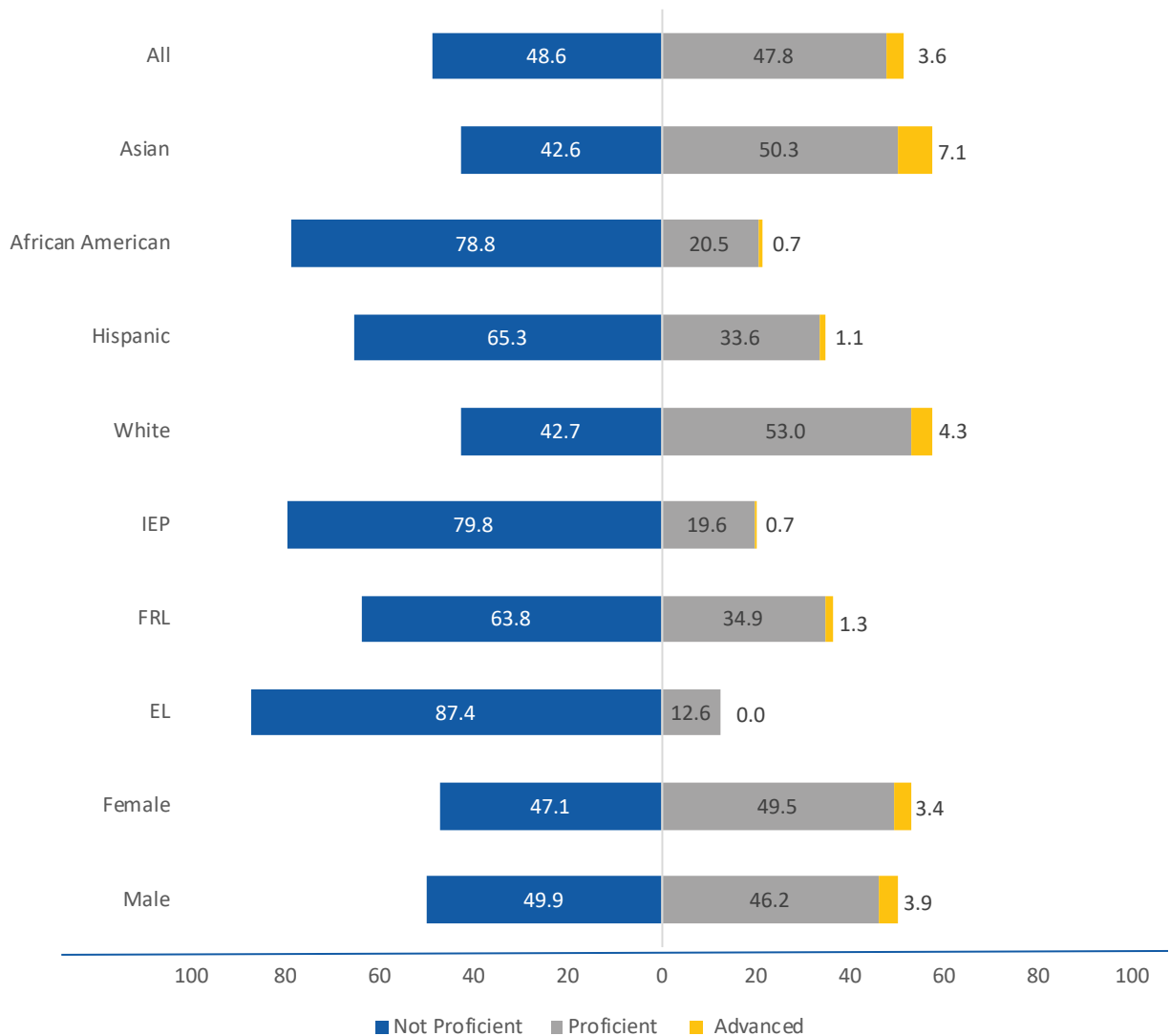


Science

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

Figure 5-19

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

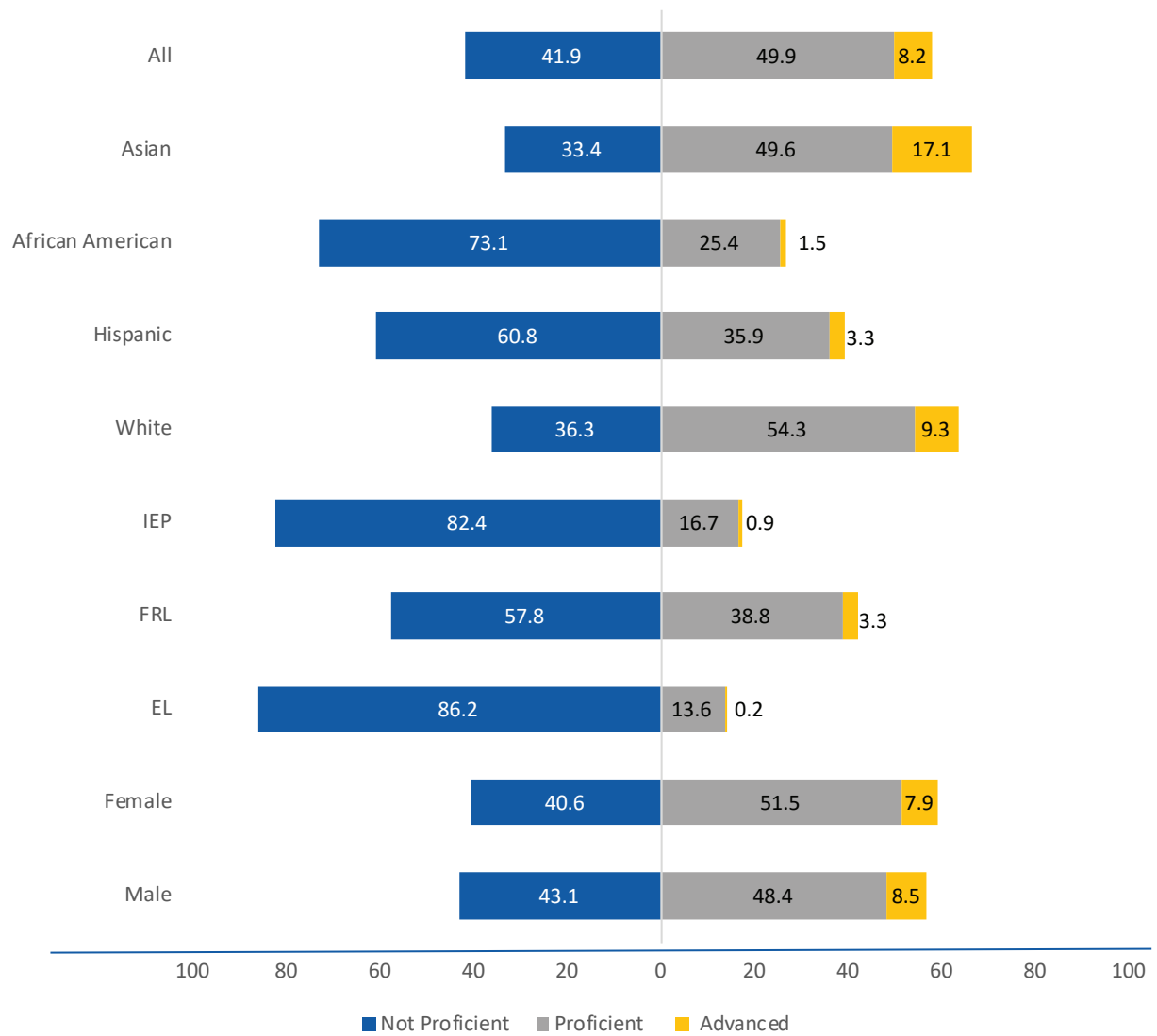
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-20

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

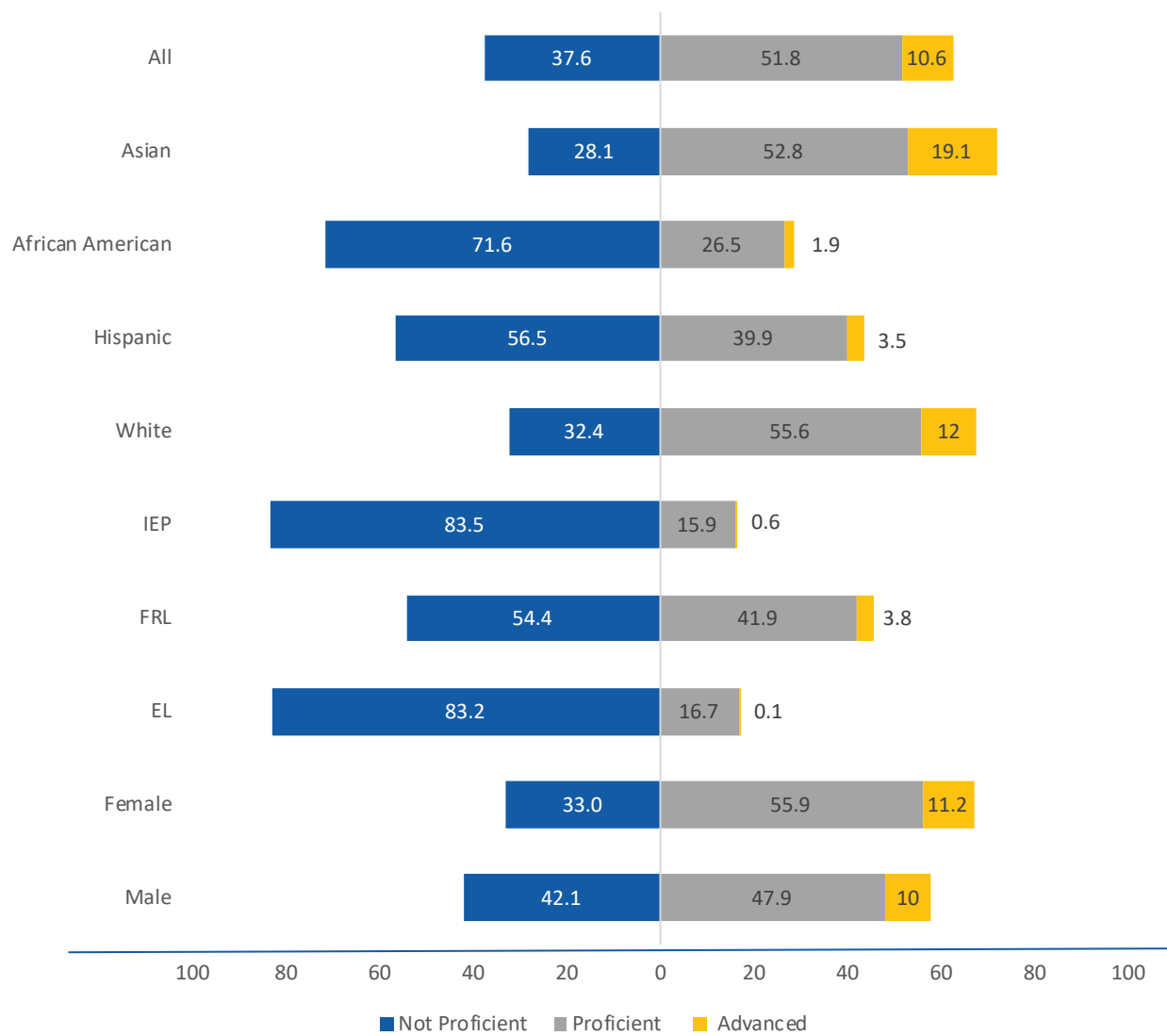
FRL - Students eligible for free- or reduced-price meals.

EL - English learners.



Figure 5-21

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

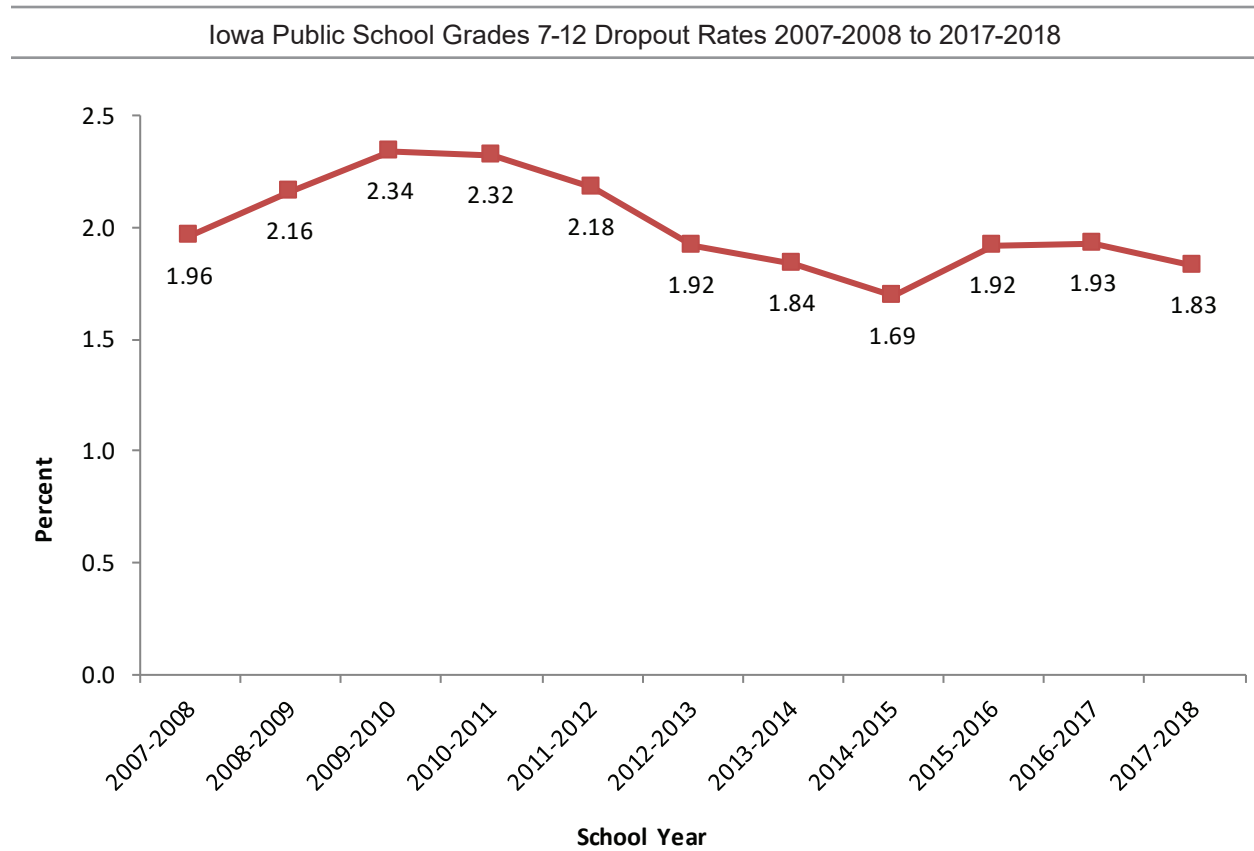
EL - English learners.



Dropouts

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

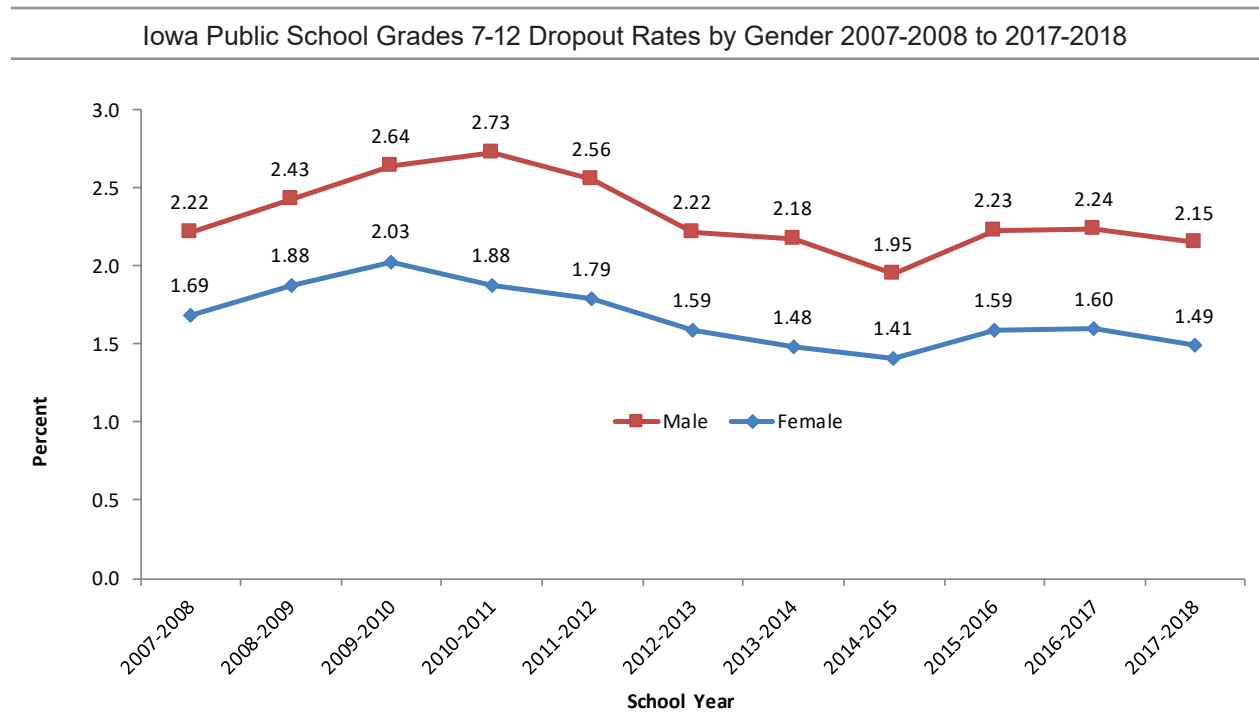
Figure 5-22



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

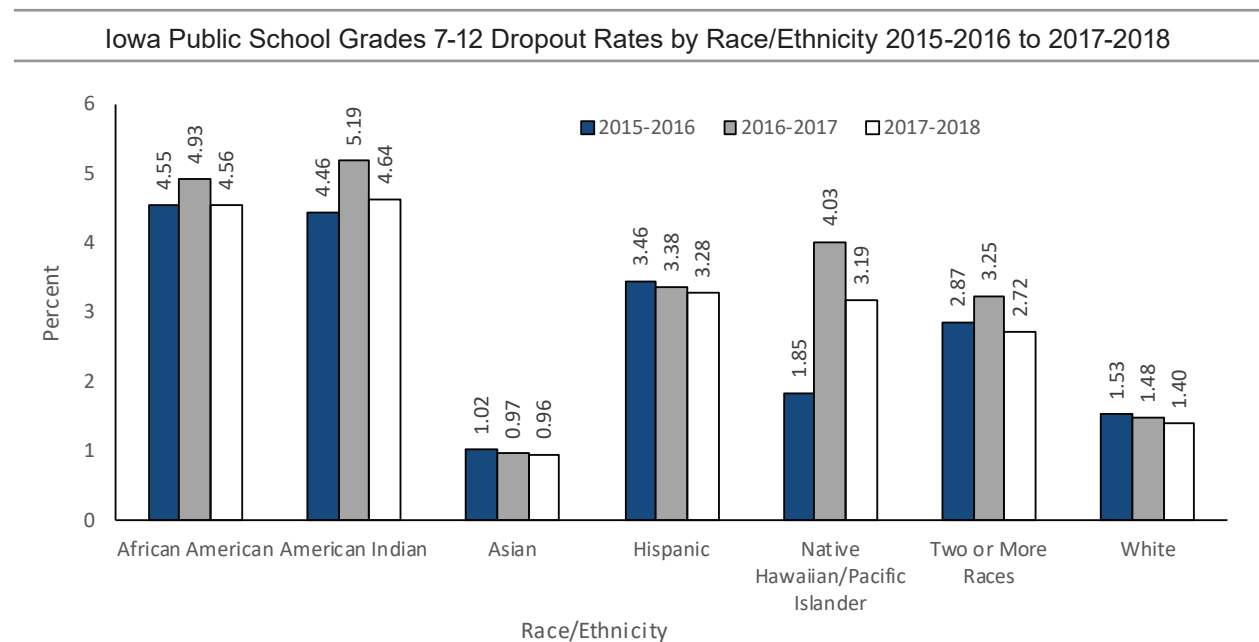


Figure 5-23



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

Figure 5-24



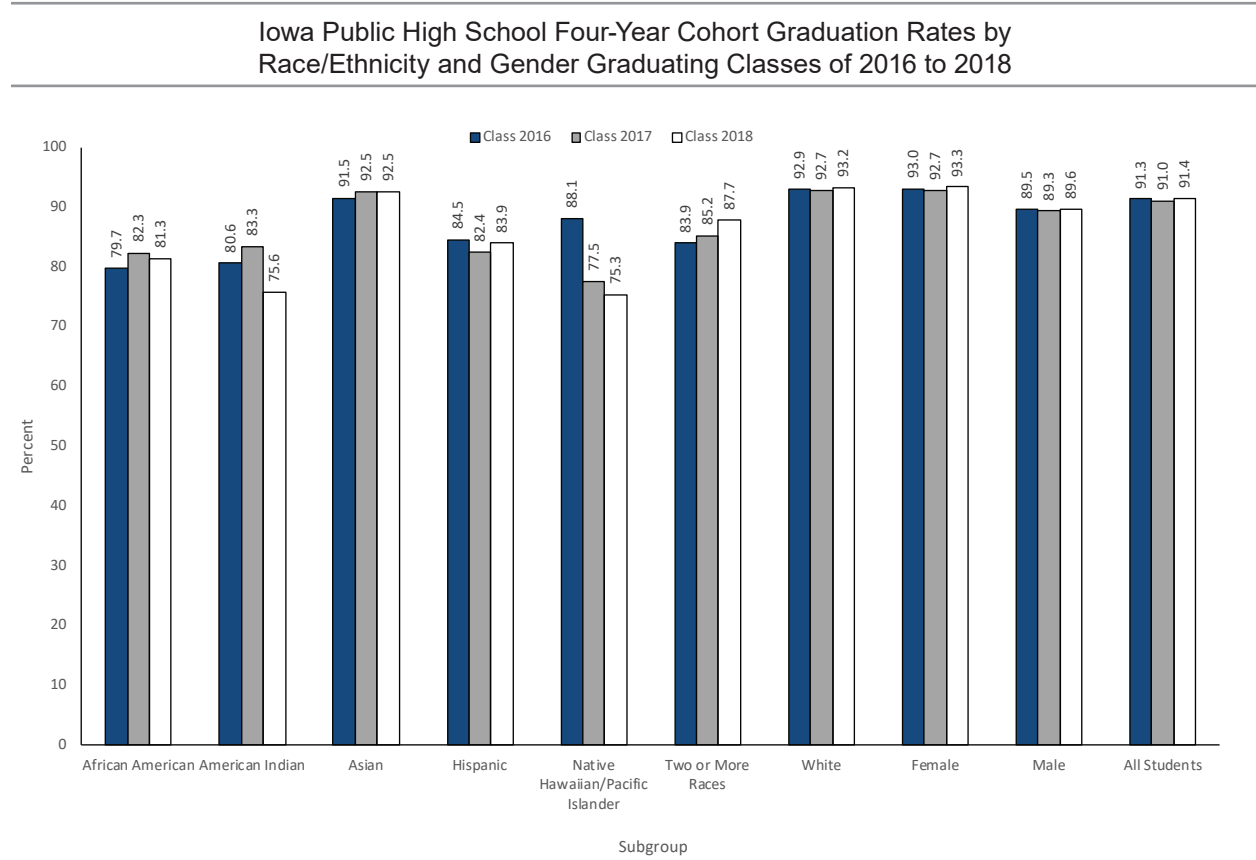
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa Enrollment and Dropout files.



