

Iowa State Board of Education

Executive Summary

September 17, 2026

Agenda Item: AEA Outcome-Based Performance Measures

**State Board
Goal(s):** Goal 2

**State Board
Role/Authority:** Per Iowa Code section 273.2 and Iowa Administrative Code chapter 281—72, the area education agency (AEA) boards are to jointly develop a three-year statewide strategic plan and performance measures that are approved by the State Board.

Presenter(s): Jay Pennington, Administrator
Division of Teacher Quality and Innovation

Attachment(s): One

Recommendation: It is recommended that the State Board approve the Outcome-Based Performance Measures.

Background: In its oversight capacity, the State Board requested that the Department work with the AEAs to establish outcome-based performance measures.

AEA Outcome-Based Performance Measures Aligned to SY 2026-27 - 2028-29 Strategic Plan Goals

**Presented to the Iowa State Board of Education
September 17, 2026**



Department of Education

Agenda

- Review area education agency (AEA) statutory intent in Iowa Code 273.1
- Present AEA outcome-based performance measures aligned to the AEA SY 2026-27 to 2028-29 Strategic Plan Goals first presented in April 2026 and approved in June 2026
 - Note: Per the Board's initial direction at its April meeting, the Department was again directed at the Board's June meeting to bring before the Board a recommendation for consistent and differentiated student outcomes indicators that measure each of the strategic plan goals, as well as regional special education performance profiles, regional Targeted Support and Improvement school performance profiles, and the impact of evidence-based professional development on student outcomes.
- Consider and approve AEA outcome-based performance measures aligned to the AEA SY 2026-27 to 2028-29 Strategic Plan Goals

Iowa Code 273.1 Area Education Agencies

273.1 Intent: It is the intent of the general assembly to provide an effective, efficient, and economical means of identifying and serving children from under five years of age through grade twelve who require special education and any other children requiring special education as defined in section 256B.2; to provide for media services and other programs and services for pupils in grades kindergarten through twelve and children requiring special education as defined in section 256B.2; to provide a method of financing the programs and services; to provide services to school districts under a contract with those school districts; to improve student achievement; and to close student achievement gaps.

Board-Approved AEA SY 2026-27 to 2028-29 Strategic Plan Goals

Our Goals

1 Promote safe, orderly, and welcoming learning environments.

AEA Actions

- Support schools in applying appropriate behavioral principles to implement effective problem analysis practices and design and deliver instructional/ intervention supports at all Tiers.
- Provide Department of Education approved professional development which includes ongoing coaching and consultation to support implementation.

2 Promote excellence in education by closing achievement and opportunity gaps.

AEA Actions

- Support schools in implementing appropriate instructional practices across all Tiers, including specially designed instruction.
- Provide Department of Education approved professional development which includes ongoing coaching and consultation to support implementation.

3 Implement measures to ensure consistent quality in the delivery of AEA services to Iowa's accredited schools.

AEA Actions

- Systemwide Professional Learning for AEA Educational Services Staff on Implementation Science for Educational Initiatives with Ongoing Coaching
- Ensure consistent and effective evaluation and eligibility practices across all nine agencies
- Ensure consistent delivery of support and related services across all nine agencies

Goal 1 AEA Outcome-based Performance Measures (1/1)

Goal 1: Promote safe, orderly, and welcoming learning environments.

1A. Outcome Performance Measures:

- **Chronic absenteeism**
- **Attendance growth**

Both measures mirror **existing school, district, and state accountability systems across ESEA, IDEA, and state law.*

1B. Additional AEA-requested Strategic Plan Indicators:

- **Suspension and expulsion** *(review of baseline year data)*
- **0-3 Early Childhood Positive Social-Emotional Skills** *(includes home learning environments)*

Goal 2 AEA Outcome-based Performance Measures (1/1)

Goal 2: Promote excellence in education by closing achievement and opportunity gaps.

2A. Outcome Performance Measures:

- **AEA Special Education Performance Profile**

- Aggregates the outcomes of all regional students with disabilities data.

