

2020 Annual Report



Condition of Education



Iowa Department of Education

State of Iowa
Department of Education
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Dear Iowans,

Those of us in Iowa have been long committed to continuous improvement, whether it's through our businesses or our schools. To that end, the 2020 edition of the Annual Condition of Education Report is the very foundation of what we use to live up to that commitment of continuous improvement within our schools. The report contains data and information – all critical tools used for school improvement.

It is through this data that we pull together information and analyze it, which is a key function of the Iowa Department of Education.

The 2020 Annual Condition of Education Report contains a wide-range of state-level data, including academic achievement, student populations, demographics and school financial information. Here, we can spot trends and make adjustments accordingly. The report is used as a roadmap to see what's working, what may need more attention and what we can expect in the coming years.

Be sure to check out the online companion to the print version of the report, which enables stakeholders the opportunity to dig deeper into enrollment, staffing, and high school course-taking data locally and statewide.

Thank you for all you do to support Iowa's students, schools and districts.

Sincerely,



Ann Lebo, Director
Iowa Department of Education



Acknowledgments

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

Introduction

For over 30 years, the Department has published the Annual Condition of Education (COE) report in order to provide education stakeholders quality information about the status of Iowa's education system. The 2020 COE covers a wide variety of content from information about Iowa's students, schools, educators, administrators, performance and school finance. A companion online version of the COE is also available which allows users to explore state trends and localize information for specific districts and communities. Below are highlights from the 31st edition of the report.

Enrollment

- There has been a steady increase in the number of students in Iowa's public schools. After a 17-year decline, there have been nine years of enrollment gains.
- Minority students now make up 25.7 percent of the public-school K-12 enrollment.
- The percentage of students eligible for free or reduced-priced lunch slightly decreased from the prior year. Forty-three percent of students were eligible for free or reduced-price lunch in 2018-19 while 42.4 percent were eligible in the 2019-20 school year.
- The percent of students who are English learners (EL) remained the same as the prior school year. In 2019-20 (and 2018-19) 6.5 percent of public-school students were EL compared to 6.1 percent in 2017-18.

Iowa Educators

- Iowa's average regular teacher salary increased slightly to \$58,110 in 2019-20 compared to \$57,463 in 2018-19.
- Iowa's average public-school teacher salary continues to be competitive in the national rankings. Iowa's average salary is 23rd in national rankings and 6th when compared to other Midwest states in the 2018-19 school year.
- The number of full-time teachers in public schools increased to 37,567 in 2019-20 from 37,386 in 2018-2019. There was an 11.8 percent increase in the number of full-time public teachers between 2000-01 (33,610) and 2019-20 (37,567).

Student Performance

- 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 2019-20 school year due to the global outbreak of the coronavirus, also known as COVID-19. As such, the Iowa Statewide Assessment of Student Progress (ISASP) was not administered in 2019-20 and there is no data to report. Therefore, 2018-19 ISASP data is reported in this edition of the Condition of Education report since it is the most recent data available.
- The percent of students taking key courses increased across almost all curriculum areas, with the exception of physics, for the class of 2020 including: algebra II (81.2 percent of all students took at least one course), higher-level mathematics (48.6 percent), world languages (88.1 percent), chemistry (73.6 percent), physics (31.7 percent) and high-quality computer science (10.7 percent).
- Iowa continues to have the top graduation rate in the nation. The four-year cohort graduation rate for the class of 2019 was 91.6 percent which is an increase from 91.4 percent for the class of 2018.

- The percent of students in the class of 2020 who took the ACT increased to 68 percent from 66 percent for the class of 2019.
- There was a decrease in the average composite ACT score for the class of 2020 (21.1) compared to the class of 2019 (21.6).
- Among states for which ACT is the primary college entrance exam (greater than 50 percent), Iowa's average composite score ranked third for the class of 2020.
- The number of students taking Advanced Placement (AP) courses and total AP enrollment continues an upward trend. In the 2019-2020 school year, 18,701 students took 27,236 AP courses. The percent of school districts with students taking AP courses increased slightly to 54.3 percent from 52.8 percent in the prior year.
- Statewide concurrent enrollment continues to climb. Enrollment and participation again increased to all-time highs. A full 48,327 students in grades 9-12 took 110,779 courses in 2019-2020.
- The number of Iowa Advanced Placement (AP) test takers and exams increased slightly in 2018-2019. In 2018-2019, 21,111 AP exams were taken by 13,658 students in Iowa compared to 20,986 exams taken by 13,591 students in 2017-2018. Over the past decade, the long-term trends show significant increases in the total number of students taking AP exams.

Additions to the Condition of Education Report

The Department continues to improve the COE by adding new content which supports new education policy and priority areas.

Postsecondary Enrollment and Completion

Future Ready Iowa connects Iowans to the education and training required for good paying jobs and careers to improve peoples' lives. The Future Ready Iowa goal is to have 70 percent of Iowans with education and training beyond high school by 2025.

- Of students who graduated high school in 2018, 65 percent enrolled in postsecondary education/training within one year of graduation.
- For the graduating class of 2013, 47.7 percent of students completed college or earned a postsecondary award within six years of high school graduation.

Computer Science

House File 2629 passed in the 2020 legislative session expanding access to computer science instruction to all K-12 students across the state with a phased-in timeline for elementary, middle and high school grades implementing computer science courses into their curricula for all students.

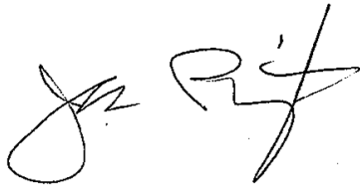
- The percent of students taking at least one high-quality computer science course increased to 10.7 percent for the class of 2020 from 8.9 percent for the class of 2019.

Seal of Biliteracy

The Seal of Biliteracy was established when Governor Reynolds signed Senate File 475 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.

- During the 2018-2019 school year, the first year of Seal of Biliteracy program implementation, 575 students earned the seal. During the 2019-2020 school year, 662 students earned the seal. In both years, the vast majority of students earned the seal in Spanish.

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Pennington". The signature is stylized and cursive.

Jay Pennington, Chief
Bureau of Information and Analysis

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Enrollment

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

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

Enrollment in 2019-2020 continues to increase following a long-term decline between 1997-1998 and 2011-2012. The public school enrollment projection is relatively stable over the next five years (flat between 2020-2021 and 2024-2025), and nonpublic school enrollment has a similar projected trend (0.8% decrease) (Figure 1-1). 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 (65.8%) of the districts in 2019-2020 had fewer than 1,000 students and served 23.2 percent of K-12 public school students (Table 1-3). There are nine AEAs in Iowa that serve students. The largest is Heartland AEA, which served 28.6 percent of Iowa K-12 students in 2019-2020 (Table 1-4).

The Open Enrollment Act (Iowa Code §282.18) of 1989-1990 states, “It is the goal of the general assembly to permit a wide range of educational choices for children enrolled in schools in this state and to maximize ability to use those choices..., [To] maximize parental choice and access to educational opportunities which are not available to children because of where they live.” The number of students taking advantage of the Open Enrollment Act continues to increase, while the percent of students leveled off in 2019-2020 at 6.9 percent (Table 1-5). The smallest and largest enrollment categories in 2018-2019 and 2019-2020 had more students open-enrolling out than open-enrolling in. In 2019-2020, the 300-599 enrollment category net-gained the most students from the open enrollment legislation (Table 1-6).

Children from families with incomes at or below 130 percent of the federal poverty level (FPL) are eligible for free lunch and children from families with incomes between 130 and 185 percent of the FPL are eligible for reduced-price lunch, according to the National School Lunch Program. In 2019-2020, the percent of students eligible for free or reduced-price lunch decreased slightly to 42.4 from 43.0 percent in the prior year (Figure 1-2). Districts in the largest and smallest enrollment categories had the highest percentage of students eligible for free or reduced-price lunch (Table 1-7).

Children requiring special education are “Persons under twenty-one years of age, including children under five years of age, who have a disability in obtaining an education because of a head injury, autism, behavior disorder, or physical, mental, communication, or learning disability, as defined by the rules of the department of education” (Iowa Code §256B.2). The special education students in Iowa public schools accounted for 12.4 percent of the total certified enrollment in 2019-2020. This continues an upward trend since 2015-2016 when the percentage was 11.6 (Table 1-8).



The percent of K-12 minority students was 25.7 for public schools and 17.2 for nonpublic schools in 2019-2020 (Table 1-9, Table 1-10, and Figure 1-3). The largest enrollment category had the highest percent of minority students at 42.1 percent, while the two smallest enrollment categories had the lowest percent of minority students (with both less than 10%) (Table 1-11).

The percent of K-12 English learner (EL) students was 6.5 for public schools and 3.1 for nonpublic schools in 2019-2020 (Figure 1-4). The majority of EL students spoke Spanish as their primary language in all three years presented (Table 1-12). An EL student is eligible for 0.22 weighted funding for a period not exceeding five years (Iowa Code §280.4). Districts with more students had more weighted EL students in all years presented in Table 1-13.

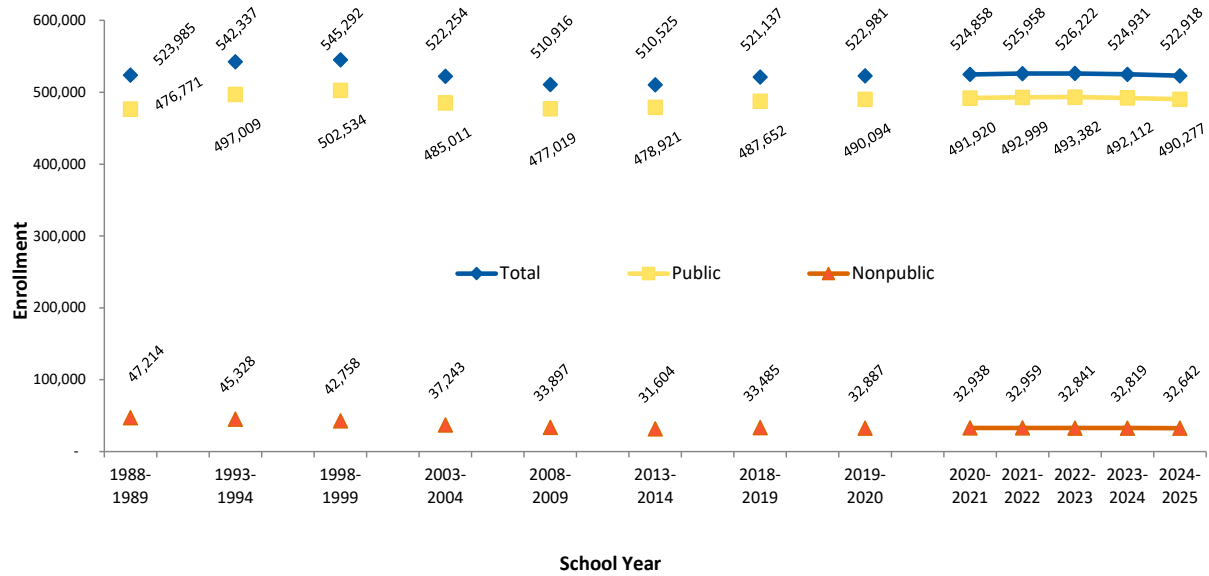
The U.S. Department of Education defines a “migratory child” as a child who is (or whose parent or spouse is) a migratory agricultural worker or migratory fisher. A migratory agricultural worker or migratory fisher is one who has moved from one school district to another in the preceding 36 months in order to obtain temporary or seasonal employment in agricultural or fishing work. Migrant student data are collected by the Iowa Department of Education through a direct certified system. The number and percent of migrant students in the 2015-2016 to 2019-2020 school years are displayed in Table 1-14.



Enrollment Trends

Figure 1-1

Iowa's Public and Nonpublic School K-12 Enrollments 1988-1989, 1993-1994, 1998-1999, 2003-2004, 2008-2009, 2013-2014, 2018-2019, 2019-2020 and Projected Enrollments 2020-2021 to 2024-2025



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

Projected Enrollment

Table 1-1

Iowa's Public School K-12 Certified Enrollments 2018-2019 to 2019-2020 and Projected Certified Enrollments 2020-2021 to 2024-2025 by Grade

Grade	Enrollment		Projected Certified Enrollment				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	39,349	39,954	39,696	39,377	38,658	38,062	38,135
1	35,183	36,041	36,614	36,378	36,086	35,427	34,881
2	35,212	35,422	36,208	36,783	36,547	36,253	35,591
3	36,368	35,405	35,607	36,397	36,975	36,737	36,442
4	37,087	36,521	35,599	35,802	36,596	37,178	36,938
5	38,423	37,362	36,791	35,862	36,066	36,867	37,452
6	38,451	38,720	37,675	37,099	36,163	36,369	37,176
7	38,245	38,999	39,192	38,134	37,551	36,603	36,812
8	37,535	38,362	39,189	39,382	38,319	37,734	36,781
9	37,865	38,867	39,524	40,336	40,494	39,362	38,721
10	37,759	37,715	38,741	39,397	40,206	40,364	39,235
11	36,665	37,101	37,052	38,060	38,704	39,499	39,654
12	36,944	36,975	37,590	37,540	38,562	39,214	40,020
PKIEP	2,567	2,652	2,442	2,451	2,454	2,448	2,439
State	487,652	490,094	491,920	492,999	493,382	492,112	490,277

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

Notes: PKIEP: Prekindergarten individualized education programs.

Figures may not total due to rounding.



Table 1-2

Iowa's NonPublic School K-12 Enrollments 2018-2019 to 2019-2020 and Projected Enrollments 2020-2021 to 2024-2025 by Grade							
Grade	Enrollment			Projected Enrollment			
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	3,210	3,239	3,279	3,253	3,194	3,144	3,150
1	3,197	2,972	3,124	3,163	3,138	3,080	3,033
2	2,948	3,081	2,884	3,031	3,069	3,044	2,989
3	2,983	2,858	3,052	2,857	3,003	3,040	3,016
4	2,936	2,902	2,802	2,993	2,801	2,945	2,981
5	2,903	2,839	2,822	2,725	2,910	2,724	2,863
6	2,927	2,676	2,688	2,671	2,580	2,755	2,578
7	2,476	2,582	2,342	2,352	2,338	2,257	2,411
8	2,420	2,456	2,534	2,299	2,309	2,294	2,216
9	1,980	1,773	1,919	1,981	1,796	1,804	1,793
10	1,840	1,901	1,761	1,907	1,968	1,785	1,792
11	1,875	1,810	1,954	1,811	1,960	2,023	1,834
12	1,790	1,798	1,776	1,918	1,777	1,923	1,985
Total	33,485	32,887	32,938	32,959	32,841	32,819	32,642

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

K-12 Enrollments by District Size Category

Table 1-3

Iowa's Public School Districts and K-12 Students by Enrollment Size 2000-2001, 2018-2019 and 2019-2020												
Enrollment Category	2000-2001				2018-2019				2019-2020			
	District		Students		District		Students		District		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
<300	38	10.2	8,176	1.7	38	11.5	8,546.3	1.8	40	12.2	9,153.2	1.9
300-599	116	31.0	52,162	10.6	104	31.5	48,257.6	9.9	95	29.1	44,178.8	9.0
600-999	104	27.8	78,916	16.0	77	23.3	58,656.1	12.0	80	24.5	60,297.8	12.3
1,000-2,499	83	22.2	126,118	25.5	77	23.3	116,080.0	23.8	77	23.6	115,479.1	23.6
2,500-7,499	24	6.4	96,410	19.5	22	6.7	92,519.3	19.0	23	7.0	95,909.9	19.6
7,500+	9	2.4	132,509	26.8	12	3.6	163,592.2	33.5	12	3.7	165,075.6	33.7
State	374	100.0	494,291	100.0	330	100	487,651.5	100	327	100	490,094.4	100

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

Note: Figures may not total due to rounding.

Enrollment in Iowa's Area Education Agencies

Table 1-4

Total Iowa Public and Nonpublic K-12 Students by AEA 2019-2020						
AEA	Public Schools		Nonpublic Schools		Total	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Keystone	28,250.3	5.8	4,076	12.4	32,326	6.2
Prairie Lakes	30,035.5	6.1	2,172	6.6	32,208	6.2
Central Rivers AEA	62,055.8	12.7	3,176	9.7	65,232	12.5
Mississippi Bend	46,191.2	9.4	3,316	10.1	49,507	9.5
Grant Wood	70,499.7	14.4	4,251	12.9	74,751	14.3
Heartland	141,204.5	28.8	8,513	25.9	149,718	28.6
Northwest	40,320.0	8.2	4,798	14.6	45,118	8.6
Green Hills	37,247.4	7.6	1,370	4.2	38,617	7.4
Great Prairie	34,290.0	7.0	1,215	3.7	35,505	6.8
State	490,094.4	100	32,887.0	100.0	522,981	100.0

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

Notes: Figures may not total due to rounding.

Open Enrollment

Table 1-5

Number and Percent of Public School K-12 Open Enrolled Out Students 1990-1991, 1995-1996, 2000-2001, 2005-2006, 2010-2011, 2015-2016 to 2019-2020			
	Percent Open Enrolled Out	Number Open Enrolled Out	Certified Enrollment
1990-1991	0.6	2,757	483,399
1995-1996	2.5	12,502	504,505
2000-2001	3.8	18,554	494,291
2005-2006	4.8	23,155	483,105
2010-2011	5.5	25,831	473,493
2015-2016	6.3	30,463	483,451
2016-2017	6.5	31,369	485,147
2017-2018	6.7	32,501	486,264
2018-2019	6.9	33,591	487,652
2019-2020	6.9	33,833	490,094

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

Table 1-6

Open Enrollment in Iowa's Public Schools by Enrollment Size
2000-2001, 2018-2019, and 2019-2020

2000-2001	Enrollment Category						State
	<300	300-599	600-999	1000-2499	2500-7499	>7500	
Total Number of Districts	38	116	104	83	24	9	374
Number of Students	8,176	52,162	78,916	126,118	96,410	132,509	494,291
Number of Students Open in	398.0	3,366.6	4,177.9	5,295.4	3,571.6	1,625.4	18,434.9
Number of Students Open Out	1,036.2	3,499.3	3,742.3	3,955.6	3,141.0	3,179.5	18,553.9
Net Gains/Losses	-638.2	-132.7	435.6	1,339.8	430.6	-1,554.1	
Number of District with Gains	6	47	49	53	13	0	168
Number Districts with Losses	30	65	54	30	11	9	199
Number of Districts with No Gain/Loss	2	4	1	0	0	0	7
2018-2019							
Total Number of Districts	38	104	77	77	22	12	330
Number of Students	8,546	48,258	58,656	116,080	92,519	163,592	487,652
Number of Students Open in	1,309.5	7,947.1	5,965.1	8,752.0	6,154.7	3,462.7	33,591.1
Number of Students Open Out	2,063.0	5,949.4	5,182.4	6,996.2	5,676.2	7,723.9	33,591.1
Net Gains/Losses	-753.5	1,997.7	782.7	1,755.8	478.5	-4,261.2	
Number of District with Gains	10	47	40	39	13	1	150
Number of Districts with Losses	27	56	37	38	9	11	178
Number of Districts with No Gain/Loss	1	1					2
2019-2020							
Total Number of Districts	40	95	80	77	23	12	327
Number of Students	9,153	44,179	60,298	115,479	95,910	165,076	490,094
Number of Students Open in	1,336.0	7,453.8	6,439.3	8,893.0	6,232.7	3,478.0	33,832.8
Number of Students Open Out	2,133.1	5,375.4	5,587.8	7,186.9	5,793.0	7,756.6	33,832.8
Net Gains/Losses	-797.1	2,078.4	851.5	1,706.1	439.7	-4,278.6	0
Number of District w/ Gains	9	45	43	41	13	1	152
Number of Districts with Losses	30	50	37	35	10	11	173
Number of Districts with no Gain/Loss	1			1			2

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

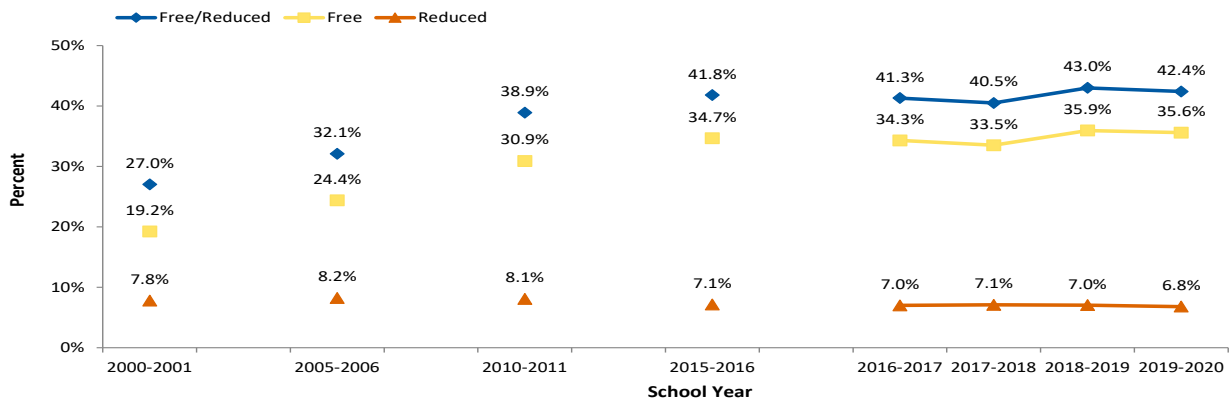
Note: Figures may not total due to rounding.