High School Graduation Rates

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

Figure 5-25



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

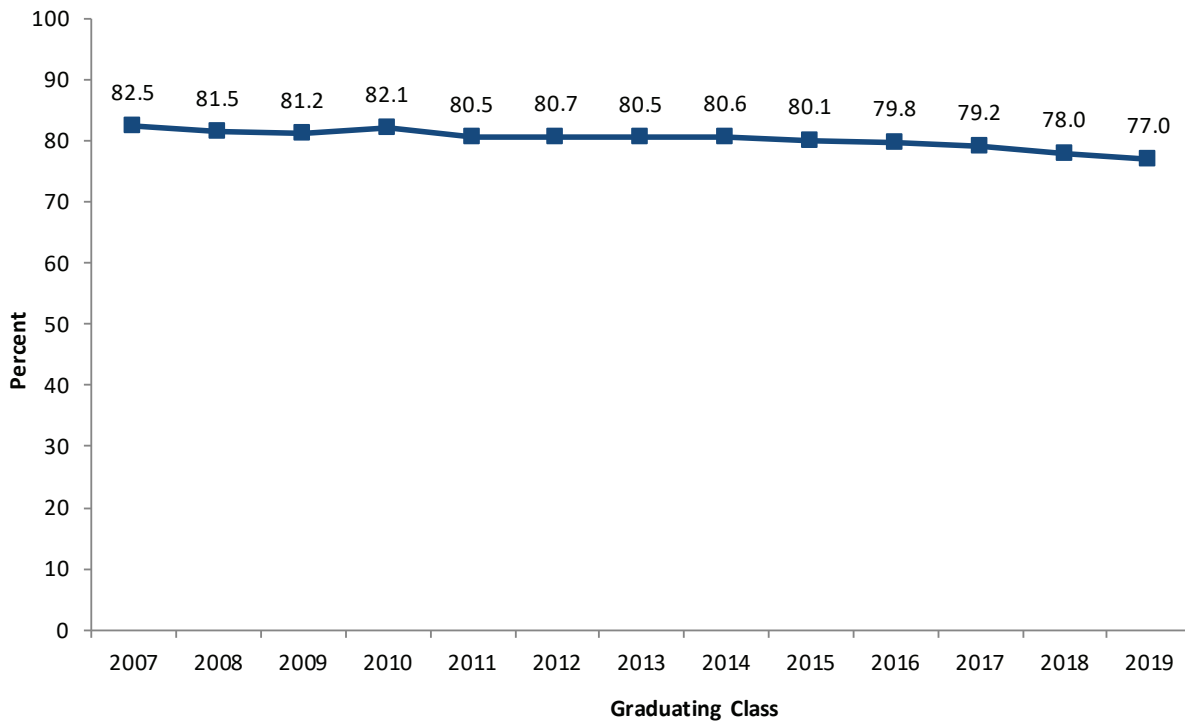


Postsecondary Education/Training Intentions

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

Figure 5-26

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



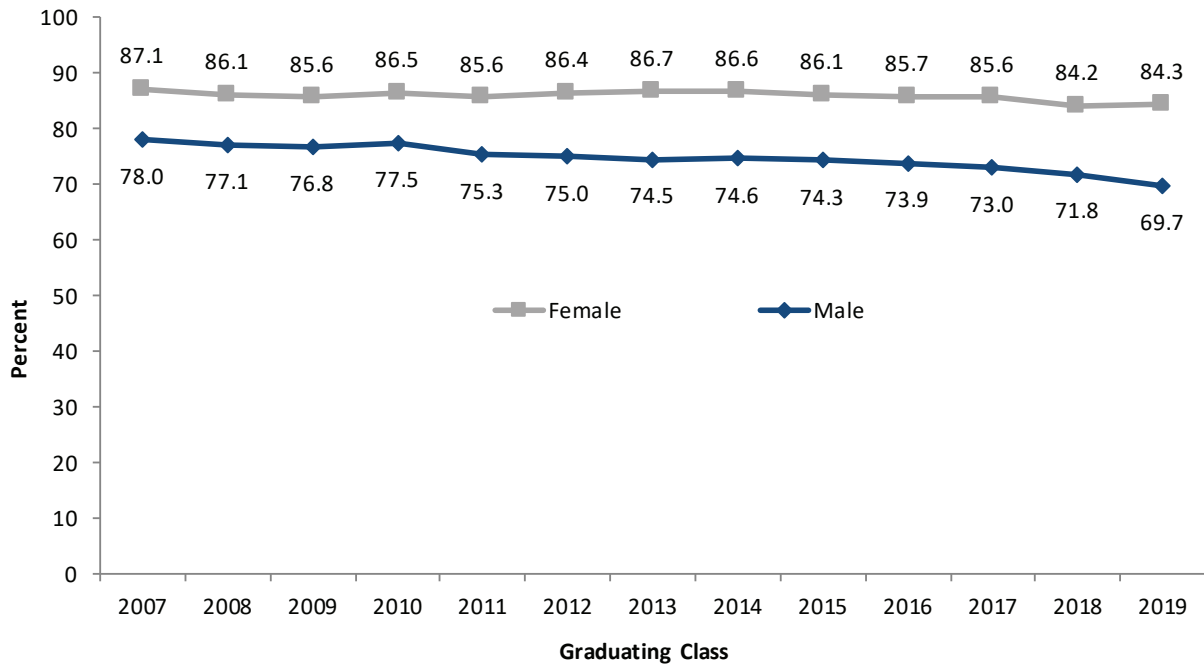
Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.

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



Figure 5-27

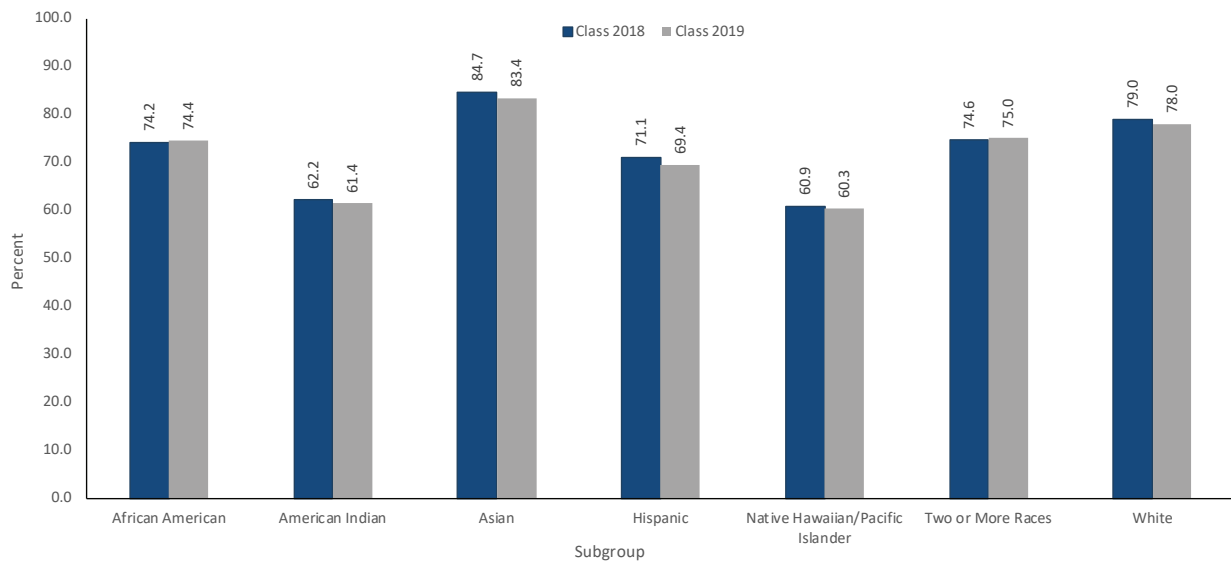
Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Gender Graduating Classes 2007 to 2019



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

Figure 5-28

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



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

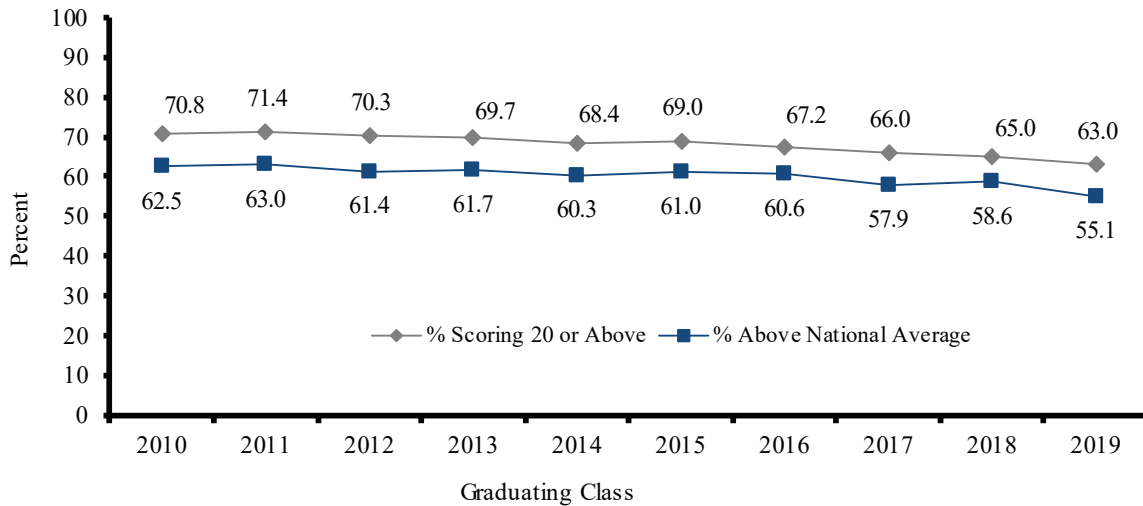


Probable Postsecondary Success

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

Figure 5-29

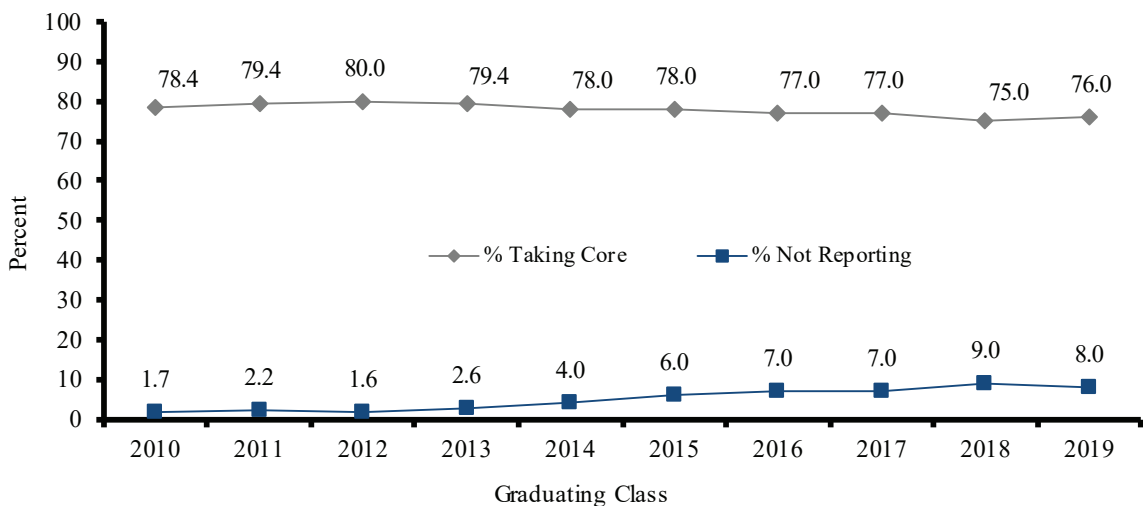
Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above Graduating Classes of 2010 to 2019



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

Figure 5-30

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



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

Notes: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs. The lower line shows the percent of ACT test takers not reporting any information in their courses taken.



Student Performance by Tests and Areas

National Assessment of Educational Progress

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

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

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

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



Table 5-4

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



Table 5-4 (...continued)

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

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

Notes: *Accommodations not allowed.

Observed differences are not necessarily statistically significant.

Detail may not sum to totals because of rounding.



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

Figure 5-31

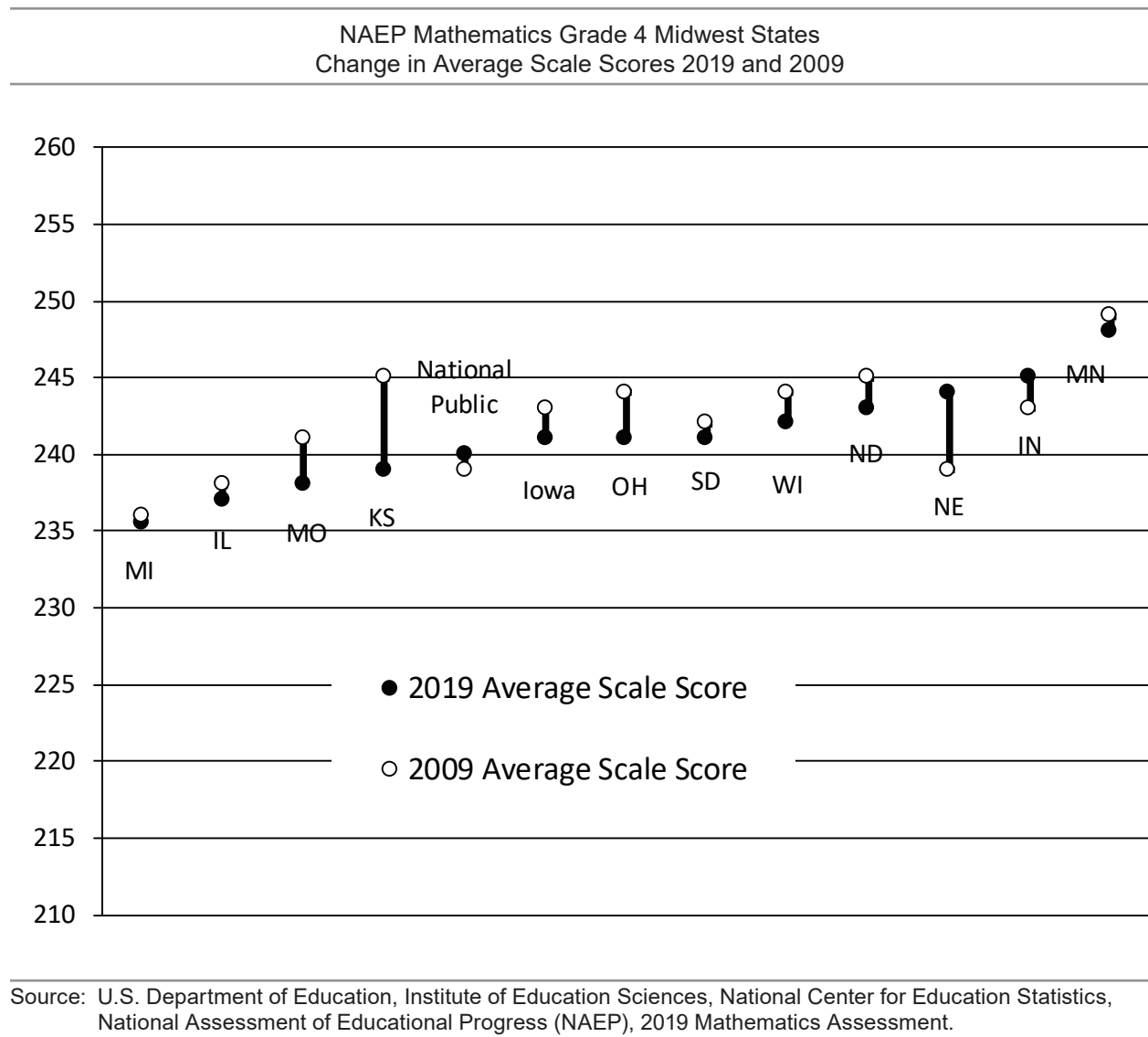
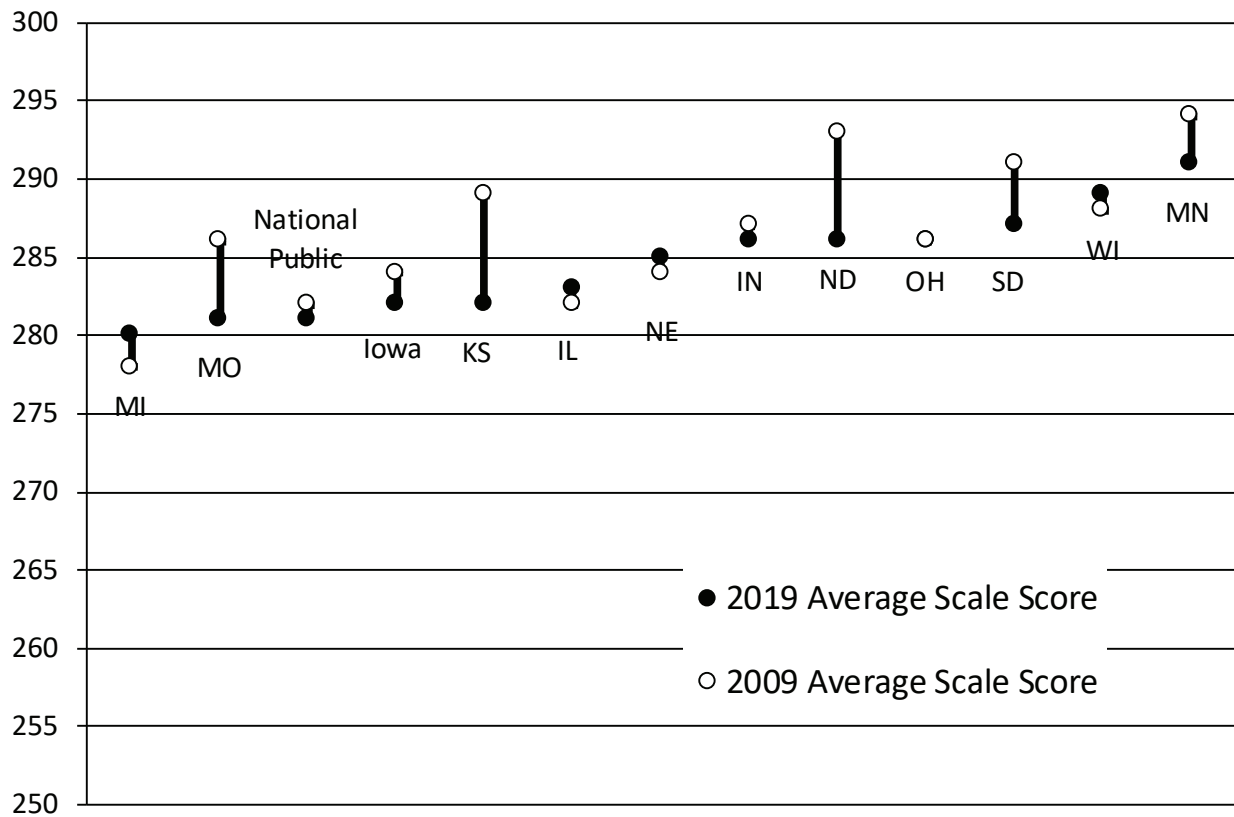


Figure 5-32

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



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



Figure 5-33

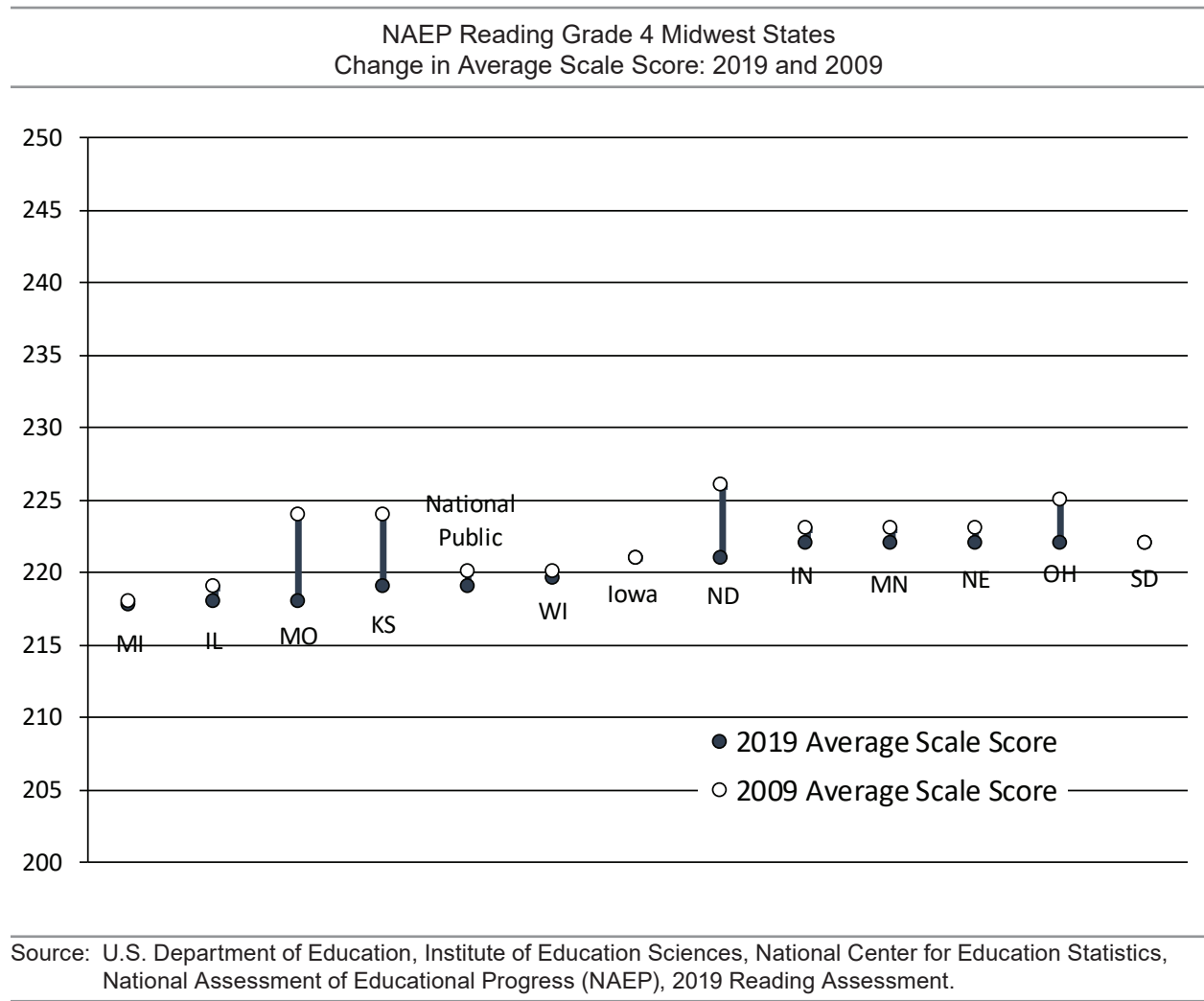
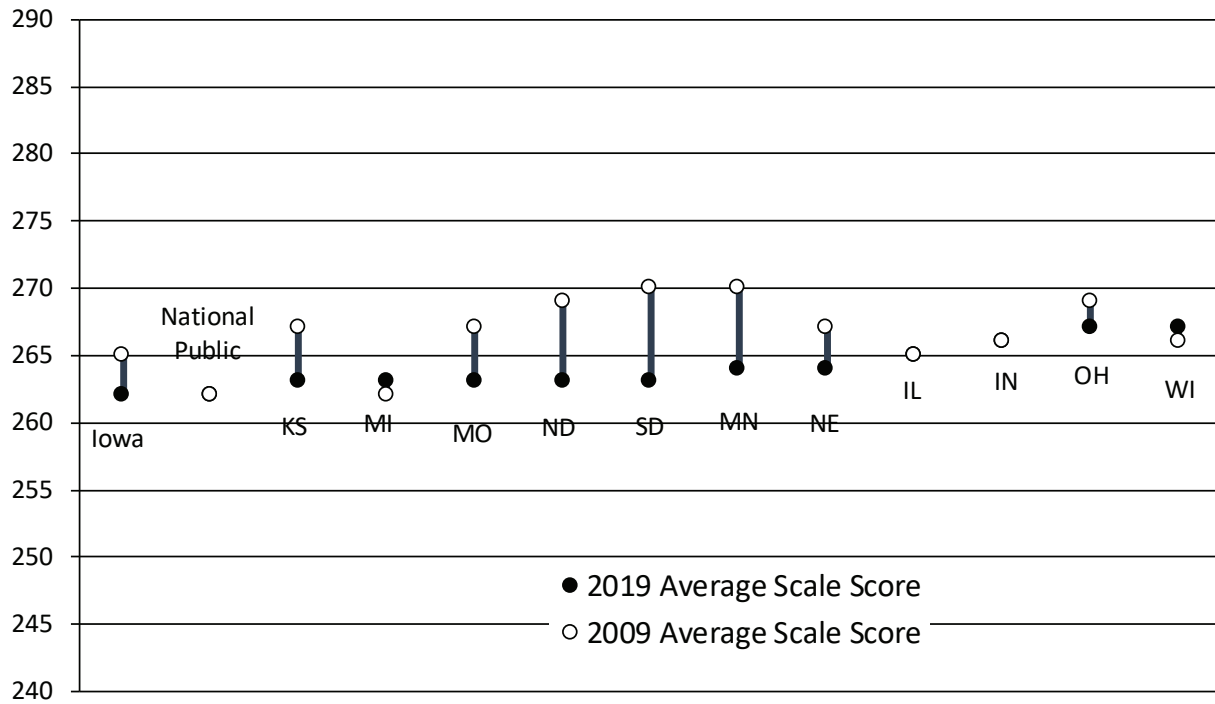


Figure 5-34

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



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



ACT

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

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

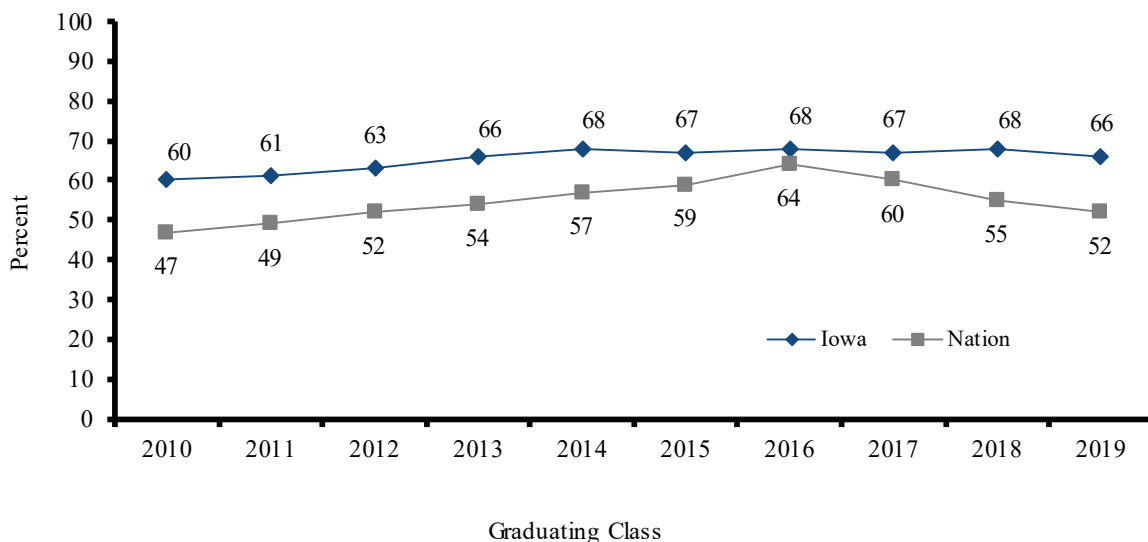
In 2019, 66 percent of Iowa high school graduates participated in the ACT. The participation rate for the nation has been lower than Iowa rates for all years displayed. The gap has increased over the last three years (Figure 5-35).

