

2023 Annual Report



Condition of Education



Department of Education

State of Iowa
Department of Education
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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 acknowledgment 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 2023 edition of the Annual Condition of Education Report (COE) marks the 34th edition of the report. For over 30 years, the Department has published the COE in order to provide education stakeholders critical data about the status of Iowa's education system. The 2023 COE includes a wide variety of content including information about Iowa's students, schools, educators, administrators, performance and school finance. A companion online version of the COE is also available at reports.educateiowa.gov/COE/ which allows users to explore state trends and localize information for specific districts and communities. Below are highlights from the 34th edition of the report.

Student Performance

- Overall, English language arts (ELA), mathematics and science assessment results were mixed. In ELA, grades 3 through 8 proficiency levels are slightly above pre-pandemic levels while grades 9 to 11 are still below. Math proficiency levels were mostly flat but near pre-pandemic levels. Science proficiency results in grades 5 and 8 increased slightly above 2018-2019 but were down in grade 10.
- The percent of students taking key courses decreased for the class of 2023 when compared to the class of 2022. The percent of students taking chemistry (70.8 percent), physics (31.5 percent), higher-level mathematics courses (43.9 percent) and Algebra II (82.0 percent) were all down for the class of 2023. However, the percent of students taking a high-quality computer science course increased for the class of 2023 to 12.7 percent from 11.2 percent for the class of 2022.
- The four-year cohort graduation rate for the class of 2022 decreased to 87.4 percent from 87.8 percent for the class of 2021.
- Statewide concurrent enrollment continued to increase and reached an all-time high. In the 2022-2023 school year, 48,774 students took 117,220 concurrent enrollment courses compared to 47,228 students taking 111,769 courses in the prior school year.
- The number of students taking Advanced Placement (AP) courses and total AP enrollment remained steady from the prior year. In the 2022-2023 school year, 16,263 students took 22,898 AP courses. The percent of school districts with students taking AP courses fell below 50 percent for the first time in the last decade.
- The percent of students taking the ACT continued to decline in Iowa due to many institutions of higher education making college entrance exams optional for admission. Forty-eight percent of the class of 2023 took the ACT compared to 49 percent for the class of 2022. Nationally, 38 percent of the class of 2023 participated in the ACT assessment.

Enrollment

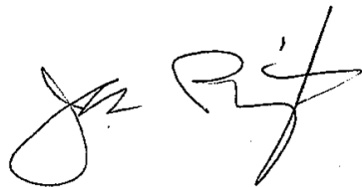
- Enrollment in 2022-2023 increased slightly from the previous year. Examining long-term enrollment trends shows a long-term decline between 1997-1998 and 2011-2012 followed by a steady enrollment increase between 2011-2012 and 2019-2020 with a decline in enrollment in the 2020-2021 school year due to the COVID-19 pandemic.
- The enrollment of students of color increased and now makes up 27.6 percent of public-school K-12 enrollment.
- The percent of students eligible for free or reduced-priced lunch increased from the prior year. 42.3 percent of students were eligible for free or reduced-price lunch in 2022-2023 while 40.7 percent were eligible in the 2021-2022 school year.

- The percent of students who are English learners (EL) increased from the prior school year. In 2022-2023, 6.9 percent of public-school students were ELs compared to 6.6 percent in 2021-2022.

Iowa Educators

- The number of full-time public-school teachers increased to 38,092 which is the highest number of teachers ever reported since the publication of this report. There was a 13.3 percent increase in the number of full-time public-school teachers between 2000-2001 (33,610) and 2022-2023 (38,092).
- 90.9 percent of Iowa full-time public-school teachers were retained in Iowa as full-time teachers between the 2021-2022 and 2022-2023 school years, a decrease from 91.8 percent between 2020-2021 and 2021-2022.
- Iowa's average regular teacher salary increased slightly to \$61,162 in 2022-2023 compared to \$59,492 in 2021-2022.
- Iowa's average public-school teacher salary decreased in national rankings to 27th in the 2021-2022 school year down from 24th in the 2020-2021 school year. Iowa's ranking maintained its place at 6th in the 2021-2022 school year compared to other Midwest states as Iowa was also ranked 6th in the 2020-2021 school year.

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Pennington". The signature is stylized and cursive, with a large initial "J" and "P".

Jay Pennington, Chief
Bureau of Information and Analysis Services

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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 student groups. 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 are displayed as well as information about Iowa's redesigned career and academic planning and guidance system. In addition, Student Reporting in Iowa (SRI) and Basic Educational Data Survey (BEDS) data provide information pertaining to dropouts for grades 7-12 and 9-12, high school graduation rates, high school graduate intentions, suspensions and expulsions, the Seal of Biliteracy and postsecondary enrollment rates for public school students.

In 2018-2019, Iowa Testing Programs introduced the ISASP which replaced the Iowa Assessments as the accountability test for Iowa students. Proficiency cut scores for the ISASP are presented in a scale score metric and are specific to grade and content area. These cut scores categorize student performance into one of three levels: Advanced, Proficient and Not Yet Proficient.

In the spring of 2020, the Iowa Department of Education sent a request to the U.S. Department of Education (which was subsequently approved) to waive the requirements to administer all federal required assessments in the 2019-2020 school year due to the COVID-19 pandemic. As such, the ISASP was not administered in 2019-2020 and there is no data to report from that year.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). This was the only year a remote option has been provided for the ISASP. Results for students who tested remotely are not included in the data provided in this chapter.



State Indicators of Student Success

The seven required state indicators for student success include:

1. The percentage of all students in fourth, eighth and eleventh grades achieving a proficient or higher reading status on the ISASP;
2. The percentage of all students in fourth, eighth and eleventh grades achieving a proficient or higher mathematics status on the ISASP;
3. The percentage of all students in eighth and tenth grades 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 rule 281-12.8(3)).

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

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

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

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

The number of students tested by grade (in grades 3-11) and by student group for ELA for 2022-2023 are shown in Table 1-1. Figures 1-1 through 1-9 show the percentage of students testing within each performance level on the ELA content area. Similarly, Table 1-2 and Figures 1-10 through 1-18 reflect the same data for the mathematics content area and Table 1-3 and Figures 1-19 through 1-21 reflect the same data for the science content area.

Since group size varies from one student group to another, it is important to consider the number of students tested by student group. The following analysis includes Iowa public school students who took the ISASP in ELA, mathematics or science.



Table 1-1

Number of Iowa Public School Students Tested on ISASP English Language Arts
by Student Group, 2022-2023

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All Students	35,566	35,253	34,885	34,945	36,105	36,889	38,819	37,930	35,539
American Indian or Alaska Native	117	111	131	109	115	113	137	119	88
Asian	917	938	975	909	871	847	910	892	836
Black or African American	2,486	2,370	2,384	2,434	2,422	2,487	2,556	2,329	1,982
Hispanic/Latino	4,324	4,366	4,226	4,347	4,481	4,647	5,122	4,949	4,347
Native Hawaiian or Other Pacific Islander	239	226	215	228	202	213	205	170	147
Two or More Races	1,900	1,866	1,835	1,582	1,737	1,669	1,721	1,547	1,401
White	25,583	25,376	25,119	25,336	26,277	26,913	28,168	27,924	26,738
EL*	2,940	2,558	2,145	1,940	1,756	1,793	2,199	2,131	1,842
FRL**	16,547	16,190	15,691	15,533	15,537	15,744	16,442	15,230	13,161
IEP***	5,550	5,484	5,171	4,932	4,864	4,634	4,682	4,109	3,340
Female	17,369	17,315	17,039	17,072	17,634	17,850	18,786	18,384	17,256
Male	18,195	17,932	17,841	17,861	18,451	19,013	19,981	19,501	18,239
Non-Binary	2	6	5	12	20	26	52	45	44

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: 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.

*EL - English learners.

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

***IEP - Students with and individualized education program.

Data on non-binary students was first available in 2021-2022.

Figures 1-1 to 1-21 show ISASP results for 2018-2019 (the year before the COVID-19 pandemic), 2021-2022 and 2022-2023 (the most recent two years).



Table 1-2

Number of Iowa Public School Students Tested on ISASP Mathematics
by Student Group, 2022-2023

Groups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All Students	35,597	35,264	34,915	34,994	36,171	36,945	38,932	38,051	35,650
American Indian or Alaska Native	118	112	131	109	115	113	138	119	88
Asian	918	937	976	908	871	849	910	896	838
Black or African American	2,495	2,371	2,383	2,455	2,434	2,491	2,580	2,342	2,000
Hispanic/Latino	4,328	4,366	4,231	4,361	4,494	4,656	5,147	4,982	4,368
Native Hawaiian or Other Pacific Islander	239	227	214	229	204	211	208	172	153
Two or More Races	1,901	1,866	1,840	1,584	1,747	1,676	1,732	1,552	1,410
White	25,598	25,385	25,140	25,348	26,306	26,949	28,217	27,988	26,793
EL*	2,945	2,559	2,147	1,947	1,764	1,794	2,213	2,146	1,858
FRL**	16,571	16,197	15,706	15,569	15,583	15,776	16,518	15,310	13,232
IEP***	5,575	5,495	5,181	4,949	4,888	4,659	4,721	4,142	3,366
Female	17,384	17,319	17,050	17,094	17,663	17,874	18,835	18,443	17,293
Male	18,211	17,939	17,860	17,888	18,488	19,045	20,045	19,563	18,313
Non-Binary	2	6	5	12	20	26	52	45	44

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress.

*EL - English learners.

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

***IEP - Students with an individualized education program.

Data on non-binary students was first available in 2021-2022.

Figures 1-1 to 1-21 show ISASP results for 2018-2019 (the year before the COVID-19 pandemic), 2021-2022 and 2022-2023 (the most recent two years).



Table 1-3

Number of Iowa Public School Students Tested on ISASP Science
by Student Group, 2022-2023

Groups	Grade 5	Grade 8	Grade 10
All Students	34,901	36,903	37,952
American Indian or Alaska Native	131	113	119
Asian	975	848	895
Black or African American	2,383	2,485	2,319
Hispanic/Latino	4,227	4,648	4,957
Native Hawaiian or Other Pacific Islander	215	213	169
Two or More Races	1,837	1,675	1,551
White	25,133	26,921	27,942
EL*	2,146	1,794	2,134
FRL**	15,697	15,754	15,239
IEP***	5,175	4,651	4,120
Female	17,045	17,853	18,390
Male	17,851	19,024	19,516
Non-Binary	5	26	46

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: ISASP - Iowa Statewide Assessment of Student Progress.

*EL - English learners.

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

***IEP - Students with an individualized education program.

Data on non-binary students was first available in 2021-2022.

Figures 1-1 to 1-21 show ISASP results for 2018-2019 (the year before the COVID-19 pandemic), 2021-2022 and 2022-2023 (the most recent two years).

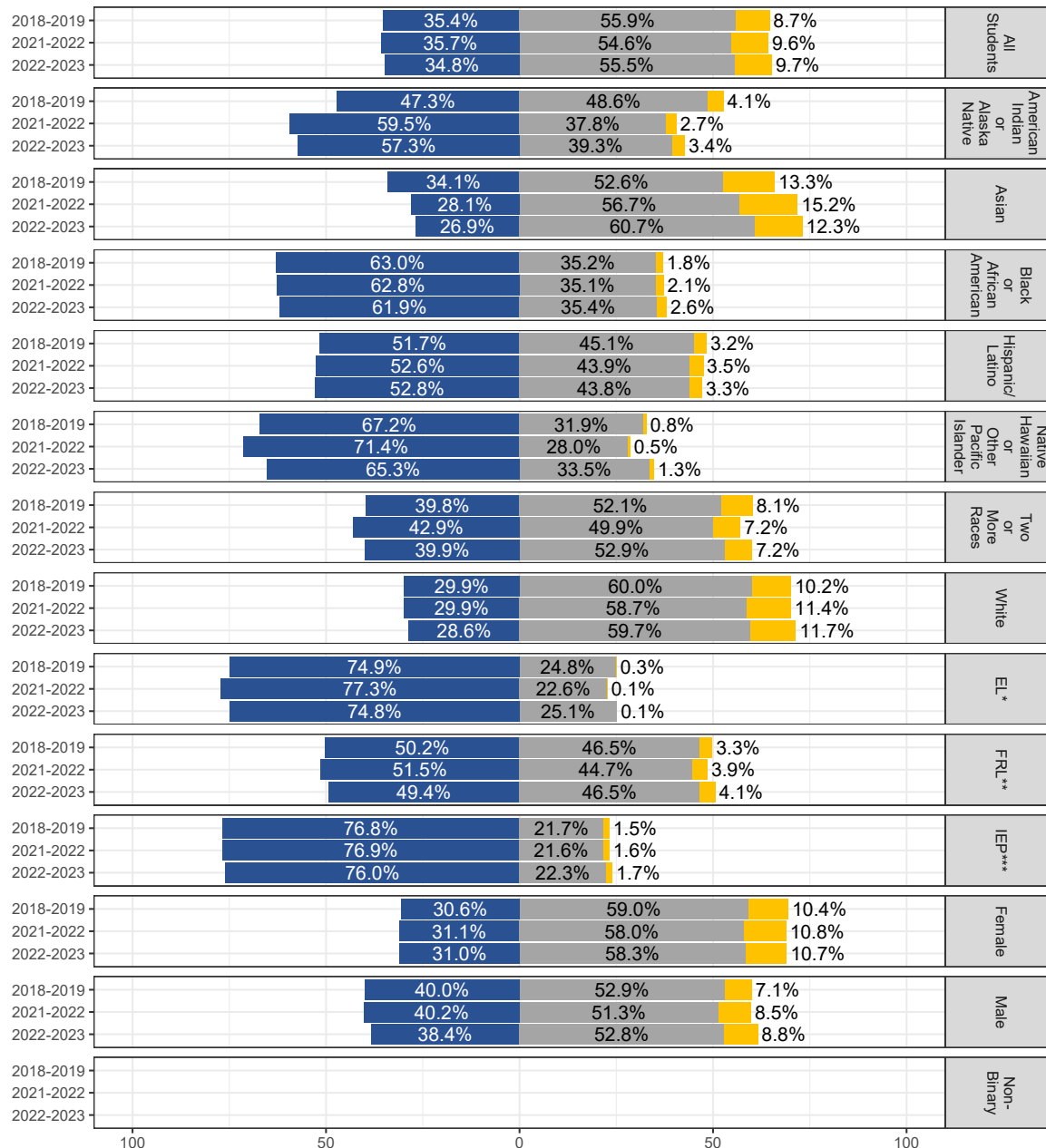


English Language Arts

Indicator: Percentage of third- through eleventh-grade public school 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 1-1

Percent of Iowa Third Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group, 2018-2019, 2021-2022 to 2022-2023



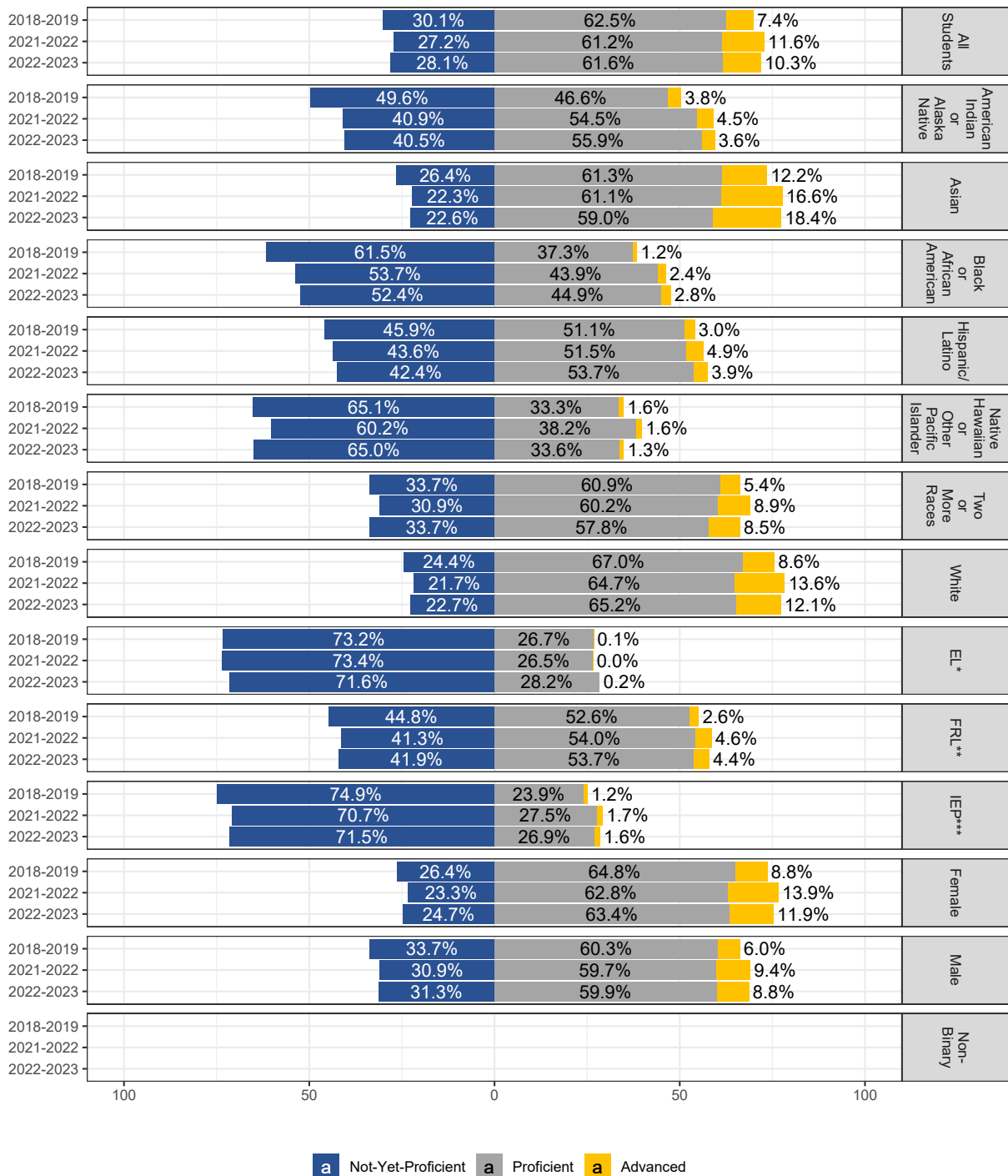
a Not-Yet-Proficient **a** Proficient **a** Advanced

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-1 for additional notes/context about this figure.

Figure 1-2

Percent of Iowa Fourth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group, 2018-2019, 2021-2022 to 2022-2023

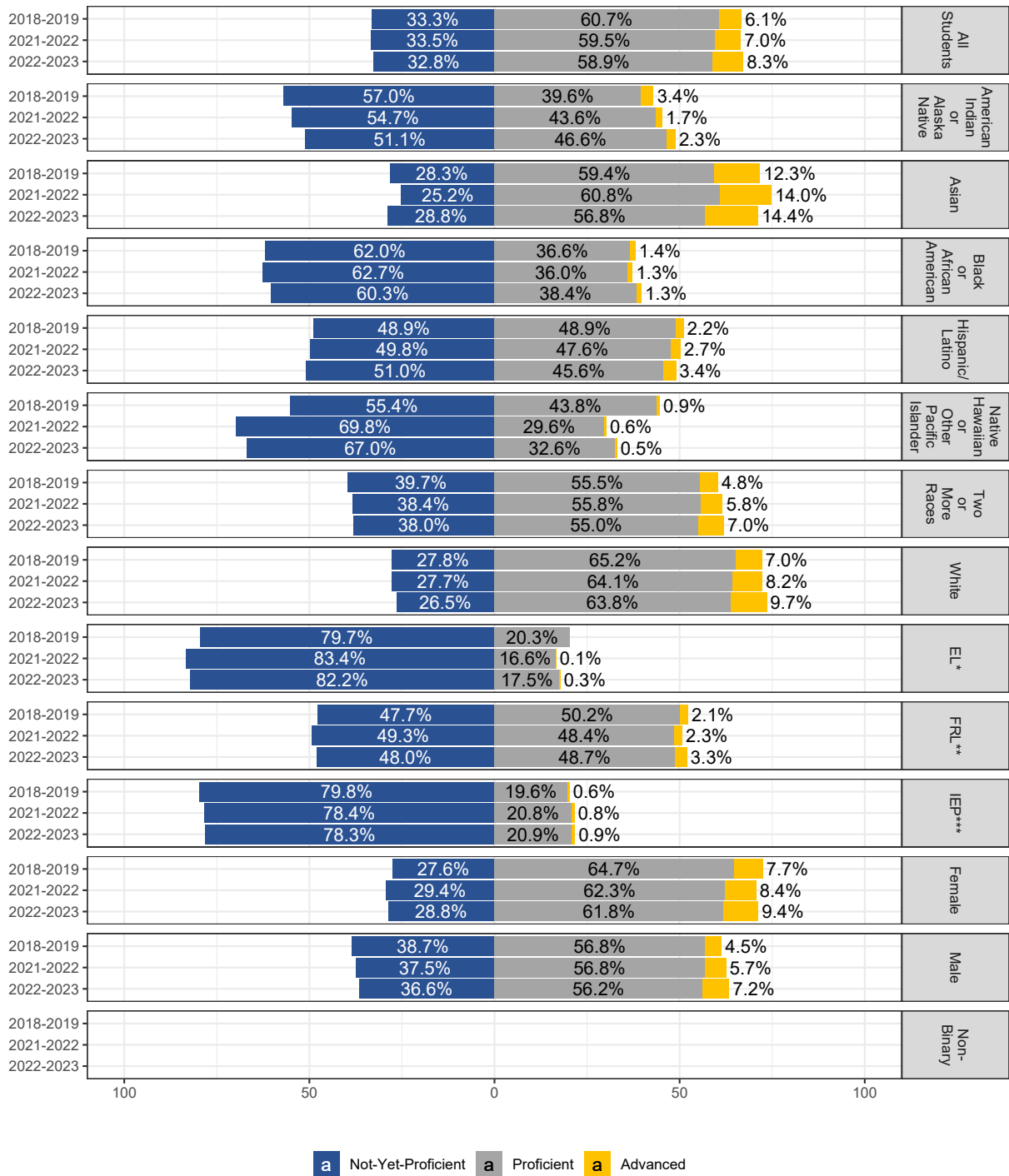


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-1 for additional notes/context about this figure

Figure 1-3

Percent of Iowa Fifth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group 2018-2019, 2021-2022 to 2022-2023

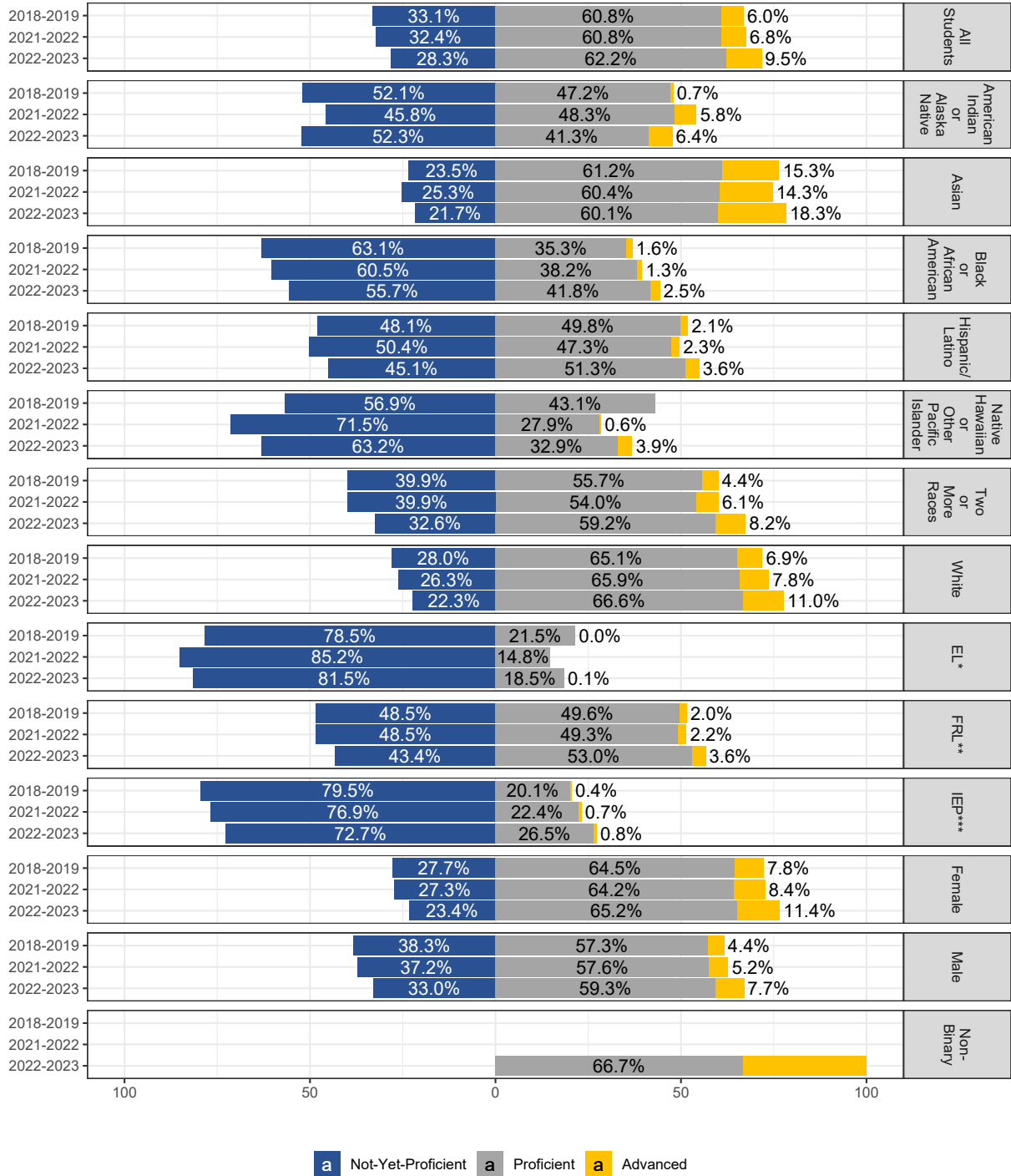


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-1 for additional notes/context about this figure.

Figure 1-4

Percent of Iowa Sixth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group, 2018-2019, 2021-2022 to 2022-2023

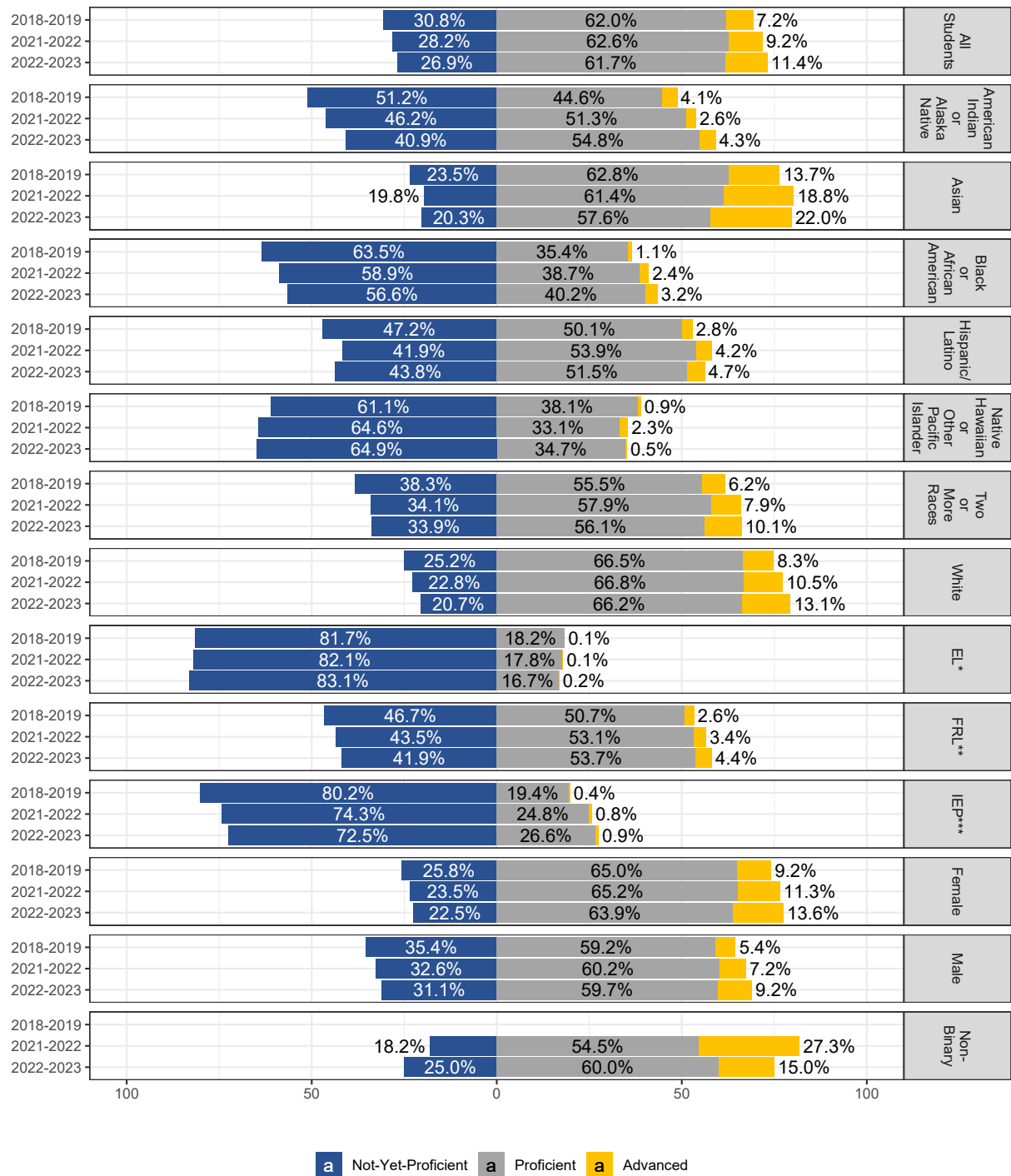


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-1 for additional notes/context about this figure.

Figure 1-5

Percent of Iowa Seventh Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group, 2018-2019, 2021-2022 to 2022-2023

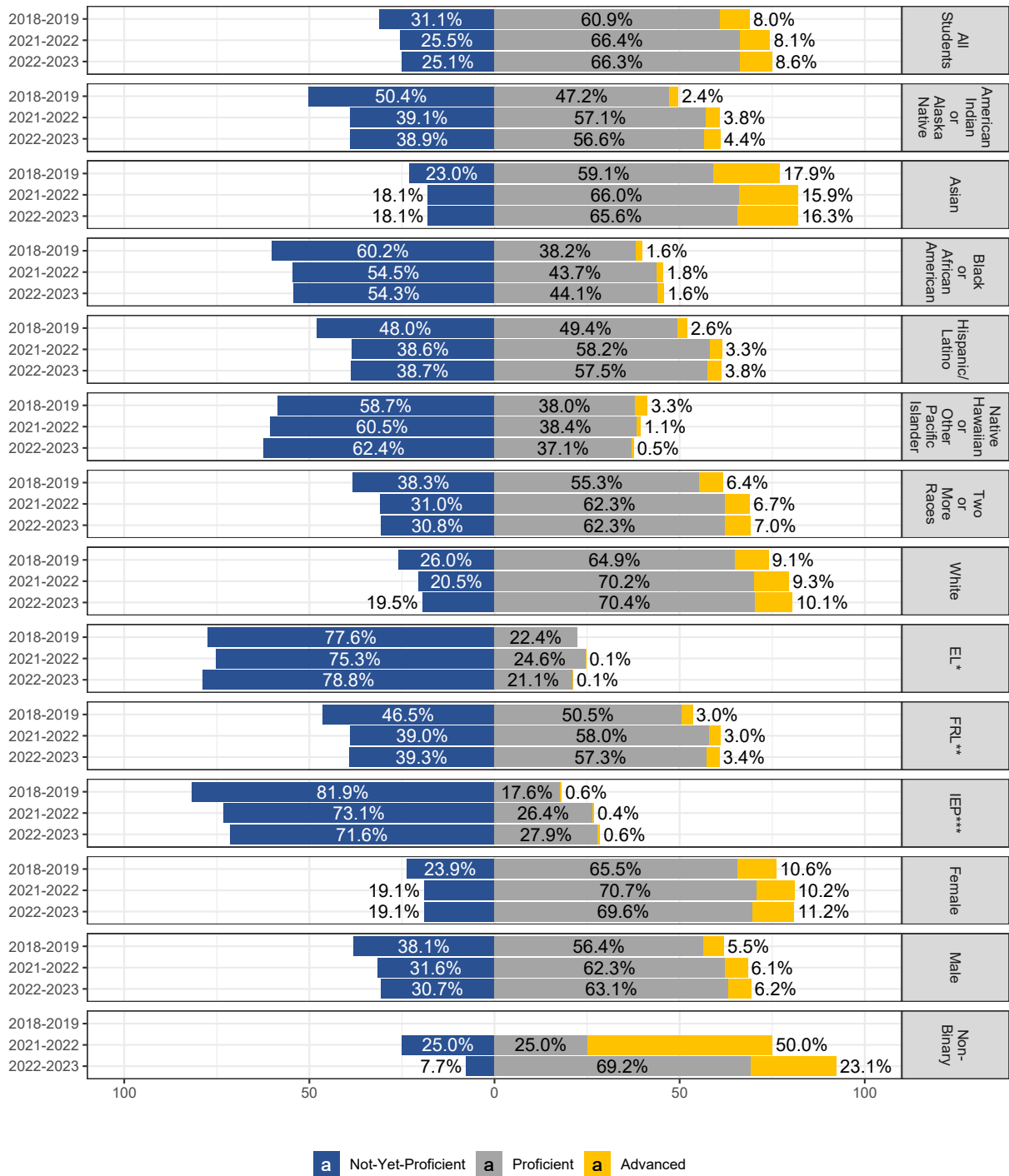


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-1 for additional notes/context about this figure.

Figure 1-6

Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group, 2018-2019, 2021-2022 to 2022-2023

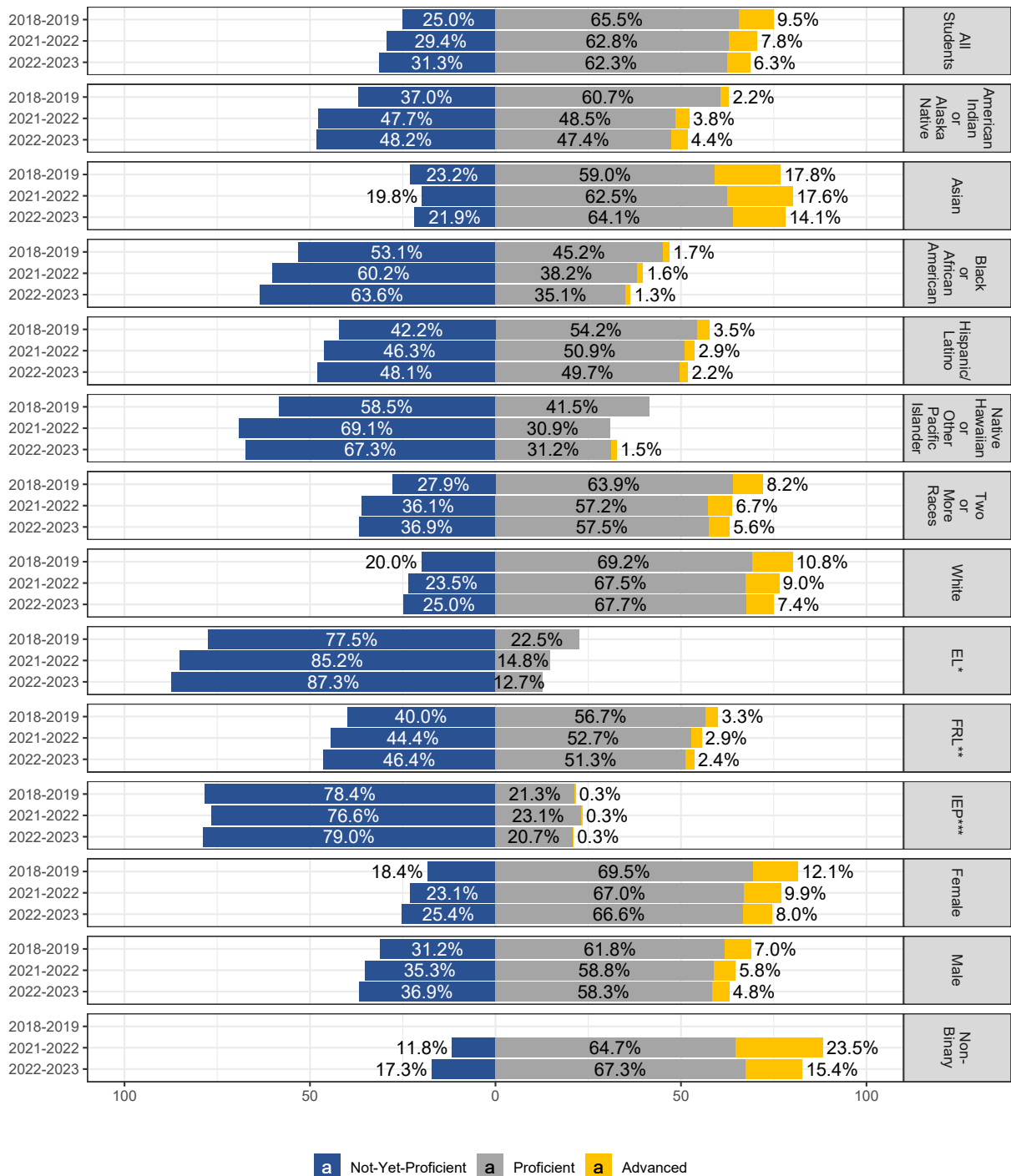


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-1 for additional notes/context about this page figure.

Figure 1-7

Percent of Iowa Ninth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group, 2018-2019, 2021-2022 to 2022-2023

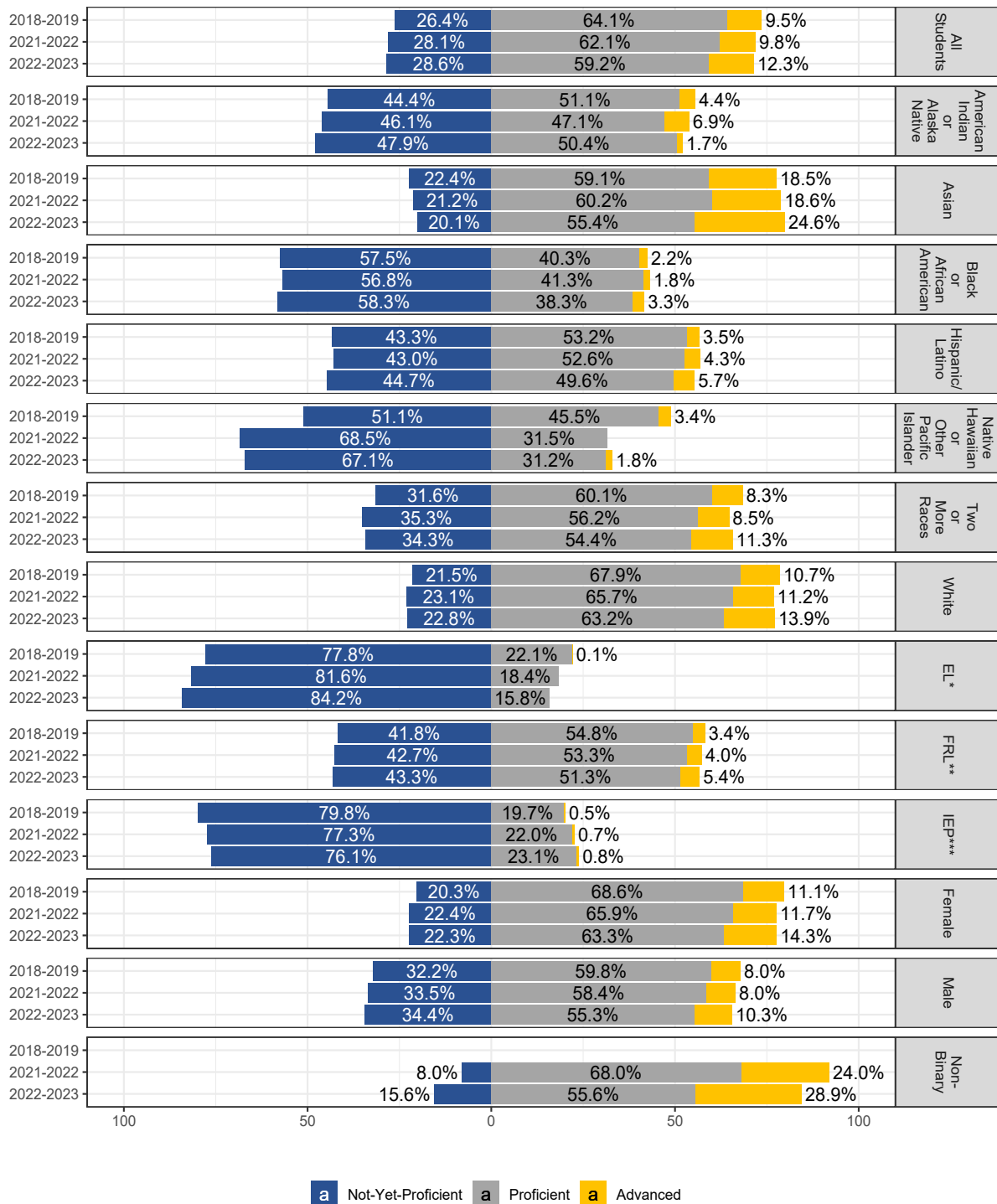


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-1 for additional notes/context about this figure.

Figure 1-8

Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group, 2018-2019, 2021-2022 to 2022-2023

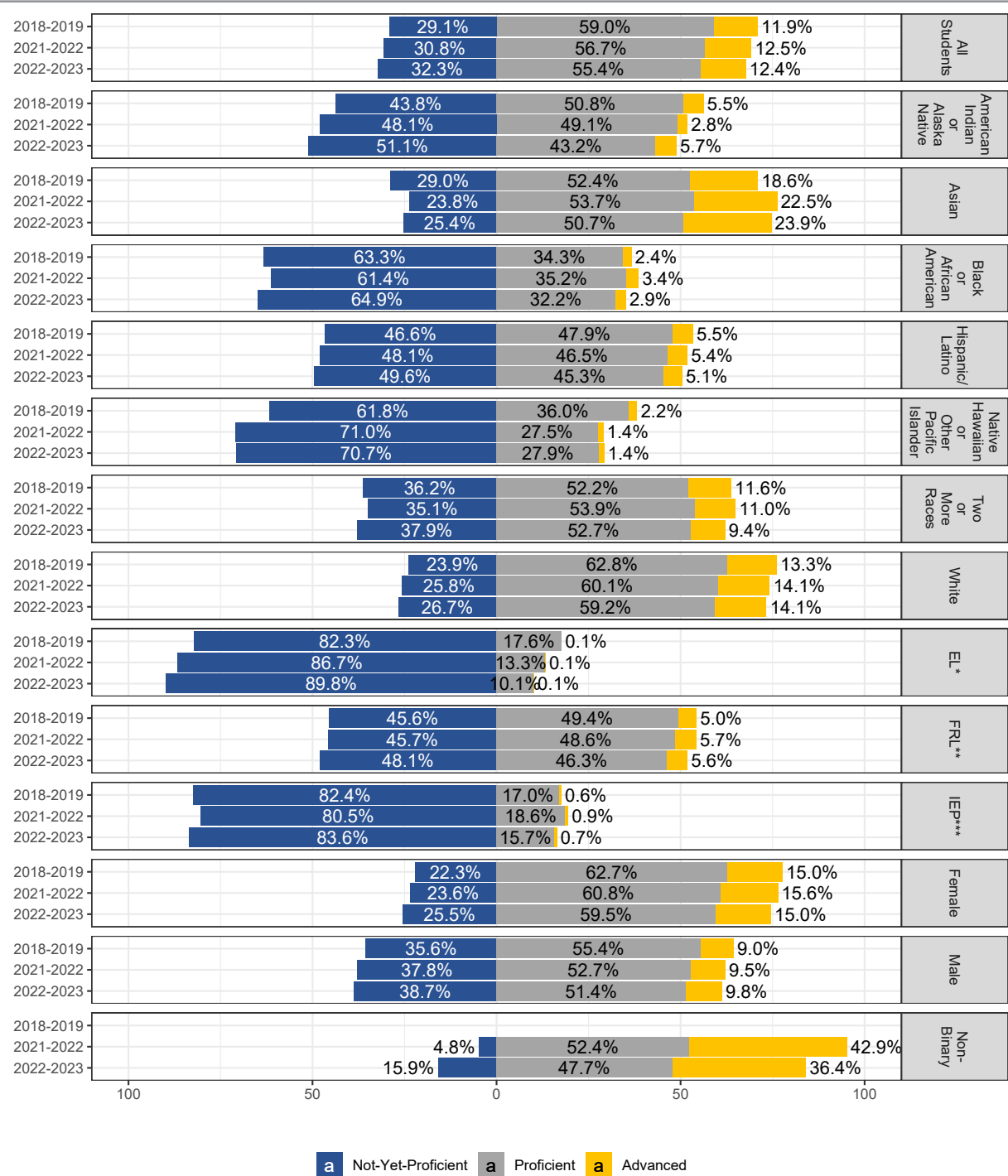


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-1 for additional notes/context about this figure.

Figure 1-9

Percent of Iowa Eleventh Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Student Group, 2018-2019, 2021-2022 to 2022-2023



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

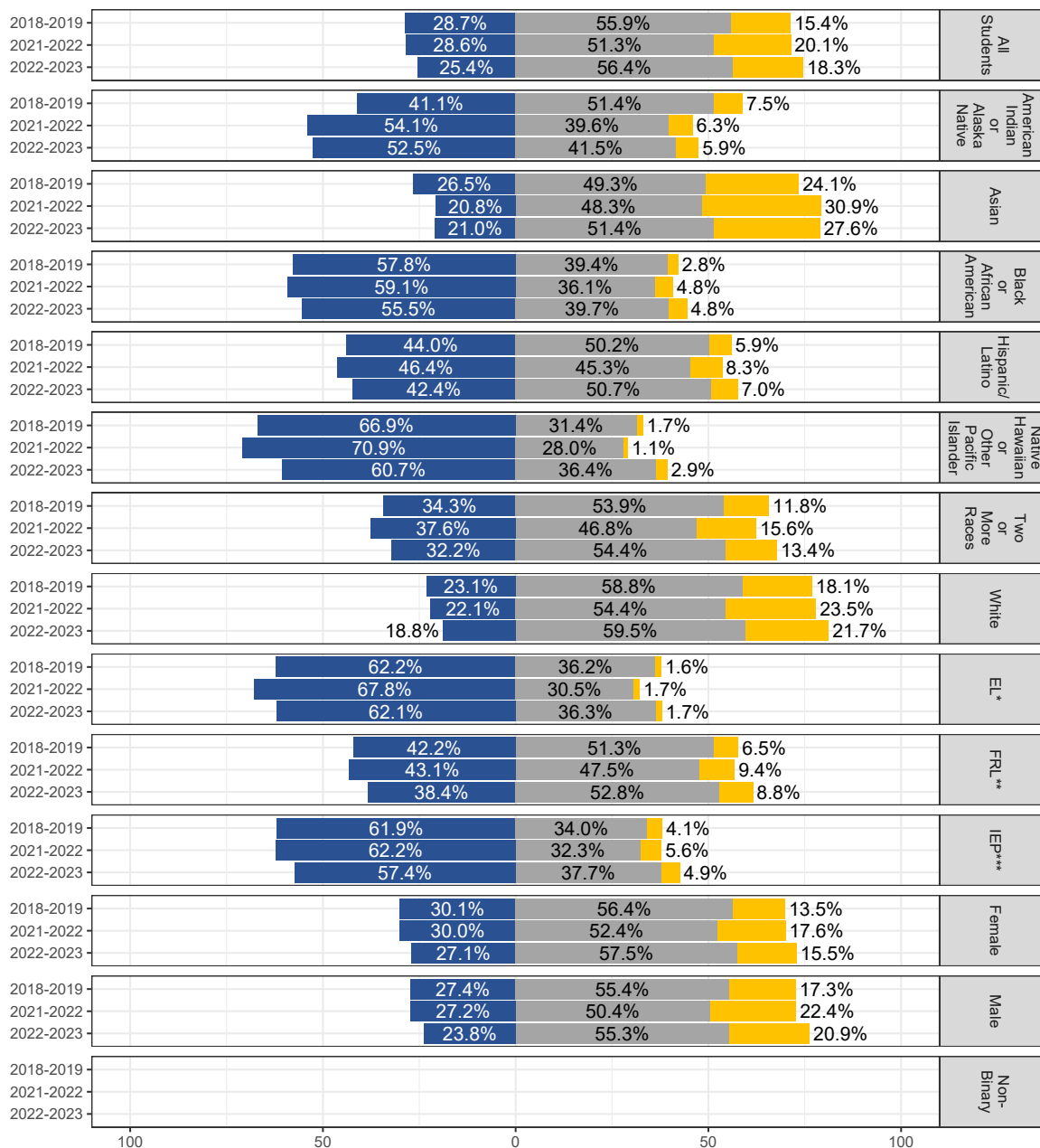
Note: See the Note for Table 1-1 for additional notes/context about this figure.

Mathematics

Indicator: Percentage of third- through eleventh-grade public school 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 1-10

Percent of Iowa Third Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-2019, 2021-2022 to 2022-2023



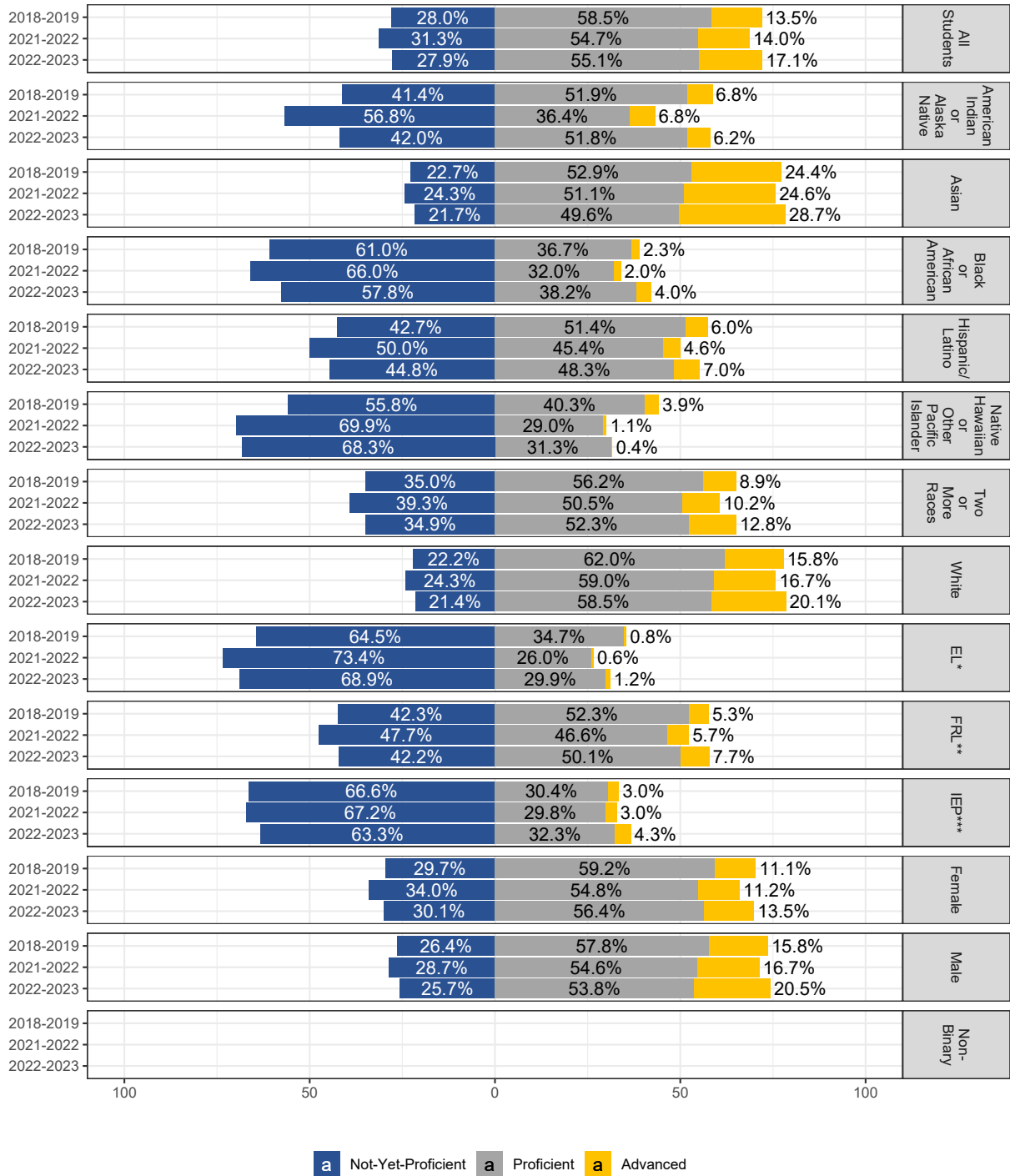
a Not-Yet-Proficient **a** Proficient **a** Advanced

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-2 for additional notes/context about this figure.

Figure 1-11

Percent of Iowa Fourth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group, 2018-2019, 2021-2022 to 2022-2023

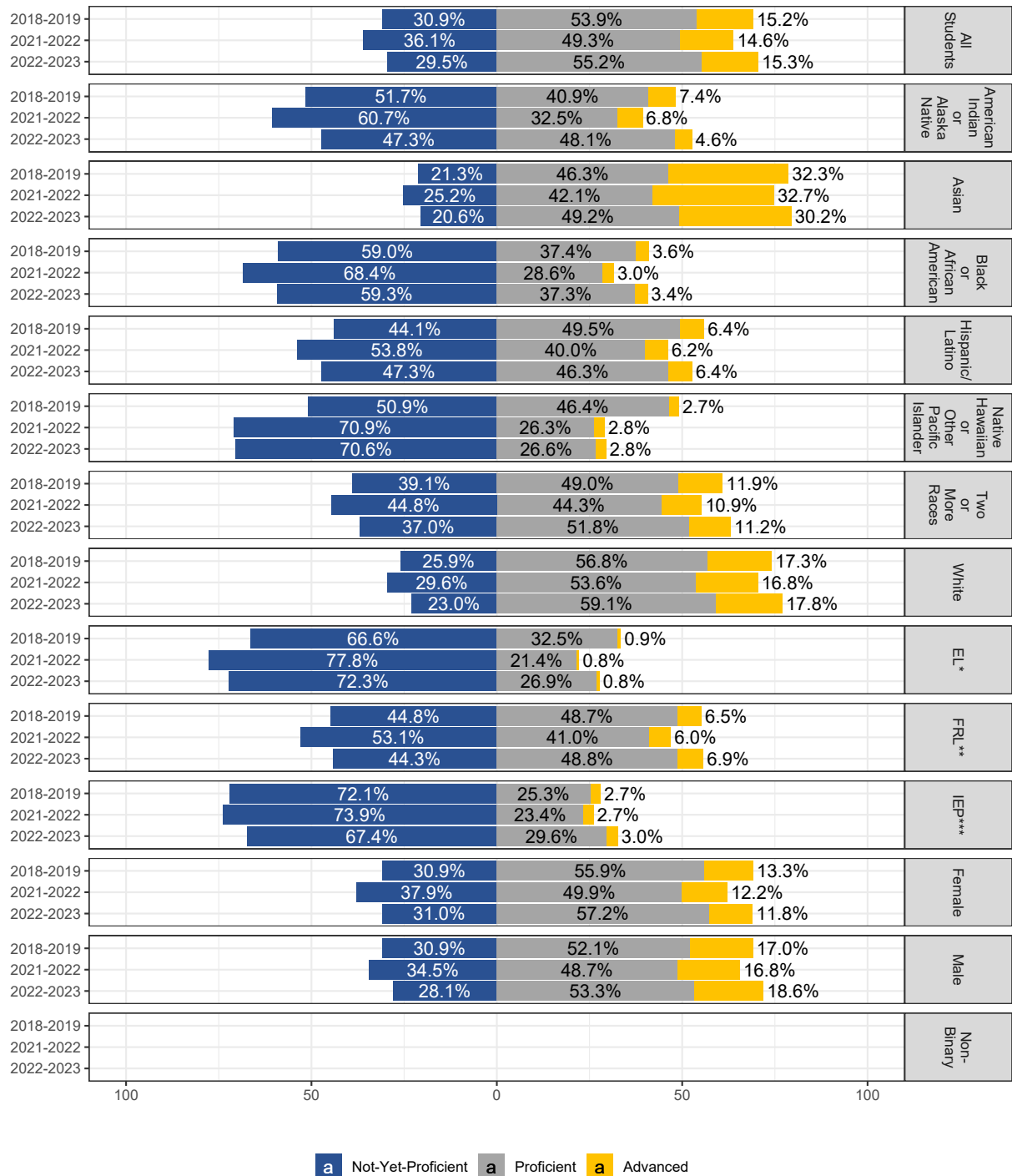


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-2 for additional notes/context about this figure.

Figure 1-12

Percent of Iowa Fifth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group, 2018-2019, 2021-2022 to 2022-2023

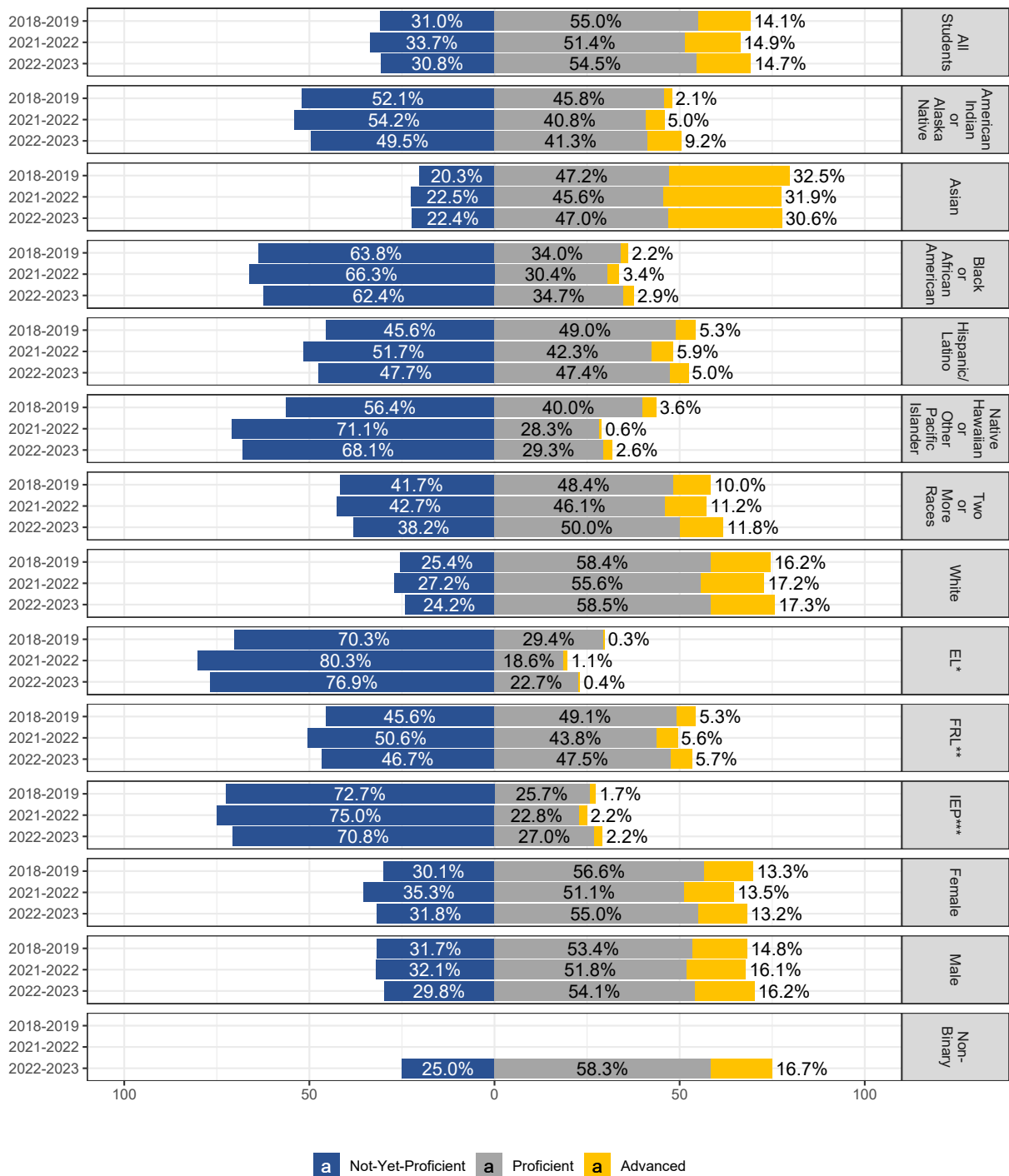


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-2 for additional notes/context about this figure.

Figure 1-13

Percent of Iowa Sixth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group, 2018-2019, 2021-2022 to 2022-2023

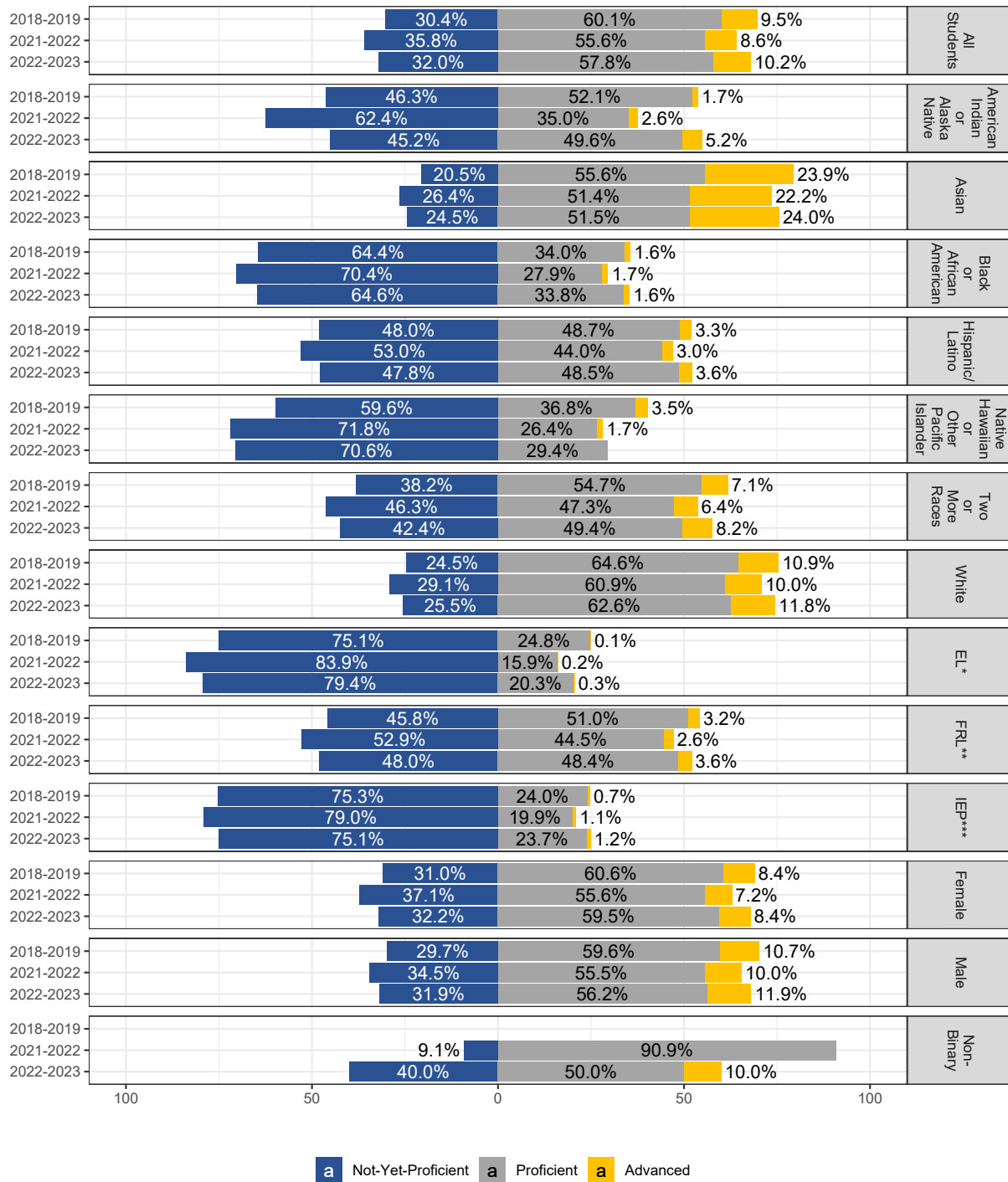


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-2 for additional notes/context about this figure.