Subgroup Enrollments

Students Eligible for Free or Reduced Price Lunch

Figure 1-2

Percent of Iowa's Public School K-12 Students Eligible for Free and Reduced Price Meals
2000-2001, 2005-2006, 2010-2011, 2015-2016, 2016-2017 to 2019-2020



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

Table 1-7

K-12 Public School Students Eligible for Free or Reduced Price Lunch by Enrollment Category
2000-2001, 2018-2019 and 2019-2020

Enrollment Category	2000-2001			2018-2019			2019-2020		
	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	6,670	3,319	49.8	7,255	3,621	49.9
300-599	50,933	13,511	26.5	50,037	19,263	38.5	46,237	17,884	38.7
600-999	77,327	17,966	23.2	59,486	22,068	37.1	61,074	22,590	37.0
1,000-2,499	122,830	29,876	24.3	116,853	47,503	40.7	116,067	45,389	39.1
2,500-7,499	93,322	21,433	23.0	92,474	35,094	38.0	95,791	35,411	37.0
7,500+	125,804	43,874	34.9	158,071	80,588	51.0	159,430	81,052	50.8
State	476,927	128,916	27.0	483,591	207,835	43.0	485,854	205,947	42.4

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

Special Education Enrollment

Table 1-8

Iowa's Public School Special Education Weighted Enrollment 2000-2001, 2003-2004, 2013-2014 to 2019-2020			
School Year	Percent Special Education Students	Number Special Education Students	Certified Enrollment
2000-2001	12.8	63,392	494,291
2003-2004	13.4	65,027	485,011
2013-2014	11.8	56,550	478,921
2014-2015	11.6	55,923	480,772
2015-2016	11.6	56,039	483,451
2016-2017	11.7	56,813	485,147
2017-2018	11.9	57,637	486,264
2018-2019	12.2	59,435	487,652
2019-2020	12.4	60,772	490,094

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

Enrollment by Race and Ethnicity

Table 1-9

Iowa's Public K-12 Enrollments by Race/Ethnicity 2000-2001, 2018-2019 and 2019-2020							
Race/Ethnicity Group	2000-2001		2018-2019		2019-2020		
	Number	Percent	Number	Percent	Number	Percent	
All Minority	46,250	9.7	120,376	24.9	124,626	25.7	
African American	18,510	3.9	30,732	6.4	31,753	6.5	
American Indian	2,447	0.5	1,837	0.4	1,787	0.4	
Asian	8,274	1.7	12,280	2.5	12,536	2.6	
Native Hawaiian/Pacific Islander	-	-	1,507	0.3	1,590	0.3	
Two or More Races	-	-	20,201	4.2	21,048	4.3	
Hispanic	17,019	3.6	53,819	11.1	55,912	11.5	
White	430,677	90.3	363,215	75.1	361,228	74.3	
Total	476,927	100.0	483,591	100.0	485,854	100.0	

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

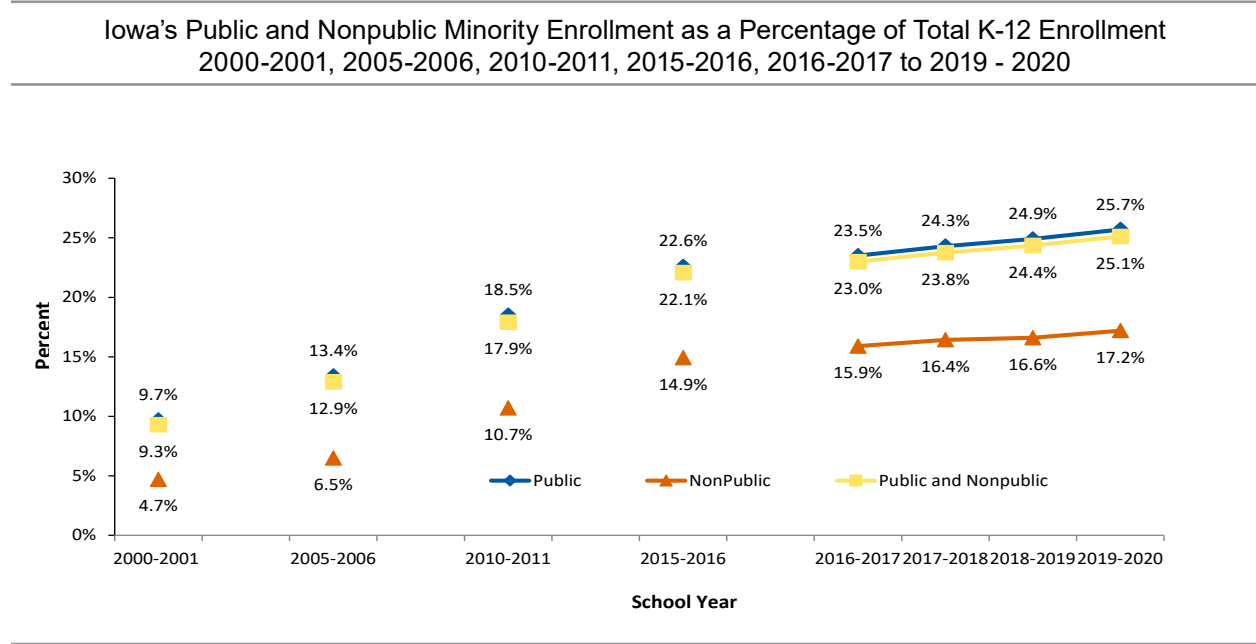


Table 1-10

Iowa's Non-Public K-12 Enrollments by Race/Ethnicity 2000-2001, 2018-2019 and 2019-2020						
Race/Ethnicity Group	2000-2001		2018-2019		2019-2020	
	Number	Percent	Number	Percent	Number	Percent
All Minority	1,946	4.7	5,565	16.6%	5,659	17.2%
African American	492	1.2	872	2.6%	882	2.7%
American Indian	70	0.2	72	0.2%	74	0.2%
Asian	563	1.4	989	3.0%	1,007	3.1%
Native Hawaiian/Pacific Islander	-	-	179	0.5%	59	0.2%
Two or More Races	-	-	951	2.8%	1,005	3.1%
Hispanic	821	2.0	2,502	7.5%	2,632	8.0%
White	39,118	95.3	27,920	83.4%	27,228	82.8%
Total	41,064	100.0	33,485	100.0%	32,887	100.0%

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

Figure 1-3



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

Table 1-11

Iowa's Public School Percent Minority Enrollment by Enrollment Category
2000-2001, 2018-2019 and 2019-2020

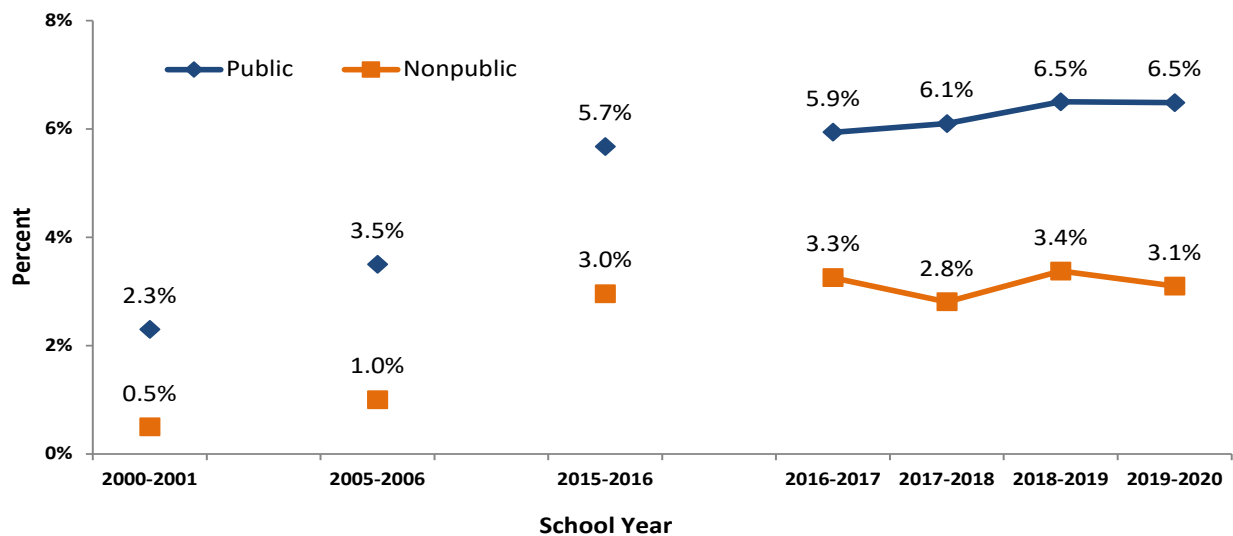
Enrollment Category	2000-2001	2018-2019	2019-2020
<300	1.5	9.6	8.9
300-599	2.4	8.6	8.9
600-999	2.6	11.3	11.7
1,000-2,499	5.9	17.3	16.3
2,500-7,499	9.0	25.4	27.8
7,500+	21.7	41.1	42.1
State	9.7	24.9	25.7

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

Enrollment of English Learners

Figure 1-4

Percent of Public and NonPublic School K-12 Students who are English Learners
2000-2001, 2005-2006, 2015-2016, 2016-2017 to 2019-2020



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

Table 1-12

Iowa's Public and Nonpublic K-12 English Language Learners' Primary
Language 2000-2001, 2018-2019 and 2019-2020

Language	2000-2001	2018-2019	2019-2020
Spanish; Castilian	7,014	20,607	20,590
Arabic	81	1,148	1,152
Swahili		1,003	1,087
Karen languages		934	931
French		601	689
Vietnamese	766	673	629
Burmese		637	606
Bosnian	363	561	512
Marshallese		447	496
Nilo-Saharan (Other)		417	418
Somali		436	393
Nepali		412	371
Chinese	80	347	358
Creoles and pidgins, English based (Other)		258	304
Pohnpeian		235	285
Tigrinya		197	272
Lao	409	266	247
Rundi		168	174
Dinka		152	159
Kinyarwanda		97	148
Chuukese		111	141
Telugu		111	120
Russian	65	121	115
Hmong		109	111
Oromo		102	110
German	153	138	101
Hindi		86	91
Kru languages		115	88
Amharic		78	87
Tagalog		91	81
Lingala		73	75
Urdu		84	72
Tamil		64	71



Table 1-12 (...continued)

Iowa's Public and Nonpublic K-12 English Learners' Primary Language 2000-2001, 2018-2019 and 2019-2020			
Language	2000-2001	2018-2019	2019-2020
Portuguese		67	67
Sino-Tibetan (Other)		66	67
Korean	76	50	60
Ukrainian		56	58
Albanian		55	57
Mayan languages			51
Gujarati		50	50
Other	2,257	1,099	1,034
TOTAL	11,264	32,372	32,528

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

Table 1-13

Iowa's Public School K-12 Weighted English Learners by Enrollment Size 2000-2001, 2018-2019 and 2019-2020						
	2000-2001		2018-2019		2019-2020	
Enrollment Category	K-12 Enrollment	Number Weighted EL	K-12 Enrollment	Number Weighted EL	K-12 Enrollment	Number Weighted EL
<300	8,176	23	8,546	81	9,153	87
300-599	52,162	237	48,258	362	44,179	371
600-999	78,916	530	58,656	1,342	60,298	1,357
1,000-2,499	126,118	1,848	116,080	4,123	115,479	3,471
2,500-7,499	96,410	1,348	92,519	3,547	95,910	4,378
7,500+	132,509	4,165	163,592	12,160	165,076	12,534
State	494,291	8,151	487,652	21,615	490,094	22,198

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

Migrant Student Enrollment

Table 1-14

Percent of Public School K-12 Migrant Enrollment 2015-2016 to 2019-2020			
School Year	Percent Migrant Students	Number Migrant Students	K-12 Enrollment
2015-2016	0.24	1,153	488,818
2016-2017	0.29	1,423	489,940
2017-2018	0.35	1,719	490,669
2018-2019	0.36	1,791	492,010
2019-2020	0.38	1,886	492,518

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





Early Childhood Education

Data on Early Childhood Education are reported by school districts through the Basic Educational Data Survey (BEDS) program level data collection forms and the Student Reporting in Iowa student level data collection. This chapter describes preschool and kindergarten programs in 2018-2019 and 2019-2020.

Preschool Programs

Preschool Enrollment

Districts throughout the state offer preschool to three- to five-year-old children. Table 2-1 shows the number of districts that offered preschool and Table 2-2 shows the preschool enrollment by enrollment category for the school years of 2018-2019 and 2019-2020. The number of districts offering preschool has declined due to school mergers. About 99.1 percent of school districts offered preschool during the 2019-2020 school year. Table 2-3 shows the breakdown of preschool enrollment by subgroup for the two school years. There was an increase in the participation of students in district-sponsored preschool programs in 2019-2020 compared to 2018-2019.



Table 2-1

Iowa Public School Districts Offering Preschool by Enrollment Category 2018-2019 and 2019-2020

Enrollment Category	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
2018-2019			
<300	38	38	100.0
300-599	104	103	99.0
600-999	77	75	97.4
1,000-2,499	77	77	100.0
2,500-7,499	22	22	100.0
7,500+	12	12	100.0
State	330	327	99.1
2019-2020			
<300	40	40	100.0
300-599	95	94	98.9
600-999	80	78	97.5
1,000-2,499	77	77	100.0
2,500-7,499	23	23	100.0
7,500+	12	12	100.0
State	327	324	99.1

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

Table 2-2

Iowa Public School Preschool Enrollment by Enrollment Category 2018-2019 and 2019-2020				
Enrollment Category	2018-2019		2019-2020	
	Number	Percent	Number	Percent
<300	740	2.4%	814	2.6%
300-599	4,170	13.4%	3703	11.8%
600-999	4,226	13.5%	4381	13.9%
1,000-2,499	7,855	25.1%	7982	25.4%
2,500-7,499	5,610	18.0%	5877	18.7%
7,500+	8,632	27.6%	8711	27.7%
State	31,233	100.0%	31,468	100.0%

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

Table 2-3

Iowa Public School Preschool Students by Subgroup 2018-2019 and 2019-2020				
Subgroup	2018-2019		2019-2020	
	Number	Percent	Number	Percent
All Minority	6,996	22.4	7,453	23.7
African American	1,690	5.4	1,836	5.8
American Indian	96	0.3	91	0.3
Asian	836	2.7	826	2.6
Native Hawaiian/Pacific Islander	48	0.2	83	0.3
Two or More Races	1,313	4.2	1,339	4.3
Hispanic	3,013	9.6	3,278	10.4
White	24,237	77.6	24,015	76.3
PEL	658	2.1	716	2.3
Free/Reduced Meal	8,449	27.1	8,337	26.5
Male	16,365	52.4	16,508	52.5
Female	14,868	47.6	14,960	47.5
Total	31,233	100.0	31,468	100.0

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

Statewide Voluntary Preschool Program for Four-Year-Old Children

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

Table 2-4 shows the number of districts that provided the SWVPP, number of students funded, and the total number of students who participated in the program. The number of districts offering the SWVPP has declined due to school mergers. Amended code language for the SWVPP for the 2017-2018 school year increased flexibility in the use of SWVPP funds, inclusive of paying the cost of attendance of students younger or older than age 4 on or before September 15 based on local school board decisions. The number of students funded in Table 2-4 is inclusive of students younger than age 4 for whom attendance in a local SWVPP program was supported by existing local SWVPP funds based on a local school board decision. Districts continue to operate the Statewide Voluntary Preschool Program through ongoing funding generated by the 4-year-old student count. Additional 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 2-4.

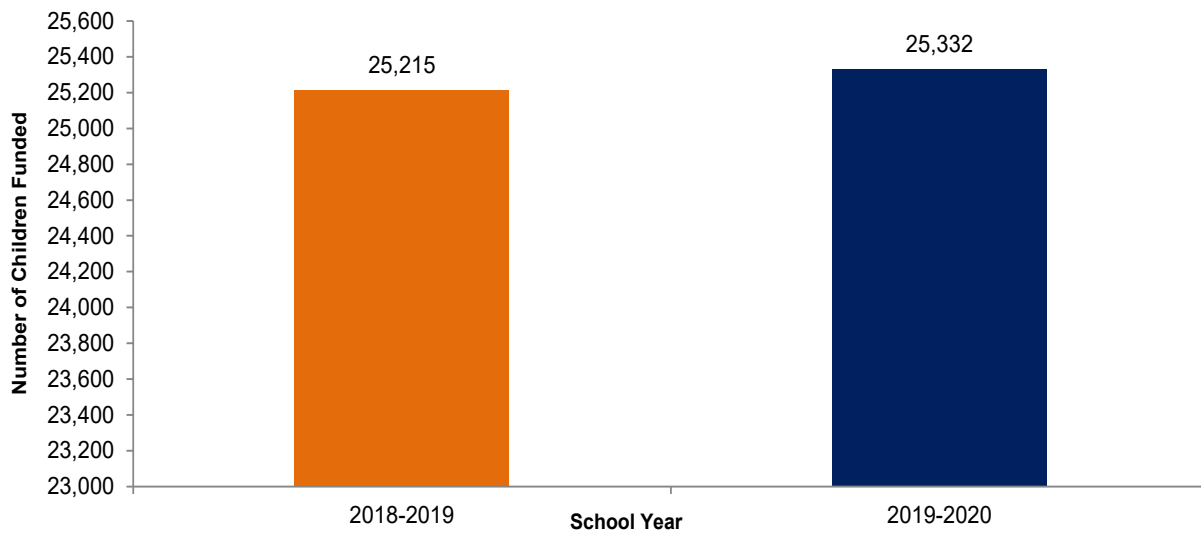
Table 2-4

Statewide Voluntary Preschool Program, 2018-2019 and 2019-2020			
	Academic Year		
District Information	2018-2019	2019-2020	
Number Districts Participated	323	321	
Number of Students Funded	25,215	25,332	
Number of Students Served	26,710	27,137	

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

Figure 2-1

Number of Children Funded to Participate in the Statewide Voluntary Preschool Program
2018-2019 and 2019-2020



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

The number of SWVPP students by age and Individualized Education Program (IEP) status is shown in Table 2-5A. The number of students eligible for special education that were enrolled in SWVPP increased overall between 2018-2019 and 2019-2020. Overall, the number of three-, four- and five-year-olds served in SWVPP increased between 2018-2019 and 2019-2020.

Table 2-5B represents the number of students funded, by age, based on the funding flexibility previously described. Students on an 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 that receive special education instructional services. Of the students funded by the SWVPP in the 2019-2020 school year, 25,080 four-year-olds (including students with support only IEPs) generated SWVPP funds for local school districts.

Tables 2-6A and 2-6B indicate the number of three-, four- and five-year-old children served and funded, respectively, in the SWVPP by race/ethnicity, Potential English Learners (PEL), free/reduced price meals and gender. Free/reduced price meals data may be underreported since the SWVPP is only required to meet ten hours per week, which may not include providing meals to preschool classrooms. The percentage of students participating in district-sponsored preschool programs who were identified to have potential English language learning needs during 2019-2020 continued to be just above 2.0 percent.

Table 2-5A

SWVPP Students Served by Age and IEP Status 2018-2019 and 2019-2020								
	2018-2019				2019-2020			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Instruction	334	715	56	1,105	382	818	58	1,258
IEP Support Services	14	350	6	370	13	383	6	402
Regular Education	328	24,737	170	25,235	481	24,795	201	25,477
Total Served	676	25,802	232	26,710	876	25,996	265	27,137

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

Notes: IEP - Individualized Education Program.

SWVPP - Statewide Voluntary Preschool Program.

Table 2-5B

SWVPP Students Funded 2018-2019 and 2019-2020								
	2018-2019				2019-2020			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Instruction	1	3	0	4	2	15	1	18
IEP Support Services	12	325	2	339	2	377	3	382
Regular Education	105	24,677	90	24,872	111	24,703	118	24,932
Total Funded	118	25,005	92	25,215	115	25,095	122	25,332

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

Notes: Based on local school board decision, existing SWVPP funds may be used to support the participation of three or five year olds or children receiving special education instructional services on an IEP, for whom SWVPP funds are not generated. Of the total children funded by SWVPP, 25,080 four-year-olds generated SWVPP funds for local school districts.

IEP - Individualized Education Program.

SWVPP - Statewide Voluntary Preschool Program.