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

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

Figure 5-35

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

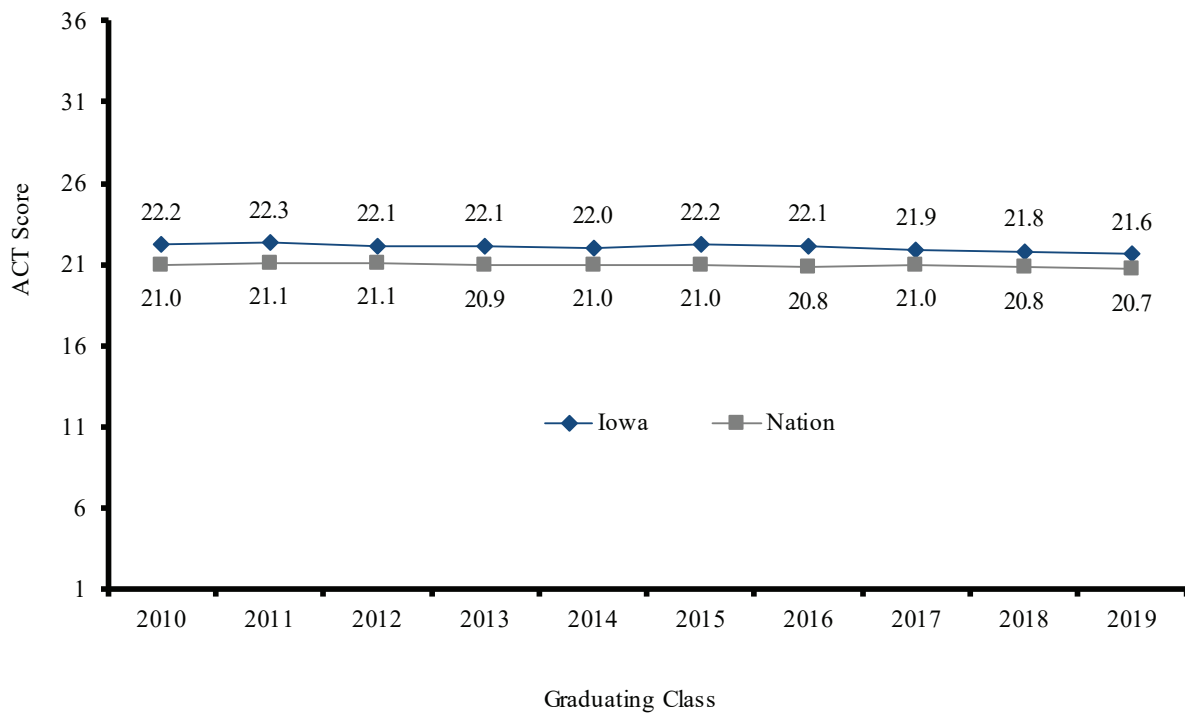


Source: ACT, INC, The Condition of Colleges and Career Readiness.



Figure 5-36

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



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



Table 5-5

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

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

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

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



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

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

Table 5-6

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

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



ACT Scores for Core and Less-than-Core Students

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

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

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

Table 5-7

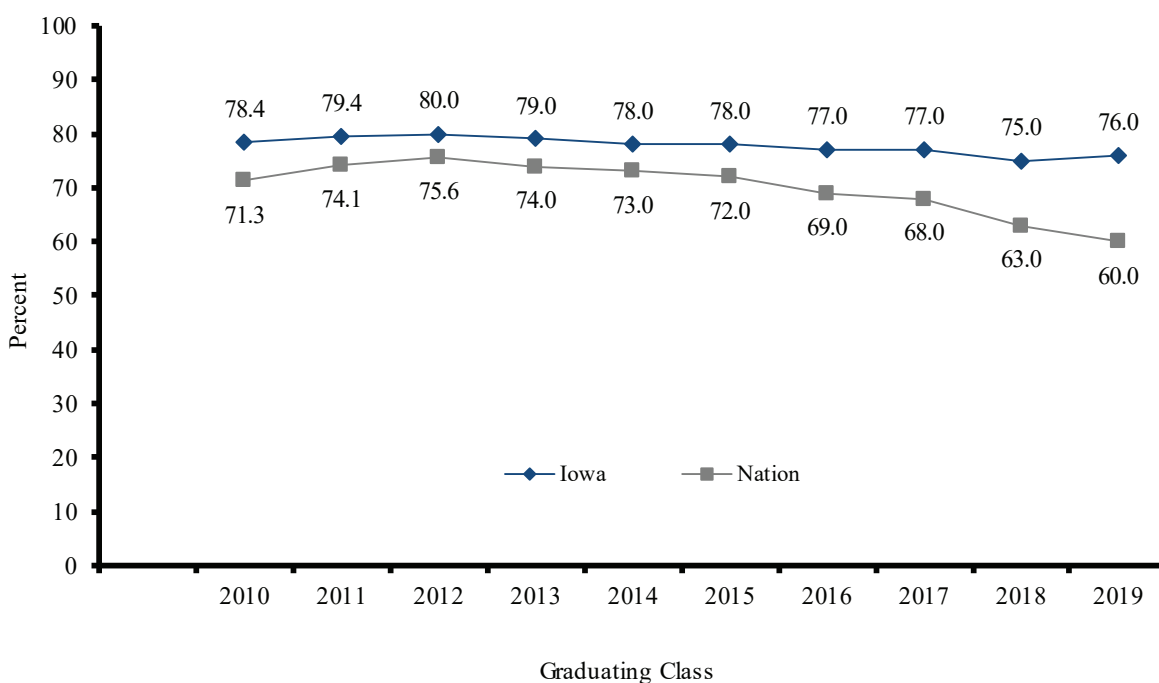
| ACT Standards for Core High School Programs | | | |
|---|-----------|---|---------------|
| Core Area | Years | Course | Credit |
| English | 4 or more | English 9, 10, 11, 12 | 1 year each |
| Mathematics | 3 or more | Algebra I & II, Geometry | 1 year each |
| | | Trigonometry & calculus (not precalculus),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

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



Figure 5-37

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



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

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

Table 5-8

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

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

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

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



ACT Composite Score Distributions

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

Table 5-9

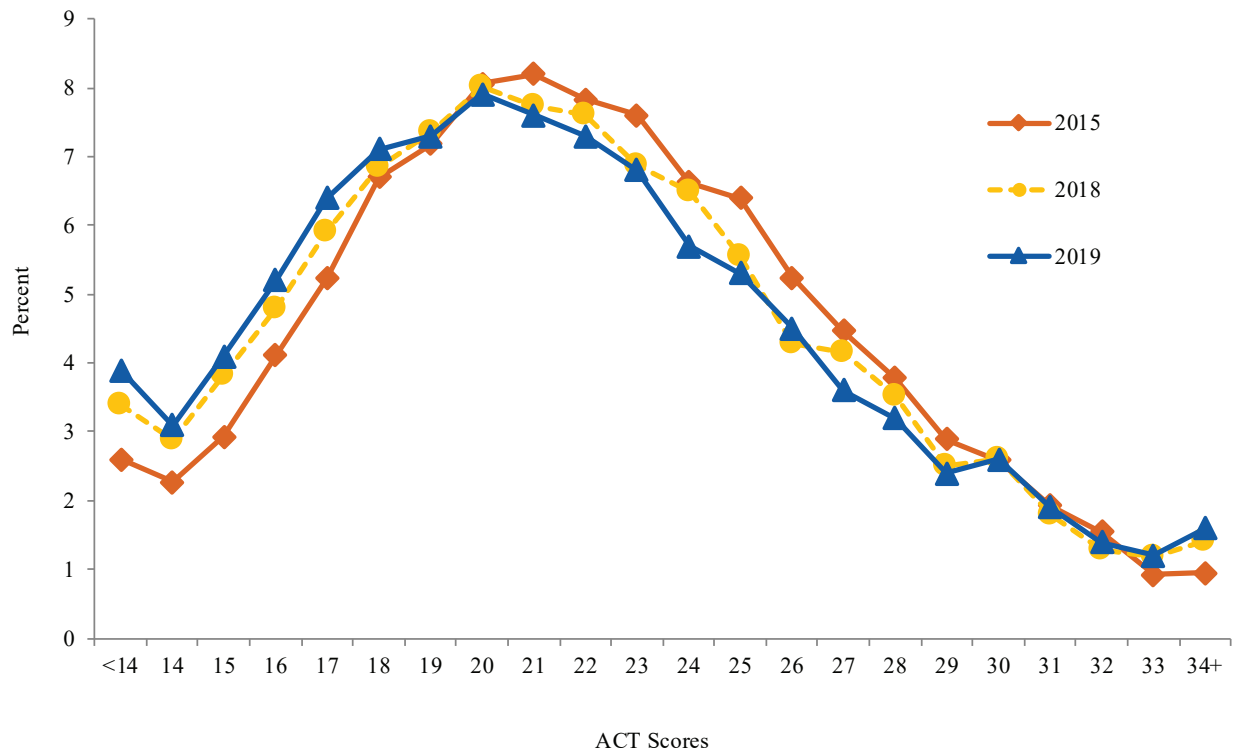
| Iowa ACT Composite Score Distributions Classes of 2015 to 2019 | | | | | |
|--|------|------|------|------|------|
| ACT Score | 2015 | 2016 | 2017 | 2018 | 2019 |
| <14 | 2.6% | 2.6% | 2.5% | 3.4% | 3.9% |
| 14 | 2.3 | 2.3 | 2.7 | 2.9 | 3.1 |
| 15 | 2.9 | 2.9 | 3.4 | 3.8 | 4.1 |
| 16 | 4.1 | 4.1 |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

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



Figure 5-38

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



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



ACT Scores by Enrollment Category

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

Table 5-10

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

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

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

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



Table 5-11

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

| Class 2017 | | | | | | |
|------------------------------|---------------|---------|-------------|---------|---------|-----------|
| Group | Number Tested | English | Mathematics | Reading | Science | Composite |
| All Students | 18,250 | 21.2 | 21.4 | 22.8 | 22.4 | 22.1 |
| African American | 636 | 16.4 | 17.4 | 18.5 | 18.3 | 17.8 |
| American Indian | 40 | 17.8 | 18.3 | 19.6 | 19.6 | 19.0 |
| Asian | 527 | 21.8 | 22.9 | 22.7 | 23.5 | 22.9 |
| Hispanic | 1,191 | 17.8 | 18.6 | 19.8 | 19.7 | 19.1 |
| Hawaiian or Pacific Islander | 16 | 18.6 | 20.1 | 20.7 | 19.3 | 19.8 |
| Two or More Races | 449 | 20.9 | 20.7 | 22.7 | 21.9 | 21.7 |
| White | 15,391 | 21.7 | 21.7 | 23.2 | 22.8 | 22.5 |
| Disability* | 539 | 14.7 | 16.6 | 16.7 | 17.3 | 16.5 |
| EL** | 370 | 14.1 | 16.3 | 15.8 | 17.0 | 15.9 |
| Low SES*** | 4,978 | 18.4 | 18.9 | 20.4 | 20.2 | 19.6 |
| Female | 9,898 | 21.5 | 20.8 | 22.8 | 22.0 | 21.9 |
| Male | 8,352 | 20.8 | 22.1 | 22.7 | 22.9 | 22.3 |
| Class 2018 | | | | | | |
| Group | Number Tested | English | Mathematics | Reading | Science | Composite |
| All Students | 20,301 | 21.0 | 21.2 | 22.7 | 22.2 | 21.9 |
| African American | 723 | 16.0 | 17.1 | 18.0 | 17.8 | 17.4 |
| American Indian | 48 | 18.1 | 19.3 | 20.2 | 20.4 | 19.7 |
| Asian | 658 | 21.9 | 22.8 | 23.0 | 22.8 | 22.8 |
| Hispanic | 1,536 | 17.2 | 18.3 | 19.5 | 19.2 | 18.7 |
| Hawaiian or Pacific Islander | 18 | 19.5 | 20.0 | 22.2 | 21.5 | 20.9 |
| Two or More Races | 552 | 20.3 | 20.2 | 22.2 | 21.4 | 21.2 |
| White | 16,766 | 21.6 | 21.7 | 23.2 | 22.7 | 22.4 |
| Disability* | 798 | 13.9 | 16.3 | 16.2 | 16.5 | 15.9 |
| EL** | 549 | 13.0 | 15.9 | 15.1 | 15.8 | 15.1 |
| Low SES*** | 5,877 | 18.0 | 18.8 | 20.2 | 19.8 | 19.4 |
| Female | 10,846 | 21.3 | 20.6 | 22.9 | 21.8 | 21.8 |
| Male | 9,455 | 20.6 | 22.0 | 22.6 | 22.7 | 22.1 |



Table 5-11 (...continued)

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

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

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

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

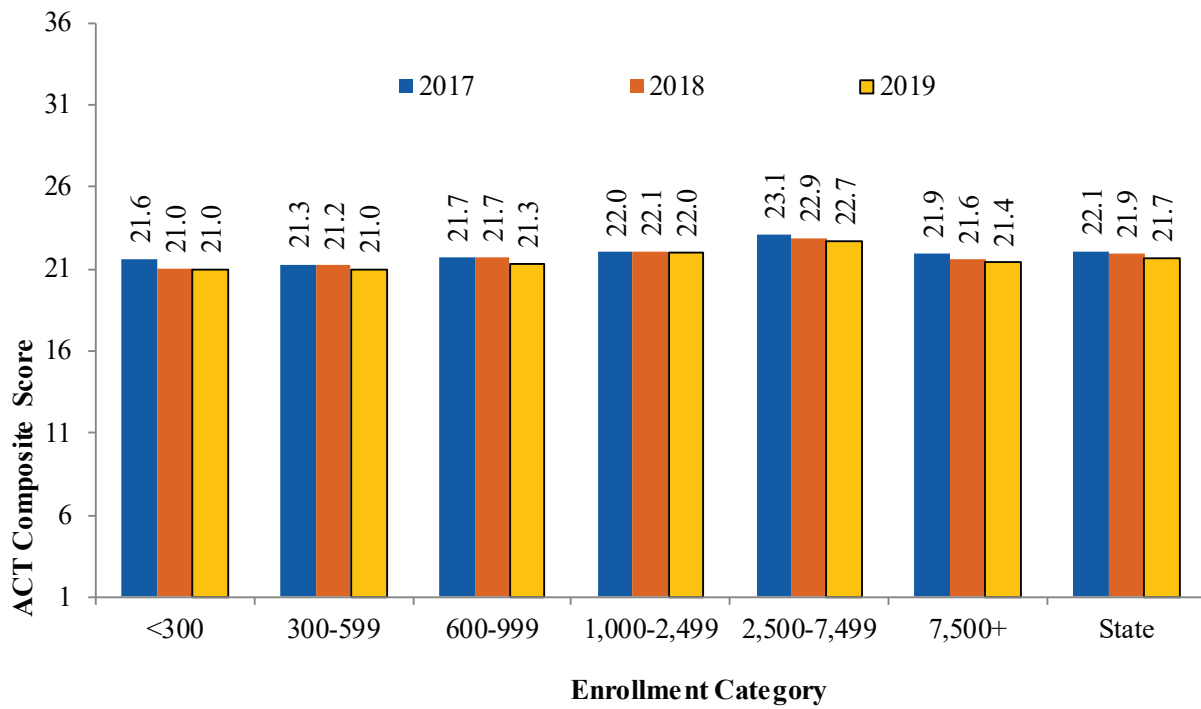
**EL - EL indicates English learner.

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



Figure 5-39

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



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

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

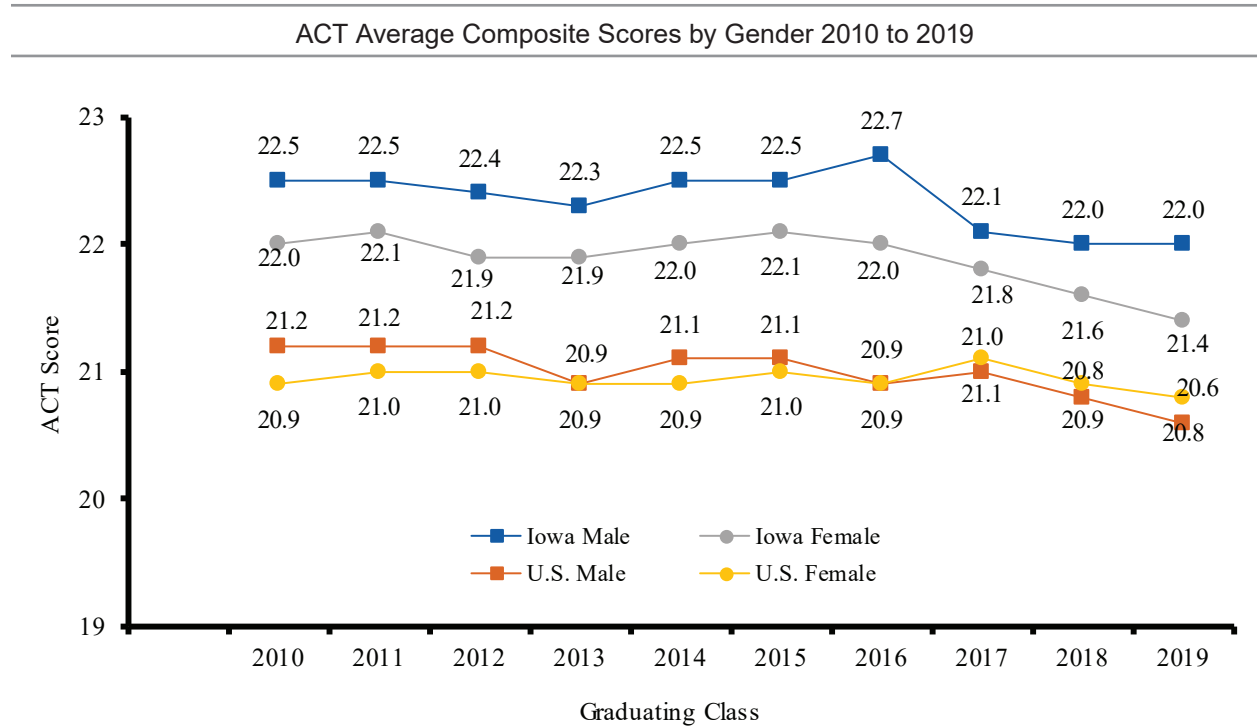


ACT Scores by Gender

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

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

Figure 5-40



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

Table 5-12

Iowa Average ACT Scores by Gender 2018 and 2019

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

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

Note: *ACT test-takers not reporting gender.



ACT Composite Scores by Student Planned Educational Majors

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

Table 5-13

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

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



SAT

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

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

Table 5-14

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

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

Note: ERW indicates Evidence-Based Reading and Writing.

Table 5-15

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

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

Note: ERW indicates Evidence-Based Reading and Writing.



Advanced Placement

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

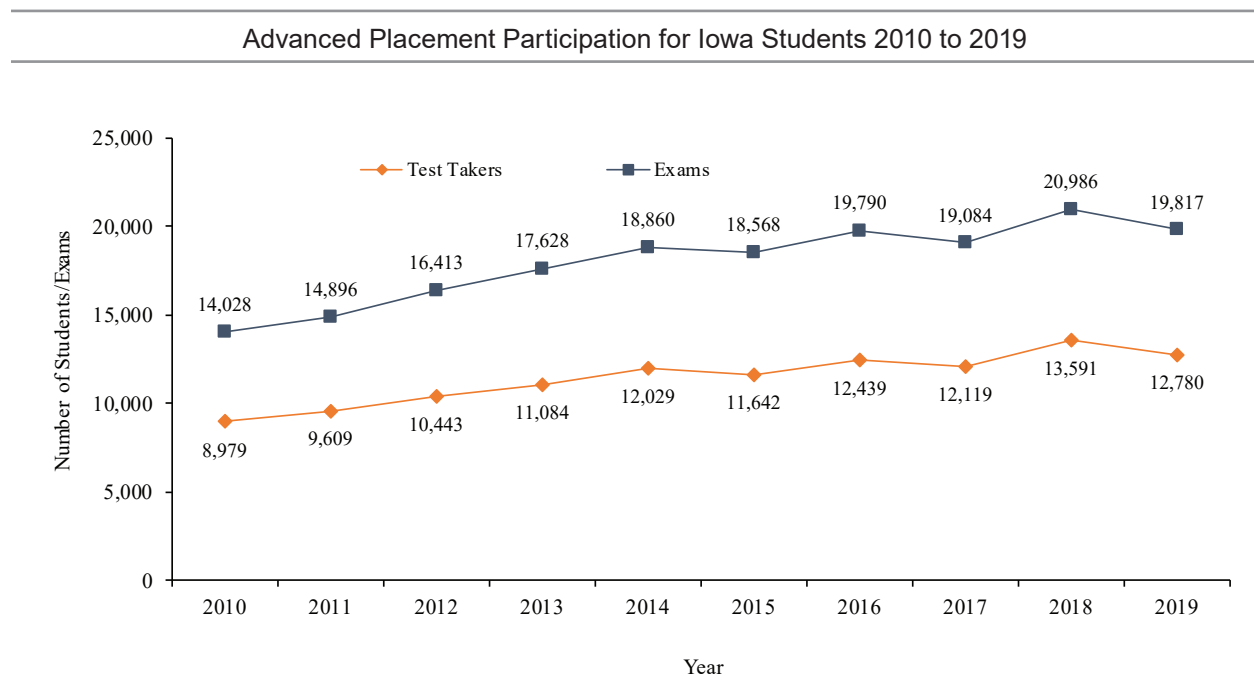
In Iowa, almost 20,000 AP exams were taken by more than 12,780 students in 2019 (Figure 5-41). English language and composition, English literature and composition, U.S. history and government, biology and chemistry, calculus and psychology in aggregate, accounted for 62 percent of the exams taken in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

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

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

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

Figure 5-41

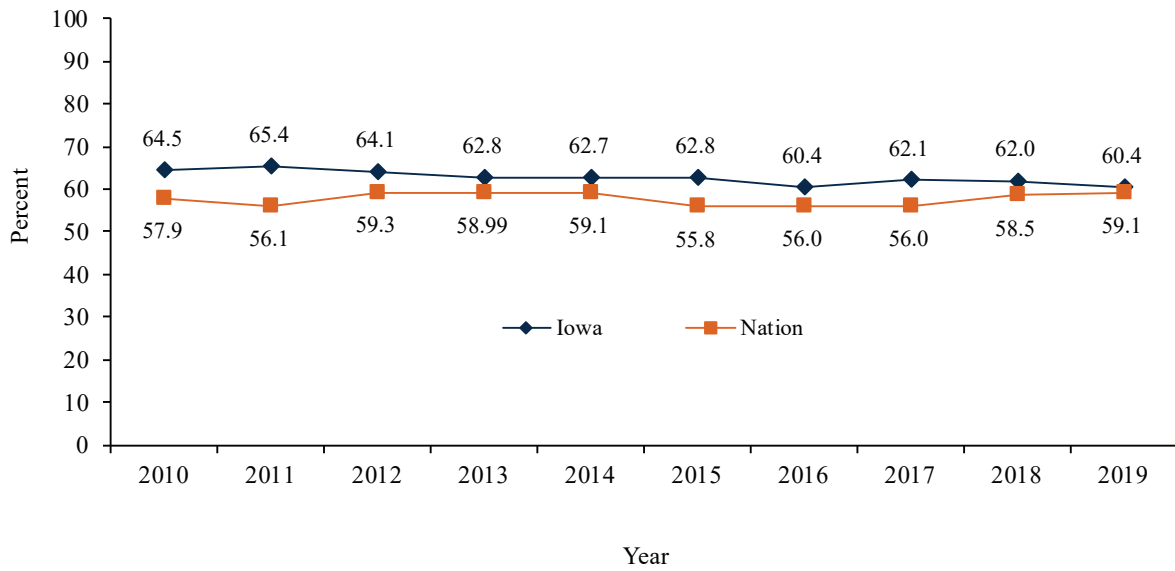


Source: The College Board, Advanced Placement Program, Iowa National Summary Report.



Figure 5-42

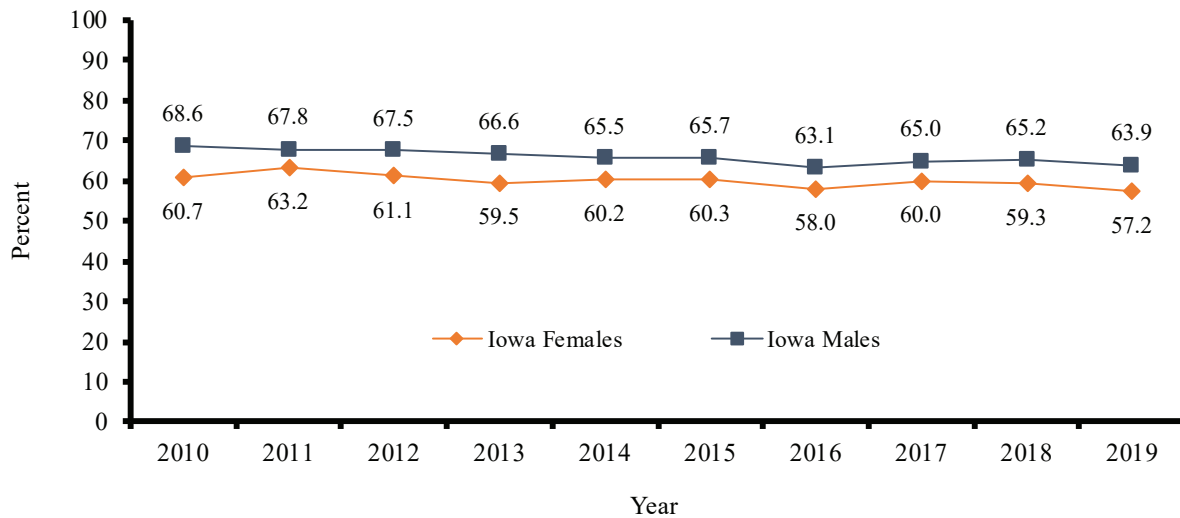
Percent of AP Candidates with AP Scores of 3+, 2010 to 2019



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

Figure 5-43

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



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



Table 5-16

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

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

Source: The College Board, AP Cohort Data Reports.