Figure 1-14

Percent of Iowa Seventh Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group, 2018-2019, 2021-2022 to 2022-2023

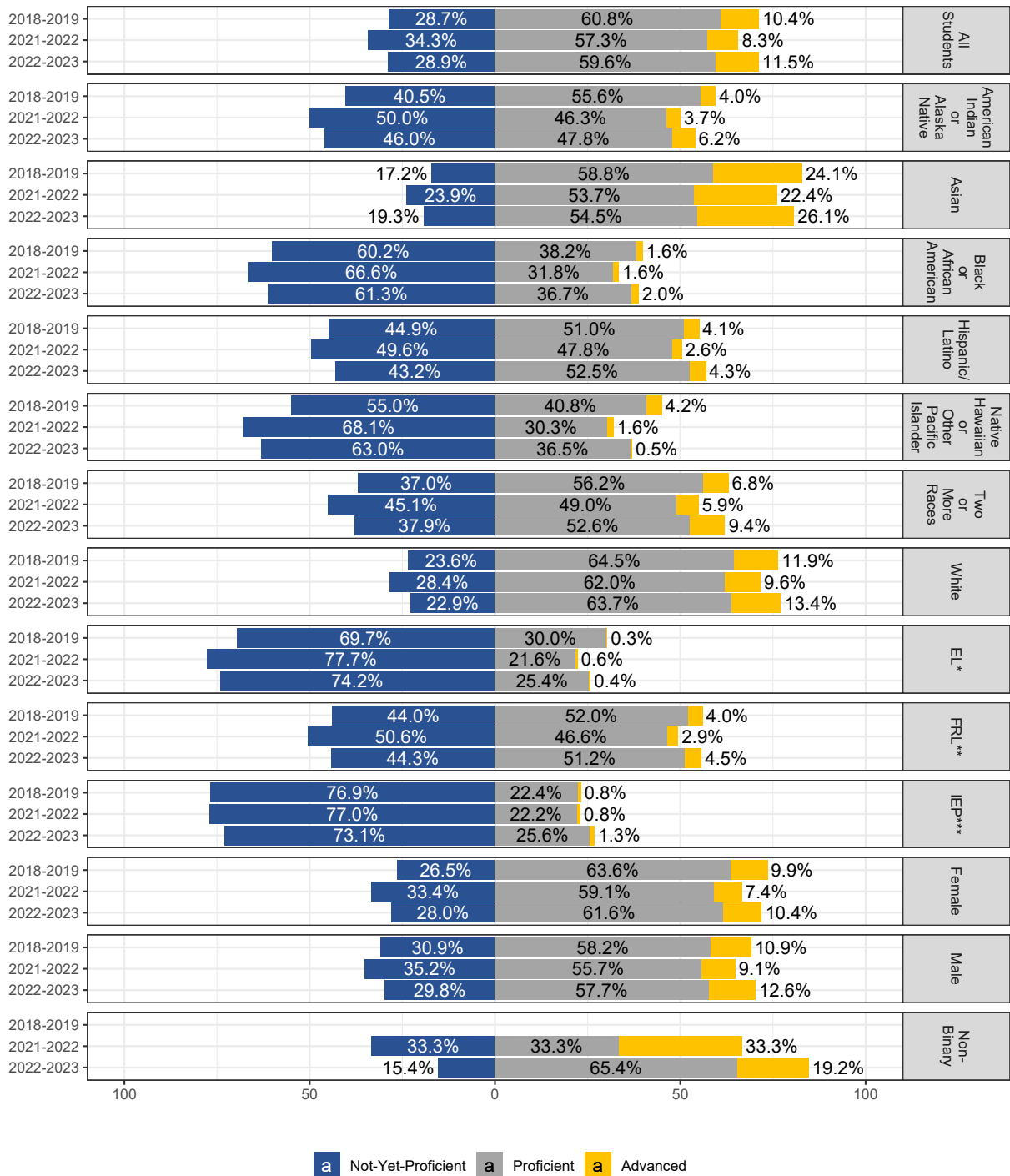


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-2 for additional notes/context about this figure.

Figure 1-15

Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group 2018-2019, 2021-2022 to 2022-2023

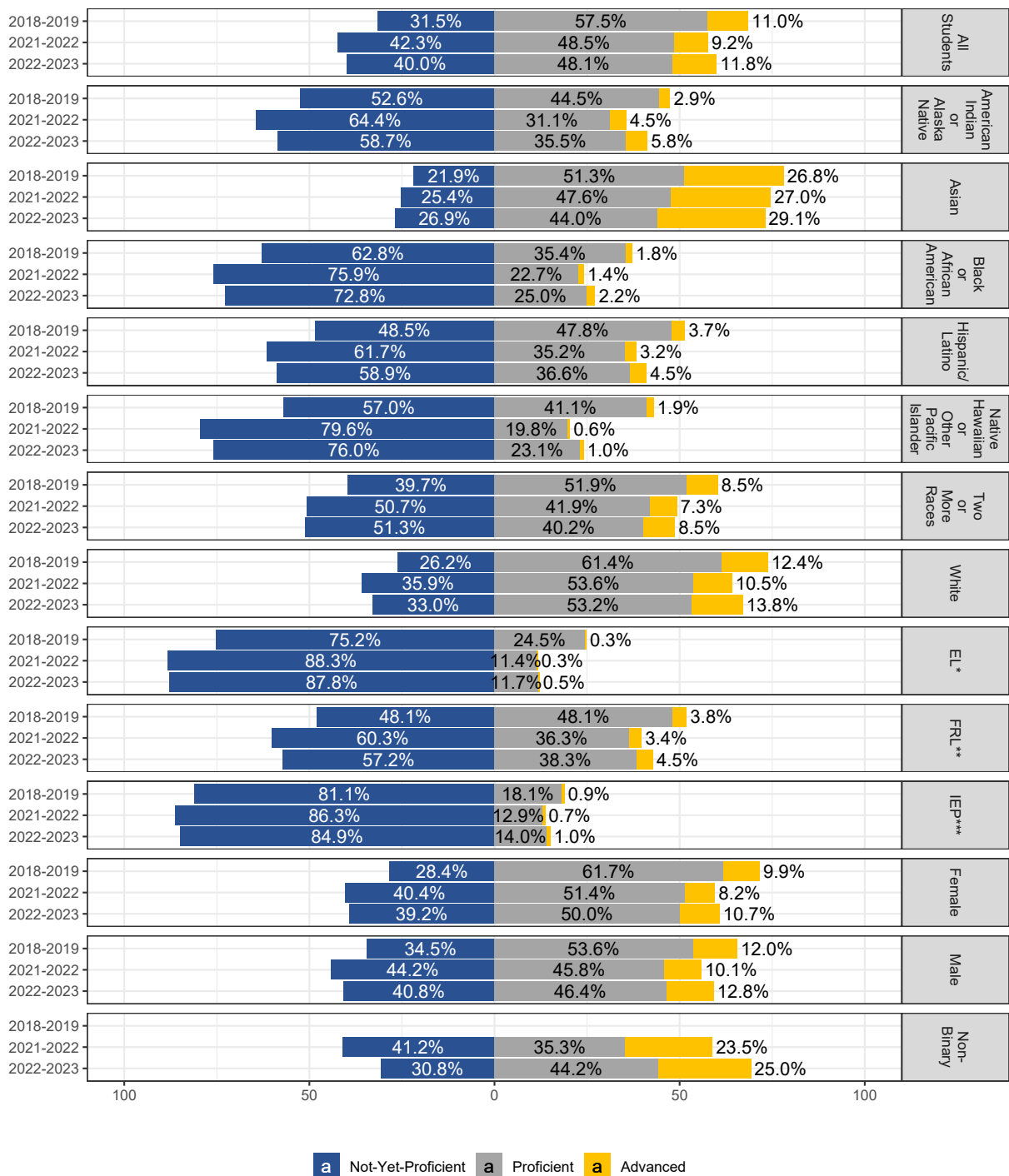


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-2 for additional notes/context about this figure.

Figure 1-16

Percent of Iowa Ninth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group, 2018-2019, 2021-2022 to 2022-2023

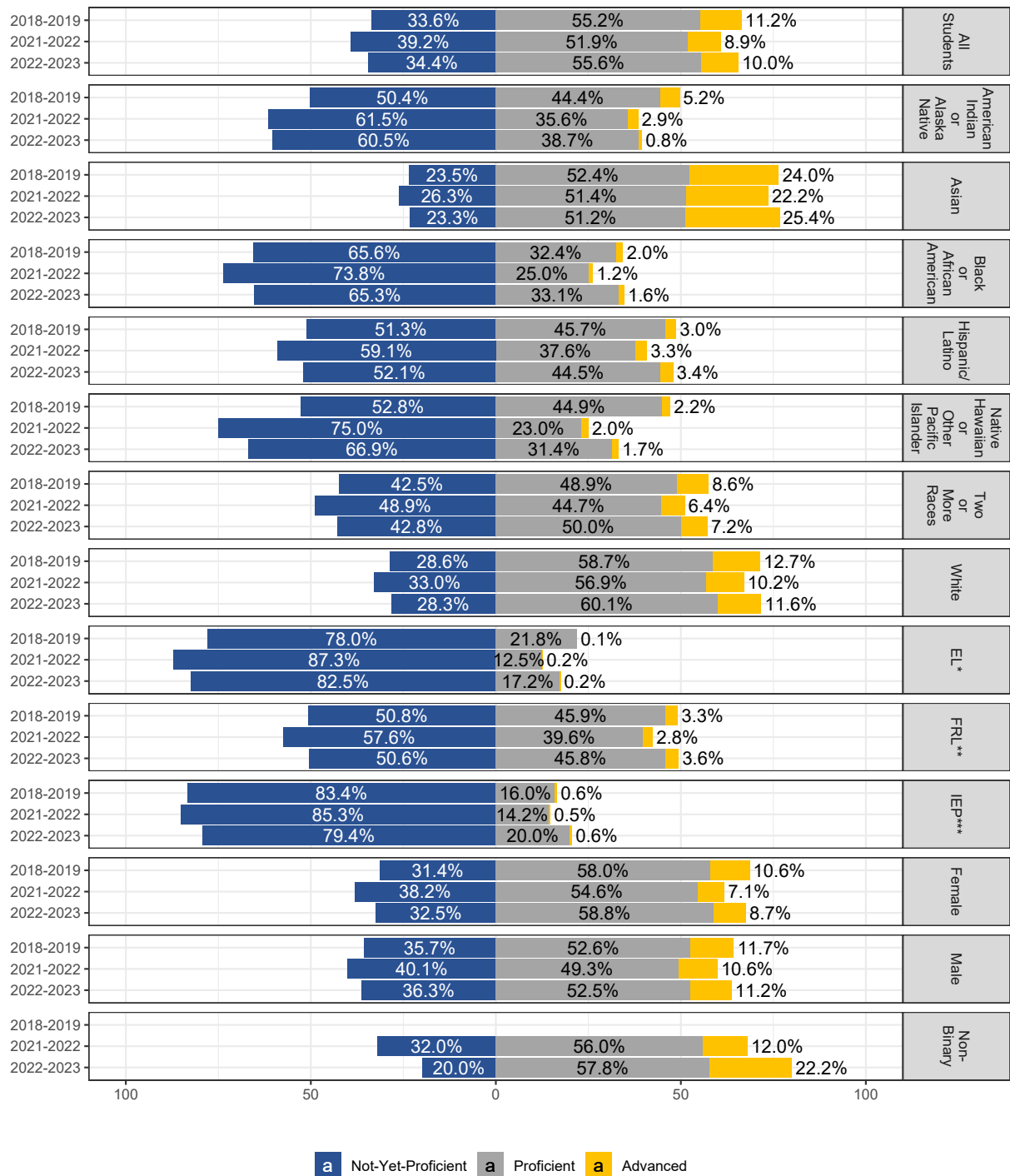


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-2 for additional notes/context about this figure.

Figure 1-17

Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group, 2018-2019, 2021-2022 to 2022-2023

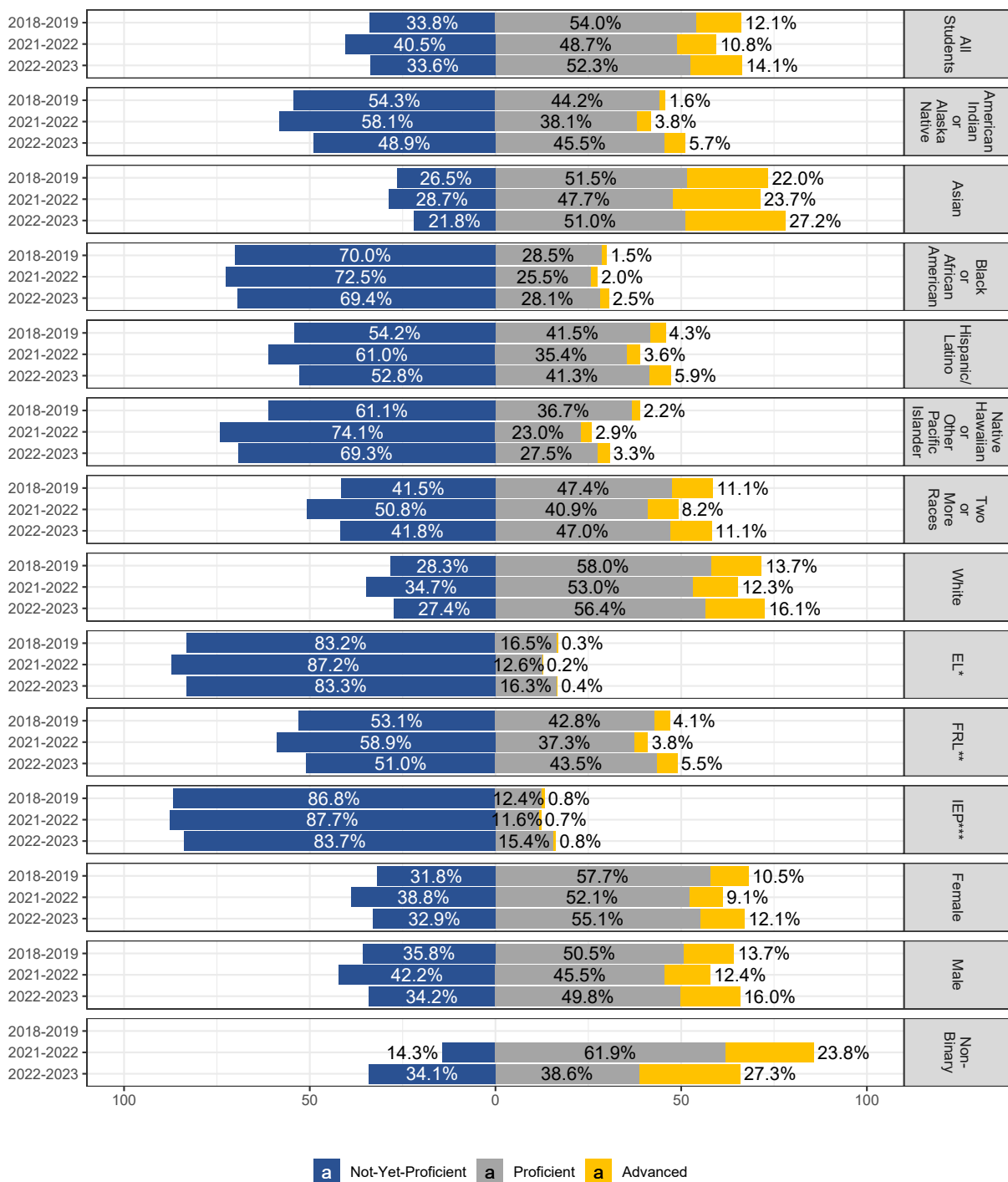


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-2 for additional notes/context about this figure.

Figure 1-18

Percent of Iowa Eleventh Grade Public School Students by Performance Level on the ISASP Mathematics Test by Student Group, 2018-2019, 2021-2022 to 2022-2023



Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

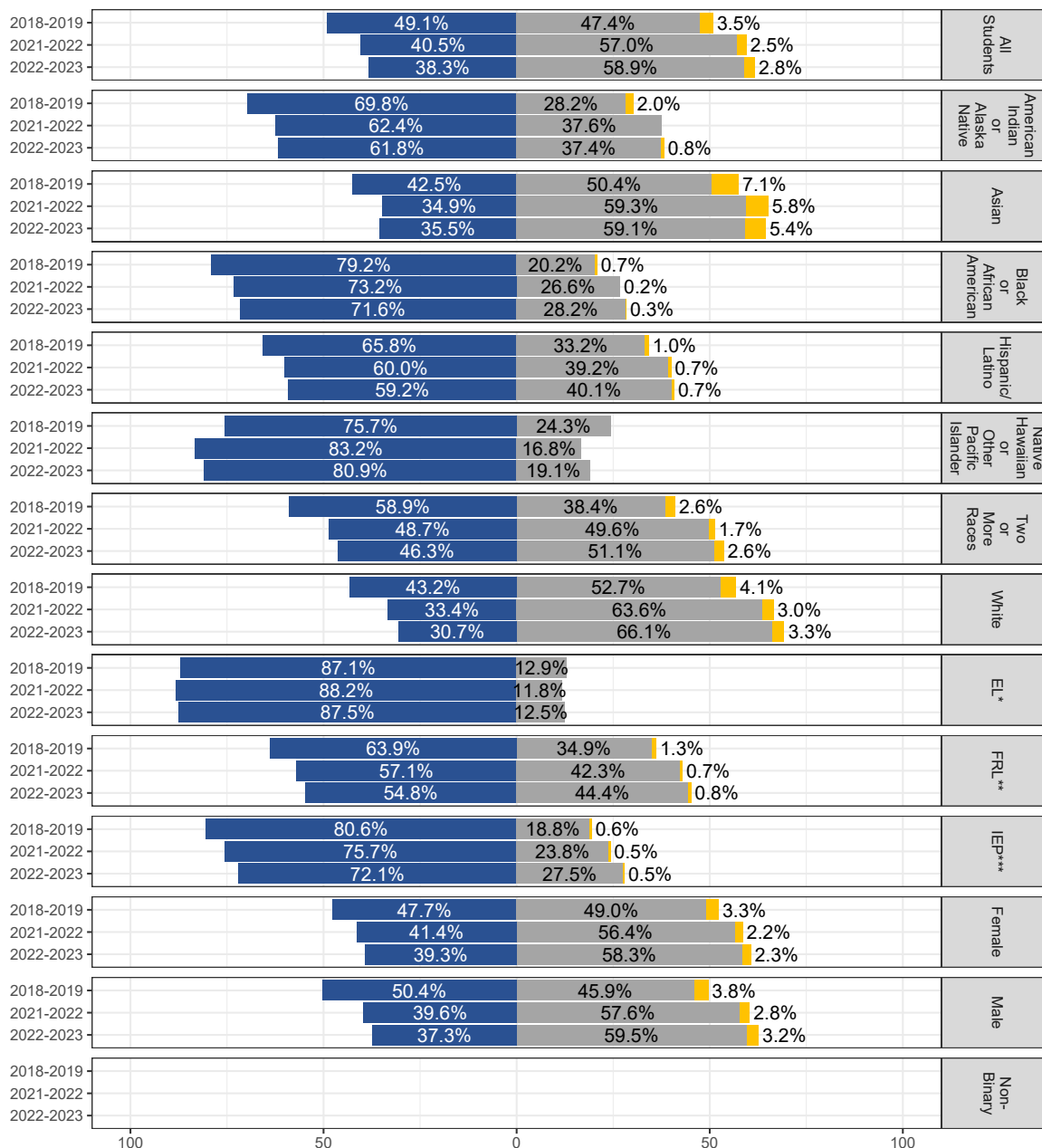
Note: See the Note for Table 1-2 for additional notes/context about this figure.

Science

Indicator: Percentage of fifth-, eighth- and tenth-grade public school 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 1-19

Percent of Iowa Fifth Grade Public School Students by Performance Level on the ISASP Science Test by Student Group, 2018-2019, 2021-2022 to 2022-2023



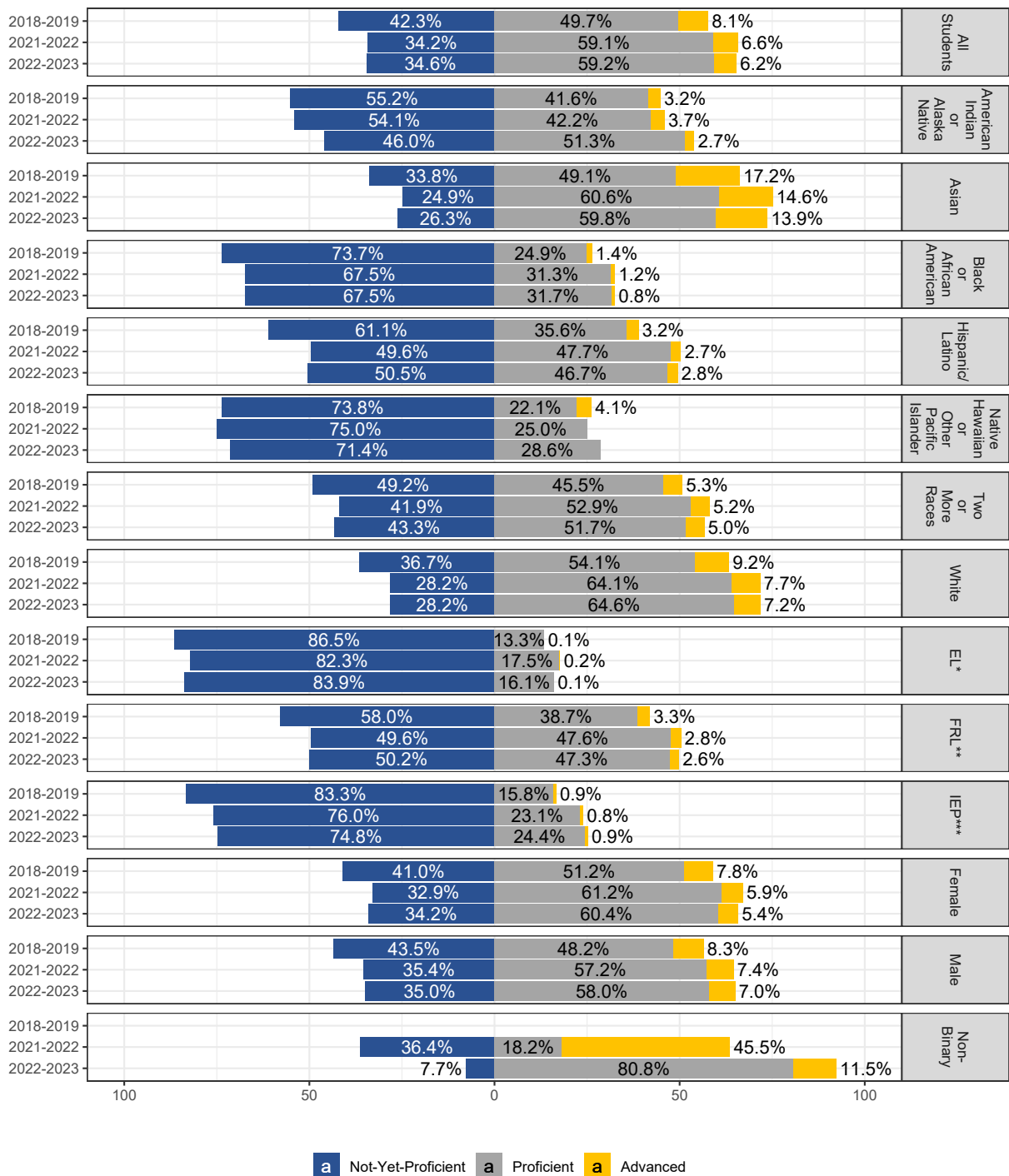
a Not-Yet-Proficient **a** Proficient **a** Advanced

Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-3 for additional notes/context about this figure.

Figure 1-20

Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP Science Test by Student Group, 2018-2019, 2021-2022 to 2022-2023

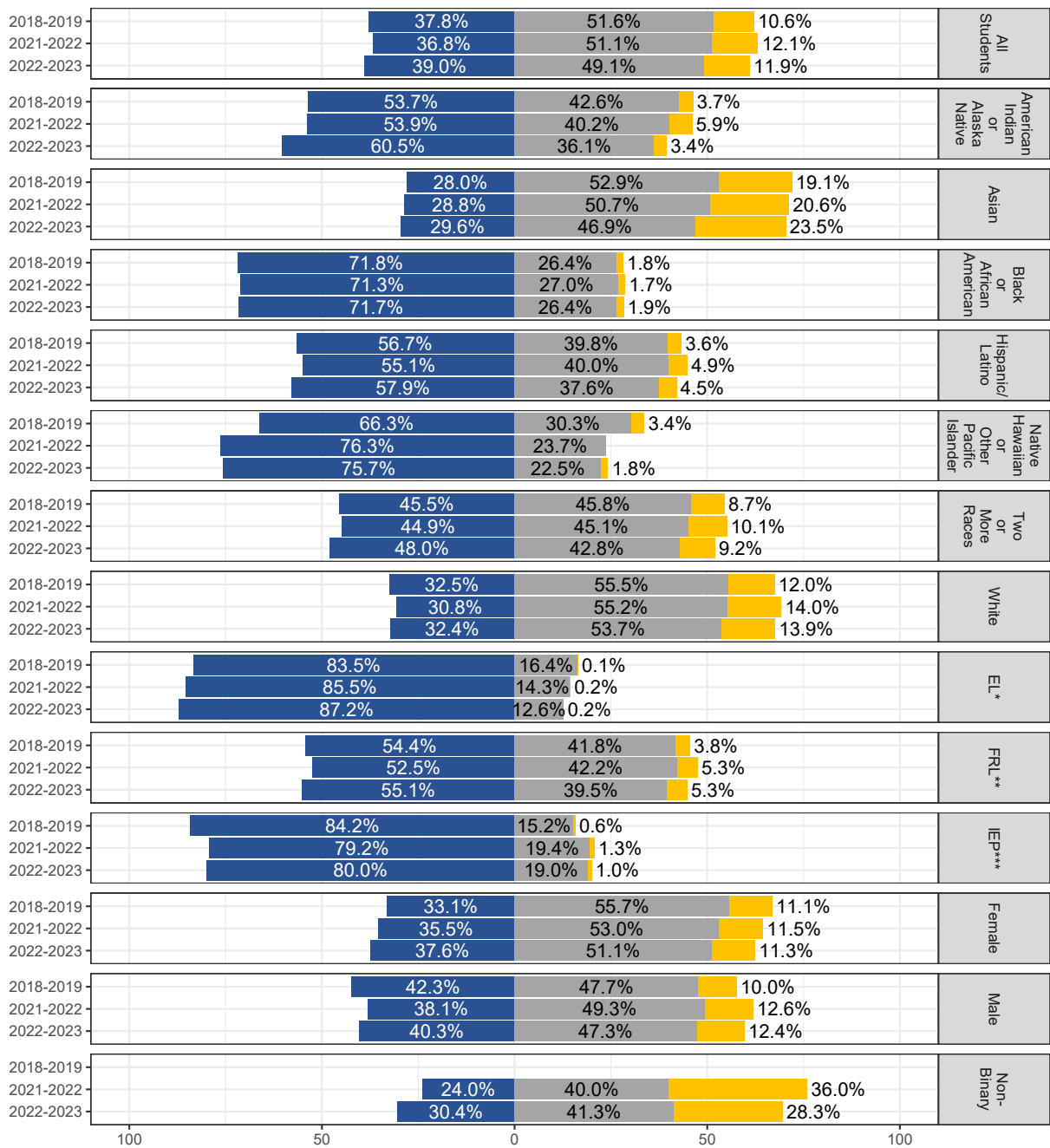


Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-3 for additional notes/context about this figure.

Figure 1-21

Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP Science Test by Student Group, 2018-2019, 2021-2022 to 2022-2023



a Not-Yet-Proficient **a** Proficient **a** Advanced

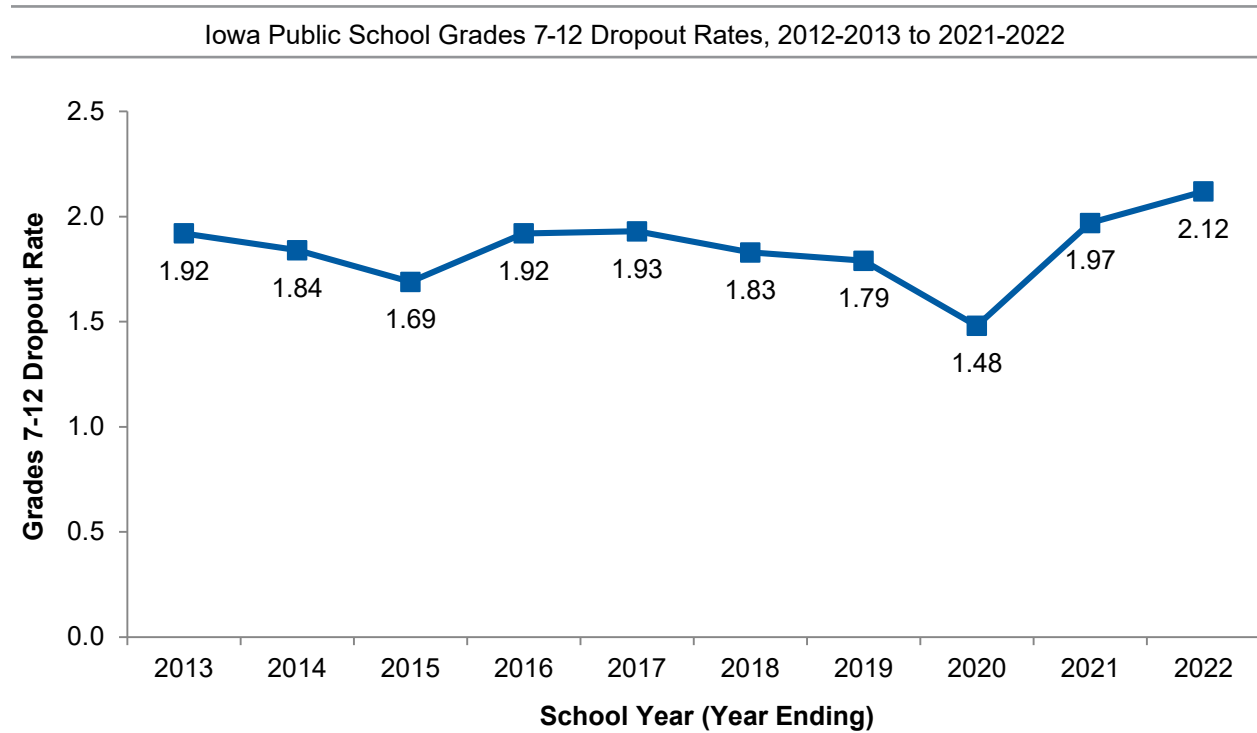
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis Services.

Note: See the Note for Table 1-3 for additional notes/context about this figure.

Dropouts

Indicator: Percentage of seventh- through twelfth-grade public school students considered as dropouts, reported for all students, by gender and by race/ethnicity.

Figure 1-22

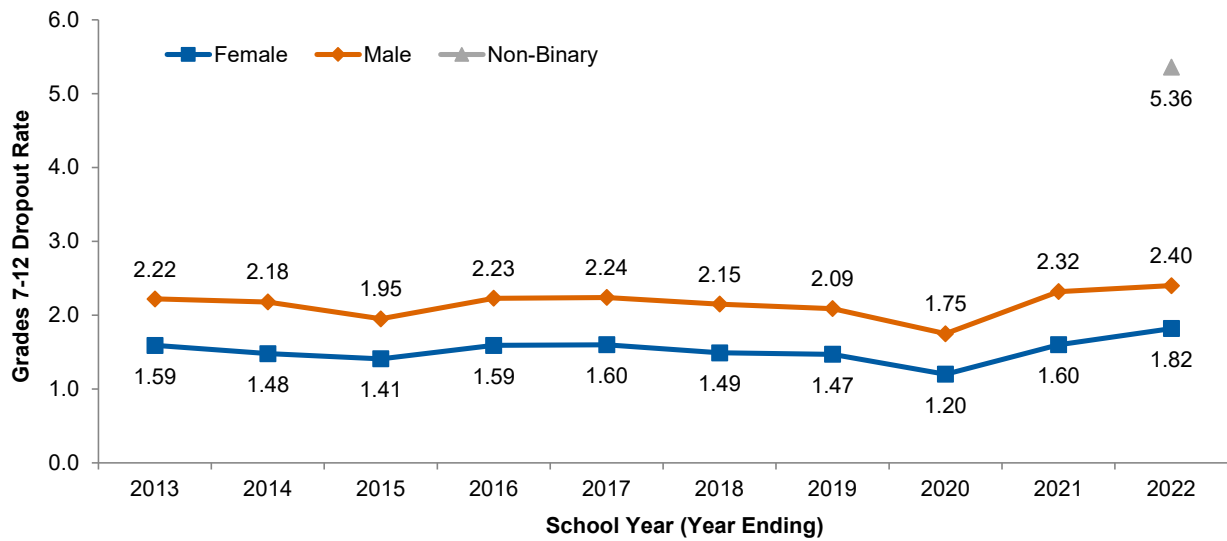


Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa enrollment and dropout files.



Figure 1-23

Iowa Public School Grades 7-12 Dropout Rates by Gender, 2012-2013 to 2021-2022

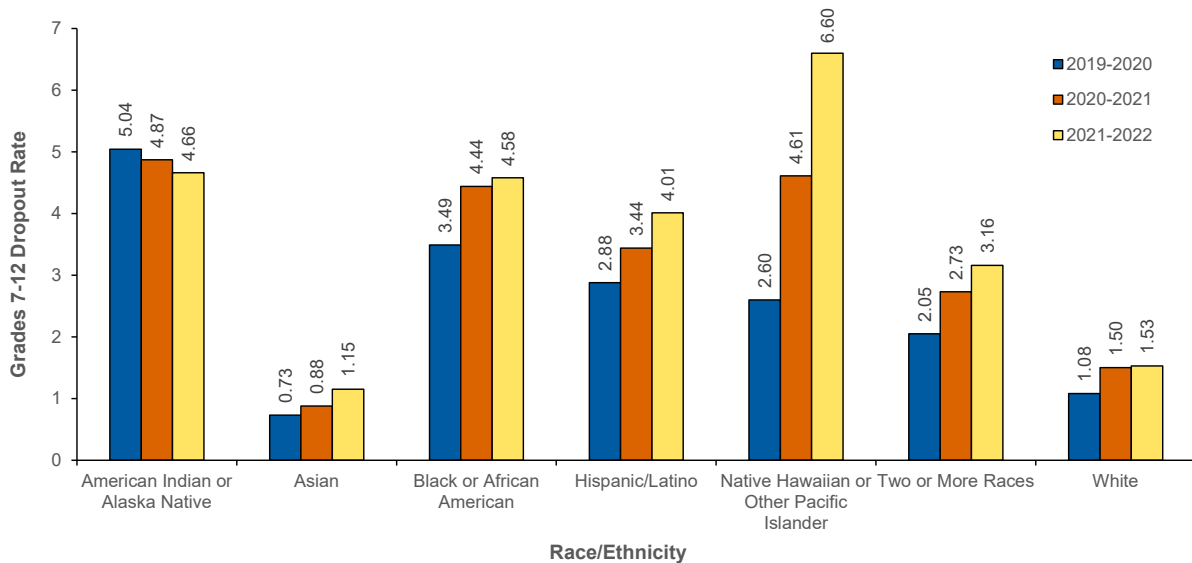


Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa enrollment and dropout files.

Note: Data on non-binary students was first available in 2021-2022.

Figure 1-24

Iowa Public School Grades 7-12 Dropout Rates by Race/Ethnicity, 2019-2020 to 2021-2022



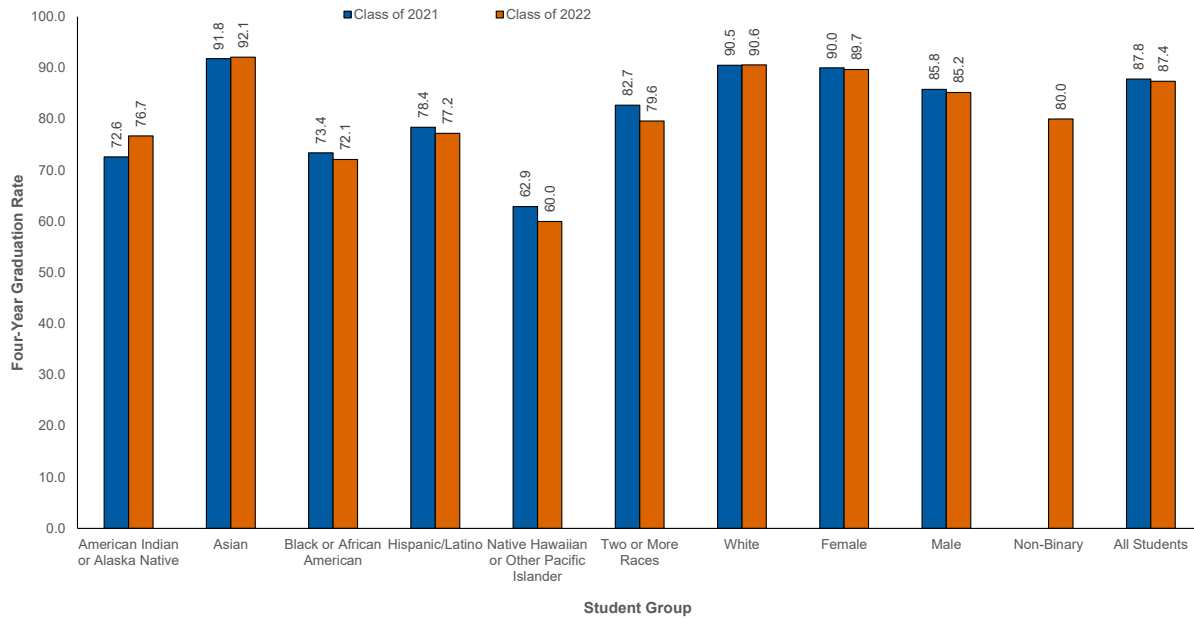
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa enrollment and dropout files.

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 1-25

Iowa Public High School Four-Year Cohort Graduation Rates by Race/Ethnicity and Gender, Graduating Classes of 2021 to 2022



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

Note: Data on non-binary students was first available for the graduating class of 2022.

The Department recently identified an error in the underlying code used to calculate adjusted cohort graduation rates. Corrected rates for the graduating classes of 2021 and 2022 are included in this report and differ from previously published graduation rate data. Data for the graduating classes of 2020 and prior have not been corrected in this report and should not be compared to the corrected rates for graduating classes of 2021 and 2022.

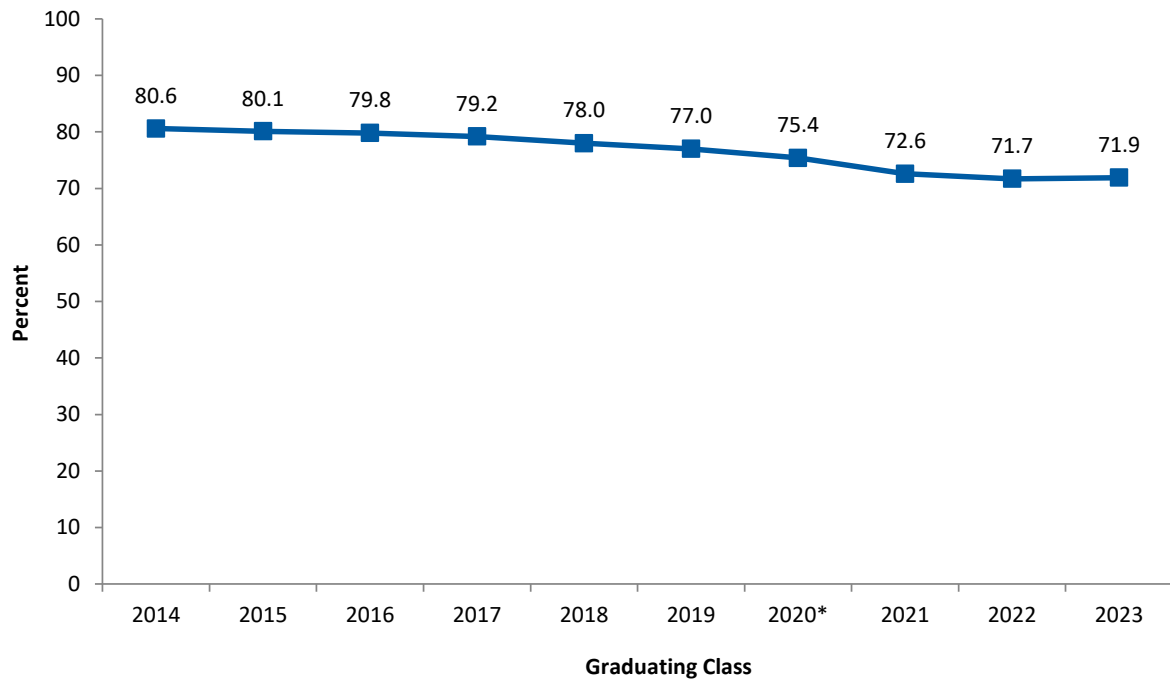


Postsecondary Education/Training Intentions

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

Figure 1-26

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training, Graduating Classes 2014 to 2023



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

Note: Includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

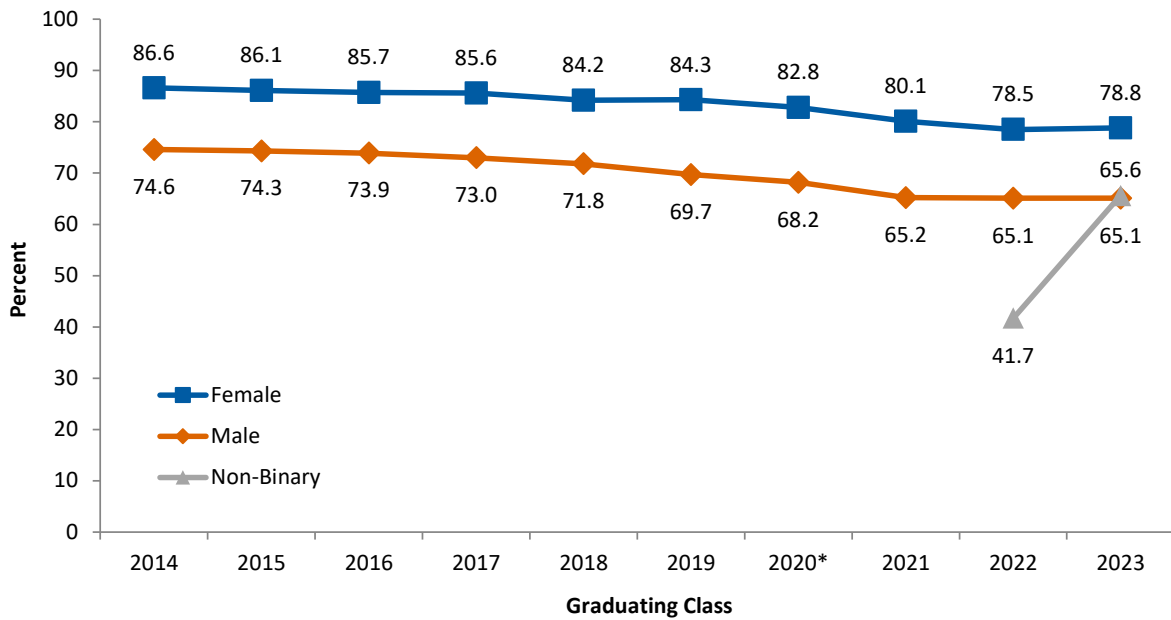
* For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates.

Beginning with the class of 2021, students indicating postsecondary plans of Internship or Apprenticeship are included in the numerator.



Figure 1-27

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Gender, Graduating Classes 2014 to 2023



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

Note: Includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

*For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates.

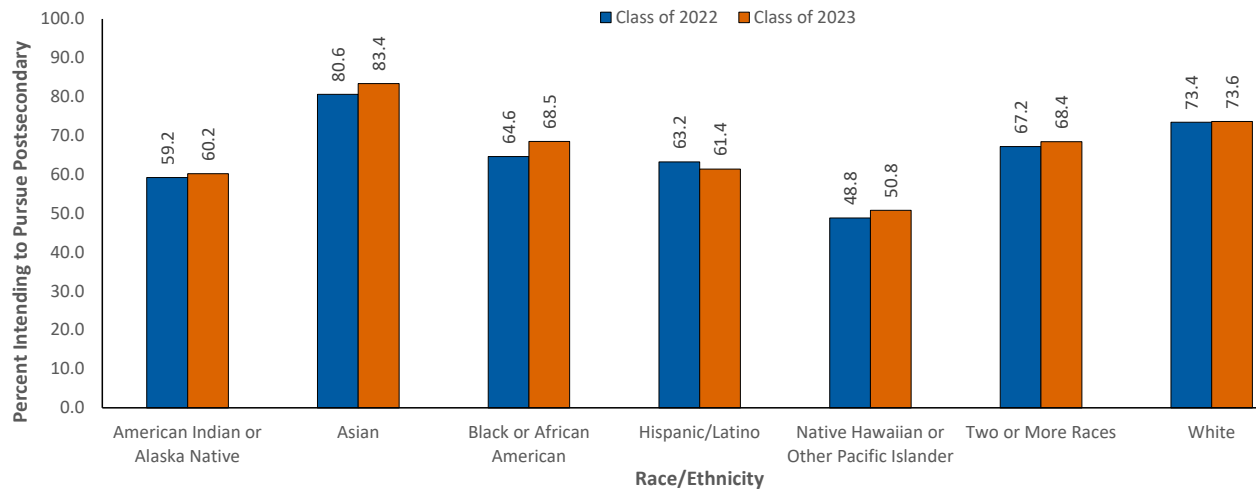
Beginning with the class of 2021, students indicating postsecondary plans of Internship or Apprenticeship are included in the numerator.

Data on non-binary students was first available for the graduating class of 2022.



Figure 1-28

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Race/Ethnicity, Graduating Classes of 2022 and 2023



Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa.
Note: Includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.
Beginning with the class of 2021, students indicating postsecondary plans of Internship or Apprenticeship are included in the numerator.

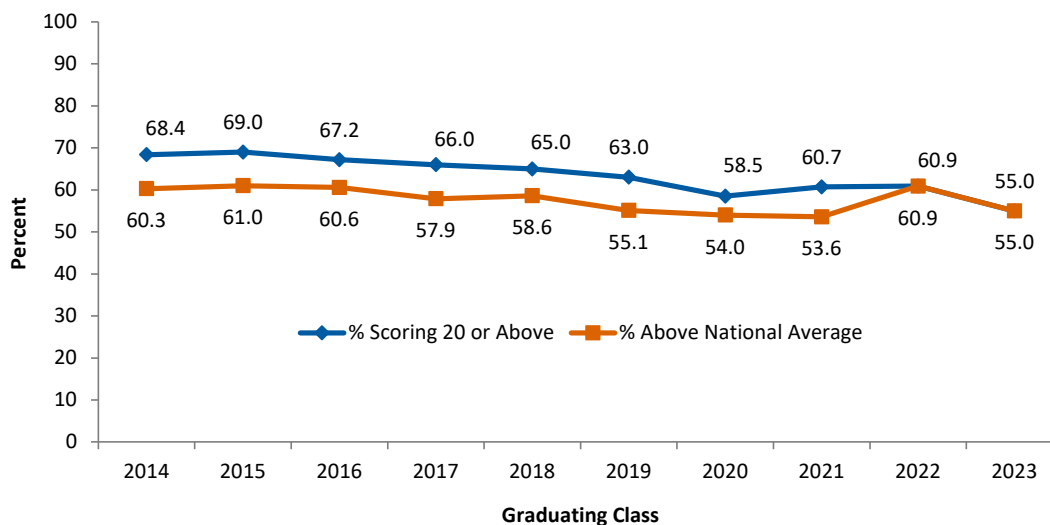


Probable Postsecondary Success

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 1-29

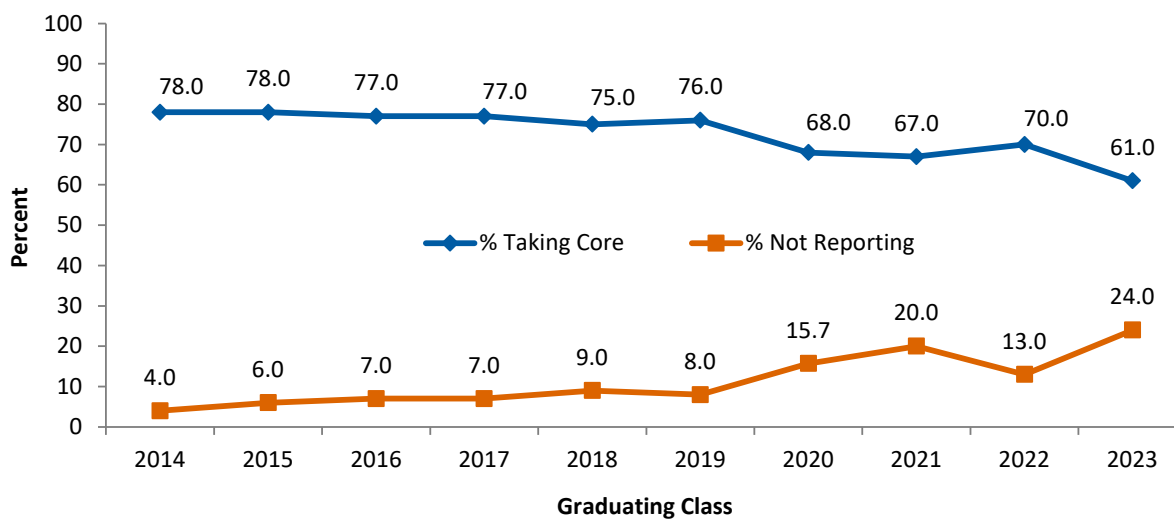
Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above, Graduating Classes of 2014 to 2023



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

Figure 1-30

Percent of Iowa ACT Participants Completing Core High School Program, Graduating Classes of 2014 to 2023



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



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 learners) 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 or grades. 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 1-4

Average NAEP Scale Scores by Year 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	2022	240	235	80	40	8		
		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		
			8	2022	277	273	67	28	6
2019	282			281	72	33	7		
2017	286			282	76	37	10		
2015	286			281	76	37	9		
2013	285			284	76	36	7		
2011	285			283	77	34	8		
2009	284			282	76	34	7		
2007	285			280	77	35	7		
2005	284			278	75	34	6		
2003	284			276	76	33	5		
1996*	284			271	78	31	4		
(scale: 0-300)	12			1992*	283	267	76	31	4
				1990*	278	262	70	25	3
				2013	156	152	71	26	1
Reading (scale: 0-500)	4			2022	218	216	64	33	7
		2019	221	219	68	35	8		
		2017	222	221	69	36	8		

Table 1-4 (...continued)

Subject	Grade	Year	Scale Score		Achievement Level Iowa Percent At or Above		
			State	National	Basic	Proficient	Advanced
		2015	224	221	71	38	9
		2013	224	221	72	38	9
		2011	221	220	69	33	6
		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	2022	260	259	71	29	2
		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).

Note: *Accommodations not allowed.

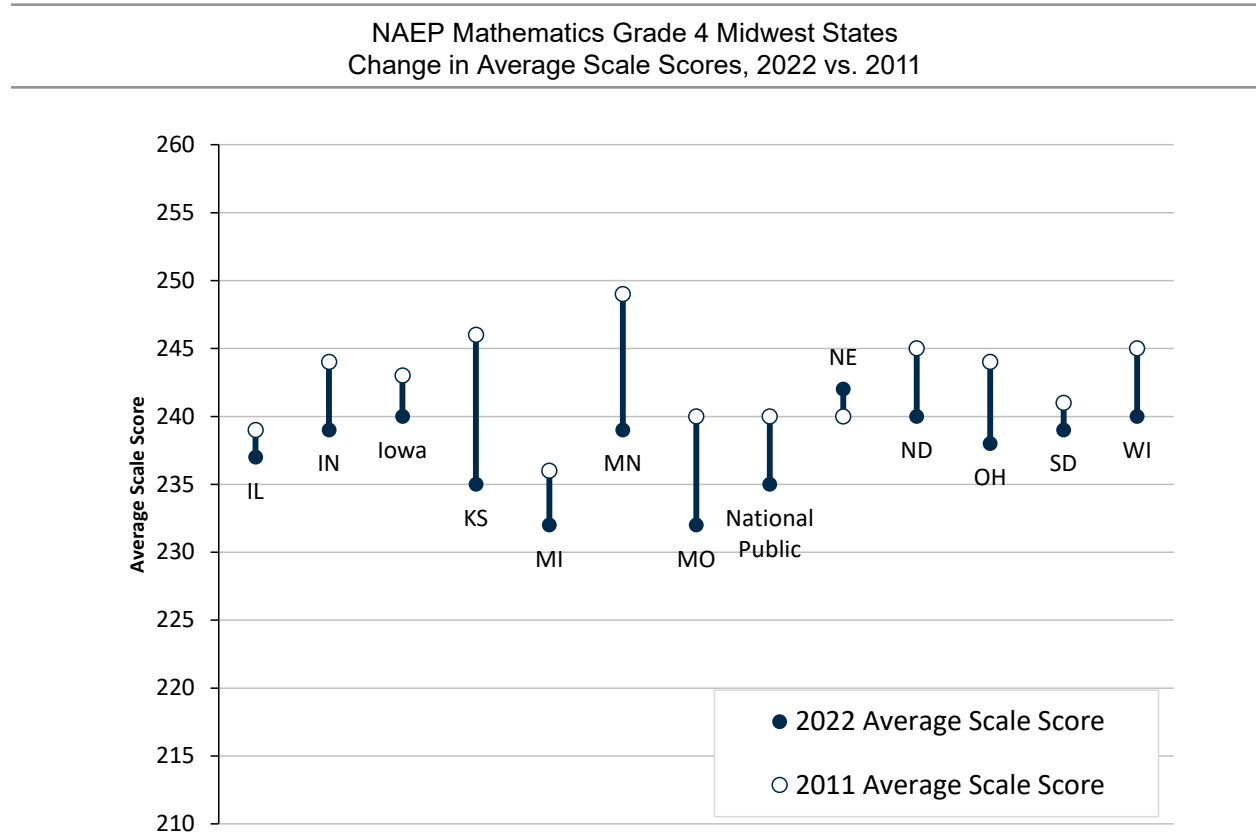
Observed differences are not necessarily statistically significant.

Detail may not sum to totals because of rounding.



The following figures show the scale score growth of Iowa students on the NAEP for 2011 to 2022. The 11 other states classified as Midwestern states are also included for comparison. Iowa's average scale scores in 2022 in fourth and eighth grade math were statistically higher than the national public school averages, and fourth and eighth grade reading were not statistically different than the national public school averages.

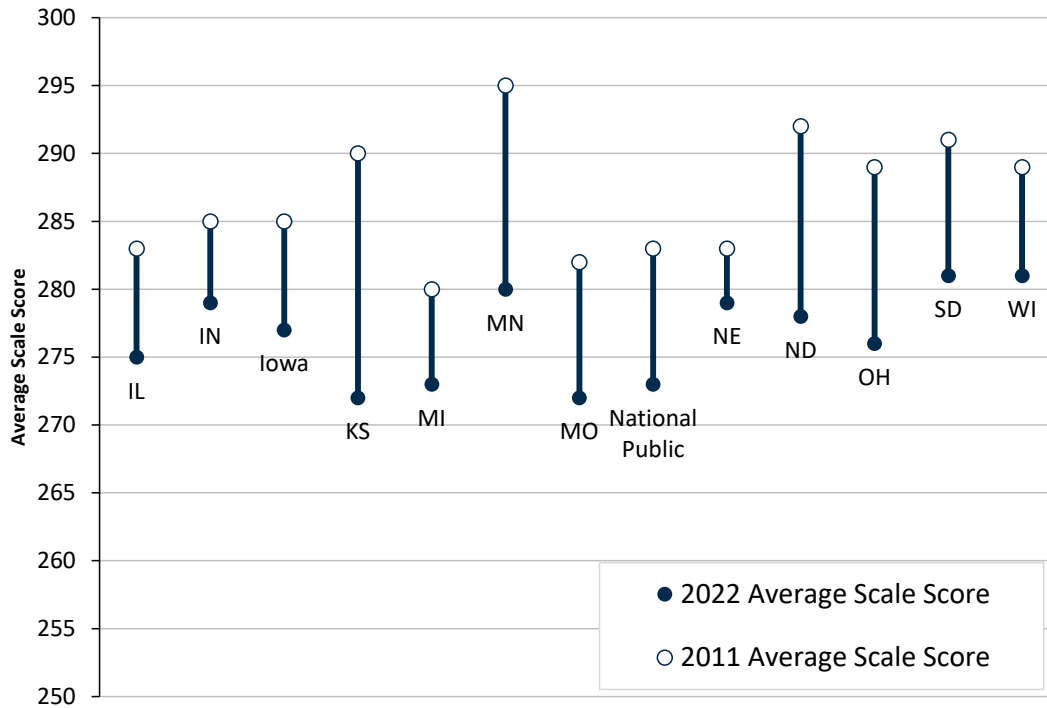
Figure 1-31



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment.

Figure 1-32

NAEP Mathematics Grade 8 Midwest States
Change in Average Scale Scores, 2022 vs. 2011

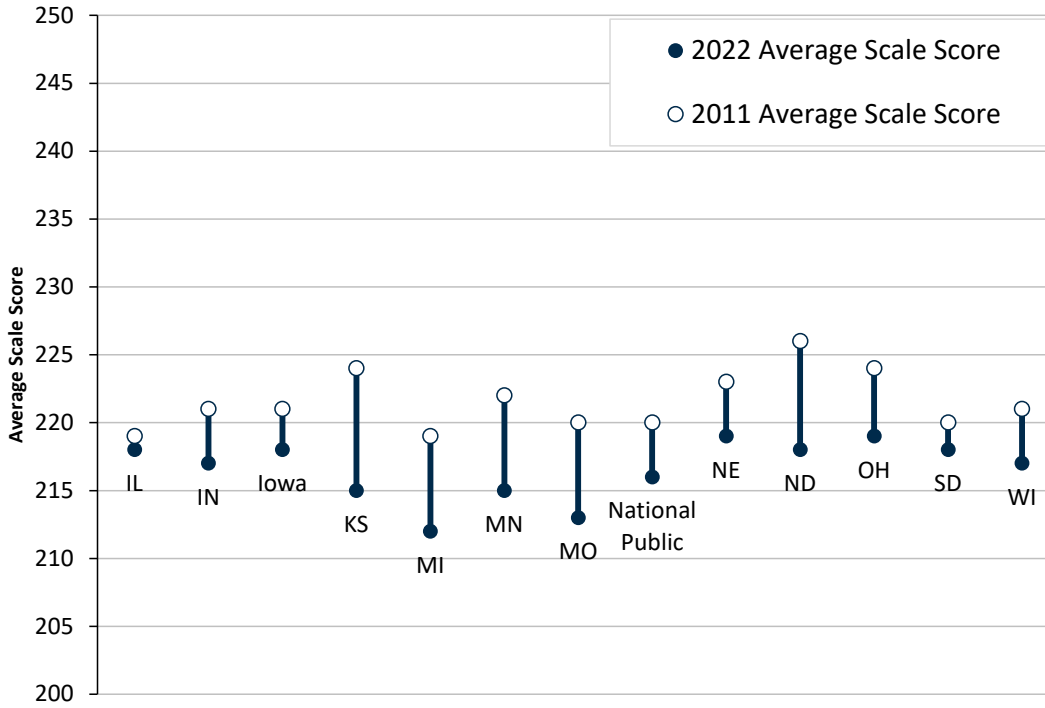


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment.



Figure 1-33

NAEP Reading Grade 4 Midwest States
Change in Average Scale Score, 2022 vs. 2011

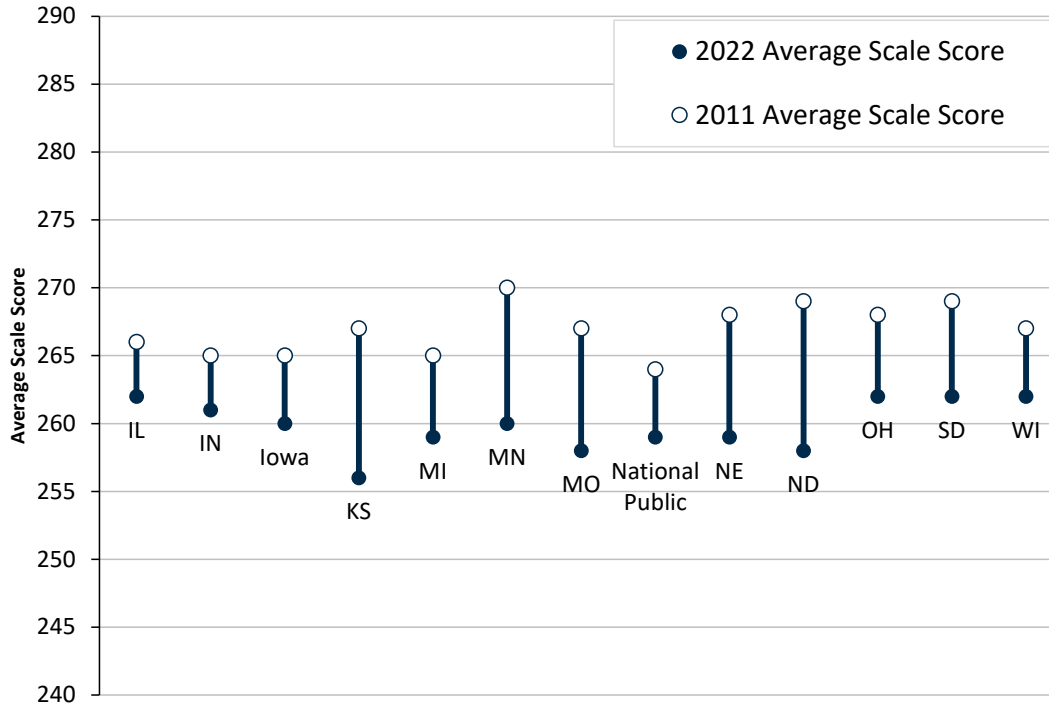


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.



Figure 1-34

NAEP Reading Grade 8 Midwest States
Change in Average Scale Score, 2022 vs. 2011



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.