Table 2-6A

SWVPP Students Served by Subgroup 2018-2019 and 2019-2020

2018-2019								
	Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	676		25,802		232		26,710	
All Minority	159	23.5%	5,771	22.4%	26	11.2%	5,956	22.3%
African American	32	4.7%	1,362	5.3%	5	2.2%	1,399	5.2%
American Indian	1	0.1%	82	0.3%	1	0.4%	84	0.3%
Asian	13	1.9%	705	2.7%	5	2.2%	723	2.7%
Native Hawaiian/ Pacific Islander	1	0.1%	38	0.1%	0	0.0%	39	0.1%
Two or More Races	26	3.8%	1,067	4.1%	4	1.7%	1,097	4.1%
Hispanic	86	12.7%	2,517	9.8%	11	4.7%	2,614	9.8%
White	517	76.5%	20,031	77.6%	206	88.8%	20,754	77.7%
PEL	19	2.8%	597	2.3%	2	0.9%	618	2.3%
Free/Reduced meal	226	33.4%	6,367	24.7%	66	28.4%	6,659	24.9%
Female	252	37.3%	12,643	49.0%	78	33.6%	12,973	48.6%
Male	424	62.7%	13,159	51.0%	154	66.4%	13,737	51.4%
2019-2020								
	Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	876		25,996		265		27,137	
All Minority	217	24.8%	6,128	23.6%	36	13.6%	6,381	23.5%
African American	48	5.5%	1,491	5.7%	8	3.0%	1,547	5.7%
American Indian	4	0.5%	76	0.3%	2	0.8%	82	0.3%
Asian	16	1.8%	706	2.7%	3	1.1%	725	2.7%
Native Hawaiian/ Pacific Islander	3	0.3%	68	0.3%	0	0.0%	71	0.3%
Two or More Races	48	5.5%	1,073	4.1%	8	3.0%	1,129	4.2%
Hispanic	98	11.2%	2,714	10.4%	15	5.7%	2,827	10.4%
White	659	75.2%	19,868	76.4%	229	86.4%	20,756	76.5%
PEL	25	2.9%	636	2.4%	3	1.1%	664	2.4%
Free/Reduced meal	247	28.2%	6,430	24.7%	58	21.9%	6,735	24.8%
Female	323	36.9%	12,784	49.2%	85	32.1%	13,192	48.6%
Male	553	63.1%	13,212	50.8%	180	67.9%	13,945	51.4%

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

Notes: SWVPP - Statewide Voluntary Preschool Program.

PEL - Potential English Learner.

Table 2-6B

SWVPP Students Funded by Subgroup 2018-2019 and 2019-2020

2018-2019

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

2019-2020

	Age 3	Percent	Age 4	Percent	Age 5	Percent	All
All Students Funded	115		25,095		122		25,332
All Minority	30	26.1%	5,868	23.4%	14	11.5%	5,912
African American	5	4.3%	1,415	5.6%	1	0.8%	1,421
American Indian	0	0.0%	71	0.3%	1	0.8%	72
Asian	3	2.6%	680	2.7%	0	0.0%	683
Native Hawaiian/ Pacific Islander	1	0.9%	65	0.3%	0	0.0%	66
Two or More Races	6	5.2%	1,026	4.1%	3	2.5%	1,035
Hispanic	15	13.0%	2,611	10.4%	9	7.4%	2,635
White	85	73.9%	19,227	76.6%	108	88.5%	19,420
PEL	4	3.5%	613	2.4%	2	1.6%	619
Free/Reduced meal	30	26.1%	6,017	24.0%	21	17.2%	6,068
Female	59	51.3%	12,517	49.9%	44	36.1%	12,620
Male	56	48.7%	12,578	50.1%	78	63.9%	12,712

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

Notes: Of the total children funded by SWVPP based on local school board decision, 25,080 four-year-olds generated funds for local school districts.

SWVPP - Statewide Voluntary Preschool Program.

PEL - Potential English Learner.

Kindergarten

School districts report kindergarten programming offered in their district on the spring Basic Educational Data Survey (BEDS). As shown in Table 2-7, the majority of districts in 2019-2020 offered all day, every day kindergarten programs.

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

In the fall of 2019, as shown in Table 2-8, the majority of buildings used the FAST earlyReading Kindergarten Composite from the Formative Assessment System for Teachers (i.e., FAST) assessment suite. The FAST earlyReading Kindergarten Composite provides an estimate of overall early literacy skills during the fall screening window, typically within the first six weeks of school. The FAST earlyReading Kindergarten Composite includes four subtests in the fall: Concepts of Print (requires the student to distinguish among familiar literacy cues related to print such as directionality and letter or word order), Letter Names (requires the student to expressively identify upper and lower case letters), Onset Sounds (requires the student to identify initial word sounds), and Letter Sounds (requires the student to provide the common sounds for upper and lowercase letters). A small number of buildings used approved measures that were not provided in the FAST assessment suite.

Table 2-9 lists the number and percent of public school kindergarten students identified as at or above benchmark on the FAST earlyReading Kindergarten Composite during the fall 2019 screening window. The percent of students at or above benchmark during the subsequent screening windows is likely to vary somewhat as the screening demands change as the year progresses and students' skills increase.

Table 2-7

Iowa Public School Kindergarten Program Type 2019-2020			
Enrollment Category	Number of Districts	Number of Districts Offering All Day Every Day Kindergarten	Percent of Districts Offering All Day Every Day Kindergarten
<300	40	40	100.0%
300-599	95	94	98.9%
600-999	80	79	98.8%
1,000-2,499	77	76	98.7%
2,500-7,499	23	23	100.0%
7,500+	12	12	100.0%
State	327	324	99.1%

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

Table 2-8

Number and Percent of Iowa Public School Buildings by Kindergarten
Literacy Assessment Administered Fall 2019-2020

Assessment	Number of Buildings	Percent of Total Buildings
FAST Kindergarten Composite	573	97.78%
i-Ready Diagnostics	1	0.17%
NWEA MAP Growth	11	1.88%
STAR Early Literacy	1	0.17%
Total Buildings with Default Assessment Data	586	

Source: Iowa Department of Education, Bureau of School Improvement, 2019-2020 Default Assessment Survey.
Note: Data are based on the school-reported default assessment.

Table 2-9

Number and Percent of Iowa Public School Kindergarten Students Proficient by FAST
Kindergarten Literacy Assessment Taken, Fall 2019-2020

Assessment	Number of Students Assessed	Number of Students Proficient	Percent of Students Proficient
FAST Kindergarten Composite	38,562	27,683	71.79%
Total Students	38,562	27,683	71.79%

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

Preschool Attendance (Parent Report)

Information on kindergarten students who attended preschool prior to kindergarten is reported by districts through Student Reporting in Iowa in the fall. Districts gather information on preschool experience through parent report and/or district records. Some districts report this indicator based on the number of kindergarten students who participated in the SWVPP and have a state identification number prior to kindergarten entry. The term “preschool” has not been specifically defined in legislation and thus could result in different interpretations ranging from SWVPP, childcare or a private enterprise. Table 2-10 shows the number and percent of kindergarten students who were reported as having attended preschool 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) attend preschool in the previous year. Data for 2019-2020 should be interpreted cautiously, due to missing information for 25% of first time kindergarten students related to changes in data collection and validation.

Table 2-10

Iowa Public School Kindergarten Students Preschool Attendance (Parent Report) 2018-2019 and 2019-2020				
	2018-2019		2019-2020	
	Number	Percent	Number	Percent
First Time Kindergarten Students Who Attended Preschool	29,376	82.2%	23,343	85.6%
First Time Kindergarten Students Who did not Attend Preschool	6,348	17.8%	3,915	14.4%
First time Kindergarten students with information for preschool attendance	35,724	100.0%	27,258	100.0%
First time Kindergarten students with missing information for preschool attendance*			8,928	
Total first time Kindergarten Students	35,724		36,186	
Total Kindergarten Students	39,230		39,832	

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

Note: *Due to SRI data collection vendor and validation process changes, in 2019-2020, there were more than 8,900 first time kindergarteners missing information for preschool attendance.



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 and salary for teachers, principals, superintendents, professional school counselors and library/media specialists are included in this chapter. Information on instructional aides, pupil-teacher ratios and nurses for public schools is also included. The data are summarized at the state level, by enrollment category (based on district certified enrollment) and by AEA. National and regional state comparative data are also presented where available. Some information is broken out by public and nonpublic schools.

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

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

Full-time teachers in 2010-2011 to 2019-2020 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 2019-2020 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 5,800 teachers in 2019-2020 that were reported as serving in other positions, such as administrative (e.g., principal, superintendent) or student support services (e.g., coach, counselor, Teacher Leader). Salary is not reported separately for each position/assignment combination. Therefore, salary reported for these teachers may be impacted by the additional duties. In each section, minority counts include staff with a reported ethnicity of Hispanic and/or reported race of American Indian/Alaskan Native, African American, Asian, Pacific Islander or multiple races. Teachers and principals with advanced degrees include staff with a master's, specialist or doctorate degree.

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

Teachers

This section includes data on public and nonpublic teachers and Teacher Leaders in Iowa. In 2019-2020, 3.9 percent of teachers were beginning teachers-teachers in their first year of teaching (Table 3-3). The percent of teachers with advanced degrees and the percent of minority teachers was highest in the larger enrollment categories (Table 3-4). Heartland AEA had the largest percent of teachers in the state in 2019-2020, 27.4 percent (Table 3-5). A little over 76 percent of the full-time teachers in public schools in Iowa were female in 2019-2020. The average salary for male teachers was 4.7 percent higher than female teachers, while the percent of teachers with advanced degrees was slightly higher for females than males (Table 3-6). The percent of teachers who were minorities in 2019-2020 was 2.7 percent. The average salary of non-minority teachers was 3.3 percent higher than the average salary of minority teachers. The average experience and percent of female teachers was also higher for non-minority teachers than minority teachers (Table 3-7).

Staff in Iowa public schools are eligible to receive full retirement benefits through the Iowa Public Employee Retirement System (IPERS) if they are at least 55 years old and the sum of their age and total IPERS covered employment is equal to or greater than 88. According to this rule, 5.2 percent of teachers were eligible to retire in 2019-2020 (Table 3-9).

In 2019-2020, average total salary for full-time public school teachers was 3.3 percent higher than average regular salary (Table 3-10). The average total salary of full-time public school teachers increased by 1.4 percent between 2018-2019 and 2019-2020. Average total salary was lowest in the smallest enrollment category and highest in the largest enrollment category (Table 3-11). When averaged by AEA, the average total salary was highest for teachers in Grant Wood AEA. 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 2018-2019, Iowa ranked 23rd in the nation and 6th among Midwest States for average salary (Table 3-13).

In 2019-2020, the average number of assignments held by grades 9-12 teachers was 2.7. About 57 percent of grades 9-12 teachers had one or two assignments (Tables 3-16 and 3-17). Pupil-teacher ratios from 2004-2005 to the present include special education teachers and students. Prior to this year, special education teachers and students were excluded. The pupil-teacher ratio in 2019-2020 was 13.4. The pupil-teacher ratio by enrollment category ranged from 10.0 in the smallest enrollment category to 14.1 in the 2,500-7,499 enrollment category (Table 3-18). The number of instructional aides (non-licensed staff who provide assistance to teachers in the classroom) increased by 5.5 percent between 2018-2019 and 2019-2020 (Table 3-19).



Table 3-1

Characteristics of Iowa Full-Time Teachers 2000-2001, 2018-2019 and 2019-2020						
Characteristics	Public			Nonpublic		
	2000-2001	2018-2019	2019-2020	2000-2001	2018-2019	2019-2020
Average Age	42.2	40.7	40.7	40.3	42.8	43.0
Percent Female	70.5%	75.8%	76.1%	80.3%	81.7%	82.1%
Percent Minority	1.8%	2.6%	2.7%	0.9%	2.7%	3.0%
Percent Advanced Degree	27.0%	36.4%	37.5%	13.1%	16.8%	17.0%
Average Total Experience	15.1	13.5	13.5	12.3	14.9	15.0
Average District/AEA Experience	11.9	10.3	10.3	8.8	10.7	10.7
Number of Teachers	33,610	37,386	37,567	2,437	1,856	1,680

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

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

Table 3-2

Characteristics of Iowa Beginning Full-Time Teachers 2000-2001, 2018-2019 and 2019-2020						
Characteristics	Public			Nonpublic		
	2000-2001	2018-2019	2019-2020	2000-2001	2018-2019	2019-2020
Average Age	28.5	27.8	27.4	28.5	28.4	28.2
Percent Female	71.6%	76.7%	76.9%	83.5%	67.7%	82.0%
Percent Minority	2.8%	5.0%	5.0%	1.5%	7.5%	9.8%
Percent Advanced Degree	5.9%	10.7%	11.2%	2.9%	8.6%	6.6%
Number of Teachers	1,660	1,470	1,469	206	93	61

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

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

Table 3-3

Iowa Full-Time Beginning Teachers as a Percentage of Total Full-Time Public School Teachers
2000-2001, 2018-2019 and 2019-2020

Enrollment Category	Number of Beginning F-T Teachers			Number of F-T Teachers			Beginning F-T Teachers as % of Total F-T Teachers		
	2000-2001	2018-2019	2019-2020	2000-2001	2018-2019	2019-2020	2000-2001	2018-2019	2019-2020
<300	42	29	49	642	672	749	6.5%	4.3%	6.5%
300-599	281	183	150	3,970	4,208	3,927	7.1%	4.3%	3.8%
600-999	270	206	185	5,553	4,809	4,996	4.9%	4.3%	3.7%
1,000-2,499	358	295	347	8,532	8,850	8,861	4.2%	3.3%	3.9%
2,500-7,499	306	278	297	6,096	6,688	6,934	5.0%	4.2%	4.3%
7,500+	382	479	441	8,393	11,908	11,832	4.6%	4.0%	3.7%
AEA	21	0	0	424	251	268	5.0%	0.0%	0.0%
State	1,660	1,470	1,469	33,610	37,386	37,567	4.9%	3.9%	3.9%

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

Note: F-T indicates full-time.

Table 3-4

Characteristics of Iowa Full-Time Public School Teachers by Enrollment Category, 2019-2020

Enrollment Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	749	41.0	80.5%	0.9%	13.8%	12.9	9.5
300-599	3,927	40.9	73.7%	1.7%	19.5%	13.7	10.4
600-999	4,996	40.7	74.1%	1.6%	20.0%	13.8	10.3
1,000-2,499	8,861	41.0	75.6%	1.7%	32.5%	14.2	10.5
2,500-7,499	6,934	40.4	76.9%	2.7%	44.4%	13.1	10.1
7,500+	11,832	40.5	76.9%	4.4%	51.6%	13.0	10.2
AEA	268	44.8	92.5%	4.1%	53.4%	17.4	10.3
State	37,567	40.7	76.1%	2.7%	37.5%	13.5	10.3

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

Table 3-5

Characteristics of Iowa Full-Time Public School Teachers by AEA, 2019-2020

AEA	Number of Teachers	Percent of Total Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
Keystone	2,354	6.3%	40.6	75.9%	1.2%	42.7%	13.9	11.6
Central Rivers	5,048	13.4%	40.7	75.6%	3.2%	29.8%	13.1	10.0
Prairie Lakes	2,385	6.3%	41.4	76.4%	1.9%	23.6%	14.4	10.3
Mississippi Bend	3,610	9.6%	41.2	76.5%	4.1%	40.2%	13.5	10.6
Grant Wood	5,263	14.0%	40.3	74.7%	3.0%	44.3%	13.4	10.1
Heartland	10,283	27.4%	39.8	76.4%	2.9%	41.0%	13.0	9.5
Northwest	2,973	7.9%	41.4	75.7%	2.9%	37.0%	14.3	11.3
Green Hills	2,993	8.0%	41.5	76.4%	1.7%	37.9%	13.7	10.2
Great Prairie	2,658	7.1%	42.5	78.0%	1.8%	29.0%	14.1	11.3
State	37,567	100.0%	40.7	76.1%	2.7%	37.5%	13.5	10.3

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

Note: Includes AEA teachers.

Table 3-6

Gender Comparison of Iowa Full-Time Public School Teachers, 2019-2020

Characteristics	Female	Male
Average Age	40.6	41.0
Percent Minority	2.5%	3.3%
Percent Advanced Degree	37.9%	36.2%
Average Total Experience	13.4	14.0
Average District/AEA Experience	10.2	10.4
Average Total Salary	\$59,382	\$62,175
Number of Teachers	28,575	8,992

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

Note: Includes AEA teachers.



Table 3-7

Characteristics of Iowa Full-Time Public School Teachers by Minority and
Non-Minority Groups, 2019-2020

Characteristics	Non-Minority	Minority
Average Age	40.7	39.9
Percent Female	76.2%	70.7%
Percent Advanced Degree	37.5%	37.2%
Average Total Experience	13.6	10.8
Average District/AEA Experience	10.3	8.1
Average Total Salary	\$60,102	\$58,186
Number of Teachers	36,548	1,019

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

Note: Includes AEA teachers.

Table 3-8

Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2019-2020

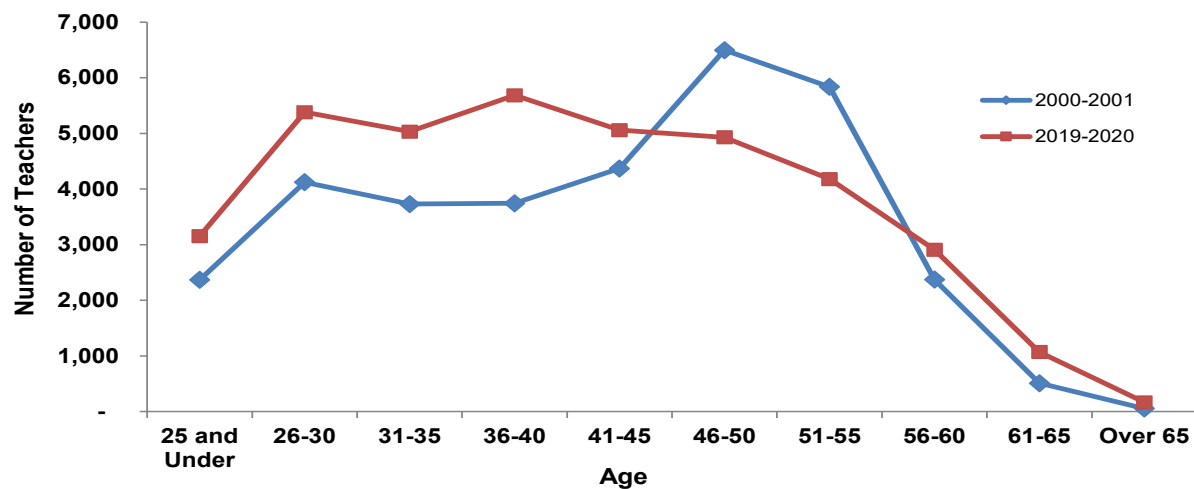
Age Interval	2000-2001				2019-2020			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	2,369	2,369	7.0%	7.0%	3,153	3,153	8.4%	8.4%
26-30	4,123	6,492	12.3%	19.3%	5,381	8,534	14.3%	22.7%
31-35	3,730	10,222	11.1%	30.4%	5,032	13,566	13.4%	36.1%
36-40	3,745	13,967	11.1%	41.6%	5,685	19,251	15.1%	51.2%
41-45	4,370	18,337	13.0%	54.6%	5,060	24,311	13.5%	64.7%
46-50	6,497	24,834	19.3%	73.9%	4,930	29,241	13.1%	77.8%
51-55	5,838	30,672	17.4%	91.3%	4,179	33,420	11.1%	89.0%
56-60	2,373	33,045	7.1%	98.3%	2,910	36,330	7.7%	96.7%
61-65	510	33,555	1.5%	99.8%	1,072	37,402	2.9%	99.6%
Over 65	55	33,610	0.2%	100.0%	165	37,567	0.4%	100.0%

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

Note: Includes AEA teachers.

Figure 3-1

Iowa Full-Time Public School Teacher Age Distributions, 2000-2001 and 2019-2020



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

Note: Includes AEA teachers.

Table 3-9

Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers
2000-2001 and 2019-2020

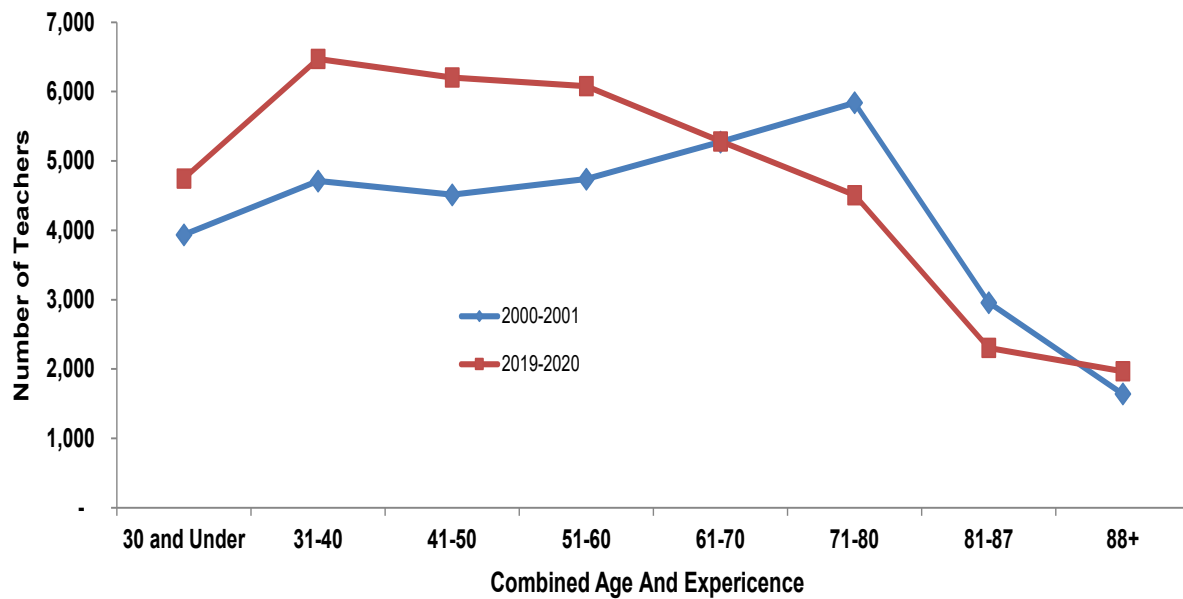
Combined Age and Experience Interval	2000-2001				2019-2020			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	4,749	4,749	12.6%	12.6%
31-40	4,711	8,647	14.0%	25.7%	6,470	11,219	17.2%	29.9%
41-50	4,512	13,159	13.4%	39.2%	6,204	17,423	16.5%	46.4%
51-60	4,739	17,898	14.1%	53.3%	6,080	23,503	16.2%	62.6%
61-70	5,274	23,172	15.7%	68.9%	5,282	28,785	14.1%	76.6%
71-80	5,839	29,011	17.4%	86.3%	4,508	33,293	12.0%	88.6%
81-87	2,958	31,969	8.8%	95.1%	2,305	35,598	6.1%	94.8%
88+	1,641	33,610	4.9%	100.0%	1,969	37,567	5.2%	100.0%

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

Note: Includes AEA teachers.