Pursuit of Postsecondary Education/Training

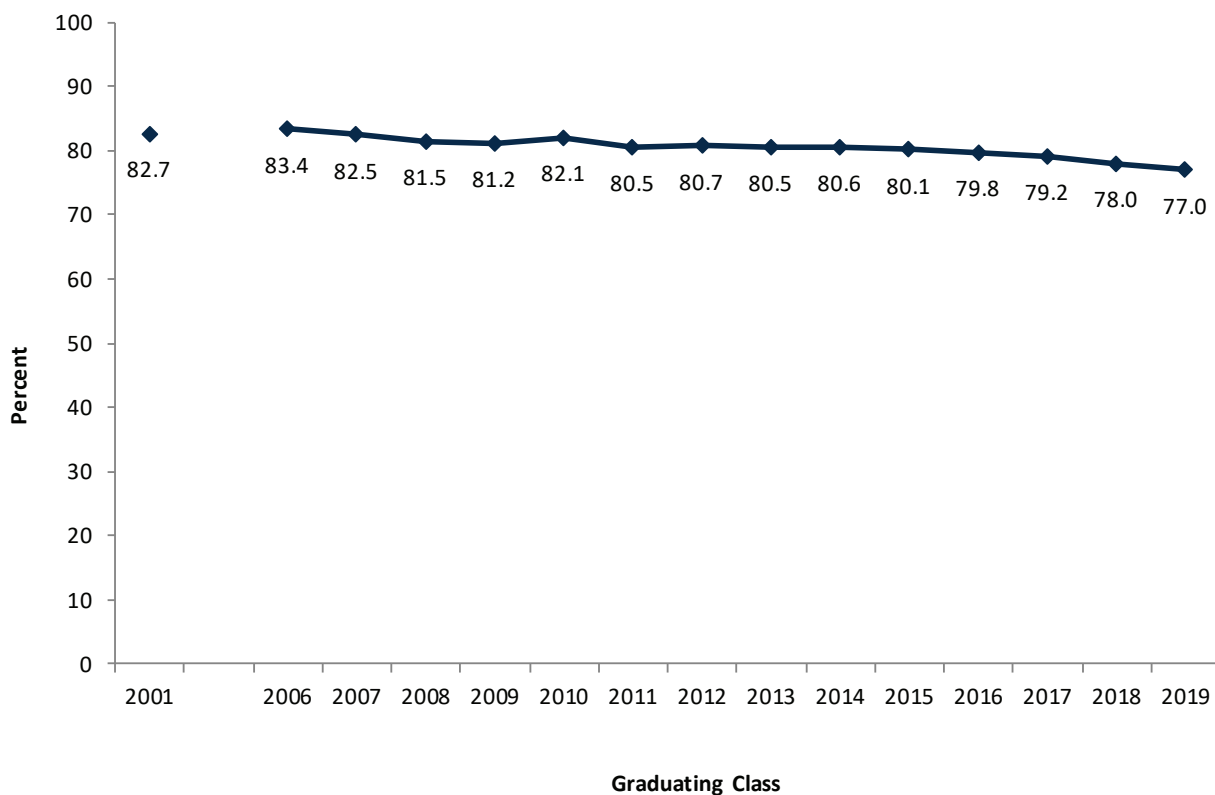
This section presents information on Iowa public high school graduates pursuing or intending to pursue postsecondary education or training. Graduate intention data have been collected through Student Reporting in Iowa (SRI, formerly EASIER).

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

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

Figure 5-44

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



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

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



Table 5-17

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

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

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

Table 5-18

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

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

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



Table 5-19

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

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

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

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

Table 5-20

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

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

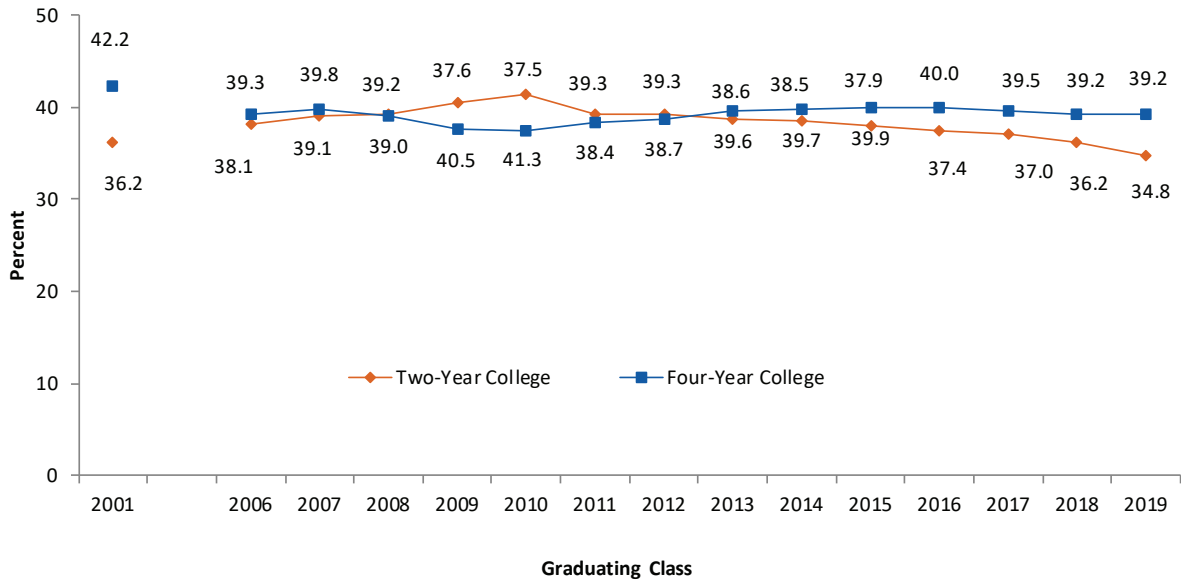
Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.

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



Figure 5-45

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



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

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



Career-planning

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

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

The District Career Information System

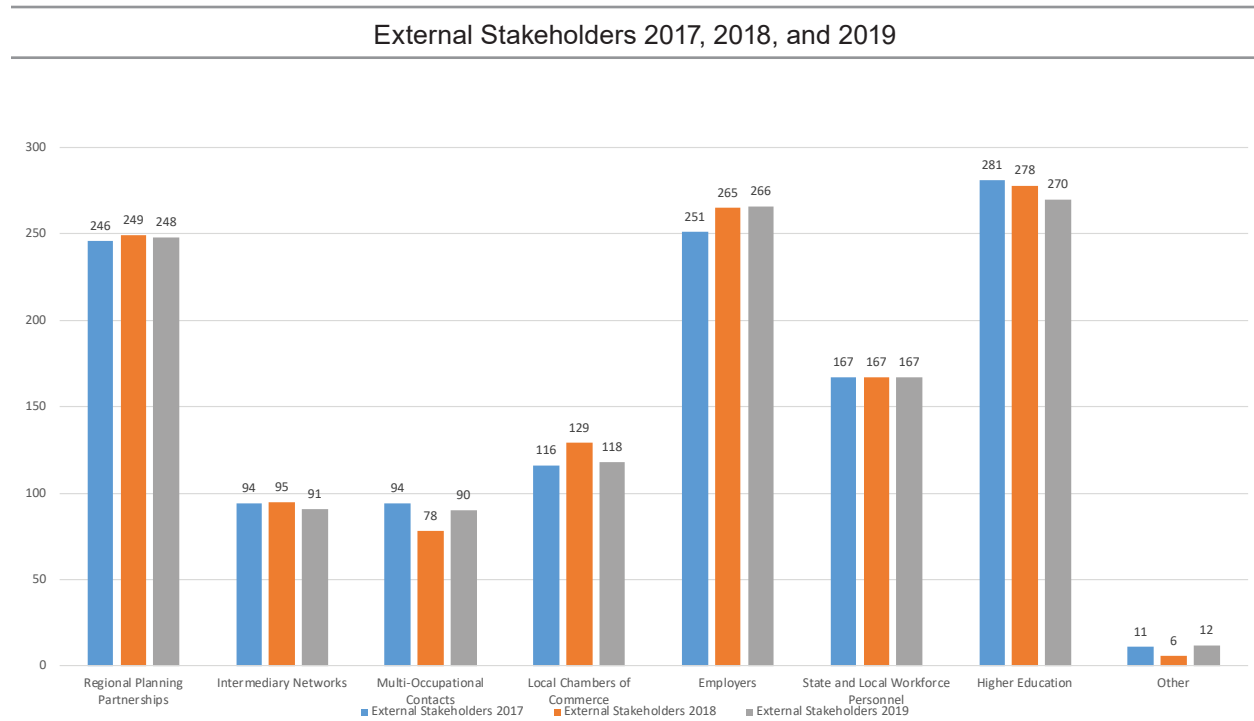
School districts had nine options of a career information systems (CIS) that met the standards set by the state board of education in 2018-19. The CIS is an integral part of the career planning process, and when used appropriately, creates a repository for each student in which activities are recorded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



External Stakeholder Relationships

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

Figure 5-46



Source: Comprehensive Student Improvement Process (CSIP).



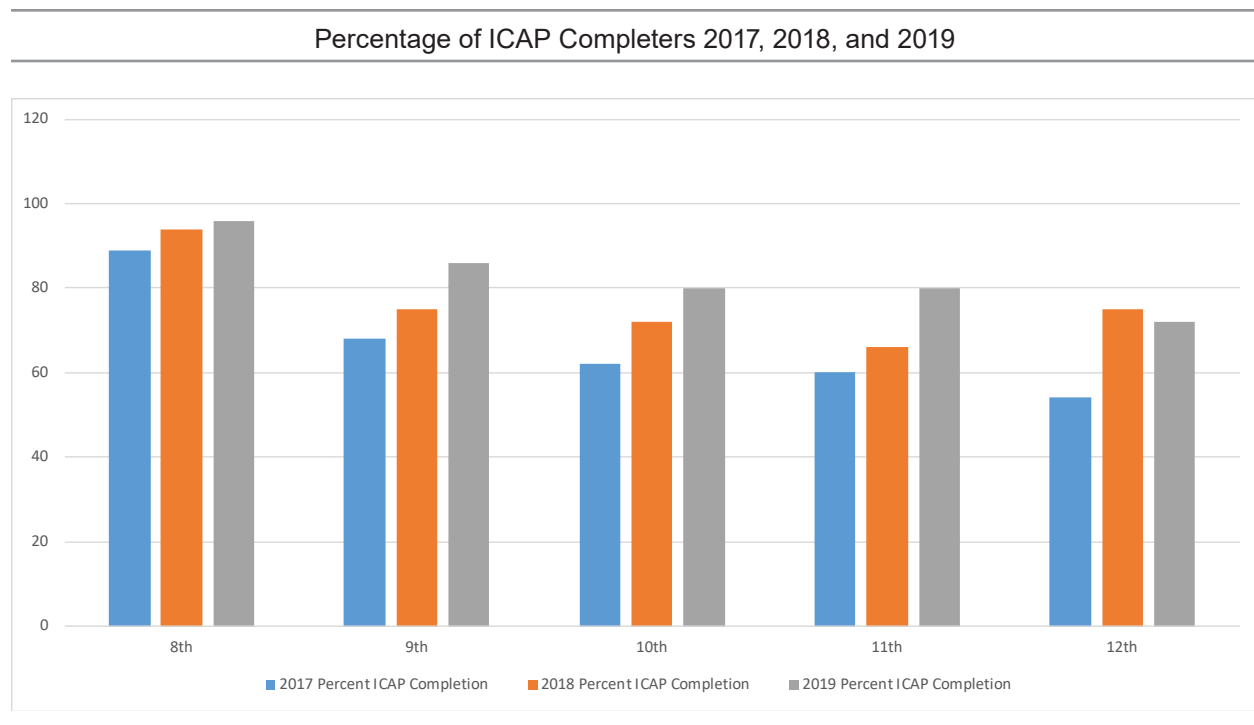
The Individual Career and Academic Plan (ICAP)

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

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

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

Figure 5-47



Source: Comprehensive Student Improvement Process (CSIP).



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

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

The District Plan

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

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

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



Dropouts

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

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

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

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

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

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

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

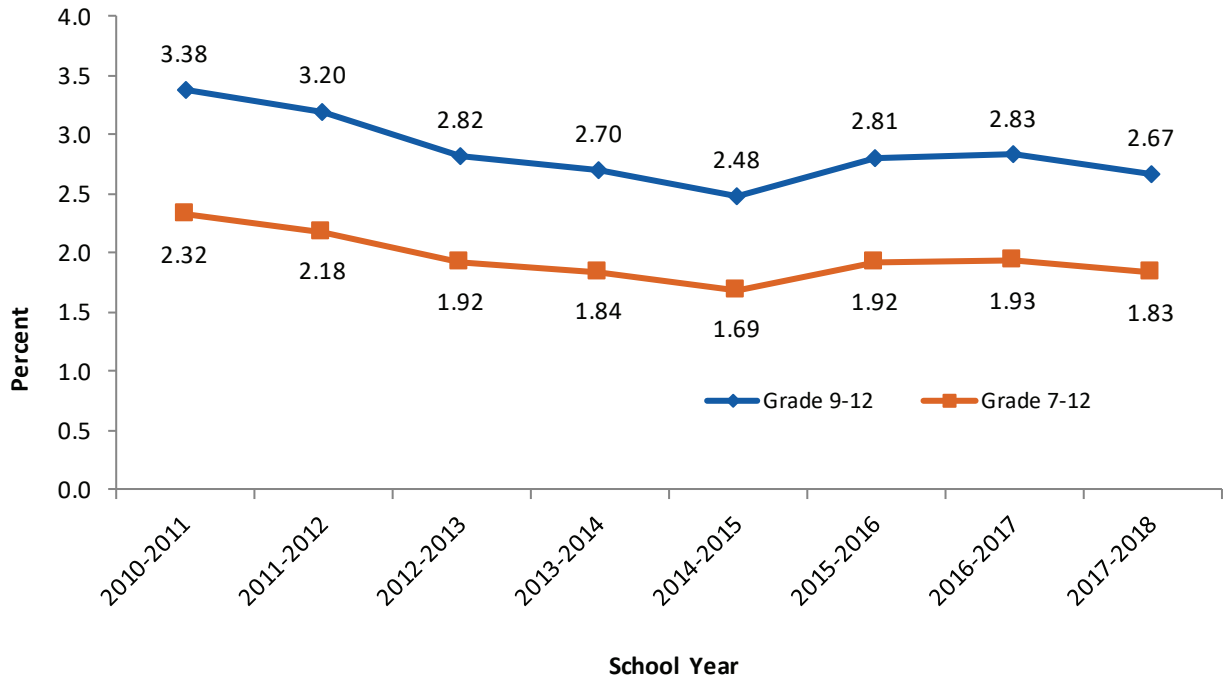
The public school grade 7-12 dropout and enrollment data by race/ethnicity are presented in Table 5-23 and Table 5-24.

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



Figure 5-48

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



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



Table 5-21

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

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

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

Table 5-22

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

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

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



Table 5-23

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

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

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

Table 5-24

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

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

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



Table 5-25

| Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts 2017-2018 | | | |
|--|---------------------|----------------------|--------------------|
| Dropout Rate | Number of Districts | Percent of Districts | Cumulative Percent |
| 0.00 | 62 | 18.62% | 18.62% |
| .01-.50 | 53 | 15.92% | 34.53% |
| .51-1.00 | 70 | 21.02% | 55.56% |
| 1.01-1.50 | 58 | 17.42% | 72.97% |
| 1.51-2.00 | 29 | 8.71% | 81.68% |
| 2.01-2.50 | 32 | 9.61% | 91.29% |
| 2.51-3.00 | 6 | 1.80% | 93.09% |
| 3.01-3.50 | 8 | 2.40% | 95.50% |
| 3.51-4.00 | 5 | 1.50% | 97.00% |
| >4.00 | 10 | 3.00% | 100.00% |

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



High School Graduates and Graduation Rates

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

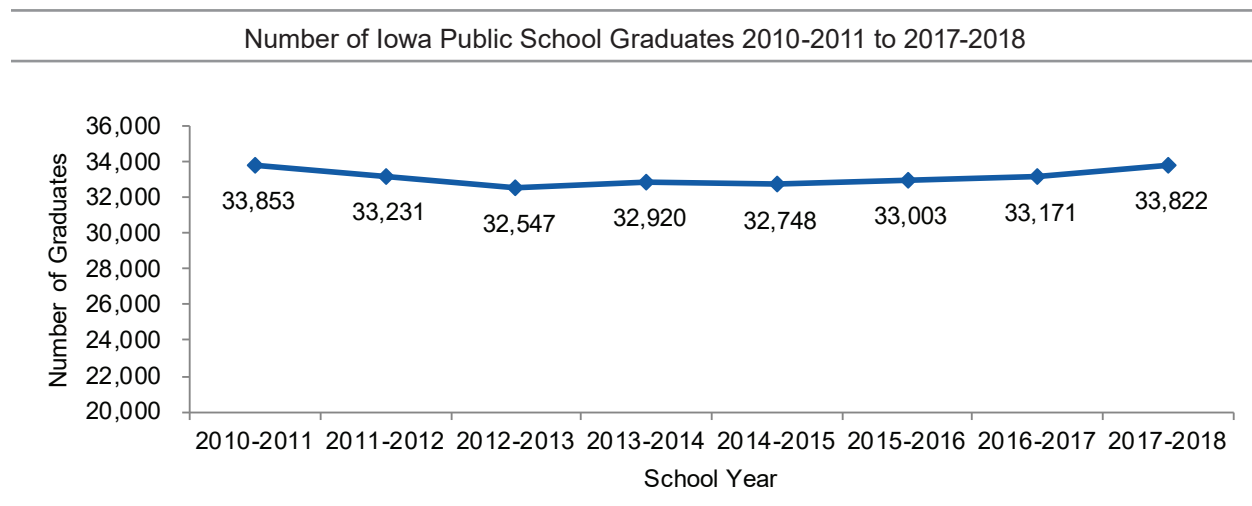
High School Graduates

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

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

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

Figure 5-49



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



High School Graduation Rates

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

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

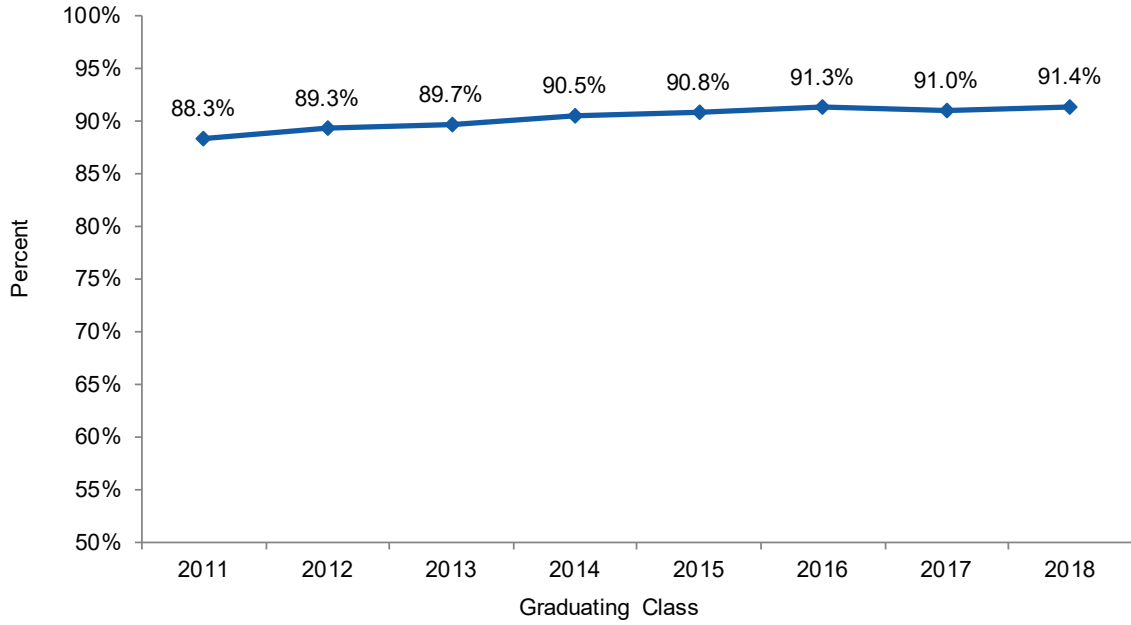
- FG – First-time 9th grade students in fall of 2014 and graduated in 2018 or earlier
- TIG – Students who transferred in grades 9 to 12 and graduated in 2018 or sooner
- F – First-time 9th grade students in fall of 2014
- TI – Transferred in the first-time 9th graders' cohort in grades 9 to 12
- TO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

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



Figure 5-50

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



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



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

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

Table 5-26

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

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

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

** EL indicates English learner.

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



Table 5-27

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

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

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

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

** EL indicates English learner.

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



Table 5-28

| Class of 2017 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR, in %) | | | | | | | | | | | |
|---|--------------|--------------------------------|-------|------------------|----------|------------------|-------|-------------|----------------------------|-----------------------------|--------------------------|
| State | All Students | American Indian/ Alaska Native | Asian | Pacific Islander | Hispanic | African American | White | Two or More | Economically Disadvantaged | Limited English Proficiency | Students with Disability |
| United States ¹ | 84.6 | 72.4 | — | — | 80.0 | 77.8 | 88.6 | — | 78.3 | 66.4 | 67.1 |
| Alabama | 89.3 | — | — | — | 88 | 86.5 | 91.0 | 91 | — | — | — |
| Alaska | 78.2 | 69 | 88 | 77 | 77 | 74 | 82.2 | 75 | 72.1 | 58 | 59 |
| Arizona | 78.0 | 66.8 | — | — | 74.5 | 73.8 | 82.8 | — | 72.4 | 30 | 66.4 |
| Arkansas | 88.0 | 89 | 92 | 69 | 85.7 | 83.4 | 90.0 | 86 | 84.9 | 82 | 83.8 |
| California | 82.7 | 68.2 | 93.1 | 91.3 | 80.3 | 73.1 | 87.3 | 70.4 | 78.8 | 67.2 | 65.0 |
| Colorado | 79.1 | 64 | 90 | 77 | 71.1 | 71.9 | 83.9 | 80 | 68.5 | 64.6 | 56.8 |
| Connecticut | 87.9 | 88 | 95 | 81 | 77.7 | 80.1 | 92.8 | 88 | 78.1 | 68 | 66.7 |
| Delaware | 86.9 | 76 | 96 | ≥50 | 82 | 83.2 | 89.9 | 91 | 78 | 69 | 69 |
| District of Columbia | 73.2 | <> | <> | <> | 72 | 72.4 | 85 | ≥90 | 72.9 | 63 | 53 |
| Florida | 82.3 | 80 | 93.2 | 87 | 81.3 | 74.8 | 86.2 | 83.1 | 76.8 | 67.3 | 66.0 |
| Georgia | 80.6 | 79 | — | — | 73.6 | 77.8 | 84.0 | 81.5 | 76.4 | 59.0 | 58.9 |
| Hawaii | 82.7 | 79 | — | — | 80 | 79 | 80 | — | 77.9 | 69 | 65 |
| Idaho | 79.7 | 66 | 86 | 78 | 74.8 | 70 | 81.1 | 76 | 71.6 | 75 | 61 |
| Illinois | 87.0 | 81 | 94.7 | 82 | 83.5 | 78.9 | 90.6 | 86.2 | 79.4 | 73.6 | 71.2 |
| Indiana | 83.8 | 76 | 81 | 70 | 75.8 | 70.8 | 87.5 | 82.1 | 80.3 | 50 | 70.9 |
| Iowa | 91.0 | 83 | 93 | 77 | 82.4 | 82 | 92.7 | 85 | 83.7 | 80 | 74.3 |
| Kansas | 86.5 | 81 | 94 | 75 | 81.1 | 78 | 88.8 | 84 | 78.6 | 79.7 | 78.4 |
| Kentucky | 89.7 | 77 | 93 | 76 | 84 | 81.6 | 91.2 | 87 | 87.0 | 67 | 74.4 |
| Louisiana | 78.1 | 81 | 91 | 77 | 67 | 72.8 | 83.7 | 82 | 72.6 | 36 | 52.5 |
| Maine | 86.9 | 71 | 88 | ≥50 | 89 | 83 | 87.4 | 79 | 79.3 | 81 | 72.5 |
| Maryland | 87.7 | 86 | 96.3 | 89 | 74.0 | 85.4 | 92.7 | 91 | 79.3 | 45 | 67.5 |
| *MA | 88.3 | 81 | 94.1 | 78 | 74.4 | 80.0 | 92.6 | 85 | 79.0 | 63.4 | 72.8 |
| Michigan | 80.2 | 68 | 90.7 | 85 | 73.3 | 68.6 | 83.7 | 74.7 | 67.9 | 69.4 | 56.7 |
| Minnesota | 82.7 | 51 | 85.5 | 63 | 66.3 | 64.8 | 88.1 | 71 | 69.0 | 64.7 | 61.2 |
| Mississippi | 83.0 | 80 | 91 | ≥80 | 81 | 79.3 | 87.1 | 79 | 79.9 | 67 | 36.4 |
| Missouri | 88.3 | 84 | — | — | 84.4 | 75.9 | 91.4 | 89 | 80.1 | 67 | 76.9 |
| Montana | 85.8 | 69 | 94 | 83 | 80 | 81 | 88.7 | — | 76.6 | 63 | 77 |
| Nebraska | 89.1 | 70 | 82 | 85 | 81.6 | 81 | 92.5 | 86 | 81.8 | 50 | 71 |
| Nevada | 80.9 | 74 | 93 | 82 | 79.7 | 67.7 | 84.2 | 81 | 76.8 | 81.7 | 64.7 |
| New Hampshire | 88.9 | 75 | 93 | ≥50 | 76 | 79 | 89.8 | 85 | 77.5 | 78 | 74 |
| New Jersey | 90.5 | 92 | 96.6 | ≥95 | 84.3 | 83.4 | 94.5 | 92 | 84.0 | 76.1 | 78.8 |
| New Mexico | 71.1 | 61 | — | — | 70.5 | 68 | 76.4 | — | 66.4 | 68.1 | 61.5 |
| New York | 81.8 | 67 | 88.0 | 77 | 71.2 | 71.5 | 89.8 | 83 | 75.3 | 30.8 | 55.4 |



Table 5-28 (...continued)

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

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

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

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

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

*Massachusetts

** Pennsylvania



Suspensions and Expulsions

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

An in-school suspension is defined as an:

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

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

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

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

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

An expulsion is defined as:

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

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

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

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



Table 5-29

| K-12 REMOVALS BY REMOVAL TYPE 2016-2017 TO 2018-2019 | | | | | |
|---|---------------------------------------|-----------|-----------|---------------|------------------------|
| | Removals (includes Multiple Offenses) | | | % of Removals | % Change |
| | 2016-2017 | 2017-2018 | 2018-2019 | 2018-2019 | 2016-2017 to 2018-2019 |
| In-School Suspensions | 24,453 | 24,598 | 40,118 | 55.7% | 64.1% |
| Out-of-School Suspensions | 25,074 | 27,831 | 31,616 | 43.9% | 26.1% |
| Expulsions | 120 | 128 | 94 | 0.1% | -21.7% |
| Interim Setting | 190 | 351 | 221 | 0.3% | 16.3% |
| Total | 49,837 | 52,908 | 72,049 | 100% | 44.6% |

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

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



Table 5-30

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

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



Table 5-30 (...continued)

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

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

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



Table 5-31

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

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



Table 5-31 (...continued)

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

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

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



Table 5-32

K-12 EXPULSIONS BY PROBLEM BEHAVIOR 2018-2019

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



Table 5-32 (...continued)

| Problem Behavior | Removals | Expulsions % Removals |
|-------------------------|-----------------|----------------------------------|
| Totals | 94 | 100% |

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

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



Table 5-33

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

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



Table 5-33 (...continued)

| Problem Behavior | Removals | Interim Setting % Removals |
|-------------------------|-----------------|---------------------------------------|
| Totals | 221 | 100% |

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

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

Table 5-34

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

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

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

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



Table 5-35

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

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

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

Table 5-36

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

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

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





Special Education

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

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

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

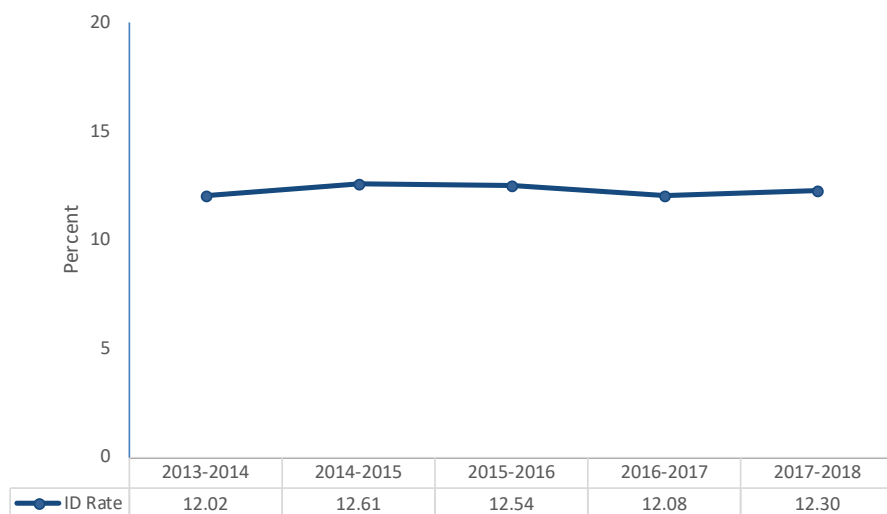
Context of Special Education in Iowa

Identification Rates

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

Figure 6-1

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



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



Placement

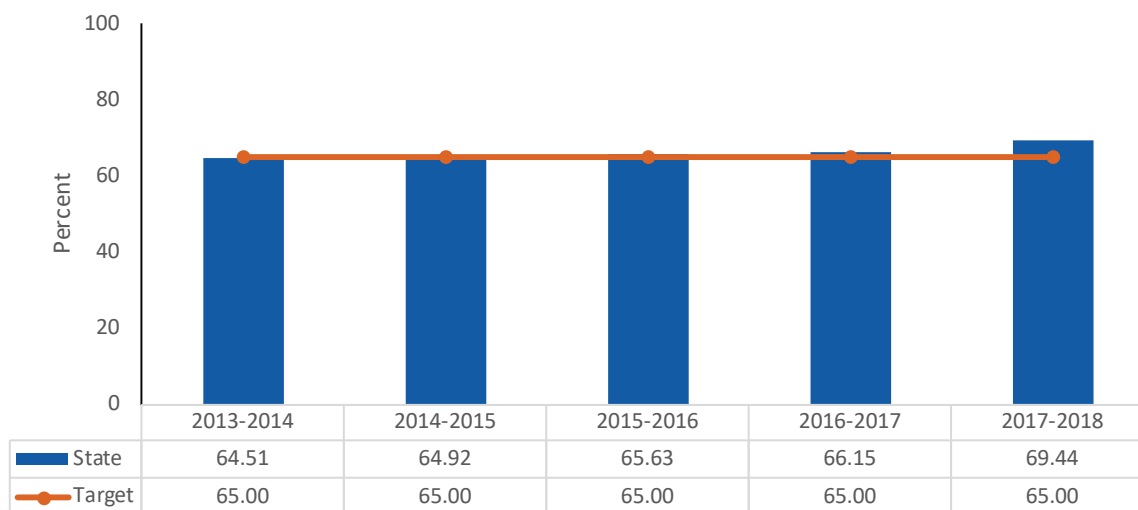
Children and students receiving special education services may be served in a variety of educational settings. Data are collected on these settings based on the amount of time children and students spend with their nondisabled peers. Over time, the percent of children/students served in settings with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

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

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

Figure 6-2

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

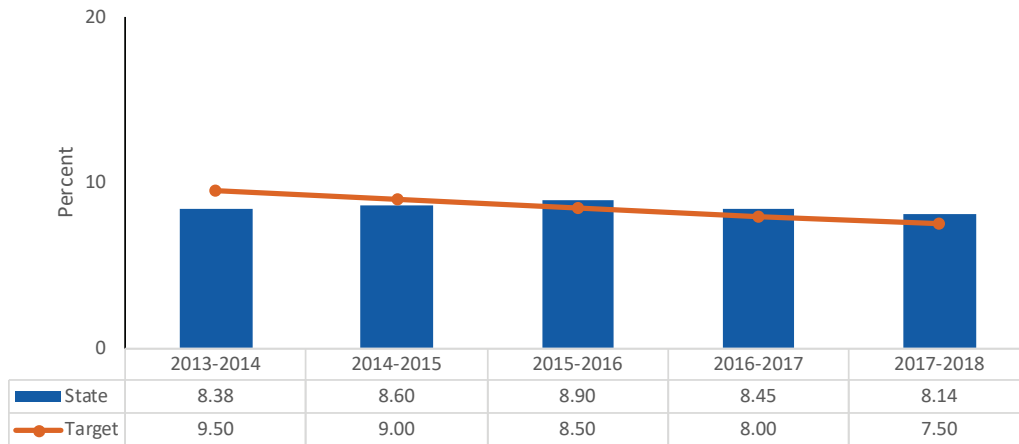


Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count Files.



Figure 6-3

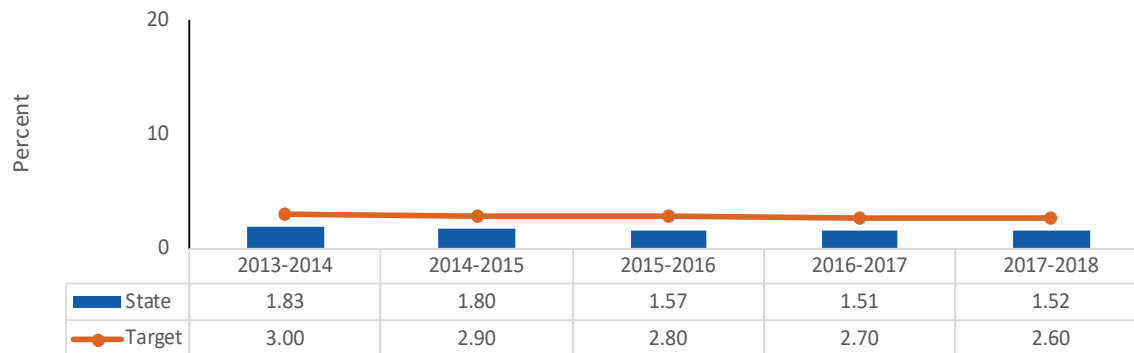
Percent of Students with Disabilities Ages 6-21 Inside the Regular Classroom Less than 40 Percent of the Day, 2013-2014 to 2017-2018



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

Figure 6-4

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



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

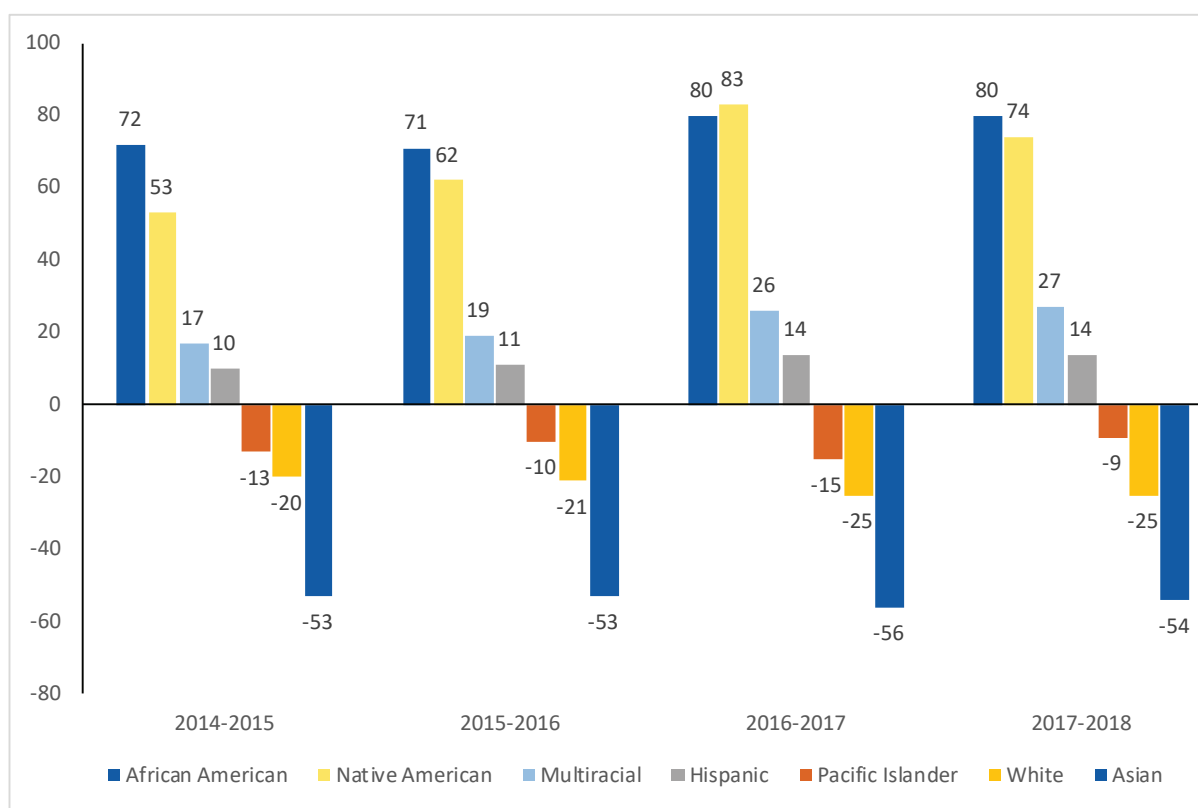


Disproportionality

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

Figure 6-5

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



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

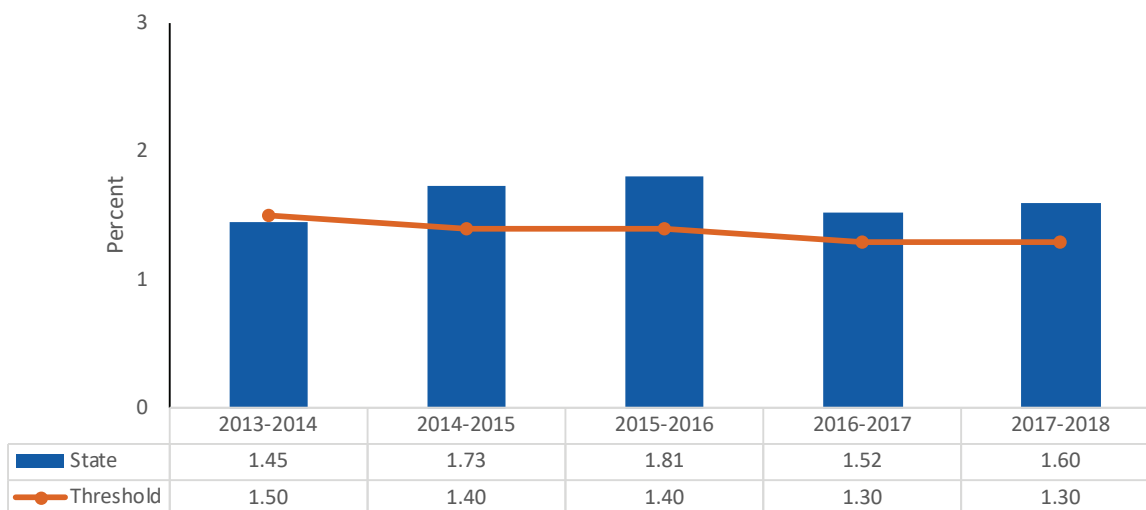


Discipline

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

Figure 6-6

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



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



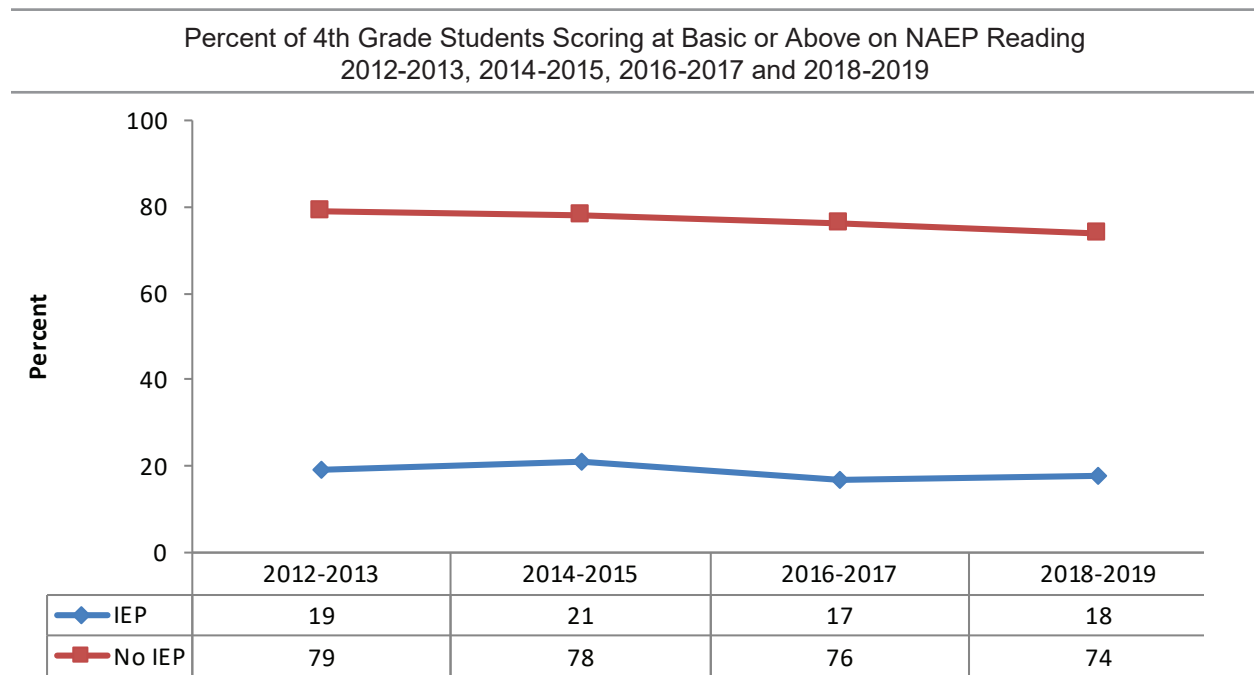
Are Students Achieving at High Levels?

National Assessment of Educational Progress (NAEP)

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

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

Figure 6-7

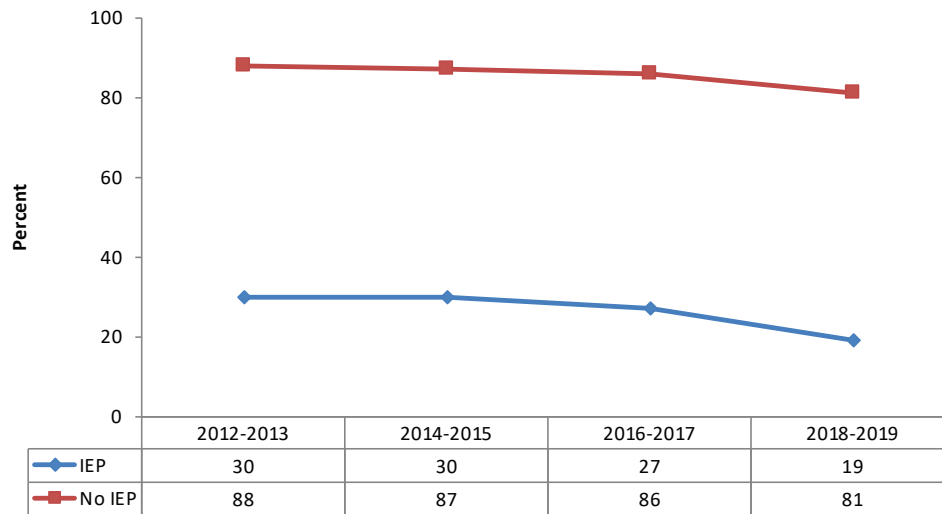


Source: National Center for Education Statistics, NAEP Data Explorer.



Figure 6-8

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

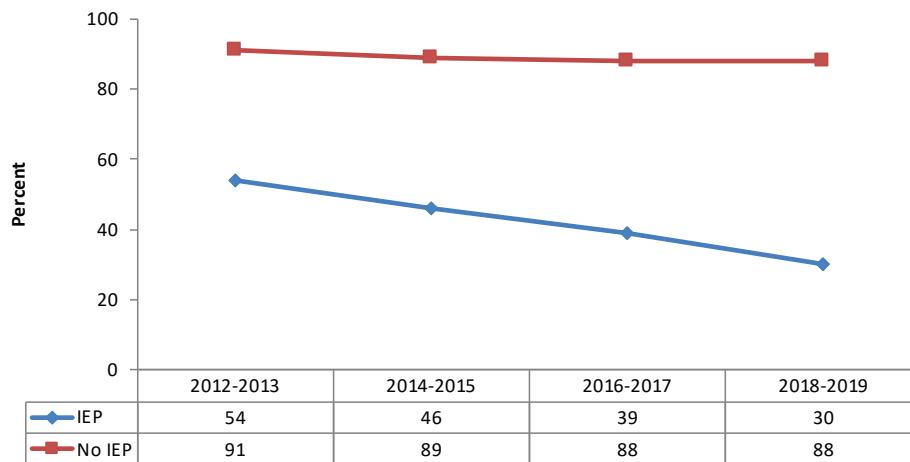


Source: National Center for Education Statistics, NAEP Data Explorer.

In 2019, 30% of 4th grade students with IEPs and 88% of 4th grade students without IEPs scored at basic or above on the NAEP in math. During the same year, 20% of 8th graders with IEPs and 78% of 8th graders without IEPs scored at basic or above. Compared to the previous year of results in 2016-2017, the gap in math proficiency between students with and without disabilities has increased by 8% for 4th graders, and decreased by 6% for 8th graders.

Figure 6-9

Percent of 4th Grade Students Scoring at Basic or Above on NAEP Math
2012-2013, 2014-2015, 2016-2017 and 2018-2019

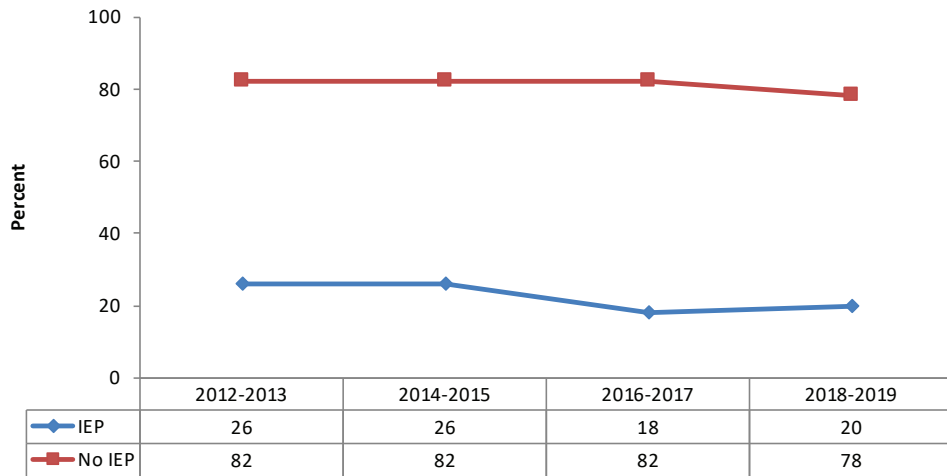


Source: National Center for Education Statistics, NAEP Data Explorer.



Figure 6-10

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



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

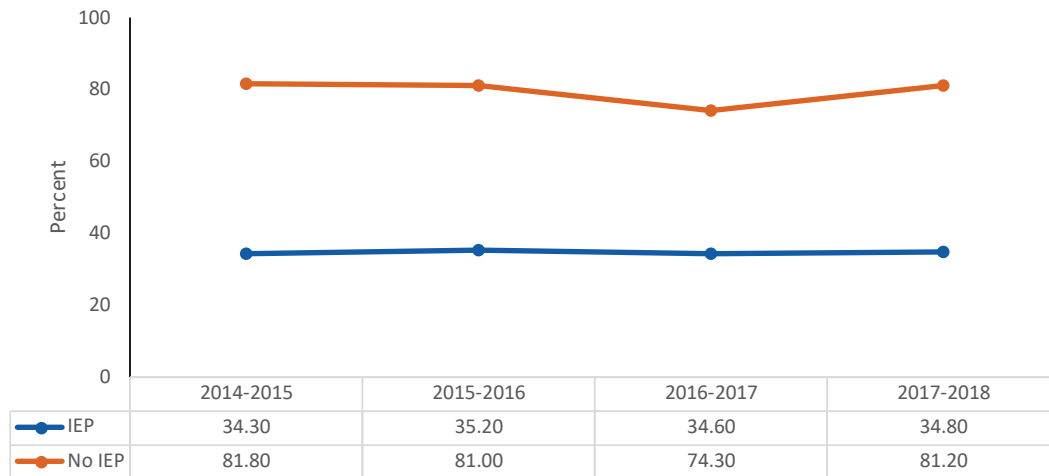


Iowa Assessments

The standardized achievement tests, Iowa Assessments, are developed by Iowa Testing Programs (ITP) at The University of Iowa for use nationally in grades K-12. The following six graphs show the percentage of 4th, 8th, and 11th grade students proficient in reading and in math from 2014-2015 to 2017-2018. Distinctions are made between students with and without IEPs.

Figure 6-11

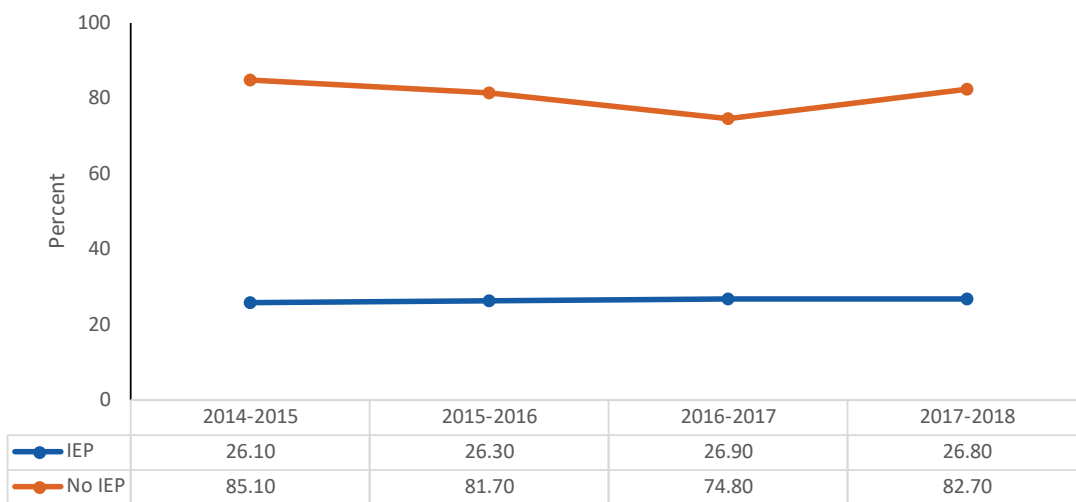
Percent of 4th Grade Students Proficient in Reading on Iowa Assessments
2014-2015 to 2017-2018



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

Figure 6-12

Percent of 8th Grade Students Proficient in Reading on Iowa Assessments
2014-2015 to 2017-2018

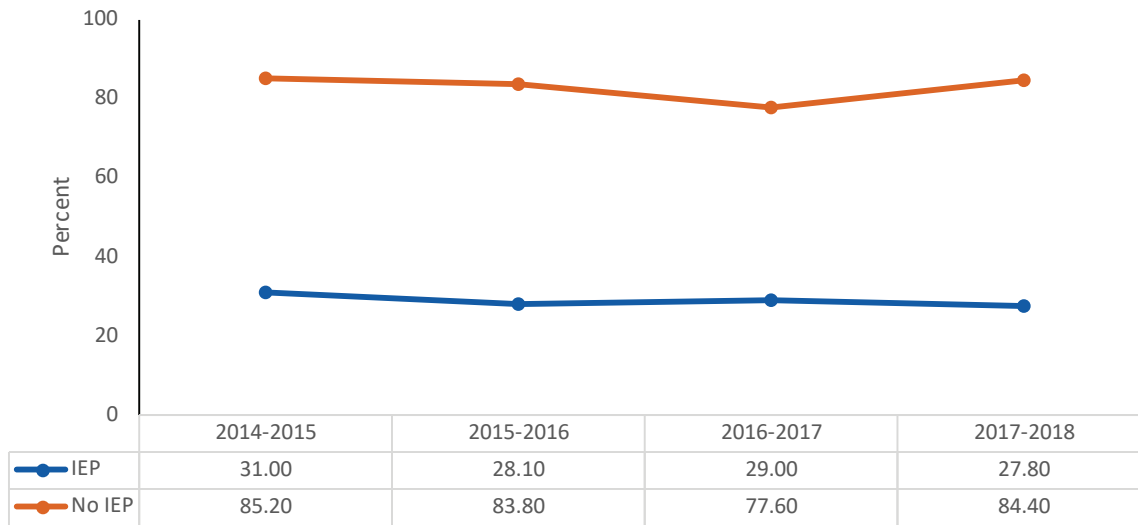


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.