ACT

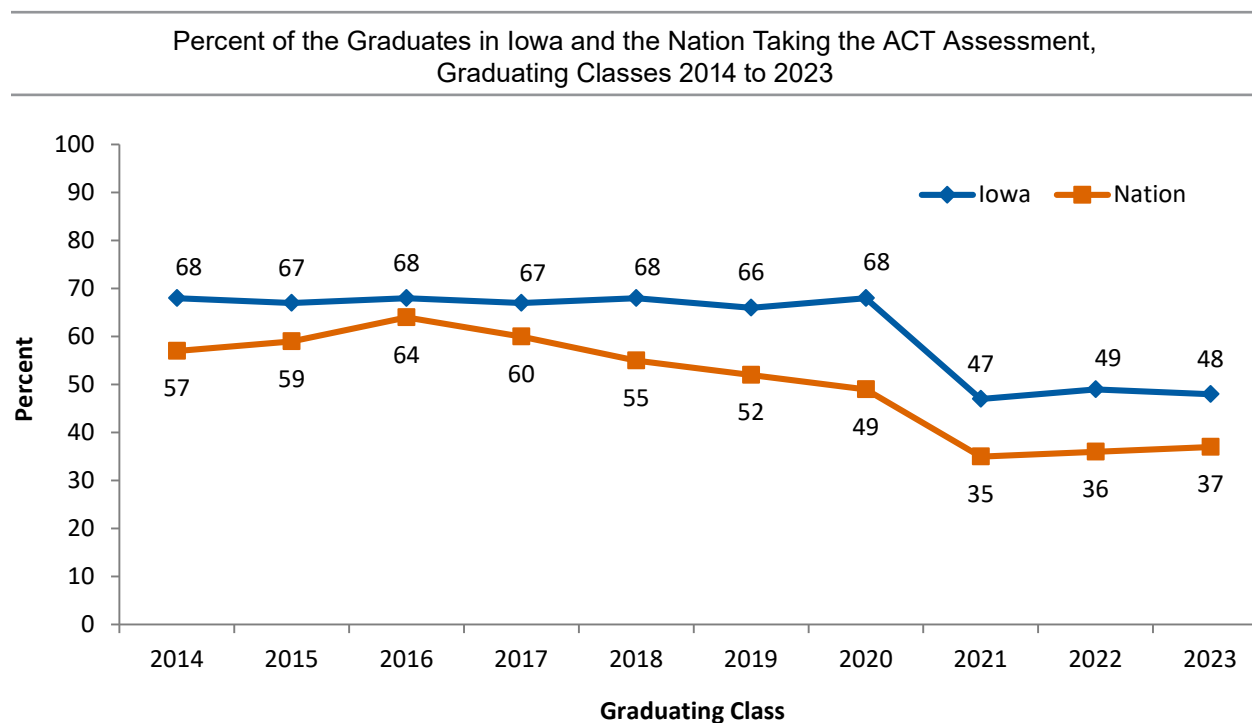
ACT is a curriculum-based achievement exam designed to measure the academic skills that are taught in schools and deemed important for success in first-year college courses. A composite ACT score measures overall educational development and is based on assessments for English, mathematics, reading and science reasoning. The ACT scores range from a low of 1 to a high of 36 and data are reported for various student groups. Student groups 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 the Class of 2023, 48 percent of Iowa high school graduates participated in the ACT. This is a slight decrease from the Class of 2022 (49 percent) and is substantially lower than the Class of 2020 (68 percent) and before. This downturn is likely related to the COVID-19 pandemic and some postsecondary institutions’ removal of ACT/SAT exam requirements for admission. The participation rate for the nation has been lower than Iowa rates for all years displayed. While the gap had increased between the graduating classes of 2016 to 2020, it narrowed with the Class of 2021 (Figure 1-35).

Iowa’s ACT composite score averages have been consistently about one point higher than the national average, although the gap widened slightly after the pandemic due to Iowa having a smaller decrease than the national average (Figure 1-36). Table 1-5 shows a comparison of Iowa’s average ACT composite score with other states in the Midwest for the most recent three graduating classes.

Figure 1-35

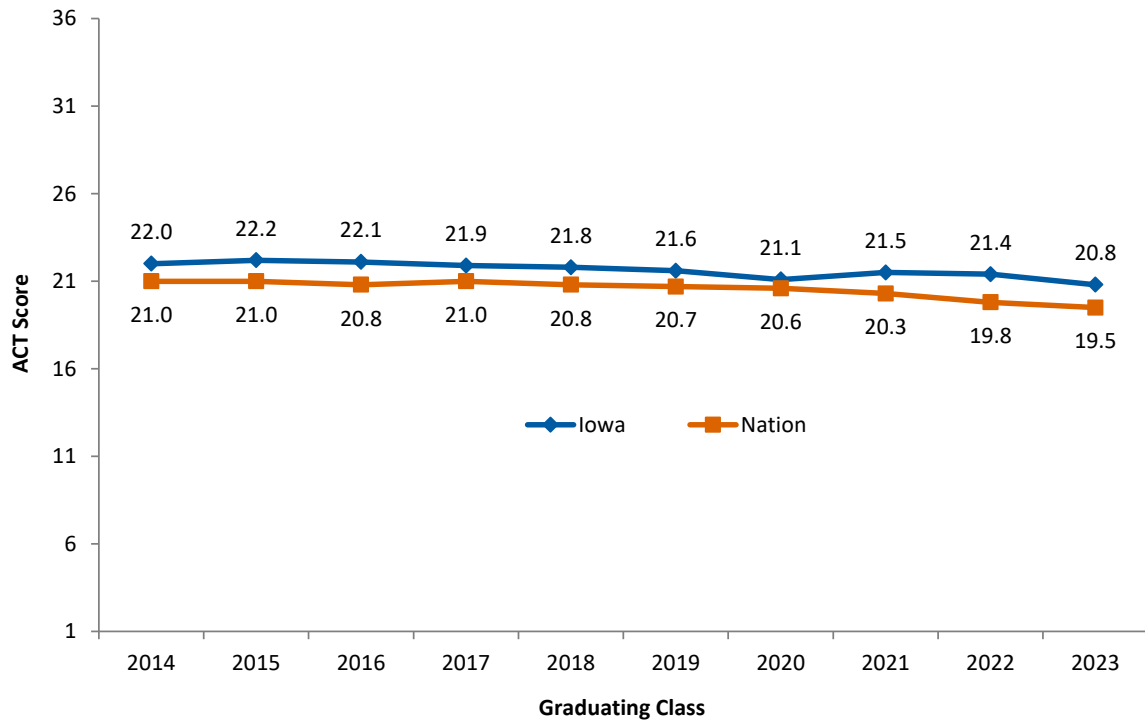


Source: ACT, Inc., The Condition of College and Career Readiness.



Figure 1-36

Average ACT Composite Scores for Iowa and the Nation, Graduating Classes 2014 to 2023



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



Table 1-5

ACT Average Composite Scores for Iowa, the Nation and Midwest States,
Graduating Classes of 2021 to 2023

Nation and State	Class of 2021		Class of 2022		Class of 2023		2023 National Rank
	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	
Nation	20.3	35%	19.8	36%	19.5	37%	
Illinois	25.2	19%	24.5	18%	24.5	16%	-
Indiana	23.1	14%	22.8	13%	22.9	8%	-
Iowa	21.5	47%	21.4	49%	20.8	48%	-
Kansas	19.9	79%	19.9	73%	19.4	74%	6
Michigan	25.1	9%	24.6	8%	24.4	7%	-
Minnesota	21.6	60%	21.0	69%	20.8	68%	2
Missouri	20.6	63%	20.2	66%	19.8	66%	4
Nebraska	20.0	86%	19.4	94%	19.2	96%	8
North Dakota	19.6	100%	19.2	96%	19.6	89%	5
Ohio	19.6	85%	19.4	82%	19.2	82%	8
South Dakota	21.6	55%	21.5	58%	21.1	59%	1
Wisconsin	20.0	96%	19.4	93%	19.4	95%	6

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

Note: National rank includes only those states where ACT is the primary college-entrance exam (states that had more than 50 percent graduates tested).



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 1-6).

Table 1-6

Average ACT Scores for Iowa and the Nation, Graduating Classes of 2014 to 2023								
Graduating Class	English		Mathematics		Reading		Science	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
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
2020	20.1	19.9	20.5	20.2	22.0	21.2	21.3	20.6
2021	20.4	19.6	20.8	19.9	22.4	20.9	21.8	20.4
2022	20.4	19.0	20.6	19.3	22.3	20.4	21.6	19.9
2023	19.7	18.6	20.1	19.0	21.8	20.1	21.2	19.6

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



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 1-7). 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.

Approximately 61 percent of Iowa's Class of 2023 high school graduates taking the ACT indicated they participated in the core high school programs, which was 20.0 percentage points higher than the national average (Figure 1-37).

Overall, average ACT composite scores for Iowa students taking core programs have been approximately two to three points higher than those not taking core programs (Table 1-8). This trend has been consistent over time in Iowa as well as in the nation as a whole.

Table 1-7

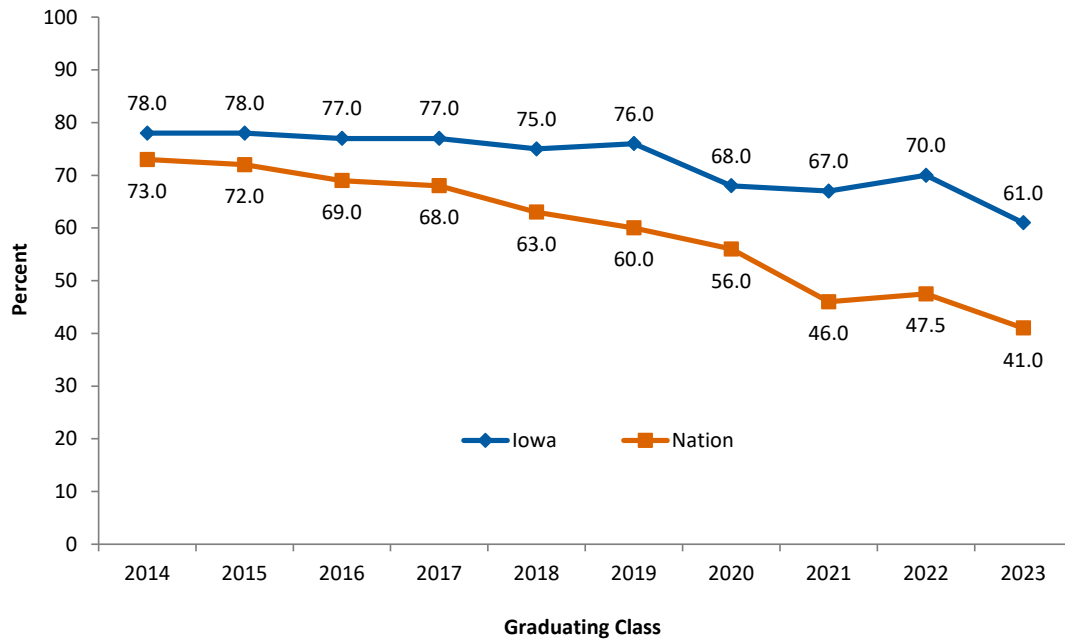
ACT Standards for Core High School Programs			
Core Area	Years	Course	Credit
English	4 or more	English 9, 10, 11, 12	1 year each
Mathematics	3 or more	Algebra I & II, Geometry	1 year each
		Trigonometry & calculus (not precalculus), other math courses beyond Algebra II, computer math/computer	1/2 year 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 College and Career Readiness.



Figure 1-37

Percent of ACT Participants Taking Core High School Program, Graduating Classes of 2014 to 2023



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

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

Table 1-8

Average ACT Composite Scores for Core and Less-Than-Core Test Takers, Graduating Classes of 2014 to 2023

Graduating Class	Iowa			Nation		
	Core	Less-than-Core	Difference	Core	Less-than-Core	Difference
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
2020	22.5	19.4	3.1	22.3	19.2	3.1
2021	22.7	20.4	2.3	22.5	19.2	3.3
2022	22.3	19.9	2.4	22.0	19.4	2.6
2023	22.0	19.8	2.2	21.9	19.3	2.6

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

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



ACT Composite Score Distributions

Table 1-9 provides the Iowa ACT composite score distributions for the classes of 2019 to 2023 (also see Figure 1-38). About 55 percent of class of 2023 Iowa test takers had a composite score of 20 or greater compared to 63 percent in the class of 2019. In the class of 2023, a higher percentage of students scored less than 14 than in the class of 2022.

Table 1-9

Iowa ACT Composite Score Distributions, Graduating Classes of 2019 to 2023

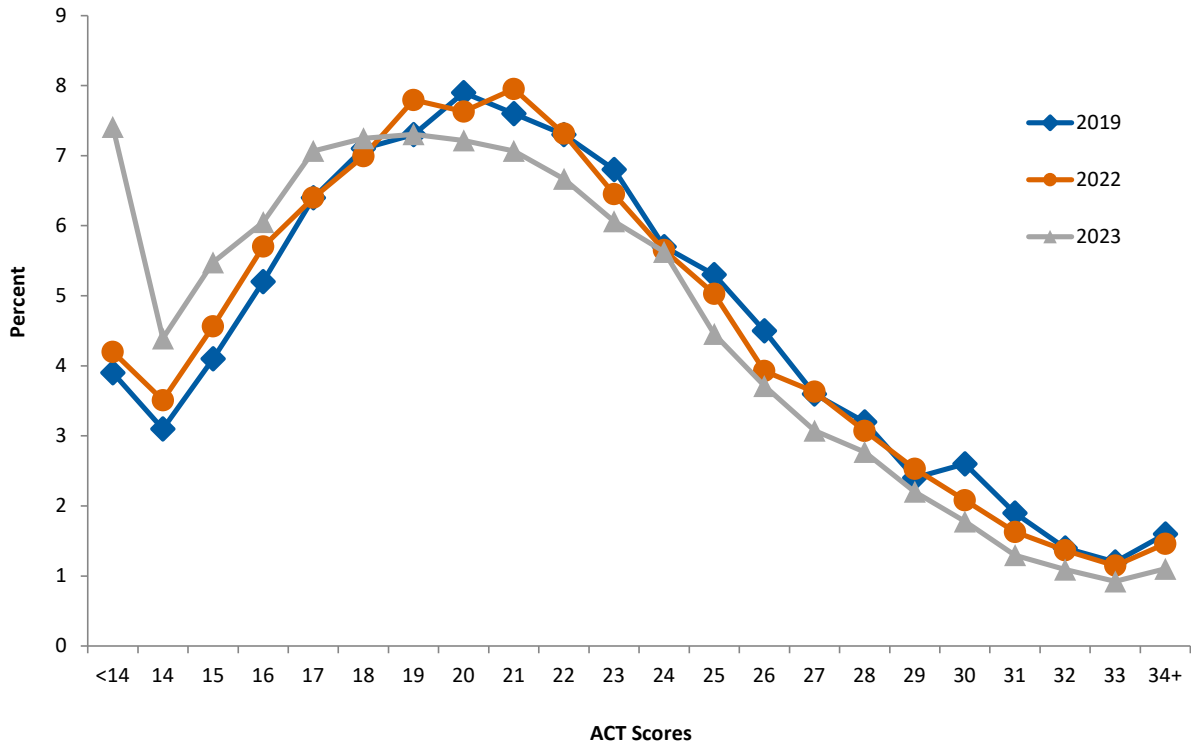
ACT Score	2019	2020	2021	2022	2023
<14	3.9%	6.5%	5.4%	4.2%	7.4%
14	3.1	4.1	3.4	3.5	4.4
15	4.1	4.9	4.5	4.6	5.5
16	5.2	5.6	5.5	5.7	6.1
17	6.4	6.2	6.1	6.4	7.1
18	7.1	7.0	7.1	7.0	7.2
19	7.3	7.2	7.3	7.8	7.3
20	7.9	7.5	7.0	7.6	7.2
21	7.6	7.2	7.1	8.0	7.1
22	7.3	6.8	6.9	7.3	6.7
23	6.8	6.2	6.4	6.4	6.1
24	5.7	5.2	5.6	5.7	5.6
25	5.3	5.0	5.1	5.0	4.5
26	4.5	4.1	4.3	3.9	3.7
27	3.6	3.2	3.5	3.6	3.1
28	3.2	3.1	3.2	3.1	2.8
29	2.4	2.1	2.6	2.5	2.2
30	2.6	2.2	2.6	2.1	1.8
31	1.9	1.9	1.8	1.6	1.3
32	1.4	1.3	1.5	1.4	1.1
33	1.2	1.3	1.3	1.1	0.9
34+	1.6	1.5	1.9	1.5	1.1

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



Figure 1-38

Distribution of Iowa ACT Composite Scores, Graduating Classes of 2019, 2022 and 2023



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



ACT Scores by Enrollment Category

Average ACT scores by enrollment category for the graduating classes of 2021 to 2023 are provided in Table 1-10, Table 1-11 and Figure 1-39.

Table 1-10

Iowa Public School Average ACT Scores by Enrollment Category, Graduating Classes of 2021 to 2023						
Graduating Class	Enrollment Category	English	Mathematics	Reading	Science	Composite
2021	< 300	19.5	19.4	22.1	20.7	20.6
	300 to 599	19.9	20.2	22.1	21.5	21.1
	600 to 999	20.6	20.7	22.7	21.8	21.6
	1,000 to 2,499	20.6	20.8	22.8	22.0	21.7
	2,500 to 7,499	21.0	21.6	23.1	22.7	22.3
	7,500 +	19.9	20.7	22.2	21.7	21.3
	State	20.4	20.8	22.6	21.9	21.6
2022	< 300	19.0	19.3	21.3	20.7	20.2
	300 to 599	19.6	19.9	21.7	21.0	20.7
	600 to 999	20.0	20.3	22.0	21.5	21.1
	1,000 to 2,499	20.2	20.6	22.3	21.7	21.3
	2,500 to 7,499	21.3	21.6	23.4	22.7	22.4
	7,500 +	20.3	20.5	22.4	21.7	21.4
	State	20.4	20.7	22.4	21.8	21.5
2023	< 300	19.7	19.3	22.0	21.1	20.7
	300 to 599	19.6	19.7	21.9	21.2	20.7
	600 to 999	19.7	20.1	21.7	21.3	20.8
	1,000 to 2,499	19.8	20.4	22.0	21.5	21.0
	2,500 to 7,499	20.6	21.1	23.0	22.2	21.8
	7,500 +	18.9	19.5	21.2	20.7	20.2
	State	19.6	20.1	21.8	21.3	20.8

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

Note: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2016-2017 to 2019-2020 for the class of 2020 from 2017-2018 to 2020 2021 for the class of 2021 and from 2018-2019 to 2021-2022 for the class of 2022.



Table 1-11

Iowa Public School Average ACT Scores by Student Group, Graduating Classes of 2021 to 2023

Class of 2021						
Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	14,926	20.4	20.8	22.6	21.9	21.6
American Indian or Alaska Native	26	19.7	20.5	20.9	20.6	20.5
Asian	577	21.9	22.4	23.3	22.9	22.8
Black or African American	555	14.6	16.3	16.8	17.1	16.3
Hispanic/Latino	1,166	16.5	17.6	18.8	18.8	18.0
Native Hawaiian or Other Pacific Islander	16	18.3	19.6	21.0	19.8	19.8
Two or More Races	421	19.9	20.3	22.3	21.6	21.1
White	12,165	20.9	21.3	23.2	22.4	22.1
Students with Disabilities (IEP)*	483	13.3	15.4	15.4	16.1	15.2
English Learner (EL)	394	11.9	14.6	13.6	15.0	13.9
Low Socioeconomic Status (FRL)**	4,057	17.2	18.1	19.6	19.3	18.7
Female	8,267	20.7	20.2	22.8	21.5	21.5
Male	6,659	19.9	21.6	22.3	22.4	21.7
Class of 2022						
Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	15,111	20.4	20.7	22.4	21.8	21.5
American Indian or Alaska Native	30	15.8	16.9	17.7	18.1	17.3
Asian	527	22.7	23.1	24.1	23.6	23.6
Black or African American	493	15.4	16.4	17.8	17.5	16.9
Hispanic/Latino	1,090	17.2	18.1	19.7	19.2	18.7
Native Hawaiian or Other Pacific Islander	11	18.8	19.7	21.0	19.9	19.9
Two or More Races	472	19.5	19.7	21.7	20.8	20.6
White	12,488	20.8	21.0	22.8	22.1	21.8
Students with Disabilities (IEP)*	499	13.9	15.7	16.0	16.5	15.6
English Learner (EL)	383	12.0	14.8	14.0	15.2	14.1
Low Socioeconomic Status (FRL)**	3,928	17.5	18.2	19.9	19.4	18.9
Female	8,345	20.5	19.9	22.5	21.3	21.2
Male	6,763	20.1	21.6	22.4	22.4	21.8
Non-Binary	3					



Table 1-11 (...continued)

Class of 2023						
Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	14,970	19.6	20.1	21.8	21.3	20.8
American Indian or Alaska Native	37	18.2	18.1	18.4	18.7	18.0
Asian	516	21.4	21.9	23.1	22.5	22.4
Black or African American	623	14.4	15.9	16.7	16.9	16.1
Hispanic/Latino	1,398	15.5	17.0	18.0	18.0	17.2
Native Hawaiian or Other Pacific Islander	30	14.1	15.9	17.4	17.3	16.4
Two or More Races	505	19.0	19.1	21.4	20.7	20.1
White	11,861	20.3	20.7	22.5	21.9	21.5
Students with Disabilities (IEP)*	614	12.9	15.0	14.9	15.7	14.7
English Learner (IE)	563	11.4	14.4	13.5	14.9	13.7
Low Socioeconomic Status (FRL)**	4,496	16.5	17.5	18.9	18.7	18.0
Female	8,239	19.8	19.5	21.9	20.8	20.6
Male	6,723	19.4	20.9	21.7	21.8	21.1
Non-Binary	8					

Source: ACT, Inc., The Annual Testing files; Iowa Department of Education, Student Reporting in Iowa.

Note: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2016-2017 to 2019-2020 for the class of 2020, from 2017-2018 to 2020-2021 for the class of 2021 and from 2018-2019 to 2021-2022 for the class of 2022.

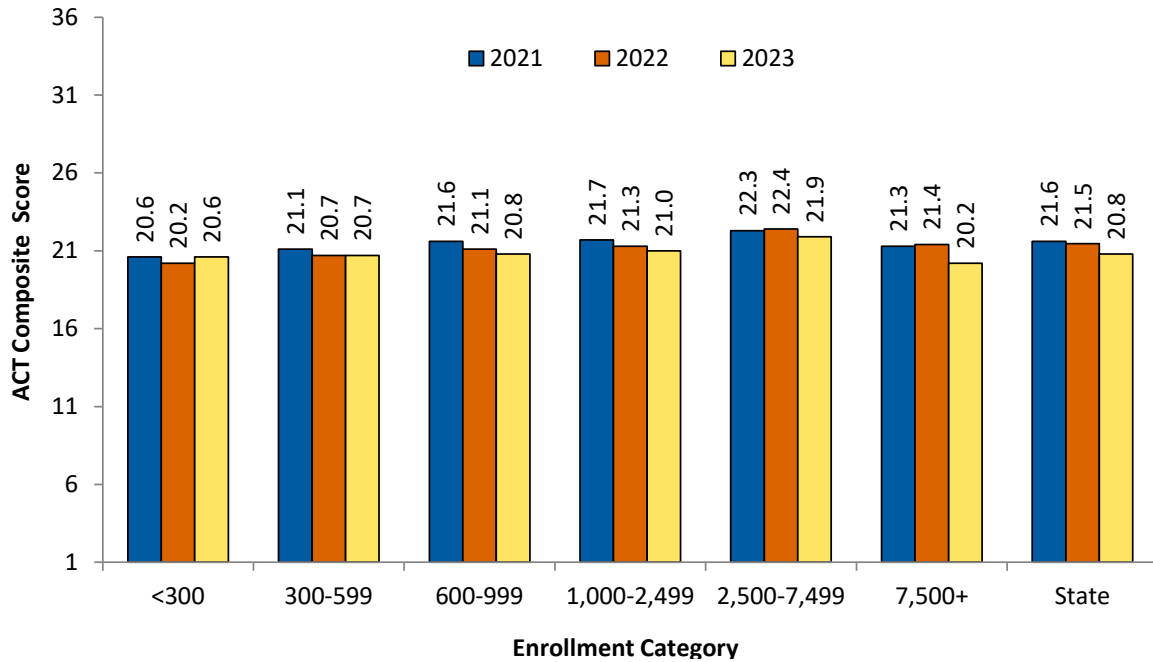
*Disability status is determined by the presence of an individualized education program (IEP).

**Low socioeconomic status is determined by eligibility for free or reduced-price meals.



Figure 1-39

Average ACT Composite Scores for
Iowa Public School Students by Enrollment Category, Graduating Classes of 2021 to 2023



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

Note: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2016-2017 to 2019-2020 for the class of 2020, from 2017-2018 to 2020-2021 for the class of 2021, and from 2018-2019 to 2021-2022 for the class of 2022.

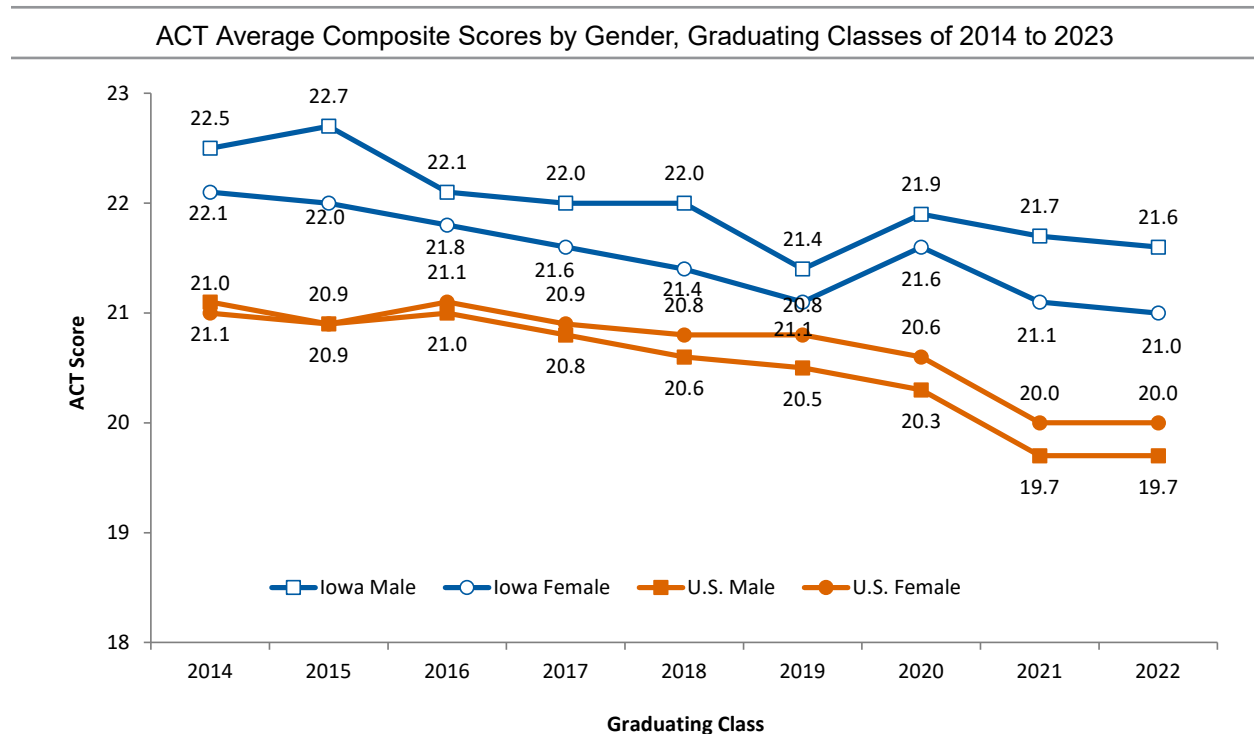


ACT Scores by Gender

Figure 1-40 shows the average composite scores by gender for Iowa and the nation.

Table 1-12 shows the average scores by subject as well as by gender for Iowa students. Females had higher reported average scores than males in English and reading. Males had higher reported average scores than females in mathematics, science and ACT composite in 2022 and 2023.

Figure 1-40



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

Table 1-12

Iowa Average ACT Scores by Gender, Graduating Classes of 2022 and 2023

Gender	Average ACT Scores											
	Number of Test Takers		English		Mathematics		Reading		Science		Composite	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Female	9,898	8,449	20.6	19.7	19.9	19.3	22.3	21.7	21.1	20.7	21.1	20.5
Male	8,091	7,008	20.2	19.3	21.6	20.8	22.3	21.6	22.3	21.7	21.7	21.0
Other Responses*	307	574	20.3	17.8	19.3	18.0	22.5	20.4	20.8	19.5	20.9	19.0

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

Note: 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

ACT Composite Scores by Student Planned Educational Majors

The most popular planned educational majors by students taking the ACT in the class of 2023 were Health Sciences and Technologies and Business (Table 1-13). The highest average composite ACT scores in Iowa were reported by students who plan to major in area, ethnic and multidisciplinary studies (24.5); engineering (24.0); and computer science and mathematics (23.9). The Iowa ACT test takers who indicated a planned major in education had an average ACT composite score of 20.2.

Table 1-13

ACT Average Composite Scores by Student Planned Educational Majors, Graduating Class of 2023

Planned Education Major	Average Composite	Percent Planned
Agriculture & Natural Resources Conservation	20.2	3%
Architecture	21.5	1
Area, Ethnic, & Multidisciplinary Studies	24.5	0
Arts: Visual & Performing	21.3	4
Business	20.9	9
Communications	21.9	1
Community, Family, & Personal Services	19.0	1
Computer Science & Mathematics	23.9	3
Education	20.2	5
Engineering	24.0	6
Engineering Technology & Drafting	21.1	1
English & Foreign Languages	23.3	1
Health Administration & Assisting	17.7	2
Health Sciences & Technologies	21.1	13
Philosophy, Religion, & Theology	22.4	0
Repair, Production, & Construction	17.8	1
Sciences: Biological & Physical	23.3	6
Social Sciences & Law	21.8	5
Undecided	20.9	21
No Response	17.0	16

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



SAT

The SAT is one of the national college entrance examinations and is 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 2023, the number of SAT takers in the nation was slightly more than 1.9 million and the number of Iowa SAT takers was 817 (Table 1-14).

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 1-14 and 1-15).

Table 1-14

SAT Scores for Iowa and the Nation, Graduating Class of 2023 (All Test Takers)			
	Number of Students	Average ERW	Average Math
Nation	1,913,742	520	508
Iowa	817	610	598

Source: College Board, SAT Suite of Assessments Annual Report.
 Note: ERW indicates Evidence-Based Reading and Writing.

Table 1-15

SAT Scores by Gender for Iowa and the Nation, Graduating Class of 2023 (All Test Takers)			
	Number of Students	Average ERW	Average Math
Nation Female	966,726	523	500
Nation Male	936,481	517	515
Iowa Female	440	612	589
Iowa Male	367	606	609

Source: College Board, SAT Suite of Assessments Annual Report.
 Note: ERW indicates Evidence-Based Reading and Writing.



Advanced Placement

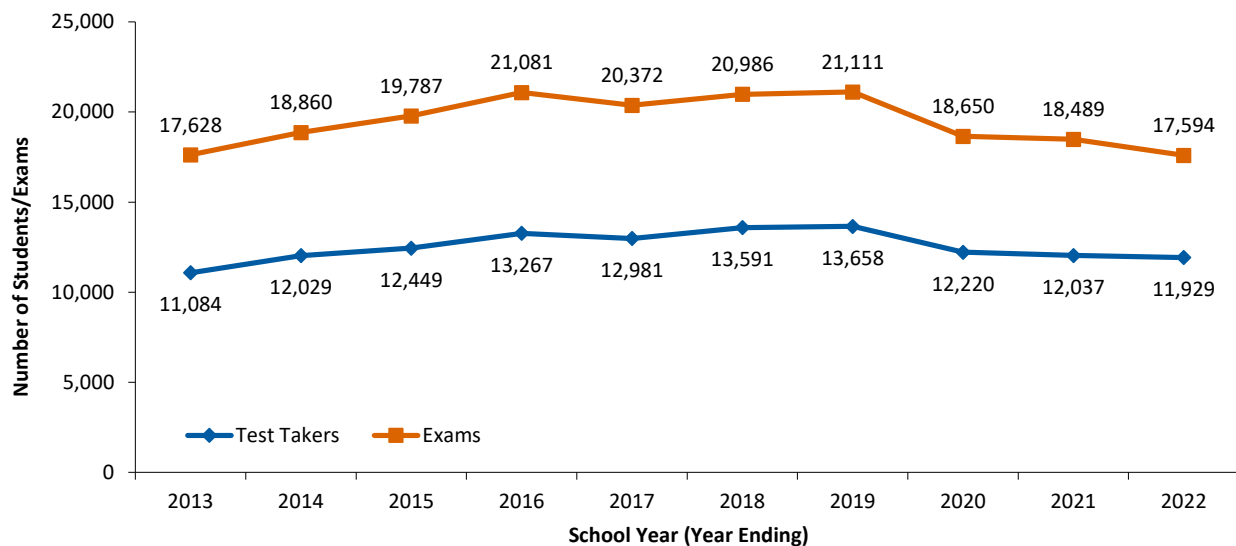
The College Board sponsors the Advanced Placement (AP) Program in Iowa, which currently offers approximately 40 courses in over 30 subject areas. AP provides high school students the opportunity to take college-level courses in a high school setting. Courses are taught by highly qualified high school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

In Iowa, 17,594 AP exams were taken by 11,929 students in 2021-2022 (Figure 1-41). The number of students/candidates in 2022 decreased slightly from the previous year. The number of exams taken in 2022 was 16.7 percent lower than the peak in 2019.

Table 1-16 shows the AP test results, including the percent of test takers scoring a three or better, by midwest state for the high school graduating classes of 2021-2022.

Figure 1-41

Advanced Placement Participation for Iowa Students (All Test Takers), 2012-2013 to 2021-2022



Source: The College Board, AP Program Participation and Performance Data, Iowa Summary Report.



Table 1-16

Number and Percent of Graduates who Took Advanced Placement Exams and Percent of the AP Exams Scored 3+ during High School by State, (All Test Takers, Midwest States only), Graduating Classes of 2021 and 2022

Nation and State	2021 Number of Graduates took AP	2021 Percent of Graduates took AP	2021 Percent Score 3+	2022 Number of Graduates took AP	2022 Percent of Graduates took AP	2022 Percent Score 3+
Nation	1,178,283	34.9%	58.5%	1,166,311	34.6%	58.0%
Illinois	52,739	39.2%	62.2%	55,025	41.0%	60.9%
Indiana	24,197	35.0%	52.9%	24,132	34.4%	52.1%
Iowa	6,823	19.8%	61.2%	6,573	19.1%	59.6%
Kansas	5,274	15.7%	64.5%	5,049	15.1%	65.7%
Michigan	30,045	30.6%	63.3%	29,218	29.5%	64.3%
Minnesota	19,426	31.8%	65.5%	19,021	30.4%	63.8%
Missouri	12,325	20.5%	61.1%	12,484	20.6%	61.2%
Nebraska	4,120	18.5%	57.6%	4,137	18.1%	60.6%
North Dakota	1,662	23.6%	57.8%	1,628	22.5%	60.4%
Ohio	31,410	26.4%	64.6%	31,122	26.4%	64.3%
South Dakota	1,413	16.5%	68.7%	1,541	17.3%	69.9%
Wisconsin	21,703	36.1%	64.6%	21,667	35.8%	65.6%

Source: The College Board, AP Cohort Data Reports.



Pursuit of Postsecondary Education/Training

This section presents information on Iowa public high school graduates intending to pursue postsecondary education or training. Graduate intention data are collected through Student Reporting in Iowa (SRI). Note that for the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. This was due to the data element not being required in the wake of school closures related to the COVID-19 pandemic in spring 2020. These students were removed from the denominator of the calculations shown in this section and, therefore, the class of 2020 data doesn't represent all graduates.

Throughout this section, figures and tables report on the percentage of Iowa public high school graduates intending to pursue postsecondary education or training. Graduates with the following responses are counted as intending to pursue postsecondary education or training: four-year private college, four-year public college, community college, two-year private college, other postsecondary, apprenticeship and internship. Apprenticeship and internship were added as responses to the survey for the first time starting with the class of 2021.

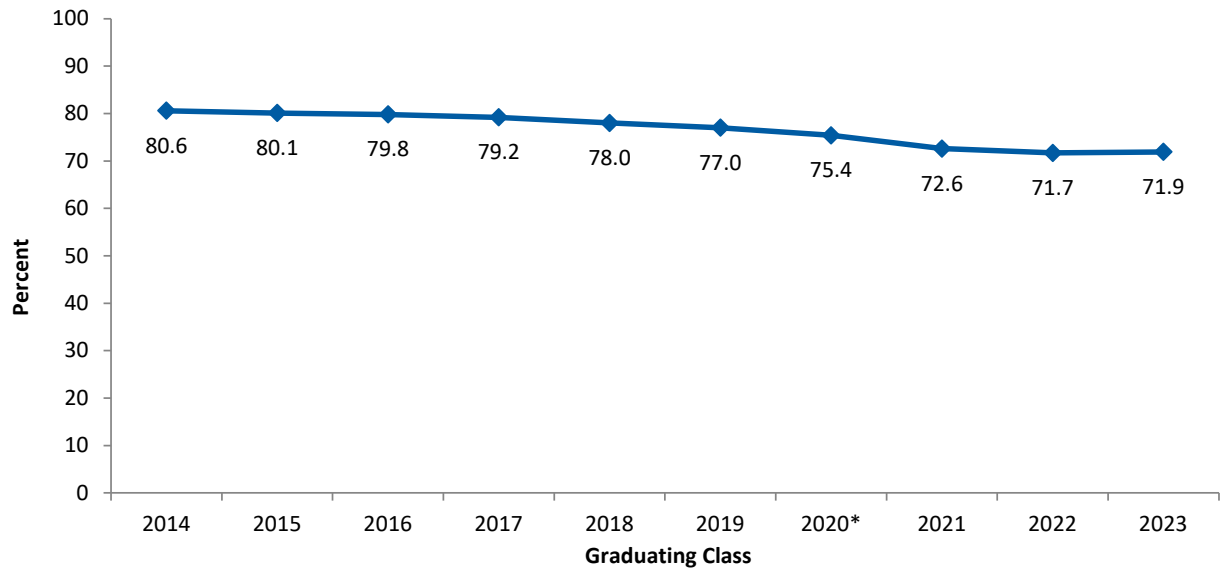
The percent of graduates intending to pursue postsecondary education or training increased from the previous year in 2023 for the first time in the last decade (Figure 1-42). Table 1-17 lists the percent of graduates intending to pursue postsecondary education/training by school district size. As seen in Table 1-18, 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. The gap between females and males had been widening through the class of 2021 (14.9 percentage points), although it shrank with the class of 2022 (13.4 percentage points) and is currently at 13.7 percentage points with the class of 2023.

As in previous years, the largest percent of graduates intending to pursue postsecondary education in 2023 plan on attending a community college, although its share has been declining in recent years (Table 1-19). Table 1-20 and Figure 1-43 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 2014 (with the gap widening considerably).



Figure 1-42

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training,
Graduating Classes of 2014 to 2023



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

Note: Includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

* For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the class of 2020 data doesn't represent all graduates.

Beginning with the class of 2021, plans of Apprenticeship and Internship were added to the survey and included in the numerator.



Table 1-17

Percent of Iowa Public High School Graduates Intending to Pursue
Postsecondary Education/Training by Enrollment Category, Graduating Classes of 2001 and 2018-2023

Graduating Class							
Enrollment Category	2001	2018	2019	2020*	2021	2022	2023
<300	77.6	76.5	75.5	70.0	69.7	57.8	66.3
300-599	81.2	77.9	75.6	73.2	72.7	71.2	71.7
600-999	82.5	79.7	79.4	77.1	74.1	71.4	72.4
1,000-2,499	83.1	77.5	74.4	73.2	72.6	71.2	71.5
2,500-7,499	81.9	80.0	77.4	77.4	75.0	74.6	75.7
7,500+	84.3	76.2	78.4	76.4	70.4	71.0	69.8
Independent Charter Schools	n/a	n/a	n/a	n/a	n/a	n/a	57.1
State	82.7	78.0	77.0	75.4	72.6	71.7	71.9

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

Note: Data for the 2018 to 2023 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included.

* For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates.

Beginning with the class of 2021, plans of Apprenticeship and Internship were added to the survey and included in the numerator.

Table 1-18

Percent of Iowa Public High School Graduates Intending to Pursue
Postsecondary Education/Training by Gender, Graduating Classes of 2001 and 2018 to 2023

Graduating Class							
Gender	2001	2018	2019	2020*	2021	2022	2023
Female	87.5	84.2	84.3	82.8	80.1	78.5	78.8
Male	77.8	71.8	69.7	68.2	65.2	65.1	65.1
Non-Binary	n/a	n/a	n/a	n/a	n/a	41.7	65.6
Total	82.7	78.0	77.0	75.4	72.6	71.7	71.9

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

Note: Data for the 2018 to 2023 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included.

* For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the class of 2020 data doesn't represent all graduates.

Beginning with the class of 2021, plans of Apprenticeship and Internship were added to the survey and included in the numerator.

Data on non-binary students was first available for the graduating class of 2022.



Table 1-19

Percent of Iowa Public High School Graduates Intending to Pursue
Postsecondary Education/Training by Postsecondary Institution Type,
Graduating Classes of 2001 and 2018 to 2023

Graduating Classes							
Postsecondary Institution	2001	2018	2019	2020*	2021	2022	2023
Private 4-Year College	14.9	11.6	11.7	10.8	11.0	10.8	10.3
Public 4-Year College	27.3	27.7	27.5	27.6	27.0	27.1	26.6
Private 2-Year College	5.2	0.5	0.6	0.5	0.7	0.6	0.5
Community College	31.0	35.7	34.2	33.4	30.6	29.1	29.8
Apprenticeship	n/a	n/a	n/a	n/a	1.0	1.3	1.6
Internship	n/a	n/a	n/a	n/a	0.1	0.1	0.1
Other Training	4.3	2.5	3.0	3.1	2.3	2.6	2.9
Total	82.7	78.0	77.0	75.4	72.6	71.7	71.9

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

Note: Data for the 2018 to 2023 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included. Data may not sum to total due to rounding.

* For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the class of 2020 data doesn't represent all graduates.

Beginning with the class of 2021, plans of Apprenticeship and Internship were added to the survey.

Table 1-20

Percent of Iowa Public High School Graduates Intending to Pursue
Postsecondary Education/Training at Four-Year and Two-Year Colleges,
Graduating Classes of 2001 and 2018 to 2023

Graduating Classes							
Postsecondary Institution	2001	2018	2019	2020*	2021	2022	2023
Four-Year College	42.2	39.2	39.2	38.5	37.9	37.9	36.8
Two-Year College	36.2	36.2	34.8	33.9	31.3	29.7	30.3

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

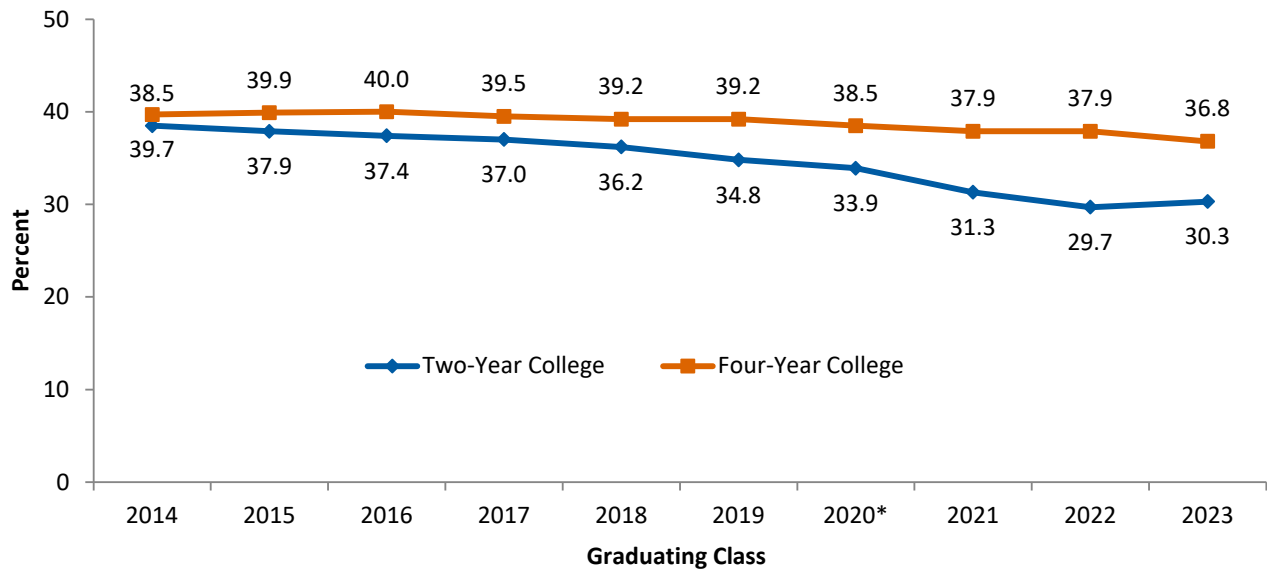
Note: Data for the 2018 to 2023 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certificate of attendance, are not included.

* For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the class of 2020 data doesn't represent all graduates.



Figure 1-43

Percent of Iowa Public High School Graduates Intending to Pursue Postsecondary Education/Training at Four-Year and Two Year Colleges, Graduating Classes 2014 to 2023



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

Note: Includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

* For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates.



Secondary Career and Academic Planning

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

In 2016, HF 2392, Division I redesigned the career and academic planning process to move from a career planning framework with traditional career inventories and assessments to a model that includes career-related experiences, student reflection and greater connection and alignment between students' interests and local, regional and state labor market needs. Seven years into the redesign, the career and academic planning process continues to seek student, family, district and external stakeholder engagement to ensure information remains relevant and useful. The holistic nature ensures continuous feedback between internal and external stakeholders and ensures that students exhibit highly marketable employability skills and are prepared to successfully transition into higher education, training programs or directly into the workforce. Iowa's career planning vision focuses on graduating students who are career and college ready with the academic, technical and employability skills to meet employer needs. With greater intention since the initial ICAP implementation, this process continues to grow and develop to support all of Iowa's public school district students in grades 8-12.



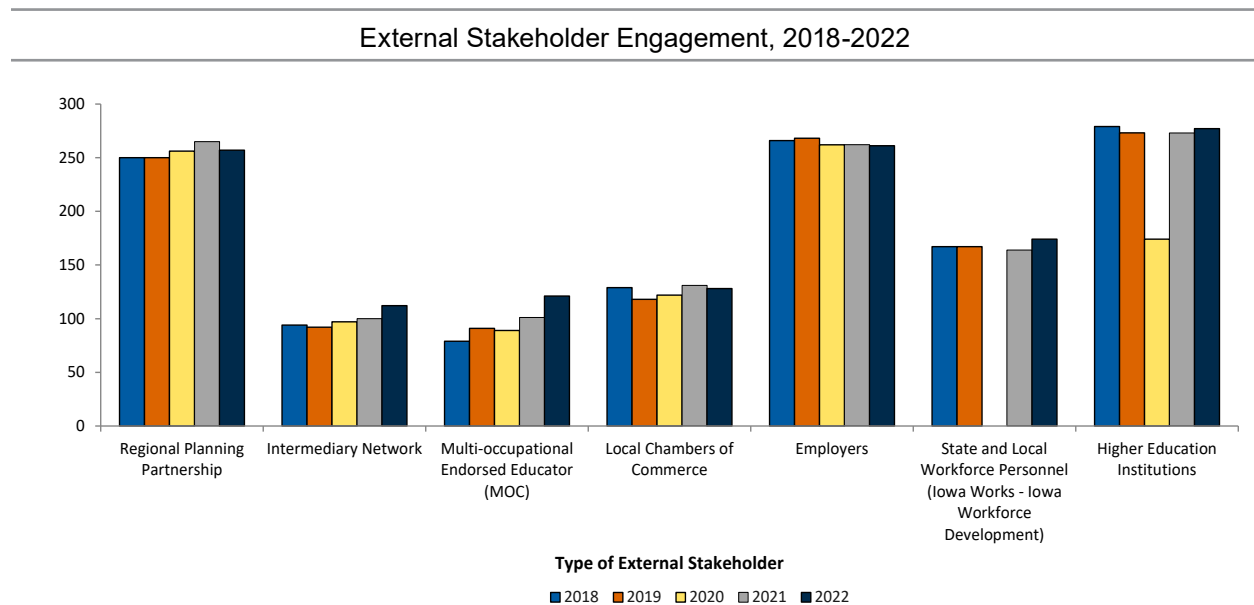
The District Team Supports the District Plan

Each school district in Iowa is required to have an established district team that has developed a written district career and academic plan (DCAP) to best support each student’s work surrounding their individual career and academic plan (ICAP) guidelines. The teams typically include, but are not limited to, a school administrator, a school counselor, teachers, including career and technical education teachers, special education educators and individuals responsible for coordinating work-based learning activities. The district plan is reviewed regularly to ensure individual student planning (ICAP) is implemented by the established district career and academic planning team. In the academic year 2021-2022, Iowa’s school district teams submitted their DCAP to their regional planning partnership for review and will continue this process each year.

The district plan is a roadmap for implementation of the career and academic planning process and provides a context for high-quality career programming in grades 8-12. The district plan provides a living context for how each district supports their student’s ICAP process and clarifies who is expected to do what, when, how and with what resources.

As school districts continue to implement Division I of HF2392, it is crucial to create partnerships that allow students to have a holistic and authentic career learning experience. Districts are encouraged to build and maintain strong relationships with external partners to increase high-quality career planning exposure to students. In academic year 2022-2023, 324 school districts reported career planning outcomes, including collaboration with internal and external stakeholders to review, revise and implement the district plan. Stakeholder engagement continues to be a priority for school districts across the state and all are working with a variety of entities to increase relationships with business and industry.

Figure 1-44



Source: Comprehensive Student Improvement Process (CSIP).

The District Tool: Career Information Systems (CIS)

The district team selects one of the state approved career information systems (CIS) that best meets the needs of students, team members and the school district. During the 2022-2023 academic year, districts had 16 CIS options that meet state standards through a collaborative and outlined approval process. Within the CIS options, 310 school districts reported using an approved CIS. While the CIS is an essential component of the career planning process, school districts are encouraged to continue using high-quality career and technical education (CTE) curriculum and activities and to continue to collaborate with external organizations that offer career experience opportunities in connection to the resources available through the selected CIS.

The Individual Career and Academic Plan (ICAP)

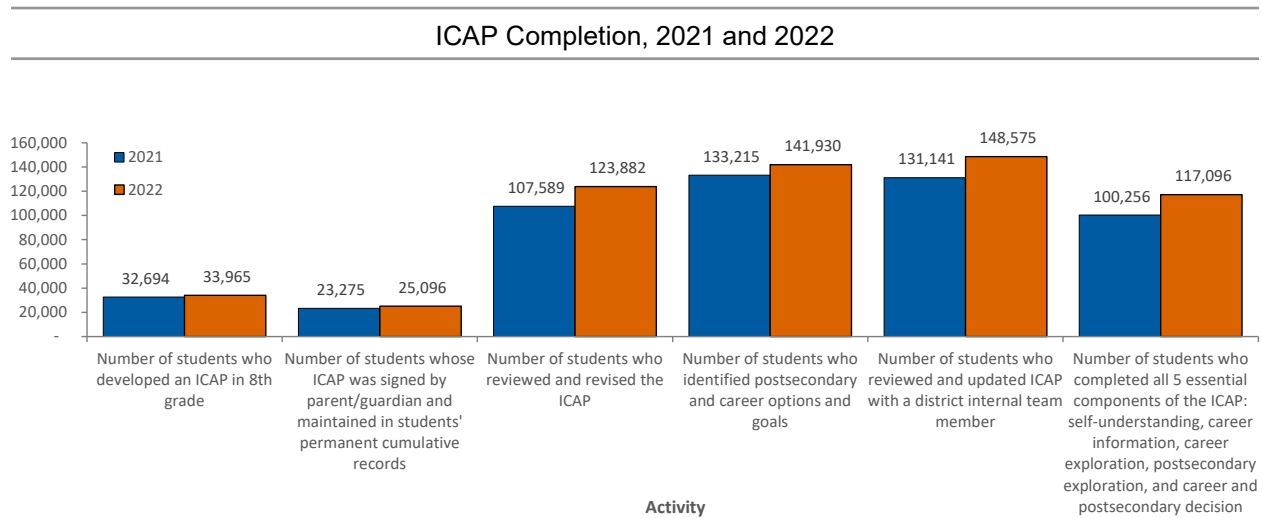
The ICAP is a series of high-quality, career-related activities that students complete each year in grades 8-12. The outlined ICAP requirements ensure that each student achieves the following:

- Establish a four-year plan that is reviewed annually and connects with the student's current postsecondary plan with identification of connected coursework, including concurrent enrollment options and parent/guardian advisement of their student's progress towards graduation and postsecondary goals.
- Each year, through the ICAP process, students engage with the five Essential Components of ICAP: Self-understanding, Career Information, Career Exploration, Postsecondary Exploration and Career and Postsecondary Decision. Each element includes encouraged activities and student reflection to further connect students to potential postsecondary opportunities.

ICAP components are reported each fall by the individual school district and reflect the district's work to support each student in their individualized career and academic planning process.



Figure 1-45



Source: Comprehensive Student Improvement Process (CSIP).

New ICAP Components for 2022

Free Application for Federal Student Aid (FAFSA) advisement and embedding of work-based learning (WBL) into the student's planning have been added to further deepen student engagement in postsecondary goal setting. Prior to graduation, students will be advised on how to complete the FAFSA. This advisement will include, but is not limited to, connection between FAFSA and postsecondary education and training including available scholarships, steps to file the FAFSA, reasons to file and resources available to support the entire financial aid process.

The addition of embedded work-based learning into ICAP will strengthen the connection between students and career understanding. Work-based learning includes a continuum of structured activities utilizing the partnership between industry and education. Including WBL into ICAP further connects students to hands-on, industry-based learning encapsulated in academic preparation and follow-up.

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
 - 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 1-46 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 increased in 2021-2022.

The public school dropout distributions by grade and enrollment categories for 2021-2022 are available in Table 1-21. Grade 12 had the highest number and percent of dropouts. Districts with enrollments of 7,500 and above accounted for 45 percent of the total dropouts while they comprised 32 percent of the total enrollment in grades seven to 12.

Table 1-22 shows the dropout rates by gender. Males had a higher dropout rate than females in all years shown.

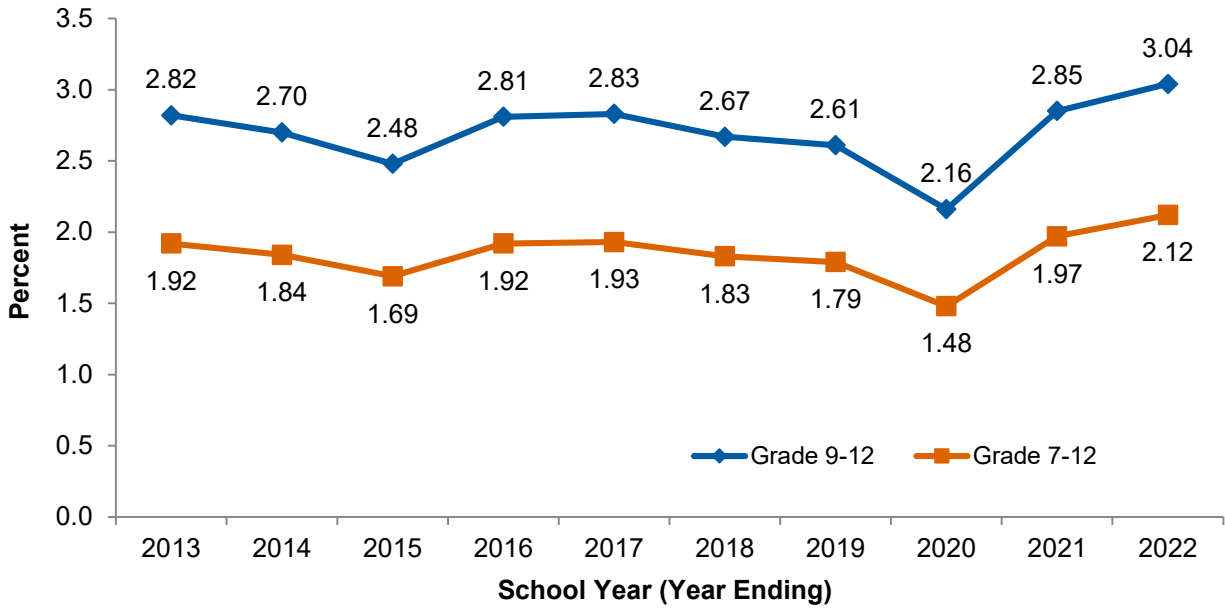
The public school grades 7-12 dropout and enrollment data by race/ethnicity are presented in Table 1-23 and Table 1-24.

Table 1-25 shows the distribution of the dropout rate by Iowa public school districts.



Figure 1-46

Iowa Public School Grades 7-12 and Grades 9-12 Dropout Rates, 2012-2013 to 2021-2022



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

Table 1-21

Iowa Public School Grades 7-12 Dropouts and Enrollment by Enrollment Category, 2021-2022

Grade Level										
Enrollment Category	7	8	9	10	11	12	Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment
<300	3	1	1	2	10	11	28	0.57%	2,335	1.01%
300-599	6	7	17	45	78	172	325	6.66%	24,497	10.63%
600-999	3	5	24	53	106	177	368	7.54%	27,908	12.11%
1,000-2,499	9	21	61	103	276	406	876	17.96%	54,871	23.82%
2,500-7,499	13	13	41	104	282	500	953	19.54%	46,924	20.37%
7,500+	46	44	157	295	584	1,093	2,219	45.49%	73,199	31.77%
Up to State	5	4	5	16	36	43	109	2.23%	650	0.28%
State	85	95	306	618	1,372	2,402	4,878	100.00%	230,384	100.00%

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

Table 1-22

Iowa Public School Grades 7-12 Dropouts by Gender, 2019-2020 to 2021-2022

	2019-2020	2020-2021	2021-2022
Female Dropout Rate	1.20%	1.60%	1.82%
Male Dropout Rate	1.75%	2.32%	2.40%
Non-Binary Dropout Rate	n/a	n/a	5.36%
Female Dropouts as a Percent of Total Dropouts	39.31%	39.44%	41.74%
Female Enrollment as a Percent of Total Enrollment	48.53%	48.53%	48.55%

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

Note: Data on non-binary students was first available in 2021-2022.



Table 1-23

Iowa Public School Grades 7-12 Dropout Rates (in Percent) by Race/Ethnicity, 2019-2020 to 2021-2022

Race/Ethnicity	2019-2020	2020-2021	2021-2022
American Indian or Alaska Native	5.04	4.87	4.66
Asian	0.73	0.88	1.15
Black or African American	3.49	4.44	4.58
Hispanic/Latino	2.88	3.44	4.01
Native Hawaiian or Other Pacific Islander	2.60	4.61	6.60
Two or More Races	2.05	2.73	3.16
White	1.08	1.50	1.53
State Total	1.48	1.97	2.12

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

Table 1-24

Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity, 2019-2020 to 2021-2022

Race/Ethnicity	Percent of Dropouts			Percent of Enrollment		
	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022
American Indian or Alaska Native	1.22%	0.84%	0.74%	0.36%	0.34%	0.34%
Asian	1.25%	1.09%	1.29%	2.52%	2.43%	2.37%
Black or African American	14.71%	14.23%	13.76%	6.25%	6.32%	6.36%
Hispanic/Latino	22.25%	20.47%	23.14%	11.44%	11.74%	12.22%
Native Hawaiian or Other Pacific Islander	0.50%	0.82%	1.33%	0.29%	0.35%	0.43%
Two or More Races	5.22%	5.61%	6.40%	3.78%	4.04%	4.29%
White	54.85%	56.95%	53.34%	75.37%	74.78%	74.00%

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



Table 1-25

Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts, 2021-2022

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0.00	27	8.60%	8.60%
.01-.50	32	10.19%	18.79%
.51-1.00	69	21.97%	40.76%
1.01-1.50	57	18.15%	58.92%
1.51-2.00	50	15.92%	74.84%
2.01-2.50	31	9.87%	84.71%
2.51-3.00	13	4.14%	88.85%
3.01-3.50	14	4.46%	93.31%
3.51-4.00	5	1.59%	94.90%
>4.00	16	5.10%	100.00%

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



High School Graduates and Graduation Rates

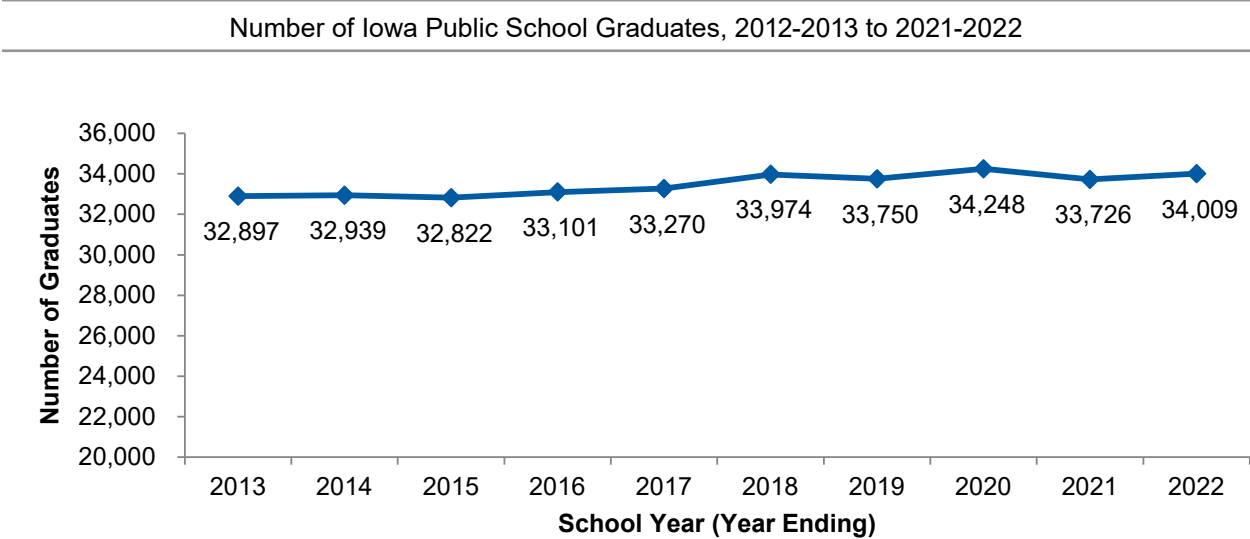
This section reports ten years of trend data on the number of high school graduates in Iowa public schools and displays a four-year cohort graduation rate trend for the graduating classes of 2013 to 2022. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2020 and 2021.

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. Students who have finished the high school program, but did not earn a diploma, are not high school graduates.

Figure 1-47 shows the number of regular diploma recipients by school year from 2012-2013 to 2021-2022. The counts in this figure include all students who earned a regular diploma within the given year.

Figure 1-47



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

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 graduation rates (students who repeated their ninth grade year were not included in the cohort). The four-year cohort graduation rate is calculated for the class of 2022 by dividing the number of students in the cohort who graduate with a regular high school diploma in four years or less (numerator) by the number of first-time ninth graders enrolled in the fall of 2018 minus the number of students who transferred out plus the total number of students who transferred in (denominator).

Iowa Four-Year Cohort Graduation Rate = $(FG + TIG) / (F + TI - TO)$
For the graduating class of 2022

- FG – First-time ninth grade students in fall of 2018 and graduated in 2022 or earlier
- TIG – Students who transferred in grades 9 to 12 and graduated in 2022 or earlier
- F – First-time ninth grade students in fall of 2018
- TI – Transferred in the first-time ninth 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.

The Department recently identified a sequencing error in the underlying code used to calculate adjusted cohort graduation rates. The legacy graduation rate calculation code, which has been in place for over a decade, has been excluding students who transferred between districts and later dropped out from the graduation rate cohort when those students should have been included and counted as non-graduating students. This error primarily impacted mobile students who moved between schools throughout their high school career and didn't graduate. As a result, graduation rates were calculated and reported at a higher than actual rate. Corrected four-year and five-year graduation rates for the graduating classes of 2021 and 2022 are included in this report and differ from previously published graduation rate data. Data for the graduating classes of 2020 and prior have not been corrected in this report and should not be compared to the corrected rates for graduating classes of 2021 and 2022.