Figure 3-2

Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers
2000-2001 and 2019-2020



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

Note: Includes AEA teachers.

Table 3-10

Full-Time Teacher Average Regular Salary vs. Average Full-Time Teacher Average Total Salary
2000-2001, 2018-2019 and 2019-2020

	2000-2001	2018-2019	2019-2020
Average Regular Salary	N/A	\$57,463	\$58,110
Average Total Salary	\$36,479	\$59,220	\$60,050
Difference	N/A	\$1,757	\$1,941
Percent Total Salary Greater Than Regular Salary	N/A	3.1%	3.3%

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

Note: Includes AEA teachers.

Teacher figures for 2018-2019 and 2019-2020 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2016-2017 and 2018-2019 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.). Average salaries for these staff include salaries for these additional responsibilities.

Table 3-11

Average Total Salaries of Iowa Full-Time Public School Teachers by Enrollment Category
2000-2001, 2018-2019 and 2019-2020

Enrollment Category	Average Total Salary			Percent Salary	
	2000-2001	2018-2019	2019-2020	2000-2001 to 2019-2020	2018-2019 to 2019-2020
<300	\$28,811	\$47,658	\$48,395	68.0%	1.5%
300-599	\$31,557	\$51,857	\$52,708	67.0%	1.6%
600-999	\$33,809	\$54,175	\$54,729	61.9%	1.0%
1,000-2,499	\$35,912	\$58,230	\$58,820	63.8%	1.0%
2,500-7,499	\$38,266	\$61,359	\$62,247	62.7%	1.4%
7,500+	\$40,452	\$63,874	\$64,915	60.5%	1.6%
AEA	\$36,196	\$67,427	\$68,500	89.2%	1.6%
State	\$36,479	\$59,220	\$60,050	64.6%	1.4%

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

Notes: Includes AEA teachers.

Teacher figures for 2018-2019 and 2019-2020 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2018-2019 and 2019-2020 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.). Average salaries for these staff include salaries for these additional responsibilities.



Table 3-12

Average Salaries of Iowa Full-Time Public School Teachers by AEA, 2019-2020

AEA	Regular Salary	Total Salary
Keystone	\$55,346	\$56,901
AEA 267	\$56,521	\$58,268
Prairie Lakes	\$54,858	\$56,576
Mississippi Bend	\$57,274	\$59,581
Grant Wood	\$61,130	\$64,090
Heartland	\$60,077	\$61,707
Northwest	\$59,327	\$61,219
Green Hills	\$55,481	\$57,549
Great Prairie	\$55,228	\$57,085
State	\$58,110	\$60,050

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

Notes: Includes AEA teachers.

Teacher figures for 2018-2019 and 2019-2020 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2018-2019 and 2019-2020 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.). Average salaries for these staff include salaries for these additional responsibilities.

Table 3-13

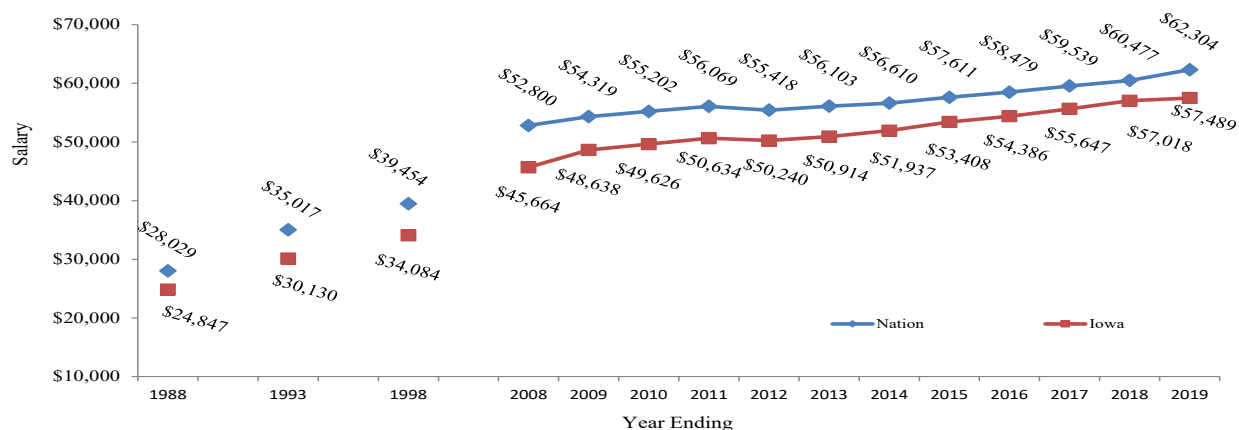
Average Salaries of Public School Teachers for Iowa, Midwest States and the Nation
2017-2018 and 2018-2019

Nation and State	2017-2018			2018-2019		
	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	\$60,768			\$62,304		
Illinois	\$65,721	11	1	\$67,049	11	1
Indiana	\$50,614	35	9	\$51,119	35	9
Iowa	\$57,018	22	6	\$57,489	23	6
Kansas	\$49,754	40	10	\$51,082	39	10
Michigan	\$61,911	14	2	\$62,170	16	2
Minnesota	\$57,782	21	5	\$58,221	22	5
Missouri	\$49,304	42	11	\$50,019	45	11
Nebraska	\$54,214	26	7	\$54,470	27	7
North Dakota	\$52,850	31	8	\$53,434	31	8
Ohio	\$58,266	19	3	\$59,713	18	3
South Dakota	\$47,631	47	12	\$48,204	48	12
Wisconsin	\$58,007	20	4	\$58,277	21	4

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

Figure 3-3

Average Salaries of Public School Teachers for Iowa and the Nation 2007-2008 to 2018-2019



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

Table 3-14

Iowa Salary Comparisons by Occupation, 2017-2018 and 2018-2019

Average Salary			
Occupation	2017-2018	2018-2019	Percent Change 2017-2018 to 2018-2019
Electrical Engineer	\$87,700	\$95,640	9.1%
Civil Engineer	\$83,940	\$85,290	1.6%
Software Developers and Software Quality Assurance Analysts and Testers	\$88,570	\$95,370	7.7%
Computer Programmers	\$78,940	\$78,040	-1.1%
Accountant & Auditor	\$67,030	\$69,480	3.7%
Speech-Language Pathologist	\$76,020	\$76,250	0.3%
Registered Nurse	\$59,130	\$60,590	2.5%
Teacher	\$57,018	\$59,220	3.9%
Child, Family and School Social Worker	\$44,720	\$46,400	3.8%
Interior Designer	\$44,800	\$49,040	9.5%

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2018 and May 2019.

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

Table 3-15

Distribution of Contract Days for Full-Time Public School Teachers 2000-2001, 2018-2019 and 2019-2020

Number of Contract Days	Number			Percent			Cumulative Percent		
	2000-2001	2018-2019	2019-2020	2000-2001	2018-2019	2019-2020	2000-2001	2018-2019	2019-2020
<=185	2,089	3,324	3,413	6.2%	8.9%	9.1%	6.2%	8.9%	9.1%
186-190	16,449	15,571	15,822	49.0%	41.6%	42.1%	55.2%	50.5%	51.2%
191-195	13,136	15,801	15,457	39.1%	42.3%	41.1%	94.3%	92.8%	92.3%
>=196	1,932	2,690	2,875	5.8%	7.2%	7.7%	100.0%	100.0%	100.0%

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

Note: Includes AEA teachers.

Table 3-16

Average Number of Teaching Assignments for Iowa Full-Time Public School Teachers by Grades 9-12 by Enrollment Category, 2000-2001, 2018-2019 and 2019-2020

Enrollment Category	2000-2001			2018-2019			2019-2020		
	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	40	277	3.3
300-599	116	2,084	3.4	104	2,020	3.2	95	1,912	3.1
600-999	104	2,587	3.1	77	2,009	2.9	80	2,103	2.9
1,000-2,499	83	3,335	2.7	77	3,011	2.7	77	3,004	2.6
2,500-7,499	24	2,052	2.2	22	2,044	2.3	23	2,099	2.4
7,500+	9	2,480	2.1	12	4,185	2.2	12	3,423	2.4
State	374	12,817	2.7	330	13,521	2.6	327	12,818	2.7

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

Note: Only includes grade 9-12 teaching assignments for 2018-2019 and 2019-2020 for a teacher that has at least one 9-12 assignment.

Table 3-17

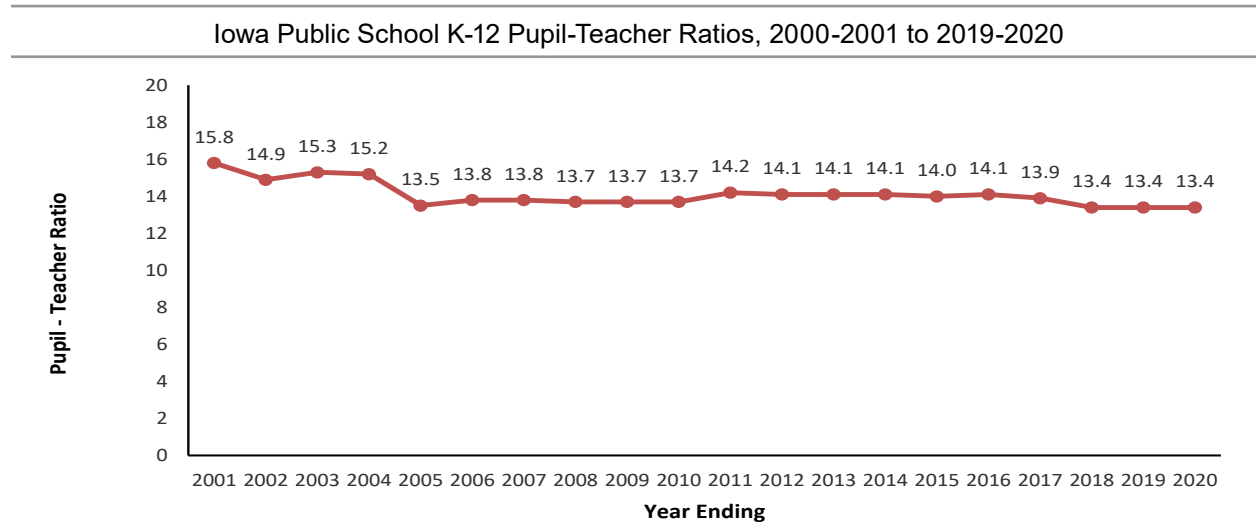
Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2019-2020

Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	4,635	36.16%	36.16%
2	2,620	20.44%	56.60%
3	2,000	15.60%	72.20%
4	1,558	12.15%	84.36%
5	916	7.15%	91.50%
6	536	4.18%	95.69%
7	296	2.31%	98.00%
8	140	1.09%	99.09%
9	71	0.55%	99.64%
10	26	0.20%	99.84%
11	9	0.07%	99.91%
12	5	0.04%	99.95%
13	4	0.03%	99.98%
14+	2	0.02%	100.00%

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

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

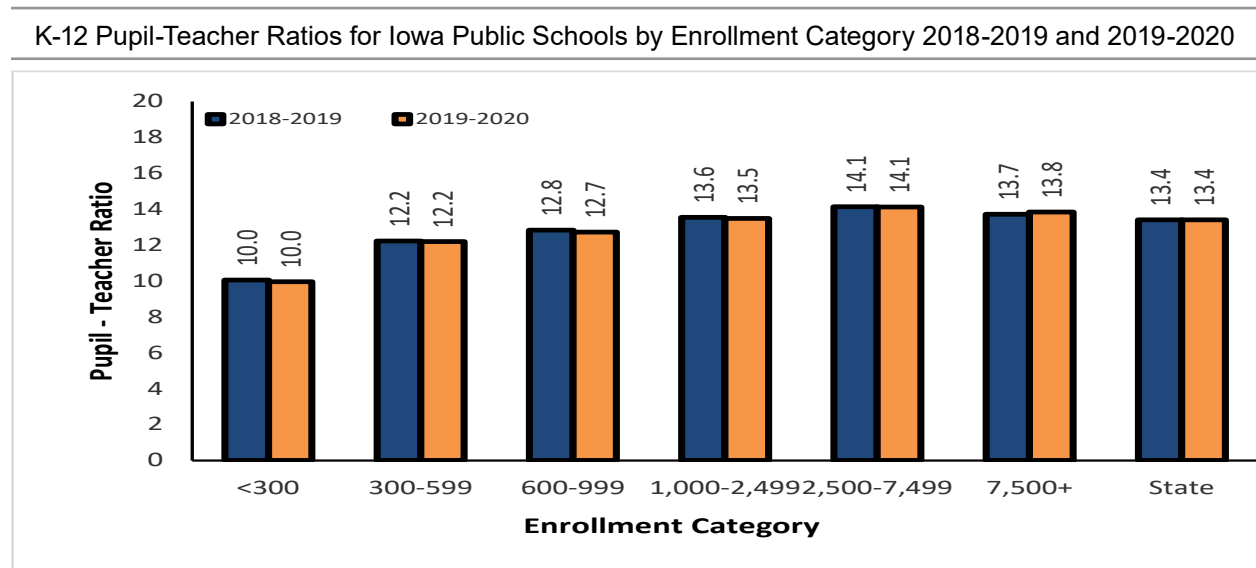
Figure 3-4



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

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

Figure 3-5



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

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

Table 3-18

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2019-2020

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	7,259	729.3	10.0
300-599	46,244	3,792.7	12.2
600-999	61,086	4,801.3	12.7
1,000-2,499	116,081	8,607.2	13.5
2,500-7,499	95,803	6,783.4	14.1
7,500+	159,445	11,519.1	13.8
State	485,918	36,233.1	13.4

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

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

Table 3-19

Instructional Aides in Iowa Public Schools by Enrollment Category, 2000-2001, 2018-2019 and 2019-2020

Enrollment Category	2000-2001	2018-2019	2019-2020	% Change in FTE Aides 2000-2001 to 2019-2020	% Change in FTE Aides 2018-2019 to 2019-2020
<300	113.4	283.6	318.1	180.5%	12.1%
300-599	685.9	1,575.1	1,508.2	119.9%	-4.2%
600-999	1,054.0	1,877.3	2,017.6	91.4%	7.5%
1,000-2,499	2,023.3	3,472.2	3,562.9	76.1%	2.6%
2,500-7,499	1,681.6	2,256.3	2,568.9	52.8%	13.9%
7,500+	2,204.5	3,753.0	3,967.2	80.0%	5.7%
State	7,762.7	13,217.5	13,942.8	79.6%	5.5%

Source: Iowa Department of Education, Bureau of Information and Analysis, 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 public school principals and minority public school principals was highest in the largest enrollment category. The percent of principals with advanced degrees was highest in the 2,500-7,499 enrollment category (Table 3-21). The average salary of male principals was 4.3 percent higher than female principals. The percent of principals with advanced degrees was slightly higher for females than males and the average years of experience was higher for female principals than male principals (Table 3-22). In 2019-2020, 10.3 percent of full-time public school principals were eligible to retire with combined age and years of experience of 88 or more (Table 3-24). The average salary of full-time public school principals increased by 2.1 percent between 2018-2019 and 2019-2020. The average salary of principals in the largest enrollment category was 40.5 percent higher than the average salary of principals in the smallest enrollment category (Table 3-25).

Table 3-20

Characteristics of Iowa Full-Time Principals, 2000-2001, 2018-2019 and 2019-2020							
Characteristics	Public			Non-Public			
	2000-2001	2018-2019	2019-2020	2000-2001	2018-2019	2019-2020	
Average Age	47.8	46.1	46.2	49.0	48.4	48.1	
Percent Female	30.6%	39.8%	42.0%	50.5%	56.7%	57.6%	
Percent Minority	3.5%	3.0%	3.5%	1.0%	1.0%	1.0%	
Percent Advanced Degree	96.0%	82.7%	80.8%	90.5%	89.4%	89.9%	
Average Total Experience	22.4	19.6	19.6	23.3	22.2	21.5	
Average District/AEA Experience	11.8	10.5	10.7	8.7	10.1	10.8	
Number of Principals	1,124	1,137	1,146	105	104	99	

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

Table 3-21

Characteristics of Iowa Full-Time Public School Principals by Enrollment Category, 2019-2020							
Enrollment Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	42	43.6	35.7%	0.0%	71.4%	18.3	8.4
300-599	181	46.4	40.9%	1.1%	79.6%	20.0	10.1
600-999	201	47.0	37.3%	2.0%	76.6%	21.6	8.9
1,000-2,499	281	45.6	32.7%	1.4%	82.2%	19.6	9.9
2,500-7,499	174	46.3	46.6%	4.6%	85.6%	19.1	10.2
7,500+	266	46.6	54.1%	8.3%	81.6%	18.4	13.8
AEA	1	56.0	0.0%	0.0%	100.0%	31.0	30.0
State	1,146	46.2	42.0%	3.5%	80.8%	19.6	10.7

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

Table 3-22

Gender Comparison of Iowa Full-Time Public School Principals, 2019-2020

Characteristics	Female	Male
Average Age	47.0	45.7
Percent Minority	4.0%	3.2%
Percent Advanced Degree	82.7%	79.4%
Average Total Experience	20.1	19.3
Average District/AEA Experience	12.0	9.7
Average Total Salary	\$104,707	\$109,238
Number of Principals	481	665

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

Table 3-23

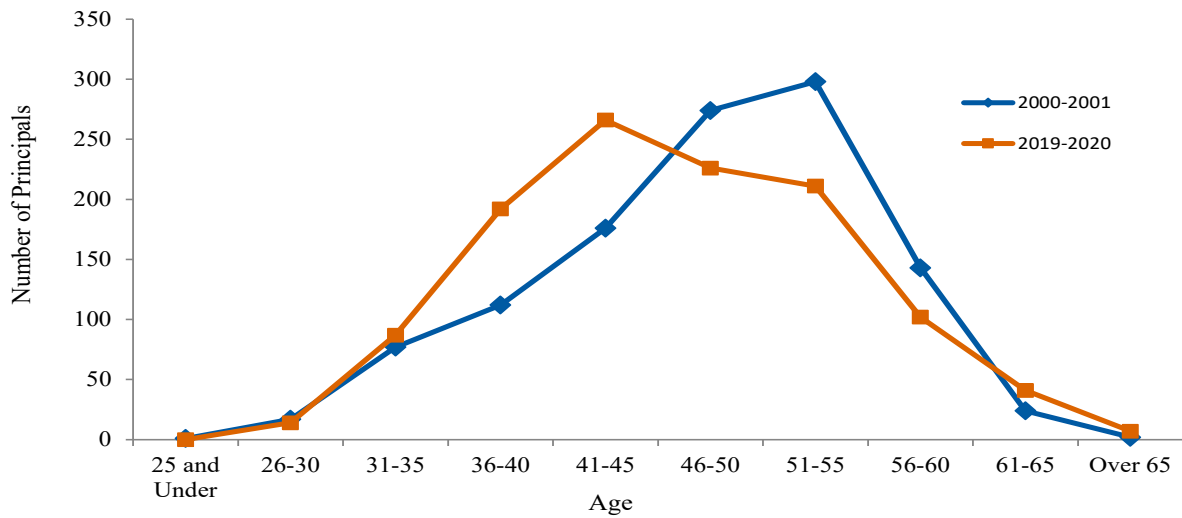
Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2019-2020

Age Interval	2000-2001				2019-2020			
	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%	87	101	7.6%	8.8%
36-40	112	207	10.0%	18.4%	192	293	16.8%	25.6%
41-45	176	383	15.7%	34.1%	266	559	23.2%	48.8%
46-50	274	657	24.4%	58.5%	226	785	19.7%	68.5%
51-55	298	955	26.5%	85.0%	211	996	18.4%	86.9%
56-60	143	1,098	12.7%	97.7%	102	1,098	8.9%	95.8%
61-65	24	1,122	2.1%	99.8%	41	1,139	3.6%	99.4%
Over 65	2	1,124	0.2%	100.0%	7	1,146	0.6%	100.0%