Figure 6-13

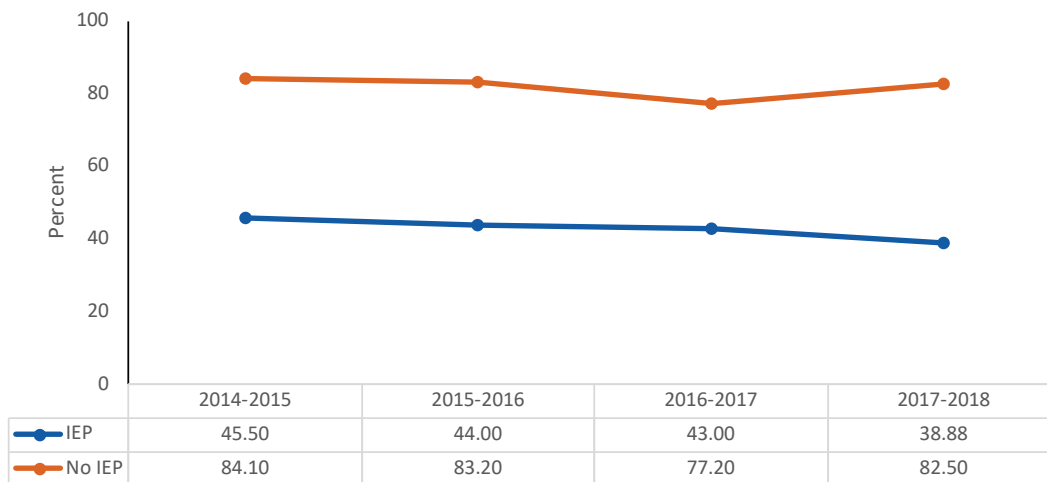
Percent of 11th Grade Students Proficient in Reading on Iowa Assessments
2014-2015 to 2017-2018



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

Figure 6-14

Percent of 4th Grade Students Proficient in Mathematics on Iowa Assessments
2014-2015 to 2017-2018

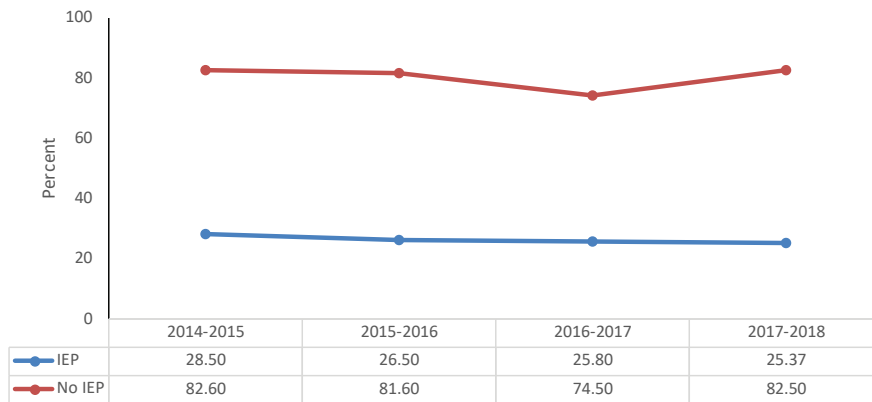


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.



Figure 6-15

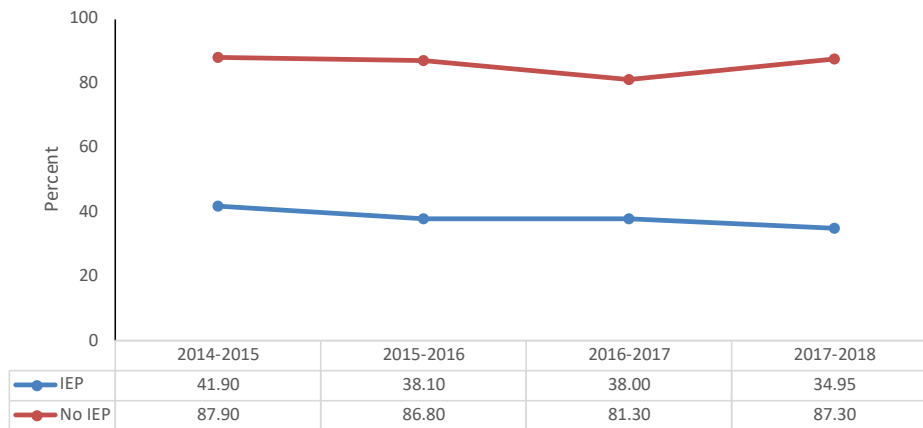
Percent of 8th Grade Students Proficient in Math on Iowa Assessments
2014-2015 to 2017-2018



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

Figure 6-16

Percent of 11th Grade Students Proficient in Math on Iowa Assessments
2014-2015 to 2017-2018



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

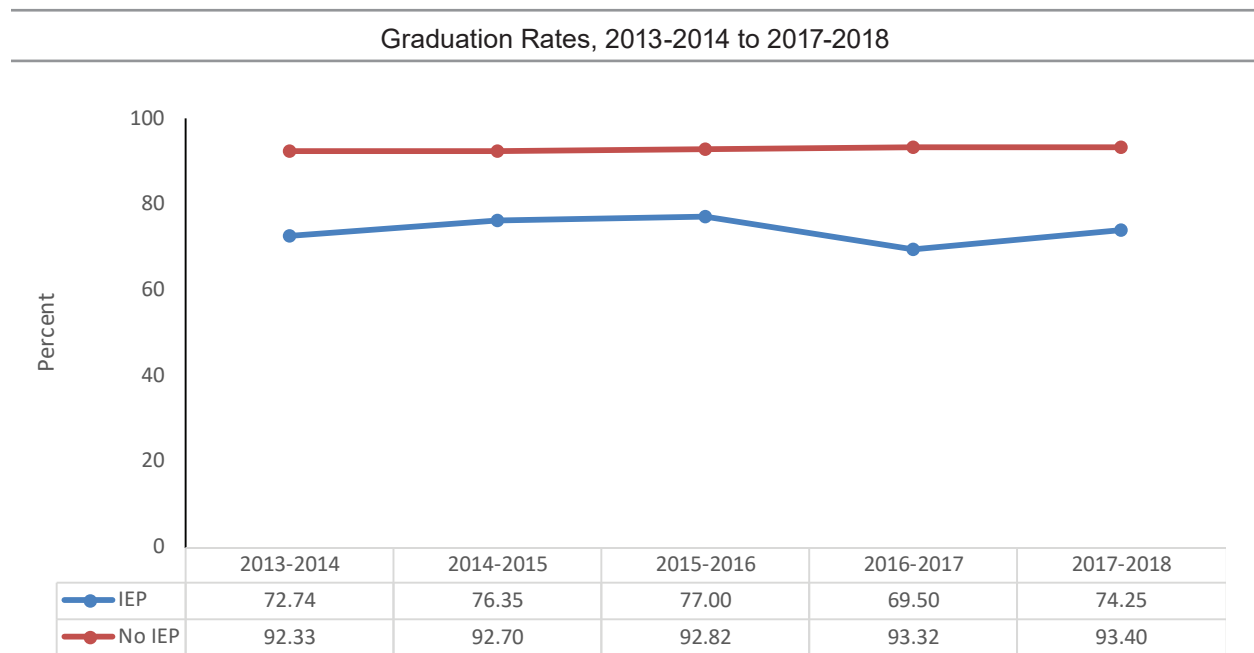


Are students leaving school ready for life?

Graduation Rates

This section reports the percentage of high school students with and without IEPs who graduate, based on the four year cohort rate. In reporting year 2017-2018, the graduation rate for students with an IEP was 74.25% which is 19.15% below the graduate rate for students without IEPs at 93.4%. Between the 2013-2014 and 2017-2018 reporting years, the graduation rate decreased by 1.51% for students with IEPs. Please note that per federal requirements, graduation data lag one year, which means that data reported for 2017-2018 were collected during the 2016-2017 school year.

Figure 6-17



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





Information pertaining to revenues, property taxes, state aid, and income surtax at the state level and by enrollment category in certain cases is included in this chapter. This chapter contains the most current data available at the time of preparation. The sources of data for this chapter include the 2017-2018 Certified Annual Financial Report from the Iowa Department of Education, the 2019-2020 Iowa Department of Management Aid and Levy worksheet database, and the Program and Budget Summary document from the Legislative Services Agency, Fiscal Services Division. Expenditure data are included and detailed by functions and objects. The 2000-2001 school year is used as the base year for comparison in most tables and figures.

Function Category Expenditures

The function categories discussed in this section are broken out by instruction, student support services, staff support services, administration and central services, operations and maintenance, student transportation, other support services, and community services. Function category expenditures as a percent of general fund expenditures have remained relatively consistent over the last three years, with the largest changes being a decrease in the percent used for instruction and an increase in use for teacher support services (Table 7-1). The smallest enrollment category has continued to show the largest percentage of expenditures in the functions of instruction, administration and central services, and student transportation when compared to the other enrollment categories. The two largest enrollment categories had the highest percentage of expenditures for the function of student support services (Table 7-2).

Table 7-1

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 2000-2001, 2015-2016 to 2017-2018

| | 2000-2001 | 2015-2016 | 2016-2017 | 2017-2018 |
|-----------------------------------|-----------|-----------|-----------|-----------|
| Instruction | 69.0% | 69.8% | 69.4% | 69.1% |
| Student Support Services | 3.8% | 3.6% | 3.6% | 3.7% |
| Staff Support Services | 4.0% | 4.5% | 5.1% | 5.1% |
| Administration & Central Services | 9.9% | 10.5% | 10.4% | 10.4% |
| Operations and Maintenance | 9.2% | 7.9% | 7.8% | 8.0% |
| Student Transportation | 3.8% | 3.7% | 3.6% | 3.7% |
| Other Support Services | 0.1% | 0.0% | 0.0% | 0.1% |
| Community Services | 0.2% | 0.1% | 0.1% | 0.0% |

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: Figures may not total 100 percent due to rounding.

Table 7-2

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2017-2018

| Function Category | Enrollment Category | | | | | | State Total |
|-----------------------------------|---------------------|---------|---------|-------------|-------------|--------|-------------|
| | < 300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | |
| Instruction | 72.4% | 71.3% | 70.8% | 69.4% | 69.0% | 67.3% | 69.1% |
| Student Support Services | 1.9% | 2.3% | 2.6% | 3.0% | 4.1% | 5.0% | 3.7% |
| Staff Support Services | 2.5% | 3.6% | 3.8% | 5.2% | 5.1% | 6.1% | 5.1% |
| Administration & Central Services | 11.8% | 10.8% | 10.5% | 10.3% | 10.2% | 10.3% | 10.4% |
| Operations & Maintenance | 6.7% | 7.6% | 7.8% | 8.3% | 8.1% | 7.9% | 8.0% |
| Student Transportation | 4.7% | 4.4% | 4.4% | 3.7% | 3.5% | 3.2% | 3.7% |
| Community Service | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.1% | 0.1% |
| Other Support Services | 0.0% | 0.0% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% |

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: Figures may not total 100 percent due to rounding.

Object Category Expenditures

Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property, and other objects. The breakdown of object category expenditures as a percentage of total general fund expenditures has remained relatively unchanged over the last three years (Table 7-3). The percentage for benefits has continued to increase slightly. In the most recent year, salaries as a percentage of general fund expenditures increase as the enrollment size category increases, except for the largest size category. Benefits as a percentage of general fund expenditures was highest for the largest enrollment category (21.6 percent). Purchased services as a percentage of general fund expenditures was highest for the smallest enrollment category (30.1 percent) (Table 7-4). The last two observations are consistent with the previous year.



Table 7-3

Object Category Expenditures as a Percent of Total General Fund Expenditures in
Iowa Public Schools 2000-2001, 2015-2016, 2016-2017, 2017-2018

| Object Category | Year | | | |
|--------------------|-----------|-----------|-----------|-----------|
| | 2000-2001 | 2015-2016 | 2016-2017 | 2017-2018 |
| Salaries | 64.0% | 62.6% | 62.6% | 62.0% |
| Benefits | 16.1% | 19.7% | 19.8% | 19.9% |
| Purchased Services | 10.3% | 11.5% | 11.5% | 11.8% |
| Supplies | 6.8% | 5.4% | 5.3% | 5.4% |
| Property | 2.5% | 0.6% | 0.6% | 0.6% |
| Other Expenditures | 0.3% | 0.2% | 0.2% | 0.2% |

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Notes: Property included expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.

Figures may not total 100 percent due to rounding.

Table 7-4

Object Category Expenditures as a Percent of Total General Fund Expenditures in
Iowa Public Schools by Enrollment Category 2017-2018

| Object Category | < 300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State Total |
|--------------------|-------|---------|---------|-------------|-------------|--------|-------------|
| Salaries | 49.0% | 58.6% | 60.6% | 63.4% | 64.2% | 62.3% | 62.0% |
| Benefits | 14.5% | 17.7% | 19.5% | 19.4% | 19.5% | 21.6% | 19.9% |
| Purchased Services | 30.1% | 16.8% | 12.9% | 10.3% | 10.5% | 10.4% | 11.8% |
| Supplies | 5.7% | 6.0% | 6.0% | 6.0% | 5.2% | 4.7% | 5.4% |
| Property | 0.4% | 0.6% | 0.6% | 0.7% | 0.5% | 0.8% | 0.6% |
| Other Objects | 0.4% | 0.4% | 0.4% | 0.2% | 0.2% | 0.1% | 0.2% |

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: Figures may not total 100 percent due to rounding.



Revenues

Iowa public school districts receive general fund revenues from a variety of sources, including local property taxes and income surtaxes, other local sources, interagency, intermediate, state foundation aid (school aid), other state sources, federal aid, and other financing sources. The “other state sources” category is comprised of state programs such as early intervention and the student achievement/educator quality program, and various grants. Total local taxes include property tax and local income surtax.

The percent of revenue from other state sources and other financing sources decreased, while there were increases in the other categories when compared to the previous year, including both state foundation aid and local taxes (Table 7-5, Figure 7-1). The largest enrollment category continued to have the highest percent of revenue from federal sources, as well as other local and state sources. The three lowest enrollment categories had the highest percent of revenue from local taxes and interagency sources (Table 7-6). For all enrollment categories, the percentage of revenues received through local taxes was less than that received from total state sources (state foundation aid and other state sources), with the smallest difference occurring in the <300 enrollment category (Figure 7-2).

Table 7-5

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools
2000-2001, 2015-2016, 2016-2017, 2017-2018

| Source of Revenue | Year | | | |
|-------------------------|-----------|-----------|-----------|-----------|
| | 2000-2001 | 2015-2016 | 2016-2017 | 2017-2018 |
| Local taxes | 32.0% | 32.7% | 32.4% | 32.8% |
| Interagency | 3.9% | 5.5% | 5.6% | 5.8% |
| Other Local Sources | 2.6% | 1.7% | 1.7% | 1.8% |
| Intermediate Sources | 0.3% | 0.0% | 0.0% | 0.0% |
| State Foundation Aid | 52.3% | 47.2% | 47.7% | 48.0% |
| Other State Sources | 5.3% | 8.4% | 8.3% | 7.2% |
| Federal Sources | 3.4% | 4.2% | 4.1% | 4.2% |
| Other Financing Sources | 0.1% | 0.2% | 0.3% | 0.2% |

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

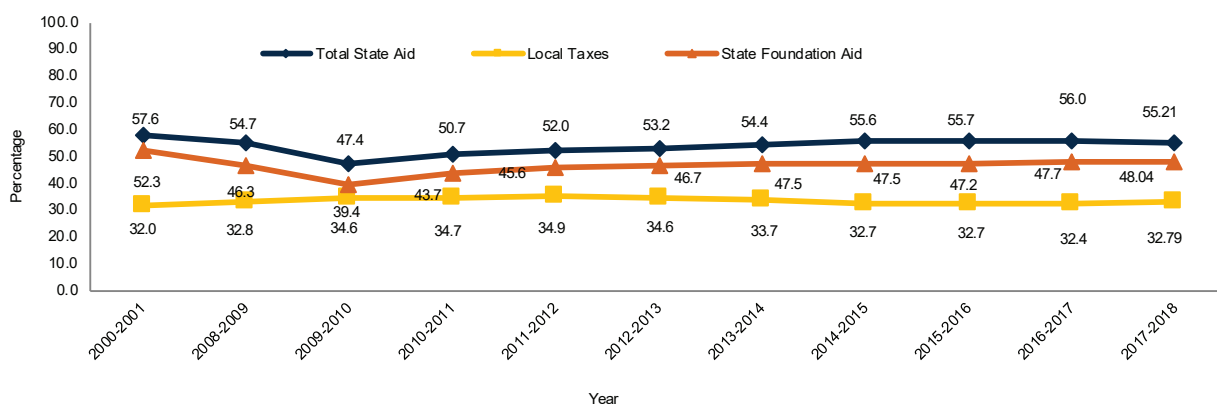
Notes: Interagency includes revenues from services provided to other Local Education Agencies (LEAs) such as tuition, transportation services, and other purchased services. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees. Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties. Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.

Totals may not equal 100 percent due to rounding.



Figure 7-1

Percent of Total General Fund Revenues from Local Taxes, State Foundation Aid, and Total State Aid in Iowa Public Schools 2000-2001 and 2008-2009 to 2017-2018



Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Table 7-6

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools by Enrollment Category 2017-2018

| Source of Revenue | Enrollment Category | | | | | | State Total |
|-------------------------|---------------------|---------|---------|-------------|-------------|---------|-------------|
| | < 300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500 + | |
| Local Taxes | 40.4% | 36.0% | 35.7% | 32.0% | 31.6% | 31.4% | 32.8% |
| Interagency | 11.5% | 12.4% | 8.0% | 6.6% | 5.1% | 2.2% | 5.8% |
| Other Local sources | 1.8% | 1.8% | 1.9% | 1.6% | 1.7% | 2.0% | 1.8% |
| Intermediate Sources | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| State Foundation Aid | 35.9% | 39.6% | 44.3% | 49.0% | 50.2% | 51.1% | 48.0% |
| Other State Sources | 6.6% | 6.8% | 6.8% | 7.1% | 7.3% | 7.5% | 7.2% |
| Federal Sources | 3.7% | 3.2% | 3.1% | 3.6% | 3.9% | 5.6% | 4.2% |
| Other Financing Sources | 0.2% | 0.2% | 0.2% | 0.2% | 0.1% | 0.3% | 0.2% |

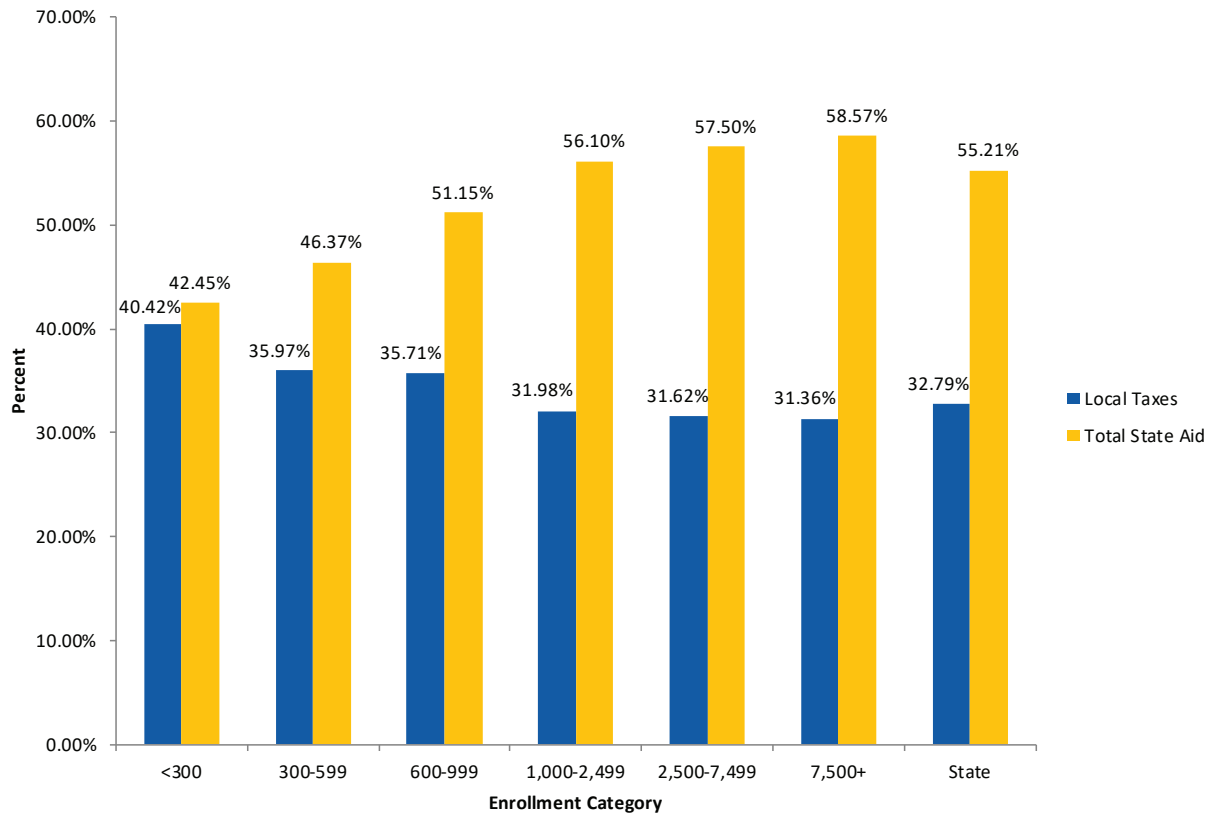
Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees. Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties. Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets. Totals may not equal 100 percent due to rounding.



Figure 7-2

Percent of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools by Enrollment Category 2017-2018



Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.



Taxable Valuation

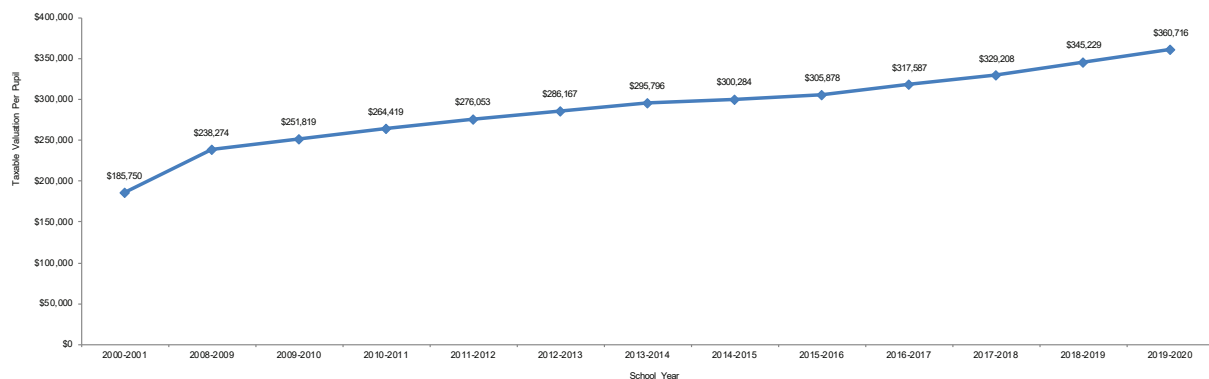
The adjusted-equalized value of real property is represented by taxable valuation. There are 106 assessing jurisdictions in the state of Iowa, including one for each county (99) and seven city assessors. The property in each jurisdiction is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values that are based on productivity. Adjustments are based on investigations and appraisals done by the state and on assessments/sales ratio studies. The agriculture land use productivity formula is based on agriculture prices and expenses. An adjustment is ordered by the state if reported valuation is more than 5 percent above or below those determined by the state. Taxes are assessed against equalized property values and rates are expressed per \$1,000 of valuation.

The amount of state aid a school district will receive is based on the taxable valuation in the school district. The Iowa school foundation formula requires all school districts to levy a uniform rate of \$5.40 per \$1,000 taxable valuation. State aid is provided to adjust for the different amounts of revenue raised in each school district. The relative property wealth in a school district is the primary factor in determining the property tax rates.

Iowa's average taxable valuation per pupil has increased each year since 2008-2009 (Figure 7-3). The three smallest enrollment categories have consistently had an average per pupil valuation above the state average (Table 7-7). The taxable valuation per pupil increases because of increases in valuation, as well as decreases in enrollment. The <300 and 600-999 enrollment categories have had the greatest range in taxable valuation per pupil in each of the last five years (Table 7-8). As in the previous year, the second largest enrollment category (2,500-7,499) had the lowest taxable valuation per pupil (\$175,927) and the 600-999 enrollment category had the highest taxable valuation per pupil (\$1,382,844).

Figure 7-3

Iowa Average Taxable Valuation Per Pupil 2000-2001 and 2008-2009 to 2019-2020



Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.