Table 1-26 displays the four-year cohort graduation rates for the graduating classes of 2021 and 2022. The rates listed are for all students and selected student groups. Females had higher graduation rates than males, on average. White and Asian students had higher graduation rates on average than students in other racial/ethnic categories. Students who were eligible for free or reduced-price lunch (low socioeconomic status), students with disabilities, English learners (EL), migrant and male students had graduation rates lower than all students combined.



Table 1-26

Iowa Public High School Four-Year Cohort Graduation Rate by Student Group,
Graduating Classes of 2021 and 2022

Group	Class of 2021			Class of 2022		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	32,658	37,184	87.8%	32,531	37,238	87.4%
American Indian or Alaska Native	90	124	72.6%	99	129	76.7%
Asian	888	967	91.8%	859	933	92.1%
Black or African American	1,631	2,221	73.4%	1,664	2,309	72.1%
Hispanic/Latino	3,161	4,032	78.4%	3,282	4,252	77.2%
Native Hawaiian or Other Pacific Islander	61	97	62.9%	72	120	60.0%
Two or More Races	1,027	1,242	82.7%	1,159	1,456	79.6%
White	25,800	28,501	90.5%	25,396	28,039	90.6%
Students with Disabilities (IEP)*	3,355	4,843	69.3%	3,347	4,919	68.0%
English Learner (EL)	1,500	2,048	73.2%	1,586	2,252	70.4%
Low Socioeconomic Status (FRL)**	13,916	17,760	78.4%	14,022	17,972	78.0%
Migrant	116	162	71.6%	111	159	69.8%
Female	16,259	18,071	90.0%	16,203	18,070	89.7%
Male	16,399	19,113	85.8%	16,316	19,153	85.2%
Non-Binary	n/a	n/a	n/a	12	15	80.0%

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

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

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

Data on non-binary students was first available for the graduating class of 2022.

The Department recently identified an error in the underlying code used to calculate adjusted cohort graduation rates. Corrected rates for the graduating classes of 2021 and 2022 are included in this report and differ from previously published graduation rate data.

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 2021 is calculated by dividing the number of students in the cohort who graduate with a regular high school diploma in five years or less (by the 2021-2022 school year) by the number of first-time ninth graders enrolled in the fall of 2017 minus the number of students who transferred out (between 2017 and 2021) plus the total number of students who transferred in (between 2017 and 2021). 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 1-27 displays the five-year cohort graduation rates for the graduating classes of 2020 and 2021. The rates listed are for all students and selected student groups. Similar to the four-year cohort graduation rates in Table 1-26, females had higher graduation rates than males, on average. White and Asian students had higher graduation rates on average than students in other racial/ethnic categories. Students who were eligible for free or reduced-price lunch (low socioeconomic status), students with disabilities, English learners, migrant and male students had graduation rates lower than all students combined.

Table 1-27

Iowa Public High School Five-Year Cohort Graduation Rate by Student Group,
Graduating Classes 2021

Group	Numerator	Denominator	Graduation Rate
All Students	33,515	37,184	90.1%
American Indian or Alaska Native	95	124	76.6%
Asian	914	967	94.5%
Black or African American	1,741	2,221	78.4%
Hispanic/Latino	3,352	4,032	83.1%
Native Hawaiian/Other Pacific Islander	70	97	72.2%
Two or More Races	1,069	1,242	86.1%
White	26,274	28,501	92.2%
Students with Disabilities (IEP)*	3,711	4,843	76.6%
English Learner (EL)	1,627	2,048	79.4%
Low Socioeconomic Status (FRL)**	14,610	17,760	82.3%
Migrant	129	162	79.6%
Female	16,605	18,071	91.9%
Male	16,910	19,113	88.5%

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

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

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

An issue was identified in the business logic for calculating the adjusted cohort graduation rate that was corrected in spring 2024 for the graduating classes of 2021, 2022 and going forward. Data for those graduating classes have been corrected in this report and differ from previously published graduation rate data; data for the graduating classes of 2020 and prior have not been corrected in this report.



Table 1-28A

Class of 2020 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR, in %) by Race/Ethnicity

State	All Students	American Indian/ Alaska Native ¹	Asian ²	Pacific Islander ²	Hispanic	African American	White	Two or More
United States ⁴	86.5	74.9	—	—	82.5	81.1	90.2	—
Alabama	90.6	93.0	96.0	82.0	88.0	88.2	92.2	92.0
Alaska	79.1	68.0	89.0	81.0	77.0	74.0	84.4	75.0
Arizona	77.3	63.9	92.0	78.0	74.0	71.7	83.0	72.8
Arkansas	88.8	89.0	94.0	70.0	86.7	84.5	90.9	86.0
California	84.3	76.0	92.6	84.0	82.2	76.9	87.9	78.6
Colorado	81.9	67.0	91.0	73.0	75.4	76.6	86.1	82.0
Connecticut	88.3	88.0	95.0	>=90	79.7	80.0	93.4	90.0
Delaware	89.0	83.0	95.0	>=50	86.0	87.0	90.5	89.0
District of Columbia	73.0	>=50	87.0	>=50	64.0	72.9	93.0	>=90 ⁷
Florida	90.2	84.0	98.0	90.0	89.7	86.9	91.9	90.7
Georgia	83.8	76.0	—	—	77.8	81.4	87.3	85.7
Hawaii	86.3	†	94.0	80.2	81.0	84.0	86.0	†
Idaho	82.2	65.0	89.0	76.0	75.7	69.0	84.2	79.0
Illinois	‡	‡	‡	‡	‡	‡	‡	‡
Indiana	90.9	89.0	96.0	>=90	88.1	84.5	92.5	88.0
Iowa	91.8	83.0	94.0	76.0	84.8	81.0	93.8	89.0
Kansas	88.2	82.0	95.0	78.0	83.8	80.0	90.3	87.0
Kentucky	91.1	90.0	94.0	88.0	84.4	83.3	92.8	89.0
Louisiana	82.9	78 ⁷	94.0	78.0	72.7	78.9	87.8	83.0
Maine	87.4	72.0	>=95	>=80	82.0	83.0	87.8	82.0
Maryland	86.8	87.0	96.0	90.0	71.6	84.7	94.1	92.0
Massachusetts	89.0	86.0	95.0	>=95	77.2	83.1	93.2	89.0
Michigan	82.1	74.0	93.4	78.0	75.5	70.4	85.4	76.8
Minnesota	83.8	56.0	89.1	73 ⁷	70.4	69.2	89.0	73.0
Mississippi	87.7	81.0	91.0	>=80 ⁷	84.0	86.1	89.9	86.0
Missouri	89.5	88.0	—	—	86.6	78.8	92.2	87.0
Montana	85.9	68.0	94.0	>=80	82.0	77.0	88.7	84.0
Nebraska	87.5	72.0	87.0	73.0	77.7	75.0	92.2	83.0
Nevada	82.6	74.0	93.0	85.0	81.3	69.5	86.4	85.0
New Hampshire	88.1	85.0	92.0	>=50	74.0	77.0	89.4	84.0
New Jersey	91.0	89.0	96.9	94.0	84.8	85.7	95.0	92.0
New Mexico	76.9	72.0	—	—	76.1	74.0	80.8	<>
New York	83.5	75.0	90.1	82.0	74.6	75.3	90.4	83.2
North Carolina	87.6	85.0	—	—	81.7	85.2	90.8	85.3
North Dakota	89.0	73.0	90.0	75.0	78.0	82.0	92.2	—
Ohio	84.4	78.0	—	—	76.4	72.4	87.6	80.5
Oklahoma	80.8	80.3	85.0	69 ⁷	76.5	75.0	82.8	84.1



Table 1-28A (...continued)

State	All Students	American Indian/ Alaska Native ¹	Asian ²	Pacific Islander ²	Hispanic	African American	White	Two or More
Oregon	82.6	67.0	92.0	77.0	79.5	76.0	84.0	81.0
Pennsylvania	87.4	78.0	92.9	83.0	77.2	76.5	91.4	81.4
Rhode Island	83.6	69.0	92.0	>=80	75.9	80.0	87.9	77.0
South Carolina	82.2	81 ⁷	—	—	80.1	77.5	85.3	—
South Dakota	84.2	53.0	86.0	<50	72.0	80.0	89.9	78.0
Tennessee	90.4	91.0	95.0	93.0	82.6	84.2	93.9	—
Texas	—	—	—	—	—	—	—	—
Utah	88.2	73.0	90.0	84.0	80.2	79.0	90.7	88.0
Vermont	83.1	>=50	<>	<>	82.0	70.0	84.6	76.0
Virginia	88.8	88.0	95.5	94.0	75.4	86.4	93.0	91.9
Washington	83.0	70.0	91.1	77.0	77.8	76.4	84.8	84.0
West Virginia	92.1	>=80	>=95	>=50	93.0	86.0	92.4	88.0
Wisconsin	90.4	85.0	93.0	85.0	83.7	70.9	94.2	87.0
Wyoming	82.3	62.0	89.0	>=50	78.0	66 ⁷	84.1	80.0
Puerto Rico	78.1	—	—	—	78.1	—	>=50	58.0

Source: ED Facts Data. School year 2019-2020

Note: — Not Available. † Not Applicable

‡ These data were suppressed due to concerns with data quality. For more information, please review the SY 2019-20 4-year ACGR file documentation, available on the ED Facts Initiative site: <https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html#acgr>.

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≥ Greater than or equal to. The estimate has been top coded to protect the confidentiality of individual student data

Rates reported as whole numbers are rounded to protect the confidentiality of individual students.

< Less than. The estimate has been bottom coded to protect the confidentiality of individual student data. Rates reported as whole numbers are rounded to protect the confidentiality of individual students.

¹The United States 4-year ACGR for American Indian/Alaska Native students was estimated assuming that Hawaii's student counts were zero for this subgroup.

²No United States 4-year ACGR was calculated for the following subgroups, as not all states report these values: Asian, Native Hawaiian/Pacific Islander, and Two or More Races.

³No United States 4-year ACGR was calculated for the following subgroups, Homeless Enrolled and Foster Care. Although this is the third year of collection of data for these subgroups for the 4-year ACGR data stability within and across states has not yet been achieved for.

⁴The United States 4-year ACGR includes the 50 states and the District of Columbia only. Data for Puerto Rico are excluded.

⁵The United States 4-year ACGR was estimated using both the reported 4-year ACGR data from the reporting states and the District of Columbia and using imputed data for Illinois and Texas.

⁶Arkansas and Indiana data had an unexpected percentage point change compared to data in the prior school year. Both states indicated the change was due to the COVID pandemic (see data notes under supporting materials).

⁷ED compares current to prior-year data and looks for unexpected changes. In some cases, percentage-point changes are associated with a small subgroup size. The following states had at least a 10-percentage-point change for one or more subgroups, but also had small subgroup sizes: District of Columbia, Hawaii, Louisiana, Minnesota, Mississippi, Montana, North Dakota, Oklahoma, Puerto Rico, South Carolina, Vermont, and Wyoming. Data verification was not requested, and a data note will not be present in the supporting materials. ED urges caution when interpreting those changes.

⁸New Mexico reported the graduation rate for students of Two or More Races but did not report the number of graduated students or the number of students in the adjusted cohort for this subgroup. The adjusted cohort number is needed to determine how to privacy protect the data. For this reason, the rate has been suppressed.

⁹Texas did not submit data by the due date of 5/19/2021 (see ED Facts documentation under supporting materials).

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. 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, Hispanic includes Latino, Asian/Pacific Islander includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.



Table 1-28B

Class of 2020 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR, in %) by Selected Characteristics

State	All Students	Economically Disadvantaged	Limited English Proficiency	Students with Disability	Homeless Enrolled ^a	Foster Care ^a
United States ⁴	86.5	81.3	71.3	70.6	—	—
Alabama	90.6	85.5	72.0	68.9	74.0	67.0
Alaska	79.1	72.3	68.0	59.0	58.0	54.0
Arizona	77.3	73.6	55.2	66.2	48.6	45.0
Arkansas	88.8	86.2	84.4	84.1	78.0	65.0
California	84.3	81.2	69.1	68.4	69.7	58.2
Colorado	81.9	72.3	70.2	61.8	56.7	31.0
Connecticut	88.3	80.6	67.0	68.1	65.0	47.0
Delaware	89.0	82.0	76.0	73.0	73.0	74.0
District of Columbia	73.0	62.0	56.0	56.0	55.0	53
Florida	90.2	87.1	85.8	82.9	80.0	57.0
Georgia	83.8	79.7	62.0	70.2	65.8	‡
Hawaii	86.3	81.6	71.0	65.0	69.0	69 ⁷
Idaho	82.2	73.8	65.0	59.0	61.0	40.0
Illinois	‡	‡	‡	‡	‡	‡
Indiana	90.9	89.8	89.0	79.1	88.0	67.0
Iowa	91.8	85.5	77.0	76.4	76.0	64.0
Kansas	88.2	81.3	83.5	80.9	68.0	62.0
Kentucky	91.1	88.1	74.0	78.0	85.0	—
Louisiana	82.9	78.4	50.0	68.6	67.0	54.0
Maine	87.4	78.9	81.0	74.0	62.0	53.0
Maryland	86.8	79.3	55.6	68.5	66.0	50.0
Massachusetts	89.0	80.6	68.3	74.9	64.0	58.0
Michigan	82.1	71.7	73.7	59.3	60.0	40.0
Minnesota	83.8	71.6	66.2	65.0	50.0	—
Mississippi	87.7	85.9	62.0	55.4	75.0	65.0
Missouri	89.5	82.5	73.0	77.2	78.0	69.0
Montana	85.9	76.8	65.0	75.0	63.0	71 ⁷
Nebraska	87.5	79.7	52.0	65.0	63.0	55.0
Nevada	82.6	79.1	75.3	66.0	75.0	50.0
New Hampshire	88.1	75.0	67.0	73.0	58.0	43.0
New Jersey	91.0	85.0	73.1	80.4	74.0	55.0
New Mexico	76.9	71.8	75.8	66.4	59.0	39.0
New York	83.5	77.2	39.0	60.7	61.0	57.0
North Carolina	87.6	82.3	71.4	72.1	72.3	57.0
North Dakota	89.0	77.0	83 ⁷	72.0	65.0	73.0
Ohio	84.4	74.3	68.0	56.9	58.7	57.0
Oklahoma	80.8	87.2	84.0	88.1	66.0	58 ⁷
Oregon	82.6	77.6	65.0	68.0	60.5	—



Table 1-28B (...continued)

State	All Students	Economically Disadvantaged	Limited English Proficiency	Students with Disability	Homeless Enrolled ^a	Foster Care ^a
Pennsylvania	87.4	79.6	69.0	72.8	70.0	56.0
Rhode Island	83.6	75.9	69.0	63.0	57.0	57.0
South Carolina	82.2	76.2	81.1	55.8	64.0	44
South Dakota	84.2	69.0	65.0	69.0	53.0	43.0
Tennessee	90.4	84.3	68.8	74.5	78.0	60.0
Texas	—	—	—	—	—	—
Utah	88.2	78.4	73.0	73.3	—	—
Vermont	83.1	75.0	49 [†]	69.0	55 [†]	—
Virginia	88.8	82.5	63.4	67.5	62.0	54.0
Washington	83.0	75.2	68.5	64.5	69.4	50.0
West Virginia	92.1	87.1	≥95	84.0	82.0	—
Wisconsin	90.4	81.6	77.0	69.7	67.0	60.0
Wyoming	82.3	71.6	60.0	63.0	64.0	—
Puerto Rico	78.1	77.0	65 [†]	76.6	75.0	<>

Source: EDFacts Data, School year 2019-2020

Notes: — Not Available.

† Not Applicable

‡ These data were suppressed due to concerns with data quality. For more information, please review the SY 2019-20 4-year ACGR file documentation, available on the EDFacts Initiative site:

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¹The United States 4-year ACGR for American Indian/Alaska Native students was estimated assuming that Hawaii's student counts were zero for this subgroup.

²No United States 4-year ACGR was calculated for the following subgroups, as not all states report these values: Asian, Native Hawaiian/Pacific Islander, and Two or More Races.

³No United States 4-year ACGR was calculated for the following subgroups: Homeless Enrolled and Foster Care. Although this is the third year of collection of data for these subgroups for the 4-year ACGR, data stability within and across states has not yet been achieved for these subgroups.

⁴The United States 4-year ACGR includes the 50 states and the District of Columbia only. Data for Puerto Rico are excluded.

⁵The United States 4-year ACGR was estimated using both the reported 4-year ACGR data from the reporting states and the District of Columbia and using imputed data for Illinois and Texas.

⁶Arkansas and Indiana data had an unexpected percentage point change compared to data in the prior school year. Both states indicated the change was due to the COVID pandemic (see data notes under supporting materials).

⁷ED compares current to prior-year data and looks for unexpected changes. In some cases, percentage-point changes are associated with a small subgroup size. The following states had at least a 10-percentage-point change for one or more subgroups, but also had small subgroup sizes: District of Columbia, Hawaii, Louisiana, Minnesota, Mississippi, Montana, North Dakota, Oklahoma, Puerto Rico, South Carolina, Vermont, and Wyoming. Data verification was not requested, and a data note will not be present in the supporting materials. ED urges caution when interpreting those changes.

⁸New Mexico reported the graduation rate for students of Two or More Races but did not report the number of graduated students or the number of students in the adjusted cohort for this subgroup. The adjusted cohort number is needed to determine how to privacy protect the data. For this reason, the rate has been suppressed.

⁹Texas did not submit data by the due date of 5/19/2021 (see EDFacts documentation under supporting materials). 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. 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, Hispanic includes Latino, Asian/Pacific Islander includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.



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 1-29 shows public school removals by type. In 2022-2023, out-of-school suspensions comprised 56.7 percent of all removals while in-school suspensions accounted for 43.1 percent. Reported removals increased by 136.1 percent since 2020-2021, although it is important to note that many schools around the state spent a portion of the 2020-2021 school year in a hybrid learning environment due to the COVID-19 pandemic, reducing the opportunity for suspensions and expulsions.

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 1-30.

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 1-31.

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 2022-2023, expulsions were most often given as a result of weapons-related or drug-related incidents (Table 1-32).

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 general education students.

Tables 1-34 to 1-36 show removal information by student groups, grade span and district enrollment size categories.



Table 1-29

Iowa Public School K-12 Removals by Type,
2020-2021 to 2022-2023

	Removals (includes Multiple Offenses)			% of Removals	% Change
	2020-2021	2021-2022	2022-2023	2022-2023	2020-2021 to 2022-2023
In-School Suspensions	14,460	27,377	30,985	43.1%	114.3%
Out-of-School Suspensions	15,652	36,206	40,779	56.7%	160.5%
Expulsions	24	80	116	0.2%	383.3%
Interim Setting	309	4	6	0.0%	-98.1%
Total	30,445	63,667	71,886	100%	136.1%

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

Note: In 2020-2021, many schools in the state were hybrid for portions of the school year due to the COVID-19 pandemic at least partially explaining the lower total removals in that year.



Table 1-30

Iowa Public School K-12 In-School Suspensions by Problem Behavior, 2022-2023

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Abusive/Inappropriate language	2,735	2,350	8.8%
Alcohol Related	69	69	0.2%
Arson	7	7	0.0%
Bomb Threat	424	402	1.4%
Bullying	297	281	1.0%
Combustible Related	38	37	0.1%
Defiance - Noncompliance	4,243	2,892	13.7%
Disrespect	1,754	1,492	5.7%
Disruption	2,756	1,973	8.9%
Dress Code Violation	38	37	0.1%
Drug Related	376	352	1.2%
Forgery - Plagiarism	20	20	0.1%
Gang Affiliation Display	2	2	0.0%
Harassment	557	532	1.8%
Inappropriate Display of Affection	89	84	0.3%
Inappropriate Location	504	421	1.6%
Lying - Cheating	58	58	0.2%
Physical Aggression without Injury	4,664	3,892	15.1%
Physical Aggression/Injury	626	590	2.0%
Physical Aggression/Serious Injury	12	12	0.0%
Physical Fighting with Injury	235	231	0.8%
Physical Fighting without Injury	1,940	1,761	6.3%
Physical Fighting/Serious Injury	3	3	0.0%
Property Damage - Vandalism	393	383	1.3%
Skip Class	2,368	1,435	7.6%
Special Education Adm. Law Judge	1	1	0.0%
Tardy	511	340	1.6%
Technology Violation	1,581	1,101	5.1%
Theft	446	420	1.4%
Tobacco Related	1,476	1,356	4.8%
Truancy	1,578	1,157	5.1%
Weapons Related	245	242	0.8%
Other	939	873	3.0%



Table 1-30 (...continued)

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Total	30,985	24,806	100.0%

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



Table 1-31

Iowa Public School K-12 Out-of-School Suspensions by Problem Behavior, 2022-2023

Problem Behavior	Removals	Distinct Students	Out-of-School Suspensions % Removals
Abusive/Inappropriate language	2,845	2,333	7.0%
Alcohol Related	350	333	0.9%
Arson	29	29	0.1%
Bomb Threat	919	851	2.3%
Bullying	228	222	0.6%
Combustible Related	218	213	0.5%
Defiance - Noncompliance	4,911	3,548	12.0%
Disrespect	1,074	956	2.6%
Disruption	2,133	1,735	5.2%
Dress Code Violation	18	17	0.0%
Drug Related	2,611	2,340	6.4%
Forgery - Plagiarism	4	4	0.0%
Gang Affiliation Display	5	5	0.0%
Harassment	678	638	1.7%
Inappropriate Display of Affection	88	86	0.2%
Inappropriate Location	491	421	1.2%
Lying - Cheating	24	24	0.1%
Physical Aggression without Injury	7,462	5,701	18.3%
Physical Aggression/Injury	2,636	2,171	6.5%
Physical Aggression/Serious Injury	73	68	0.2%
Physical Fighting with Injury	1,118	1,062	2.7%
Physical Fighting without Injury	5,141	4,288	12.6%
Physical Fighting/Serious Injury	40	40	0.1%
Property Damage - Vandalism	520	483	1.3%
Skip Class	474	356	1.2%
Special Education Adm. Law Judge	1	1	0.0%
Tardy	24	24	0.1%
Technology Violation	1,085	903	2.7%
Theft	347	333	0.9%
Tobacco Related	2,759	2,410	6.8%
Truancy	350	309	0.9%
Weapons Related	804	782	2.0%



Table 1-31 (...continued)

Problem Behavior	Removals	Distinct Students	Out-of-School Suspensions % Removals
Other	1,319	1,194	3.2%
Total	40,779	33,880	100.0%

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



Table 1-32

Iowa Public School K-12 Expulsions by Problem Behavior, 2022-2023

Problem Behavior	Removals	Expulsions % Removals
Abusive/Inappropriate language	1	0.9%
Alcohol Related	3	2.6%
Arson	0	0.0%
Bomb Threat	12	10.3%
Bullying	3	2.6%
Combustible Related	0	0.0%
Defiance - Noncompliance	3	2.6%
Disrespect	1	0.9%
Disruption	1	0.9%
Dress Code Violation	0	0.0%
Drug Related	21	18.1%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	0	0.0%
Harassment	2	1.7%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	0	0.0%
Lying - Cheating	0	0.0%
Physical Aggression with Injury	13	11.2%
Physical Aggression with Serious Injury	0	0.0%
Physical Aggression without Injury	5	4.3%
Physical Fighting with Injury	5	4.3%
Physical Fighting with Serious Injury	1	0.9%
Physical Fighting without Injury	11	9.5%
Property Damage - Vandalism	0	0.0%
Skip Class	0	0.0%
Tardy	0	0.0%
Technology Violation	2	1.7%
Theft	1	0.9%
Tobacco Related	2	1.7%
Truancy	0	0.0%
Weapons Related	27	23.3%
Other	2	1.7%
Total	116	100.0%

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



Table 1-33

Iowa Public School K-12 Removals to an Interim Setting by School Personnel by Problem Behavior, 2022-2023

Problem Behavior	Removals	Interim Setting % Removals
Abusive/Inappropriate language	0	0.0%
Alcohol Related	0	0.0%
Arson	0	0.0%
Bomb Threat	0	0.0%
Bullying	0	0.0%
Combustible Related	0	0.0%
Defiance - Noncompliance	1	16.7%
Disrespect	0	0.0%
Disruption	1	16.7%
Dress Code Violation	0	0.0%
Drug Related	2	33.3%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	0	0.0%
Harassment	0	0.0%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	0	0.0%
Lying - Cheating	0	0.0%
Physical Aggression with Injury	0	0.0%
Physical Aggression with Serious Injury	0	0.0%
Physical Aggression without Injury	0	0.0%
Physical Fighting with Injury	0	0.0%
Physical Fighting with Serious Injury	0	0.0%
Physical Fighting without Injury	0	0.0%
Property Damage - Vandalism	0	0.0%
Skip Class	0	0.0%
Tardy	0	0.0%
Technology Violation	0	0.0%
Theft	0	0.0%
Tobacco Related	0	0.0%
Truancy	0	0.0%
Weapons Related	2	33.3%
Other	0	0.0%
Total	6	100%

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

Table 1-34

Iowa Public School K-12 Removals by Race/Ethnicity, 2020-2021 to 2022-2023

	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2020-2021	2021-2022	2022-2023	2022-2023	2022-2023	2020-2021 to 2022-2023
American Indian or Alaska Native	215	398	589	0.8%	0.3%	174.0%
Asian	186	521	523	0.7%	2.5%	181.2%
Black or African American	5,030	14,703	15,911	22.1%	6.8%	216.3%
Hispanic/Latino	3,380	7,696	9,648	13.4%	12.6%	185.4%
Native Hawaiian or Other Pacific Islander	207	467	726	1.0%	0.6%	250.7%
Two or More Races	2,532	6,070	6,640	9.2%	4.9%	162.2%
White	18,895	33,812	37,849	52.7%	72.4%	100.3%
Total	30,445	63,667	71,886	100.0%	100.0%	136.1%

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

Note: In 2020-2021, many schools in the state were hybrid for portions of the school year due to the COVID-19 pandemic at least partially explaining the lower total removals in that year.



Table 1-35

Iowa Public School K-12 Removals by Grade Span, 2020-2021 to 2022-2023

Grade Span	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2020-2021	2021-2022	2022-2023	2022-2023	2022-2023	2020-2021 to 2022-2023
K-2	1,977	4,001	4,434	6.2%	22.5%	124.3%
3-5	3,956	6,674	8,307	11.6%	22.2%	110.0%
6-8	14,111	30,466	33,493	46.6%	22.8%	137.4%
9-12	10,401	22,526	25,652	35.7%	32.5%	146.6%
Total	30,445	63,667	71,886	100.0%	100.0%	136.1%

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

Note: In 2020-2021, many schools in the state were hybrid for portions of the school year due to the COVID-19 pandemic at least partially explaining the lower total removals in that year.



Table 1-36

Iowa Public School K-12 Removals by District Size Category, 2020-2021 to 2022-2023

Enrollment Category	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2020-2021	2021-2022	2022-2023	2022-2023	2022-2023	2020-2021 to 2022-2023
< 300	318	767	564	0.8%	1.3%	77.4%
300 to 599	2,570	3,056	3,978	5.5%	10.8%	54.8%
600 to 999	2,605	3,678	3,795	5.3%	11.4%	45.7%
1,000 to 2,499	6,442	10,751	11,781	16.4%	23.2%	82.9%
2,500 to 7,499	8,301	16,452	18,428	25.6%	21.1%	122.0%
7,500 +	10,209	28,963	33,340	46.4%	32.2%	226.6%
Total	30,445	63,667	71,886	100%	100.0%	136.1%

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

Note: In 2020-2021, many schools in the state were hybrid for portions of the school year due to the COVID-19 pandemic at least partially explaining the lower total removals in that year.



Seal of Biliteracy

The Seal of Biliteracy was established when Governor Reynolds signed SF475 into law during the 2018 legislative session. The seal is an award given by a district upon graduation to recognize students who have attained proficiency in two or more languages, one of which is English. In order to be awarded the seal, students must meet minimum requirements on a language assessment in the four domains of language - reading, writing, speaking or listening - or submit a portfolio showing evidence of proficiency in these four domains.

The Seal of Biliteracy is important because it:

- Values language as an asset
- Recognizes the value of language diversity and cultural identity
- Prepares students with 21st century skills that will benefit them in the labor market and the global society
- Provides employers, universities and grant/scholarship providers with a method to recognize applicants for their dedication to attainment of biliteracy

During the 2018-2019 school year, the first year of Seal of Biliteracy program implementation, 575 students earned the seal. During the 2022-2023 school year, 1,223 students earned the seal, which is an 112.7 percent increase over the inaugural year (Table 1-38). In all three years, the vast majority (between 85 and 87 percent) of seals were earned in Spanish (Table 1-37).



Table 1-37

Iowa Public School Biliteracy Seals Earned by Seniors by Language,
2018-2019, 2021-2022 and 2022-2023

Language	2018-2019		2021-2022		2022-2023	
	# of Seals	% of Total	# of Seals	% of Total	# of Seals	% of Total
Amharic	0	0.00	1	0.09	2	0.16
Arabic	3	0.51	7	0.65	6	0.48
Bosnian	0	0.00	1	0.09	7	0.56
Bulgarian	0	0.00	3	0.28	0	0.00
Burmese	4	0.69	0	0.00	2	0.16
Chin	0	0.00	1	0.09	0	0.00
Chinese	6	1.03	4	0.37	13	1.05
Danish	0	0.00	0	0.00	1	0.08
French	51	8.75	57	5.26	84	6.76
German	6	1.03	39	3.60	30	2.42
Greek, Modern	0	0.00	1	0.09	0	0.00
Hebrew	0	0.00	0	0.00	1	0.08
Hindi	0	0.00	3	0.28	1	0.08
Hmong	1	0.17	0	0.00	0	0.00
Italian	1	0.17	4	0.37	2	0.16
Japanese	2	0.34	3	0.28	5	0.40
Karen languages	1	0.17	0	0.00	0	0.00
Korean	1	0.17	6	0.55	3	0.24
Latin	1	0.17	3	0.28	6	0.48
Marshallese	0	0.00	1	0.09	0	0.00
Portuguese	0	0.00	3	0.28	0	0.00
Romanian	0	0.00	0	0.00	1	0.08
Russian	2	0.34	1	0.09	3	0.24
Serbian	0	0.00	0	0.00	1	0.08
Sign Language	0	0.00	2	0.18	2	0.16
Spanish	500	85.76	938	86.61	1,060	85.35
Swahili	1	0.17	0	0.00	2	0.16
Swedish	0	0.00	0	0.00	1	0.08
Tagalog	0	0.00	1	0.09	0	0.00
Tamil	0	0.00	0	0.00	1	0.08
Telegu	0	0.00	0	0.00	2	0.16
Turkish	1	0.17	0	0.00	1	0.08
Ukrainian	0	0.00	0	0.00	2	0.16
Vietnamese	2	0.34	4	0.37	3	0.24
Total	583	100.00	1,083	100.00	1,242	100.00

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

and Student Reporting in Iowa.

Note: This table contains duplication as some students earned seals in more than one language.



Table 1-38

Iowa Public School Biliteracy Seals Earned by Seniors by Student Group,
2018-2019, 2021-2022 and 2022-2023

	2018-2019		2021-2022		2022-2023	
	# of Seals	# of Students	# of Seals	# of Students	# of Seals	# of Students
All Students	583	575	1,083	1,065	1,242	1,223
American Indian or Alaska Native	2	1	1	1	-	-
Asian	40	37	56	53	67	65
Black or African American	6	6	16	16	19	19
Hispanic/Latino	192	191	364	355	466	460
Native Hawaiian or Other Pacific Islander	1	1	1	1	2	2
Two or More Races	15	15	19	19	21	21
White	327	324	626	620	667	656
Students with Disabilities (IEP)*	1	1	2	2	11	11
English Learner (EL)	38	37	31	30	52	42
Low Socio-economic Status (FRL)**	198	195	301	294	398	396
Female	381	374	734	720	852	840
Male	202	201	347	343	389	382
Non-Binary	-	-	2	2	1	1

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

Note: The '# of Students' column represents the number of unique students who received a Biliteracy Seal. Students are counted more than once in the '# of Seals' column if they received a Biliteracy Seal with more than one non-English language.

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

** Low socio-economic status is determined by the eligibility for free or reduced price meals.

Data on non-binary students was first available in 2021-2022.



High School Graduate Postsecondary Enrollment and Awards

The Iowa Postsecondary Readiness Reports (PRRs), available at reports.educateiowa.gov/postsecondaryreadiness, provide Iowans information on high school graduate postsecondary enrollment patterns, remedial course-taking rates and postsecondary retention and award rates that can be connected to every public high school in Iowa. The PRRs connect data from the Iowa Department of Education, the Iowa Board of Regents and the National Student Clearinghouse. The data in this section analyzes some key statewide trends from those reports.

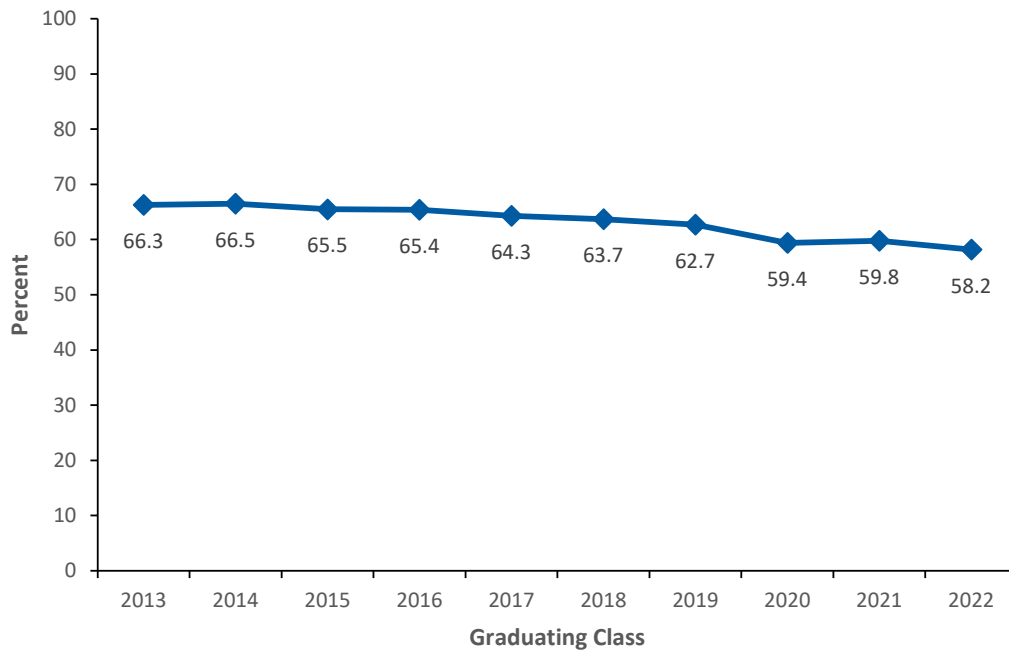
Figure 1-49 shows the percent of Iowa public high school graduates enrolled in postsecondary education or training in the fall immediately following high school graduation by graduating class. The percentage of graduates becoming enrolled has been on a general decline since the class of 2014 (66.5 percent), with 58.2 percent of high school graduates in the class of 2022 enrolling in postsecondary in the fall immediately following high school graduation. Figure 1-50 breaks down the same measure by student group, displaying postsecondary enrollment rates in the fall immediately following high school graduation for the class of 2022. Some sizable gaps in enrollment rates between student groups are present; for example, 72.6 percent of graduates who are not eligible for free or reduced-price lunch (FRL) enrolled in postsecondary in the fall immediately following high school graduation while only 40.3 percent of FRL-eligible graduates enrolled. Looking at racial/ethnic gaps, 61.0 percent of White students enrolled in postsecondary in the fall immediately following high school graduation while only 44.6 percent of Black or African American students and 45.3 percent of Hispanic/Latino students enrolled.

Figure 1-51 shows the status of Iowa public high school graduates for the first six years after high school graduation for the class of 2016. This shows that 47.9 percent of graduates earned some type of postsecondary award within six years of high school graduation, while 47.3 percent either never enrolled or are no longer enrolled and had not received a postsecondary award.



Figure 1-49

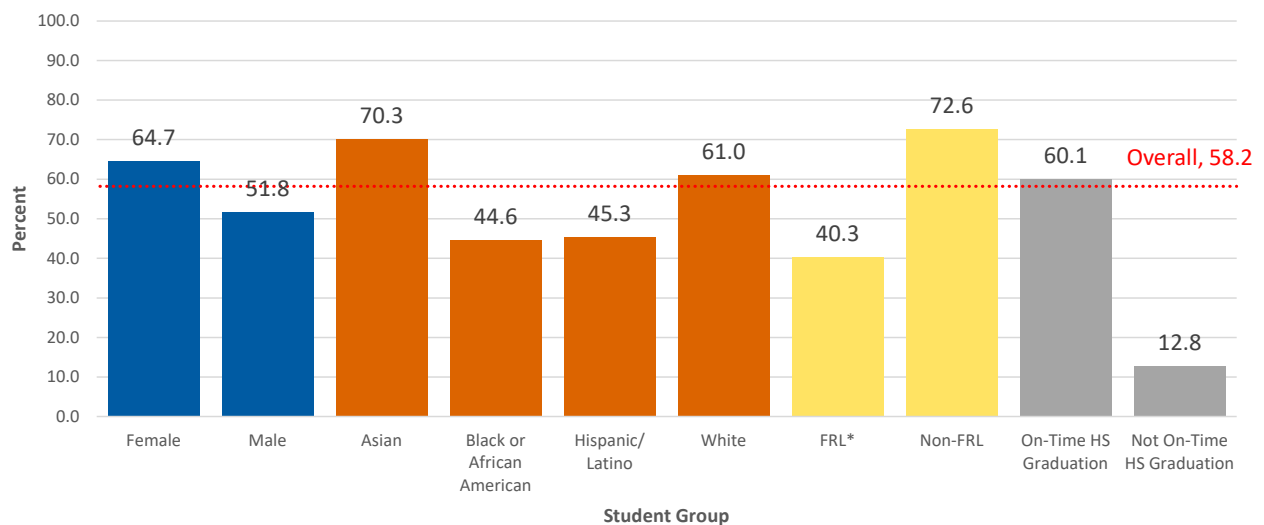
Percent of Iowa Public High School Graduates Enrolled in Postsecondary Education/Training in Fall Immediately Following High School Graduation, Graduating Classes of 2013 to 2022



Source: Iowa Statewide Longitudinal Data System, Iowa Postsecondary Readiness Reports.

Figure 1-50

Percent of Iowa Public High School Graduates Enrolled in Postsecondary Education/Training in Fall Immediately Following High School Graduation by Student Group, Graduating Class of 2022

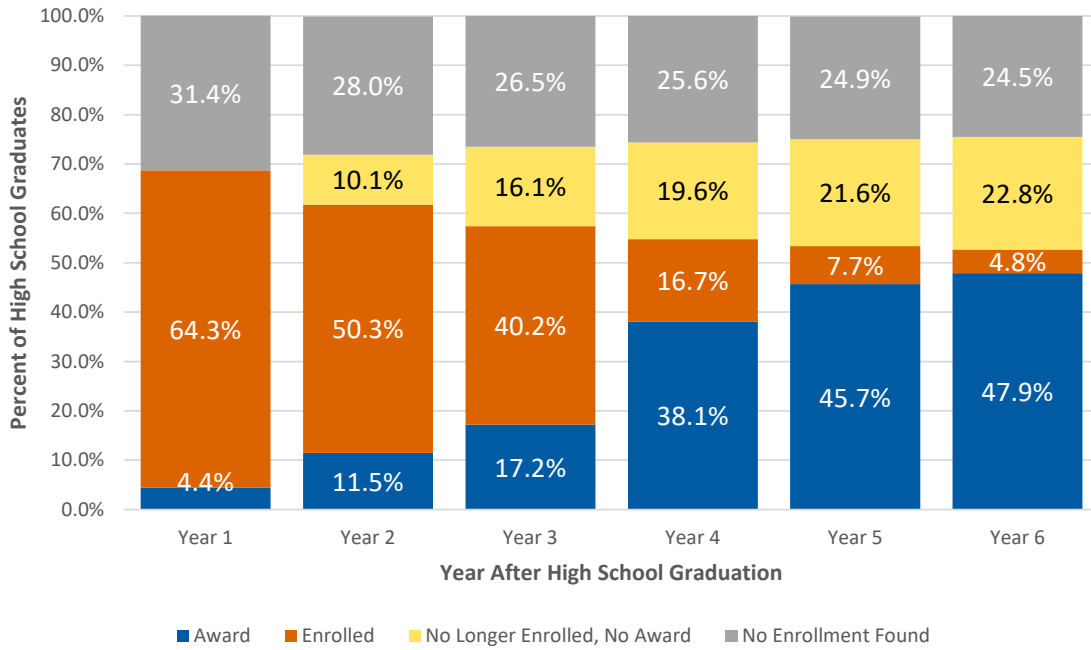


Source: Iowa Statewide Longitudinal Data System, Iowa Postsecondary Readiness Reports.

Notes: *High school graduates who were eligible for free or reduced-price lunch at any point in high school

Figure 1-51

Status of Iowa Public High School Graduates by Year After High School Graduation,
Graduating Class of 2016



Source: Iowa Statewide Longitudinal Data System, Iowa Postsecondary Readiness Reports.

Note: Students are counted in the Award category if they received any credit postsecondary award (i.e. degree, certificate, diploma, etc.) in the given year or a previous year.





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. The most recent data is from the 2022-2023 school year (or 2021-2022 where reporting lags a year), and will be reported in the Federal Fiscal Year 2022 APR, due in February 2024.

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 on the Special Education Public Reporting page of the Department’s website at: <https://educate.iowa.gov/pk-12/special-education/public-reporting#state-performance-plan-and-annual-performance-report>

Other measures in this section are included to address three areas identified by special education stakeholders in the state to monitor and to use to compare the performance and outcomes of students with and without disabilities.

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

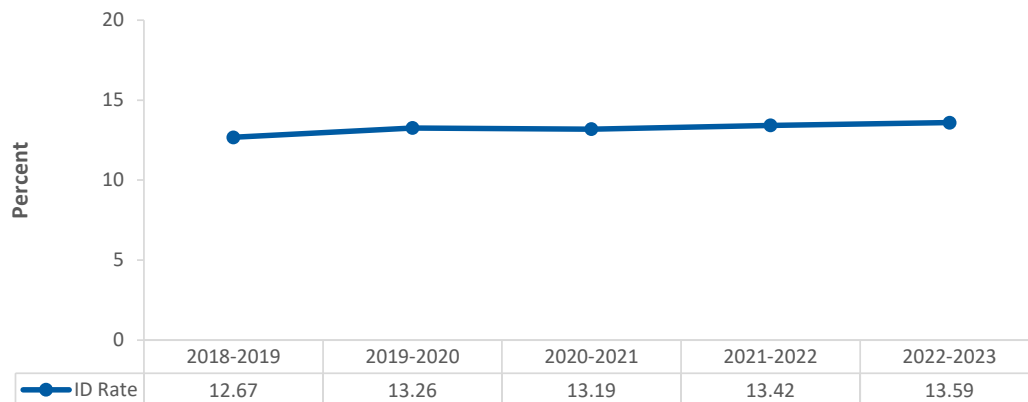
Context of Special Education in Iowa

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 2018-2019 to 2022-2023. Over the five-year period from the 2018-2019 school year to the 2022-2023 school year, the rate of identification has increased by 0.92 percentage points.

Figure 2-1

Special Education Identification Rate for Students Ages 6-21, 2018-2019 to 2022-2023



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



Placement

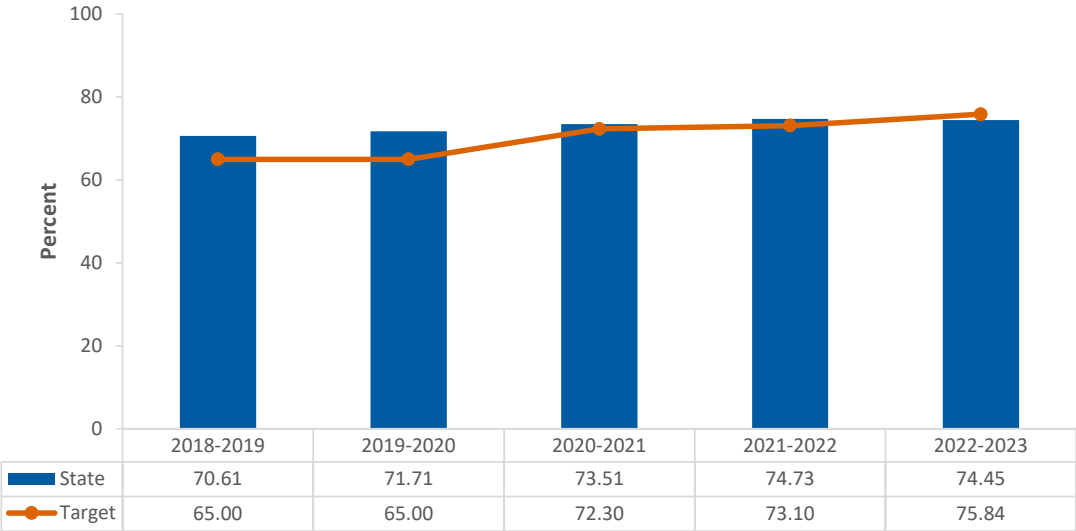
Children and students receiving special education services may be served in a variety of educational settings. Data are collected on educational settings based on the amount of time children and students spend with their peers in a regular education classroom setting and the percent of children and students served in private separate schools, residential placements, homebound or hospital placements. Over time, the percent of children/students served in a regular classroom setting has increased significantly in Iowa to where it is today.

The following graphs show the percentage of students with disabilities ages 6-21 served (1) in the regular education classroom for 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 hospital placements.

The percentage of students in the regular education classroom setting increased from 2018-2019 to 2021-2022, with each of those years being above the state target. In 2022-2023, the percent of students in the regular education classroom for 80 percent or more of the school day was 74.45, which is 1.39 percentage points below 75.84 percent—the state target for 2022-2023. The percent of students served in the regular education classroom for less than 40 percent of the school day was 7.16 in 2022-23, which is an increase of 0.69 percentage points from the previous year. The percent of students served in other placements was 0.85, which meets the state goal of being less than 1.50 percent.

Figure 2-2

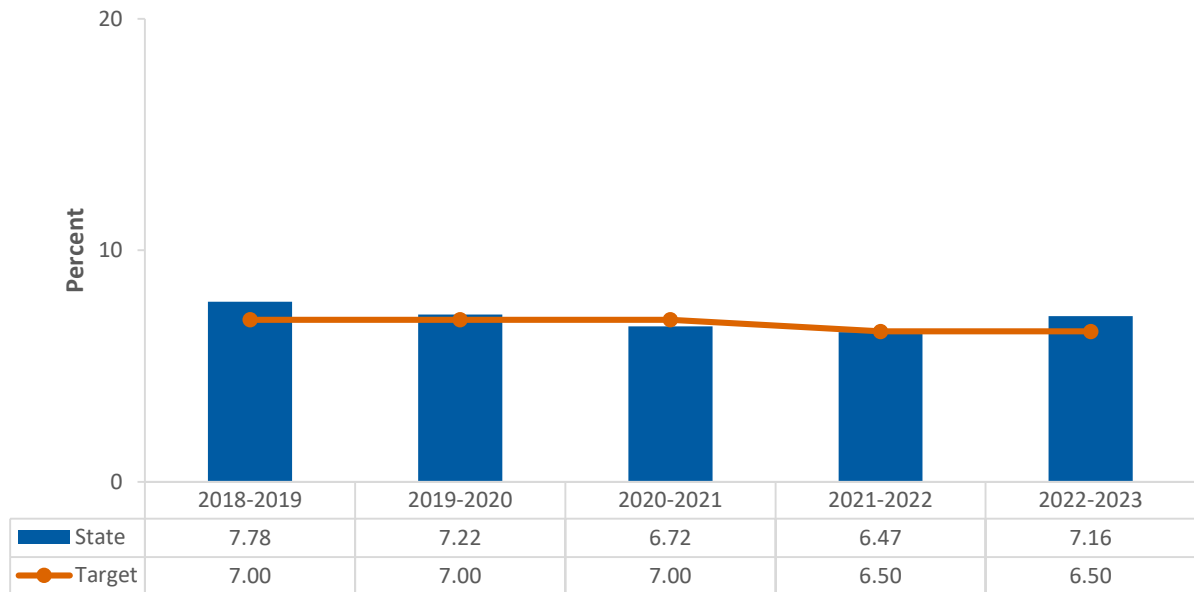
Percent of Students with Disabilities Ages 6-21, Served in a Regular Education Classroom Setting 80 Percent or More of the School Day, 2018-2019 to 2022-2023



Source: Iowa Department of Education, Bureau of Student and Family Special Education Services, Information Management System, count files.

Figure 2-3

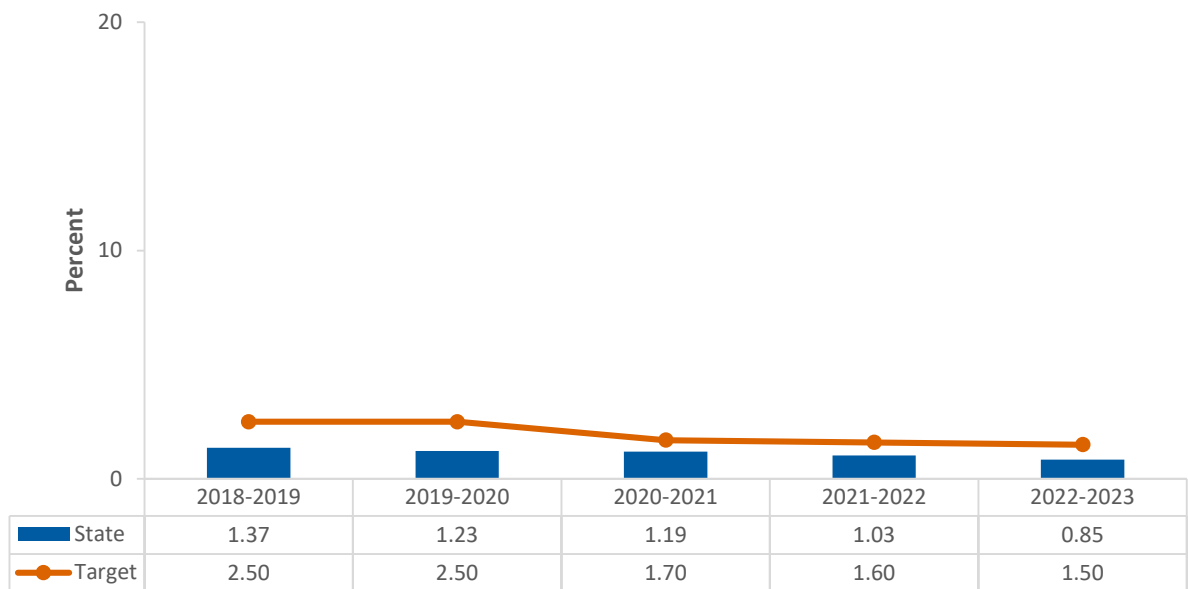
Percent of Students with Disabilities Ages 6-21, Served in a Regular Education Classroom Setting Less than 40 Percent of the School Day, 2018-2019 to 2022-2023



Source: Iowa Department of Education, Bureau of Student and Family Special Education Services, Information Management System, count files.

Figure 2-4

Percent of Students with Disabilities Ages 6-21, Served in Private Separate Schools, Residential Placements, Homebound or Hospital Placements, 2018-2019 to 2022-2023



Source: Iowa Department of Education, Bureau of Student and Family Special Education Services, Information Management System, count files

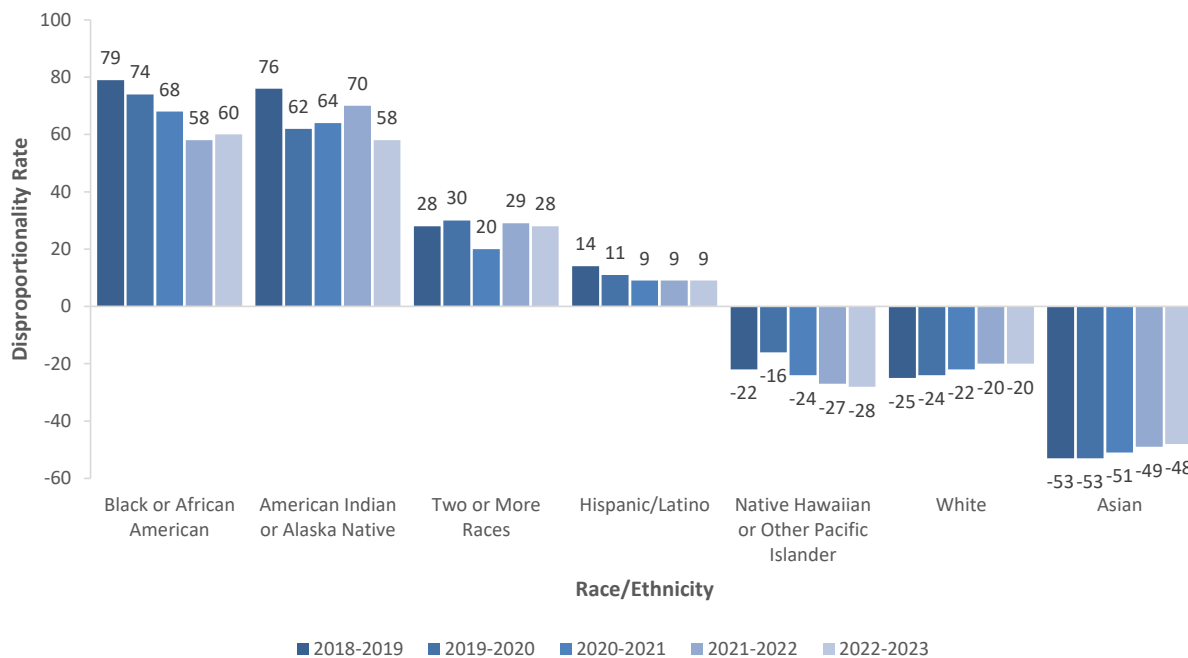
Disproportionality

Disproportionality refers to the percent probability, or likelihood of overrepresentation of racial and/or ethnic groups in special education and related services that is a result of inappropriate identification. The following graph shows the percent probability of overrepresentation (positive numbers) or underrepresentation (negative numbers) of each racial/ethnic group, as compared to all students.

In 2022-2023, Black or African American and American Indian or Alaska Native students had the greatest disproportionality rates of overrepresentation at 60% and 58%, respectively. Asian and Native Hawaiian or Other Pacific Islander students had the greatest disproportionality rates of underrepresentation at -48% and -28%, respectively. The overidentification of Black or African American students in special education has steadily decreased over the last five years, dropping 19 percentage points from 2018-2019 to the 2022-2023 school year.

Figure 2-5

Percent Probability of Being Placed in Special Education Compared to All Students, 2018-2019 to 2022-2023



Source: Iowa Department of Education, Bureau of Student and Family Special Education Services, Information Management System, count files.



Discipline

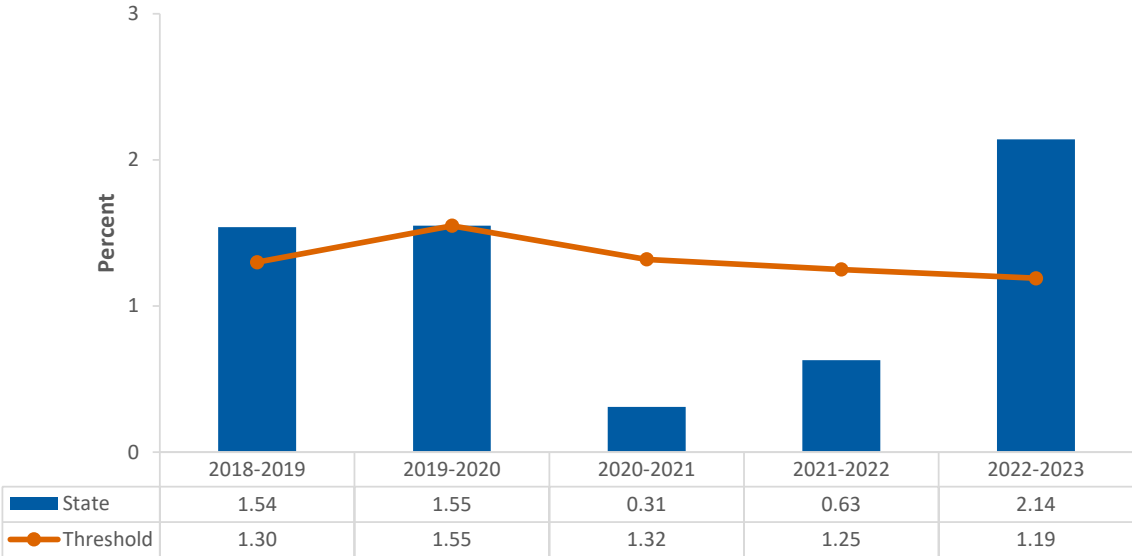
Data on disciplinary actions taken against students with disabilities is collected and reported for students ages 3-21 who are suspended and/or expelled for a total of more than ten days in a school year. A district is considered to be significantly discrepant if either of the following occur:

- The risk ratio for all students in the district with disabilities who receive out-of-school suspension or who are expelled for greater than 10 days in the school year (percent of students with disabilities suspended or expelled divided by percent of all students suspended or expelled) is equal to or greater than 3.50; or
- The risk ratio for students in the district from any specific racial or ethnic background who have disabilities who receive out-of-school suspension or who are expelled for greater than 10 days in the school year (percent of students with disabilities from that racial/ethnic background suspended or expelled divided by percent of all students suspended or expelled) is equal to or greater than 3.50.

Figure 2-6 below shows the percent of districts considered significantly discrepant based on the percentage of all students with disabilities who received out-of-school suspension or who were expelled for greater than 10 days during school years 2018-2019 to 2022-2023. For the 2022-2023 school year, 2.14 percent of all school districts had a risk ratio greater than 3.50, which was an increase from 0.63 percent in 2021-2022.

Figure 2-6

Percent of Districts Significantly Discrepant in Out-of-School Suspension/Expulsion of Students with Disabilities Greater Than Ten Days, 2018-2019 to 2022-2023



Source: Iowa Department of Education, Bureau of Student and Family Special Education Services, Information Management System, count files; Bureau of Information and Analysis Services, Student Reporting in Iowa fall student files.

Are Students Achieving at High Levels?

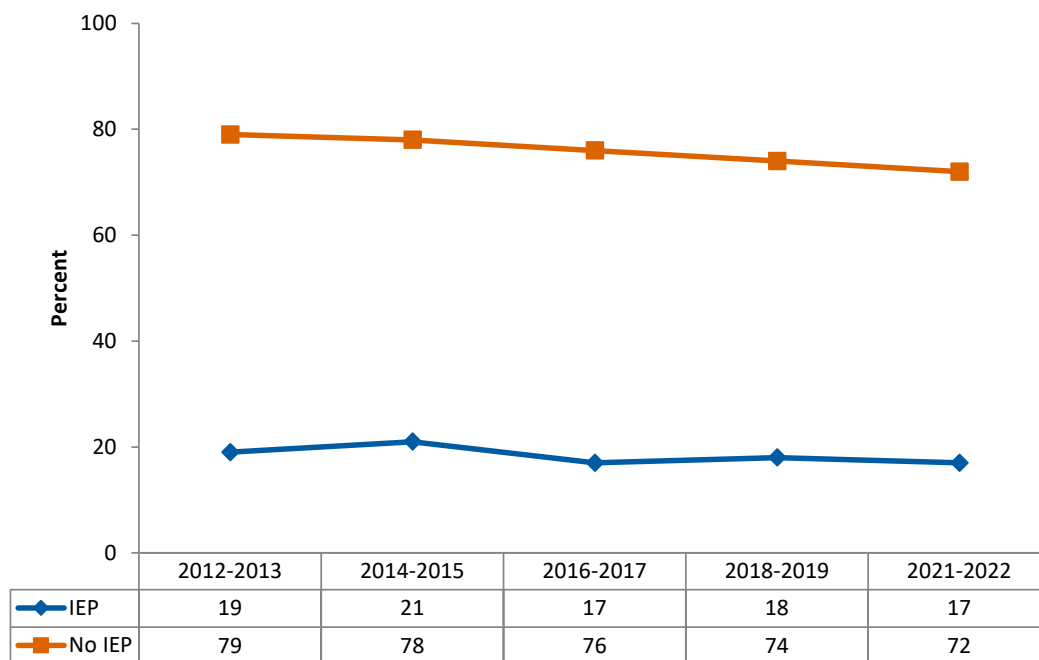
National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), administered by the National Center for Education Statistics, within the U.S. Department of Education, is the only national assessment of student achievement. Since 1990, NAEP state assessments have been administered periodically in grades 4 and 8 in the areas of reading, mathematics, science and writing. Historically, the NAEP has been conducted on a two-year cycle, although the 2020-2021 administration was postponed due to the pandemic. The most recent data available is from 2021-2022.

In the following figures, students with disabilities are indicated as having an Individualized Education Program (IEP). In 2021-2022, 17 percent of fourth grade students with IEPs and 72 percent of fourth grade students without IEPs scored at basic or above on NAEP in reading. During the same year, 23 percent of eighth grade students with IEPs and 78 percent of eighth grade students without IEPs scored at basic or above. The gap in reading proficiency between students with and without IEPs decreased by 1 percentage point for fourth grade students and by 7 percentage points for eighth grade students when compared to the previous year of results from 2018-2019.

Figure 2-7

Percent of 4th Grade Students Scoring at Basic or Above on NAEP Reading, 2012-2013, 2014-2015, 2016-2017, 2018-2019 and 2021-2022

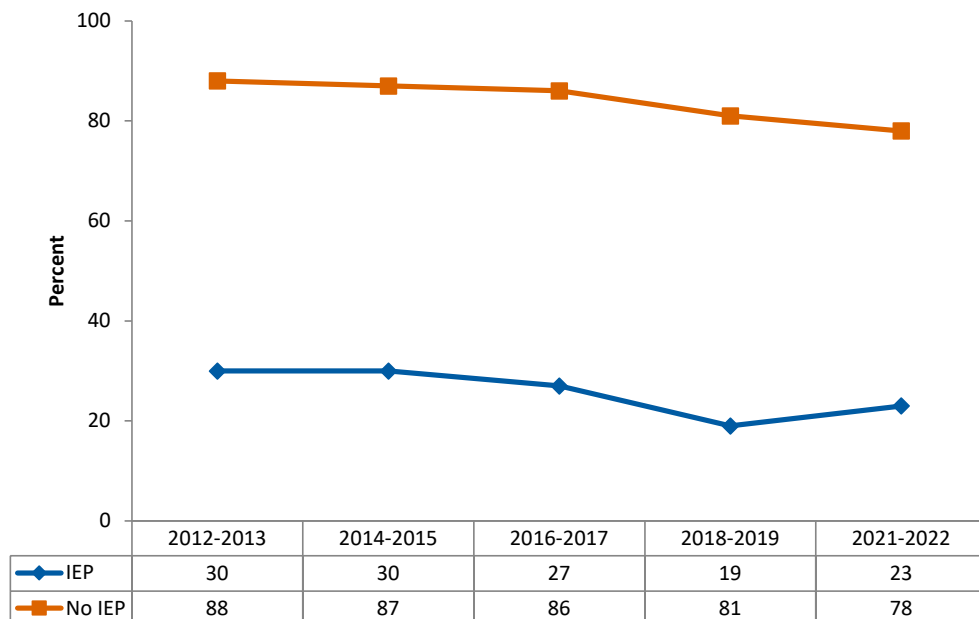


Source: National Center for Education Statistics, NAEP Data Explorer.