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

Figure 3-6

Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2019-2020



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

Table 3-24

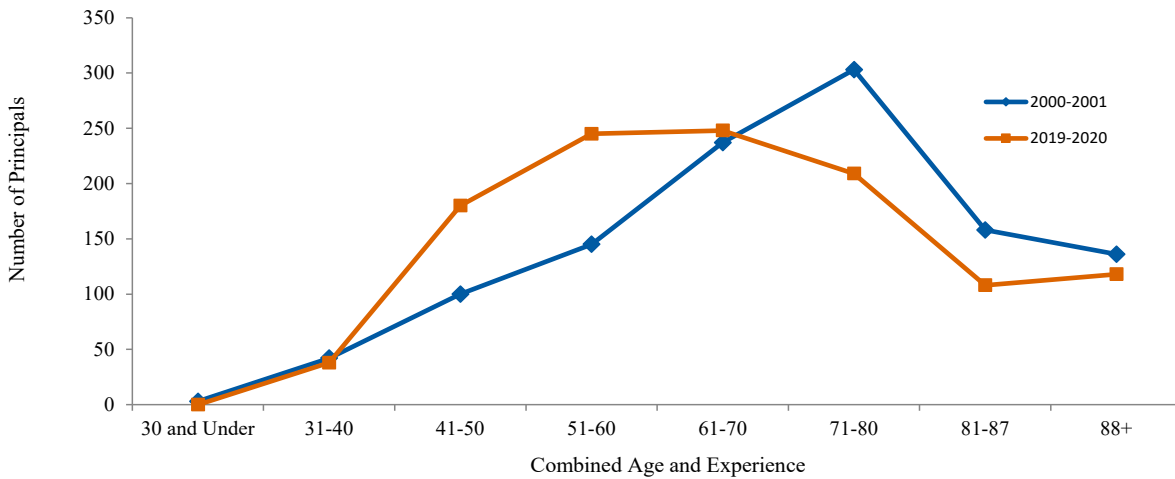
Combined Age and Experience Distribution of Iowa Full-Time Public School Principals 2000-2001 and 2019-2020

Combined Age and Experience Interval	2000-2001				2019-2020			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3	3	0.3%	0.3%	0	0	0.0%	0.0%
31-40	42	45	3.7%	4.0%	38	38	3.3%	3.3%
41-50	100	145	8.9%	12.9%	180	218	15.7%	19.0%
51-60	145	290	12.9%	25.8%	245	463	21.4%	40.4%
61-70	237	527	21.1%	46.9%	248	711	21.6%	62.0%
71-80	303	830	27.0%	73.8%	209	920	18.2%	80.3%
81-87	158	988	14.1%	87.9%	108	1,028	9.4%	89.7%
88+	136	1,124	12.1%	100.0%	118	1,146	10.3%	100.0%

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

Figure 3-7

Combined Age and Experience Distribution of Iowa Full-Time Public School Principals
2000-2001 and 2019-2020



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

Table 3-25

Average Total Salary of Iowa Full-Time Public School Principals by Enrollment Category
2000-2001, 2018-2019 and 2019-2020

Enrollment Category	Average Total Salary			Number of Principals 2019-2020	Percent Salary Change	
	2000-2001	2018-2019	2019-2020		2000-2001 to 2019-2020	2018-2019 to 2019-2020
<300	\$51,775	\$93,230	\$86,397	42	66.9%	-7.3%
300-599	\$54,331	\$93,336	\$94,956	181	74.8%	1.7%
600-999	\$58,539	\$97,415	\$99,961	201	70.8%	2.6%
1,000-2,499	\$64,381	\$104,439	\$106,780	281	65.9%	2.2%
2,500-7,499	\$69,145	\$109,759	\$112,982	174	63.4%	2.9%
7,500+	\$71,935	\$118,287	\$121,399	266	68.8%	2.6%
AEA	\$69,796	\$139,724	\$142,840	1	104.7%	2.2%
State	\$63,409	\$105,122	\$107,336	1,146	69.3%	2.1%

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

Superintendents

The tables in this section present data on full-time superintendents in Iowa public schools. The percent of superintendents with specialist/doctorate degrees decreased about 6 percentage points between 2018-2019 and 2019-2020 while the percent of female superintendents increased slightly (Table 3-26). The percent of female superintendents was highest in the largest enrollment category in 2019-2020. The percent of superintendents with specialist/doctorate degrees was highest in the 1,000-2,499 enrollment category (Table 3-27). The average salary of female superintendents was 6.7 percent higher than male superintendents. The percent of superintendents with specialist/doctorate degrees was higher for females than males (Table 3-28). The percent of superintendents with combined age and experience of 88 years or more and therefore eligible to retire in 2019-2020 was 16.0 percent (Table 3-30). The average salary of superintendents increased by 3.1 percent between 2018-2019 and 2019-2020 (Table 3-31).

Table 3-26

Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2018-2019 and 2019-2020

Characteristics	2000-2001	2018-2019	2019-2020
Average Age	52.1	51.2	50.9
Percent Female	5.8%	13.1%	13.7%
Percent Minority	0.9%	0.7%	1.1%
Percent Specialist/Doctorate Degree	59.2%	54.9%	48.7%
Average Total Experience	26.9	23.3	22.8
Average District Experience	8.0	7.6	7.0
Number of Superintendents	326	268	263

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

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



Table 3-27

Characteristics of Iowa Full-Time Public School Superintendents by Enrollment Category, 2019-2020

Enrollment Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Minority	Percent Specialist/ Doctorate Degree	Average Total Experience	Average District Experience
<300	12	47.9	16.7%	0.0%	50.0%	23.2	10.4
300-599	68	51.2	5.9%	0.0%	48.5%	24.2	7.5
600-999	70	49.7	8.6%	0.0%	45.7%	24.2	6.7
1,000-2,499	77	51.6	20.8%	3.9%	50.6%	21.4	6.2
2,500-7,499	23	51.3	17.4%	0.0%	47.8%	20.8	6.0
7,500+	12	52.9	33.3%	0.0%	50.0%	17.9	9.5
AEA	1	54.0	0.0%	0.0%	100.0%	30.0	9.0
State	263	50.9	13.7%	1.1%	48.7%	22.8	7.0

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

Note: The superintendent at the AEA is AEA staff who is also serving as a superintendent in a public district.



Table 3-28

Gender Comparison of Iowa Full-Time Public School Superintendents, 2019-2020			
Characteristics	Female	Male	
Average Age	51.3	50.8	
Percent Minority	0.0%	1.3%	
Percent Specialist/Doctorate Degree	61.1%	46.7%	
Average Total Experience	20.2	23.2	
Average District Experience	6.1	7.1	
Average Total Salary	\$168,485	\$157,943	
Number of Superintendents	36	227	

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

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

Table 3-29

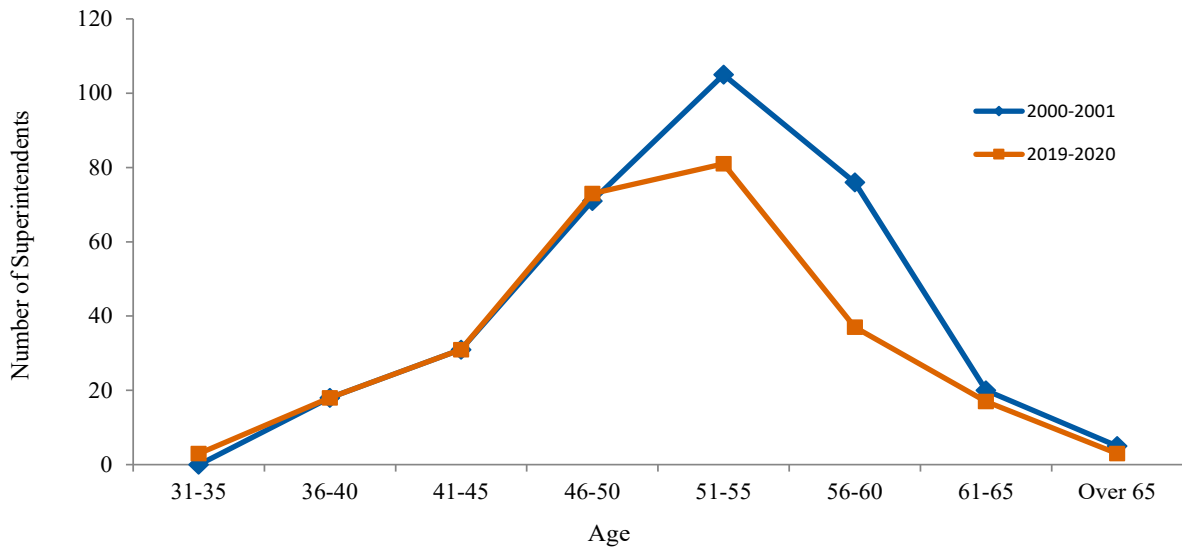
Iowa Full-Time Public School Superintendents Age Distributions 2000-2001 and 2019-2020								
Age Interval	2000-2001				2019-2020			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<35	0	0	0.0%	0.0%	3	3	1.1%	1.1%
36-40	18	18	5.5%	5.5%	18	21	6.8%	8.0%
41-45	31	49	9.5%	15.0%	31	52	11.8%	19.8%
46-50	71	120	21.8%	36.8%	73	125	27.8%	47.5%
51-55	105	225	32.2%	69.0%	81	206	30.8%	78.3%
56-60	76	301	23.3%	92.3%	37	243	14.1%	92.4%
61-65	20	321	6.1%	98.5%	17	260	6.5%	98.9%
Over 65	5	326	1.5%	100.0%	3	263	1.1%	100.0%

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

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

Figure 3-8

Iowa Full-Time Public School Superintendents Age Distributions
2000-2001 and 2019-2020



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

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

Table 3-30

Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents
2000-2001 and 2019-2020

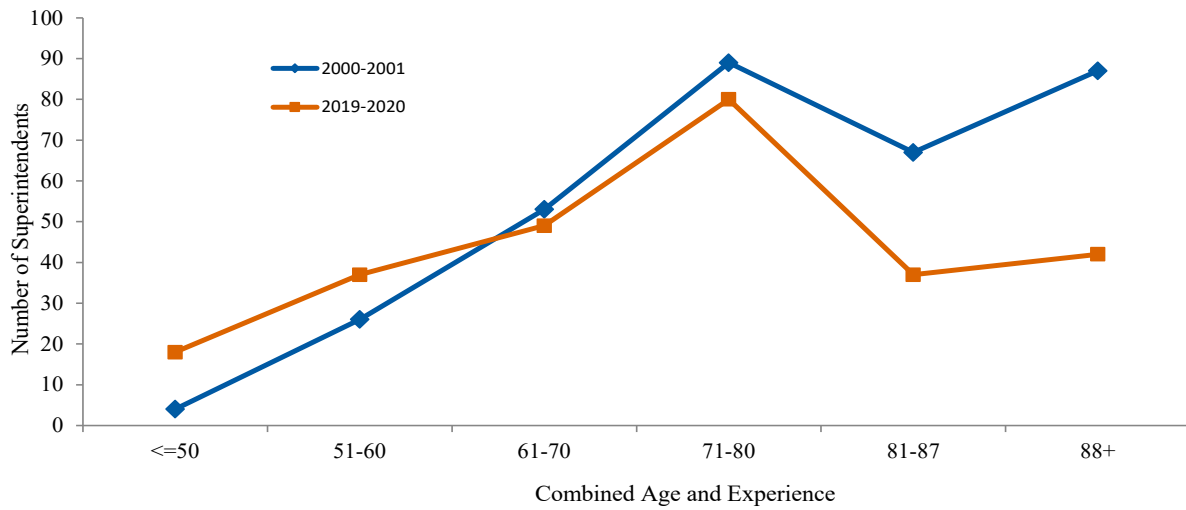
Combined Age and Experience Interval	2000-2001				2019-2020			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<=50	4	4	1.2%	1.2%	18	18	6.8%	6.8%
51-60	26	30	8.0%	9.2%	37	55	14.1%	20.9%
61-70	53	83	16.3%	25.5%	49	104	18.6%	39.5%
71-80	89	172	27.3%	52.8%	80	184	30.4%	70.0%
81-87	67	239	20.6%	73.3%	37	221	14.1%	84.0%
88+	87	326	26.7%	100.0%	42	263	16.0%	100.0%

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

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

Figure 3-9

Combined Age and Experience Distribution of Iowa Full-Time Public School Superintendents
2000-2001 and 2019-2020



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

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

Table 3-31

Average Total Salary of Iowa Full-Time Public School Superintendents by Enrollment Category
2000-2001, 2018-2019 and 2019-2020

Enrollment Category	Average Total Salary			Number of Superintendents 2019-2020	Percent Salary Change	
	2000-2001	2018-2019	2019-2020		2000-2001 to 2019-2020	2018-2019 to 2019-2020
<300	\$63,569	\$130,677	\$126,890	12	99.6%	-2.9%
300-599	\$71,049	\$134,940	\$140,028	68	97.1%	3.8%
600-999	\$76,935	\$144,043	\$147,415	70	91.6%	2.3%
1,000-2,499	\$85,772	\$163,955	\$167,285	77	95.0%	2.0%
2,500-7,499	\$104,464	\$191,801	\$197,598	23	89.2%	3.0%
7,500+	\$125,036	\$229,228	\$241,105	12	92.8%	5.2%
AEA		\$180,159	\$235,957	1		31.0%
State	\$79,836	\$154,525	\$159,386	263	99.6%	3.1%

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

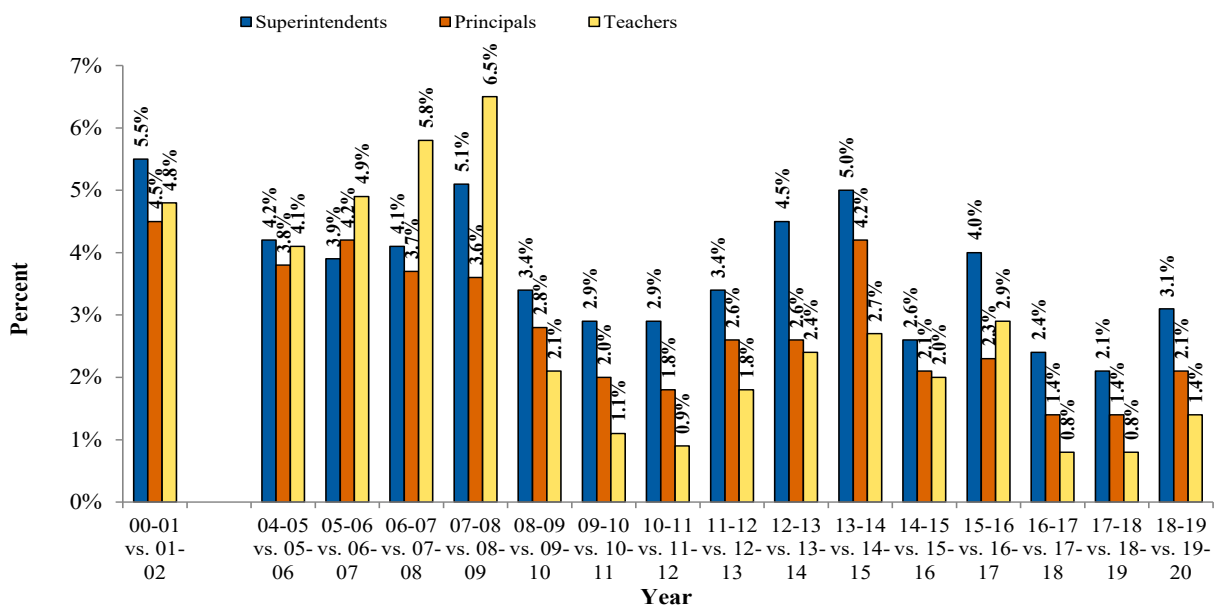
Notes: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents. The superintendent at the AEA is AEA staff who is also serving as a superintendent in a public district.

Teacher, Principal and Superintendent Salary Comparison

The average salary of superintendents had a higher percentage increase than the average salary of teachers and principals from 2000-2001 to 2005-2006 and in 2009-2010 to 2019-2020. The average salary of teachers had a higher percentage increase than the average salary of principals and superintendents from 2006-2007 to 2008-2009. In 2019-2020, teachers had the lowest percentage increase in average salary (Figure 3-10 and Table 3-32).

Figure 3-10

Annual Percentage Increases in Average Salaries for Iowa Full-Time Public School Teachers, Principals, and Superintendents
2000-2001 vs. 2001-2002 and 2004-2005 vs. 2005-2006 to 2018-2019 vs. 2019-2020



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

Table 3-32

Average Total Salary Comparison of Iowa Full-Time Public School Teachers, Principals and Superintendents by Enrollment Category, 2000-2001 and 2019-2020

Enrollment Category	2000-2001			2019-2020		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	\$28,811	\$51,775	\$63,569	\$48,395	\$86,397	\$126,890
300-599	\$31,557	\$54,331	\$71,049	\$52,708	\$94,956	\$140,028
600-999	\$33,809	\$58,539	\$76,935	\$54,729	\$99,961	\$147,415
1,000-2,499	\$35,912	\$64,381	\$85,772	\$58,820	\$106,780	\$167,285
2,500-7,499	\$38,266	\$69,145	\$104,464	\$62,247	\$112,982	\$197,598
7,500+	\$40,452	\$71,935	\$125,036	\$64,915	\$121,399	\$241,105
AEA	\$36,196	\$69,796	-	\$68,500	\$142,840	\$235,957
State	\$36,479	\$63,409	\$79,836	\$60,050	\$107,336	\$159,386

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

Notes: Includes AEA staff.

Teacher figures for 2019-2020 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2019-2020 with teaching position codes who also reported that they served in the capacity of administrator (superintendent, principal, etc.) and/or student support personnel (Curriculum Consultant, Teacher Leader, etc.) . Average salaries for these staff include salaries for these additional responsibilities.



Public School Professional School Counselors

The percent of female professional school counselors increased slightly while the percent of minority professional school counselors remained the same between 2018-2019 and 2019-2020. The percent of professional school counselors with advanced degrees increased by 0.6 percentage points between 2018-2019 and 2019-2020 (Table 3-33). All districts are required by Iowa Code (256.11) to have a professional school counselor who is licensed by the Board of Educational Examiners. Districts are able to share professional school counselors with another district. The percent of professional school counselors eligible to retire with combined age and years experience of 88 or more was 6.5 percent in 2019-2020 (Table 3-36). The average salary of professional school counselors increased by 0.8 percent between 2018-2019 and 2019-2020 (Table 3-37).

Table 3-33

Characteristics of Iowa Full-Time Public School Professional School Counselors
2000-2001, 2018-2019 and 2019-2020

Characteristics	2000-2001	2018-2019	2019-2020
Average Age	46.4	42.0	41.7
Percent Female	64.2%	81.4%	82.0%
Percent Minority	1.6%	3.9%	3.9%
Percent Advanced Degree	86.9%	84.3%	84.9%
Average Total Experience	18.8	13.8	13.7
Average District Experience	12.1	9.4	9.4
Number of Professional School Counselors	1,194	1,321	1,352

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

Notes: Does not include AEA staff.

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



Table 3-34

Full-Time and Part-Time Iowa Public School Professional School Counselors by Enrollment Category
2000-2001, 2018-2019 and 2019-2020

Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000-2001	2018-2019	2019-2020	2000-2001	2018-2019	2019-2020	2000-2001	2018-2019	2019-2020
<300	38	38	40	13	20	26	5	15	13
300-599	116	104	95	129	152	144	15	18	10
600-999	104	77	80	189	162	177	14	9	9
1,000-2,499	83	77	77	310	310	323	8	6	9
2,500-7,499	24	22	23	247	247	256	8	10	8
7,500+	9	12	12	306	430	426	15	7	12
State	374	330	327	1,194	1,321	1,352	65	65	61

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

Notes: Does not include AEA staff.