All measures mirror **existing school, district, and state accountability systems across ESEA, IDEA, and state law and include achievement, growth, chronic absenteeism, attendance, Postsecondary Readiness Indicator (PSRI) (college credit, work-based learning and industry-recognized credential attainment), and graduation rates (4- and 5-year).*

- **AEA Targeted Support and Improvement Performance Profile**

- Aggregates the outcomes of all regional participating targeted support and improvement (TSI) school student data **of 1003-funded supports.**

All measures mirror **existing school, district, and state accountability systems across ESEA, IDEA, and state law and include achievement, growth, chronic absenteeism, attendance, Postsecondary Readiness Indicator (PSRI) (college credit, work-based learning and industry-recognized credential attainment), and graduation rates (4- and 5-year).*

2B. Additional AEA-requested Strategic Plan Indicators:

- **Literacy screener data**
- **Mathematics screener data**

**Both measures are administered 3x/year (instead of once in the spring) and demonstrate alignment to state summative achievement data.*

Goal 3 AEA Outcome-based Performance Measures (1/3)

Goal 3: Implement measures to ensure consistent quality in the delivery of AEA services to Iowa's accredited schools.

3A. Outcome Performance Measures:

Professional Development Category - Specific Performance Profiles

All measures mirror **existing school, district, and state accountability systems across ESEA, IDEA, and state law or are **existing** measures currently reported.*

Data is reviewed among **participating school districts, charter schools and nonpublic schools, and does not include a de minimis exception.*

- 1. Narrow and Close Achievement Gaps for Students with Disabilities** (16 approved offerings)
 - See AEA Special Education Performance Profile.
- 2. Improve and Transform Low-Performing Schools through Continuous Improvement Leadership** (6 approved offerings)
 - See TSI Performance Profile. Reviews all regional participating TSI school student data regardless of how supports are funded.
- 3. Narrow and Close Achievement Gaps for Students who are English Learners** (6 approved offerings)
 - Achievement and growth experienced by English learners (ELPA21)
- 4. Implement High-Quality Instructional Materials** (3 approved offerings)
 - English language arts (ELA), Mathematics, Science achievement
 - ELA and Mathematics growth

Goal 3 AEA Outcome-based Performance Measures (2/3)

5. **Provide Structured Literacy Instruction Aligned with the Science of Reading** (9 approved offerings)
 - ELA achievement and growth
 - ELA screener
6. **Support Evidence-based Instructional Practices for Mathematics** (10 approved offerings)
 - Mathematics achievement and growth
 - Mathematics screener
7. **Support Evidence-based Instructional Practices for Science** (2 approved offerings)
 - Science achievement
8. **Develop a Strong Teacher Pipeline** (1 approved offering)
 - One-year and five-year new teacher retention
9. **Support Evidence-based Instruction for Students Who Are Talented and Gifted** (1 approved offering)
 - Growth experienced by students who are talented and gifted
10. **Strengthen College and Career Pathways** (4 approved offerings)
 - Postsecondary Readiness Indicator (PSRI) (college credit, work-based learning and industry-recognized credential attainment)
11. **Strengthen Systems for Behavioral and Mental Health Support** (18 approved offerings)
 - Chronic absenteeism
 - Attendance growth
 - Suspension and expulsion (*review of baseline year data*)

Goal 3 AEA Outcome-based Performance Measures (3/3)

Goal 3: Implement measures to ensure consistent quality in the delivery of AEA services to Iowa's accredited schools.

3B. Additional AEA-requested Strategic Plan Indicators:

- **Centers of Excellence (CoE)**
 1. **Assistive Technology** (Green Hills and Heartland) - AEA-developed CoE-specific survey
 2. **Early ACCESS** (Central Rivers and Keystone) - AEA-developed CoE-specific survey
 3. **Leadership in Closing the Achievement Gap for Learners with Disabilities** (Mississippi Bend) - AEA-developed CoE-specific survey
 4. **Leadership for Assessment, Linkages and Instructional Programming Practices for Successful Postsecondary Transition** (Grant Wood) - AEA-developed CoE-specific survey
 5. **Explicit Instruction** (Prairie Lakes) - AEA-developed CoE-specific survey
 6. **Language and Literacy** (Great Prairie) - AEA-developed CoE-specific survey
 7. **Learners with Significant Cognitive Disabilities** (Northwest) - AEA-developed CoE-specific survey
 8. **Comprehensive and aligned onboarding and professional learning for consistent AEA special education services** (Heartland) - AEA-developed CoE-specific survey
- **AEA system-developed statewide survey of implementation science core competencies**
- **Child Find fidelity checks**
- **Specially Designed Instruction (SDI) fidelity checks**

Questions:

Contact: Jay Pennington, Administrator
Division of Teacher Quality and Innovation
Email: jay.pennington@iowa.gov