Figure 2-8

Percent of 8th Grade Students Scoring at Basic or Above on NAEP Reading, 2012-2013, 2014-2015, 2016-2017, 2018-2019 and 2021-2022

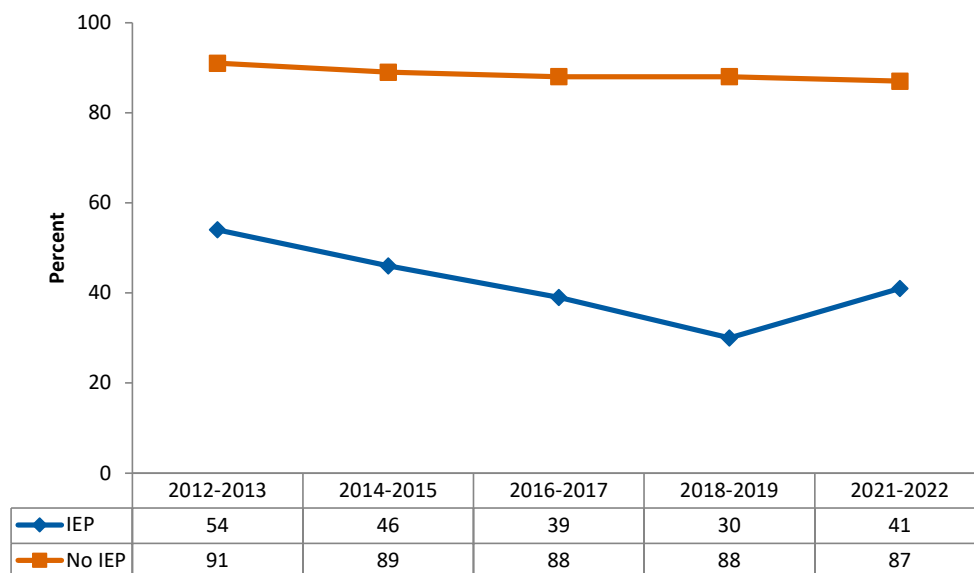


Source: National Center for Education Statistics, NAEP Data Explorer.

In 2021-2022, 41 percent of fourth grade students with IEPs and 87 percent of fourth grade students without IEPs scored at basic or above on NAEP in mathematics. During the same year, 20 percent of eighth grade students with IEPs and 73 percent of eighth grade students without IEPs scored at basic or above. The gap in mathematics proficiency between students with and without IEPs decreased by 12 percentage points for fourth grade students and by 5 percentage points for eighth grade students when compared to the previous year of results from 2018-2019.

Figure 2-9

Percent of 4th Grade Students Scoring at Basic or Above on NAEP Mathematics, 2012-2013, 2014-2015, 2016-2017, 2018-2019 and 2021-2022

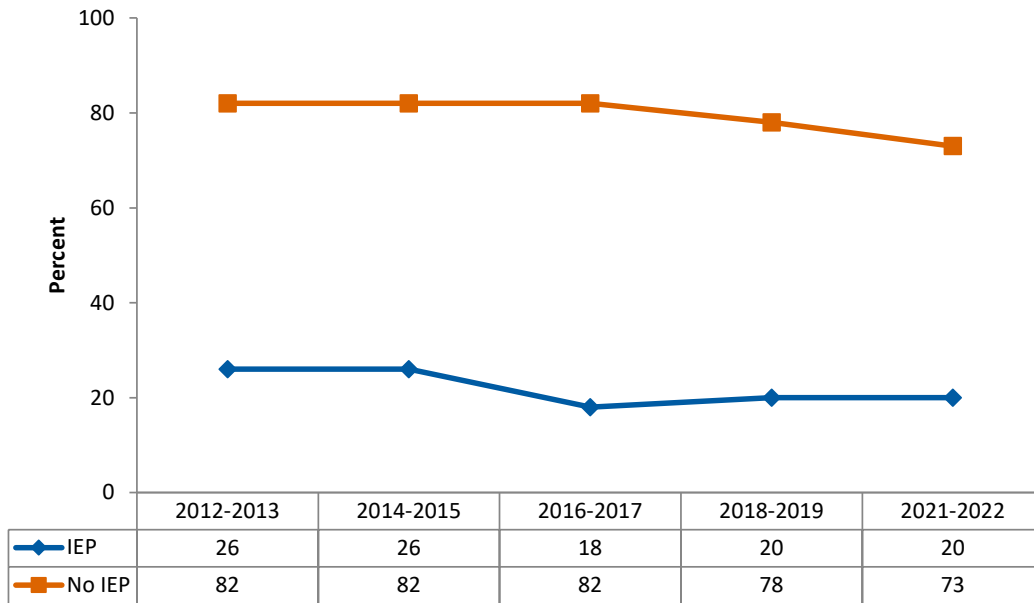


Source: National Center for Education Statistics, NAEP Data Explorer.



Figure 2-10

Percent of 8th Grade Students Scoring at Basic or Above on NAEP Mathematics, 2012-2013, 2014-2015, 2016-2017, 2018-2019 and 2021-2022



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



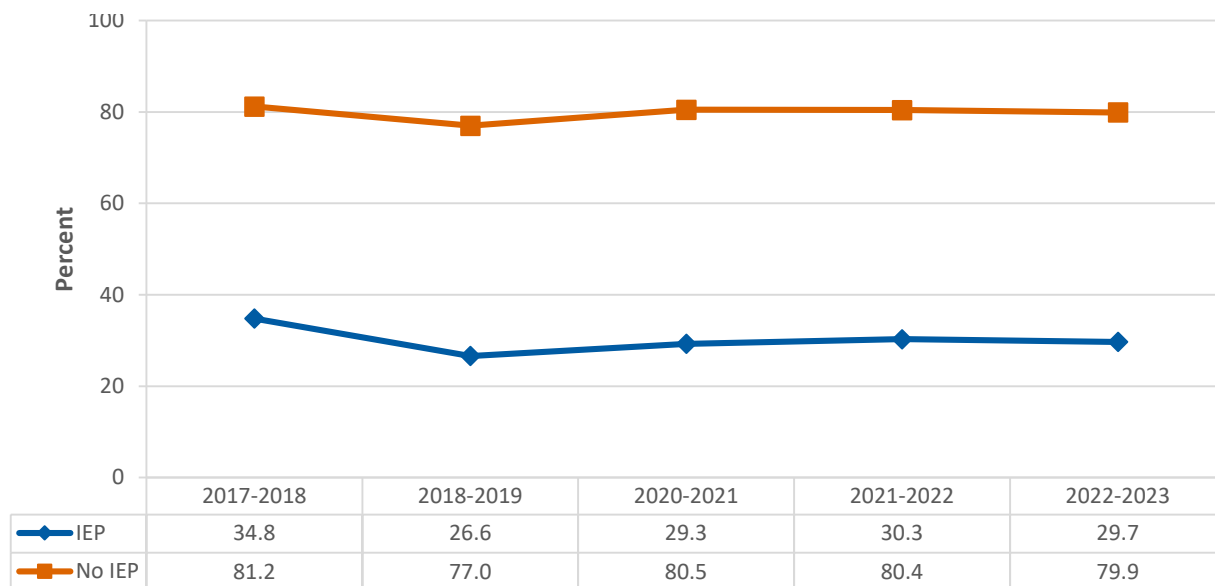
Proficiency on State Assessments

The Iowa Statewide Assessment of Student Progress (ISASP) is Iowa’s one standardized state assessment that all school districts and state-accredited nonpublic schools administer each spring to students in grades 3-11. Developed by Iowa Testing Programs at the University of Iowa, the ISASP replaced the Iowa Assessments as the state accountability test for all Iowa students beginning in 2018-2019. Because the ISASP is a new and different assessment, results should not be compared to years prior to 2018-2019. Students with significant cognitive disabilities may take the Dynamic Learning Maps (DLM) Alternative Assessment in lieu of the ISASP assessment.

Figures 2-11 to 2-16 show the percentage of fourth, eighth and 11th grade students proficient in English language arts (ELA) and in mathematics from 2017-2018 to 2022-2023. In the figures, students with disabilities, including those taking the alternative assessment, are indicated as having an IEP.

Figure 2-11

Percent of 4th Grade Students Proficient in English Language Arts/Reading on State Assessments, 2017-2018 to 2022-2023



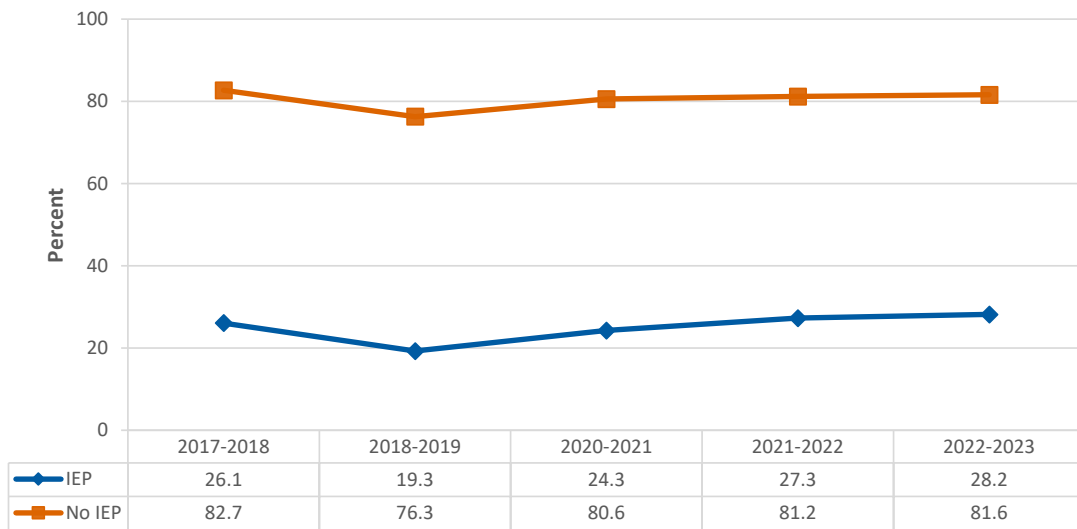
Source: Iowa Department of Education, Bureau of Information and Analysis Services, assessment files.

Note: This data includes both the standard general state assessment (Iowa Assessment 2017-2018 and earlier and Iowa Statewide Assessment of Student Progress (ISASP) 2018-2019 and after) and the Dynamic Learning Maps (DLM) alternate assessment. The Iowa Assessments measured proficiency in reading, while ISASP measures proficiency in English language arts (ELA), which is a combination of reading and writing. The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.



Figure 2-12

Percent of 8th Grade Students Proficient in English Language Arts/Reading on State Assessments, 2017-2018 to 2022-2023

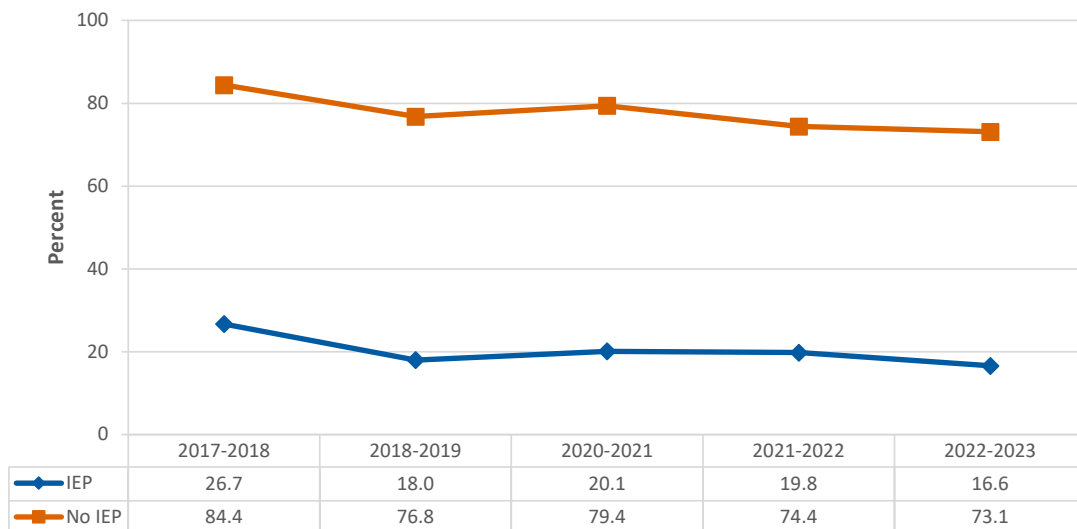


Source: Iowa Department of Education, Bureau of Information and Analysis Services, assessment files.

Note: This data includes both the standard general state assessment (Iowa Assessment 2017-2018 and earlier and Iowa Statewide Assessment of Student Progress (ISASP) 2018-2019 and after) and the Dynamic Learning Maps (DLM) alternate assessment. The Iowa Assessments measured proficiency in reading, while the ISASP measures proficiency in English language arts (ELA), which is a combination of reading and writing. The 2019-2020 administration of the Iowa Statewide Assessments of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

Figure 2-13

Percent of 11th Grade Students Proficient in English Language Arts/Reading on State Assessments, 2017-2018 to 2022-2023



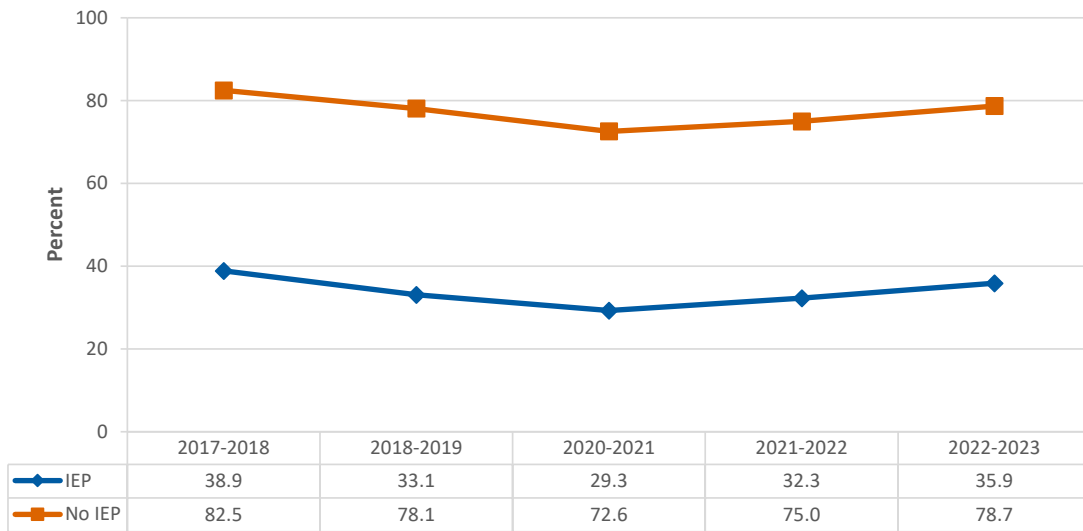
Source: Iowa Department of Education, Bureau of Information and Analysis Services, assessment files.

Note: This data includes both the standard general state assessment (Iowa Assessment 2017-2018 and earlier and Iowa Statewide Assessment of Student Progress (ISASP) 2018-2019 and after) and the Dynamic Learning Maps (DLM) alternate assessment. The Iowa Assessments measured proficiency in reading, while the ISASP measures proficiency in English language arts (ELA), which is a combination of reading and writing. The 2019-2020 administration of the Iowa Statewide Assessments of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.



Figure 2-14

Percent of 4th Grade Students Proficient in Mathematics on Statewide Assessments, 2017-2018 to 2022-2023



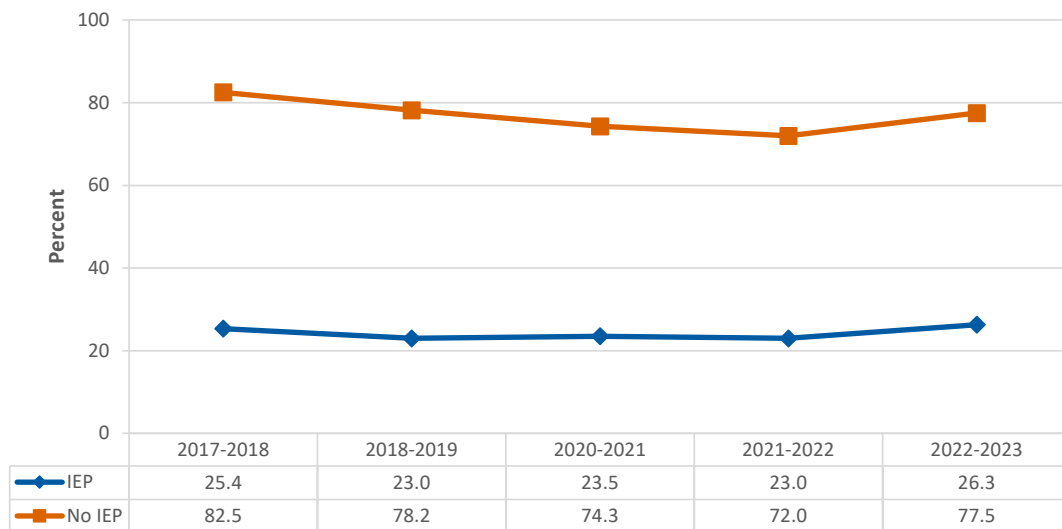
Source: Iowa Department of Education, Bureau of Information and Analysis Services, assessment files.

Note: This data includes both the standard general state assessment (Iowa Assessments 2017-2018 and earlier and Iowa Statewide Assessment of Student Progress (ISASP) 2018-2019 and after) and the Dynamic Learning Maps (DLM) alternate assessment.

The 2019-2020 Administration of the Iowa Statewide Assessment of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

Figure 2-15

Percent of 8th Grade Students Proficient in Mathematics on State Assessments, 2017-2018 to 2022-2023



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

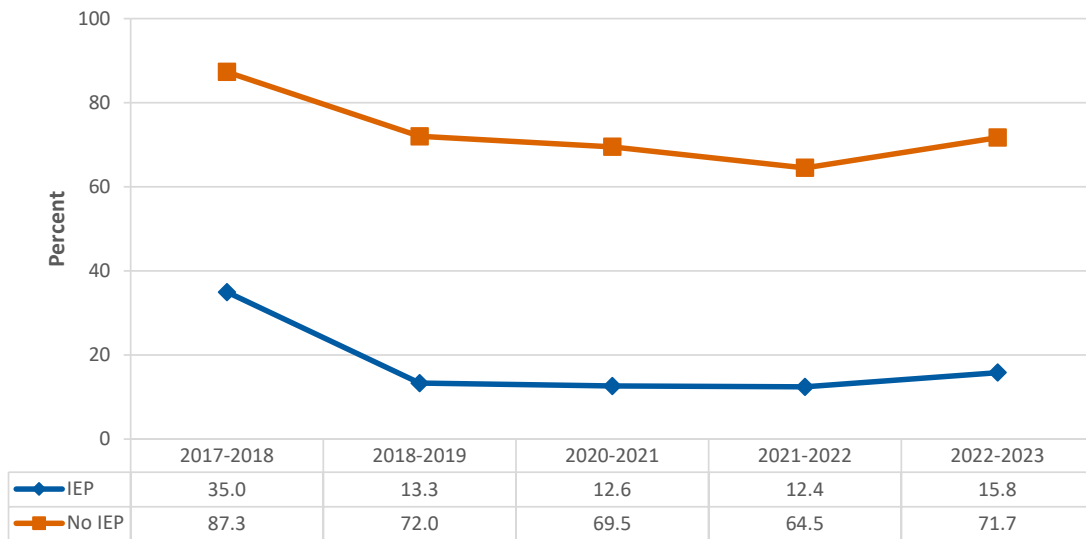
Note: This data includes both the standard general state assessment (Iowa Assessments 2017-2018 and earlier and Iowa Statewide Assessment of Student Progress (ISASP) 2018-2019 and after) and the Dynamic Learning Maps (DLM) alternate assessment.

The 2019-2020 Administration of the Iowa Statewide Assessment of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.



Figure 2-16

Percent of 11th Grade Students Proficient in Mathematics on State Assessments,
2017-2018 to 2022-2023



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

Note: This data includes both the standard general state assessment (Iowa Assessments 2017-2018 and earlier and Iowa Statewide Assessment of Student Progress (ISASP) 2018-2019 and after) and the Dynamic Learning Maps (DLM) alternate assessment.

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was canceled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.





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 (SRI) student-level data collection. This chapter describes preschool and kindergarten programs in 2021-2022 and 2022-2023.

Preschool Participation (Parent Perception)

Districts report information on kindergarten students who participated in preschool prior to kindergarten annually through the Student Reporting in Iowa (SRI) fall data collection. This information includes data from district records as well as information parents self-reported to districts. The term “preschool” is not specifically defined in legislation, which could result in different interpretations of what data to report for this indicator. Some districts report based on the number of kindergarten students who participated in the Statewide Voluntary Preschool Program (SWVPP) and have a state identification number prior to kindergarten entry. Others may include childcare or a private enterprise in their reporting.

Table 3-1 shows the number and percent of kindergarten students who were reported as having a preschool experience prior to kindergarten. For each year, the data represents the numbers and percentages of children who entered kindergarten for the first time and did or did not participate in preschool during the previous year.

Table 3-1

Iowa Public School Kindergarten Students Preschool Participation (Parent Perception),
2021-2022 and 2022-2023

	2021-2022		2022-2023	
	Number of Students	Percent	Number of Students	Percent
First Time Kindergarten Students Who Attended in Preschool	26,627	75.7%	27,154	79.3%
First Time Kindergarten Students Who Did Not Attend Preschool	8,529	24.3%	7,104	20.7%
First Time Kindergarten Students With Information For Preschool Attendance	35,156	100.0%	34,258	100.0%
First Time Kindergarten Students With Missing Information For Preschool Attendance	8		14	
Total First Time Kindergarten Students	35,164		34,272	
Total Kindergarten Students	38,662		37,706	

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



Preschool Programs

Preschool Enrollment

Districts throughout the state offer preschool to children ages three to five. Table 3-2 shows the number of districts that offered preschool and Table 3-3 shows the preschool enrollment by district size category for the school years of 2021-2022 and 2022-2023. The number of districts offering preschool has remained steady. About 99 percent of school districts offered preschool during the 2021-2022 and 2022-2023 school years. Table 3-4 shows the breakdown of preschool enrollment by student group for the two school years. There was an increase in the participation of students in district-sponsored preschool programs in 2022-2023 compared to 2021-2022.

Table 3-2

Iowa Public School Districts Offering Preschool by District Size Category, 2021-2022 and 2022-2023			
District Size Category	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
2021-2022			
<300	38	38	100.0
300-599	104	102	98.1
600-999	74	74	100.0
1,000-2,499	75	75	100.0
2,500-7,499	24	24	100.0
7,500+	12	12	100.0
State	327	325	99.4
2022-2023			
<300	38	37	97.4
300-599	107	105	98.1
600-999	70	69	98.6
1,000-2,499	76	76	100.0
2,500-7,499	25	25	100.0
7,500+	12	12	100.0
State	328	324	98.8

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

Table 3-3

Iowa Public School Preschool Enrollment by District Size Category, 2021-2022 and 2022-2023				
District Size Category	2021-2022		2022-2023	
	Number of Students	Percent	Number of Students	Percent
<300	720	2.4%	742	2.5%
300-599	3,678	12.5%	3,902	13.2%
600-999	4,037	13.7%	3,724	12.6%
1,000-2,499	7,253	24.7%	7,256	24.5%
2,500-7,499	5,923	20.1%	5,946	20.1%
7,500+	7,800	26.5%	8,044	27.2%
State	29,411	100.0%	29,614	100.0%

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

Table 3-4

Iowa Public School Preschool Students by Student Group, 2021-2022 and 2022-2023				
Student Group	2021-2022		2022-2023	
	Number of Students	Percent	Number of Students	Percent
All Minority	7,281	24.8%	7,693	26.0%
American Indian or Alaska Native	66	0.2%	75	0.3%
Asian	820	2.8%	739	2.5%
Black or African American	1,767	6.0%	1,954	6.6%
Hispanic/Latino	3,272	11.1%	3,405	11.5%
Native Hawaiian or Other Pacific Islander	83	0.3%	129	0.4%
Two or More Races	1,273	4.3%	1,391	4.7%
White	22,130	75.2%	21,921	74.0%
Potential English Learner	532	1.8%	467	1.6%
Low Socioeconomic Status (FRL)*	6,569	22.3%	7,442	25.1%
Female	14,111	48.0%	14,195	47.9%
Male	15,300	52.0%	15,418	52.1%
Non-Binary	0	0.0%	1	0.0%
Total	29,411	100.0%	29,614	100.0%

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

Note: *Low socioeconomic status is determined by eligibility for free or reduced-price lunch.

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. The allocation of funds for the SWVPP is to improve access to and increase participation in high-quality preschool instruction through predictable, equitable and sustainable funding.

Table 3-5 shows the number of districts that provided the SWVPP, number of students funded and the total number of students who participated in the program. Amended code language for the SWVPP for the 2017-2018 school year increased flexibility in the use of SWVPP funds to include paying the cost of attendance for students younger or older than age four by September 15, based on local school board decisions. The number of students funded in Table 3-5 includes students younger and older than age four for whom attendance was supported by existing local SWVPP funds based on a local school board decision. Districts continue to operate the SWVPP through ongoing state funding generated by the four-year-old student count. Additional students are served in SWVPP classrooms using other funding sources. The number of students who were served in SWVPP classrooms is included in the last row of Table 3-5.

Table 3-5

Statewide Voluntary Preschool Program, 2021-2022 and 2022-2023		
District Information	Academic Year	
	2021-2022	2022-2023
Number of Districts that Participated	323	324
Number of Students Funded	24,462	24,497
Number of Students Served	26,021	27,088

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

Table 3-6A represents the number of students funded by age, based on the funding flexibility previously described. Students on an Individualized Education Program (IEP) are reported separately based upon their level of special education services identified as either special education supplemental weighted (IEP Instruction) or non-weighted (IEP Support Services) factors. Districts generate revenue based upon a different funding formula generated through the weighting plan established in Iowa Code chapter 256B for students who receive special education instructional services. Of the students funded by the SWVPP in the 2022-2023 school year, 23,647 four-year-olds (students in general education plus students with support only IEPs) generated SWVPP funds for local school districts.

The number of SWVPP students by age and IEP status is shown in Table 3-6B. The number of students eligible for special education who were enrolled in SWVPP increased overall between 2021-2022 and 2022-2023. Overall, the number of three-, four- and five-year-olds served in SWVPP increased between 2021-2022 and 2022-2023.

Tables 3-7A and 3-7B indicate the number of three-, four- and five-year-old children funded and served, respectively, in the SWVPP by race/ethnicity, Potential English Learners (PEL), socioeconomic status and gender. Low socioeconomic status (based on free or reduced-price lunch eligibility) data may be underreported given the SWVPP is required to meet ten hours per week, which may not include providing meals to preschool classrooms. The percentage of students served in district-sponsored preschool programs who were identified to have potential English language learning needs during 2022-2023 dropped slightly to 1.7 percent.

Table 3-6A

SWVPP Students Funded, 2021-2022 and 2022-2023								
	2021-2022				2022-2023			
	<= Age 3	Age 4	Age 5	All Ages	<= Age 3	Age 4	Age 5	All Ages
IEP Instruction	97	249	11	357	139	370	6	515
IEP Support Services	3	301	1	305	15	296	5	316
General Education	117	23,509	174	23,800	157	23,351	158	23,666
Total Funded	217	24,059	186	24,462	311	24,017	169	24,497

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

Table 3-6B

SWVPP Students Served by Age and IEP Status, 2021-2022 and 2022-2023								
	2021-2022				2022-2023			
	<= Age 3	Age 4	Age 5	All Ages	<=Age 3	Age 4	Age 5	All Ages
IEP Instruction	440	838	35	1,313	860	1,292	38	2,190
IEP Support Services	7	306	4	317	27	313	9	349
General Education	518	23,616	257	24,391	773	23,513	263	24,549
Total Served	965	24,760	296	26,021	1,660	25,118	310	27,088

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

Table 3-7A

SWVPP Students Funded by Student Group, 2021-2022 and 2022-2023

2021-2022								
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Funded	217		24,059		186		24,462	
All Minority	66	30.4%	5,936	24.7%	15	8.1%	6,017	24.6%
American Indian or Alaska Native	0	0.0%	57	0.2%	1	0.5%	58	0.2%
Asian	8	3.7%	691	2.9%	0	0.0%	699	2.9%
Black or African American	25	11.5%	1,422	5.9%	1	0.5%	1,448	5.9%
Hispanic/Latino	20	9.2%	2,673	11.1%	11	5.9%	2,704	11.1%
Native Hawaiian or Other Pacific Islander	1	0.5%	69	0.3%	1	0.5%	71	0.3%
Two or More Races	12	5.5%	1,024	4.3%	1	0.5%	1,037	4.2%
White	151	69.6%	18,123	75.3%	171	91.9%	18,445	75.4%
Potential English Learner	4	1.8%	457	1.9%	4	2.2%	465	1.9%
Low Socioeconomic (FRL)*	42	19.4%	5,005	20.8%	39	21.0%	5,086	20.8%
Female	92	42.4%	11,969	49.7%	63	33.9%	12,124	49.6%
Male	125	57.6%	12,090	50.3%	123	66.1%	12,338	50.4%
2022-2023								
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Funded	311		24,017		169		24,497	
All Minority	68	21.9%	6,142	25.6%	20	11.8%	6,230	25.4%
American Indian or Alaska Native	0	0.0%	58	0.2%	1	0.6%	59	0.2%
Asian	7	2.3%	603	2.5%	3	1.8%	613	2.5%
Black or African American	14	4.5%	1,554	6.5%	1	0.6%	1,569	6.4%
Hispanic/Latino	32	10.3%	2,748	11.4%	9	5.3%	2,789	11.4%
Native Hawaiian or Other Pacific Islander	2	0.6%	104	0.4%	2	1.2%	108	0.4%
Two or More Races	13	4.2%	1,075	4.5%	4	2.4%	1,092	4.5%
White	243	78.1%	17,875	74.4%	149	88.2%	18,267	74.6%
Potential English Learner	1	0.3%	383	1.6%	2	1.2%	386	1.6%
Low Socioeconomic (FRL)*	97	31.2%	5,560	23.2%	43	25.4%	5,700	23.3%
Female	104	33.4%	11,982	49.9%	52	30.8%	12,138	49.5%
Male	207	66.6%	12,034	50.1%	117	69.2%	12,358	50.4%
Non-Binary	0	0.0%	1	0.0%	0	0.0%	1	0.0%

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

Note: *Low socioeconomic status is determined by eligibility for free or reduced-price lunch.

Table 3-7B

SWVPP Students Served by Student Group, 2021-2022 and 2022-2023

2021-2022								
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	965		24,760		296		26,021	
All Minority	224	23.2%	6,193	25.0%	20	6.8%	6,437	24.7%
American Indian or Alaska Native	1	0.1%	61	0.2%	1	0.3%	63	0.2%
Asian	15	1.6%	709	2.9%	0	0.0%	724	2.8%
Black or African American	63	6.5%	1,495	6.0%	1	0.3%	1,559	6.0%
Hispanic/Latino	102	10.6%	2,780	11.2%	14	4.7%	2,896	11.1%
Native Hawaiian or Other Pacific Islander	2	0.2%	73	0.3%	1	0.3%	76	0.3%
Two or More Races	41	4.2%	1,075	4.3%	3	1.0%	1,119	4.3%
White	741	76.8%	18,567	75.0%	276	93.2%	19,584	75.3%
Potential English Learner	20	2.1%	488	2.0%	4	1.4%	512	2.0%
Low Socioeconomic Status (FRL)*	229	23.7%	5,348	21.6%	54	18.2%	5,631	21.6%
Female	373	38.7%	12,186	49.2%	96	32.4%	12,655	48.6%
Male	592	61.3%	12,574	50.8%	200	67.6%	13,366	51.4%
2022-2023								
	<= Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	1,660		25,118		310		27,088	
All Minority	518	31.2%	6,537	26.0%	31	10.0%	7,086	26.2%
American Indian or Alaska Native	3	0.2%	61	0.2%	1	0.3%	65	0.2%
Asian	35	2.1%	625	2.5%	4	1.3%	664	2.5%
Black or African American	158	9.5%	1,657	6.6%	2	0.6%	1,817	6.7%
Hispanic/Latino	197	11.9%	2,925	11.6%	15	4.8%	3,137	11.6%
Native Hawaiian or Other Pacific Islander	8	0.5%	109	0.4%	2	0.6%	119	0.4%
Two or More Races	117	7.0%	1,160	4.6%	7	2.3%	1,284	4.7%
White	1,142	68.8%	18,581	74.0%	279	90.0%	20,002	73.8%
Potential English Learner	22	1.3%	435	1.7%	3	1.0%	460	1.7%
Low Socioeconomic Status (FRL)*	505	30.4%	6,100	24.3%	62	20.0%	6,667	24.6%
Female	633	38.1%	12,279	48.9%	95	30.6%	13,007	48.0%
Male	1,027	61.9%	12,838	51.1%	215	69.4%	14,080	52.0%
Non-Binary	0	0.0%	1	0.0%	0	0.0%	1	0.0%

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

Note: *Low socioeconomic status is determined by eligibility for free or reduced-price lunch.

Kindergarten

School districts report information on kindergarten programming offered in their school district annually through the Basic Educational Data Survey (BEDS) spring data collection. As shown in Table 3-8, most districts offered all day, every day kindergarten programs in 2022-2023.

Iowa Code section 279.60 requires school districts in Iowa to administer a valid and reliable universal screening instrument to every kindergarten student enrolled in the district no later than October 1. The Department integrated this legislative change with Iowa Code section 279.68 pertaining to early literacy universal screening and progress monitoring. The Department provides a list of approved assessments for implementing the requirements of Iowa Code section 279.68. However, a district may also administer an assessment that is not on the approved list, as long as it meets data quality requirements set by the Department.

In fall of 2022, as shown in Table 3-9, most 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 identify upper and lowercase 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). Thirty buildings used alternate approved measures for kindergarten literacy assessment.

Table 3-10 lists the number and percent of public school kindergarten students identified as at or above benchmark on all kindergarten literacy assessments during the fall 2022 screening window. The percent of students at or above benchmark during the subsequent screening windows is likely to vary somewhat, given increases in complexity of screening items as assessment content becomes more difficult over time.

Table 3-8

Iowa Public School Kindergarten Program Type, 2022-2023

District Size Category	Number of Districts	Number of Districts Reported Kindergarten Program Type	Number of Districts Offering All-Day Every Day Kindergarten	Percent of Districts Offering All-Day Every Day Kindergarten
<300	38	36	36	100.0%
300-599	107	107	106	99.1%
600-999	70	70	68	97.1%
1,000-2,499	76	76	76	100.0%
2,500-7,499	25	25	25	100.0%
7,500+	12	12	12	100.0%
State	328	326	323	99.1%

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

Table 3-9

Number and Percent of Iowa Public School Buildings by Kindergarten
Literacy Assessment Administered, Fall 2022-2023

Assessment	Number of Buildings	Percent of Total Buildings
FAST Kindergarten Composite	615	93.75%
i-Ready Diagnostics	15	2.29%
NWEA MAP Growth	12	1.83%
STAR Early Literacy	3	0.46%
Total Buildings with Default Assessment Data	656	

Source: Iowa Department of Education, Bureau of School Improvement, 2022-2023 Default Assessment Survey.
Note: Data are based on the school-reported default assessment.

Table 3-10

Number and Percent of Iowa Public School Kindergarten Students at or
Above Benchmark by Kindergarten Literacy Assessment Taken, Fall 2022-2023

Assessment	Number of Students Assessed	Number of Students At or Above Benchmark	Percent of Students At or Above Benchmark
Students screened with an early literacy screener as described in Table 3-9	36,920	24,350	65.95%

Source: Iowa Department of Education, Bureau of School Improvement, Panorama Student Success Data System.
Note: Data are based on all school-selected default assessments that were administered.



Enrollment

Public and nonpublic enrollment trends in Iowa, by school district size and area education agency (AEA), are presented in this chapter. This includes 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 student 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 2022-2023 increased for the second consecutive year, but has not yet recovered to the peak level from 2019-2020. The steady enrollment increase between 2011-2012 and 2019-2020 followed a long-term decline between 1997-1998 and 2011-2012. Enrollment at both public and nonpublic schools is projected to gradually decrease through 2027-2028 (Figure 4-1) based on grade-level enrollment and retention patterns as well as Iowa's birth rate trends. Enrollment projections do not account for the Education Savings Accounts program implementation.

More than two-thirds (69.0%) of Iowa public school districts in 2000-2001 had district enrollments fewer than 1,000 and these districts served 28.2 percent of K-12 students. Just under two-thirds (65.5%) of the districts in 2022-2023 had fewer than 1,000 students and served 23.0 percent of K-12 public school students (Table 4-3).

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 percentage of students taking advantage of the Open Enrollment Act decreased slightly from the previous year with 7.3 percent of students in 2022-2023 open enrolling (Table 4-4). The smallest and largest enrollment categories in 2021-2022 and 2022-2023 had more students open enrolling out than open enrolling in. In 2022-2023, the 300-599 enrollment category net gained the most students from the open enrollment legislation (Table 4-5).

The percent of K-12 students from racial or ethnic minority groups was 27.6 at public schools and 18.7 at nonpublic schools in 2022-2023 (Table 4-6, Table 4-7 and Figure 4-2). The largest enrollment category had the highest percent of students from racial or ethnic minority groups, at 45.0 percent, while the two smallest enrollment categories had the lowest percent, with both at approximately 10 percent (Table 4-8).

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 2022-2023, the percent of students eligible for free or reduced-price lunch increased to 42.3 from 40.7 percent in the prior year (Figure 4-3). Districts in the largest and smallest enrollment



categories had the highest percentage of students eligible for free or reduced-price lunch (Table 4-9). Black or African American students had the highest free or reduced-price lunch eligibility percentage (80.8%) among race/ethnicity groups (Table 4-10).

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 12.8 percent of the total certified enrollment in 2022-2023. This continues an upward trend since 2015-2016 when the percentage was 11.6 (Table 4-11).

The percent of K-12 English learner (EL) students was 6.9 for public schools and 3.1 for nonpublic schools in 2022-2023 (Figure 4-4). The majority of EL students spoke Spanish as their primary language in all three years presented (Table 4-12). Larger school districts had more weighted EL students than smaller districts in all years presented in Table 4-13. Through the 2020-2021 school year, an EL student was eligible for 0.22 weighted funding for a period not exceeding five years (Iowa Code §280.4). With the passage of HF605 in the 2021 legislative session, starting with the 2021-2022 school year, EL weighted funding differs based upon the student’s level of English language proficiency. “Intensive” students (those who score a level 1 or “emerging” on the ELPA21) are eligible for 0.26 weighted funding while “intermediate” students (those who score a level 2 or “progressing” on the ELPA21) are eligible for 0.21 weighted funding.

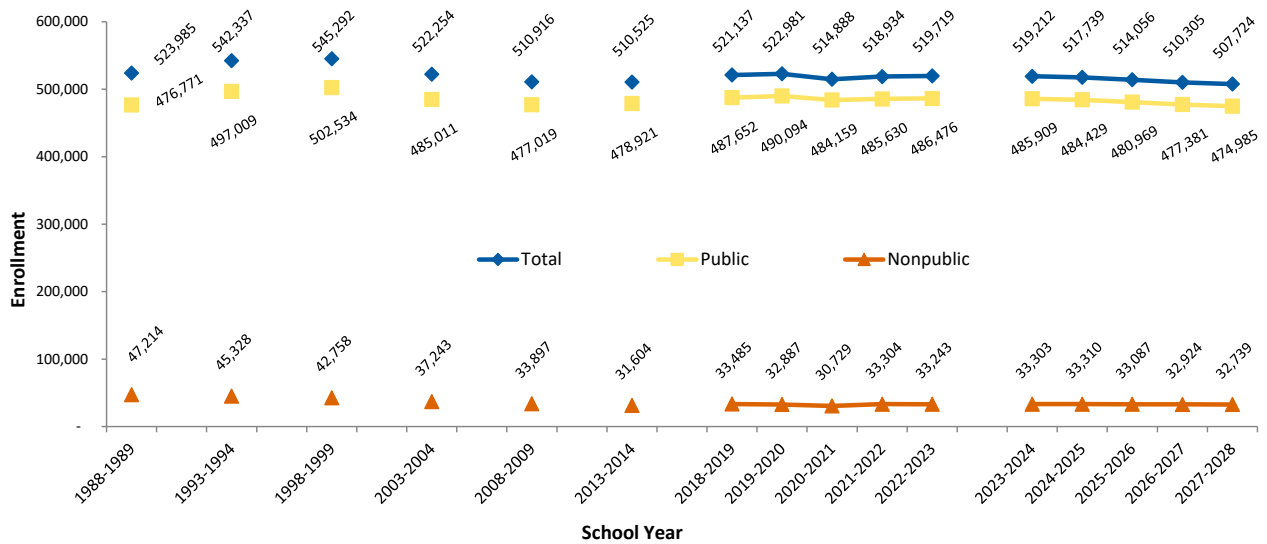
The U.S. Department of Education defines a “migratory child” as a child who is (or whose parent or spouse is) a migratory agricultural worker or migratory fisher. A migratory agricultural worker or migratory fisher is one who has moved from one school district to another in the preceding 36 months in 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 certification system. The number and percent of migrant students in the 2015-2016 to 2022-2023 school years are displayed in Table 4-14.



Enrollment Trends

Figure 4-1

Iowa Public and Nonpublic School K-12 Enrollments, 1988-1989, 1993-1994, 1998-1999, 2003-2004, 2008-2009, 2013-2014, 2018-2019 to 2022-2023, Projected Enrollments 2023-2024 to 2027-2028



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

Note: Enrollment projections do not account for the Education Savings Accounts program implementation.

Projected Enrollment

Table 4-1

Iowa Public School K-12 Certified Enrollments 2021-2022 to 2022-2023 and Projected Certified Enrollments, 2023-2024 to 2027-2028 by Grade							
Grade	Enrollment		Projected Enrollment				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
K	38,804	37,847	37,844	37,537	36,476	36,449	36,328
1	35,333	35,814	34,869	34,866	34,584	33,607	33,581
2	35,646	35,641	36,032	35,082	35,079	34,795	33,812
3	35,432	36,101	35,895	36,289	35,332	35,329	35,043
4	35,057	35,767	36,348	36,142	36,538	35,574	35,571
5	35,258	35,438	36,054	36,640	36,432	36,831	35,860
6	36,548	35,625	35,731	36,353	36,943	36,733	37,136
7	37,515	36,979	36,062	36,170	36,799	37,397	37,184
8	38,939	37,777	37,172	36,250	36,359	36,991	37,592
9	40,394	40,459	39,157	38,530	37,575	37,687	38,343
10	39,109	40,050	40,246	38,951	38,327	37,377	37,489
11	37,753	38,392	39,320	39,512	38,241	37,628	36,695
12	37,527	37,955	38,761	39,698	39,892	38,608	37,990
PKIEP	2,317	2,632	2,417	2,410	2,393	2,375	2,363
State	485,630	486,476	485,909	484,429	480,969	477,381	474,985

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

Note: PKIEP: Prekindergarten individualized education programs. Enrollment projections do not account for the Education Saving Accounts program implementation. Figures may not total due to rounding.

Table 4-2

Iowa Nonpublic School K-12 Enrollments, 2021-2022 to 2022-2023 and Projected Enrollments, 2023-2024 to 2027-2028 by Grade

Grade	Enrollment		Projected Enrollment				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
K	3,339	3,251	3,225	3,163	3,138	3,049	3,060
1	3,136	3,102	3,105	3,080	3,021	2,996	2,912
2	3,005	3,074	2,987	2,989	2,965	2,909	2,885
3	3,017	2,962	3,067	2,980	2,983	2,959	2,902
4	3,003	2,965	2,900	3,003	2,918	2,920	2,897
5	2,786	2,976	2,902	2,838	2,939	2,856	2,858
6	2,709	2,704	2,850	2,780	2,719	2,815	2,735
7	2,432	2,458	2,406	2,536	2,473	2,419	2,505
8	2,410	2,414	2,450	2,398	2,528	2,465	2,411
9	1,965	1,840	1,884	1,912	1,871	1,973	1,924
10	1,804	1,973	1,803	1,846	1,873	1,833	1,933
11	1,799	1,765	2,004	1,831	1,875	1,903	1,862
12	1,899	1,759	1,720	1,953	1,785	1,827	1,855
Total	33,304	33,243	33,303	33,310	33,087	32,924	32,739

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

Note: Enrollment projections do not account for the Education Savings Accounts program implementation.

K-12 Enrollments by District Size Category

Table 4-3

Iowa Public School Districts and K-12 Students by Enrollment Size, 2000-2001, 2021-2022 and 2022-2023

Enrollment Category	2000-2001				2021-2022				2022-2023			
	Districts		Students		Districts		Students		Districts		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
<300	38	10.2	8,176	1.7	38	11.6	8,419	1.8	38	11.6	8,172	1.7
300-599	116	31.0	52,162	10.6	104	31.8	48,297	10.4	107	32.6	49,544	10.2
600-999	104	27.8	78,916	16.0	74	22.6	57,028	11.3	70	21.3	53,996	11.1
1,000-2,499	83	22.2	126,118	25.5	75	22.9	111,230	22.9	76	23.2	110,946	22.8
2,500-7,499	24	6.4	96,410	19.5	24	7.3	98,900	20.2	25	7.6	102,008	21.0
7,500+	9	2.4	132,509	26.8	12	3.7	161,756	33.4	12	3.7	161,811	33.3
State	374	100.0	494,291	100.0	327	100.0	485,630	100.0	328	100.0	486,476	100.0

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

Note: Figures may not total due to rounding.



Open Enrollment

Table 4-4

Number and Percent of Iowa Public School K-12 Open Enrolled Out Students
1990-1991, 1995-1996, 2000-2001, 2005-2006, 2010-2011, 2015-2016, 2020-2021 to 2022-2023

School Year	Certified Enrollment	# Open Enrolled Out	% Open Enrolled Out
1990-1991	483,399	2,757	0.6
1995-1996	504,505	12,502	2.5
2000-2001	494,291	18,554	3.8
2005-2006	483,105	23,155	4.8
2010-2011	473,493	25,831	5.5
2015-2016	483,451	30,463	6.3
2020-2021	484,159	35,227	7.3
2021-2022	485,630	36,412	7.5
2022-2023	486,476	38,965	7.3

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



Table 4-5

Open Enrollment in Iowa Public Schools by Enrollment Size,
2000-2001, 2021-2022 and 2022-2023

	Enrollment Category						
	2000-2001	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+
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 Districts 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

	Enrollment Category						
	2021-2022	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+
Total Number of Districts	38	104	74	75	24	12	327
Number of Students	8,419.0	48,297.3	57,027.5	111,230.2	98,900.1	161,756.3	485,630.4
Number of Students Open in	1,347.2	8,664.7	6,567.8	9,320.1	6,720.4	3,791.5	36,411.7
Number of Students Open Out	2,110.8	6,269.6	5,320.5	7,664.9	6,446.3	8,599.6	36,411.7
Net Gains/Losses	-763.6	2,395.1	1,247.3	1,655.2	274.1	-4,808.1	0
Number of Districts with Gains	10	48	39	38	15	1	151
Number of Districts with Losses	28	55	35	37	9	11	175
Number of Districts with No Gain/Loss	0	1	0	0	0	0	1

	Enrollment Category						
	2022-2023	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+
Total Number of Districts	38	107	70	76	25	12	328
Number of Students	8,172.2	49,543.5	53,995.9	110,945.8	102,007.6	161,810.5	486,475.5
Number of Students Open in	1,453.2	9,334.8	6,774.5	10,104.0	7,315.4	3,983.2	38,965.1
Number of Students Open Out	2,195.2	6,882.7	5,303.5	8,184.7	6,909.4	9,489.6	38,965.1
Net Gains/Losses	-742.0	2,452.1	1,471.0	1,919.3	406.0	-5,506.4	0.0
Number of Districts with Gains	10	46	40	41	15	1	153
Number of Districts with Losses	28	61	30	35	10	11	175
Number of Districts with No Gain/Loss	0	0	0	0	0	0	0

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.

Student Group Enrollments

Enrollment by Race and Ethnicity

Table 4-6

Iowa Public School K-12 Enrollments by Race/Ethnicity 2000-2001, 2021-2022 and 2022-2023						
Race/Ethnicity Group	2000-2001		2021-2022		2022-2023	
	Number	Percent	Number	Percent	Number	Percent
All Minority Racial/Ethnic Groups	46,250	9.7	128,834	26.8	132,967	27.6
American Indian or Alaska Native	2,447	0.5	1,637	0.3	1,569	0.3
Asian	8,274	1.7	11,967	2.5	12,004	2.5
Black or African American	18,510	3.9	31,873	6.6	32,578	6.8
Hispanic/Latino	17,019	3.6	58,309	12.1	60,548	12.6
Native Hawaiian or Other Pacific Islander	-	-	2,306	0.5	2,789	0.6
Two or More Races	-	-	22,742	4.7	23,479	4.9
White	430,677	90.3	352,414	73.2	348,746	72.4
Total	476,927	100.0	481,248	100.0	481,713	100.0

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

Note: Student Reporting in Iowa added 'Native Hawaiian or Other Pacific Islander' and 'Two or More Races' to the system beginning in 2009-2010.

Table 4-7

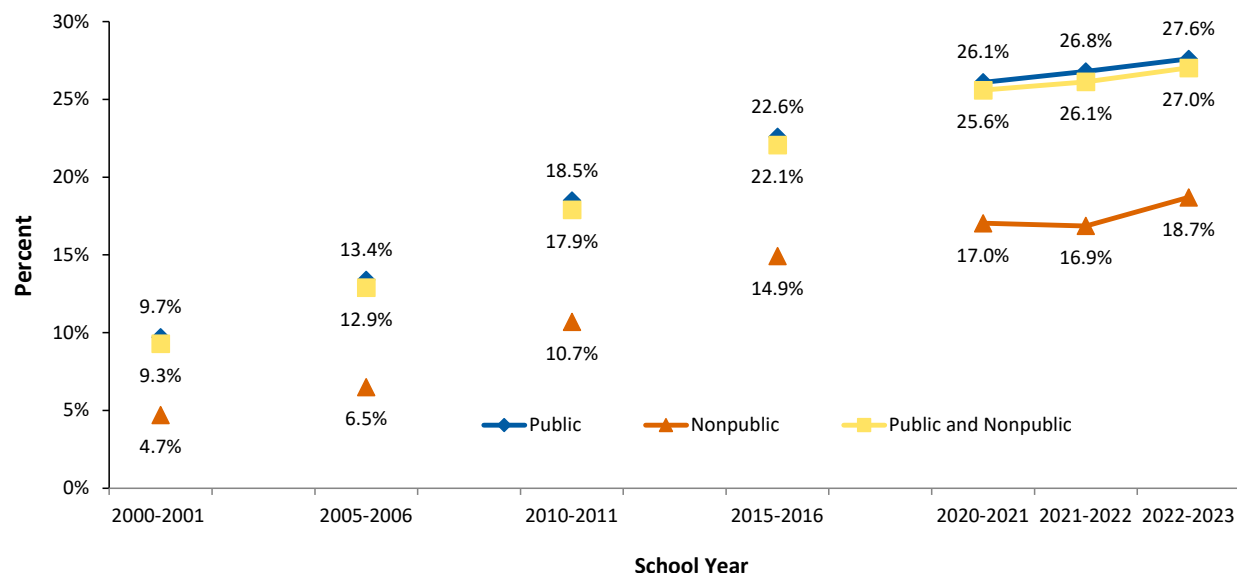
Iowa Nonpublic School K-12 Enrollments by Race/Ethnicity 2000-2001, 2021-2022 and 2022-2023						
Race/Ethnicity Group	2000-2001		2021-2022		2022-2023	
	Number	Percent	Number	Percent	Number	Percent
All Minority Racial/Ethnic Groups	1,946	4.7	5,615	16.9	6,213	18.7
American Indian or Alaska Native	70	0.2	41	0.1	81	0.2
Asian	563	1.4	859	2.6	911	2.7
Black or African American	492	1.2	937	2.8	1,108	3.3
Hispanic/Latino	821	2.0	2,709	8.1	2,852	8.6
Native Hawaiian or Other Pacific Islander	-	-	75	0.2	95	0.3
Two or More Races	-	-	994	3.0	1,166	3.5
White	39,118	95.3	27,689	83.1	27,030	81.3
Total	41,064	100	33,304	100	33,243	100

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

Note: Student Reporting in Iowa added 'Native Hawaiian or Other Pacific Islander' and 'Two or More Races' to the system beginning in 2009-2010.

Figure 4-2

Iowa Public and Nonpublic School Minority Racial/Ethnic Group Enrollment as a Percentage of Total K-12 Enrollment 2000-2001, 2005-2006, 2010-2011, 2015-2016, 2020-2021 to 2022-2023



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

Table 4-8

Iowa Public School Percent Minority Racial/Ethnic Group Enrollment by Enrollment Category, 2000-2001, 2021-2022 and 2022-2023

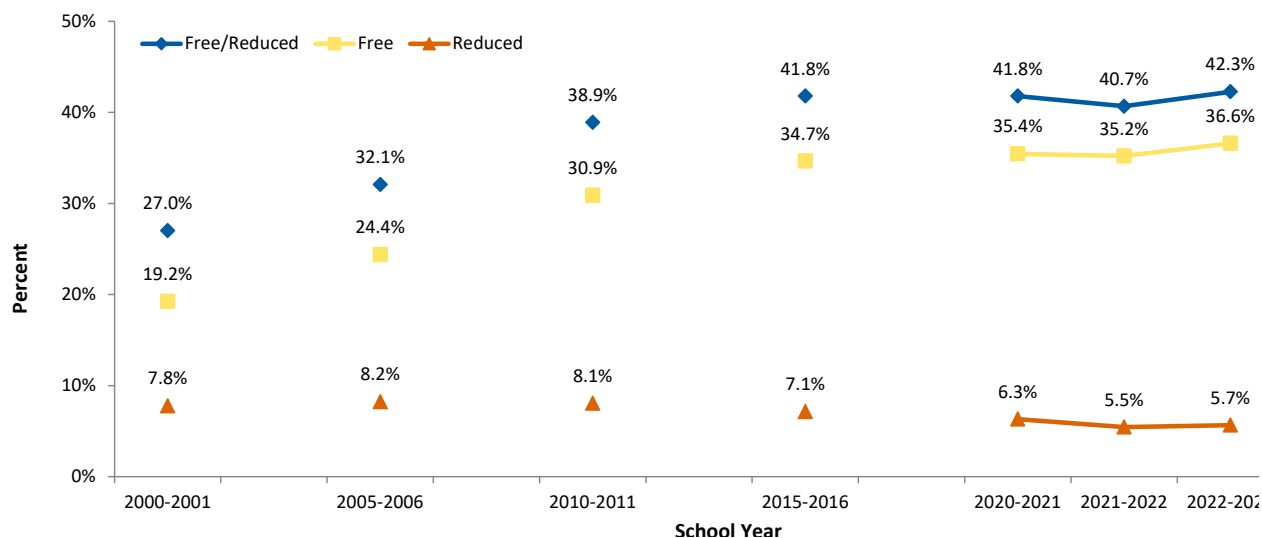
Enrollment Category	2000-2001	2021-2022	2022-2023
<300	1.5	9.5	10.1
300-599	2.4	9.2	9.6
600-999	2.6	12.3	12.4
1,000-2,499	5.9	17.4	18.2
2,500-7,499	9.0	29.1	29.9
7,500+	21.7	43.8	45.0
State	9.7	26.8	27.6

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

Students Eligible for Free or Reduced-Price Lunch

Figure 4-3

Percent of Iowa Public School K-12 Students Eligible for Free or Reduced-Price Lunch 2000-2001, 2005-2006, 2010-2011, 2015-2016, 2020-2021 to 2022-2023



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

Note: The Community Eligibility Provision (CEP) started in 2015-2016

Table 4-9

Iowa Public School K-12 Students Eligible for Free or Reduced-Price Lunch by Enrollment Category, 2000-2001, 2021-2022 and 2022-2023

Enrollment Category	2000-2001			2021-2022			2022-2023		
	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	6,517	3,021	46.4	6,270	2,931	46.7
300-599	50,933	13,511	26.5	50,574	17,387	34.4	51,942	19,611	37.8
600-999	77,327	17,966	23.2	57,960	19,640	33.9	55,117	19,998	36.3
1,000-2,499	122,830	29,876	24.3	111,886	40,258	36.0	111,811	43,204	38.6
2,500-7,499	93,322	21,433	23.0	98,541	35,034	35.6	101,677	38,391	37.8
7,500+	125,804	43,874	34.9	155,770	80,420	51.6	154,896	79,472	51.3
State	476,927	128,916	27.0	481,248	195,760	40.7	481,713	203,607	42.3

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

Table 4-10

Iowa Public School K-12 Students Eligible for Free or Reduced-Price Lunch by Race/Ethnicity, 2010-2011, 2021-2022 and 2022-2023

Race/ Ethnicity Group	2010-2011			2021-2022			2022-2023		
	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
American Indian or Alaska Native	2,279	1,402	61.5	1,637	1,082	66.1	1,569	1,122	71.5
Asian	9,486	3,543	37.3	11,967	5,456	45.6	12,004	5,604	46.7
Black or African American	24,066	19,247	80.0	31,873	25,505	80.0	32,578	26,312	80.8
Hispanic/ Latino	39,678	30,311	76.4	58,309	40,122	68.8	60,548	42,638	70.4
Native Hawaiian or Other Pacific Islander	660	431	65.3	2,306	1,745	75.7	2,789	2,160	77.4
Two or More Races	10,343	6,174	59.7	22,742	12,882	56.6	23,479	13,614	58.0
White	382,177	121,174	31.7	352,414	108,968	30.9	348,746	112,157	32.2
Total	468,689	182,282	38.9	481,248	195,760	40.7	481,713	203,607	42.3

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

Special Education Enrollment

Table 4-11

Iowa Public School Special Education Weighted Enrollment, 2000-2001, 2005-2006, 2010-2011, 2015-2016, 2020-2021 to 2022-2023

School Year	Number Special Education Students	Certified Enrollment	Percent Special Education Students
2000-2001	63,392	494,291	12.8
2005-2006	64,350	483,105	13.3
2010-2011	60,223	473,493	12.7
2015-2016	56,039	483,451	11.6
2020-2021	60,342	484,159	12.5
2021-2022	61,193	485,630	12.6
2022-2023	62,228	486,476	12.8

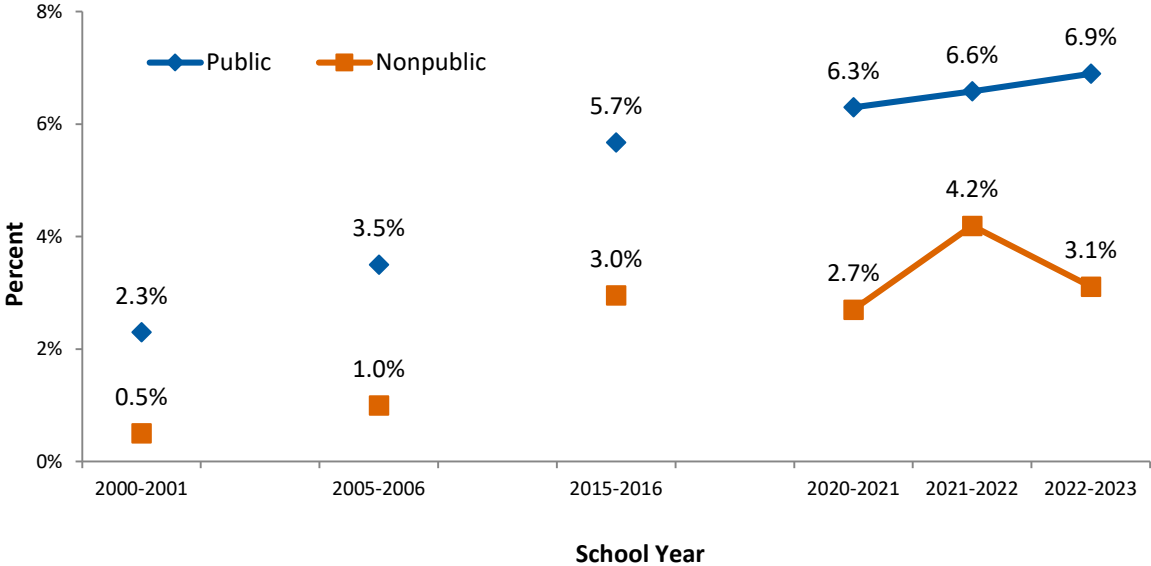
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Certified Enrollment; Bureau of Student and Family Special Education Services, Last Friday of October Special Education Weighted Enrollment Files.



Enrollment of English Learners

Figure 4-4

Percent of Iowa Public and Nonpublic School K-12 Students who are English Learners
2000-2001, 2005-2006, 2015-2016, 2020-2021 to 2022-2023



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

Table 4-12

Iowa Public and Nonpublic School K-12 English Learners' Primary
Language 2000-2001, 2021-2022 and 2022-2023

Language	2000-2001	2021-2022	2022-2023
Spanish; Castilian	7,014	21,041	21,500
Swahili		1,187	1,297
Arabic	81	1,125	1,131
French		853	945
Karen languages		852	855
Marshallese		618	736
Burmese		604	554
Pohnpeian		473	552
Chuukese		355	481
Vietnamese	766	522	472
Bosnian	363	440	405
Nilo-Saharan (Other)		419	378
Tigrinya		340	332
Somali		323	319
Nepali		347	300
Creoles and pidgins, English based (Other)		310	265
Chinese	80	217	207
Lao	409	229	192
Kinyarwanda		176	181
Dinka		172	175
Rundi		157	149
Pushto;Pashto			133
Persian			105
Amharic		92	104
German	153	97	102
Russian	65	86	102
Oromo		98	95
Indo-European (Other)			93
Telugu		86	89
Haitian;Haitian Cre		76	88
Portuguese		66	85
Hindi		61	80
Mayan languages		56	76



Table 4-12 (...continued)

Iowa Public and Nonpublic School K-12 English Learners' Primary
Language 2000-2001, 2021-2022 and 2022-2023

Language	2000-2001	2021-2022	2022-2023
Ewe		71	74
Tamil		54	74
Urdu		73	70
Sino-Tibetan (Other)		65	69
Ukrainian			69
Hmong		86	68
Kru languages		69	67
Lingala		57	64
Tagalog		65	56
Korean	76		
Other	2,257	1,059	1,069
TOTAL	11,264	33,077	34,258

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

Note: Languages with fewer than 50 students are included in Other.

Table 4-13

Iowa Public School K-12 Weighted English Learners by Enrollment Size
2000-2001, 2021-2022 and 2022-2023

Enrollment Category	2000-2001		2021-2022		2022-2023	
	K-12 Enrollment	Number Weighted EL	K-12 Enrollment	Number Weighted EL	K-12 Enrollment	Number Weighted EL
<300	8,176	23	8,419	108	8,172	103
300-599	52,162	237	48,297	399	49,544	449
600-999	78,916	530	57,028	1,360	53,996	1,289
1,000-2,499	126,118	1,848	111,230	3,281	110,946	3,729
2,500-7,499	96,410	1,348	98,900	4,628	102,008	5,263
7,500+	132,509	4,165	161,756	12,780	161,811	13,894
State	494,291	8,151	485,630	22,556	486,476	24,727

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 4-14

Iowa Public School K-12 Migrant Enrollment, 2015-2016 to 2022-2023

School Year	Number Migrant Students	K-12 Enrollment	Percent Migrant Students
2015-2016	1,153	488,818	0.24
2016-2017	1,423	489,940	0.29
2017-2018	1,719	490,669	0.35
2018-2019	1,791	492,010	0.36
2019-2020	1,886	492,518	0.38
2020-2021	1,927	487,185	0.40
2021-2022	2,284	489,939	0.47
2022-2023	2,508	490,205	0.51

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

Note: K-12 migrant counts are from migrant direct certified data from October 1 to September 30 of the following year. K-12 enrollment are the unduplicated counts from Student Reporting in Iowa during the fall, winter and spring collections.