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

Table 3-35

Iowa Full-Time Public School Professional School Counselors Age Distributions
2000-2001 and 2019-2020

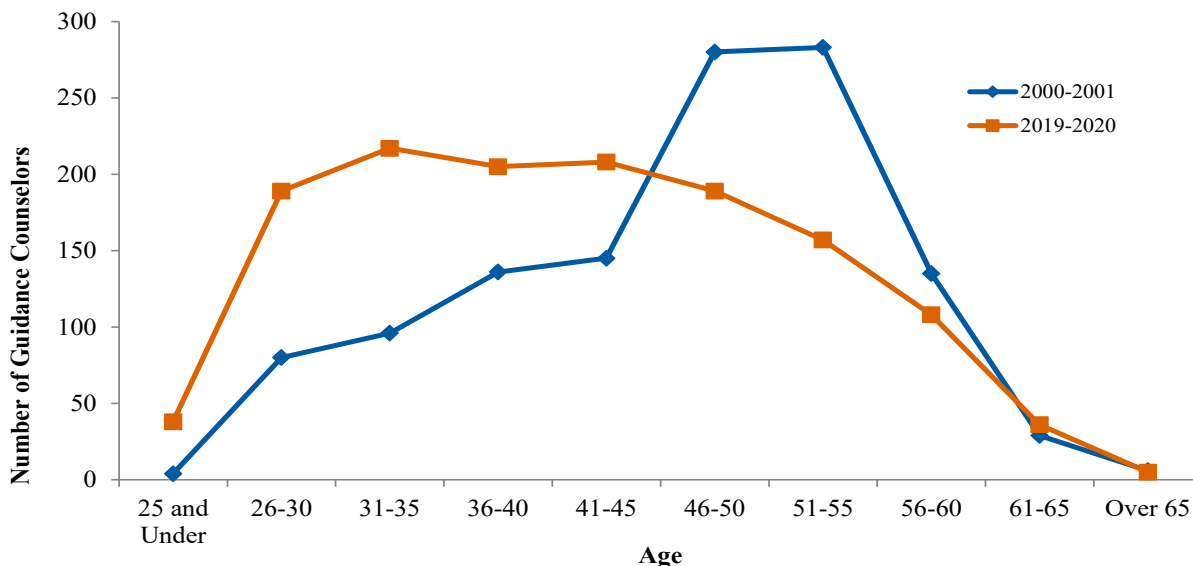
Age Interval	2000-2001				2019-2020			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	4	4	0.3%	0.3%	38	38	2.8%	2.8%
26-30	80	84	6.7%	7.0%	189	227	14.0%	16.8%
31-35	96	180	8.0%	15.1%	217	444	16.1%	32.8%
36-40	136	316	11.4%	26.5%	205	649	15.2%	48.0%
41-45	145	461	12.1%	38.6%	208	857	15.4%	63.4%
46-50	280	741	23.5%	62.1%	189	1,046	14.0%	77.4%
51-55	283	1,024	23.7%	85.8%	157	1,203	11.6%	89.0%
56-60	135	1,159	11.3%	97.1%	108	1,311	8.0%	97.0%
61-65	29	1,188	2.4%	99.5%	36	1,347	2.7%	99.6%
Over 65	6	1,194	0.5%	100.0%	5	1,352	0.4%	100.0%

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

Notes: Does not include AEA staff.
Guidance Counselor will be called Professional School Counselor from 2014-2015 and on.

Figure 3-11

Iowa Full-Time Public School Professional School Counselors Age Distributions
2000-2001 and 2019-2020



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

Notes: Does not include AEA staff.
Guidance Counselor will be called 'Professional School Counselor' from 2014-2015 and on.

Table 3-36

Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors, 2000-2001 and 2019-2020

Combined Age and Experience Interval	2000-2001				2019-2020			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	105	105	7.8%	7.8%
31-40	108	133	9.0%	11.1%	256	361	18.9%	26.7%
41-50	135	268	11.3%	22.4%	257	618	19.0%	45.7%
51-60	206	474	17.3%	39.7%	234	852	17.3%	63.0%
61-70	209	683	17.5%	57.2%	171	1,023	12.6%	75.7%
71-80	240	923	20.1%	77.3%	155	1,178	11.5%	87.1%
81-87	159	1,082	13.3%	90.6%	86	1,264	6.4%	93.5%
88+	112	1,194	9.4%	100.0%	88	1,352	6.5%	100.0%

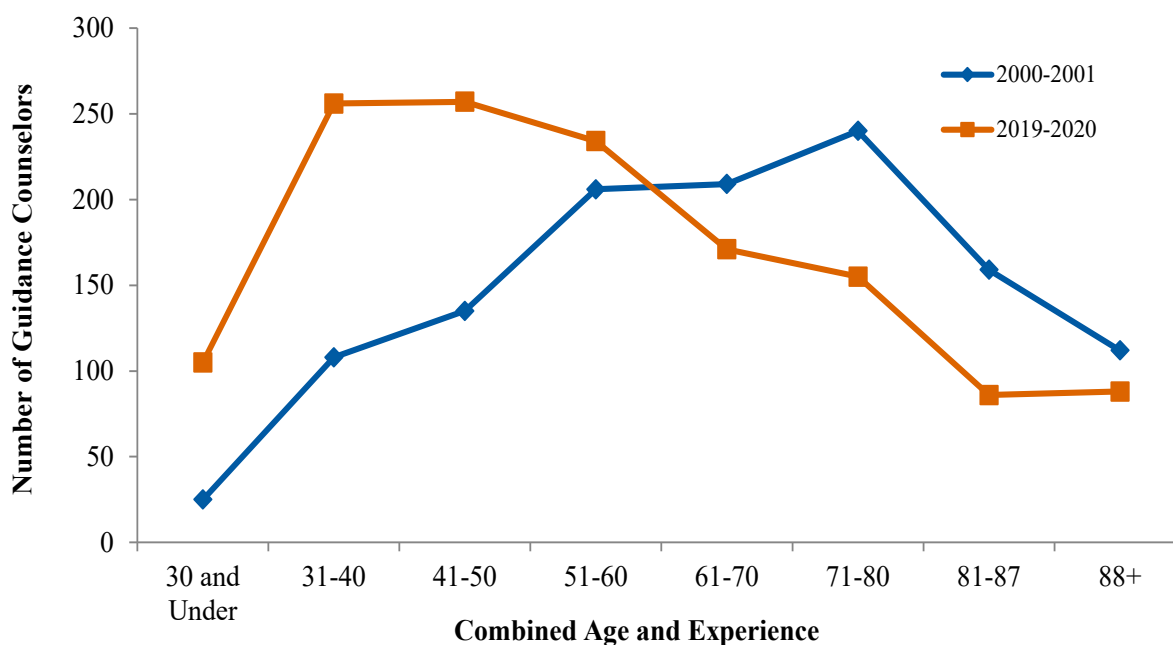
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Notes: Does not include AEA staff.

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

Figure 3-12

Combined Age and Experience Distribution of Iowa Full-Time Public School Professional School Counselors 2000-2001 and 2019-2020



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

Notes: Does not include AEA staff.

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

Table 3-37

Average Total Salary of Iowa Full-Time Public School Professional School Counselors by Enrollment Category, 2000-2001, 2018-2019 and 2019-2020

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2018-2019	2019-2020	2000-2001 to 2019-2020	2018-2019 to 2019-2020
<300	\$33,912	\$46,657	\$47,283	39.4%	1.3%
300-599	\$35,907	\$54,160	\$54,527	51.9%	0.7%
600-999	\$37,702	\$57,158	\$56,898	50.9%	-0.5%
1,000-2,499	\$41,062	\$62,456	\$62,566	52.4%	0.2%
2,500-7,499	\$44,628	\$65,155	\$66,097	48.1%	1.4%
7,500+	\$46,886	\$67,404	\$68,533	46.2%	1.7%
State	\$42,126	\$62,728	\$63,222	50.1%	0.8%

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

Notes: Does not include AEA staff.

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

Public School Library/Media Staff

Library/media staff members who are licensed through the Board of Educational Examiners have the position title of teacher librarian/media specialists. Districts are required by Iowa Code (256.11) to have a licensed library/media specialist. Districts are able to share library/media specialists with another district. The percent of library/media specialists with advanced degrees increased by 3.5 percentage points between 2018-2019 and 2019-2020 (Table 3-38). The number of full-time library/media specialists decreased between 2018-2019 and 2019-2020 (Table 3-39). The average salary of library/media specialists increased by 1.6 percent between 2018-2019 and 2019-2020 (Table 3-40). Library/media associates are staff members that support the library/media specialists in the library/media center. The number of full-time equivalent library/media associates decreased by 0.3 percent between 2018-2019 and 2019-2020.

Table 3-38

Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists 2000-2001, 2018-2019 and 2019-2020				
Characteristics	2000-2001	2018-2019	2019-2020	
Average Age	48.5	45.8	45.8	
Percent Female	90.6%	94.5%	94.4%	
Percent Minority	0.8%	1.5%	1.1%	
Percent Advanced Degree	59.6%	66.7%	70.2%	
Average Total Experience	19.6	16.7	16.8	
Average District Experience	14.3	11.7	11.7	
Number of Library/Media Specialists	636	399	376	

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

Note: Does not include AEA staff.

Table 3-39

Full-Time and Part-Time Iowa Public School Licensed Library/Media Specialists by Enrollment Category
2000-2001, 2018-2019 and 2019-2020

Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000-2001	2018-2019	2019-2020	2000-2001	2018-2019	2019-2020	2000-2001	2018-2019	2019-2020
<300	38	38	40	8	9	8	11	18	28
300-599	116	104	95	82	38	33	20	47	42
600-999	104	77	80	107	48	45	8	24	25
1,000-2,499	83	77	77	174	92	91	9	8	12
2,500-7,499	24	22	23	134	96	92	3	2	4
7,500+	9	12	12	131	116	107	7	6	5
State	374	330	327	636	399	376	58	105	116

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

Note: Does not include AEA staff.

Table 3-40

Average Total Salary of Iowa Full-Time Public School Licensed Library/Media Specialists by Enrollment Category, 2000-2001, 2018-2019 and 2019-2020

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2018-2019	2019-2020	2000-2001 to 2019-2020	2018-2019 to 2019-2020
<300	\$28,997	\$51,545	\$52,208	80.0%	1.3%
300-599	\$33,415	\$56,419	\$59,688	78.6%	5.8%
600-999	\$35,926	\$59,413	\$60,389	68.1%	1.6%
1,000-2,499	\$39,377	\$62,360	\$62,412	58.5%	0.1%
2,500-7,499	\$42,276	\$66,057	\$67,239	59.0%	1.8%
7,500+	\$45,636	\$73,756	\$74,801	63.9%	1.4%
State	\$39,797	\$65,398	\$66,421	66.9%	1.6%

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

Note: Does not include AEA staff.

Table 3-41

Iowa Public School Non-Licensed Library/Media Associates by Enrollment Category
2000-2001, 2018-2019 and 2019-2020

Enrollment Category	Number of Full-Time Equivalent (FTE) Associates				
	2000-2001	2018-2019	2019-2020	Percent Change in FTE Associates 2000-2001 to 2019-2020	Percent Change in FTE Associates 2018-2019 to 2019-2020
<300	26.3	7.5	8.7	-66.9%	16.0%
300-599	143.9	55.7	56.5	-60.7%	1.4%
600-999	204.2	67.8	64.7	-68.3%	-4.5%
1,000-2,499	284.1	139.3	147.6	-48.0%	6.0%
2,500-7,499	246.8	43.5	39.1	-84.2%	-10.1%
7,500+	180.1	94.1	90.2	-49.9%	-4.2%
State	1,085.4	407.9	406.9	-62.5%	-0.3%

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

Note: Does not include AEA staff.

Area Education Agency (AEA) Licensed Staff

There were nine area education agencies (AEAs) in Iowa in 2019-2020. The personnel in AEAs develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology and media services to school districts in the state. As seen in Table 3-42, the percent of female AEA staff and the percent of minority AEA staff remained about the same between 2018-2019 and 2019-2020. The average salary of AEA staff increased by 1.4 percent between 2018-2019 and 2019-2020. Almost half of the AEA staff (47.1 percent) in 2019-2020 held a Special Education Support position (Table 3-43).

Table 3-42

Characteristics of Iowa Full-Time Licensed AEA Staff 2000-2001, 2018-2019 and 2019-2020			
Characteristics	2000-2001	2018-2019	2019-2020
Average Age	44.8	44.1	44.0
Percent Female	77.3%	91.6%	92.1%
Percent Minority	1.0%	2.6%	2.4%
Percent Advanced Degree	79.4%	88.2%	87.8%
Average Total Experience	17.2	17.2	17.1
Average Number of Contract Days	197.3	195.0	194.9
Average Total Salary	\$44,351	\$74,889	\$75,902
Number of AEA Staff	2,225	2,282	2,350

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

Table 3-43

Number of Full-Time AEA Licensed Staff by Position 2019-2020			
Position	Number	Percent	
AEA Chief Administrator	9	0.4%	
AEA Zone/Regional Coordinator	73	3.1%	
Content/Curriculum Consultant	252	10.6%	
Director/Coordinator/Department Head	27	1.1%	
Counselor	5	0.2%	
Early Childhood Special Ed Teacher	85	3.6%	
Home Intervention Teacher	14	0.6%	
Itinerant Teacher	73	3.1%	
Juvenile Home Teacher	35	1.5%	
Nurse	5	0.2%	
Other Administrator	18	0.8%	
Principal	1	0.0%	
Regular Education Teacher	4	0.2%	
School Business Official	8	0.3%	
Social Worker	193	8.1%	
Special Ed Support	1,117	47.1%	
Special Education Consultant	343	14.5%	
Special Education Director	6	0.3%	
Special Education Teacher	49	2.1%	
Specialist	24	1.0%	
Superintendent	1	0.0%	
Supervisor-Licensed	8	0.3%	
Teacher Leader	15	0.6%	
Teacher Librarian/Media Specialist	6	0.3%	
Total	2,371	100.0%	

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

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

Licensed Staff State Totals

Table 3-44 shows the distribution of public and nonpublic school licensed staff by AEA in 2019-2020. Central Rivers AEA and Heartland AEA had the highest percent of districts. Heartland AEA had the highest percent of public school and nonpublic school licensed staff. Mississippi Bend AEA and Keystone AEA had the lowest percent of districts. Keystone AEA had the lowest percent of public school licensed staff and Green Hills AEA had the lowest percent of nonpublic school licensed staff.

Table 3-44

Distribution of Iowa Public and Nonpublic School Total Full-Time Licensed Staff by AEAs, 2019-2020

AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
	Number	Percent	Number	Percent	Number	Percent
Keystone	21	6.4%	2,753	6.2%	329	17.6%
Central Rivers	53	16.2%	5,894	13.4%	218	11.7%
Prairie Lakes	38	11.6%	2,787	6.3%	153	8.2%
Mississippi Bend	21	6.4%	4,231	9.6%	207	11.1%
Grant Wood	32	9.8%	6,218	14.1%	273	14.6%
Heartland	53	16.2%	12,229	27.7%	375	20.1%
Northwest	34	10.4%	3,416	7.7%	224	12.0%
Green Hills	43	13.1%	3,495	7.9%	43	2.3%
Great Prairie	32	9.8%	3,120	7.1%	47	2.5%
State	327	100.0%	44,143	100.0%	1,869	100.0%

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

Public School Nurses

Iowa Code (256.11) requires each school district to have a nurse that is licensed by the Board of Nursing. Some districts share a nurse with another district or contract out for nurses. Registered Nurses are licensed by the Board of Nursing, have a baccalaureate degree, have a statement of professional recognition (SPR) issued by the Board of Educational Examiners (BOEE) and are reported as licensed staff on the Fall BEDS staff collection. Registered Nurses that are licensed by the Board of Nursing have an associate degree or diploma, may practice in a school district, but they do not qualify for a school nurse SPR. These nurses are reported as non-licensed staff on the Fall BEDS staff collection. The nurse full-time equivalent (FTE) counts listed in Table 3-45 include nurses with a SPR and nurses without a SPR. The FTE count of nurses increased by 2.8 percent between 2018-2019 and 2019-2020.

Table 3-45

Iowa Public School Nurse FTE by Enrollment Category, 2018-2019 and 2019-2020

Enrollment Category	2018-2019	2019-2020	% Change in FTE Nurses 2018-2019 to 2019-2020
<300	10.8	16.4	51.9%
300-599	80.7	74.8	-7.3%
600-999	86.1	93.7	8.8%
1,000-2,499	150.7	158.2	5.0%
2,500-7,499	124.6	126.4	1.4%
7,500+	174.6	175.6	0.5%
State	627.5	645.1	2.8%

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

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



Program

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

Districts and Schools

The number of school districts in Iowa has declined over time (Table 4-1). In 2000-2001, about two-thirds of Iowa districts had more than one building in each school level. In 2018-2019 and 2019-2020, about two-thirds of the districts had a single elementary, middle school or junior high, and high school (Table 4-2). The number of nonpublic schools in Iowa has declined in 2019-2020.

Table 4-1

Number of Iowa Public School Districts and Number of Districts without a Public High School
2000-2001 to 2019-2020

Year	Number of Public School District	Number of Districts without a Public High School	Percent of Districts without a Public High School
2000-2001	374	23	6.1%
2001-2002	371	21	5.7%
2002-2003	371	24	6.5%
2003-2004	370	24	6.5%
2004-2005	367	26	7.1%
2005-2006	365	25	6.8%
2006-2007	365	25	6.8%
2007-2008	364	29	8.0%
2008-2009	362	30	8.3%
2009-2010	361	31	8.6%
2010-2011	359	31	8.6%
2011-2012	351	31	8.8%
2012-2013	348	32	9.2%
2013-2014	346	32	9.2%
2014-2015	338	26	7.7%
2015-2016	336	26	7.7%
2016-2017	333	27	8.1%
2017-2018	333	29	8.7%
2018-2019	330	27	8.2%
2019-2020	327	25	7.6%

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



Table 4-2

Iowa Public School District, Public School Building, and Nonpublic School Information
2000-2001, 2018-2019 and 2019-2020

Category	2000-2001	2018-2019	2019-2020
Total Number of Public School Districts	374	330	327
Total Number of Public School Buildings	1,531	1,316	1,310
Number of Districts with 1 to 3 Public School Buildings	137	213	212
Percent of Districts with 1 to 3 Public School Buildings	36.6%	64.5%	64.8%
Number of Districts with 4 to 6 Public School Buildings	183	83	80
Percent of Districts with 4 to 6 Public School Buildings	48.9%	25.2%	24.5%
Number of Districts with 7 to 9 Public School Buildings	32	19	19
Percent of Districts with 7 to 9 Public School Buildings	8.6%	5.8%	5.8%
Number of Districts with 10 or more Public School Buildings	22	15	16
Percent of Districts with 10 or more Public School Buildings	5.9%	4.5%	4.9%
Total Number of Nonpublic Schools	211	181	178

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

Carnegie Units Taught

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

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



Table 4-3

Average Curriculum Units Offered and Taught by Accreditation Area and District Enrollment Category
2010-2011, 2018-2019 and 2019-2020

	State Standards Minimum Units	Enrollment Category						State
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2010-2011								
Number of Districts		32	106	80	77	22	10	327
English/Language Arts	6	6.52	6.92	7.15	8.64	12.64	18.32	8.07
Mathematics	6	7.08	7.52	7.98	8.80	10.81	13.91	8.31
Science	5	5.81	6.22	6.64	7.18	9.90	14.73	7.02
Social Studies	5	5.18	5.31	5.49	6.27	8.74	14.12	6.07
World Language	4	3.48	4.08	4.26	5.41	10.05	15.31	5.12
Fine Arts	3	5.12	5.72	5.57	7.52	12.64	18.79	7.16
2018-2019								
Number of Districts		21	96	77	77	22	12	305
English/Language Arts	6	6.50	6.88	6.56	7.40	9.80	13.24	7.37
Mathematics	6	6.05	7.33	7.77	7.80	8.73	12.07	7.76
Science	5	5.46	6.28	6.58	6.96	9.39	12.60	6.95
Social Studies	5	5.55	5.54	5.34	5.74	8.36	11.39	5.98
World Language	4	3.81	4.06	4.06	4.84	8.66	14.87	5.01
Fine Arts	3	4.78	5.41	6.23	7.47	11.95	18.34	7.09
2019-2020								
Number of Districts		20	90	80	77	23	12	302
English/Language Arts	6	6.58	6.83	6.69	7.34	9.87	13.21	7.39
Mathematics	6	6.01	7.22	7.74	7.74	8.41	11.44	7.67
Science	5	5.63	6.32	6.64	6.99	8.98	12.07	6.96
Social Studies	5	5.23	5.57	5.41	5.78	8.13	11.42	5.99
World Language	4	3.48	4.07	4.09	4.78	8.95	15.52	5.05
Fine Arts	3	4.60	5.33	6.27	7.38	11.18	17.93	7.00

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



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

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

Table 4-4 examines world language course enrollment in Iowa public high schools for the 2019 and 2020 graduating classes by subgroup. The percent of students enrolled in world language courses by enrollment category are displayed in Table 4-5 for the same two graduating classes. About 28,000 students in each of the graduating classes 2019 and 2020 took at least one world language course. More than 24,000 of them took Spanish in each of the graduating classes shown (Table 4-6). Two other major languages taken are French and German. The enrollments in Table 4-6 can be duplicated if a student took courses in more than one language. However, students are only counted once if their courses taken were one language at different levels.

Tables 4-7 and 4-8 show the Algebra II courses taken for the 2019 and 2020 graduating classes by subgroup and by enrollment category.

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

The subgroup course enrollment data for higher-level science (chemistry and physics) are displayed in Tables 4-11 and 4-13. Tables 4-12 and 4-14 show the higher-level science enrollment by district size category for the classes 2019 and 2020.

High-quality computer science courses include computing systems, management information systems, network, programming, information support and services and courses in advanced placement computer science. The basic introduction level computer courses and computer applications are not counted as high-quality courses. The state total, subgroup enrollments and high-quality computer courses taken by enrollment category data are displayed in Tables 4-15 and 4-16 for the 2019 and 2020 graduating classes.