Table 7-7

Iowa Average Taxable Valuation Per Pupil by Enrollment Category
2000-2001 and 2015-2016 to 2019-2020

| Enrollment Category | 2000-2001 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| <300 | 266,463 | 534,536 | 535,326 | 564,717 | 590,301 | 616,639 |
| 300-599 | 223,708 | 414,524 | 433,515 | 451,648 | 471,248 | 490,260 |
| 600-999 | 201,732 | 368,506 | 385,822 | 401,567 | 416,492 | 441,092 |
| 1,000-2,499 | 175,204 | 295,199 | 310,600 | 325,831 | 341,958 | 355,939 |
| 2,500-7,499 | 175,250 | 284,813 | 292,891 | 294,847 | 310,048 | 333,605 |
| 7,500+ | 174,108 | 280,377 | 290,455 | 298,990 | 315,401 | 324,331 |
| State | 185,750 | 305,878 | 317,587 | 329,208 | 345,229 | 360,716 |

Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.



Table 7-8

| Net Taxable Valuations Per Budget Enrollment 2015-2016 to 2019-2020 | | | | | | |
|---|-----|-----------|-----------|-----------|-----------|-----------|
| | | Year | | | | |
| Enrollment Category | | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| <300 | Min | 233,340 | 242,623 | 246,919 | 293,247 | 302,327 |
| <300 | Max | 1,097,341 | 1,108,726 | 1,292,072 | 1,196,960 | 1,247,134 |
| 300-599 | Min | 198,342 | 202,478 | 205,942 | 226,516 | 225,937 |
| 300-599 | Max | 744,154 | 769,455 | 819,846 | 847,594 | 889,595 |
| 600-999 | Min | 175,380 | 170,848 | 188,468 | 203,869 | 220,653 |
| 600-999 | Max | 1,227,824 | 1,260,406 | 1,300,025 | 1,385,187 | 1,382,844 |
| 1,000-2,499 | Min | 162,579 | 165,865 | 172,503 | 178,498 | 183,307 |
| 1,000-2,499 | Max | 804,376 | 880,628 | 915,594 | 971,232 | 1,009,915 |
| 2,500-7,499 | Min | 169,756 | 176,101 | 182,584 | 173,544 | 175,927 |
| 2,500-7,499 | Max | 543,500 | 576,105 | 595,820 | 623,226 | 643,607 |
| 7,500+ | Min | 156,727 | 162,804 | 168,466 | 178,928 | 180,030 |
| 7,500+ | Max | 446,277 | 476,882 | 492,143 | 527,371 | 537,428 |
| State | Min | 156,727 | 162,804 | 168,466 | 173,544 | 175,927 |
| State | Max | 1,227,824 | 1,260,406 | 1,300,025 | 1,385,187 | 1,382,844 |

Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.



Expenditures Per Pupil

General fund expenditures per pupil include expenditures for instruction, student support services, staff support services, administration and central services, operation and maintenance, student transportation, and other support services. Expenditures per pupil are calculated by dividing total general fund expenditures by the certified enrollment. Expenditures related to community services, adult education, nonpublic education, and area education agency revenues for services sold to other school districts and area education agencies are not included in the per pupil calculation.

The smallest and largest enrollment categories had the highest average general fund per pupil expenditures in all years presented in Table 7-9, with both exceeding the state averages. Table 7-10 and Figure 7-4 display the average per pupil expenditures, based on fall enrollment, for Iowa, the Midwest states, and the nation. The National Education Association (NEA) collected and estimated these data. In the most recent year, Iowa ranked 30th in the nation in average expenditures per pupil. Indiana, Kansas, Missouri, Michigan, and South Dakota ranked lower than Iowa.

Table 7-9

| Average General Fund Per Pupil Expenditures for Iowa Public Schools by Enrollment Category 2000-2001, 2015-2016 to 2017-2018 | | | | |
|---|-----------|-----------|-----------|-----------|
| Enrollment Category | Year | | | |
| | 2000-2001 | 2015-2016 | 2016-2017 | 2017-2018 |
| < 300 | \$5,605 | \$10,454 | \$11,017 | \$11,355 |
| 300-599 | \$5,106 | \$9,727 | \$10,136 | \$10,462 |
| 600-999 | \$4,988 | \$9,463 | \$9,943 | \$10,261 |
| 1,000-2,499 | \$4,881 | \$9,571 | \$9,957 | \$10,147 |
| 2,500-7,499 | \$5,055 | \$9,633 | \$9,927 | \$10,187 |
| 7,500 + | \$5,461 | \$10,355 | \$10,638 | \$11,127 |
| State | \$5,119 | \$9,849 | \$10,203 | \$10,536 |

Sources: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Report.
Iowa Department of Education, Division of Learning and Results, Certified Enrollment Report.



Table 7-10

Iowa and Midwest States Public School Average Total Current Expenditures Per Pupil
2000-2001, 2016-2017 and 2017-2018

| State/Nation | Year | | | | | |
|--------------|------------------------|---------------|------------------------|---------------|------------------------|---------------|
| | 2000-2001 | | 2016-2017 | | 2017-2018 | |
| | Per Pupil Expenditures | National Rank | Per Pupil Expenditures | National Rank | Per Pupil Expenditures | National Rank |
| Nation | 7,296 | | 12,230 | | 12,602 | |
| Iowa | 6,434 | 34 | 11,010 | 31 | 11,273 | 30 |
| Illinois | 8,293 | 11 | 14,819 | 12 | 15,426 | 12 |
| Indiana | 7,567 | 18 | 8,726 | 47 | 8,496 | 47 |
| Kansas | 7,031 | 23 | 10,277 | 37 | 11,266 | 31 |
| Michigan | 8,127 | 13 | 9,969 | 38 | 10,393 | 38 |
| Minnesota | 7,320 | 21 | 12,918 | 18 | 13,166 | 19 |
| Missouri | 6,323 | 38 | 11,061 | 30 | 11,222 | 32 |
| Nebraska | 6,395 | 35 | 11,717 | 23 | 11,802 | 24 |
| North Dakota | 4,607 | 50 | 14,401 | 14 | 14,815 | 14 |
| Ohio | 6,952 | 25 | 11,512 | 26 | 11,713 | 25 |
| South Dakota | 6,269 | 39 | 10,406 | 36 | 10,557 | 37 |
| Wisconsin | 8,205 | 12 | 11,543 | 25 | 11,610 | 26 |

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

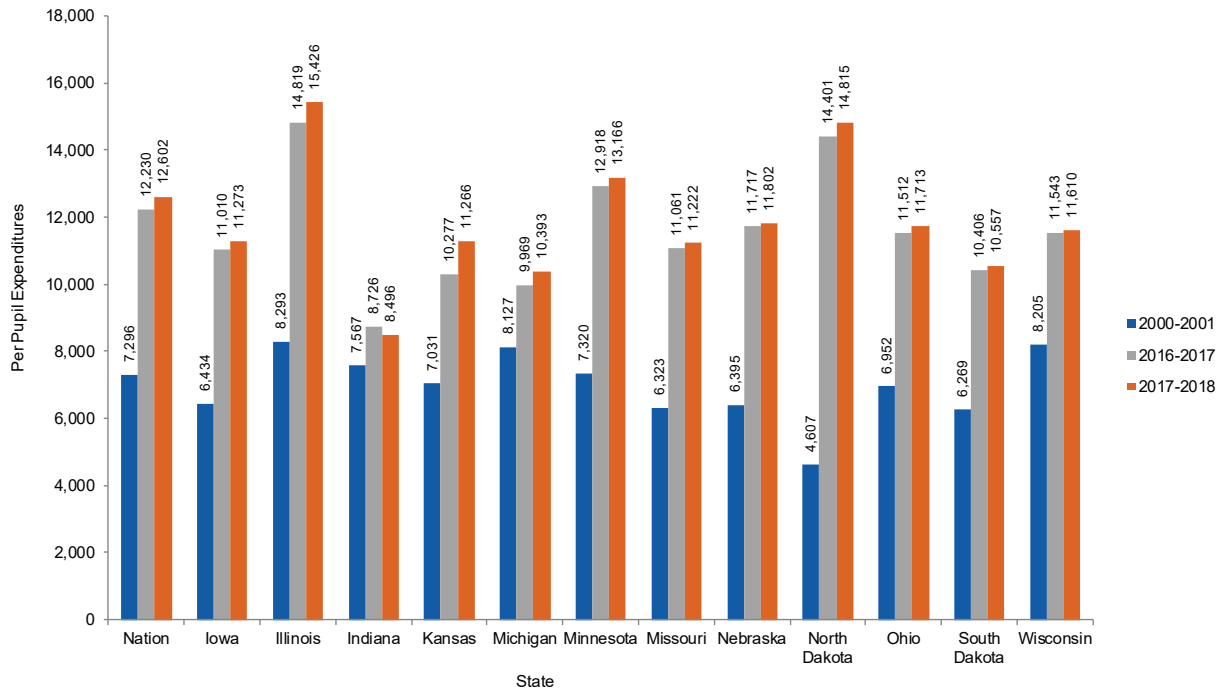
Notes: 2016-2017 reflect adjusted numbers.

2017-2018 are estimated by NEA.



Figure 7-4

Iowa and Midwest States Public School Average Per Pupil Expenditures
2000-2001, 2016-2017 and 2017-2018



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

Notes: 2016-2017 figures have been adjusted.

2017-2018 are estimated by NEA.



State Aid

This section presents data on state aid, including School Foundation Aid, Instructional Support, Early Intervention, and Student Achievement/Educator Quality. State aid is received by school districts through appropriations made from the state's general fund each year. The state foundation level, currently at 87.5 percent, was last changed in 1996-1997. The special education foundation level was increased to its current level, also 87.5 percent, in 1999-2000. The foundation level changes increased the amount of state aid and lowered the amount of property tax. Several programs have been added or removed since these changes were made. For example, in 2009-2010, the Teacher Salary Supplement and Professional Development Supplement were added. 2015-2016 was the first year in which a portion of districts participating in the Teacher Leadership and Compensation (TLC) Program were funded through the school finance formula. All districts now participate in the TLC Program and are funded through the formula.

Table 7-11 shows the state's general fund appropriations and initial state aid to school districts for multiple years. The Legislature initially appropriated \$7.64 billion and initial state aid to school districts was about \$3.28 billion or approximately 43.0 percent of the general fund appropriations for the 2018-2019 school year (fiscal year 2019). This was a minimal increase in the initial percent spent on education. Initial state aid to school districts has steadily increased since 2012-2013.



Table 7-11

Total Iowa Government Appropriations (In Millions) 2000-2001 to 2019-2020

| Year | Initial State Aid to Districts | Initial General Fund Appropriations | Initial Percent Spent on Education | Final State Aid to Districts | Final General Fund Appropriation | Final Percent Spent on Education |
|-----------|--------------------------------|-------------------------------------|------------------------------------|------------------------------|----------------------------------|----------------------------------|
| 2019-2020 | 3,286.1 | 7,643.7 | 43.0 | | | |
| 2018-2019 | 3,211.6 | 7,480.2 | 42.9 | Not currently available | | |
| 2017-2018 | 3,183.7 | 7,268.6 | 43.8 | 3,179.6 | 7,261.1 | 43.8 |
| 2016-2017 | 3,087.9 | 7,350.6 | 42.0 | 3,097.8 | 7,263.5 | 42.6 |
| 2015-2016 | 2,950.3 | 7,175.2 | 41.1 | 2,952.0 | 7,254.8 | 40.7 |
| 2014-2015 | 2,858.5 | 6,958.9 | 41.1 | 2,865.0 | 7,063.4 | 40.6 |
| 2013-2014 | 2,714.8 | 6,485.1 | 41.9 | 2,716.1 | 6,482.6 | 41.9 |
| 2012-2013 | 2,653.7 | 6,222.6 | 42.6 | 2,709.8 | 6,431.6 | 42.1 |
| 2011-2012 | 2,629.3 | 6,010.1 | 43.7 | 2,623.8 | 6,012.5 | 43.6 |
| 2010-2011 | 2,668.5 | 5,279.2 | 50.5 | 2,451.0 | 5,351.9 | 45.8 |
| 2009-2010 | 2,595.1 | 5,768.3 | 45.0 | 2,150.8 | 5,303.3 | 40.6 |
| 2008-2009 | 2,584.0 | 6,133.1 | 42.1 | 2,499.7 | 5,959.0 | 41.9 |
| 2007-2008 | 2,417.2 | 5,856.3 | 41.3 | 2,415.1 | 5,898.4 | 40.9 |
| 2006-2007 | 2,252.8 | 5,296.5 | 42.5 | 2,251.5 | 5,392.9 | 41.7 |
| 2005-2006 | 2,131.5 | 4,938.6 | 43.2 | 2,131.9 | 5,031.7 | 42.4 |
| 2004-2005 | 2,025.6 | 4,464.2 | 45.4 | 2,025.7 | 4,606.2 | 44.0 |
| 2003-2004 | 1,963.5 | 4,513.6 | 43.5 | 1,919.4 | 4,500.5 | 42.6 |
| 2002-2003 | 1,935.7 | 4,509.9 | 42.9 | 1,935.7 | 4,534.4 | 42.7 |
| 2001-2002 | 1,978.3 | 4,873.7 | 40.6 | 1,899.1 | 4,607.1 | 41.2 |
| 2000-2001 | 1,893.1 | 4,880.1 | 38.8 | 1,897.4 | 4,886.9 | 38.8 |

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.

Notes: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations. Data for previous years may include LSA summary revisions.



Property Taxes

The school aid formula for school districts is funded by a combination of state foundation aid and the uniform levy (\$5.40/\$1,000 of taxable valuation) and additional levies. School districts may levy other local taxes along with the uniform and additional levies. The uniform levy, additional levy, instructional support levy, and educational improvement levy are property taxes included in the school district's general fund. The management levy, regular physical plant and equipment levy (PPEL), voter-approved physical plant and equipment levy (VPPEL), public education and recreation levy (PERL), and debt services levy are school district property taxes for specified purposes that are not included in the general fund.

Data on general fund property tax rates, management fund property tax rates, regular and voter-approved physical plant and equipment levy (PPEL) tax rates, the public education and recreation levy (PERL) tax rates, and debt service levy tax rates for 2019-2020 are found in Table 7-12.

All school districts levy the general fund property tax. The average general fund property tax rate increases from the smallest to the largest enrollment category, with the two largest enrollment categories having an average general fund property tax rate that is greater than the state average. There are no restrictions for the management levy rate; however, the purpose for which the proceeds may be used is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, the cost of retirement benefits, and the cost of mediation and arbitration. The majority of the school districts in 2019-2020 levy for the management fund. The regular physical plant and equipment levy (PPEL) is a levy the school board may approve up to \$0.33 per \$1,000 of taxable valuation; all but three districts have implemented this option. A school board may also request voter approval to increase this levy up to an additional \$1.34 per \$1,000 taxable valuation. The two largest school district enrollment categories, 2,500-7,499 and 7,500+ have the highest average voter-approved PPEL rates.

The public education and recreation levy (PERL), or playground levy, must be approved by voters within the school districts. Funds from PERL must be used for the purchase of playgrounds and recreational facilities and for the costs of community education. The maximum rate for PERL is \$0.135 per \$1,000 of taxable valuation. In 2019-2020, there was a decrease of one district implementing this levy.

Usage of the debt service levy is tied to passage of a bond issue, which requires approval of at least 60 percent of the electorate within the school district. Just over half of the school districts use the debt services levy. Consistent with past years, the highest percentage of districts using this levy fall within the 1,000-2,499 and 2,500-7,499 enrollment categories. Use by the smallest (<300) enrollment category falls below the state average, and decreased slightly from the previous two years.

Table 7-13 lists the total taxes and property tax amounts for the general fund, management fund, regular PPEL, voter-approved PPEL, PERL, and debt services levies for 2019-2020. The smallest enrollment category continues to have the highest average tax per pupil for all taxes listed.



Table 7-12

| Property Tax Rates and Number of Districts with Levies by Enrollment Category 2019-2020 | | | | | | | | |
|---|---------|---------|---------|-------------|-------------|----------|----------|--|
| Enrollment Category | <300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | State | |
| Number of Districts | 36 | 103 | 77 | 77 | 22 | 12 | 327 | |
| Number of Districts with General Fund Levy | 36 | 103 | 77 | 77 | 22 | 12 | 327 | |
| Percent of Districts with General Fund Levy | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |
| Average Tax Rate with General Fund Levy | 8.69840 | 9.55009 | 9.72814 | 10.65655 | 11.29411 | 12.76226 | 11.03590 | |
| Number of Districts with Management Fund Levy | 33 | 97 | 75 | 73 | 22 | 12 | 312 | |
| Percent of Districts with Management Fund Levy | 91.7% | 94.2% | 97.4% | 94.8% | 100.0% | 100.0% | 95.4% | |
| Average Management Levy Tax Rate | 1.12334 | 1.02791 | 0.85536 | 0.94604 | 0.91144 | 0.97829 | 0.95127 | |
| Number of Districts with Regular PPEL Levy | 36 | 103 | 77 | 76 | 20 | 12 | 324 | |
| Percent of Districts with Regular PPEL Levy | 100.0% | 100.0% | 100.0% | 98.7% | 90.9% | 100.0% | 99.1% | |
| Average Regular PPEL Tax Rate | 0.33000 | 0.33000 | 0.33000 | 0.33000 | 0.33000 | 0.33000 | 0.33000 | |
| Number of Districts with Voter-Approved PPEL Levy | 26 | 87 | 58 | 65 | 21 | 11 | 268 | |
| Percent of Districts with Voter-Approved PPEL Levy | 72.2% | 84.5% | 75.3% | 84.4% | 95.5% | 91.7% | 82.0% | |
| Average Voter-Approved PPEL Tax Rate | 0.89843 | 0.90812 | 0.89797 | 0.86213 | 1.06126 | 1.13047 | 0.99779 | |
| Number of Districts with PERL Levy | 5 | 7 | 4 | 3 | 2 | 3 | 24 | |
| Percent of Districts with PERL Levy | 13.9% | 6.8% | 5.2% | 3.9% | 9.1% | 25.0% | 7.3% | |
| Average PERL Tax Rate | 0.13500 | 0.13500 | 0.13500 | 0.09195 | 0.13500 | 0.13500 | 0.12982 | |
| Number of Districts with Debt Services Levy | 7 | 52 | 44 | 47 | 13 | 6 | 169 | |
| Percent of Districts with Debt Services Levy | 19.4% | 50.5% | 57.1% | 61.0% | 59.1% | 50.0% | 51.7% | |
| Average Debt Services Tax Rate | 1.84779 | 1.93976 | 1.96279 | 2.52820 | 2.83162 | 1.85664 | 2.25349 | |

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.

PPEL means Physical Plant and Equipment Levy.

Average Tax Rate per \$1,000 Valuation.



Table 7-13
Total Property Taxes and Average Property Tax Per Pupil by Enrollment Category 2019-2020

| | Enrollment Category | | | | | | State |
|--|---------------------|-------------|-------------|-------------|-------------|-------------|---------------|
| | <300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | |
| Number of Districts | 36 | 103 | 77 | 77 | 22 | 12 | 327 |
| Percent of Districts with General Fund Levy | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100% |
| General Fund Property Tax | 43,314,617 | 221,511,142 | 253,920,021 | 430,640,035 | 343,442,936 | 648,424,405 | 1,941,253,156 |
| General Fund Income Surtax | 2,340,546 | 13,500,819 | 16,123,764 | 29,608,876 | 12,264,548 | 17,170,008 | 91,008,561 |
| Total General Fund Tax | 45,655,163 | 235,011,961 | 270,043,785 | 460,248,911 | 355,707,484 | 665,594,413 | 2,032,261,717 |
| Average Total General Fund Tax Per Pupil | 5,640 | 4,906 | 4,576 | 3,950 | 3,845 | 4,069 | 4,167 |
| Percent of Districts with Management Fund Levy | 91.7% | 94.2% | 97.4% | 94.8% | 100.0% | 100.0% | 95.4% |
| Management Fund Property Tax | 5,231,686 | 22,510,517 | 21,763,727 | 36,469,203 | 27,715,974 | 49,704,962 | 163,396,069 |
| Average Management Fund Property Tax Per Pupil | 695 | 495 | 377 | 330 | 300 | 304 | 342 |
| Percent of Districts with Regular PPEL Levy | 100.0% | 100.0% | 100.0% | 98.7% | 90.9% | 100.0% | 99.1% |
| Regular PPEL Property Tax | 1,660,280 | 8,040,193 | 9,014,203 | 14,099,511 | 10,044,921 | 18,157,718 | 61,016,826 |
| Average Regular PPEL Property Tax Per Pupil | 205 | 168 | 153 | 122 | 116 | 111 | 127 |
| Percent of Districts with Voter-Approved PPEL Levy | 72.2% | 84.5% | 75.3% | 84.4% | 95.5% | 91.7% | 82.0% |
| Voter-Approved PPEL Property Tax | 3,143,999 | 19,128,740 | 17,600,827 | 30,236,749 | 33,976,327 | 58,957,762 | 163,044,404 |
| Voter-Approved PPEL Income Surtax | 286,368 | 2,597,369 | 2,198,009 | 5,143,915 | 238,367 | - | 10,464,028 |
| Total Voter-Approved PPEL Tax | 3,430,367 | 21,726,109 | 19,798,836 | 35,380,664 | 34,214,694 | 58,957,762 | 173,508,432 |
| Average Total Voter-Approved PPEL Tax Per Pupil | 592 | 530 | 448 | 364 | 389 | 396 | 408 |
| Percent of Districts with PERL Levy | 13.9% | 6.8% | 5.2% | 3.9% | 9.1% | 25.0% | 7.3% |
| PERL Property Tax | 108,119 | 231,879 | 150,497 | 233,800 | 322,178 | 1,985,070 | 3,031,543 |
| Average PERL Property Tax Per Pupil | 93 | 69 | 51 | 54 | 37 | 40 | 43 |
| Percent of Districts with Debt Services Levy | 19.4% | 50.5% | 57.1% | 61.0% | 59.1% | 50.0% | 51.7% |
| Debt Services Property Tax | 2,103,040 | 22,207,625 | 30,314,257 | 63,135,100 | 59,723,766 | 49,171,711 | 226,655,499 |
| Average Debt Services Property Tax Per Pupil | 1,119 | 906 | 901 | 874 | 1,054 | 692 | 872 |

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.

PPEL means Physical Plant and Equipment Levy.



Income Surtaxes

Data on income surtax usage by enrollment category for 2000-2001 and 2015-2016 to 2019-2020 are presented in Table 7-14. The use of income surtax replaces local property tax within the school district, thus may reduce some property tax burden. The two highest enrollment categories have a significantly lower percentage of districts implementing an income surtax than the four lower enrollment categories, and also have average surtax rates that are below the statewide average.

Table 7-14

Number and Percent of School Districts with Income Surtaxes, Surtax Per Pupil, and Average Income Surtax Rates by Enrollment Category 2000-2001 and 2015-2016 to 2019-2020

| | Enrollment Category | | | | | | State |
|------------------------------------|---------------------|---------|---------|-------------|-------------|--------|-------|
| | <300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | |
| 2019-2020 | | | | | | | |
| Number of Districts with Surtaxes | 33 | 95 | 71 | 70 | 11 | 3 | 283 |
| Percent of Districts with Surtaxes | 91.7% | 92.2% | 92.2% | 90.9% | 50.0% | 25.0% | 86.5% |
| Surtaxes Per Budget Enrollment | 359 | 365 | 338 | 332 | 295 | 375 | 340 |
| Average Income Surtax Rate | 6.86% | 6.34% | 5.75% | 5.29% | 4.15% | 4.65% | 5.24% |
| 2018-2019 | | | | | | | |
| Number of Districts with Surtaxes | 34 | 89 | 73 | 70 | 10 | 3 | 279 |
| Percent of Districts with Surtaxes | 89.5% | 88.1% | 90.1% | 90.9% | 45.5% | 27.3% | 84.5% |
| Surtaxes Per Budget Enrollment | 423 | 390 | 351 | 339 | 307 | 355 | 349 |
| Average Income Surtax Rate | 8.12% | 6.88% | 6.14% | 5.53% | 4.43% | 4.65% | 5.53% |
| 2017-2018 | | | | | | | |
| Number of Districts with Surtaxes | 35 | 91 | 73 | 70 | 10 | 3 | 282 |
| Percent of Districts with Surtaxes | 92.1% | 88.3% | 89.0% | 90.9% | 45.5% | 27.3% | 84.7% |
| Surtaxes Per Budget Enrollment | 429 | 366 | 347 | 342 | 300 | 356 | 345 |
| Average Income Surtax Rate | 9.00% | 6.87% | 6.49% | 5.70% | 4.35% | 4.65% | 5.66% |
| 2016-2017 | | | | | | | |
| Number of Districts with Surtaxes | 36 | 92 | 75 | 68 | 11 | 3 | 285 |
| Percent of Districts with Surtaxes | 97.3% | 91.1% | 88.2% | 88.3% | 50.0% | 27.3% | 85.6% |
| Surtaxes Per Budget Enrollment | 442 | 373 | 361 | 338 | 278 | 347 | 343 |
| Average Income Surtax Rate | 9.00% | 6.87% | 6.49% | 5.70% | 4.35% | 4.65% | 5.66% |



Table 7-14 (...continued)

| | Enrollment Category | | | | | | State |
|------------------------------------|---------------------|---------|---------|-------------|-------------|--------|-------|
| | <300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | |
| 2015-2016 | | | | | | | |
| Number of Districts with Surtaxes | 26 | 93 | 75 | 66 | 11 | 3 | 274 |
| Percent of Districts with Surtaxes | 68.4% | 90.3% | 86.2% | 88.0% | 50.0% | 27.3% | 81.5% |
| Surtaxes Per Budget Enrollment | 456 | 381 | 371 | 335 | 270 | 339 | 343 |
| Average Income Surtax Rate | 8.63% | 6.91% | 6.76% | 5.84% | 4.39% | 4.63% | 5.77% |
| 2000-2001 | | | | | | | |
| Number of Districts with Surtaxes | 31 | 87 | 73 | 54 | 6 | 3 | 254 |
| Percent of Districts with Surtaxes | 86.1% | 77.0% | 67.0% | 65.1% | 25.0% | 33.3% | 67.9% |
| Surtaxes Per Budget Enrollment | 225 | 180 | 175 | 160 | 136 | 173 | 168 |
| Average Income Surtax Rate | 12.03 | 8.29 | 7.29 | 5.37 | 3.66 | 3.59 | 5.46 |

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.