Staff

Information on licensed and non-licensed staff in Iowa's schools and area education agencies (AEAs) is presented in this chapter. Data on characteristics such as age, race/ethnicity, gender, experience, retirement eligibility, retention 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 district size category (based on district certified enrollment) and by AEA. National and regional state comparative data are also presented when 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 collected data 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 2022-2023 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 2022-2023 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 5,500 teachers in 2022-2023 who were reported as serving in other positions, such as administrative (e.g., principal, superintendent) or student support services (e.g., coach, counselor). 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/Latino and/or reported race of American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or Two or More Races. Teachers and principals with advanced degrees include staff with a master's, specialist or doctorate degree.

Salary information collected through Fall BEDS includes 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 2022-2023, 4.3 percent of teachers were beginning teachers in their first year of teaching (Table 5-3). The percent of teachers with advanced degrees and the percent of minority teachers was highest in the larger district size categories (Table 5-4). Heartland AEA had the largest percent of teachers in the state in 2022-2023 at 27.9 percent. A little over 76 percent of the full-time teachers in public schools in Iowa were female in 2022-2023 (Table 5-5). The average 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 5-6). The percent of teachers who were minorities in 2022-2023 was 3.1 percent. The average salary of non-minority teachers was 4.8 percent higher than the average salary of minority teachers. The average age, experience and percent of female teachers was also higher for non-minority teachers than minority teachers (Table 5-7).

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 (rule of 88). According to this rule, 4.9 percent of teachers were eligible to retire in 2022-2023 (Table 5-9, Figure 5-2). Staff are also eligible to receive full retirement benefits through IPERS when they reach the age of 65 and are vested or when they reach the age of 62 and their total IPERS-covered employment is equal to or greater than 20 years (rule of 62/20). In 2022-2023, 0.4 percent of teachers were over the age of 65 (Table 5-8).

Information on the number and percent of full-time public school and AEA teachers retained from year to year as a teacher or in any licensed staff position (including teacher) is presented in Tables 5-10 through 5-13 and Figures 5-3 through 5-9. The percent of teachers retained from the previous year started to decline in 2021-2022 (Table 5-10, Figure 5-3). The largest percent of teachers retained as a full-time teacher between 2021-2022 and 2022-2023 was the 600-999 enrollment category with 91.8 percent (Table 5-11, Figure 5-4, Figure 5-5). The lowest percentage of teachers retained from 2021-2022 to 2022-2023 was in the teachers over age 65 (Table 5-12, Figure 5-6, Figure 5-7). The percent of minority and non-minority teachers retained as full-time teachers continued to decline in 2022-2023. The percent of minority teachers retained as licensed staff increased slightly in 2022-2023 (Table 5-13, Figure 5-8, Figure 5-9).

In 2022-2023, average total salary for full-time public school teachers was 3.1 percent higher than average regular salary (Table 5-14). The average total salary of full-time public school teachers increased by 2.8 percent between 2021-2022 and 2022-2023. Average total salary was lowest in the smallest enrollment category and highest in the largest enrollment category (Table 5-15). When averaged by AEA, the average total salary was highest for teachers in Grant Wood AEA and lowest in Prairie Lakes AEA. 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 2021-2022, Iowa ranked 27th in the nation and 6th among twelve Midwest states for average salary (Table 5-17).

In 2022-2023, the average number of assignments held by grade 9-12 teachers was 2.7 (Table 5-20). About 57 percent of grade 9-12 teachers had one or two assignments (Table 5-21). The pupil-teacher ratio in 2022-2023 was 13.1:1. The pupil-teacher ratio by district size category ranged from 9.6:1 in the smallest enrollment category to 13.9:1 in the 2,500-7,499 district size category (Table 5-22). Pupil-teacher ratios from 2004-2005 to the present include special education teachers and students. Prior to 2004-2005, special education teachers and students were excluded. The number of instructional aides (non-licensed staff who provide assistance to teachers in the classroom) increased by 0.1 percent between 2021-2022 and 2022-2023 (Table 5-23).

Table 5-1

Characteristics of Iowa Full-Time Teachers 2000-2001, 2021-2022 and 2022-2023						
Characteristics	Public			Nonpublic		
	2000-2001	2021-2022	2022-2023	2000-2001	2021-2022	2022-2023
Average Age	42.2	40.7	40.8	40.3	43.3	43.7
Percent Female	70.5%	76.3%	76.3%	80.3%	80.7%	80.3%
Percent Minority	1.8%	3.0%	3.1%	0.9%	3.0%	3.3%
Percent Advanced Degree	27.0%	36.6%	37.4%	13.1%	18.4%	19.6%
Average Total Experience (Years)	15.1	13.5	13.5	12.3	15.1	15.3
Average District/AEA Experience (Years)	11.9	10.2	10.1	8.8	10.6	10.4
Number of Teachers	33,610	38,020	38,092	2,437	1,610	1,530

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

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

Table 5-2

Characteristics of Iowa Beginning Full-Time Teachers 2000-2001, 2021-2022 and 2022-2023						
Characteristics	Public			Nonpublic		
	2000-2001	2021-2022	2022-2023	2000-2001	2021-2022	2022-2023
Average Age	28.5	28.4	29.0	28.5	29.6	29.1
Percent Female	71.6%	75.0%	75.0%	83.5%	74.6%	79.7%
Percent Minority	2.8%	6.0%	5.7%	1.5%	8.5%	14.1%
Percent Advanced Degree	5.9%	12.8%	13.9%	2.9%	13.6%	9.4%
Number of Teachers	1,660	1,661	1,619	206	59	64

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

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

Table 5-3

Iowa Full-Time Beginning Teachers as a Percentage of Total Full-Time Public School Teachers 2000-2001, 2021-2022 and 2022-2023									
District Size Category	Number of Beginning Full-Time Teachers			Number of Full-Time Teachers			Beginning Full-Time Teachers as % of Total Full-Time Teachers		
	2000-2001	2021-2022	2022-2023	2000-2001	2021-2022	2022-2023	2000-2001	2021-2022	2022-2023
<300	42	34	33	642	678	652	6.5%	5.0%	5.1%
300-599	281	232	216	3,970	4,384	4,514	7.1%	5.3%	4.8%
600-999	270	221	200	5,553	4,735	4,493	4.9%	4.7%	4.5%
1,000-2,499	358	379	313	8,532	8,756	8,756	4.2%	4.3%	3.6%
2,500-7,499	306	309	387	6,096	7,295	7,518	5.0%	4.2%	5.1%
7,500+	382	480	468	8,393	11,927	11,882	4.6%	4.0%	3.9%
Independent Charter Schools	-	-	0	-	-	6	-	-	0.0%
AEA	21	6	2	424	245	271	5.0%	2.4%	0.7%
State	1,660	1,661	1,619	33,610	38,020	38,092	4.9%	4.4%	4.3%

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

Table 5-4

Characteristics of Iowa Full-Time Public School Teachers by District Size Category, 2022-2023							
District Size Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience (Years)	Average District/AEA Experience (Years)
<300	652	42.2	82.5%	1.8%	15.0%	13.3	8.8
300-599	4,514	40.5	75.3%	1.8%	21.0%	13.4	9.8
600-999	4,493	40.9	74.9%	1.7%	22.7%	13.8	9.9
1,000-2,499	8,756	41.0	75.5%	2.0%	31.8%	14.1	10.3
2,500-7,499	7,518	40.3	76.2%	3.2%	42.8%	12.9	9.8
7,500+	11,882	40.9	77.1%	5.0%	50.6%	13.2	10.5
Independent Charter Schools	6	41.7	66.7%	0.0%	33.3%	13.0	1.0
AEA	271	45.7	92.3%	1.5%	57.6%	17.9	8.9
State	38,092	40.8	76.3%	3.1%	37.4%	13.5	10.1

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

Note: Includes AEA teachers.

Table 5-5

Characteristics of Iowa Full-Time Public School Teachers by AEA, 2022-2023

AEA	Number of Teachers	Percent of Total Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience (Years)	Average District/AEA Experience (Years)
Keystone	2,391	6.3%	41.0	76.5%	1.6%	46.0%	14.4	11.8
Central Rivers	5,034	13.2%	40.6	75.3%	3.2%	31.1%	13.1	9.9
Prairie Lakes	2,413	6.3%	41.7	77.0%	2.3%	23.5%	14.4	10.2
Mississippi Bend	3,505	9.2%	41.5	76.6%	4.3%	46.4%	13.7	10.9
Grant Wood	5,381	14.1%	40.9	74.2%	3.6%	43.1%	14.0	10.3
Heartland	10,609	27.9%	39.8	76.7%	3.3%	38.8%	13.0	9.3
Northwest	3,107	8.2%	40.8	76.1%	3.7%	35.4%	13.5	10.7
Green Hills	2,929	7.7%	41.4	76.9%	2.1%	37.7%	13.5	9.9
Great Prairie	2,723	7.1%	42.1	78.6%	1.9%	27.6%	13.5	10.4
State	38,092	100.0%	40.8	76.3%	3.1%	37.4%	13.5	10.1

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

Note: Includes AEA teachers.

Table 5-6

Gender Comparison of Iowa Full-Time Public School Teachers, 2022-2023

Characteristics	Female	Male
Average Age	40.7	41.2
Percent Minority	3.0%	3.6%
Percent Advanced Degree	37.8%	36.1%
Average Total Experience (Years)	13.4	13.8
Average District/AEA Experience (Years)	10.1	10.1
Average Total Salary	\$62,409	\$65,246
Number of Teachers	29,050	9,042

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

Note: Includes AEA teachers. Independent charter schools are excluded from salary calculations but are included in all other data.



Table 5-7

Characteristics of Iowa Full-Time Public School Teachers by Minority and Non-Minority Groups, 2022-2023

Characteristics	Minority	Non-Minority
Average Age	38.8	40.9
Percent Female	72.6%	76.4%
Percent Advanced Degree	35.1%	37.5%
Average Total Experience (Years)	10.1	13.6
Average District/AEA Experience (Years)	7.5	10.2
Average Total Salary	\$60,281	\$63,172
Number of Teachers	1,184	36,908

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

Note: Includes AEA teachers. Independent charter schools are excluded from salary calculations but are included in all other data.

Table 5-8

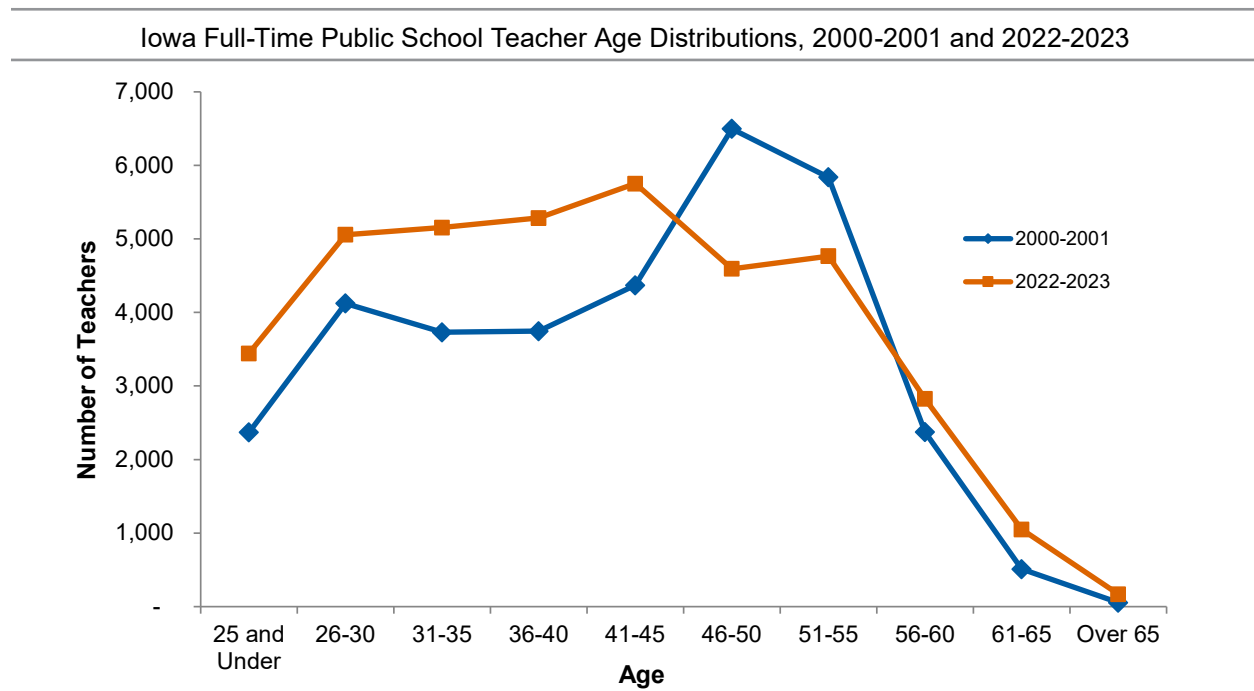
Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2022-2023

Age Interval	2000-2001				2022-2023			
	Number of Teachers	Cumulative Total	Percent	Cumulative Percent	Number of Teachers	Cumulative Total	Percent	Cumulative Percent
25 and Under	2,369	2,369	7.0%	7.0%	3,443	3,443	9.0%	9.0%
26-30	4,123	6,492	12.3%	19.3%	5,057	8,500	13.3%	22.3%
31-35	3,730	10,222	11.1%	30.4%	5,154	13,654	13.5%	35.8%
36-40	3,745	13,967	11.1%	41.6%	5,285	18,939	13.9%	49.7%
41-45	4,370	18,337	13.0%	54.6%	5,752	24,691	15.1%	64.8%
46-50	6,497	24,834	19.3%	73.9%	4,593	29,284	12.1%	76.9%
51-55	5,838	30,672	17.4%	91.3%	4,765	34,049	12.5%	89.4%
56-60	2,373	33,045	7.1%	98.3%	2,824	36,873	7.4%	96.8%
61-65	510	33,555	1.5%	99.8%	1,049	37,922	2.8%	99.6%
Over 65	55	33,610	0.2%	100.0%	170	38,092	0.4%	100.0%

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

Note: Includes AEA teachers.

Figure 5-1



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

Note: Includes AEA teachers.

Table 5-9

Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 2000-2001 and 2022-2023

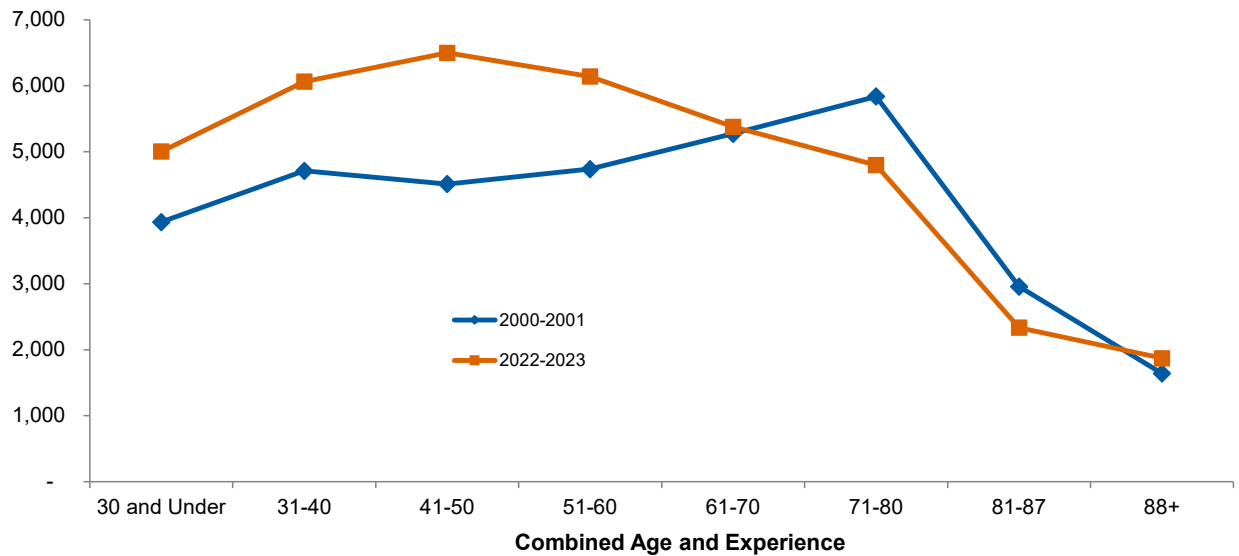
Combined Age and Experience Interval	2000-2001				2022-2023			
	Number of Teachers	Cumulative Total	Percent	Cumulative Percent	Number of Teachers	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	5,005	5,005	13.1%	13.1%
31-40	4,711	8,647	14.0%	25.7%	6,063	11,068	15.9%	29.1%
41-50	4,512	13,159	13.4%	39.2%	6,500	17,568	17.1%	46.1%
51-60	4,739	17,898	14.1%	53.3%	6,141	23,709	16.1%	62.2%
61-70	5,274	23,172	15.7%	68.9%	5,378	29,087	14.1%	76.4%
71-80	5,839	29,011	17.4%	86.3%	4,798	33,885	12.6%	89.0%
81-87	2,958	31,969	8.8%	95.1%	2,335	36,220	6.1%	95.1%
88+	1,641	33,610	4.9%	100.0%	1,872	38,092	4.9%	100.0%

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

Note: Includes AEA teachers.

Figure 5-2

Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers,
2000-2001 and 2022-2023



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

Note: Includes AEA teachers.

Table 5-10

Iowa Full-Time Public School Teachers Year to Year Retention, 2013-2014 to 2022-2023

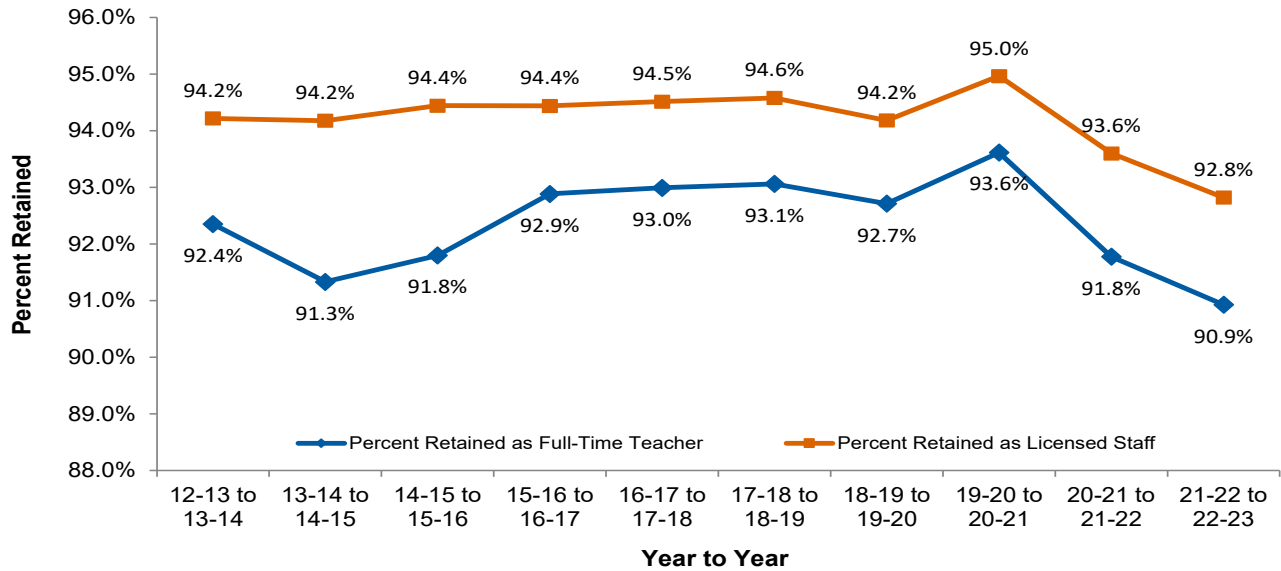
Year	Retained as Full-Time Teacher			Retained as Licensed Staff (Full-Time or Part-Time)		Difference
	Base Year Number of Full-Time Teachers	Number of Teachers Retained	Percent Retained as Full-Time Teachers	Number of Teachers Retained	Percent Retained as Licensed Staff	
12-13 to 13-14	34,226	31,609	92.4%	32,247	94.2%	1.9%
13-14 to 14-15	34,509	31,518	91.3%	32,500	94.2%	2.8%
14-15 to 15-16	34,725	31,877	91.8%	32,796	94.4%	2.6%
15-16 to 16-17	34,805	32,329	92.9%	32,870	94.4%	1.6%
16-17 to 17-18	36,279	33,737	93.0%	34,289	94.5%	1.5%
17-18 to 18-19	37,035	34,466	93.1%	35,028	94.6%	1.5%
18-19 to 19-20	37,386	34,662	92.7%	35,211	94.2%	1.5%
19-20 to 20-21	37,567	35,169	93.6%	35,676	95.0%	1.3%
20-21 to 21-22	38,022	34,895	91.8%	35,589	93.6%	1.8%
21-22 to 22-23	38,020	34,571	90.9%	35,291	92.8%	1.9%

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

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Retained as Full-Time Teacher: Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year. Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year. This table contains a correction to 2020-2021 to 2021-2022 retention rates from the data published in the 2022 Condition of Education report.

Figure 5-3

Iowa Full-Time Public School Teachers Year to Year Retention,
2013-2014 to 2022-2023



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

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers.

Retained as Full-Time Teacher: Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.

Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

This figure contains a correction to 2020-2021 to 2021-2022 retention rates from the data published in the 2022 Condition of Education report.



Table 5-11

Iowa Full-Time Public School Teachers Year to Year Retention by District Size Category, 2020-2021 to 2022-2023

District Size Category	2019-2020 to 2020-2021			2020-2021 to 2021-2022			2021-2022 to 2022-2023		
	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff
<300	749	92.8%	93.9%	715	89.2%	93.0%	678	90.3%	93.5%
300-599	3,927	93.1%	94.8%	4,510	91.6%	93.6%	4,384	90.1%	91.8%
600-999	4,996	93.3%	94.8%	4,544	92.3%	93.6%	4,735	91.8%	93.5%
1,000-2,499	8,861	94.4%	95.5%	8,685	92.6%	93.8%	8,756	91.5%	93.1%
2,500-7,499	6,934	93.6%	94.6%	7,262	92.2%	94.1%	7,295	90.7%	92.6%
7,500+	11,832	93.6%	95.1%	12,058	91.0%	93.2%	11,927	90.5%	92.7%
AEA	268	85.4%	91.4%	248	90.3%	91.1%	245	93.5%	95.5%
State	37,567	93.6%	95.0%	38,022	91.8%	93.6%	38,020	90.9%	92.8%

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

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. District size category is determined by district enrollment size in the base year.

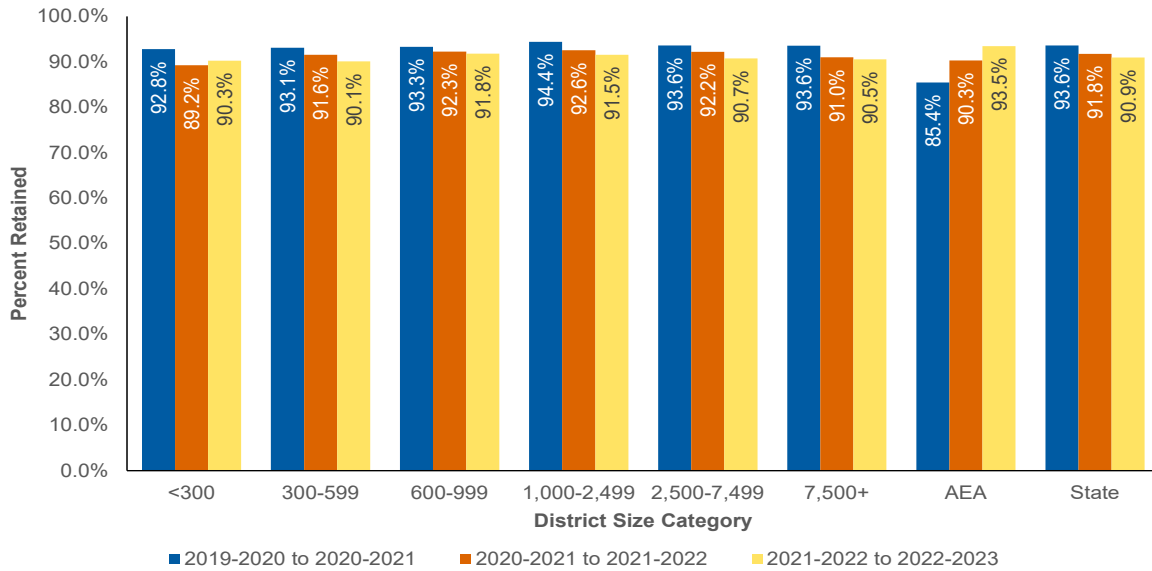
Retained as Full-Time Teacher: Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year. Retained as Licensed Staff:

Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

This table contains a correction to 2020-2021 to 2021-2022 retention rates from the data published in the 2022 Condition of Education report.

Figure 5-4

Iowa Full-Time Public School Teachers Year to Year Retention as Full-Time Teacher by District Size Category, 2020-2021 to 2022-2023

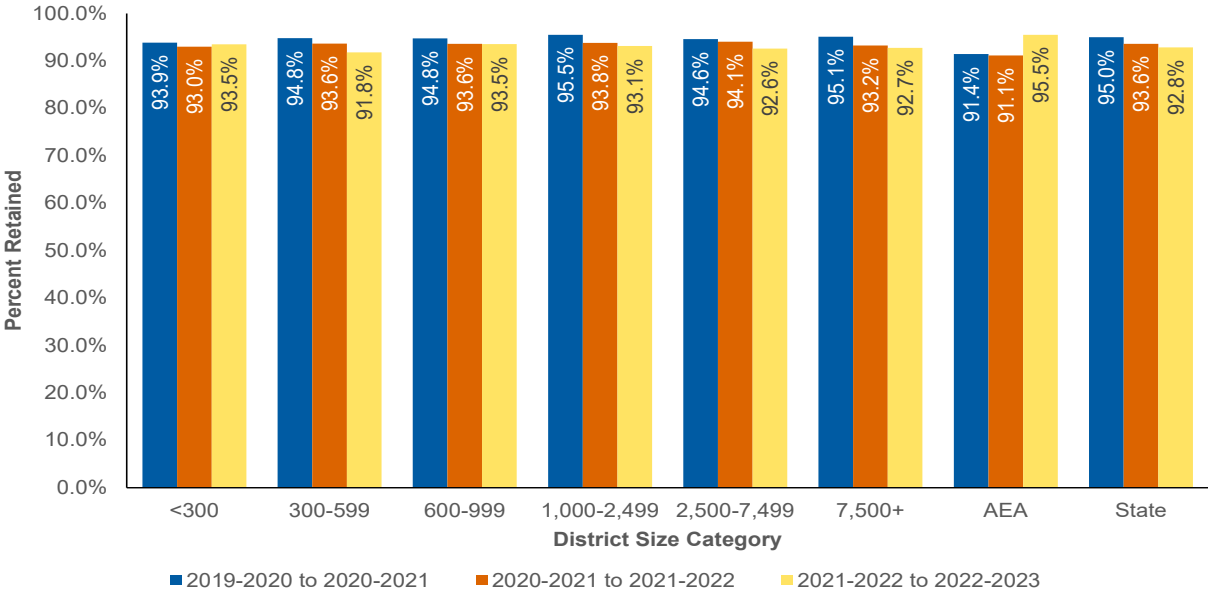


Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year. District size category is determined by district enrollment size in the base year. This figure contains a correction to 2020-2021 to 2021-2022 retention rates from the data published in the 2022 Condition of Education report.

Figure 5-5

Iowa Full-Time Public School Teachers Year to Year Retention as Licensed Staff by District Size Category, 2020-2021 to 2022-2023



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

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year. District size category is determined by district enrollment size in the base year. This figure contains a correction to 2020-2021 to 2021-2022 retention rates from the data published in the 2022 Condition of Education report.

Table 5-12

Iowa Full-Time Public School Teachers Year to Year Retention by Age Category,
2020-2021 to 2022-2023

	2019-2020 to 2020-2021			2020-2021 to 2021-2022			2021-2022 to 2022-2023		
Age Category	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff
25 and under	3,153	94.4%	94.8%	3,221	91.5%	92.4%	3,257	90.1%	91.1%
26-35	10,413	94.4%	96.0%	10,538	92.6%	94.5%	10,493	90.7%	92.7%
36-45	10,745	96.2%	97.9%	10,811	94.8%	97.0%	10,854	93.8%	96.1%
46-55	9,109	95.7%	96.8%	9,311	94.5%	96.1%	9,389	93.6%	95.3%
56-65	3,982	80.3%	81.3%	3,968	76.4%	78.3%	3,852	79.2%	80.9%
Over 65	165	65.5%	69.1%	173	62.4%	64.2%	175	56.6%	59.4%
State	37,567	93.6%	95.0%	38,022	91.8%	93.6%	38,020	90.9%	92.8%

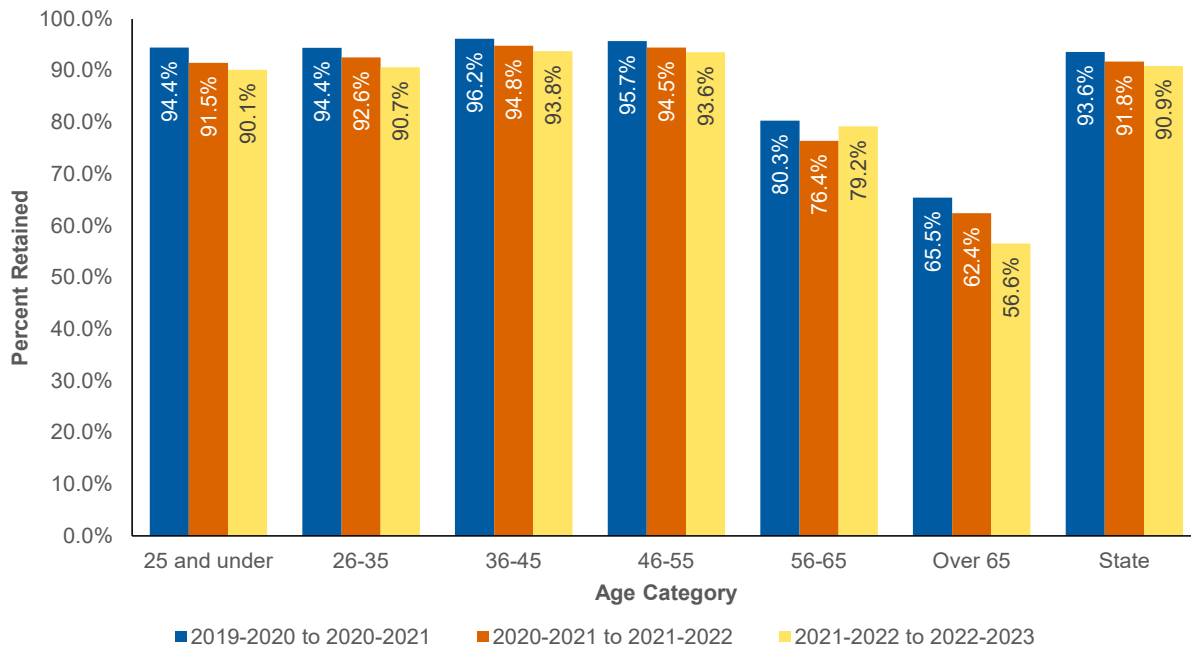
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Age category determined by age in base year. Retained as Full-Time Teacher: Retained teachers are full-time in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year. Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year.

This table contains a correction to 2020-2021 to 2021-2022 retention rates from the data published in the 2022 Condition of Education report.

Figure 5-6

Iowa Full-Time Public School Teachers Year to Year Retention as Full-Time Teacher by Age Category, 2020-2021 to 2022-2023



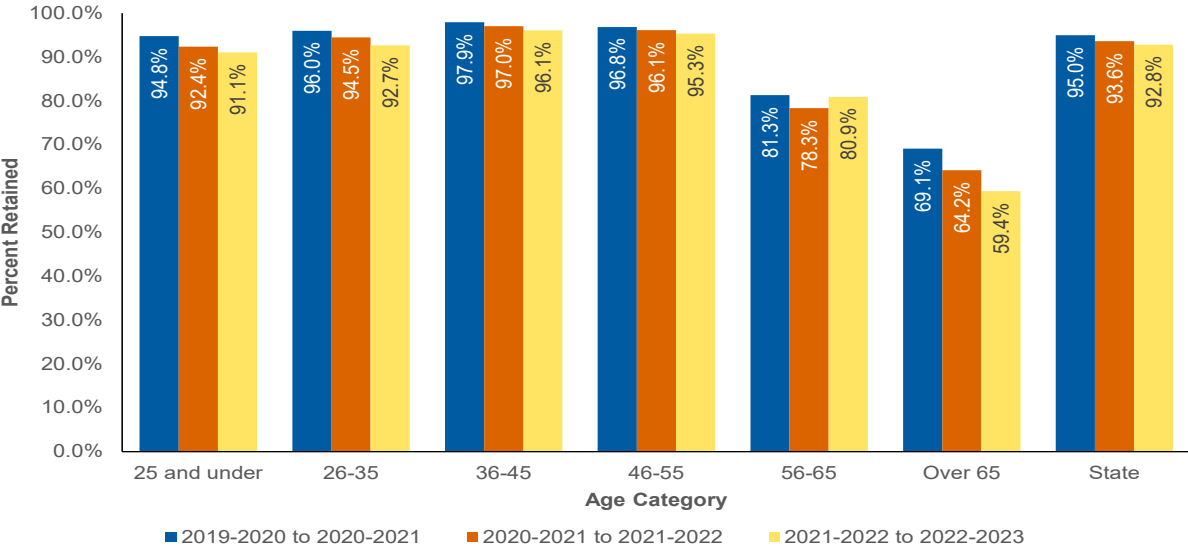
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Age category determined by age in base year. Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.

This figure contains a correction to 2020-2021 to 2021-2022 retention rates from the data published in the 2022 Condition of Education report.

Figure 5-7

Iowa Full-Time Public School Teachers Year to Year Retention as Licensed Staff by Age Category, 2020-2021 to 2022-2023



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

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Age category determined by age in base year. Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year. This figure contains a correction to 2020-2021 to 2021-2022 retention rates from the data published in the 2022 Condition of Education report.

Table 5-13

Iowa Full-Time Public School Teachers Year to Year Retention by Minority vs. Non-Minority, 2020-2021 to 2022-2023

Race/ Ethnicity	2019-2020 to 2020-2021			2020-2021 to 2021-2022			2021-2022 to 2022-2023		
	Base Year Number of Full- Time Teachers	Percent Retained as Full-Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full- Time Teacher	Percent Retained as Licensed Staff	Base Year Number of Full-Time Teachers	Percent Retained as Full- Time Teacher	Percent Retained as Licensed Staff
Minority	1,019	90.7%	92.5%	1,078	87.6%	89.8%	1,126	87.4%	90.1%
Non-Minority	36,548	93.7%	95.0%	36,944	91.9%	93.7%	36,894	91.0%	92.9%
State	37,567	93.6%	95.0%	38,022	91.8%	93.6%	38,020	90.9%	92.8%

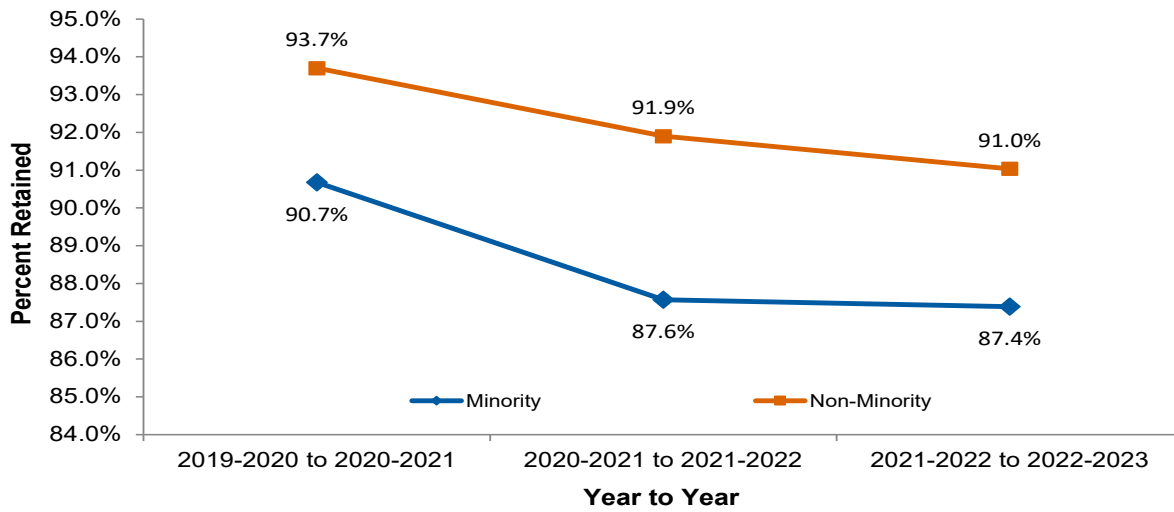
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Minority/Non-Minority status determined by race/ethnicity in base year. Retained as Full-Time Teacher: Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year. Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year. This table contains a correction to 2020-2021 to 2021-2022 retention rates from the data published in the 2022 Condition of Education report.



Figure 5-8

Iowa Full-Time Public School Teachers Year to Year Retention as Full-Time Teacher
Minority vs. Non-Minority, 2020-2021 to 2022-2023



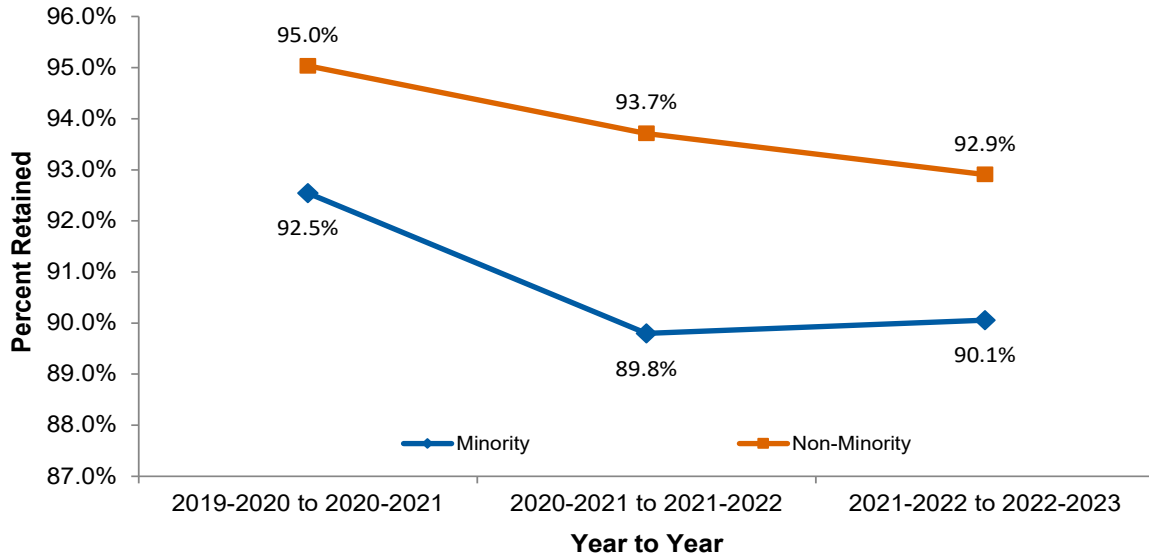
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, staff files.

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Minority/Non-Minority status determined by race/ethnicity in base year. Retained teachers are full-time teachers in public schools and AEAs who were teaching full-time in public schools or AEAs in the following year.

This figure contains a correction to 2020-2021 to 2021-2022 retention rates from the data published in the 2022 Condition of Education report.

Figure 5-9

Iowa Full-Time Public School Teachers Year to Year Retention as Licensed Staff
 Minority vs. Non-Minority, 2020-2021-2022-2023



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

Note: Includes all staff with a teaching assignment (Preschool, General Education, Special Education, Teacher Leaders). Includes AEA teachers. Minority/Non-Minority status determined by race/ethnicity in base year. Retained as Licensed Staff: Retained teachers are full-time teachers in public schools and AEAs who were in a licensed position (including teacher) in public schools or AEAs in the following year. This figure contains a correction to 2020-2021 to 2021-2022 retention rates from the data published in the 2022 Condition of Education report.

Table 5-14

Iowa Full-Time Teacher Average Regular Salary vs. Full-Time Teacher Average Total Salary,
 2000-2001, 2021-2022 and 2022-2023

Measure	2000-2001	2021-2022	2022-2023
Average Regular Salary	N/A	\$59,492	\$61,162
Average Total Salary	\$36,479	\$61,371	\$63,083
Difference	N/A	\$1,879	\$1,921
Percent Total Salary Greater Than Regular Salary	N/A	3.2%	3.1%

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

Note: Includes AEA teachers. Independent charter schools are excluded from salary calculations but are included in all other data. Teacher figures for 2021-2022 and 2022-2023 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2021-2022 and 2022-2023 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 5-15

Average Total Salaries of Iowa Full-Time Public School Teachers by District Size Category,
2000-2001, 2021-2022 and 2022-2023

District Size Category	Average Total Salary			Percent Salary Change	
	2000-2001	2021-2022	2022-2023	2000-2001 to 2022-2023	2021-2022 to 2022-2023
<300	\$28,811	\$49,904	\$51,703	79.5%	3.6%
300-599	\$31,557	\$53,819	\$55,304	75.3%	2.8%
600-999	\$33,809	\$56,542	\$57,610	70.4%	1.9%
1,000-2,499	\$35,912	\$60,247	\$61,569	71.4%	2.2%
2,500-7,499	\$38,266	\$63,652	\$64,946	69.7%	2.0%
7,500+	\$40,452	\$65,972	\$68,470	69.3%	3.8%
AEA	\$36,196	\$69,920	\$71,768	98.3%	2.6%
State	\$36,479	\$61,371	\$63,083	72.9%	2.8%

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

Note: Includes AEA teachers. Independent charter schools are excluded from salary calculations but are included in all other data. Teacher figures for 2021-2022 and 2022-2023 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2021-2022 and 2022-2023 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 5-16

Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2022-2023

AEA	Regular Salary	Total Salary
Keystone	\$57,886	\$59,513
Central Rivers	\$59,694	\$61,270
Prairie Lakes	\$57,434	\$59,240
Mississippi Bend	\$60,399	\$62,102
Grant Wood	\$64,433	\$66,948
Heartland	\$63,798	\$65,565
Northwest	\$61,288	\$63,482
Green Hills	\$58,181	\$60,343
Great Prairie	\$57,361	\$59,413
State	\$61,162	\$63,083

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

Note: Includes AEA teachers. Independent charter schools are excluded from salary calculations but are included in all other data. Teacher figures for 2022-2023 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2022-2023 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 5-17

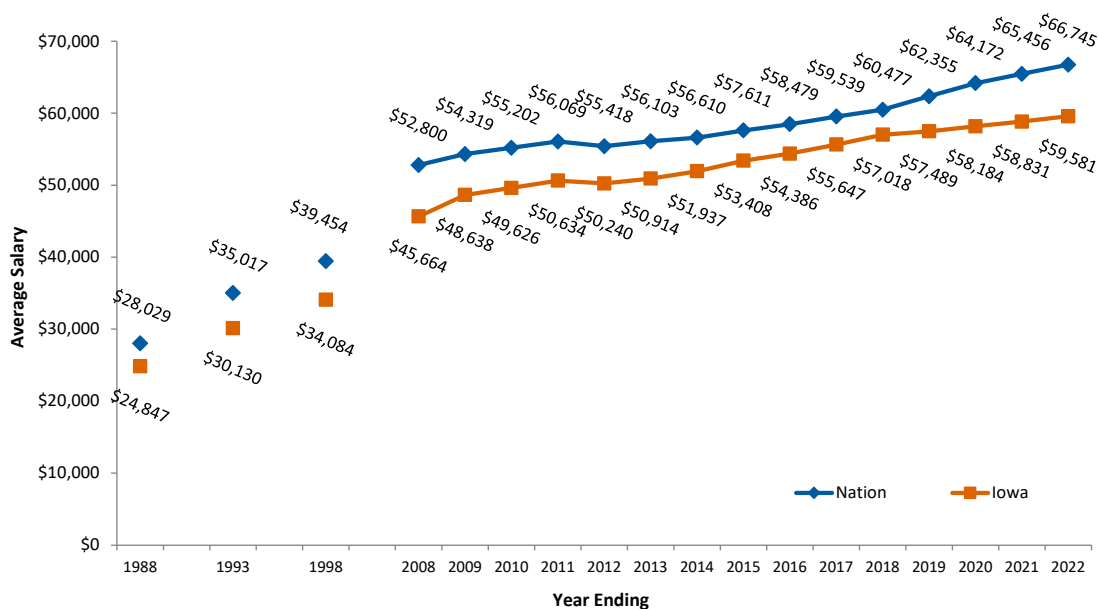
Average Salaries of Public School Teachers for Iowa, Midwest States and the Nation, 2020-2021 and 2021-2022

Nation and State	2020-2021			2021-2022		
	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	\$65,456			\$66,745		
Illinois	\$70,653	13	1	\$72,315	12	1
Indiana	\$53,072	42	10	\$54,596	39	10
Iowa	\$58,831	24	6	\$59,581	27	6
Kansas	\$53,619	38	9	\$54,988	35	9
Michigan	\$64,262	17	3	\$64,884	16	2
Minnesota	\$66,561	15	2	\$64,184	18	4
Missouri	\$51,557	47	11	\$52,481	47	11
Nebraska	\$56,463	31	7	\$57,420	31	7
North Dakota	\$54,755	34	8	\$55,666	34	8
Ohio	\$63,082	18	4	\$64,353	17	3
South Dakota	\$49,547	50	12	\$50,592	49	12
Wisconsin	\$59,992	23	5	\$60,724	24	5

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

Figure 5-10

Average Salaries of Public School Teachers for Iowa and the Nation, 2007-2008 to 2021-2022



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

Table 5-18

Iowa Salary Comparisons by Occupation, 2020-2021 and 2021-2022

Average Salary			
Occupation	2020-2021	2021-2022	Percent Change 2020-2021 to 2021-2022
Accountants and Auditors	\$72,350	\$72,130	-0.3%
Child, Family, and School Social Workers	\$50,380	\$51,460	2.1%
Civil Engineers	\$89,940	\$90,290	0.4%
Computer Programmers	\$78,480	\$87,770	11.8%
Dental Hygienists	\$76,010	\$77,990	2.6%
Electrical Engineers	\$102,230	\$99,120	-3.0%
Heavy and Tractor-Trailer Truck Drivers	\$50,260	\$52,010	3.5%
Interior Designers	\$56,780	\$50,960	-10.3%
Machinists	\$46,270	\$48,940	5.8%
Paralegals and Legal Assistants	\$52,000	\$58,310	12.1%
Registered Nurse	\$64,990	\$69,370	6.7%
Software Developers	\$101,530	\$103,140	1.6%
Speech-Language Pathologists	\$74,610	\$77,390	3.7%
Teachers	\$60,656	\$61,371	1.2%
Welders, Cutters, Solderers, and Brazers	\$44,220	\$46,680	5.6%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2021 and May 2022.

Note: Teacher average salaries are average regular salaries based on Iowa Department of Education Basic Educational Data Survey staff data.

Table 5-19

Distribution of Contract Days for Iowa Full-Time Public School Teachers 2000-2001, 2021-2022 and 2022-2023

Number of Contract Days	Number of Teachers			Percent			Cumulative Percent		
	2000-2001	2021-2022	2022-2023	2000-2001	2021-2022	2022-2023	2000-2001	2021-2022	2022-2023
<=185	2,089	3,257	3,606	6.2%	8.6%	9.5%	6.2%	8.6%	9.5%
186-190	16,449	16,635	16,586	49.0%	43.8%	43.5%	55.2%	52.3%	53.0%
191-195	13,136	15,622	15,303	39.1%	41.1%	40.2%	94.3%	93.4%	93.2%
>=196	1,932	2,506	2,597	5.8%	6.6%	6.8%	100.0%	100.0%	100.0%

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

Note: Includes AEA teachers

Table 5-20

Average Number of Teaching Assignments for Iowa Full-Time Public School Teachers for Grades 9-12 by District Size Category, 2000-2001, 2021-2022 and 2022-2023

District Size Category	2000-2001			2021-2022			2022-2023		
	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	38	252	3.3	37	262	3.1
300-599	116	2,084	3.4	104	2,085	3.1	107	2,108	3.2
600-999	104	2,587	3.1	74	1,960	3.0	70	1,866	3.0
1,000-2,499	83	3,335	2.7	75	2,954	2.6	76	2,978	2.7
2,500-7,499	24	2,052	2.2	24	2,242	2.3	25	2,290	2.4
7,500+	9	2,480	2.1	12	3,453	2.4	12	3,511	2.3
Independent Charter Schools							1	6	4.3
State	374	12,817	2.7	327	12,946	2.7	328	13,021	2.7

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

Note: Only includes grade 9-12 teaching assignments for 2021-2022 and 2022-2023 for a teacher that has at least grade 9-12 assignment. Includes AEA teachers.

Table 5-21

Distribution of Assignments for Iowa Full-Time Public School Teachers for Grades 9-12, 2022-2023

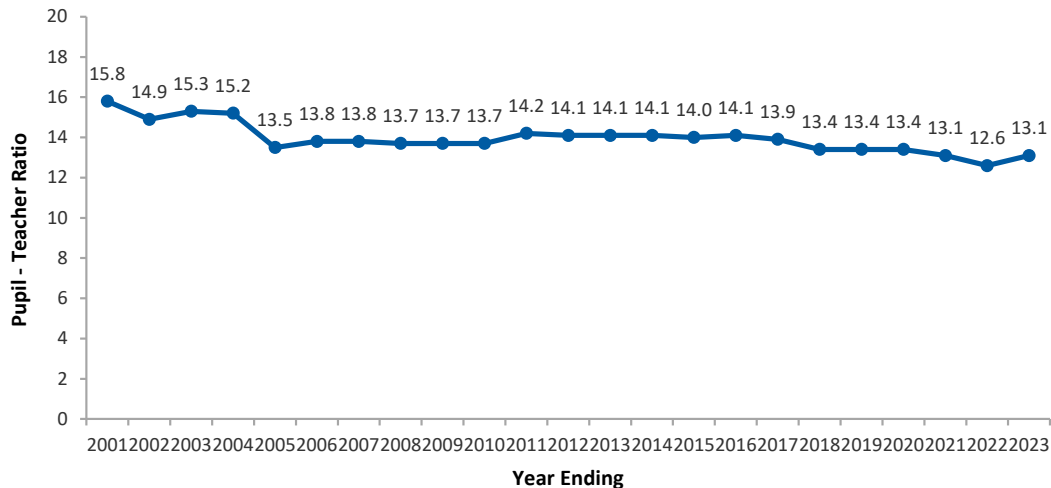
Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	4,707	36.15%	36.15%
2	2,712	20.83%	56.98%
3	1,986	15.25%	72.23%
4	1,530	11.75%	83.98%
5	985	7.56%	91.54%
6	543	4.17%	95.71%
7	294	2.26%	97.97%
8	148	1.14%	99.11%
9	71	0.55%	99.65%
10	30	0.23%	99.88%
11	8	0.06%	99.95%
12	4	0.03%	99.98%
13	1	0.01%	99.98%
14	2	0.02%	100.00%

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

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

Figure 5-11

Iowa Public School K-12 Pupil-Teacher Ratios, 2000-2001 to 2022-2023



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

Note: Beginning in 2004-2005, all students were reported at a grade level. Students who may have been listed as ungraded in the past are now included in a grade level. Pupil-teacher ratios include special education students and teachers from 2004-2005 forward.

Table 5-22

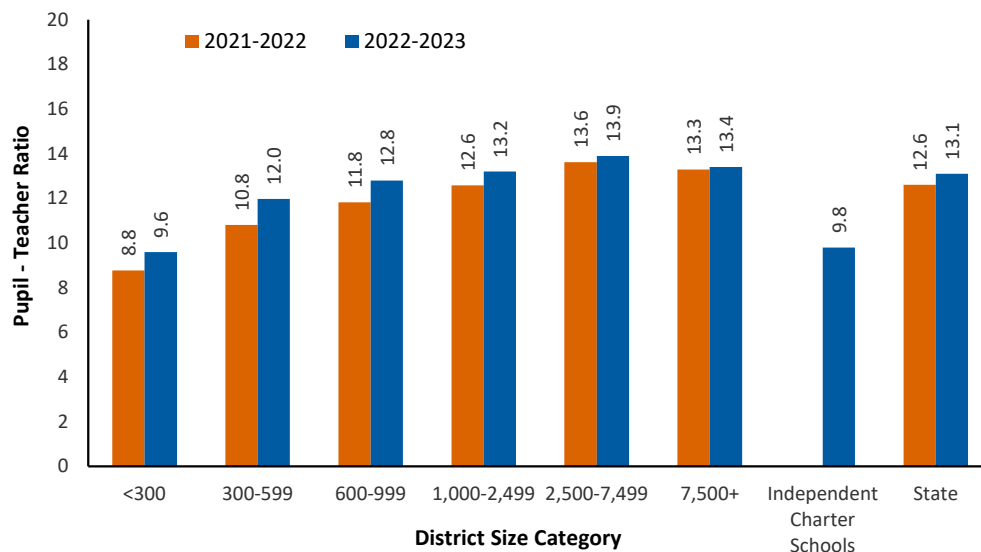
Iowa Public Schools K-12 Pupil-Teacher Ratios by District Size Category, 2022-2023			
District Size Category	Number of Students	Number of FTE Teachers	Ratio
<300	6,184	644.0	9.6
300-599	51,942	4,339.3	12.0
600-999	55,117	4,319.0	12.8
1,000-2,499	111,811	8,478.9	13.2
2,500-7,499	101,677	7,313.9	13.9
7,500+	154,896	11,562.6	13.4
Independent Charter Schools	86	8.8	9.8
State	481,713	36,666.5	13.1

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

Note: Beginning in 2004-2005, all students were reported at a grade level. Students who may have been listed as ungraded in the past are now included in a grade level. Pupil-teacher ratios include special education students and teachers from 2004-2005 forward.

Figure 5-12

Iowa Public Schools K-12 Pupil-Teacher Ratio by District Size Category, 2021-2022 and 2022-2023



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

Note: Beginning in 2004-2005, all students were reported at a grade level. Students who may have been listed as ungraded in the past are now included in a grade level. Pupil-teacher ratios include special education students and teachers from 2004-2005 forward.

Table 5-23

 Instructional Aides in Iowa Public Schools by District Size Category, 2000-2001, 2021-2022 and 2022-2023

District Size Category	2000-2001	2021-2022	2022-2023	% Change in FTE Aides 2000-2001 to 2022-2023	% Change in FTE Aides 2021-2022 to 2022-2023
<300	113.4	311.7	315.7	178.4%	1.3%
300-599	685.9	1,659.0	1,767.5	157.7%	6.5%
600-999	1,054.0	1,877.8	1,830.1	73.6%	-2.5%
1,000-2,499	2,023.3	3,410.6	3,537.3	74.8%	3.7%
2,500-7,499	1,681.6	2,647.2	2,853.2	69.7%	7.8%
7,500+	2,204.5	3,920.1	3,531.1	60.2%	-9.9%
Independent Charter Schools	-	-	0.5	-	-
State	7,762.7	13,826.3	13,835.4	78.2%	0.1%

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

Principals

Data on full-time public and nonpublic school principals in Iowa are shown in this section. The percent of female principals and minority principals in public schools 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 5-25). The average salary of male principals was 4.2 percent higher than female principals. The percent of principals with advanced degrees was higher for females than males and the average years of experience was higher for female principals than male principals (Table 5-26). In 2022-2023, 8.3 percent of full-time public school principals were eligible to retire with combined age and years of experience of 88 or more (Table 5-28). The average salary of full-time public school principals increased by 1.8 percent between 2021-2022 and 2022-2023. The average salary of principals in the largest enrollment category was 37.9 percent higher than the average salary of principals in the smallest enrollment category (Table 5-29).

Table 5-24

Characteristics	Public			Nonpublic		
	2000-2001	2021-2022	2022-2023	2000-2001	2021-2022	2022-2023
Average Age	47.8	46.2	46.0	49.0	48.9	48.8
Percent Female	30.6%	43.7%	45.0%	50.5%	59.1%	54.4%
Percent Minority	3.5%	3.9%	4.3%	1.0%	0.0%	1.1%
Percent Advanced Degree	96.0%	77.6%	76.9%	90.5%	84.9%	87.8%
Average Total Experience (Years)	22.4	19.6	19.0	23.3	22.1	22.3
Average District/AEA Experience (Years)	11.8	11.0	10.7	8.7	10.1	10.3
Number of Principals	1,124	1,159	1,167	105	93	90

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

Table 5-25

Characteristics of Iowa Full-Time Public School Principals by District Size Category, 2022-2023							
District Size Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	40	46.0	50.0%	0.0%	75.0%	20.8	9.5
300-599	204	45.4	46.6%	0.5%	72.1%	19.6	9.4
600-999	176	46.0	35.2%	0.6%	76.7%	19.9	8.6
1,000-2,499	276	45.9	36.2%	2.9%	79.0%	19.3	9.9
2,500-7,499	190	46.5	50.0%	5.8%	81.1%	19.5	11.1
7,500+	279	46.1	54.5%	10.4%	75.6%	17.3	13.6
Independent Charter Schools	1	44.0	0.0%	0.0%	100.0%	13.0	1.0
AEA	1	39.0	100.0%	0.0%	100.0%	16.0	14.0
State	1,167	46.0	45.0%	4.3%	76.9%	19.0	10.7

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

Table 5-26

Gender Comparison of Iowa Full-Time Public School Principals, 2022-2023		
Characteristics	Female	Male
Average Age	46.4	45.6
Percent Minority	5.0%	3.7%
Percent Advanced Degree	81.1%	73.4%
Average Total Experience (Years)	19.1	18.9
Average District/AEA Experience (Years)	11.3	10.2
Average Total Salary	\$110,913	\$115,634
Number of Principals	525	642

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

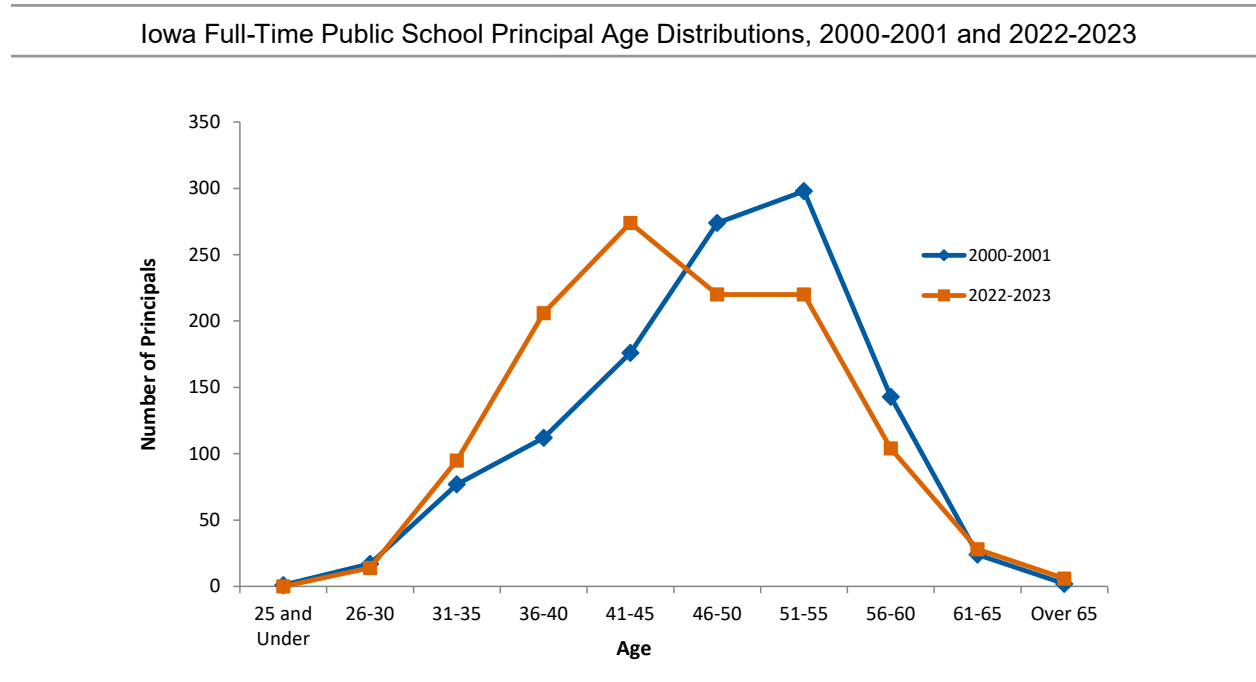
Note: Independent charter schools are excluded from salary calculations but are included in all other data.

Table 5-27

Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2022-2023								
2000-2001					2022-2023			
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%	14	14	1.2%	1.2%
31-35	77	95	6.9%	8.5%	95	109	8.1%	9.3%
36-40	112	207	10.0%	18.4%	206	315	17.7%	27.0%
41-45	176	383	15.7%	34.1%	274	589	23.5%	50.5%
46-50	274	657	24.4%	58.5%	220	809	18.9%	69.3%
51-55	298	955	26.5%	85.0%	220	1,029	18.9%	88.2%
56-60	143	1,098	12.7%	97.7%	104	1,133	8.9%	97.1%
61-65	24	1,122	2.1%	99.8%	28	1,161	2.4%	99.5%
Over 65	2	1,124	0.2%	100.0%	6	1,167	0.5%	100.0%

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

Figure 5-13



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

Table 5-28

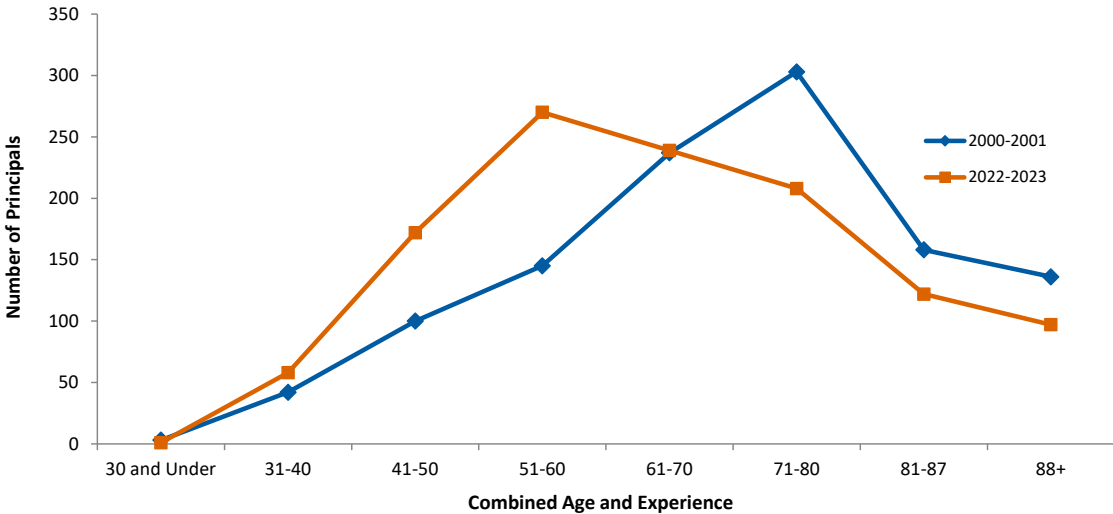
Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-2001 and 2022-2023

Combined Age and Experience Interval	2000-2001				2022-2023			
	Number of Principals	Cumulative Total	Percent	Cumulative Percent	Number of Principals	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%	58	59	5.0%	5.1%
41-50	100	145	8.9%	12.9%	172	231	14.7%	19.8%
51-60	145	290	12.9%	25.8%	270	501	23.1%	42.9%
61-70	237	527	21.1%	46.9%	239	740	20.5%	63.4%
71-80	303	830	27.0%	73.8%	208	948	17.8%	81.2%
81-87	158	988	14.1%	87.9%	122	1,070	10.5%	91.7%
88+	136	1,124	12.1%	100.0%	97	1,167	8.3%	100.0%

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

Figure 5-14

Combined Age and Experience Distribution of Iowa Full-Time Public School Principals, 2000-2001 and 2022-2023



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

Table 5-29

Average Total Salary of Iowa Full-Time Public School Principals by District Size Category,
2000-2001, 2021-2022 and 2022-2023

District Size Category	Average Total Salary			Number of Principals 2022-2023	Percent Salary Change	
	2000-2001	2021-2022	2022-2023		2000-2001 to 2022-2023	2021-2022 to 2022-2023
<300	\$51,775	\$90,854	\$92,750	40	79.1%	2.1%
300-599	\$54,331	\$98,325	\$99,929	204	83.9%	1.6%
600-999	\$58,539	\$102,808	\$103,603	176	77.0%	0.8%
1,000-2,499	\$64,381	\$110,888	\$113,496	276	76.3%	2.4%
2,500-7,499	\$69,145	\$118,855	\$120,137	190	73.7%	1.1%
7,500+	\$71,935	\$125,670	\$127,919	279	77.8%	1.8%
Independent Charter Schools	-	-	-	1	-	-
AEA	\$69,796	\$149,217	\$157,952	1	126.3%	5.9%
State	\$63,409	\$111,534	\$113,508	1,167	79.0%	1.8%

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

Note: Includes AEA principals. Independent charter schools are excluded from salary calculations but are included in all other data.