Table 4-4

Iowa Public High School Graduating Classes of 2019 and 2020 Non-Duplicate Enrollment
in World Language Courses by Subgroup

Group	Class of 2019			Class of 2020		
	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	27,653	32,311	85.6%	28,168	31,963	88.1%
African American	1,094	1,477	74.1%	1,224	1,501	81.5%
American Indian	75	103	72.8%	81	97	83.5%
Asian	664	741	89.6%	766	827	92.6%
Hispanic	2,548	2,958	86.1%	2,779	3,100	89.6%
Hawaiian or Pacific Islander	44	59	74.6%	54	70	77.1%
Two or More Races	835	976	85.6%	889	1,014	87.7%
White	22,393	25,997	86.1%	22,375	25,354	88.3%
Disability*	1,465	3,877	37.8%	1,890	3,859	49.0%
EL**	764	1,085	70.4%	1,064	1,329	80.1%
Low SES***	10,611	13,776	77.0%	11,035	13,593	81.2%
Female	14,297	15,843	90.2%	14,238	15,466	92.1%
Male	13,356	16,468	81.1%	13,930	16,497	84.4%

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

Notes: The analysis for the Class of 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019) and for the Class of 2020 includes the students who were in the Iowa public school system from 2016-2017 to 2019-2020 (including the students with BEDS entry codes in 2019-2020).

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

** EL indicates English learner.

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



Table 4-5

Iowa Public High School Graduating Classes of 2019 and 2020 Non-Duplicate Enrollment in World Language Courses by Subgroup							
Enrollment Category							
Class of 2019							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in World Language Courses	277	3,079	3,586	6,962	5,365	8,384	27,653
Enrollment in Iowa Public High Schools in Each of the Last Four Years	338	3,633	4,264	8,281	6,109	9,686	32,311
Percent of Students Who Enrolled in World Language Courses	82.0%	84.8%	84.1%	84.1%	87.8%	86.6%	85.6%
Class of 2020							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in World Language Courses	258	2,783	3,686	6,902	5,643	8,896	28,168
Enrollment in Iowa Public High Schools in Each of the Last Four Years	314	3,323	4,187	8,020	6,228	9,891	31,963
Percent of Students Who Enrolled in World Language Courses	82.2%	83.7%	88.0%	86.1%	90.6%	89.9%	88.1%

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

Notes: The analysis for the Class of 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019) and for the Class of 2020 includes the students who were in the Iowa public school system from 2016-2017 to 2019-2020 (including the students with BEDS entry codes in 2019-2020).

Table 4-6

World Language Enrollment of Iowa Public High School Graduating Classes of 2019 and 2020 by Language				
Language	Class of 2019		Class of 2020	
	Enrollment	Percent of Enrolled	Enrollment	Percent of Enrolled
Spanish	24,101	83.3%	25,205	81.8%
French	2,765	9.6%	3,099	10.1%
German	1,250	4.3%	1,600	5.2%
Chinese	204	0.7%	242	0.8%
Japanese	259	0.9%	217	0.7%
Italian	64	0.2%	54	0.2%
Russian	15	0.1%	15	0.0%
Other World Language	290	1.0%	391	1.3%

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

Notes: The analysis for the Class of 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019) and for the Class of 2020 includes the students who were in the Iowa public school system from 2016-2017 to 2019-2020 (including the students with BEDS entry codes in 2019-2020).



Table 4-7

Iowa Public High School Graduating Classes of 2019 and 2020
Non-Duplicate Enrollment in Algebra II by Subgroup

Group	Class of 2019			Class of 2020		
	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	25,708	32,311	79.6%	25,950	31,963	81.2%
African American	875	1,477	59.2%	961	1,501	64.0%
American Indian	68	103	66.0%	62	97	63.9%
Asian	656	741	88.5%	752	827	90.9%
Hispanic	2,073	2,958	70.1%	2,230	3,100	71.9%
Hawaiian or Pacific Islander	30	59	50.8%	49	70	70.0%
Two or More Races	753	976	77.2%	780	1,014	76.9%
White	21,253	25,997	81.8%	21,116	25,354	83.3%
Disability*	1,156	3,877	29.8%	1,297	3,859	33.6%
EL**	567	1,085	52.3%	751	1,329	56.5%
Low SES***	9,176	13,776	66.6%	9,435	13,593	69.4%
Female	13,209	15,843	83.4%	13,146	15,466	85.0%
Male	12,499	16,468	75.9%	12,804	16,497	77.6%

Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa, winter files.
Notes: The analysis for the Class of 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019) and for the Class of 2020 includes the students who were in the Iowa public school system from 2016-2017 to 2019-2020 (including the students with BEDS entry codes in 2019-2020).



Table 4-8

Iowa Public High School Graduating Classes of 2019 and 2020 Non-Duplicate Enrollment in Algebra II by Enrollment Category

Enrollment Category							
Class of 2019							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Algebra II	280	2,782	3,287	6,527	5,134	7,698	25,708
Enrollment in Iowa Public High Schools in Each of the Last Four Years	338	3,633	4,264	8,281	6,109	9,686	32,311
Percent of Students Who Enrolled in Algebra II	82.8%	76.6%	77.1%	78.8%	84.0%	79.5%	79.6%
Class of 2020							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Algebra II	254	2,534	3,274	6,455	5,322	8,111	25,950
Enrollment in Iowa Public High Schools in Each of the Last Four Years	314	3,323	4,187	8,020	6,228	9,891	31,963
Percent of Students Who Enrolled in Algebra II	80.9%	76.3%	78.2%	80.5%	85.5%	82.0%	81.2%

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

Notes: The analysis for the Class of 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019) and for the Class of 2020 includes the students who were in the Iowa public school system from 2016-2017 to 2019-2020 (including the students with BEDS entry codes in 2019-2020).



Table 4-9

Iowa Public High School Graduating Classes of 2019 and 2020
Non-Duplicate Enrollment in Higher-Level Mathematics (HLM) by Subgroup

Group	Class of 2019			Class of 2020		
	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM
All Students	15,476	32,311	47.9%	15,537	31,963	48.6%
African American	393	1,477	26.6%	450	1,501	30.0%
American Indian	35	103	34.0%	24	97	24.7%
Asian	501	741	67.6%	582	827	70.4%
Hispanic	1,084	2,958	36.6%	1,060	3,100	34.2%
Hawaiian or Pacific Islander	14	59	23.7%	21	70	30.0%
Two or More Races	423	976	43.3%	434	1,014	42.8%
White	13,026	25,997	50.1%	12,966	25,354	51.1%
Disability*	288	3,877	7.4%	391	3,859	10.1%
EL**	227	1,085	20.9%	296	1,329	22.3%
Low SES***	4,263	13,776	30.9%	4,333	13,593	31.9%
Female	8,076	15,843	51.0%	8,031	15,466	51.9%
Male	7,400	16,468	44.9%	7,506	16,497	45.5%

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

Notes: The analysis for the Class of 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019) and for the Class of 2020 includes the students who were in the Iowa public school system from 2016-2017 to 2019-2020 (including the students with BEDS entry codes in 2019-2020).

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

** EL indicates English learner.

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



Table 4-10

Iowa Public High School Graduating Classes of 2019 and 2020 Non-Duplicate Enrollment in
Higher-Level Mathematics by Enrollment Category

Enrollment Category							
Class of 2019							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Higher-Level Mathematics	157	1,440	1,848	3,776	3,341	4,914	15,476
Enrollment in Iowa Public High Schools in Each of the Last Four Years	338	3,633	4,264	8,281	6,109	9,686	32,311
Percent of Students Who Enrolled in Higher-Level Mathematics	46.4%	39.6%	43.3%	45.6%	54.7%	50.7%	47.9%
Class of 2020							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Higher-Level Mathematics	138	1,336	1,830	3,679	3,327	5,227	15,537
Enrollment in Iowa Public High Schools in Each of the Last Four Years	314	3,323	4,187	8,020	6,228	9,891	31,963
Percent of Students Who Enrolled in Higher-Level Mathematics	43.9%	40.2%	43.7%	45.9%	53.4%	52.8%	48.6%

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

Notes: The analysis for the Class of 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019) and for the Class of 2020 includes the students who were in the Iowa public school system from 2016-2017 to 2019-2020 (including the students with BEDS entry codes in 2019-2020). Higher-level mathematics include calculus, statistics and trigonometry.



Table 4-11

Iowa Public High School Graduating Classes of 2019 and 2020
Non-Duplicate Enrollment in Chemistry by Subgroup

Group	Class of 2019			Class of 2020		
	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry
All Students	23,688	32,311	73.3%	23,523	31,963	73.6%
African American	796	1,477	53.9%	832	1,501	55.4%
American Indian	52	103	50.5%	51	97	52.6%
Asian	628	741	84.8%	704	827	85.1%
Hispanic	1,994	2,958	67.4%	2,078	3,100	67.0%
Hawaiian or Pacific Islander	28	59	47.5%	37	70	52.9%
Two or More Races	701	976	71.8%	718	1,014	70.8%
White	19,489	25,997	75.0%	19,103	25,354	75.3%
Disability*	1,123	3,877	29.0%	1,224	3,859	31.7%
EL**	563	1,085	51.9%	689	1,329	51.8%
Low SES***	8,258	13,776	59.9%	8,337	13,593	61.3%
Female	12,408	15,843	78.3%	12,127	15,466	78.4%
Male	11,280	16,468	68.5%	11,396	16,497	69.1%

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

Notes: The analysis for the Class of 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019) and for the Class of 2020 includes the students who were in the Iowa public school system from 2016-2017 to 2019-2020 (including the students with BEDS entry codes in 2019-2020).

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

** EL indicates English learner.

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



Table 4-12

Iowa Public High School Graduating Classes of 2019 and 2020
Non-Duplicate Enrollment in Chemistry by Enrollment Category

Enrollment Category							
Class of 2019							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Chemistry	213	2,455	2,982	6,079	4,947	7,012	23,688
Enrollment in Iowa Public High Schools in Each of the Last Four Years	338	3,633	4,264	8,281	6,109	9,686	32,311
Percent of Students Who Enrolled in Chemistry	63.0%	67.6%	69.9%	73.4%	81.0%	72.4%	73.3%
Class of 2020							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Chemistry	195	2,209	2,926	5,888	5,107	7,198	23,523
Enrollment in Iowa Public High Schools in Each of the Last Four Years	314	3,323	4,187	8,020	6,228	9,891	31,963
Percent of Students Who Enrolled in Chemistry	62.1%	66.5%	69.9%	73.4%	82.0%	72.8%	73.6%

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

Notes: The analysis for the Class of 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019) and for the Class of 2020 includes the students who were in the Iowa public school system from 2016-2017 to 2019-2020 (including the students with BEDS entry codes in 2019-2020).

Table 4-13

Iowa Public High School Graduating Classes of 2019 and 2020
Non-Duplicate Enrollment in Physics by Subgroup

Group	Class of 2019			Class of 2020		
	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics
All Students	10,794	32,311	33.4%	10,130	31,963	31.7%
African American	552	1,477	37.4%	481	1,501	32.0%
American Indian	21	103	20.4%	22	97	22.7%
Asian	441	741	59.5%	401	827	48.5%
Hispanic	1,041	2,958	35.2%	932	3,100	30.1%
Hawaiian or Pacific Islander	9	59	15.3%	9	70	12.9%
Two or More Races	354	976	36.3%	349	1,014	34.4%
White	8,376	25,997	32.2%	7,936	25,354	31.3%
Disability*	516	3,877	13.3%	460	3,859	11.9%
EL**	312	1,085	28.8%	270	1,329	20.3%
Low SES***	3,880	13,776	28.2%	3,321	13,593	24.4%
Female	4,993	15,843	31.5%	4,554	15,466	29.4%
Male	5,801	16,468	35.2%	5,576	16,497	33.8%

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

Notes: The analysis for the Class of 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019) and for the Class of 2020 includes the students who were in the Iowa public school system from 2016-2017 to 2019-2020 (including the students with BEDS entry codes in 2019-2020).

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

** EL indicates English learner.

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



Table 4-14

Iowa Public High School Graduating Classes of 2019 and 2020
Non-Duplicate Enrollment in Physics by Enrollment Category

Enrollment Category							
Class of 2019							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Physics	54	824	966	2,059	2,290	4,601	10,794
Enrollment in Iowa Public High Schools in Each of the Last Four Years	338	3,633	4,264	8,281	6,109	9,686	32,311
Percent of Students Who Enrolled in Physics	16.0%	22.7%	22.7%	24.9%	37.5%	47.5%	33.4%
Class of 2020							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Physics	96	653	919	1,836	2,514	4,112	10,130
Enrollment in Iowa Public High Schools in Each of the Last Four Years	314	3,323	4,187	8,020	6,228	9,891	31,963
Percent of Students Who Enrolled in Physics	30.6%	19.7%	21.9%	22.9%	40.4%	41.6%	31.7%

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

Notes: The analysis for the Class of 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019) and for the Class of 2020 includes the students who were in the Iowa public school system from 2016-2017 to 2019-2020 (including the students with BEDS entry codes in 2019-2020).

Table 4-15

Iowa Public High School Graduating Classes of 2019 and 2020
Non-Duplicate Enrollment in High-Quality Computer Science by Subgroup

Group	Class of 2019			Class of 2020		
	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	2,886	32,311	8.9%	3,409	31,963	10.7%
African American	97	1,477	6.6%	113	1,501	7.5%
American Indian	8	103	7.8%	15	97	15.5%
Asian	129	741	17.4%	161	827	19.5%
Hispanic	213	2,958	7.2%	264	3,100	8.5%
Hawaiian or Pacific Islander	3	59	5.1%	6	70	8.6%
Two or More Races	91	976	9.3%	105	1,014	10.4%
White	2,345	25,997	9.0%	2,745	25,354	10.8%
Disability*	198	3,877	5.1%	270	3,859	7.0%
EL**	42	1,085	3.9%	81	1,329	6.1%
Low SES***	1,035	13,776	7.5%	1,204	13,593	8.9%
Female	526	15,843	3.3%	691	15,466	4.5%
Male	2,360	16,468	14.3%	2,718	16,497	16.5%

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

Notes: The analysis for the Class of 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019) and for the Class of 2020 includes the students who were in the Iowa public school system from 2016-2017 to 2019-2020 (including the students with BEDS entry codes in 2019-2020).

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).

** EL indicates English learner.

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



Table 4-16

Iowa Public High School Graduating Classes of 2019 and 2020
Non-Duplicate Enrollment in High-Quality Computer Science by Enrollment Category

Enrollment Category							
Class of 2019							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in High-Quality Computer Science	31	257	302	596	599	1,101	2,886
Enrollment in Iowa Public High Schools in Each of the Last Four Years	338	3,633	4,264	8,281	6,109	9,686	32,311
Percent of Students Who Enrolled in High Quality Computer Science	9.2%	7.1%	7.1%	7.2%	9.8%	11.4%	8.9%
Class of 2020							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in High-Quality Computer Science	33	302	364	709	803	1,198	3,409
Enrollment in Iowa Public High Schools in Each of the Last Four Years	314	3,323	4,187	8,020	6,228	9,891	31,963
Percent of Students Who Enrolled in High Quality Computer Science	10.5%	9.1%	8.7%	8.8%	12.9%	12.1%	10.7%

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

Notes: The analysis for the Class of 2019 includes the students who were in the Iowa public school system from 2015-2016 to 2018-2019 (including the students with BEDS entry codes in 2018-2019) and for the Class of 2020 includes the students who were in the Iowa public school system from 2016-2017 to 2019-2020 (including the students with BEDS entry codes in 2019-2020). 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 Iowa AP online academy. High school students can choose from more than 40 AP courses to enroll in one or more courses. There is a section on AP exam and test scores in the Student Performance chapter in this annual report.

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

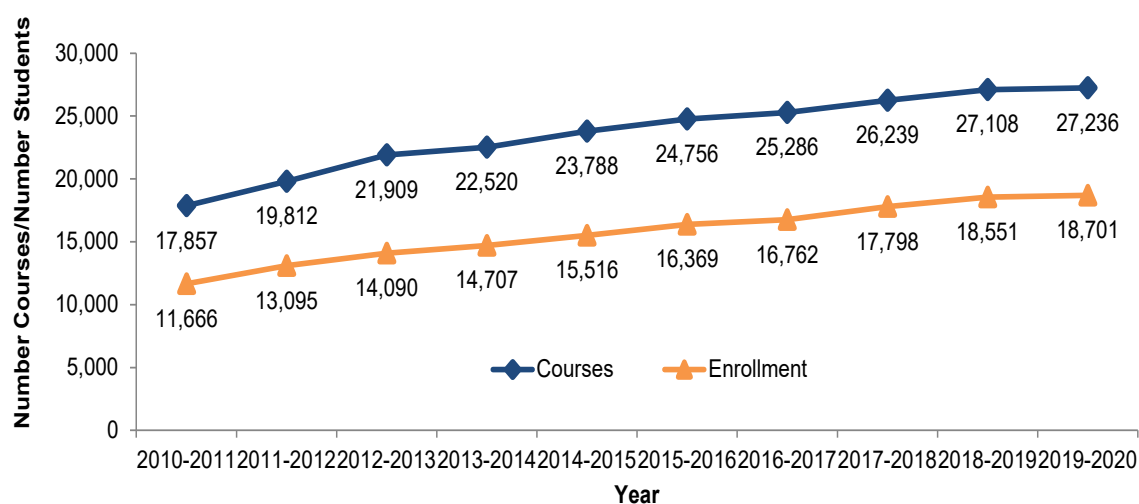
Each year, more than 50 percent of the Iowa districts with a public high school had students enrolled in AP (Table 4-17).

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

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

Figure 4-1

Iowa Advanced Placement (AP) Enrollment and Courses Taken 2010-2011 to 2019-2020



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



Table 4-17

The Iowa Districts with AP Enrollment 2010-2011 to 2019-2020				
Year	Total Number of Districts	Districts with High Schools	Districts with AP Enrollment	Percent of Districts w/High Schools that had AP Enrollment
2010-2011	359	328	179	54.6%
2011-2012	351	320	171	53.4%
2012-2013	348	316	176	55.7%
2013-2014	346	314	175	55.7%
2014-2015	338	312	162	51.9%
2015-2016	336	310	159	51.3%
2016-2017	333	306	163	53.3%
2017-2018	333	304	157	51.6%
2018-2019	330	303	160	52.8%
2019-2020	327	302	164	54.3%

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

Table 4-18

Number of Iowa High School Students Taking AP Courses 2010-2011 to 2019-2020					
Year	9th Graders	10th Graders	11th Graders	12th Graders	Total AP Enrollment
2010-2011	390	1,719	3,857	5,700	11,666
2011-2012	290	2,699	4,202	5,904	13,095
2012-2013	442	2,794	4,889	5,965	14,090
2013-2014	582	3,027	4,971	6,127	14,707
2014-2015	777	3,258	5,299	6,182	15,516
2015-2016	771	3,432	5,550	6,616	16,369
2016-2017	856	3,566	5,776	6,564	16,762
2017-2018	1,029	3,614	5,963	7,192	17,798
2018-2019	1,265	3,969	6,036	7,281	18,551
2019-2020	1,279	3,986	6,227	7,209	18,701

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

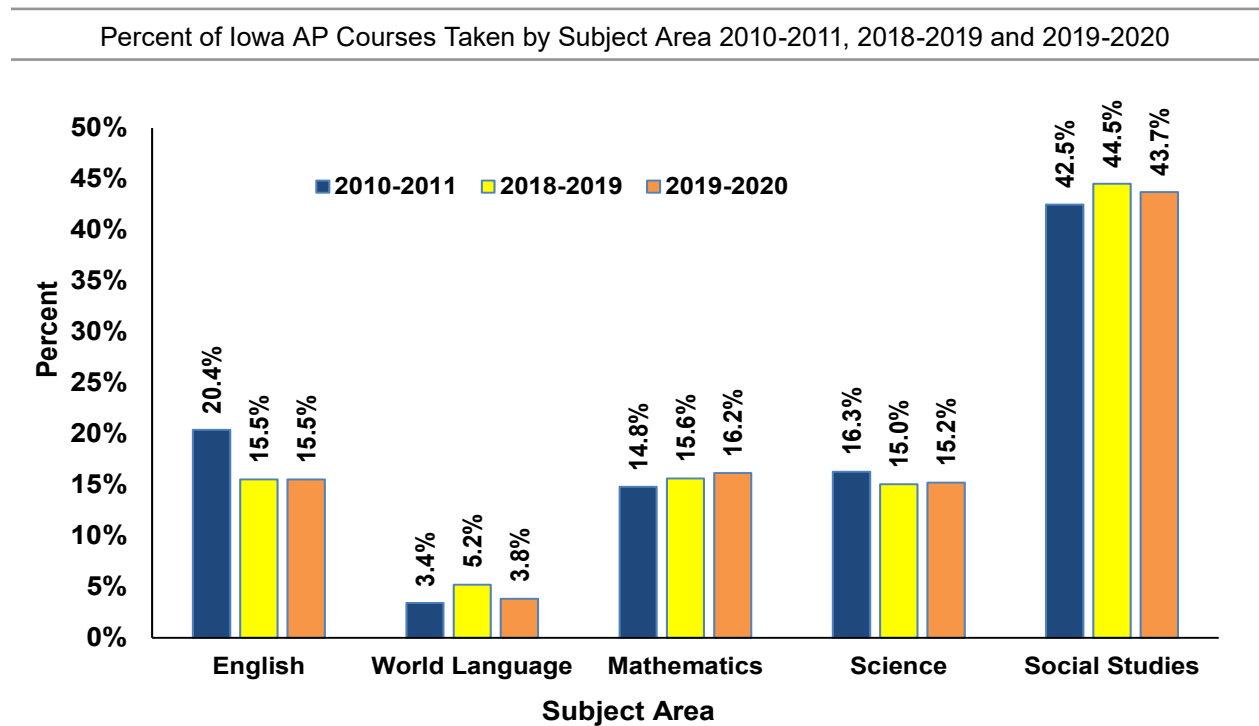


Table 4-19

Iowa AP Courses Taken by Subject Areas 2010-2011 to 2019-2020										
Subject Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
English Language Arts	3,646	3,690	4,055	4,116	4,271	4,321	4,103	4,303	4,209	4,229
Fine & Performance Arts	374	335	414	362	485	508	570	623	599	787
World Language	616	578	713	613	791	815	824	1,000	1,410	1,042
Mathematics	2,648	2,841	2,920	3,363	3,367	3,647	3,598	3,708	4,232	4,403
Computer & Information Sciences	69	59	151	138	222	266	342	362	508	726
Science	2,912	3,109	3,405	3,443	3,951	4,078	4,151	4,087	4,079	4,141
Social Studies	7,592	9,200	10,251	10,485	10,701	11,121	11,698	12,156	12,071	11,908
Total Courses Taken	17,857	19,812	21,909	22,520	23,788	24,756	25,286	26,239	27,108	27,236