PPEL means Physical Plant and Equipment Levy.

Average Tax Rate per \$1,000 Valuation.



Instructional Support

Instructional support is a program that must be approved through board action or referendum. It provides additional funding to a school district and may be imposed for up to 10 years if approved through a referendum, or up to five years through board resolution. A school district's budget may be increased by up to 10 percent of the school district's regular program cost through the instructional support program. In earlier years, state aid funded a portion of the program and the remaining portion was funded through a property tax and income surtax, if approved, once the program was enacted.

The revenue sources and amounts for the instructional support program for 2019-2020 and previous years are shown in Table 7-15 and Figure 7-5. Since 2011-2012, instructional support funding has come from a combination of property taxes and income surtax. The percent of the funding for instructional support generated from property taxes has increased each year since 2014-2015 (Table 7-15). The number of school districts with an instructional support program in current and previous years by enrollment category is shown in Table 7-16. 326 of the state's 327 districts (99.7 percent) are participating in 2019-2020. The one district not participating falls within the 1,000-2,499 enrollment category.

Table 7-15

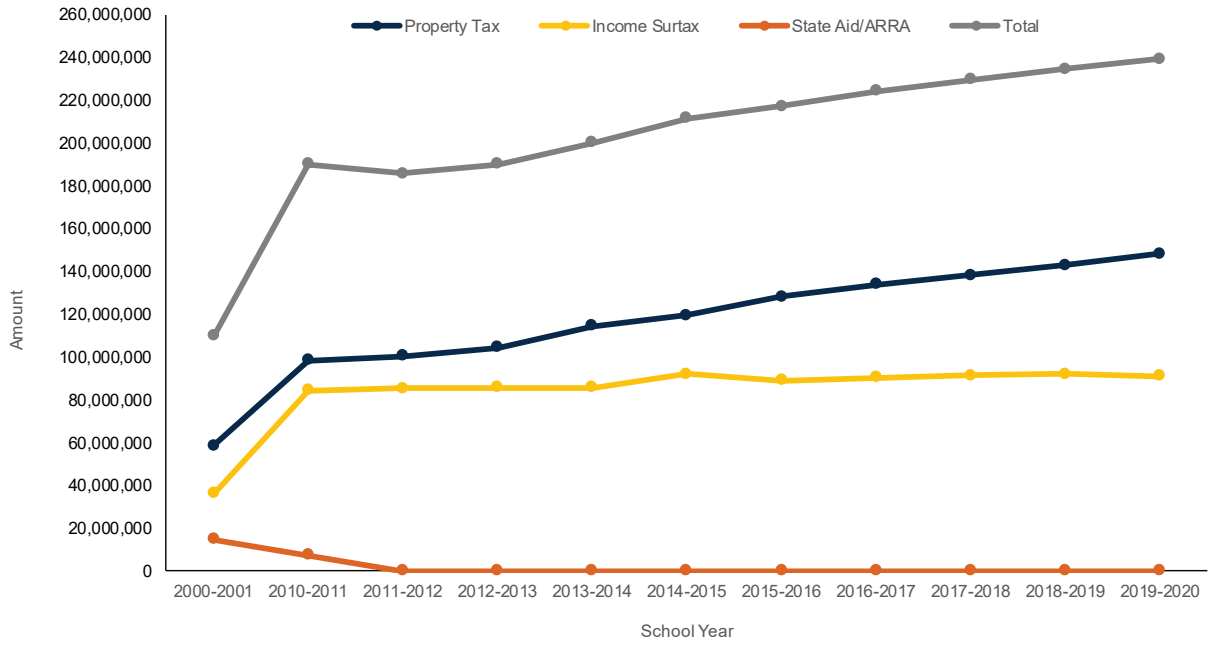
| Instructional Support Program by Revenue Source Property Tax, Income Surtax and State Aid 2000-2001 and 2010-2011 to 2019-2020 | | | | | | | |
|---|--------------|----------------------|---------------|-----------------------|----------------|------------------------|-------------|
| School Year | Property Tax | Percent Property Tax | Income Surtax | Percent Income Surtax | State Aid/ARRA | Percent State Aid/ARRA | Total |
| 2019-2020 | 148,260,303 | 62.0% | 90,900,495 | 38.0% | 0 | 0.0% | 239,160,798 |
| 2018-2019 | 142,696,592 | 60.8% | 91,908,949 | 39.2% | 0 | 0.0% | 234,605,541 |
| 2017-2018 | 138,084,562 | 60.2% | 91,245,322 | 39.8% | 0 | 0.0% | 229,329,884 |
| 2016-2017 | 133,869,972 | 59.7% | 90,292,079 | 40.3% | 0 | 0.0% | 224,162,051 |
| 2015-2016 | 128,016,622 | 59.0% | 89,054,210 | 41.0% | 0 | 0.0% | 217,070,832 |
| 2014-2015 | 119,468,024 | 56.5% | 91,988,125 | 43.5% | 0 | 0.0% | 211,456,149 |
| 2013-2014 | 114,476,664 | 57.2% | 85,521,643 | 42.8% | 0 | 0.0% | 199,998,307 |
| 2012-2013 | 104,229,555 | 54.9% | 85,667,381 | 45.1% | 0 | 0.0% | 189,896,936 |
| 2011-2012 | 100,385,847 | 54.1% | 85,171,536 | 45.9% | 0 | 0.0% | 185,557,383 |
| 2010-2011 | 98,265,550 | 51.7% | 84,302,509 | 44.4% | 7,499,936 | 3.9% | 190,067,995 |
| 2000-2001 | 58,678,106 | 53.5% | 36,273,229 | 33.1% | 14,798,227 | 13.5% | 109,749,562 |

Source: Iowa Department of Management, Master Budget Files.



Figure 7-5

Instructional Support Program Revenues 2000-2001 and 2010-2011 to 2019-2020



Source: Iowa Department of Management, Master Budget Files.



Table 7-16

| | Enrollment Category | | | | | | State |
|---|---------------------|---------|---------|-------------|-------------|--------|-------|
| | <300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | |
| 2019-2020 | | | | | | | |
| Number of Districts | 36 | 103 | 77 | 77 | 22 | 12 | 327 |
| Number of Districts with Instructional Support | 36 | 103 | 77 | 76 | 22 | 12 | 326 |
| Percent of Districts with Instructional Support | 100.0% | 100.0% | 100.0% | 98.7% | 100.0% | 100.0% | 99.7% |
| 2018-2019 | | | | | | | |
| Number of Districts | 38 | 101 | 81 | 77 | 22 | 11 | 330 |
| Number of Districts with Instructional Support | 38 | 101 | 81 | 76 | 22 | 11 | 329 |
| Percent of Districts with Instructional Support | 100.0% | 100.0% | 100.0% | 98.7% | 100.0% | 100.0% | 99.7% |
| 2017-2018 | | | | | | | |
| Number of Districts | 38 | 103 | 82 | 77 | 22 | 11 | 333 |
| Number of Districts with Instructional Support | 38 | 102 | 81 | 76 | 22 | 11 | 330 |
| Percent of Districts with Instructional Support | 100.0% | 99.0% | 98.8% | 98.7% | 100.0% | 100.0% | 99.1% |
| 2016-2017 | | | | | | | |
| Number of Districts | 37 | 101 | 85 | 77 | 22 | 11 | 333 |
| Number of Districts with Instructional Support | 37 | 100 | 84 | 73 | 22 | 11 | 327 |
| Percent of Districts with Instructional Support | 100.0% | 99.0% | 98.8% | 94.8% | 100.0% | 100.0% | 98.2% |
| 2015-2016 | | | | | | | |
| Number of Districts | 38 | 103 | 87 | 75 | 22 | 11 | 336 |
| Number of Districts with Instructional Support | 37 | 102 | 86 | 71 | 22 | 11 | 329 |
| Percent of Districts with Instructional Support | 97.4% | 99.0% | 98.9% | 94.7% | 100.0% | 100.0% | 97.9% |
| 2000-2001 | | | | | | | |
| Number of Districts | 36 | 113 | 109 | 83 | 24 | 9 | 374 |
| Number of Districts with Instructional Support | 33 | 95 | 79 | 54 | 16 | 8 | 285 |
| Percent of Districts with Instructional Support | 91.7% | 84.1% | 72.5% | 65.1% | 66.7% | 88.9% | 76.2% |

Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollment.



Budget Adjustment

The budget adjustment, previously known as the budget guarantee, is part of the Iowa school aid formula. Through FY13, school districts could receive, as a budget adjustment, the greater of a scale-down adjustment or 101 percent adjustment. The scale-down adjustment was completely eliminated in FY14. Each year, enrollment changes from the previous year and the supplemental state aid growth rate set by the Legislature is used to determine whether or not a school district qualifies to receive the budget adjustment. The 101 percent budget adjustment guarantees a school district's regular program cost will equal at least 101 percent of the previous year's regular program cost. The overall percent of districts receiving the budget adjustment for 2019-2020 significantly decreased from the previous year (Table 7-17 and Figure 7-6), with each enrollment category also experiencing a decrease. This change is primarily attributed to the higher growth rate for state supplement aid set by the Legislature.

Table 7-17

| | Enrollment Category | | | | | | State |
|-----------------------------------|---------------------|---------|---------|-------------|-------------|--------|-------|
| | <300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | |
| 2019-2020 | | | | | | | |
| Number of Districts | 36 | 103 | 77 | 77 | 22 | 12 | 327 |
| Number of Districts w/Adjustment | 18 | 46 | 24 | 20 | 5 | 1 | 114 |
| Percent of Districts w/Adjustment | 50.0% | 44.7% | 31.2% | 26.0% | 22.7% | 8.3% | 34.9% |
| Average Per Pupil | 299 | 206 | 146 | 115 | 106 | 72 | 127 |
| 2018-2019 | | | | | | | |
| Number of Districts | 38 | 101 | 81 | 77 | 22 | 11 | 330 |
| Number of Districts w/Adjustment | 25 | 58 | 45 | 36 | 10 | 4 | 178 |
| Percent of Districts w/Adjustment | 65.8% | 57.4% | 55.6% | 46.8% | 45.5% | 36.4% | 53.9% |
| Average Per Pupil | 299 | 206 | 146 | 115 | 106 | 72 | 127 |
| 2017-2018 | | | | | | | |
| Number of Districts | 38 | 103 | 82 | 77 | 22 | 11 | 333 |
| Number of Districts w/Adjustment | 21 | 58 | 46 | 42 | 7 | 5 | 179 |
| Percent of Districts w/Adjustment | 55.3% | 56.3% | 56.1% | 54.5% | 31.8% | 45.5% | 53.8% |
| Average Per Pupil | 296 | 206 | 134 | 110 | 69 | 59 | 110 |
| 2016-2017 | | | | | | | |
| Number of Districts | 37 | 101 | 85 | 77 | 22 | 11 | 333 |
| Number of Districts w/Adjustment | 18 | 43 | 27 | 18 | 2 | 2 | 110 |
| Percent of Districts w/Adjustment | 48.6% | 42.6% | 31.8% | 23.4% | 9.1% | 18.2% | 33.0% |
| Average Per Pupil | 203 | 139 | 130 | 90 | 119 | 28 | 102 |



Table 7-17 (...continued)

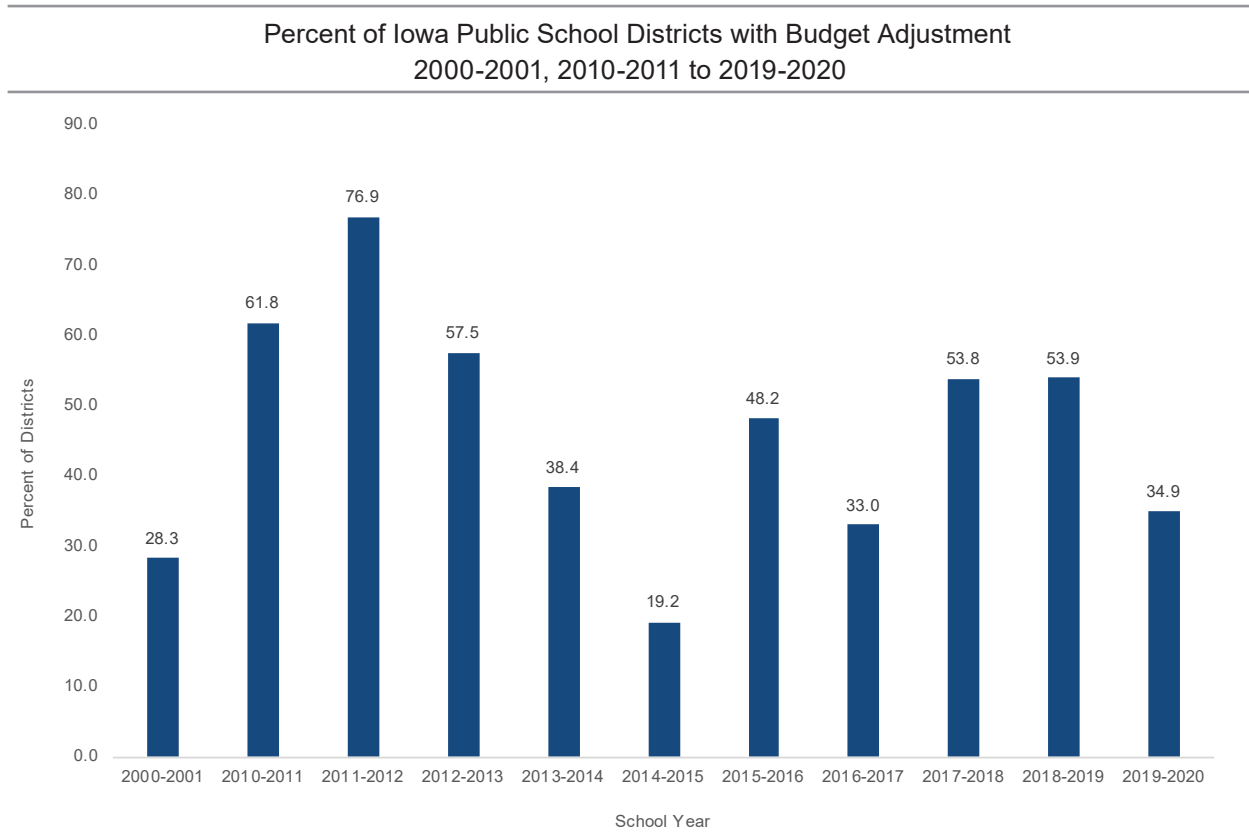
| | Enrollment Category | | | | | | State |
|-----------------------------------|---------------------|---------|---------|-------------|-------------|--------|-------|
| | <300 | 300-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | |
| 2015-2016 | | | | | | | |
| Number of Districts | 38 | 103 | 87 | 75 | 22 | 11 | 336 |
| Number of Districts w/Adjustment | 22 | 65 | 37 | 30 | 7 | 1 | 162 |
| Percent of Districts w/Adjustment | 57.9% | 63.1% | 42.5% | 40.0% | 31.8% | 9.1% | 48.2% |
| Average Per Pupil | 278 | 167 | 142 | 94 | 44 | 48 | 109 |
| 2000-2001 | | | | | | | |
| Number of Districts | 36 | 113 | 109 | 83 | 24 | 9 | 374 |
| Number of Districts w/Guarantee | 21 | 44 | 25 | 16 | 0 | 0 | 106 |
| Percent of Districts w/Guarantee | 58.3% | 38.9% | 22.9% | 19.3% | 0.0% | 0.0% | 28.3% |
| Average Per Pupil | 288 | 143 | 90 | 35 | 0 | 0 | 101 |

Source: Iowa Department of Management, Master Budget Files.

Note: Enrollment categories determined by budget enrollment.



Figure 7-6



Source: Iowa Department of Management, Master Budget Files.



Bond Elections

The number of school districts that attempted bond referendums by enrollment category is listed in Table 7-18. A bond referendum may be passed with approval of at least 60 percent of the total votes cast. In 2017-2018, 76.7 percent were passed, a significant increase from the passage rate for 2016-2017 (54.5 percent). This marked three consecutive years where the passage rate exceeded 50 percent.

Table 7-18

| Number of Districts Attempting Bond Referendums by Percentage of Yes Votes by Enrollment Category 2000-2001, 2016-2017 and 2017-2018 | | | | | | | |
|---|---------------------|---------|---------|----------------|----------------|---------|-------|
| | Enrollment Category | | | | | | State |
| | <300 | 300-599 | 600-999 | 1,000- 2499 | 2,500- 7499 | 7,500 + | |
| 2017-2018 | | | | | | | |
| Number Attempted | 0 | 8 | 6 | 10 | 3 | 3 | 30 |
| <50 Percent | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
| 50-59.9 Percent | 0 | 0 | 2 | 2 | 1 | 0 | 5 |
| 60 Percent + | 0 | 7 | 4 | 7 | 2 | 3 | 23 |
| 2016-2017 | | | | | | | |
| Number Attempted | 2 | 8 | 13 | 8 | 2 | 0 | 33 |
| <50 Percent | 1 | 1 | 1 | 2 | 0 | 0 | 5 |
| 50-59.9 Percent | 0 | 3 | 5 | 2 | 0 | 0 | 10 |
| 60 Percent + | 1 | 4 | 7 | 4 | 2 | 0 | 18 |
| 2000-2001 | | | | | | | |
| Number Attempted | 0 | 11 | 6 | 6 | 4 | 1 | 28 |
| <50 Percent | 0 | 3 | 2 | 3 | 0 | 0 | 8 |
| 50-59.9 Percent | 0 | 4 | 1 | 2 | 1 | 0 | 8 |
| 60 Percent + | 0 | 4 | 3 | 1 | 3 | 1 | 12 |

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.



Physical Plant and Equipment Elections

Table 7-19 lists the number of school districts that attempted voter-approved physical plant and equipment referendums in 2001-2002 and 2016-2017 to 2017-2018. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2017-2018, 97.3 percent of the 37 voter-approved physical plant and equipment referendums were passed, as compared to 2016-2017 where 100 percent of the 23 referendums were approved (Table 7-19).

Table 7-19

| | Enrollment Category | | | | | | State |
|------------------|---------------------|---------|---------|------------|------------|---------|-------|
| | <300 | 300-599 | 600-999 | 1,000-2499 | 2,500-7499 | 7,500 + | |
| 2017-2018 | | | | | | | |
| Number Attempted | 8 | 9 | 8 | 8 | 3 | 1 | 37 |
| <50 Percent | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 50 Percent + | 8 | 9 | 7 | 8 | 3 | 1 | 36 |
| 2016-2017 | | | | | | | |
| Number Attempted | 0 | 7 | 3 | 9 | 2 | 2 | 23 |
| <50 Percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 50 Percent + | 0 | 7 | 3 | 9 | 2 | 2 | 23 |
| 2001-2002 | | | | | | | |
| Number Attempted | 2 | 14 | 10 | 9 | 2 | 0 | 37 |
| <50 Percent | 0 | 3 | 2 | 2 | 1 | 0 | 8 |
| 50 Percent + | 2 | 11 | 8 | 7 | 1 | 0 | 29 |

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: A district could be included more than once if it had more than one voter-approved physical plant and equipment levy referendum in a year. FY 2002 was the first year the information was collected.



Secure an Advanced Vision for Education

Secure an Advanced Vision for Education (SAVE), which became effective July 1, 2008, is used by school districts for school infrastructure needs and property tax relief. This legislation (Iowa Code 423F.1) increased the state sales, services, and use tax from 5 percent to 6 percent to provide revenues to local school districts solely for school infrastructure purposes or school district property tax relief. Legislation passed during the 2019 legislative session extended the sunset date from December 31, 2029 to January 1, 2051.

Use of revenues from SAVE depends on whether or not the school district has a revenue purpose statement (RPS). Current law specifies the usage of SAVE revenue as dictated by the RPS. A RPS requires voter approval for designating specific use of SAVE. If there is no RPS, the revenue is to be used for reducing specified levies described in Iowa Code 423F.3 "Use of revenues." A school board may adopt a resolution for using SAVE revenues solely for property tax relief by reducing indebtedness of PPEL and debt levies without voter approval. If the school board approves a change in the RPS not solely for reduction of property tax relief, voter approval is required.

The estimated sales and services tax revenues for 2019-2020 are \$501.4 million for 327 school districts in all 99 counties (Table 7-20).



Table 7-20

**Local Option/Statewide Sales and Services Tax for School Infrastructure
2000-2001, 2015-2016 to 2019-2020**

| | 2000-2001 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|---------------|---------------|---------------|---------------|---------------|---------------|
| Number of Counties with the Tax | 15 | 99 | 99 | 99 | 99 | 99 |
| Number of Districts Partly or Wholly Located in those Counties | 110 | 336 | 333 | 333 | 330 | 327 |
| Resident Budget Enrollment in those Counties | 171,150.6 | 483,450.9 | 485,147.3 | 486,264.3 | 487,651.5 | 490,094.4 |
| Estimated Revenues | \$122,683,313 | \$435,270,155 | \$444,681,000 | \$442,172,297 | \$469,405,863 | \$501,999,940 |
| Percent of Counties Participating | 15.2% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Percent of Districts Located Partly or Wholly in Participating Counties | 29.4% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Percent of Budget Enrollment Residing in Participating Counties | 34.3% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Source: Department of Revenue, Local Option Tax Information for Local Government.



Total Preschool, Elementary and Secondary Education Budgets

The budget detail for 2000-2001, 2018-2019, and 2019-2020 is shown in Table 7-21. Several categorical supplements were added to the school aid formula beginning in 2009-2010, including Teacher Salary, Professional Development, Early Intervention, Area Education Agency (AEA) Teacher Salary, and AEA Professional Development. Teacher Leadership was fully added to the school aid formula beginning in 2017-2018. The “Preschool” line in Table 7-21 is Iowa’s Statewide Voluntary Preschool Program for Four-Year-Old Children (Iowa Code 256C).

Table 7-21

| Total Preschool, Elementary and Secondary Education Budgets 2000-2001, 2018-2019 and 2019-2020 | | | | | | |
|---|---------------|---------|---------------|---------|---------------|---------|
| Source of Funds | 2000-2001 | | 2018-2019 | | 2019-2020 | |
| | Amount | Percent | Amount | Percent | Amount | Percent |
| Regular Program | 2,175,673,579 | 66.7 | 3,285,481,467 | 54.4 | 3,364,091,962 | 54.1 |
| Guarantee Amount | 6,629,840 | 0.2 | 25,520,687 | 0.4 | 9,774,555 | 0.2 |
| Supplementary Weights | 21,887,590 | 0.7 | 98,719,962 | 1.6 | 104,778,620 | 1.7 |
| Special Education | 278,121,047 | 8.5 | 440,874,542 | 7.3 | 460,238,641 | 7.4 |
| Teacher Salary | - | 0.0 | 282,938,336 | 4.7 | 288,623,152 | 4.6 |
| Professional Development | - | 0.0 | 32,059,802 | 0.5 | 32,696,371 | 0.5 |
| Early Intervention | - | 0.0 | 34,895,866 | 0.6 | 35,575,348 | 0.6 |
| Teacher Leadership | - | 0.0 | 159,466,485 | 2.6 | 162,738,249 | 2.6 |
| AEA Special Education Support and Adj | 107,245,598 | 3.3 | 164,889,350 | 2.7 | 168,742,138 | 2.7 |
| AEA Media | 19,184,863 | 0.6 | 28,687,769 | 0.5 | 29,301,045 | 0.5 |
| AEA Ed Services | 21,167,941 | 0.6 | 31,697,300 | 0.5 | 32,369,311 | 0.5 |
| AEA Sharing | - | 0.0 | 30,000 | <0.1 | 60,003 | <0.1 |
| AEA Teacher Salary | - | 0.0 | 15,973,843 | 0.3 | 16,354,536 | 0.3 |
| AEA Professional Development | - | 0.0 | 1,874,985 | <0.1 | 1,918,943 | <0.1 |
| Dropout SBRC | 40,504,621 | 1.2 | 124,294,926 | 2.1 | 124,914,792 | 2.0 |
| Other SBRC | 664,690 | <0.1 | - | 0.0 | - | 0.0 |
| Enrollment Audit Adjustment | (695,392) | 0.0 | (582,315) | 0.0 | (103,227) | 0.0 |
| AEA Prorated Budget Reduction | - | 0.0 | 22,500,000 | 0.4 | 22,500,000 | 0.4 |
| Preschool | - | 0.0 | 82,236,672 | 1.4 | 86,151,452 | 1.4 |
| Instructional Support | 109,749,562 | 3.4 | 234,605,541 | 3.9 | 239,160,798 | 3.8 |
| Educational Improvement | 317,837 | <0.1 | 905,951 | 0.0 | 900,317 | 0.0 |
| Property Tax Replacement Payment | - | 0.0 | 52,081,306 | 0.9 | 62,648,930 | 1.0 |
| Management | 47,005,258 | 1.4 | 150,593,027 | 2.5 | 163,396,069 | 2.6 |



Table 7-21(...continued)

| Source of Funds | 2000-2001 | | 2018-2019 | | 2019-2020 | |
|---|---------------|---------|---------------|---------|---------------|---------|
| | Amount | Percent | Amount | Percent | Amount | Percent |
| Physical Plant & Equipment | 80,703,751 | 2.5 | 219,921,614 | 3.6 | 234,525,258 | 3.8 |
| 67.5 Cent Schoolhouse | 668,203 | <0.1 | - | 0.0 | - | 0.0 |
| Playground and Amana Library | 1,592,530 | <0.1 | 2,937,687 | <0.1 | 3,058,581 | <0.1 |
| Debt Service | 99,375,793 | 3.0 | 208,503,820 | 3.5 | 226,655,499 | 3.6 |
| Estimated Miscellaneous State Categorical | 147,121,263 | 4.5 | 98,045,100 | 1.6 | 104,931,788 | 1.7 |
| Estimated Misc. Federal | 104,000,000 | 3.2 | 238,118,895 | 3.9 | 246,160,125 | 4.0 |
| Total | 3,260,918,574 | 100.0 | 6,037,272,618 | 100.0 | 6,222,163,256 | 100.0 |

Source: Iowa Department of Management, Budget files.