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, while the percent of minority superintendents remained about the same between 2021-2022 and 2022-2023 (Table 5-30). The percent of female superintendents was highest in the largest enrollment category in 2022-2023. The percent of superintendents with specialist/doctorate degrees was highest in the smallest enrollment category and the 2,500-7,499 enrollment category (Table 5-31). The average salary of female superintendents was 5.1 percent higher than male superintendents. The percent of superintendents with specialist/doctorate degrees was higher for females than males (Table 5-32). The percent of superintendents with combined age and experience of 88 years or more, and therefore eligible to retire, in 2022-2023 was 16.2 percent (Table 5-34). The average salary of superintendents increased by 2.3 percent between 2021-2022 and 2022-2023 (Table 5-35).

Table 5-30

Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2021-2022 and 2022-2023

Characteristics	2000-2001	2021-2022	2022-2023
Average Age	52.1	51.5	51.3
Percent Female	5.8%	14.8%	14.6%
Percent Minority	0.9%	1.5%	1.9%
Percent Specialist/Doctorate Degree	59.2%	45.5%	42.7%
Average Total Experience (Years)	26.9	22.6	22.7
Average District Experience (Years)	8.0	7.2	7.0
Number of Superintendents	326	264	260

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

Table 5-31

Characteristics of Iowa Full-Time Public School Superintendents by District Size Category, 2022-2023

District Size Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Minority	Percent Specialist/Doctorate Degree	Average Total Experience (Years)	Average District Experience (Years)
<300	10	52.2	10.0%	0.0%	60.0%	27.3	12.8
300-599	71	50.3	8.5%	0.0%	39.4%	24.0	7.3
600-999	66	51.6	9.1%	0.0%	37.9%	24.2	6.9
1,000-2,499	76	51.8	22.4%	2.6%	46.1%	22.1	6.1
2,500-7,499	25	52.1	20.0%	8.0%	60.0%	19.2	6.5
7,500+	12	50.1	25.0%	8.3%	16.7%	14.4	8.5
AEA	0	-	-	-	-	-	-
State	260	51.3	14.6%	1.9%	42.7%	22.7	7.0

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

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

Table 5-32

Gender Comparison of Iowa Full-Time Public School Superintendents, 2022-2023			
Characteristics	Female	Male	
Average Age	53.5	50.9	
Percent Minority	0.0%	2.3%	
Percent Specialist/Doctorate Degree	60.5%	39.6%	
Average Total Experience	20.0	23.2	
Average District Experience	7.3	7.0	
Average Total Salary	\$178,331	\$169,708	
Number of Superintendents	38	222	

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

Note: Includes AEA staff who also serve as superintendents in public districts. Independent charter schools are excluded from salary calculations but are included in all other data.

Table 5-33

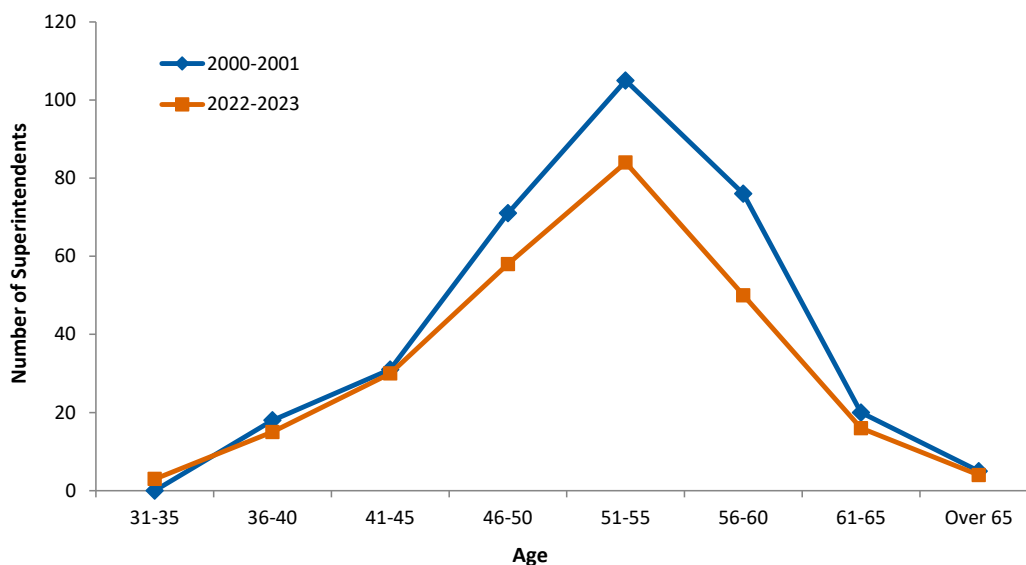
Age Distributions of Iowa Full-Time Public School Superintendents, 2000-2001 and 2022-2023								
2000-2001					2022-2023			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<35	0	0	0.0%	0.0%	3	3	1.2%	1.2%
36-40	18	18	5.5%	5.5%	15	18	5.8%	6.9%
41-45	31	49	9.5%	15.0%	30	48	11.5%	18.5%
46-50	71	120	21.8%	36.8%	58	106	22.3%	40.8%
51-55	105	225	32.2%	69.0%	84	190	32.3%	73.1%
56-60	76	301	23.3%	92.3%	50	240	19.2%	92.3%
61-65	20	321	6.1%	98.5%	16	256	6.2%	98.5%
Over 65	5	326	1.5%	100.0%	4	260	1.5%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, 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 5-15

Age Distributions of Iowa Full-Time Public School Superintendents, 2000-2001 and 2022-2023



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

Table 5-34

Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents, 2000-2001 and 2022-2023

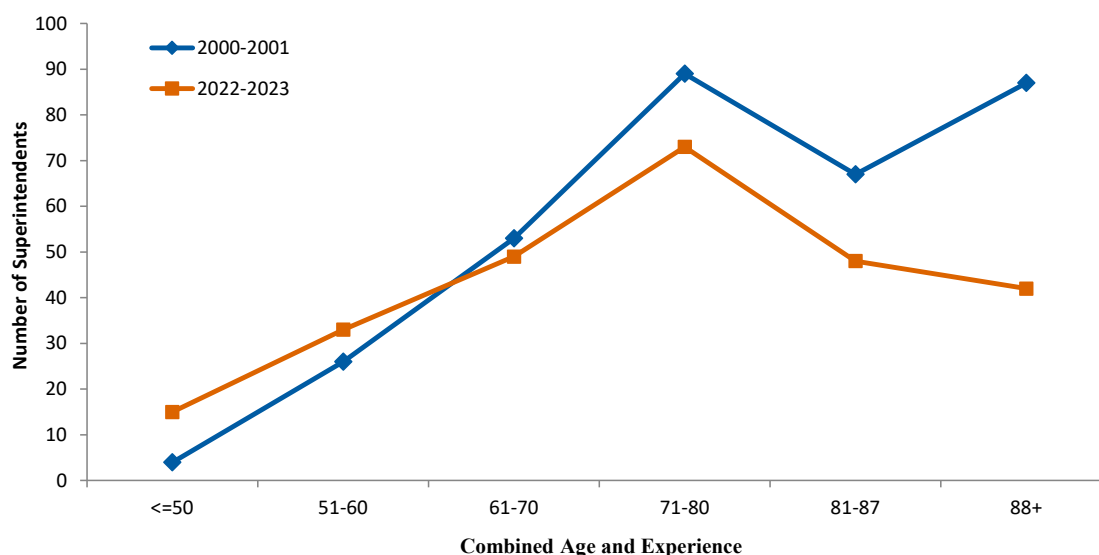
Combined Age and Experience Interval	2000-2001				2022-2023			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<=50	4	4	1.2%	1.2%	15	15	5.8%	5.8%
51-60	26	30	8.0%	9.2%	33	48	12.7%	18.5%
61-70	53	83	16.3%	25.5%	49	97	18.8%	37.3%
71-80	89	172	27.3%	52.8%	73	170	28.1%	65.4%
81-87	67	239	20.6%	73.3%	48	218	18.5%	83.8%
88+	87	326	26.7%	100.0%	42	260	16.2%	100.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, 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 5-16

Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents, 2000-2001 and 2022-2023



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

Table 5-35

Average Total Salary of Iowa Full-Time Public School Superintendents by District Size Category, 2000-2001, 2021-2022 and 2022-2023

District Size Category	Average Total Salary			Number of Superintendents 2022-2023	Percent Salary Change	
	2000-2001	2021-2022	2022-2023		2000-2001 to 2022-2023	2021-2022 to 2022-2023
<300	\$63,569	\$126,020	\$139,439	10	119.4%	10.6%
300-599	\$71,049	\$146,080	\$149,803	71	110.8%	2.5%
600-999	\$76,935	\$156,583	\$158,288	66	105.7%	1.1%
1,000-2,499	\$85,772	\$177,186	\$181,284	76	111.4%	2.3%
2,500-7,499	\$104,464	\$202,998	\$209,677	25	100.7%	3.3%
7,500+	\$125,036	\$247,880	\$246,229	12	96.9%	-0.7%
AEA		\$183,032	-	0		
State	\$79,836	\$167,047	\$170,968	260	114.1%	2.3%

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

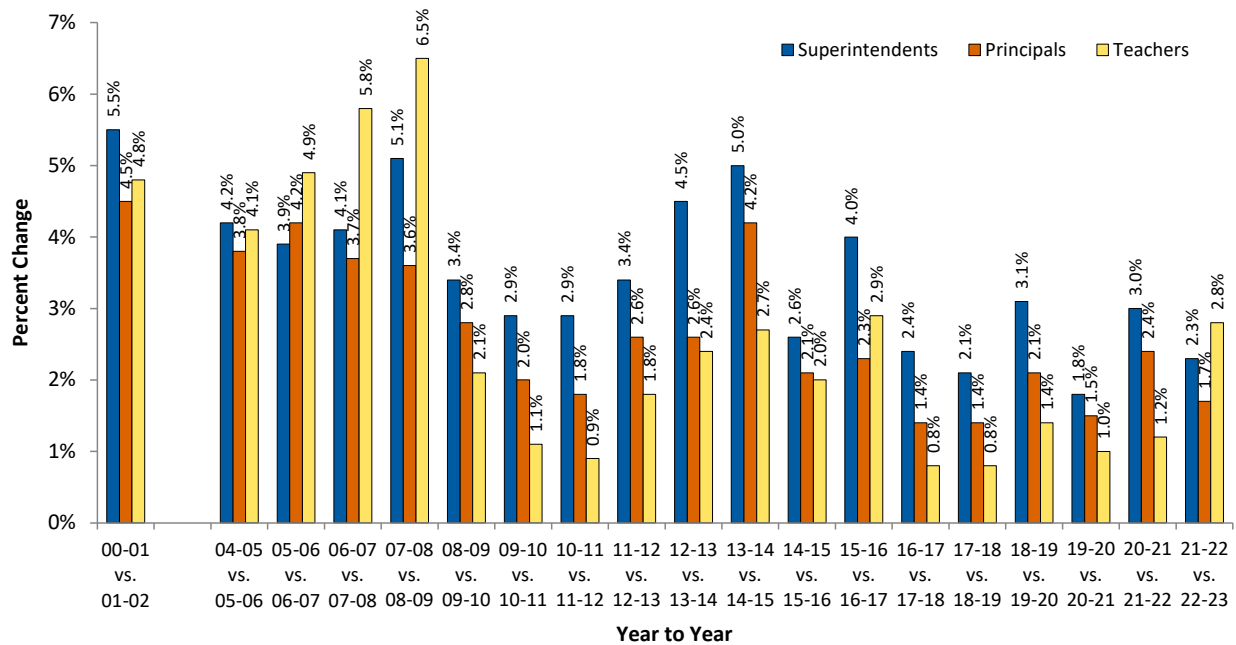
Note: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents. In 2021-2022, the superintendent at the AEA is AEA staff who also served as a superintendent in a public district there was no case of this in either 2000-2001 or 2022-2023. Independent charter schools are excluded from salary calculations but are included in all other data.

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 2001-2002 to 2005-2006 and in 2009-2010 to 2021-2022. For the first time since 2008-2009, the average salary of teachers in 2022-2023 had a higher percentage increase than the average salary of principals and superintendents. In 2022-2023, principals had the lowest percentage increase in average salary (Figure 5-17 and Table 5-36).

Figure 5-17

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 2021-2022 vs. 2022-2023



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

Note: Independent charter schools are excluded from salary calculations but are included in all other data.

Table 5-36

Average Total Salary Comparison of Iowa Full-Time Public School Teachers, Principals and Superintendents by District Size Category, 2000-2001 and 2022-2023

District Size Category	2000-2001			2022-2023		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	\$28,811	\$51,775	\$63,569	\$51,703	\$92,750	\$139,439
300-599	\$31,557	\$54,331	\$71,049	\$55,304	\$99,929	\$149,803
600-999	\$33,809	\$58,539	\$76,935	\$57,610	\$103,603	\$158,288
1,000-2,499	\$35,912	\$64,381	\$85,772	\$61,569	\$113,496	\$181,284
2,500-7,499	\$38,266	\$69,145	\$104,464	\$64,946	\$120,137	\$209,677
7,500+	\$40,452	\$71,935	\$125,036	\$68,470	\$127,919	\$246,229
AEA	\$36,196	\$69,796	-	\$71,768	\$157,952	-
State	\$36,479	\$63,409	\$79,836	\$63,083	\$113,508	\$170,968

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

Note: Includes AEA staff. Independent charter schools are excluded from salary calculations but are included in all other data. Teacher figures for 2022-2023 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2022-2023 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 characteristics of professional school counselors remained about the same between 2021-2022 and 2022-2023 (Table 5-37). All districts are required by Iowa Code (256.11) to have a professional school counselor who is licensed by the Iowa Board of Educational Examiners. Districts are able to share professional school counselors with another district; there were 37 shared between more than one district in 2022-2023. The percent of professional school counselors eligible to retire with combined age and years experience of 88 or more was 5.3 percent in 2022-2023 (Table 5-39). The average salary of professional school counselors increased by 2.5 percent between 2021-2022 and 2022-2023 (Table 5-40).

Table 5-37

Characteristics of Iowa Full-Time Public School Professional School Counselors, 2000-2001, 2021-2022 and 2022-2023				
Characteristics	2000-2001	2021-2022	2022-2023	
Average Age	46.4	41.6	41.5	
Percent Female	64.2%	82.6%	83.4%	
Percent Minority	1.6%	3.9%	4.2%	
Percent Advanced Degree	86.9%	79.4%	79.7%	
Average Total Experience (Years)	18.8	13.4	13.3	
Average District Experience (Years)	12.1	9.2	9.1	
Number of Professional School Counselors	1,194	1,435	1,459	

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

Note: Does not include AEA staff. Guidance Counselor' will be called Professional School Counselor' from 2014 2015 forward.



Table 5-38

Iowa Full-Time Public School Professional School Counselors Age Distributions, 2000-2001 and 2022-2023

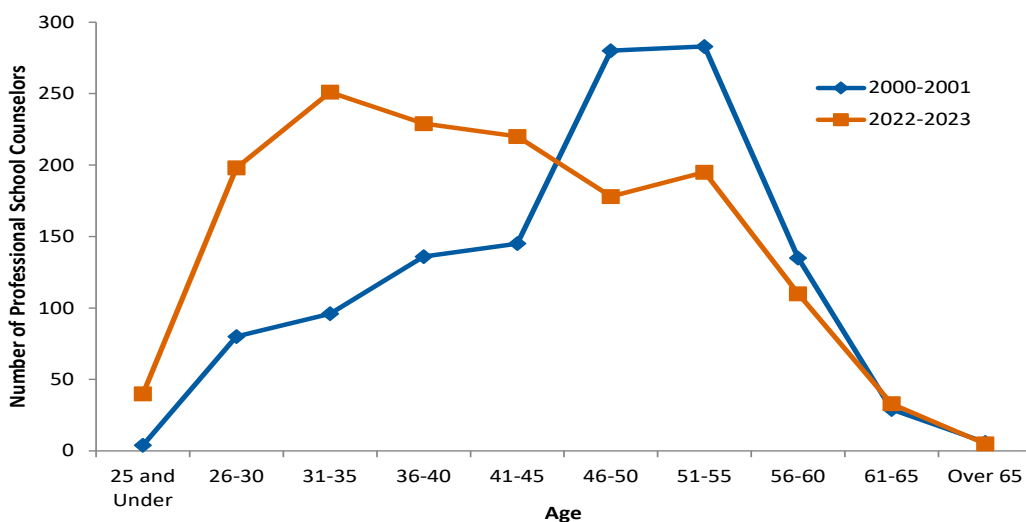
Age Interval	2000-2001				2022-2023			
	Number of	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	4	4	0.3%	0.3%	40	40	2.7%	2.7%
26-30	80	84	6.7%	7.0%	198	238	13.6%	16.3%
31-35	96	180	8.0%	15.1%	251	489	17.2%	33.5%
36-40	136	316	11.4%	26.5%	229	718	15.7%	49.2%
41-45	145	461	12.1%	38.6%	220	938	15.1%	64.3%
46-50	280	741	23.5%	62.1%	178	1,116	12.2%	76.5%
51-55	283	1,024	23.7%	85.8%	195	1,311	13.4%	89.9%
56-60	135	1,159	11.3%	97.1%	110	1,421	7.5%	97.4%
61-65	29	1,188	2.4%	99.5%	33	1,454	2.3%	99.7%
Over 65	6	1,194	0.5%	100.0%	5	1,459	0.3%	100.0%

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

Note: Does not include AEA staff. 'Guidance Counselor' will be called Professional School Counselor' from 2014-2015 forward.

Figure 5-18

Iowa Full-Time Public School Professional School Counselors Age Distributions, 2000-2001 and 2022-2023



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

Note: Does not include AEA staff. 'Guidance Counselor' will be called 'Professional School Counselor' from 2014-2015 forward.

Table 5-39

Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors, 2000-2001 and 2022-2023

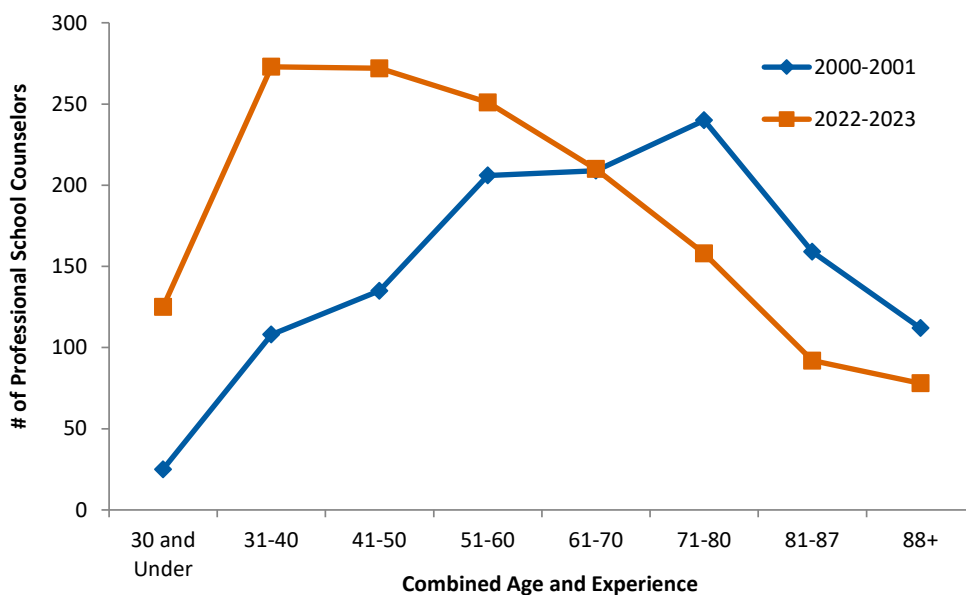
Combined Age and Experience Interval	2000-2001				2022-2023			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	125	125	8.6%	8.6%
31-40	108	133	9.0%	11.1%	273	398	18.7%	27.3%
41-50	135	268	11.3%	22.4%	272	670	18.6%	45.9%
51-60	206	474	17.3%	39.7%	251	921	17.2%	63.1%
61-70	209	683	17.5%	57.2%	210	1,131	14.4%	77.5%
71-80	240	923	20.1%	77.3%	158	1,289	10.8%	88.3%
81-87	159	1,082	13.3%	90.6%	92	1,381	6.3%	94.7%
88+	112	1,194	9.4%	100.0%	78	1,459	5.3%	100.0%

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

Note: Does not include AEA staff. 'Guidance Counselor' will be called 'Professional School Counselor' from 2014-2015 forward.

Figure 5-19

Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors, 2000-2001 and 2022-2023



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

Note: Does not include AEA staff. 'Guidance Counselor' will be called 'Professional School Counselor' from 2014-2015 forward.

Table 5-40

Average Total Salary of Iowa Full-Time Public School Professional School Counselors by District Size Category, 2000-2001, 2021-2022 and 2022-2023

District Size Category	Average Total Salary			Number of Full-Time Professional School Counselors 2022-2023	Percent Salary Change	
	2000-2001	2021-2022	2022-2023		2000-2001 to 2022-2023	2021-2022 to 2022-2023
<300	\$33,912	\$46,638	\$47,914	23	41.3%	2.7%
300-599	\$35,907	\$55,629	\$57,317	173	59.6%	3.0%
600-999	\$37,702	\$58,093	\$59,661	173	58.2%	2.7%
1,000-2,499	\$41,062	\$64,387	\$65,101	335	58.5%	1.1%
2,500-7,499	\$44,628	\$67,739	\$69,143	291	54.9%	2.1%
7,500+	\$46,886	\$70,222	\$72,396	463	54.4%	3.1%
State	\$42,126	\$64,738	\$66,384	1,459	57.6%	2.5%

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

Note: Does not include AEA staff. Independent charter schools are excluded from salary calculations but are included in all other data. 'Guidance Counselor' was updated to Professional School Counselor' in 2014-2015.

Public School Library/Media Staff

Library/media staff members who are licensed through the Iowa 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; there were 31 shared between more than one district in 2022-2023. The percent of library/media specialists with advanced degrees increased by 1.6 percentage points between 2021-2022 and 2022-2023 (Table 5-41). The number of full-time library/media specialists decreased between 2021-2022 and 2022-2023 (Table 5-41). The average salary of library/media specialists increased by 2.2 percent between 2021-2022 and 2022-2023 (Table 5-42). Library/media associates are staff members who support the library/media specialists in the library/media center. The number of library/media associates decreased by 4.2 percent between 2021-2022 and 2022-2023.

Table 5-41

Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists, 2000-2001, 2021-2022 and 2022-2023			
Characteristics	2000-2001	2021-2022	2022-2023
Average Age	48.5	46.0	45.8
Percent Female	90.6%	95.0%	94.9%
Percent Minority	0.8%	1.6%	1.3%
Percent Advanced Degree	59.6%	68.1%	69.7%
Average Total Experience	19.6	17.3	17.2
Average District Experience	14.3	11.9	11.9
Number of Library/Media Specialists	636	382	373

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

Note: Does not include AEA staff.



Table 5-42

Average Total Salary of Iowa Full-Time Public School Licensed Library/Media Specialists by District Size Category, 2000-2001, 2021-2022 and 2022-2023

District Size Category	Average Total Salary			Percent Salary Change		
	2000-2001	2021-2022	2022-2023	Number of Full-Time Licensed Library/Media Specialists 2022-2023	2000-2001 to 2022-2023	2021-2022 to 2022-2023
<300	\$28,997	\$53,035	\$54,932	4	89.4%	3.6%
300-599	\$33,415	\$60,963	\$61,454	35	83.9%	0.8%
600-999	\$35,926	\$63,926	\$64,665	45	80.0%	1.2%
1,000-2,499	\$39,377	\$65,113	\$65,827	74	67.2%	1.1%
2,500-7,499	\$42,276	\$69,361	\$72,108	100	70.6%	4.0%
7,500+	\$45,636	\$75,560	\$76,999	115	68.7%	1.9%
State	\$39,797	\$68,788	\$70,288	373	76.6%	2.2%

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

Note: Does not include AEA staff. Independent charter schools are excluded from salary calculations but are included in all other data.

Table 5-43

Iowa Public School Non-Licensed Library/Media Associates by District Size Category, 2000-2001, 2021-2022 and 2022-2023

District Size Category	Number of Full-Time Equivalent (FTE) Associates				
	2000-2001	2021-2022	2022-2023	% Change in FTE Aides 2000-2001 to 2022-2023	% Change in FTE Aides 2021-2022 to 2022-2023
<300	26.3	6.8	7.0	-73.6%	3.0%
300-599	143.9	62.1	61.2	-57.4%	-1.3%
600-999	204.2	63.8	57.9	-71.7%	-9.2%
1,000-2,499	284.1	144.1	143.4	-49.5%	-0.5%
2,500-7,499	246.8	42.4	51.9	-79.0%	22.4%
7,500+	180.1	89.0	69.7	-61.3%	-21.7%
State	1,085.4	408.1	391.1	-64.0%	-4.2%

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

Note: Does not include AEA staff.

Area Education Agency (AEA) Licensed Staff

Staff at Iowa's nine area education agencies (AEAs) developed and provided programs, services, school improvement support, professional development, school-community planning, special education services, school technology and media services to Iowa school districts in 2022-2023. As seen in Table 5-44, the percent of minority AEA staff decreased slightly while the percent of female AEA staff and the percent of AEA staff with advanced degrees increased between 2021-2022 and 2022-2023. The average salary of AEA staff increased by 2.4 percent between 2021-2022 and 2022-2023. Almost half of the AEA staff (45.6 percent) in 2022-2023 held a Special Education Support position (Table 5-45).

Table 5-44

Characteristics of Iowa Full-Time Licensed AEA Staff 2000-2001, 2021-2022 and 2022-2023			
Characteristics	2000-2001	2021-2022	2022-2023
Average Age	44.8	43.9	43.8
Percent Female	77.3%	91.6%	92.7%
Percent Minority	1.0%	2.0%	1.8%
Percent Advanced Degree	79.4%	87.3%	88.8%
Average Total Experience	17.2	16.8	17.0
Average Number of Contract Days	197.3	194.6	194.6
Average Total Salary	\$44,351	\$77,567	\$79,401
Number of AEA Staff	2,225	2,141	2,485

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

Table 5-45

Number of Full-Time AEA Licensed Staff by Position, 2022-2023

Position	Number	Percent
AEA Chief Administrator	9	0.4%
AEA Zone/Regional Coordinator	89	3.6%
Assistant Principal	-	0.0%
Behavior Analyst	1	0.0%
Content/Curriculum Consultant	266	10.6%
Director/Coordinator/Department Head	25	1.0%
Counselor	5	0.2%
Early Childhood Reg Ed Teacher	-	0.0%
Early Childhood Special Ed Teacher	76	3.0%
Home Intervention Teacher	12	0.5%
Itinerant Teacher	86	3.4%
Juvenile Home Teacher	33	1.3%
Mental Health Professional	1	0.0%
Nurse	4	0.2%
Other Administrator	15	0.6%
Principal	1	0.0%
Regular Education Teacher	4	0.2%
School Business Official	10	0.4%
Social Worker	213	8.5%
Special Ed Support	1,143	45.6%
Special Education Consultant	399	15.9%
Special Education Director	13	0.5%
Special Education Teacher	57	2.3%
Specialist	28	1.1%
Superintendent	-	0.0%
Supervisor-Licensed	1	0.0%
Teacher Leader	4	0.2%
Teacher Librarian/Media Specialist	9	0.4%
Total	2,504	100.0%

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

Note: This total may not match total in Table 5-44 because one person could have more than one position.

Licensed Staff State Totals

Table 5-46 shows the distribution of public and nonpublic school licensed staff by AEA service area in 2022-2023. Central Rivers AEA served 54 school districts—the most of any of the nine AEAs. Mississippi Bend and Keystone AEAs served the fewest, at 21 districts each. Districts in the Heartland AEA service area had the highest percent of public school licensed staff and nonpublic school licensed staff at 28.1 percent and 19.1 percent, respectively.

Table 5-46

Distribution of Iowa Public and Nonpublic School Total Full-Time Licensed Staff by AEAs, 2022-2023

AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
	Number of Districts	Percent	Number of Staff	Percent	Number of Staff	Percent
Keystone	21	6.4%	2,821	6.2%	307	18.1%
Central Rivers	54	16.5%	5,941	13.2%	184	10.8%
Prairie Lakes	38	11.6%	2,828	6.3%	139	8.2%
Mississippi Bend	21	6.4%	4,158	9.2%	186	10.9%
Grant Wood	32	9.8%	6,405	14.2%	247	14.5%
Heartland	53	16.2%	12,710	28.1%	324	19.1%
Northwest	34	10.4%	3,613	8.0%	210	12.4%
Green Hills	43	13.1%	3,482	7.7%	70	4.1%
Great Prairie	32	9.8%	3,209	7.1%	32	1.9%
State	328	100.0%	45,167	100.0%	1,699	100.0%

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

Note: AEA full-time licensed staff are included.

Public School Nurses

Iowa Code (256.11) requires each school district to have a nurse who is licensed by the Board of Nursing. Some districts share a nurse with another district or contract out for nurses. There were eight nurses shared between districts in 2022-2023. Registered Nurses who are licensed by the Board of Nursing, have a baccalaureate degree, have a statement of professional recognition (SPR) issued by the Iowa Board of Educational Examiners and are reported as licensed staff on the Fall BEDS staff collection. Registered Nurses who are licensed by the Board of Nursing and have an associate's 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 5-47 include nurses with a SPR and nurses without a SPR. The FTE count of nurses increased by 2.1 percent between 2021-2022 and 2022-2023.

Table 5-47

Iowa Public School Nurse FTE by District Size Category, 2021-2022 and 2022-2023			
District Size Category	2021-2022	2022-2023	% Change in FTE Nurses 2021-2022 to 2022-2023
<300	19.0	17.2	-9.2%
300-599	91.0	95.9	5.4%
600-999	89.1	87.6	-1.8%
1,000-2,499	166.4	165.6	-0.5%
2,500-7,499	140.3	146.8	4.6%
7,500+	189.8	197.4	4.0%
State	695.6	710.4	2.1%

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

Note: 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.

Non-Licensed Staff

Table 5-48 presents the characteristics of full-time, non-licensed staff in Iowa public schools and AEAs in 2010-2011, 2021-2022 and 2022-2023. Non-licensed staff are staff with positions that do not require a license from the Iowa Board of Educational Examiners. The average salary of full-time, non-licensed staff increased by 2.9 percent between 2021-2022 and 2022-2023, while the other characteristics remained about the same. The number and average salary of non-licensed staff by position are listed in Table 5-49. The greatest percent of non-licensed staff based on full-time equivalency (FTE) were paraprofessionals/aides (44.7 percent).

Table 5-48

Characteristics of Iowa Full-Time Non-Licensed Staff 2010-2011, 2021-2022 and 2022-2023			
Characteristics	2010-2011	2021-2022	2022-2023
Average Age	47.8	46.0	45.6
Percent Female	77.6%	77.2%	77.8%
Percent Minority	5.0%	8.6%	8.1%
Average Total Experience (Years)	4.9	7.8	7.9
Average Number of Contract Days	209.5	204.6	202.7
Average Total Salary	\$23,753	\$31,364	\$32,265
Number of Non-Licensed Staff	24,154	28,818	28,767

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

Note: Includes AEA non-licensed staff. Independent charter schools are excluded from salary calculations but are included in all other data.

Table 5-49

Number and Average Salary of Non-Licensed Staff by Position, 2022-2023

Position Name	FTE		Full-Time Non-Licensed Staff			Part-Time Non-Licensed Staff		
	Number of FTEs	Percent	Number of Staff	Percent	Average Total Salary	Number of Staff	Percent	Average Total Salary
Paraprofessionals/Aides	14,005.95	44.7%	13,619	45.2%	\$20,697	2,765	29.1%	\$16,594
Operations and Maintenance	3,796.30	12.1%	3,711	12.3%	\$41,272	338	3.6%	\$18,922
Food Services	2,961.52	9.4%	1,856	6.2%	\$21,872	2,346	24.7%	\$13,245
School Administrative Support	2,065.68	6.6%	2,057	6.8%	\$33,020	121	1.3%	\$19,302
Pupil Transportation	1,797.84	5.7%	966	3.2%	\$30,604	2,388	25.2%	\$16,893
Student Support	1,088.02	3.5%	2,018	6.7%	\$53,206	450	4.7%	\$7,226
District Wide Administrative Support	933.99	3.0%	939	3.1%	\$48,548	42	0.4%	\$20,206
Other Support	809.66	2.6%	881	2.9%	\$39,146	371	3.9%	\$7,387
Day Care Worker	423.89	1.4%	387	1.3%	\$26,137	210	2.2%	\$13,188
Library Media Associate	415.47	1.3%	403	1.3%	\$22,800	91	1.0%	\$16,528
Nurse (No BOEE Folder)	364.97	1.2%	359	1.2%	\$46,815	57	0.6%	\$24,188
Technology	344.67	1.1%	350	1.2%	\$74,514	14	0.1%	\$30,985
Technology Support	342.22	1.1%	357	1.2%	\$54,467	11	0.1%	\$24,487
Other-Professional	325.88	1.0%	353	1.2%	\$62,556	31	0.3%	\$11,956
Supervisor-Non-Licensed	229.82	0.7%	235	0.8%	\$66,199	21	0.2%	\$6,606
Food Service Director	210.06	0.7%	217	0.7%	\$47,495	7	0.1%	\$19,528
Operations Director	180.29	0.6%	187	0.6%	\$73,844	4	0.0%	\$18,701
Transportation Director	180.17	0.6%	199	0.7%	\$66,635	12	0.1%	\$33,090
Health Assistant	156.46	0.5%	166	0.6%	\$24,121	37	0.4%	\$18,067
Transportation-Other than pupil transportation	152.82	0.5%	130	0.4%	\$41,841	93	1.0%	\$14,075
HR/Personnel Manager	121.09	0.4%	136	0.5%	\$75,515	5	0.1%	\$25,368
Security	86.82	0.3%	86	0.3%	\$31,178	46	0.5%	\$6,140
Sign Language Interpreters	80.39	0.3%	83	0.3%	\$41,485	2	0.0%	\$48,550

Table 5-49 (...continued)

Number and Average Salary of Non-Licensed Staff by Position, 2022-2023								
Position Name	FTE		Full-Time Non-Licensed Staff			Part-Time Non-Licensed Staff		
	Number of FTEs	Percent	Number of Staff	Percent	Average Total Salary	Number of Staff	Percent	Average Total Salary
Board Secretary	75.33	0.2%	205	0.7%	\$73,991	5	0.1%	\$11,418
Other Technical	49.05	0.2%	45	0.1%	\$53,354	16	0.2%	\$17,853
Mental Health Counselors	39.47	0.1%	40	0.1%	\$51,128	1	0.0%	\$31,328
School Business Official - Other	38.09	0.1%	46	0.2%	\$79,172	3	0.0%	\$46,275
Social Worker (no BOEE folder)	22.25	0.1%	23	0.1%	\$51,723	0	0.0%	-
School Resources Officer	19.45	0.1%	17	0.1%	\$52,161	4	0.0%	\$30,269
AEA Supervisors/Managers	19.20	0.1%	21	0.1%	\$104,494	0	0.0%	-
Records Transfer Staff	14.97	0.0%	18	0.1%	\$39,377	0	0.0%	-
College and Career Transition Coordinator	5.28	0.0%	6	0.0%	\$50,492	3	0.0%	\$35,919
Dietitian	5.00	0.0%	5	0.0%	\$61,071	0	0.0%	-
Recreation and Therapeutic Recreation Specialists	4.00	0.0%	4	0.0%	\$41,956	0	0.0%	-
Total	31,366.05	100.0%	30,125	100.0%	\$32,265	9,494	100.0%	\$15,119

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

Notes: The total is not an unduplicated count. One person could have more than one position. Includes AEA non-licensed staff. Independent charter schools are excluded from salary calculations but are included in all other data. Contract type (full-time or part-time) is determined by FTE over all positions. Full-time staff are staff with FTE>=0.8 over all positions. This may cause FTE counts to be lower than full-time counts.



Program

The program chapter provides information regarding the school district organization structure and curriculum data on courses taught and taken. The section also reports Senior Year Plus enrollment trends.

Districts and Schools

The number of public school districts in Iowa has declined from 370 in 2003-2004 to 327 in 2022-2023 (Table 6-1). Conversely, the number of accredited nonpublic schools in Iowa increased from 178 in 2021-2022 to 184 in 2022-2023 (Table 6-2).

Table 6-1

Number of Iowa Public School Districts and Number of Districts without a Public High School, 2003-2004 to 2022-2023

Year	Number of Public School Districts	Number of Districts without a Public High School	Percent of Districts without a Public High School
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%
2019-2020	327	25	7.6%
2020-2021	327	25	7.6%
2021-2022	327	25	7.6%
2022-2023	327	24	7.3%

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

Note: Independent charter schools/organizations are not included in this data.



When looking at data from 2013-2014, 2021-2022 and 2022-2023, slightly less than two-thirds of districts had no more than a single elementary school, middle school or junior high and high school (Table 6-2).

Table 6-2

Iowa Public School District, Public School Building, and Nonpublic School Information
2013-2014, 2021-2022 and 2022-2023

Category	2013-2014	2021-2022	2022-2023
Total Number of Public School Districts	346	327	327
Total Number of Public School Buildings	1,382	1,326	1,326
Number of Districts with 1 to 3 Public School Buildings	221	211	210
Percent of Districts with 1 to 3 Public School Buildings	63.9%	64.5%	64.2%
Number of Districts with 4 to 6 Public School Buildings	90	81	82
Percent of Districts with 4 to 6 Public School Buildings	26.0%	24.8%	25.1%
Number of Districts with 7 to 9 Public School Buildings	19	18	18
Percent of Districts with 7 to 9 Public School Buildings	5.5%	5.5%	5.5%
Number of Districts with 10 or more Public School Buildings	16	17	17
Percent of Districts with 10 or more Public School Buildings	4.6%	5.2%	5.2%
Total Number of Independent Charter Schools	0	0	1
Total Number of Accredited Nonpublic Schools	172	178	184

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

Carnegie Units Taught

Iowa Administrative Code rule 281-12.5(14) defines a 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 a flexible student and school support 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 6-3). The districts with 2,500 students or more provided the greatest average number of units in all subject areas listed.

Table 6-3

Average Curriculum Units Offered and Taught by Accreditation Area and District Size Category
2013-2014, 2021-2022 and 2022-2023

		District Size Category							
		State Standards Minimum Units	<300	300-599	600-999	1,000- 2,499	2,500- 7,499	7,500+	State
2013-2014									
Number of Districts			24	96	87	74	22	11	314
English/Language Arts	6		6.29	7.00	7.21	8.17	11.53	16.18	7.92
Mathematics	6		6.31	7.42	7.97	8.48	9.54	12.91	8.08
Science	5		5.60	6.45	6.74	7.23	9.66	12.94	7.10
Social Studies	5		5.03	5.51	5.48	6.01	9.11	11.92	6.06
World Language	4		3.65	4.17	4.19	5.23	9.72	15.65	5.18
Fine Arts	3		5.44	5.85	6.50	7.77	12.22	16.99	7.29
2021-2022									
Number of Districts			19	98	74	75	24	12	302
English/Language Arts	6		6.35	6.65	6.61	7.20	9.11	12.46	7.19
Mathematics	6		6.31	6.99	7.46	7.63	8.04	9.81	7.42
Science	5		5.61	6.26	6.67	7.02	8.95	11.43	6.93
Social Studies	5		5.46	5.45	5.56	5.95	7.56	11.63	6.02
World Language	4		2.92	3.96	4.17	4.79	8.71	13.66	4.92
Fine Arts	3		4.53	5.26	6.25	7.01	10.67	19.19	6.87
2022-2023									
Number of Districts			20	100	70	76	25	12	303
English/Language Arts	6		6.27	6.54	6.60	7.26	8.85	11.93	7.12
Mathematics	6		6.46	7.01	7.56	7.31	7.83	10.02	7.35
Science	5		5.22	6.15	6.83	6.81	8.59	11.53	6.82
Social Studies	5		5.34	5.41	5.46	5.82	7.44	11.12	5.90
World Language	4		3.38	3.96	4.13	4.73	8.55	13.45	4.91
Fine Arts	3		4.69	5.24	6.23	7.14	10.82	18.56	6.88

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

Note: District size categories are defined by certified enrollment. Offer-and-teach requirements apply to grades 9-12, so only districts with a public high school are represented in this data.



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-taking data at the student level in 2004-2005. A real four-year course-taking pattern has been available for the Annual Condition of Education Report since 2008. Tables 6-4 to 6-16 show Iowa public high school student enrollment in world languages, Algebra II, higher-level mathematics, higher-level science and high-quality computer science courses. The course enrollment data only includes the students who were enrolled in Iowa public high schools in each of the four years from grade nine to grade 12. Each table shows non-duplicate enrollment at the state level and by district size category. Student group comparisons are reported by subject areas.

Table 6-4 examines world languages course enrollment in Iowa public high schools for the 2022 and 2023 graduating classes by student group. The percent of students enrolled in world languages courses by district size category are displayed in Table 6-5 for the same two graduating classes. Over 27,000 students in each of the graduating classes of 2022 and 2023 took at least one world languages course, 24,000 of whom took Spanish (Table 6-6). Following Spanish, the next two most frequently taken languages were French and German. The enrollment counts may include duplicates if a student took courses in more than one language. However, students are only counted once if the courses they took were different levels of the same language.

Tables 6-7 and 6-8 show the Algebra II courses taken for the 2022 and 2023 graduating classes by student group and by district size 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 6-9 and 6-10 show the higher-level mathematics enrollment by student group and by district size category for the two most recent graduating classes.

The course enrollment data for higher-level science (chemistry and physics) are displayed in Tables 6-11 and 6-13. Tables 6-12 and 6-14 show the higher-level science enrollment by district size category for the classes of 2022 and 2023.

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 introductory-level computer courses and computer applications are not counted as high-quality courses for the purposes of this reporting. The state total, enrollment counts by student group and high-quality computer science courses taken by district size category data are displayed in Tables 6-15 and 6-16 for the 2022 and 2023 graduating classes.



Table 6-4

Iowa Public High School Graduating Classes of 2022 and 2023
Non-Duplicate Enrollment in World Language Courses by Student Group

Group	Class of 2022			Class of 2023		
	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	27,471	32,404	84.8%	27,459	32,805	83.7%
American Indian or Alaska Native	75	94	79.8%	65	91	71.4%
Asian	738	825	89.5%	737	821	89.8%
Black or African American	1,252	1,671	74.9%	1,256	1,692	74.2%
Hispanic/Latino	2,829	3,330	85.0%	3,057	3,668	83.3%
Native Hawaiian or Other Pacific Islander	42	71	59.2%	63	96	65.6%
Two or More Races	989	1,178	84.0%	1,045	1,261	82.9%
White	21,546	25,235	85.4%	21,236	25,176	84.4%
Students with Disabilities (IEP)*	1,465	3,851	38.0%	1,441	3,931	36.7%
English Learner (EL)	1,085	1,556	69.7%	1,225	1,759	69.6%
Low Socioeconomic Status (FRL)**	10,784	14,098	76.5%	10,821	14,417	75.1%
Female	14,270	15,858	90.0%	14,312	16,023	89.3%
Male	13,192	16,535	79.8%	13,127	16,760	78.3%
Non-Binary	9	11	81.8%	20	22	90.9%

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

Note: The Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes) and the Class of 2023 includes the students who were in the Iowa public school system from 2019-2020 to 2022-2023 (including the students with BEDS entry codes).

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

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

Table 6-5

Iowa Public High School Graduating Classes of 2022 and 2023
Non-Duplicate Enrollment in World Language Courses by District Size Category

District Size Category							
Class of 2022							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in World Language Courses	242	3,008	3,371	6,523	5,754	8,573	27,471
Enrollment in Iowa Public High Schools in Each of the Last Four Years	300	3,675	4,038	7,792	6,582	10,017	32,404
Percent of Students Who Enrolled in World Language Courses	80.7%	81.9%	83.5%	83.7%	87.4%	85.6%	84.8%
Class of 2023							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in World Language Courses	229	3,016	3,107	6,727	5,863	8,506	27,459
Enrollment in Iowa Public High Schools in Each of the Last Four Years	290	3,764	3,819	8,120	6,749	10,046	32,805
Percent of Students Who Enrolled in World Language Courses	79.0%	80.1%	81.4%	82.8%	86.9%	84.7%	83.7%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes) and the Class of 2023 includes the students who were in the Iowa public school system from 2019-2020 to 2022-2023 (including the students with BEDS entry codes).

Table 6-6

World Language Enrollment of Iowa Public High School Graduating
Classes of 2022 and 2023 by Language

Language	Class of 2022		Class of 2023	
	Enrollment	Percent of Graduating Class Enrolled	Enrollment	Percent of Graduating Class Enrolled
Spanish	24,108	74.4%	24,214	73.8%
French	2,171	6.7%	2,158	6.6%
German	1,241	3.8%	1,162	3.5%
Chinese	203	0.6%	227	0.7%
Japanese	171	0.5%	229	0.7%
Italian	93	0.3%	71	0.2%
Russian	11	0.0%	9	0.0%
Other World Language	198	0.6%	264	0.8%

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

Note: The Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes) and the Class of 2023 includes the students who were in the Iowa public school system from 2019-2020 to 2022-2023 (including the students with BEDS entry codes).



Table 6-7

Iowa Public High School Graduating Classes of 2022 and 2023
Non-Duplicate Enrollment in Algebra II by Student Group

Group	Class of 2022			Class of 2023		
	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	26,631	32,404	82.2%	26,906	32,805	82.0%
American Indian or Alaska Native	68	94	72.3%	59	91	64.8%
Asian	765	825	92.7%	758	821	92.3%
Black or African American	1,142	1,671	68.3%	1,195	1,692	70.6%
Hispanic/Latino	2,459	3,330	73.8%	2,675	3,668	72.9%
Native Hawaiian or Other Pacific Islander	35	71	49.3%	48	96	50.0%
Two or More Races	952	1,178	80.8%	1,007	1,261	79.9%
White	21,210	25,235	84.0%	21,164	25,176	84.1%
Students with Disabilities (IEP)*	1,510	3,851	39.2%	1,605	3,931	40.8%
English Learner (EL)	907	1,556	58.3%	997	1,759	56.7%
Low Socioeconomic Status (FRL)**	10,038	14,098	71.2%	10,317	14,417	71.6%
Female	13,594	15,858	85.7%	13,639	16,023	85.1%
Male	13,028	16,535	78.8%	13,246	16,760	79.0%
Non-Binary	9	11	81.8%	21	22	95.5%

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

Note: The Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes) and the Class of 2023 includes the students who were in the Iowa public school system from 2019-2020 to 2022-2023 (including the students with BEDS entry codes).

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

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



Table 6-8

Iowa Public High School Graduating Classes of 2022 and 2023
Non-Duplicate Enrollment in Algebra II by District Size Category

District Size Category							
Class of 2022							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Algebra II	227	2,819	3,106	6,430	5,580	8,469	26,631
Enrollment in Iowa Public High Schools in Each of the Last Four Years	300	3,675	4,038	7,792	6,582	10,017	32,404
Percent of Students Who Enrolled in Algebra II	75.7%	76.7%	76.9%	82.5%	84.8%	84.5%	82.2%
Class of 2023							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Algebra II	212	2,809	2,989	6,649	5,734	8,505	26,906
Enrollment in Iowa Public High Schools in Each of the Last Four Years	290	3,764	3,819	8,120	6,749	10,046	32,805
Percent of Students Who Enrolled in Algebra II	73.1%	74.6%	78.3%	81.9%	85.0%	84.7%	82.0%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes) and the Class of 2023 includes the students who were in the Iowa public school system from 2019-2020 to 2022-2023 (including the students with BEDS entry codes).



Table 6-9

Iowa Public High School Graduating Classes of 2022 and 2023
Non-Duplicate Enrollment in Higher-Level Mathematics (HLM) by Student Group

Group	Class of 2022			Class of 2023		
	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM
All Students	15,259	32,404	47.1%	14,404	32,805	43.9%
American Indian or Alaska Native	28	94	29.8%	29	91	31.9%
Asian	577	825	69.9%	547	821	66.6%
Black or African American	516	1,671	30.9%	534	1,692	31.6%
Hispanic/Latino	1,115	3,330	33.5%	1,146	3,668	31.2%
Native Hawaiian or Other Pacific Islander	17	71	23.9%	17	96	17.7%
Two or More Races	539	1,178	45.8%	505	1,261	40.0%
White	12,467	25,235	49.4%	11,626	25,176	46.2%
Students with Disabilities (IEP)*	420	3,851	10.9%	455	3,931	11.6%
English Learner (EL)	321	1,556	20.6%	338	1,759	19.2%
Low Socioeconomic Status (FRL)**	4,285	14,098	30.4%	4,046	14,417	28.1%
Female	8,015	15,858	50.5%	7,533	16,023	47.0%
Male	7,240	16,535	43.8%	6,866	16,760	41.0%
Non-Binary	4	11	36.4%	5	22	22.7%

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

Note: The Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes) and the Class of 2023 includes the students who were in the Iowa public school system from 2019-2020 to 2022-2023 (including the students with BEDS entry codes). Higher-level mathematics include pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics and other specific courses identified as advanced mathematics.

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

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



Table 6-10

Iowa Public High School Graduating Classes of 2022 and 2023
Non-Duplicate Enrollment in Higher-Level Mathematics by District Size Category

District Size Category							
Class of 2022							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Higher-Level Mathematics	108	1,329	1,704	3,414	3,327	5,377	15,259
Enrollment in Iowa Public High Schools in Each of the Last Four Years	300	3,675	4,038	7,792	6,582	10,017	32,404
Percent of Students Who Enrolled in Higher-Level Mathematics	36.0%	36.2%	42.2%	43.8%	50.5%	53.7%	47.1%
Class of 2023							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Higher-Level Mathematics	110	1,221	1,541	3,362	3,225	4,942	14,404
Enrollment in Iowa Public High Schools in Each of the Last Four Years	290	3,764	3,819	8,120	6,749	10,046	32,805
Percent of Students Who Enrolled in Higher-Level Mathematics	37.9%	32.4%	40.4%	41.4%	47.8%	49.2%	43.9%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes) and the Class of 2023 includes the students who were in the Iowa public school system from 2019-2020 to 2022-2023 (including the students with BEDS entry codes). Higher-level mathematics include pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics and other specific courses identified as advanced mathematics.



Table 6-11

Iowa Public High School Graduating Classes of 2022 and 2023
Non-Duplicate Enrollment in Chemistry by Student Group

Group	Class of 2022			Class of 2023		
	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry
All Students	23,632	32,404	72.9%	23,242	32,805	70.8%
American Indian or Alaska Native	57	94	60.6%	49	91	53.8%
Asian	711	825	86.2%	695	821	84.7%
Black or African American	985	1,671	58.9%	1,000	1,692	59.1%
Hispanic/Latino	2,242	3,330	67.3%	2,394	3,668	65.3%
Native Hawaiian or Other Pacific Islander	35	71	49.3%	36	96	37.5%
Two or More Races	821	1,178	69.7%	844	1,261	66.9%
White	18,781	25,235	74.4%	18,224	25,176	72.4%
Students with Disabilities (IEP)*	1,429	3,851	37.1%	1,475	3,931	37.5%
English Learner (EL)	814	1,556	52.3%	905	1,759	51.4%
Low Socioeconomic Status (FRL)**	8,655	14,098	61.4%	8,647	14,417	60.0%
Female	12,194	15,858	76.9%	12,048	16,023	75.2%
Male	11,430	16,535	69.1%	11,180	16,760	66.7%
Non-Binary	8	11	72.7%	14	22	63.6%

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

Note: The Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes) and the Class of 2023 includes the students who were in the Iowa public school system from 2019-2020 to 2022-2023 (including the students with BEDS entry codes).

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

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



Table 6-12

Iowa Public High School Graduating Classes of 2022 and 2023
Non-Duplicate Enrollment in Chemistry by District Size Category

District Size Category							
Class of 2022							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Chemistry	188	2,276	2,812	5,717	5,683	6,956	23,632
Enrollment in Iowa Public High Schools in Each of the Last Four Years	300	3,675	4,038	7,792	6,582	10,017	32,404
Percent of Students Who Enrolled in Chemistry	62.7%	61.9%	69.6%	73.4%	86.3%	69.4%	72.9%
Class of 2023							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Chemistry	179	2,175	2,627	5,854	5,680	6,720	23,242
Enrollment in Iowa Public High Schools in Each of the Last Four Years	290	3,764	3,819	8,120	6,749	10,046	32,805
Percent of Students Who Enrolled in Chemistry	61.7%	57.8%	68.8%	72.1%	84.2%	66.9%	70.8%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes) and the Class of 2023 includes the students who were in the Iowa public school system from 2019-2020 to 2022-2023 (including the students with BEDS entry codes).

Table 6-13

Iowa Public High School Graduating Classes of 2022 and 2023
Non-Duplicate Enrollment in Physics by Student Group

Group	Class of 2022			Class of 2023		
	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics
All Students	10,869	32,404	33.5%	10,342	32,805	31.5%
American Indian or Alaska Native	26	94	27.7%	24	91	26.4%
Asian	435	825	52.7%	420	821	51.2%
Black or African American	552	1,671	33.0%	528	1,692	31.2%
Hispanic/Latino	984	3,330	29.5%	1,007	3,668	27.5%
Native Hawaiian or Other Pacific Islander	12	71	16.9%	29	96	30.2%
Two or More Races	445	1,178	37.8%	421	1,261	33.4%
White	8,415	25,235	33.3%	7,913	25,176	31.4%
Students with Disabilities (IEP)*	633	3,851	16.4%	615	3,931	15.6%
English Learner (EL)	320	1,556	20.6%	377	1,759	21.4%
Low Socioeconomic Status (FRL)**	3,626	14,098	25.7%	3,590	14,417	24.9%
Female	5,085	15,858	32.1%	4,824	16,023	30.1%
Male	5,778	16,535	34.9%	5,510	16,760	32.9%
Non-Binary	6	11	54.5%	8	22	36.4%

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

Note: The Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes) and the Class of 2023 includes the students who were in the Iowa public school system from 2019-2020 to 2022-2023 (including the students with BEDS entry codes).

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

** Low socioeconomic status is determined by the eligibility for free or reduced price lunch.



Table 6-14

Iowa Public High School Graduating Classes of 2022 and 2023
Non-Duplicate Enrollment in Physics by District Size Category

District Size Category							
Class of 2022							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Physics	62	695	807	1,814	3,198	4,293	10,869
Enrollment in Iowa Public High Schools in Each of the Last Four Years	300	3,675	4,038	7,792	6,582	10,017	32,404
Percent of Students Who Enrolled in Physics	20.7%	18.9%	20.0%	23.3%	48.6%	42.9%	33.5%
Class of 2023							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Physics	51	643	728	1,989	2,893	4,034	10,342
Enrollment in Iowa Public High Schools in Each of the Last Four Years	290	3,764	3,819	8,120	6,749	10,046	32,805
Percent of Students Who Enrolled in Physics	17.6%	17.1%	19.1%	24.5%	42.9%	40.2%	31.5%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes) and the Class of 2023 includes the students who were in the Iowa public school system from 2019-2020 to 2022-2023 (including the students with BEDS entry codes).



Table 6-15

Iowa Public High School Graduating Classes of 2022 and 2023
Non-Duplicate Enrollment in High-Quality Computer Science by Student Group

Group	Class of 2022			Class of 2023		
	Number Enrolled in High Quality Computer Science	Total Enrollment	Percent Enrolled in High Quality Computer Science	Number Enrolled in High Quality Computer Science	Total Enrollment	Percent Enrolled in High Quality Computer Science
All Students	3,627	32,404	11.2%	4,170	32,805	12.7%
American Indian or Alaska Native	13	94	13.8%	8	91	8.8%
Asian	242	825	29.3%	204	821	24.8%
Black or African American	115	1,671	6.9%	142	1,692	8.4%
Hispanic/Latino	365	3,330	11.0%	373	3,668	10.2%
Native Hawaiian or Other Pacific Islander	6	71	8.5%	10	96	10.4%
Two or More Races	124	1,178	10.5%	162	1,261	12.8%
White	2,762	25,235	10.9%	3,271	25,176	13.0%
Students with Disabilities (IEP)*	308	3,851	8.0%	383	3,931	9.7%
English Learner (EL)	156	1,556	10.0%	154	1,759	8.8%
Low Socioeconomic Status (FRL)**	1,363	14,098	9.7%	1,628	14,417	11.3%
Female	746	15,858	4.7%	880	16,023	5.5%
Male	2,881	16,535	17.4%	3,286	16,760	19.6%
Non-Binary	0	11	0.0%	4	22	18.2%

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

Note: The Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes) and the Class of 2023 includes the students who were in the Iowa public school system from 2019-2020 to 2022-2023 (including the students with BEDS entry codes). High-quality computer science courses include computing systems, management information systems, network, programming, information support and services, and courses in advanced placement computer science.

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

** Low socioeconomic status is determined by the eligibility for free or reduced price lunch.



Table 6-16

Iowa Public High School Graduating Classes of 2022 and 2023
 Non-Duplicate Enrollment in High-Quality Computer Science by District Size Category

District Size Category							
Class of 2022							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in High-Quality Computer Science	46	373	364	850	672	1,322	3,627
Enrollment in Iowa Public High Schools in Each of the Last Four Years	300	3,675	4,038	7,792	6,582	10,017	32,404
Percent of Students Who Enrolled in High Quality Computer Science	15.3%	10.1%	9.0%	10.9%	10.2%	13.2%	11.2%
Class of 2023							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in High-Quality Computer Science	46	491	520	883	824	1,404	4,170
Enrollment in Iowa Public High Schools in Each of the Last Four Years	290	3,764	3,819	8,120	6,749	10,046	32,805
Percent of Students Who Enrolled in High Quality Computer Science	15.9%	13.0%	13.6%	10.9%	12.2%	14.0%	12.7%

Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, winter files. District size categories are defined by certified enrollment.

Note: The Class of 2022 includes the students who were in the Iowa public school system from 2018-2019 to 2021-2022 (including the students with BEDS entry codes) and the Class of 2023 includes the students who were in the Iowa public school system from 2019-2020 to 2022-2023 (including the students with BEDS entry codes). High-quality computer science courses include computing systems, management information systems, network, programming, information support and services, and courses in advanced placement computer science.



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 the Iowa Online AP Academy. High school students can choose from more than 40 AP courses. There is a section on AP exam and test scores in the Student Performance Chapter of this annual report.

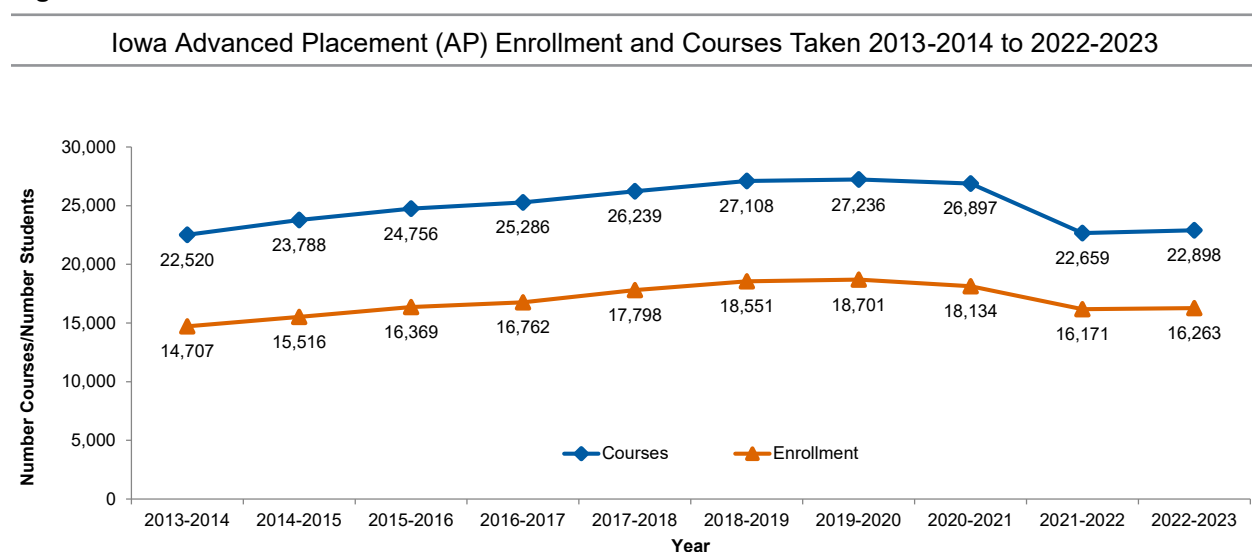
Figure 6-1 shows a very similar count of the number of Iowa public school students enrolled in AP as well as the total number of AP courses taken in 2022-2023 compared to 2021-2022. This comes after a relatively large decrease in both between 2020-2021 and 2021-2022.

In 2022-2023, the percent of Iowa districts with a public high school that had students enrolled in AP fell below 50 percent for the first time in the last decade (Table 6-17).

AP enrollment by grade is displayed in Table 6-18.

Table 6-19 and Figure 6-2 show the number of AP courses taken by subject area.

Figure 6-1



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



Table 6-17

Iowa Districts with AP Enrollment, 2013-2014 to 2022-2023

Year	Total Number of Districts	Districts with High Schools	Districts with AP Enrollment	Percent of Districts w/High Schools that had AP Enrollment
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%
2019-2020	327	302	164	54.3%
2020-2021	327	302	156	51.7%
2021-2022	327	302	155	51.3%
2022-2023	327	303	138	45.5%

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

Table 6-18

Number of Iowa High School Students Taking AP Courses, 2013-2014 to 2022-2023

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total AP Enrollment
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
2019-2020	1,279	3,986	6,227	7,209	18,701
2020-2021	1,249	3,852	6,043	6,990	18,134
2021-2022	1,249	3,531	5,205	6,186	16,171
2022-2023	1,322	3,859	5,100	5,982	16,263

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

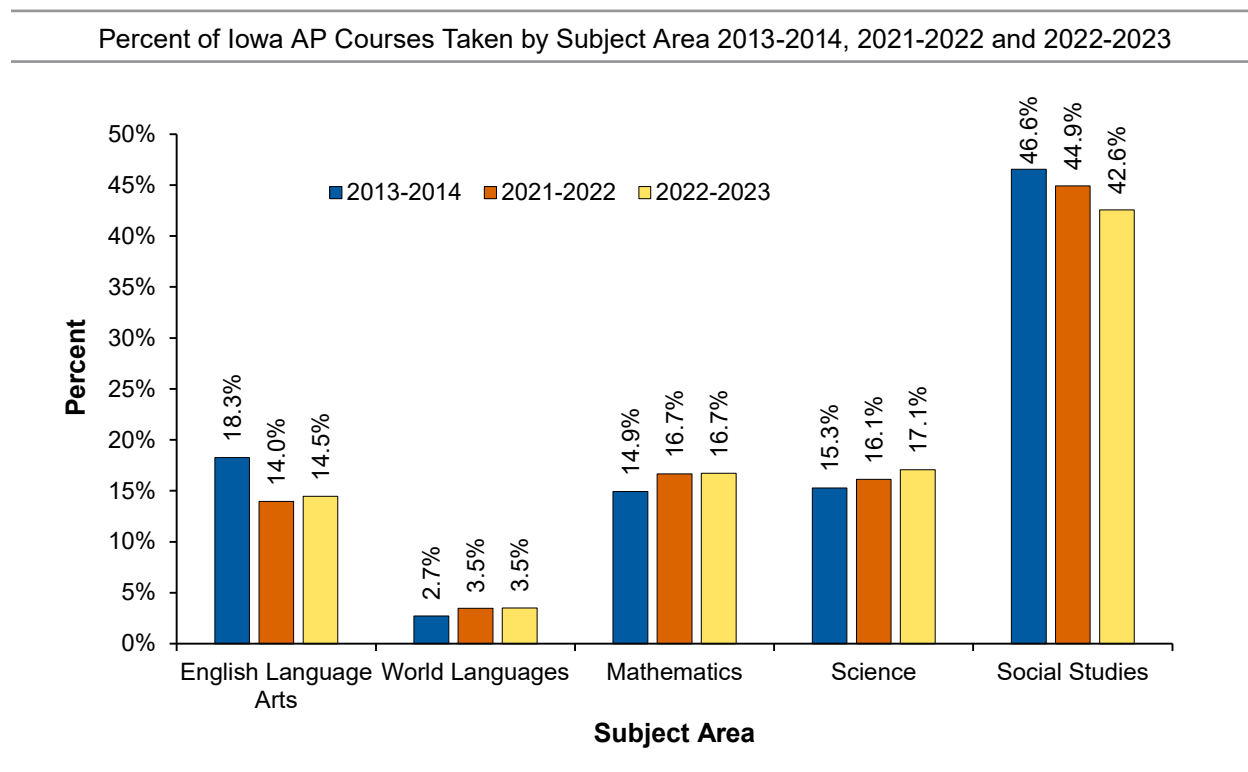


Table 6-19

Iowa AP Courses Taken by Subject Area, 2013-2014 to 2022-2023										
Subject Area	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Language Arts	4,116	4,271	4,321	4,103	4,303	4,209	4,229	4,336	3,165	3,310
Fine & Performance Arts	362	485	508	570	623	599	787	615	486	616
World Languages	613	791	815	824	1,000	1,410	1,042	906	786	802
Mathematics	3,363	3,367	3,647	3,598	3,708	4,232	4,403	4,356	3,779	3,829
Computer & Information Sciences	138	222	266	342	362	508	726	585	607	686
Science	3,443	3,951	4,078	4,151	4,087	4,079	4,141	4,705	3,655	3,908
Social Studies	10,485	10,701	11,121	11,698	12,156	12,071	11,908	11,394	10,181	9,747
Total Courses Taken	22,520	23,788	24,756	25,286	26,239	27,108	27,236	26,897	22,659	22,898

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

Figure 6-2



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

Note: The percent of AP courses taken in other subject areas is not displayed.

Concurrent Enrollment

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

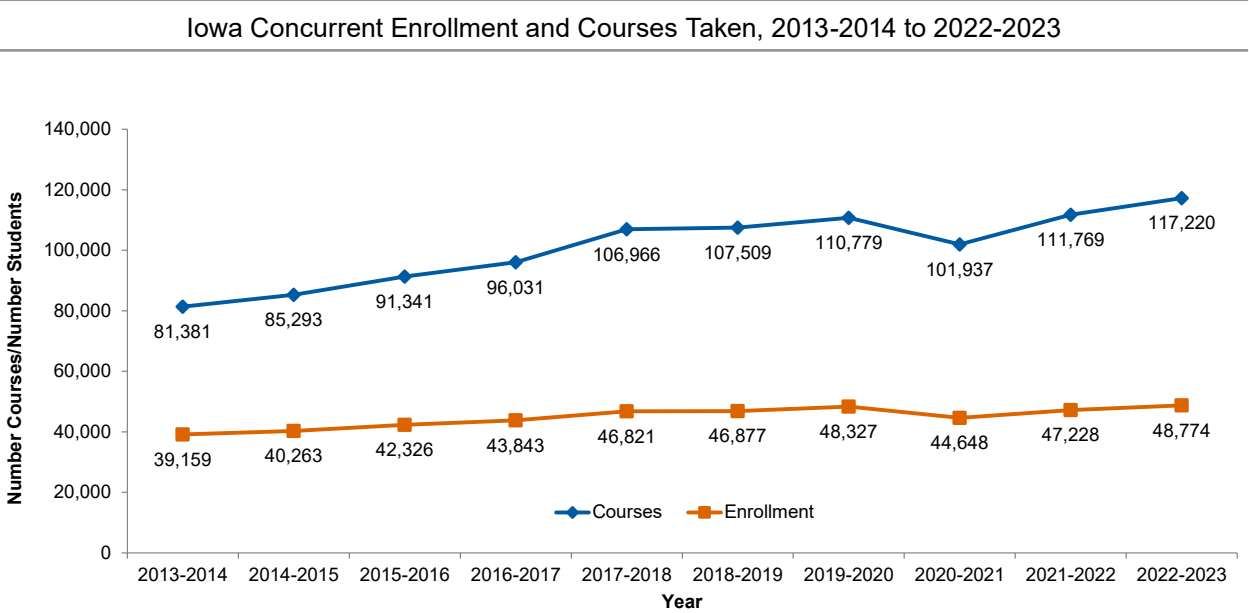
Figure 6-3 shows the number of Iowa public school students enrolled in concurrent enrollment courses as well as the total number of concurrent enrollment courses taken from 2013-2014 to 2022-2023. Statewide concurrent enrollment increased to an all-time high of 117,220 courses taken by 48,774 students in 2022-2023.

Each year from 2013-2014 to 2022-2023, between 96.8 to 100 percent of Iowa school districts with a public high school had students enrolled in concurrent enrollment courses (Table 6-20).

Concurrent enrollment by grade is displayed in Table 6-21.

Table 6-22 and Figure 6-4 show the number of concurrent courses taken by subject area.

Figure 6-3



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

Table 6-20

Iowa Districts with Concurrent Enrollment, 2013-2014 to 2022-2023				
Year	Total Number of Districts	Districts with High Schools	Districts with Concurrent Enrollment	Percent of Districts with High Schools that had Concurrent Enrollment
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%
2019-2020	327	302	302	100.0%
2020-2021	327	302	301	99.7%
2021-2022	327	302	301	99.7%
2022-2023	327	303	301	99.3%

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

Table 6-21

Number of Iowa High School Students Taking Concurrent Enrollment Courses, 2013-2014 to 2022-2023

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total Concurrent Enrollment
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
2019-2020	3,155	7,029	16,543	21,600	48,327
2020-2021	2,542	6,349	15,289	20,468	44,648
2021-2022	3,076	6,855	16,395	20,902	47,228
2022-2023	2,870	7,407	17,115	21,382	48,774

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



Table 6-22

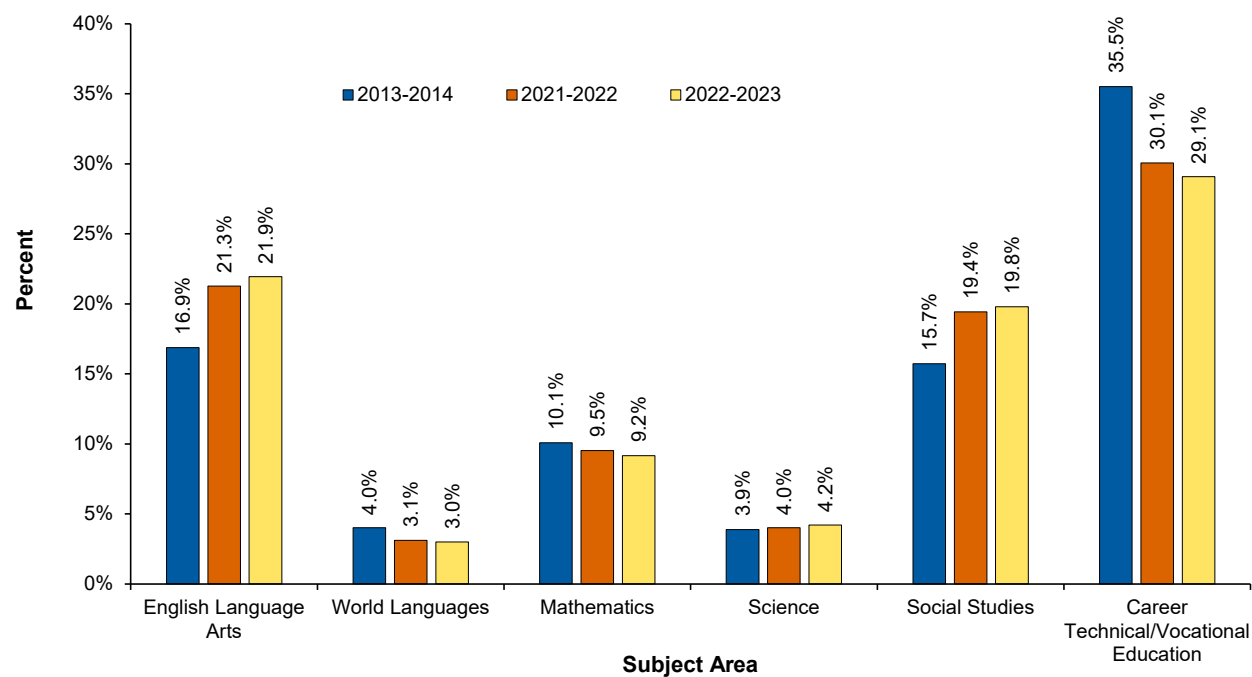
Iowa Concurrent Enrollment Courses Taken by Subject Area, 2013-2014 to 2022-2023

Subject Area	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Language Arts	13,732	15,533	16,674	17,793	20,305	21,287	22,486	22,205	23,781	25,722
Fine & Performance Arts	2,397	2,609	2,743	2,912	3,122	3,401	3,347	2,771	3,288	3,617
World Languages	3,262	3,011	3,139	3,328	3,190	3,087	3,121	2,877	3,483	3,511
Mathematics	8,200	8,311	8,570	8,909	9,678	9,745	10,075	9,678	10,657	10,748
Other	8,926	8,936	9,637	6,634	11,381	11,277	12,059	10,231	10,752	11,402
Science	3,163	3,031	3,624	3,829	4,483	4,758	4,658	4,105	4,487	4,928
Social Studies	12,797	14,061	15,401	16,009	19,638	21,118	20,776	20,414	21,714	23,205
Career Technical/Vocational Education	28,904	29,801	31,553	36,617	35,169	32,836	34,257	29,656	33,607	34,087
Total Courses Taken	81,381	85,293	91,341	96,031	106,966	107,509	110,779	101,937	111,769	117,220

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

Figure 6-4

Percent of Iowa Concurrent Enrollment Courses Taken by Subject Area 2013-2014, 2021-2022 and 2022-2023



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

Note: The percent of concurrent enrollment courses taken in other subject areas is not displayed.



Postsecondary Enrollment Options Act

The Postsecondary Enrollment Options (PSEO) Act was enacted in 1987 to promote rigorous academic or career and technical pursuits and to provide a wider variety of options to high school students. The Act enables ninth and 10th grade students who have been identified by the school district as talented and gifted, along with 11th and 12th grade students, to enroll in eligible courses at eligible postsecondary institutions of higher learning as part-time students (see Iowa Code §261C.2). The Iowa Department of Education began collecting data on PSEO in 1993.

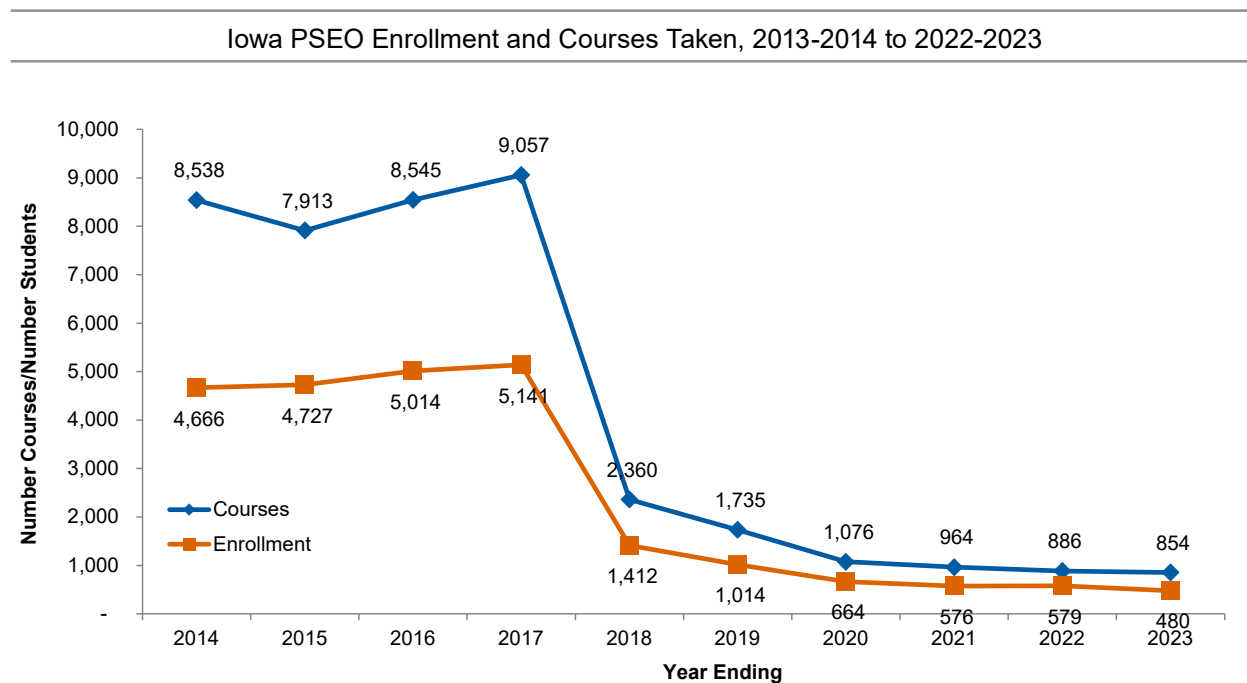
The large decrease in PSEO enrollment in 2017-2018 to 2022-2023 is due to an update made to Iowa Code §261E.6(3) regarding authorization. With this change, individual students may enroll in an eligible postsecondary course through PSEO if a comparable course (offered by the district or contracted with a community college) is not offered by their school. Since the majority of school districts in the state contract with their local community college to provide concurrent enrollment opportunities for their students, PSEO enrollment decreased.

Before 2017-2018, 66 to 80 percent of Iowa districts with a public high school had PSEO enrollment each year. However, a downward trend of PSEO enrollments by district is reported in Table 6-23. The percent of districts with PSEO enrollment was 19.2 in 2021-2022 and 14.9 in 2022-2023.

PSEO enrollment by grade is displayed in Table 6-24.

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

Figure 6-5



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

Table 6-23

Iowa Districts with PSEO Enrollment, 2013-2014 to 2022-2023

Year	Total Number of Districts	Districts with High Schools	Districts with PSEO Enrollment	Percent of Districts with High Schools that had PSEO Enrollment
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%
2019-2020	327	302	61	20.2%
2020-2021	327	302	54	17.9%
2021-2022	327	302	58	19.2%
2022-2023	327	303	45	14.9%

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

Table 6-24

Number of Iowa High School Students Taking PSEO Courses, 2013-2014 to 2022-2023

Year	9th and 10th Graders	11th Graders	12th Graders	Total PSEO Enrollment
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
2019-2020	43	145	476	664
2020-2021	42	96	438	576
2021-2022	36	117	426	579
2022-2023	31	101	348	480

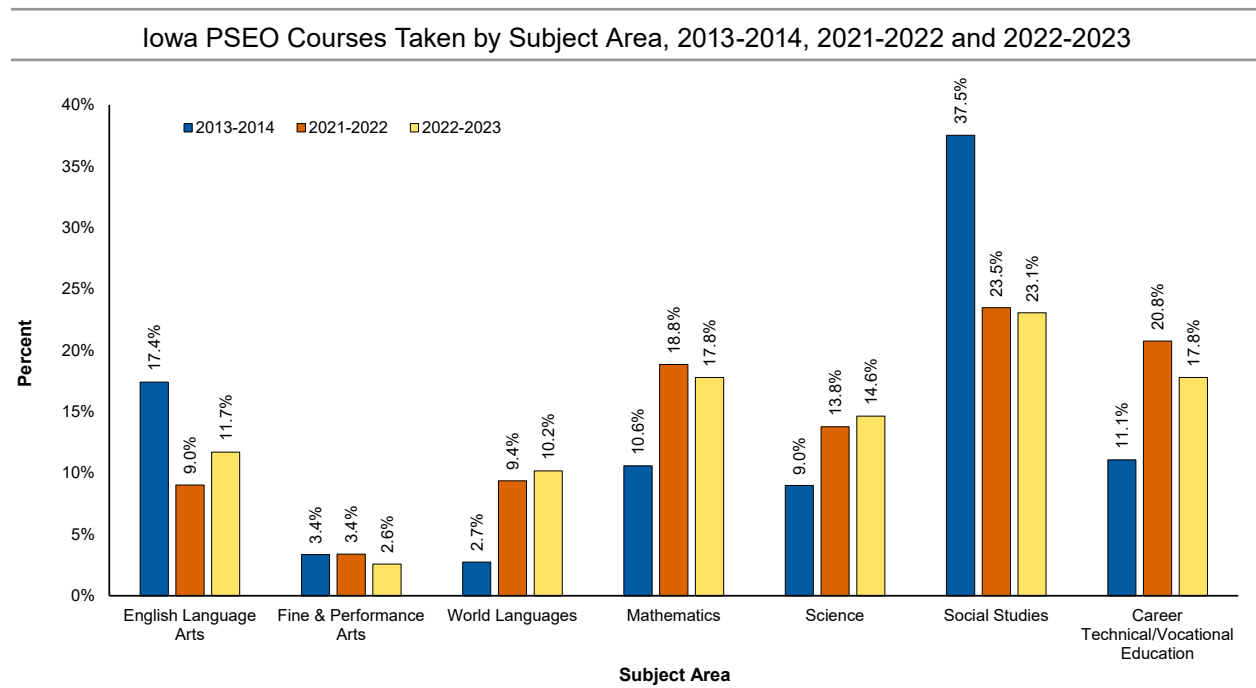
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Student Reporting in Iowa, spring files.

Table 6-25

Iowa PSEO Courses Taken by Subject Area, 2013-2014 to 2022-2023										
Subject Area	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Language Arts	1,486	1,394	1,735	1,922	342	265	95	105	80	100
Fine & Performance Arts	287	315	307	415	107	82	28	28	30	22
World Languages	234	171	155	225	126	106	93	95	83	87
Mathematics	905	781	709	837	417	376	296	215	167	152
Other	708	731	748	428	178	62	29	28	12	19
Science	767	580	752	735	191	150	143	97	122	125
Social Studies	3,205	3,067	3,218	3,415	733	482	277	268	208	197
Career Technical/ Vocational Education	946	874	921	1,080	266	212	115	128	184	152
Total Courses Taken	8,538	7,913	8,545	9,057	2,360	1,735	1,076	964	886	854

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

Figure 6-6



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

Note: The percent of PSEO courses taken in other subject areas is not displayed.



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 2021-2022 Certified Annual Financial Report from the Iowa Department of Education, the 2023-2024 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, community services, and other support 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 student transportation (Table 7-1). The smallest enrollment category has continued to show the largest percentage of expenditures in the functions of instruction and administration and central services 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, 2019-2020 to 2021-2022

	2000-2001	2019-2020	2020-2021	2021-2022
Instruction	69.0%	68.9%	68.4%	67.7%
Student Support Services	3.8%	3.9%	4.1%	4.1%
Staff Support Services	4.0%	5.0%	5.2%	5.3%
Administration & Central Services	9.9%	10.6%	10.6%	10.5%
Operations and Maintenance	9.2%	8.0%	8.3%	8.5%
Student Transportation	3.8%	3.5%	3.3%	3.7%
Community Services	0.2%	0.1%	0.1%	0.1%
Other Support Services	0.1%	0.0%	0.0%	0.0%

Source: Iowa Department of Education, Office of the Chief Financial Officer, 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, 2021-2022

Function Category	Enrollment Category						State Total
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Instruction	72.3%	70.4%	69.9%	68.0%	68.0%	65.6%	67.7%
Student Support Services	2.0%	2.5%	2.9%	3.4%	4.2%	5.6%	4.1%
Staff Support Services	2.5%	3.6%	4.0%	5.5%	5.2%	6.3%	5.3%
Administration & Central Services	11.2%	10.8%	10.3%	10.3%	10.4%	10.7%	10.5%
Operations & Maintenance	7.4%	8.1%	8.4%	8.9%	8.5%	8.4%	8.5%
Student Transportation	4.5%	4.5%	4.5%	3.8%	3.7%	3.2%	3.7%
Community Services	0.0%	0.0%	0.0%	0.1%	0.0%	0.2%	0.1%
Other Support Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source: Iowa Department of Education, Office of the Chief Financial Officer, 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 shown little change over the last three years (Table 7-3). As was the case in the prior year, benefits as a percentage of general fund expenditures was highest for the largest enrollment category (20.8 percent). Purchased services as a percentage of general fund expenditures was highest for the smallest enrollment category (29.6 percent) (Table 7-4).



Table 7-3

Object Category Expenditures as a Percent of Total General Fund Expenditures in
Iowa Public Schools, 2000-2001, 2019-2020 to 2021-2022

Object Category	Year			
	2000-2001	2019-2020	2020-2021	2021-2022
Salaries	64.0%	62.2%	61.1%	60.8%
Benefits	16.1%	20.2%	20.0%	19.5%
Purchased Services	10.3%	11.8%	11.8%	12.2%
Supplies	6.8%	5.0%	5.6%	5.9%
Property	2.5%	0.7%	1.4%	1.4%
Other Expenditures	0.3%	0.2%	0.2%	0.2%

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

Note: 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, 2021-2022

Object Category	Enrollment Category						State Totals
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Salaries	48.1%	57.3%	59.5%	61.5%	61.9%	62.0%	60.8%
Benefits	13.9%	17.2%	19.2%	19.2%	19.8%	20.8%	19.5%
Purchased Services	29.6%	16.7%	12.9%	10.8%	11.4%	11.0%	12.2%
Supplies	6.3%	6.9%	6.6%	6.6%	5.5%	5.0%	5.9%
Property	1.7%	1.6%	1.5%	1.7%	1.2%	1.1%	1.4%
Other Objects	0.3%	0.3%	0.2%	0.2%	0.1%	0.1%	0.2%

Source: Iowa Department of Education, Office of the Chief Financial Officer, 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 1) local property taxes, 1) local income surtaxes, 2) interagency, 3) other local sources, 4) intermediate sources, 5) state foundation aid, 6) other state sources, 7) federal sources, and 8) other financing sources. The other state aid includes state categorical supplements such as the teacher salary supplement (TSS), teacher leadership supplement (TLC), and professional development supplement, as well as funding for the statewide voluntary preschool program (preschool foundation aid). Local taxes include property tax and local income surtax.

The percentages of revenue by source have remained relatively consistent over the last three years, although federal sources increased in 2021-2022 (Table 7-5, Figure 7-1). The largest enrollment category received the highest percentage of revenue from state foundation aid and federal sources. The three lowest enrollment categories received the highest percentage of revenue from local taxes, interagency sources, and other local 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 Percentage of Total General Fund Revenues in Iowa Public Schools, 2000-2001, 2019-2020 to 2021-2022

Source of Revenue	Year			
	2000-2001	2019-2020	2020-2021	2021-2022
1) Local taxes	32.0%	33.1%	32.0%	31.2%
2) Interagency	3.9%	5.7%	5.5%	5.8%
3) Other Local Sources	2.6%	1.7%	1.3%	1.3%
4) Intermediate Sources	0.3%	0.0%	0.0%	0.0%
5) State Foundation Aid	52.3%	48.1%	46.3%	45.3%
6) Other State Sources	5.3%	7.0%	6.7%	6.6%
7) Federal Sources	3.4%	4.1%	7.8%	9.4%
8) Other Financing Sources	0.1%	0.3%	0.3%	0.4%

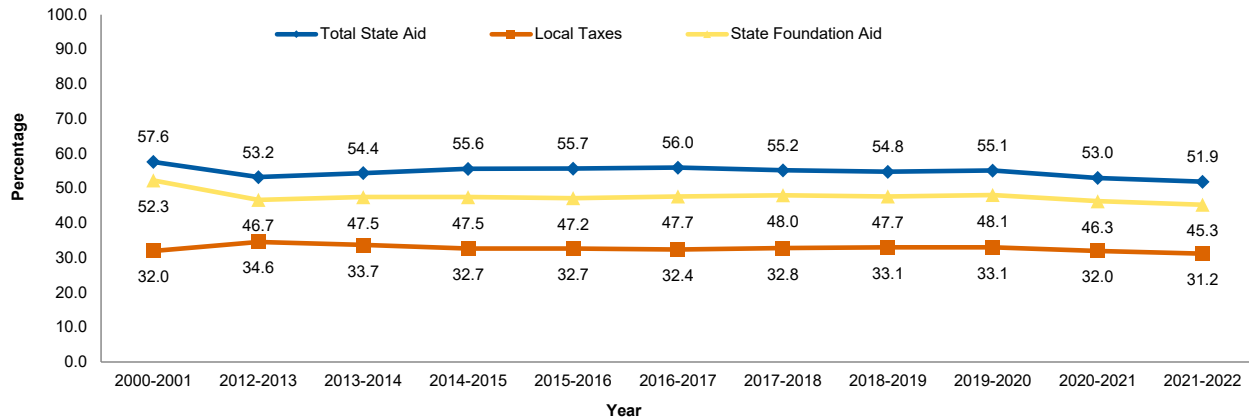
Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

Note: Interagency includes revenues from services provided to other Local Education Agencies (LEAs) such as tuition, transportation services, and other purchased services. Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties. Other local sources include interest, textbook sales, and rents and fines. Other financing sources include insurance settlements for loss of fixed assets and interfund transfers.

Figures may not total 100 percent due to rounding.

Figure 7-1

Percent of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools, 2000-2001 and 2012-2013 to 2021-2022



Source: Iowa Department of Education, Office of the Chief Financial Officer, 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, 2021-2022

Source of Revenue	Enrollment Category						State Total
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
1) Local Taxes	37.7%	33.6%	34.0%	30.4%	30.6%	29.9%	31.2%
2) Interagency	10.2%	12.3%	7.8%	6.3%	5.2%	2.6%	5.8%
3) Other Local Sources	1.9%	1.6%	1.4%	1.3%	1.2%	1.3%	1.3%
4) Intermediate Sources	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
5) State Foundation Aid	34.2%	37.7%	42.5%	45.6%	47.7%	47.8%	45.3%
6) Other State Sources	6.0%	6.2%	6.4%	6.5%	6.8%	6.9%	6.6%
7) Federal Sources	9.7%	8.1%	7.7%	9.5%	8.3%	10.9%	9.4%
8) Other Financing Sources	0.2%	0.6%	0.3%	0.4%	0.2%	0.5%	0.4%

Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.

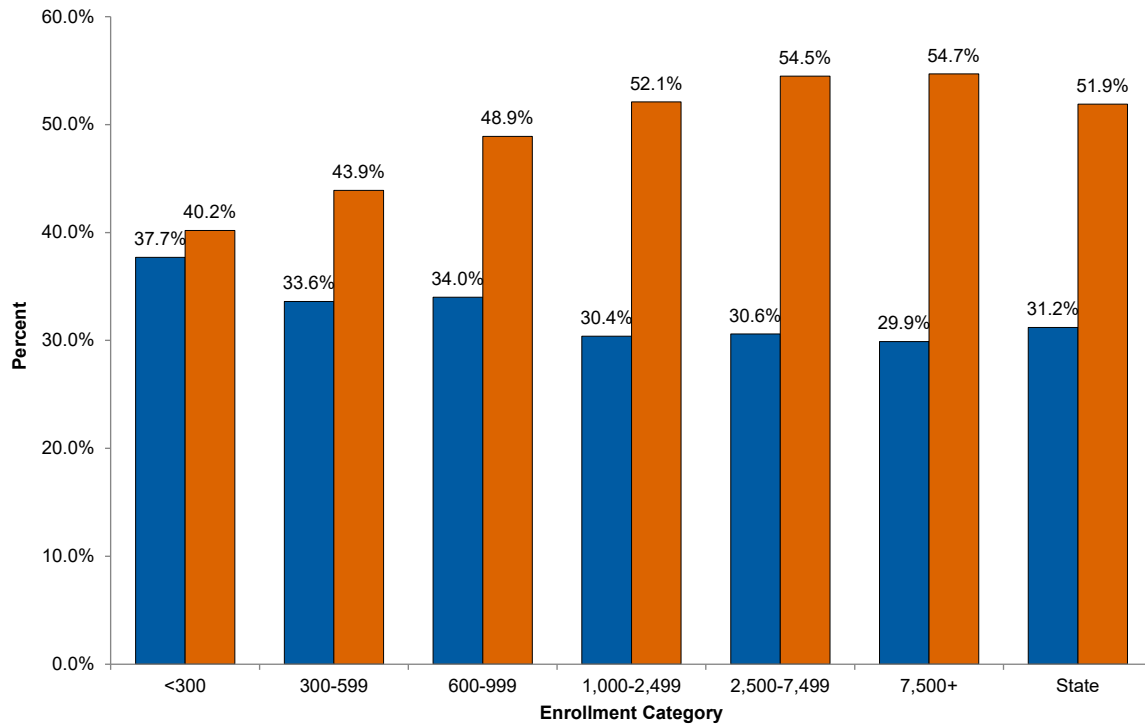
Note: Interagency includes revenues from services provided to other local education agencies (LEAs) such as tuition and transportation services, and other purchased services. Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties. Other local sources include interest, textbook sales and rents and fines. Other financing sources include insurance settlements for loss of fixed assets and interfund transfers.

Figures may not total 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, 2021-2022



Source: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Reports.



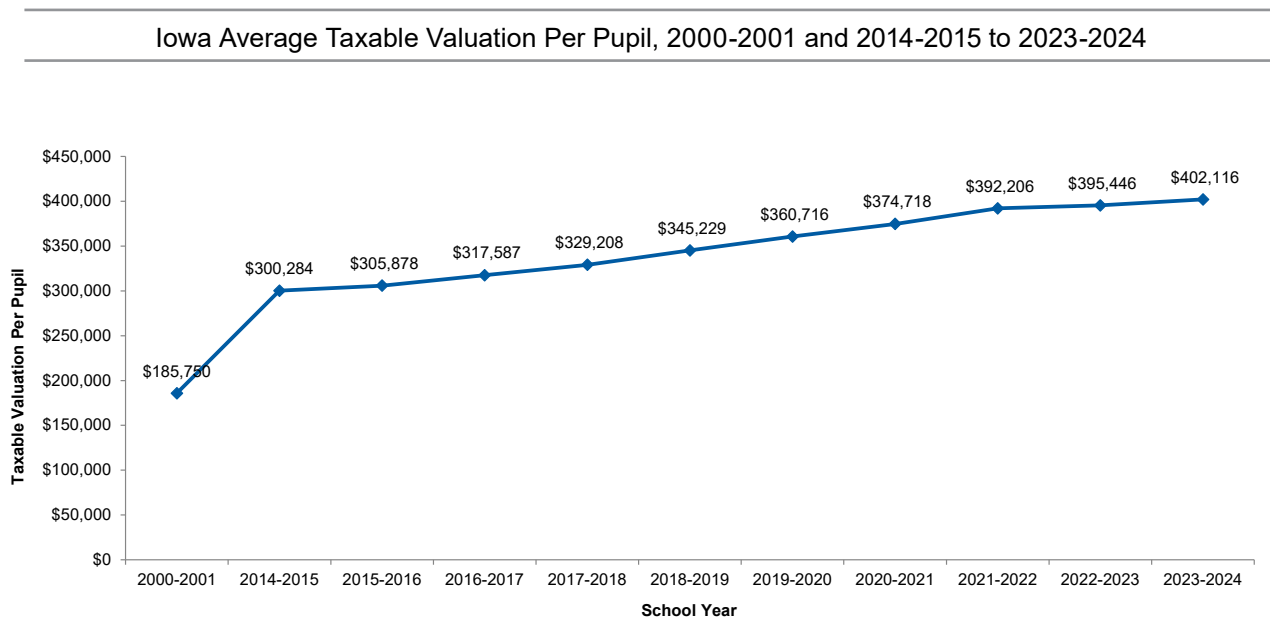
Taxable Valuation

The adjusted-equalized value of real property is represented by taxable valuation. There are 112 assessing jurisdictions in the state of Iowa. 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 2014-2015 (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 greatest range in taxable valuation per pupil occurs within the 1,000-2,499 enrollment category (Table 7-8). Consistent with prior years, the second largest enrollment category (2,500-7,499) included the lowest taxable valuation per pupil (\$168,818). The 1,000-2,499 enrollment category included the highest taxable valuation per pupil (\$1,502,757).

Figure 7-3



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 2019-2020 to 2023-2024

Enrollment Category	2000-2001	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<300	266,463	616,639	649,925	657,020	678,481	680,537
300-599	223,708	490,260	508,898	540,793	536,425	558,177
600-999	201,732	441,092	452,480	463,259	469,327	478,281
1,000-2,499	175,204	355,939	386,342	400,901	389,074	412,521
2,500-7,499	175,250	333,605	334,785	354,779	348,498	356,085
7,500+	174,108	324,331	336,291	352,212	345,661	362,604
State	185,750	360,716	374,718	392,206	395,446	402,116

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, 2011-2012, 2019-2020 to 2023-2024							
		Year					
Enrollment Category		2011-2012	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<300	Min	204,326	302,327	352,342	365,655	372,835	384,759
	Max	1,108,654	1,247,134	1,445,903	1,403,086	1,464,835	1,235,228
300-599	Min	157,120	225,937	260,718	270,247	262,354	258,987
	Max	619,483	889,595	920,380	1,022,795	1,166,143	1,209,796
600-999	Min	153,782	220,653	227,331	235,462	251,231	251,932
	Max	1,099,599	1,382,844	944,965	974,937	1,000,813	1,010,322
1,000-2,499	Min	145,572	183,307	202,153	210,477	192,111	188,245
	Max	718,823	1,009,915	1,420,881	1,476,554	1,521,168	1,502,757
2,500-7,499	Min	164,237	175,927	173,263	177,990	178,940	168,818
	Max	478,826	643,607	635,888	683,424	689,975	695,376
7,500+	Min	149,531	180,030	193,663	199,972	203,570	207,619
	Max	460,067	537,428	564,818	582,143	598,507	602,826
State	Min	145,573	175,927	173,263	177,990	178,940	168,818
	Max	1,108,654	1,382,844	1,445,903	1,476,554	1,521,168	1,502,757

Source: Iowa Department of Management, School Budget Master files.

Note: Enrollment categories determined by budget enrollment.



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. For the purposes of this report, 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.

The average per pupil expenditures, based on fall enrollment, for Iowa, the Midwest states and the nation are displayed in Table 7-10 and Figure 7-4. The National Education Association (NEA) collected and estimated these data. In the most recent year of available data (2021-2022), Iowa ranked 29th in the nation in average expenditures per pupil. Indiana, Michigan, Missouri, Nebraska and South Dakota ranked lower than Iowa among Midwest states.

Table 7-9

Average General Fund Per Pupil Expenditures for Iowa Public Schools by Enrollment Category, 2000-2001, 2019-2020 to 2021-2022

Enrollment Category	2000-2001	2019-2020	2020-2021	2021-2022
< 300	\$5,605	\$11,892	\$12,592	\$13,440
300-599	\$5,106	\$10,813	\$11,456	\$12,138
600-999	\$4,988	\$10,522	\$11,057	\$11,612
1,000-2,499	\$4,881	\$10,459	\$11,033	\$11,685
2,500-7,499	\$5,055	\$10,559	\$11,054	\$11,529
7,500 +	\$5,461	\$11,197	\$11,989	\$12,527
State	\$5,119	\$10,794	\$11,431	\$12,001

Sources: Iowa Department of Education, Office of the Chief Financial Officer, Certified Annual Financial Report.



Table 7-10

Iowa and Midwest States Public School Average Total Current Expenditures Per Pupil,
2000-2001, 2020-2021 and 2021-2022

State/Nation	Year					
	2000-2001		2020-2021		2021-2022	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	\$7,296		\$15,618		\$16,446	
Iowa	\$6,434	34	\$14,474	30	\$15,198	29
Illinois	\$8,293	11	\$20,983	8	\$22,314	7
Indiana	\$7,567	18	\$13,111	34	\$13,600	36
Kansas	\$7,031	23	\$14,494	27	\$15,549	27
Michigan	\$8,127	13	\$12,605	37	\$14,048	33
Minnesota	\$7,320	21	\$15,642	22	\$16,951	18
Missouri	\$6,323	38	\$11,232	45	\$11,517	47
Nebraska	\$6,395	35	\$14,488	29	\$14,758	30
North Dakota	\$4,607	50	\$16,266	18	\$16,709	20
Ohio	\$6,952	25	\$15,705	21	\$16,138	24
South Dakota	\$6,269	39	\$12,413	38	\$12,449	42
Wisconsin	\$8,205	12	\$15,544	23	\$15,897	26

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

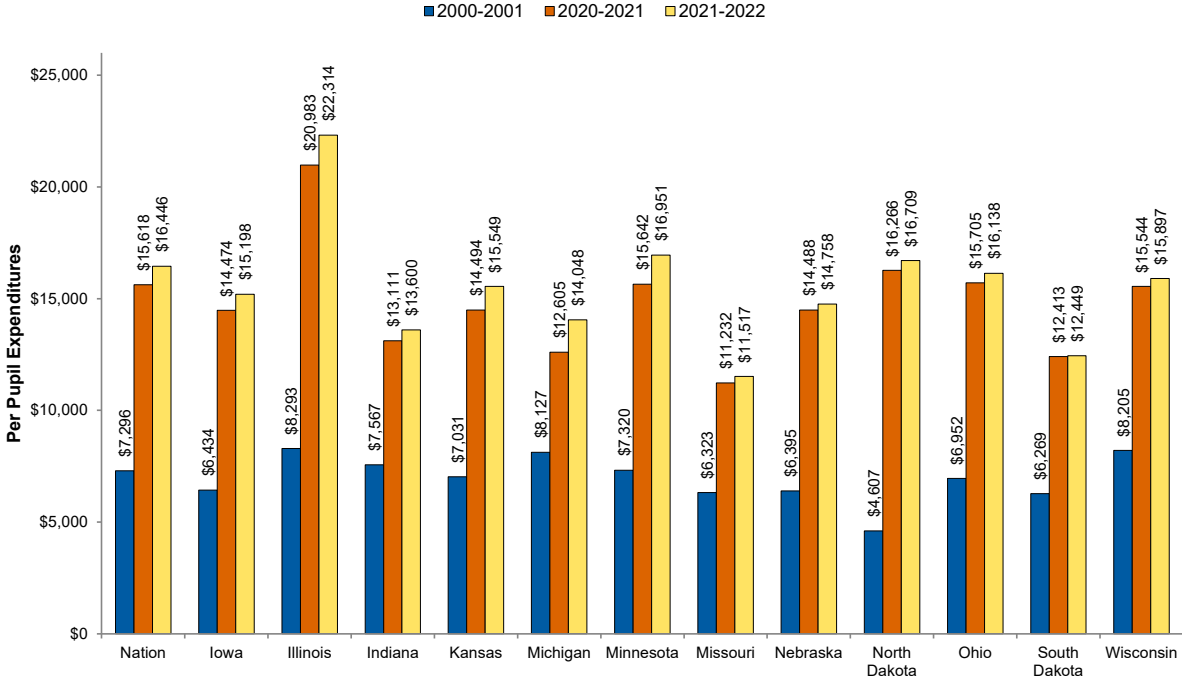
Note: 2020-2021 reflect revised numbers.

2021-2022 are estimated by NEA.



Figure 7-4

Iowa and Midwest States Public School Average Per Pupil Expenditures,
2000-2001, 2020-2021 and 2021-2022



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

Note: 2020-2021 reflects revised numbers.
2021-2022 are estimated by NEA.

State Aid

This section presents data on state aid, including School Foundation Aid, Preschool Foundation Aid and State Categorical Supplements. State aid is received by school districts through appropriations made from the state's general fund each year. The state foundation level, effective with the July 1, 2022 budget year, is currently 88.4 percent. Prior to that, it was 87.5 percent and last changed in 1996-1997. The special education foundation level was increased to its current level, 88.4 percent, in 1999-2000. The foundation level changes increase the amount of state aid and lower the amount of property tax. Several programs have been added or removed since these changes were made, such as the addition of the Teacher Salary Supplement and Professional Development Supplement (2009-2010) and the Teacher Leadership and Compensation (TLC) Program (2015-2016).

Table 7-11 shows the state's general fund appropriations and initial state aid to school districts for multiple years. The Legislature initially appropriated \$8.21 billion and initial state aid to school districts was about \$3.57 billion or approximately 43.4 percent of the general fund appropriations for the 2022-2023 school year (fiscal year 2023).



Table 7-11

Total Iowa Government Appropriations (In Millions), 2000-2001 to 2023-2024

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
2023-2024	3,654.4	8,517.3	42.9		Not currently available	
2022-2023	3,568.6	8,214.8	43.4		Not currently available	
2021-2022	3,408.6	8,118.5	42.0	3,407.9	8,136.6	41.9
2020-2021	3,370.9	7,778.5	43.3	3,380.3	7,826.8	43.2
2019-2020	3,286.1	7,643.7	43.0	3,285.7	7,832.9	41.9
2018-2019	3,211.6	7,480.2	42.9	3,207.0	7,646.0	41.9
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 (LSA), Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.

Note: 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 per \$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 2023-2024 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 three 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 (97.5 percent) of the school districts in 2023-2024 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 two 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; 276 districts (84.9 percent) have a voter-approved PPEL in place. The two largest school district enrollment categories, 2,500-7,499 and 7,500+, have the highest average voter-approved PPEL rates.

Implementation of the public education and recreation levy (PERL) must be approved by voters within the school districts. Once voted, PERL continues to be authorized until voters rescind. 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. For 2023-2024, there are 30 districts 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. For 2023-2024, 175 of Iowa's 325 districts use this levy, an increase of one district from the prior year.

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 2023-2024. 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, 2023-2024**

Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	36	105	70	77	25	12	325
Number of Districts with General Fund Levy	36	105	70	77	25	12	325
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	8.687746	8.862381	9.313002	9.793574	10.45487	11.42100	9.377686
Number of Districts with Management Fund Levy	34	101	69	77	25	11	317
Percent of Districts with Management Fund Levy	94.4%	96.2%	98.6%	100.0%	100.0%	91.7%	97.5%
Average Management Levy Tax Rate	1.285791	1.341435	1.198181	1.287036	1.118528	1.615761	1.283011
Number of Districts with Regular PPEL Levy	36	105	69	77	24	12	323
Percent of Districts with Regular PPEL Levy	100.0%	100.0%	98.6%	100.0%	96.0%	100.0%	99.4%
Average Regular PPEL Tax Rate	0.33000	0.32996	0.33000	0.33000	0.33000	0.33000	0.32999
Number of Districts with Voter-Approved PPEL Levy	26	90	58	66	25	11	276
Percent of Districts with Voter-Approved PPEL Levy	72.2%	85.7%	82.9%	85.7%	100.0%	91.7%	84.9%
Average Voter-Approved PPEL Tax Rate	0.99912	0.95472	0.90290	0.91225	1.08084	1.21818	0.95978
Number of Districts with PERL Levy	5	10	4	3	5	3	30
Percent of Districts with PERL Levy	13.9%	9.5%	5.7%	3.9%	20.0%	25.0%	9.2%
Average PERL Tax Rate	0.13500	0.13500	0.13500	0.13500	0.13500	0.13500	0.13500
Number of Districts with Debt Services Levy	6	60	39	49	16	5	175
Percent of Districts with Debt Services Levy	16.7%	57.1%	55.7%	63.6%	64.0%	41.7%	53.8%
Average Debt Services Tax Rate	2.79334	2.69290	2.08474	2.61308	3.07780	2.16508	2.558572

Source: Iowa Department of Management, Master Budget files.

Note: 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, 2023-2024

Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	36	105	70	77	25	12	325
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100%
General Fund Property Tax	47,495,448	237,530,049	240,600,872	448,906,561	388,461,502	657,146,926	2,020,141,358
General Fund Income Surtax	2,296,235	13,893,711	14,353,350	31,890,261	15,464,122	17,856,428	95,754,107
Total General Fund Tax	49,791,683	251,423,760	254,954,222	480,796,822	403,925,624	675,003,354	2,115,895,465
Average Total General Fund Tax Per Pupil	6,198	5,189	4,722	4,286	3,960	4,172	4,349
Percent of Districts with Management Fund Levy	94.4%	96.2%	98.6%	100.0%	100.0%	91.7%	97.5%
Management Fund Property Tax	6,404,162	33,587,803	29,869,082	56,007,105	40,268,040	92,705,857	258,842,049
Average Management Fund Property Tax Per Pupil	833	723	562	499	395	624	551
Percent of Districts with Regular PPEL Levy	100.0%	100.0%	98.6%	100.0%	96.0%	100.0%	99.4%
Regular PPEL Property Tax	1,922,892	9,509,043	9,046,225	16,600,514	13,070,286	21,000,353	71,149,313
Average Regular PPEL Property Tax Per Pupil	239	196	170	148	132	130	147
Percent of Districts with Voter-Approved PPEL Levy	72.2%	85.7%	82.9%	85.7%	100.0%	91.7%	84.9%
Voter-Approved PPEL Property Tax	3,966,561	24,032,532	20,693,011	36,768,883	45,769,909	75,424,158	206,655,054
Voter-Approved PPEL Income Surtax	274,667	3,326,878	3,318,013	5,563,669	1,249,413	-	13,732,640
Total Voter-Approved PPEL Tax	4,241,228	27,359,410	24,011,024	42,332,552	47,019,322	75,424,158	220,387,694
Average Total Voter-Approved PPEL Tax Per Pupil	745	654	540	444	461	513	505
Percent of Districts with PERL Levy	13.9%	9.5%	5.7%	3.9%	20.0%	25.0%	9.2%
PERL Property Tax	126,790	375,102	196,489	298,361	803,398	2,233,663	4,033,803
Average PERL Property Tax Per Pupil	106	79	63	71	39	47	50
Percent of Districts with Debt Services Levy	16.7%	57.1%	55.7%	63.6%	64.0%	41.7%	53.8%
Debt Services Property Tax	2,679,779	42,710,463	29,610,939	77,000,360	81,183,752	61,142,192	294,327,485
Average Debt Services Property Tax Per Pupil	1,902	1,528	1,008	1,052	1,293	1,079	1,171

Source: Iowa Department of Management, Master Budget files.

Note: 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 2019-2020 to 2023-2024 are presented in Table 7-14. As in past years, 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. The total number of districts implementing an income surtax (284) decreased slightly from the previous year.

Table 7-14

Number and Percent of School Districts with Income Surtaxes, Surtax Per Pupil, and Average Surtax Rates by Enrollment Category, 2000-2001 and 2019-2020 to 2023-2024

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2023-2024							
Number of Districts with Surtaxes	34	98	63	70	16	3	284
Percent of Districts with Surtaxes	94.4%	93.3%	90.0%	90.9%	64.0%	25.0%	87.4%
Surtaxes Per Budget Enrollment	341	379	364	375	263	395	353
Average Income Surtax Rate	5.62%	5.66%	5.35%	5.31%	3.50%	4.00%	5.36%
2022-2023							
Number of Districts with Surtaxes	36	97	67	68	16	3	287
Percent of Districts with Surtaxes	94.7%	93.3%	90.5%	90.7%	66.7%	25.0%	87.8%
Surtaxes Per Budget Enrollment	375	357	328	346	274	401	339
Average Income Surtax Rate	6.53%	5.77%	5.10%	5.06%	3.88%	4.33%	5.42%
2021-2022							
Number of Districts with Surtaxes	36	98	65	68	15	3	285
Percent of Districts with Surtaxes	94.7%	91.6%	91.5%	90.7%	62.5%	25.0%	87.2%
Surtaxes Per Budget Enrollment	387	350	354	328	281	388	337
Average Income Surtax Rate	6.84%	5.73%	5.72%	4.99%	4.14%	4.65%	5.02%
2020-2021							
Number of Districts with Surtaxes	37	87	74	70	12	3	283
Percent of Districts with Surtaxes	92.5%	91.6%	92.5%	90.9%	52.2%	25.0%	86.5%
Surtaxes Per Budget Enrollment	369	392	355	349	313	326	348
Average Income Surtax Rate	6.20%	6.14%	5.56%	5.03%	4.14%	3.64%	4.87%



Table 7-14 (...continued)

	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%
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.

Note: Enrollment categories determined by budget enrollments.

Surtaxes include Asbestos, Educational Improvement, Instructional Support, Voter-Approved Physical Plant, and Equipment Levy.



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 a period 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 2000-2001 and 2014-2015 through 2023-2024 are shown in Table 7-15 and Figure 7-5. Current funding for the instructional support levy comes from a combination of property taxes and income surtax. The number of school districts with an instructional support program in years 2000-2001 and 2019-2020 through 2023-2024 by enrollment category is shown in Table 7-16. A total of 324 of the state's 325 districts (99.7 percent) are participating in 2023-2024. 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 2014-2015 to 2023-2024							
School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ARRA	Total
2023-2024	169,667,198	63.9%	95,682,684	36.1%	0	0.0%	265,349,882
2022-2023	165,926,125	64.4%	91,544,171	35.6%	0	0.0%	257,470,296
2021-2022	157,311,909	63.2%	91,616,031	36.8%	0	0.0%	248,927,940
2020-2021	153,068,396	62.2%	93,082,602	37.8%	0	0.0%	246,150,998
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
2000-2001	58,678,106	53.5%	36,273,229	33.1%	14,798,227	13.5%	109,749,562

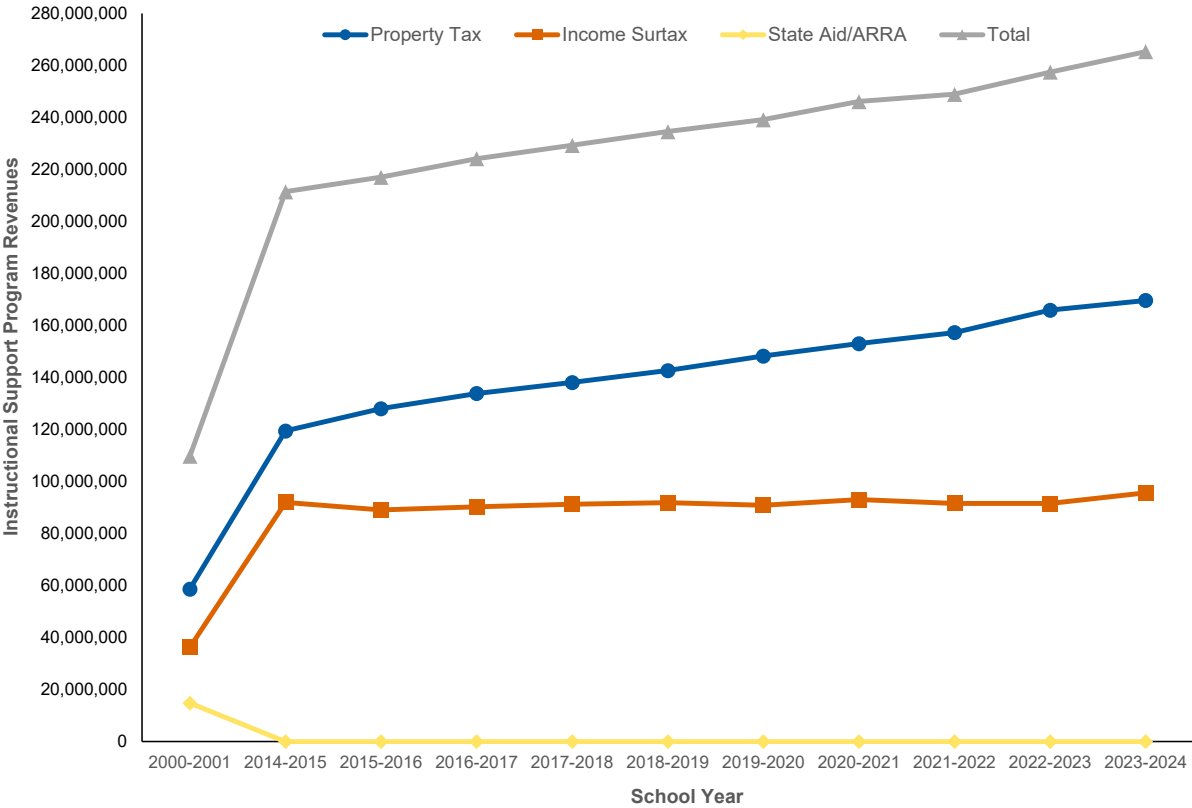
Source: Iowa Department of Management, Master Budget files.

Note: ARRA means American Recovery and Reinvestment Act of 2009.



Figure 7-5

Instructional Support Program Revenues, 2000-2001 and 2014-2015 to 2023-2024



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+	
2023-2024							
Number of Districts	36	105	70	77	25	12	325
Number of Districts with Instructional Support	36	105	70	76	25	12	324
Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.7%	100.0%	100.0%	99.7%
2022-2023							
Number of Districts	38	104	74	75	24	12	327
Number of Districts with Instructional Support	38	104	74	74	24	12	326
Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.7%	100.0%	100.0%	99.7%
2021-2022							
Number of Districts	38	107	71	75	24	12	327
Number of Districts with Instructional Support	38	107	71	73	24	12	325
Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	97.3%	100.0%	100.0%	99.4%
2020-2021							
Number of Districts	40	95	80	77	23	12	327
Number of Districts with Instructional Support	40	95	80	75	23	12	325
Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	97.4%	100.0%	100.0%	99.4%
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%
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 provision 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. Eighty-one districts received the budget adjustment for 2023-2024 which was consistent with the previous year (Table 7-17 and Figure 7-6).

Table 7-17

Number and Percent of Districts Receiving a Budget Adjustment and Per Pupil Amount of the Adjustment by Enrollment Category, 2000-2001 and 2019-2020 to 2023-2024

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2023-2024							
Number of Districts	36	105	70	77	25	12	325
Number of Districts w/Adjustment	19	33	11	13	2	3	81
Percent of Districts w/Adjustment	52.8%	31.4%	15.7%	16.9%	8.0%	25.0%	24.9%
Average Per Pupil	362	172	128	80	49	35	85
2022-2023							
Number of Districts	38	104	74	75	24	12	327
Number of Districts w/Adjustment	19	33	11	13	2	3	81
Percent of Districts w/Adjustment	50.0%	31.7%	14.9%	17.3%	8.3%	25.0%	24.8%
Average Per Pupil	362	172	128	80	49	35	85
2021-2022							
Number of Districts	38	107	71	75	24	12	327
Number of Districts w/Adjustment	14	53	27	26	9	8	137
Percent of Districts w/Adjustment	36.8%	49.5%	38.0%	34.7%	37.5%	66.7%	41.9%
Average Per Pupil	210	167	133	129	81	92	109
2020-2021							
Number of Districts	40	95	80	77	23	12	327
Number of Districts w/Adjustment	24	38	25	16	3	0	106
Percent of Districts w/Adjustment	60.0%	40.0%	31.3%	20.8%	13.0%	0.0%	32.4%
Average Per Pupil	268	134	120	73	49	0	109



Table 7-17 (...continued)

	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	93
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

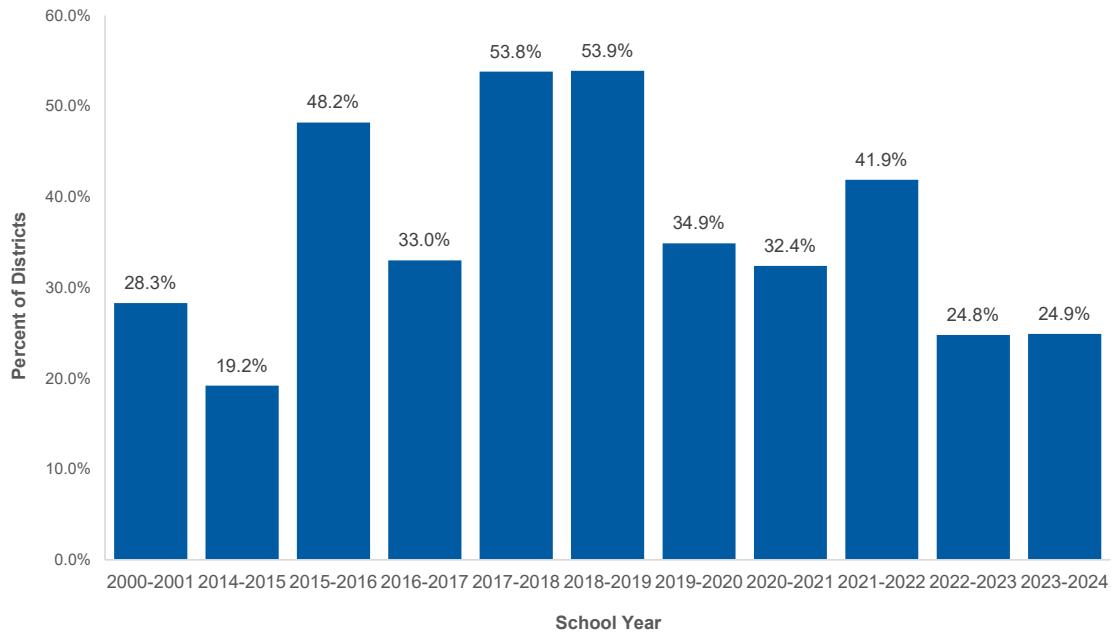
Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollment.



Figure 7-6

Percent of Iowa Public School Districts with Budget Adjustment,
2000-2001, 2014-2015 to 2023-2024



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 2021-2022, 62.5 percent were passed.

Table 7-18

Number of Districts Attempting Bond Referendums by Percentage of Yes Votes by Enrollment Category, 2000-2001, 2020-2021 and 2021-2022							
	Enrollment Category						State
	<300	300- 599	600- 999	1,000- 2,499	2,500- 7,499	7,500 +	
2021-2022							
Number Attempted	0	10	8	5	1	0	24
<50 Percent	0	1	1	2	0	0	4
50-59.9 Percent	0	1	3	1	0	0	5
60 Percent +	0	8	4	2	1	0	15
2020-2021							
Number Attempted	0	1	2	9	1	0	13
<50 Percent	0	0	0	0	0	0	0
50-59.9 Percent	0	0	1	1	0	0	2
60 Percent +	0	1	1	8	1	0	11
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, Office of the Chief Financial Officer, Certified Annual Financial Report.

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, 2020-2021 and 2021-2022. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2021-2022, 92.3 percent of the 26 voter-approved physical plant and equipment referendums were passed, as compared to 2020-2021 where 100 percent of the 13 referendums were passed (Table 7-19).

Table 7-19

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
2021-2022							
Number Attempted	3	10	6	6	0	1	26
<50 Percent	0	1	0	1	0	0	2
50 Percent +	3	9	6	5	0	1	24
2020-2021							
Number Attempted	1	2	6	1	3	0	13
<50 Percent	0	0	0	0	0	0	0
50 Percent +	1	2	6	1	3	0	13
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, Office of the Chief Financial Officer, Certified Annual Financial Report.

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 Chapter 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 defined in statute or approved within an RPS. An 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 Chapter 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 2023-2024 are \$600 million for 325 school districts in all 99 counties (Table 7-20), an increase of approximately 5.6 percent over the prior year.



Table 7-20

Local Option/Statewide Sales and Services Tax for School Infrastructure,
2000-2001, 2019-2020 to 2023-2024

	2000-2001	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number of Counties with the Tax	15	99	99	99	99	99
Number of Districts Partly or Wholly Located in those Counties	110	327	327	327	327	325
Resident Budget Enrollment in those Counties	171,150.6	490,094.4	484,185.5	485,630.4	486,475.5	483,698.7*
Estimated Revenues	\$122,683,313	\$501,999,940	\$474,389,021	\$513,457,576	\$568,298,305	\$600,005,449
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.

Note: *The 2023-2024 'Resident Budget Enrollment in those Counties' figure is preliminary and subject to change.



Total Preschool, Elementary and Secondary Education Budgets

The budget detail for 2000-2001, 2022-2023 and 2023-2024 is shown in Table 7-21. Categorically funded amounts for Teacher Salary, Professional Development, Early Intervention, Area Education Agency (AEA) Teacher Salary, and AEA Professional Development were added to the school aid formula beginning in 2009-2010. Teacher Leadership was fully added to the school aid formula beginning in 2018-2019.

Table 7-21

Iowa Elementary and Secondary Budget Detail, 2000-2001, 2022-2023 and 2023-2024						
Source of Funds	2000-2001		2022-2023		2023-2024	
	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	2,175,673,579	66.7	3,605,076,120	51.7	3,719,345,648	51.4
Guarantee Amount	6,629,840	0.2	8,889,330	0.1	5,446,091	0.1
Supplementary Weights	21,887,590	0.7	111,139,042	1.6	120,736,981	1.7
Special Education	278,121,047	8.5	500,969,213	7.2	524,919,371	7.3
Teacher Salary	-	0.0	308,320,868	4.4	317,930,217	4.4
Professional Development	-	0.0	34,905,716	0.5	35,987,009	0.5
Early Intervention	-	0.0	37,947,281	0.5	39,115,945	0.5
Teacher Leadership	-	0.0	173,959,100	2.5	179,415,199	2.5
AEA Special Education Support and Adj	107,245,598	3.3	180,210,154	2.6	156,306,835	2.2
AEA Media	19,184,863	0.6	31,350,594	0.5	32,345,038	0.4
AEA Ed Services	21,167,941	0.6	34,636,751	0.5	35,735,170	0.5
AEA Sharing	-	0.0	210,007	0.0	180,006	<0.1
AEA Teacher Salary	-	0.0	17,558,139	0.3	18,160,700	0.3
AEA Professional Development	-	0.0	2,057,131	0.0	2,129,265	<0.1
Dropout SBRC	40,504,621	1.2	139,916,523	2.0	144,189,820	2.0



Table 7-21(...continued)

Source of Funds	2000-2001		2022-2023		2023-2024	
	Amount	Percent	Amount	Percent	Amount	Percent
Other SBRC	664,690	<0.1	-	0.0	-	0.0
Enrollment Audit Adjustment	(695,392)	0.0	(759,982)	0.0	(443,534)	0.0
AEA Prorated Budget Reduction	-	0.0	(24,557,131)	0.0	(29,557,131)	0.0
Preschool	-	0.0	88,258,511	1.3	90,215,018	1.2
Instructional Support	109,749,562	3.4	257,470,296	3.7	265,349,882	3.7
Educational Improvement	317,837	<0.1	992,738	0.0	699,750	<0.1
Management	47,005,258	1.4	216,186,852	3.1	258,842,049	3.6
Physical Plant & Equipment	80,703,751	2.5	281,153,553	4.0	291,537,007	4.0
67.5 Cent Schoolhouse	668,203	<0.1	-	0.0	-	0.0
Playground and Amana Library	1,592,530	<0.1	3,997,793	0.1	4,063,251	0.1
Debt Service	99,375,793	3.0	295,816,682	4.2	294,327,485	4.1
Estimated Miscellaneous State Categorical	147,121,263	4.5	87,440,096	1.3	64,941,988	0.9
Estimated Misc. Federal	104,000,000	3.2	548,845,292	7.9	634,626,926	8.8
Total	3,260,918,574	100.0	6,966,547,800	100.0	7,236,103,117	100.0

Source: Iowa Department of Management, Budget files.