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

Figure 4-2



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

Concurrent Enrollment

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

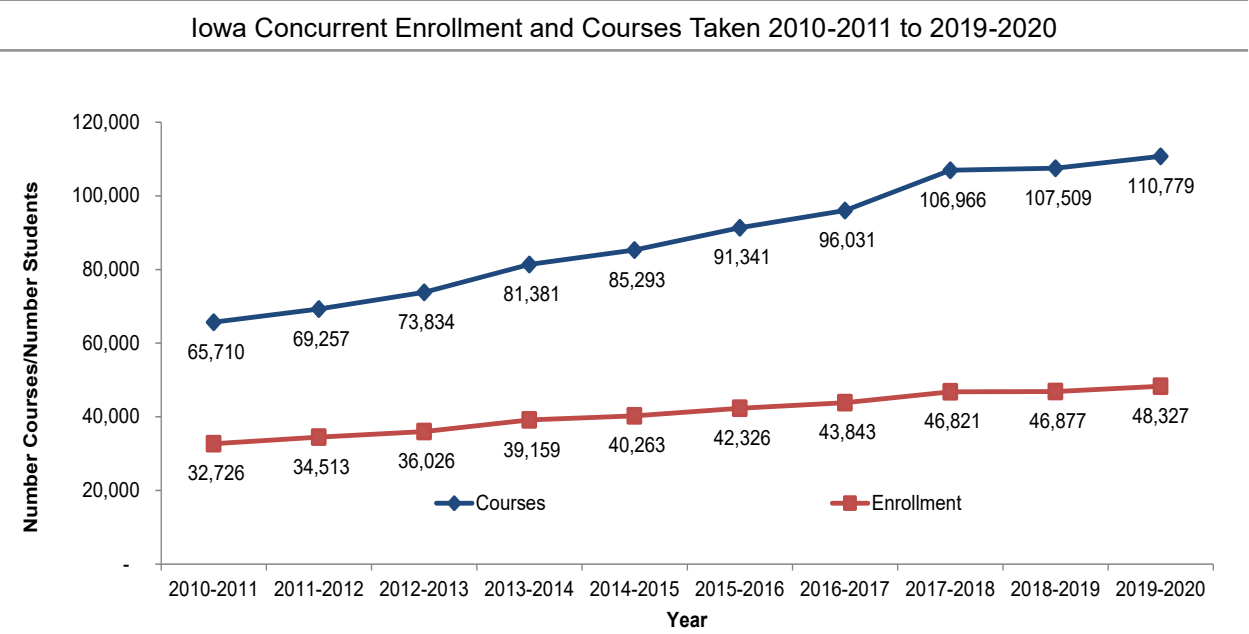
Figure 4-3 shows the trend of concurrent enrollment courses taken by Iowa public school students and the concurrent enrollment trend.

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

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

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

Figure 4-3



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

Table 4-20

The Iowa Districts with Concurrent Enrollment 2010-2011 to 2019-2020

Year	Total Number of Districts	Districts with High Schools	Districts with Concurrent Enrollment	Percent of Districts with High Schools that had Concurrent Enrollment
2010-2011	359	328	311	94.8%
2011-2012	351	320	311	97.2%
2012-2013	348	316	309	97.8%
2013-2014	346	314	310	98.7%
2014-2015	338	312	302	96.8%
2015-2016	336	310	304	98.1%
2016-2017	333	306	302	98.7%
2017-2018	333	304	302	99.3%
2018-2019	330	303	301	99.3%
2019-2020	327	302	302	100.0%

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

Table 4-21

Number of Iowa High School Students Taking Concurrent Enrollment Courses 2010-2011 to 2019-2020

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total Concurrent Enrollment
2010-2011	1,537	3,553	11,329	16,307	32,726
2011-2012	2,199	3,941	11,596	16,777	34,513
2012-2013	2,403	4,365	11,962	17,296	36,026
2013-2014	2,748	5,056	12,858	18,497	39,159
2014-2015	3,013	5,421	13,204	18,625	40,263
2015-2016	3,414	6,039	13,668	19,205	42,326
2016-2017	3,279	6,017	14,871	19,676	43,843
2017-2018	3,512	6,691	15,555	21,063	46,821
2018-2019	3,088	6,891	15,737	21,161	46,877
2019-2020	3,155	7,029	16,543	21,600	48,327

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

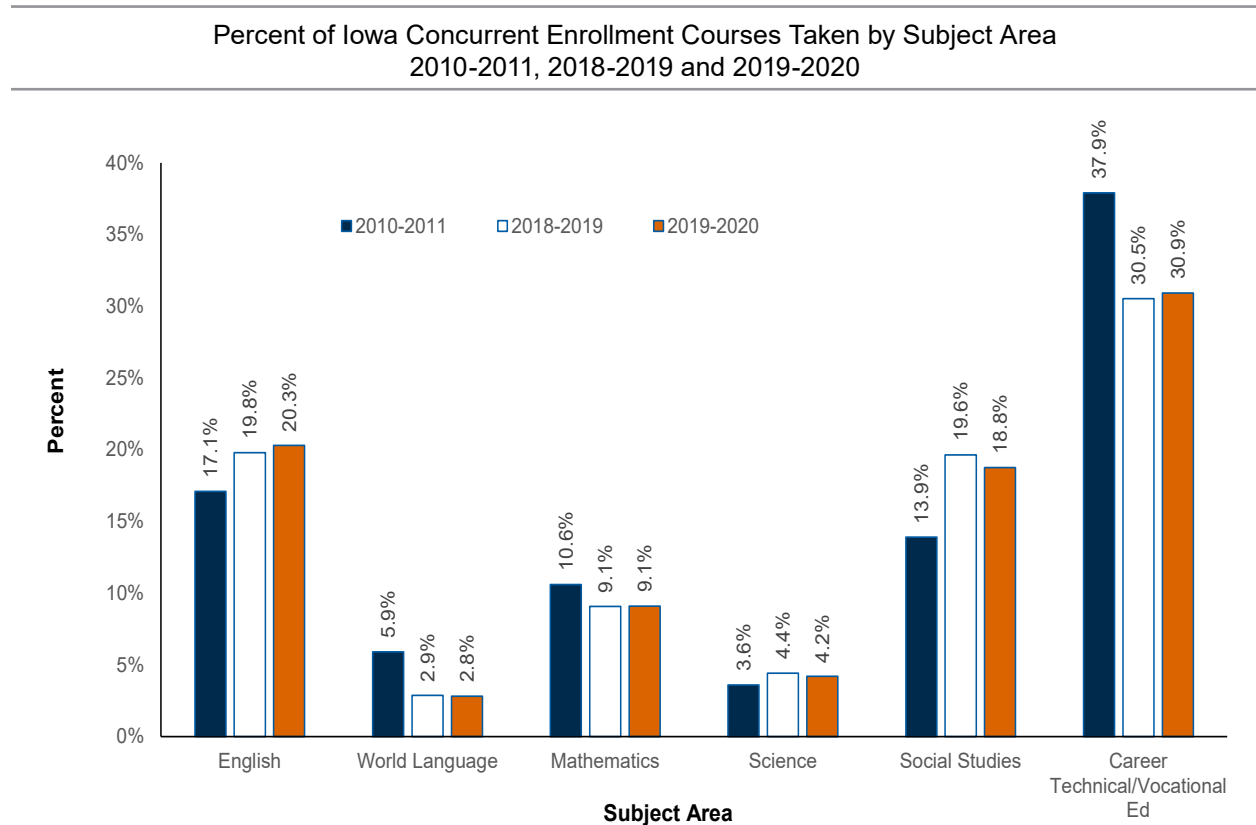


Table 4-22

Iowa Concurrent Enrollment Courses Taken by Subject Areas 2010-2011 to 2019-2020										
Subject Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
English Language Arts	11,226	11,636	13,459	13,732	15,533	16,674	17,793	20,305	21,287	22,486
Fine & Performance Arts	1,447	1,761	2,029	2,397	2,609	2,743	2,912	3,122	3,401	3,347
World Language	3,887	3,364	3,093	3,262	3,011	3,139	3,328	3,190	3,087	3,121
Mathematics	6,969	6,872	7,555	8,200	8,311	8,570	8,909	9,678	9,745	10,075
Other	5,791	5,901	7,372	8,926	8,936	9,637	6,634	11,381	11,277	12,059
Science	2,352	2,665	2,921	3,163	3,031	3,624	3,829	4,483	4,758	4,658
Social Studies	9,164	10,238	11,495	12,797	14,061	15,401	16,009	19,638	21,118	20,776
Career Technical/Vocational Education	24,874	26,820	25,910	28,904	29,801	31,553	36,617	35,169	32,836	34,257
Total Courses Taken	65,710	69,257	73,834	81,381	85,293	91,341	96,031	106,966	107,509	110,779

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

Figure 4-4



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

Postsecondary Enrollment Options Act

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

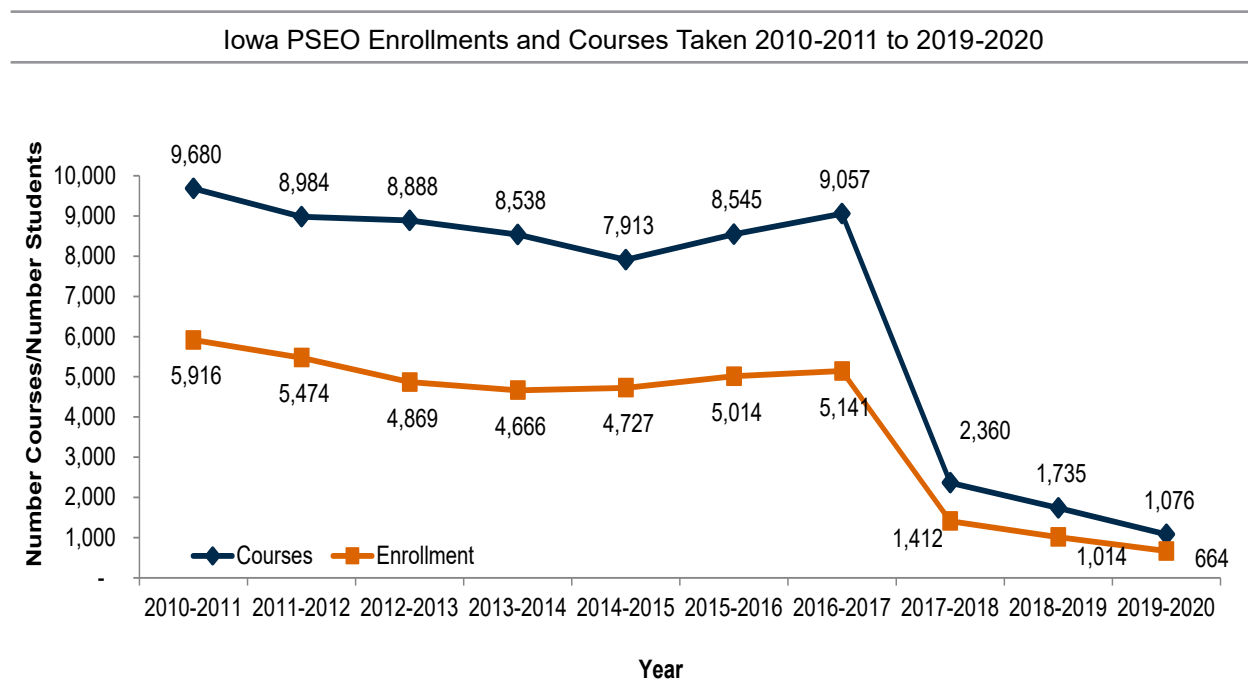
Due to an Iowa Code (IAC 261E. 6(3)) update, it shows a large decrease of PSEO enrollment in 2017-2018 to 2019-2020. Figure 4-5 shows a trend of PSEO courses taken by Iowa public high school students and a PSEO enrollment trend.

Before 2017-2018, 66 to 80 percent of Iowa districts with a public high school had PSEO enrollments each year. However, a downward trend of PSEO enrollments by district is reported in Table 4-23. The percent of districts with PSEO enrollment was 29.4 in 2018-2019 and 20.2 in 2019-2020.

PSEO enrollment by grade is displayed in Table 4-24.

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

Figure 4-5



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



Table 4-23

The Iowa Districts with PSEO Enrollment 2010-2011 to 2019-2020

Year	Total Number of Districts	Districts with High Schools	Districts with PSEO Enrollment	Percent of Districts with High Schools that had PSEO Enrollment
2010-2011	359	328	262	79.9%
2011-2012	351	311	243	78.1%
2012-2013	348	316	235	74.4%
2013-2014	346	314	231	73.6%
2014-2015	338	312	212	67.9%
2015-2016	336	310	215	69.4%
2016-2017	333	306	202	66.0%
2017-2018	333	304	114	37.5%
2018-2019	330	303	89	29.4%
2019-2020	327	302	61	20.2%

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

Table 4-24

Number of Iowa School Students Taking PSEO Courses 2010-2011 to 2019-2020

Year	9th and 10th Graders	11th Graders	12th Graders	Total PSEO Enrollment
2010-2011	295	1,624	3,997	5,916
2011-2012	303	1,510	3,661	5,474
2012-2013	330	1,343	3,196	4,869
2013-2014	335	1,232	3,099	4,666
2014-2015	365	1,328	3,034	4,727
2015-2016	412	1,432	3,170	5,014
2016-2017	450	1,482	3,209	5,141
2017-2018	115	444	853	1,412
2018-2019	66	270	678	1,014
2019-2020	43	145	476	664

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

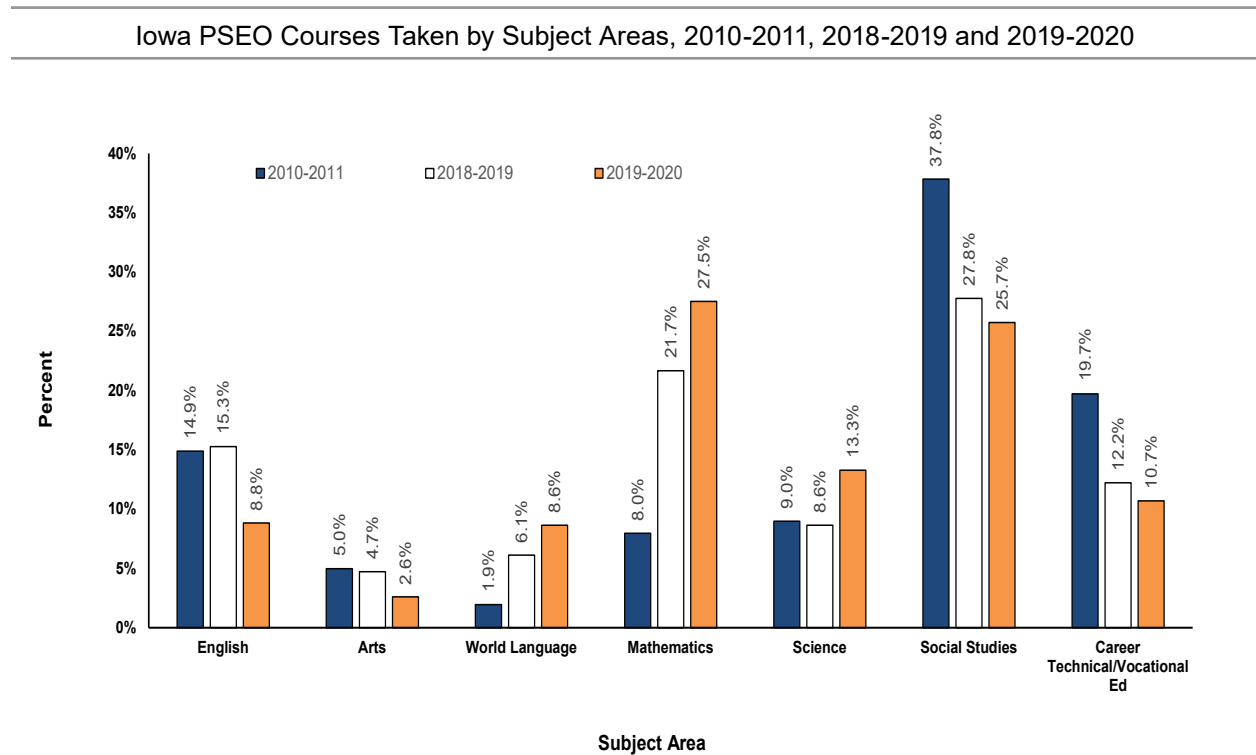


Table 4-25

Iowa PSEO Courses Taken by Subject Areas 2010-2011 to 2019-2020										
Subject Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
English Language Arts	1,441	1,417	1,347	1,486	1,394	1,735	1,922	342	265	95
Fine & Performance Arts	482	419	357	287	315	307	415	107	82	28
World Language	188	186	209	234	171	155	225	126	106	93
Mathematics	770	719	931	905	781	709	837	417	376	296
Other	356	318	890	708	731	748	428	178	62	29
Science	870	946	997	767	580	752	735	191	150	143
Social Studies	3,663	3,374	3,196	3,205	3,067	3,218	3,415	733	482	277
Career Technical/ Vocational Education	1,910	1,605	961	946	874	921	1,080	266	212	115
Total Courses Taken	9,680	8,984	8,888	8,538	7,913	8,545	9,057	2,360	1,735	1,076

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

Figure 4-6



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

Class Size

Overview

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

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

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

Average Class Size = Number of Students / Number of Classrooms

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

Trends

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

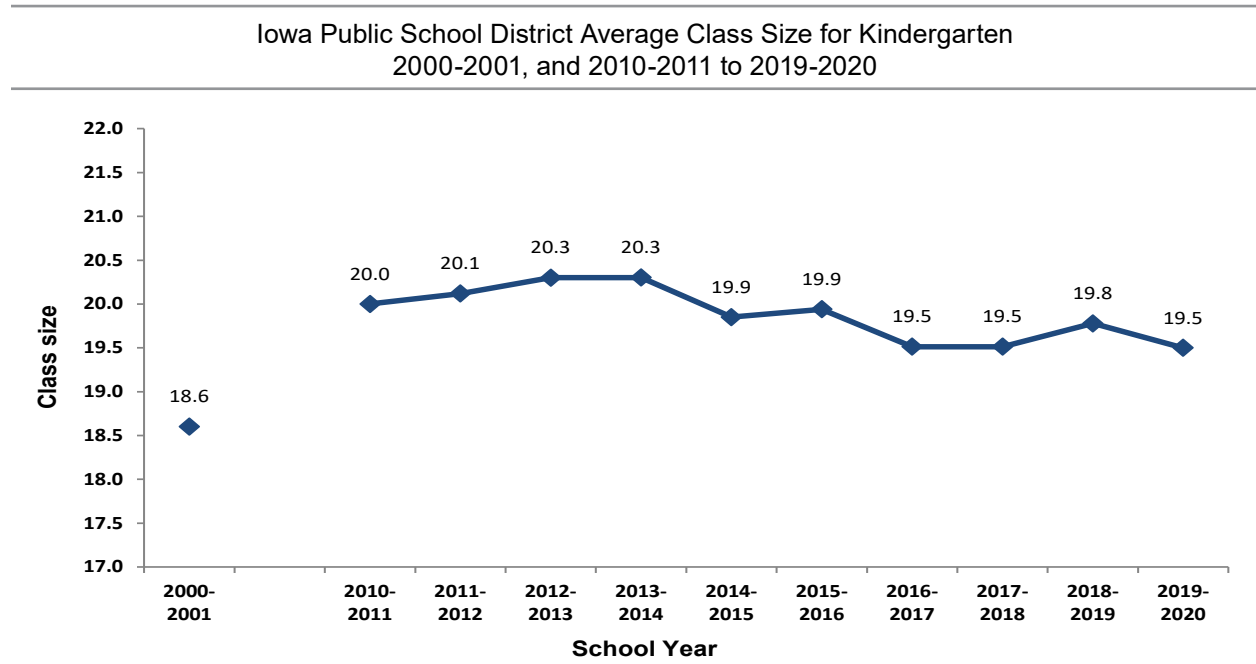
Table 4-26 shows the change in BEDS enrollment compared to the change in class size. From 1998-1999 to present, enrollment increased more than that of average class size for kindergarten and grade 1. All grades experienced an overall decrease in class size.

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

Summary statistics are presented in table 4-28.

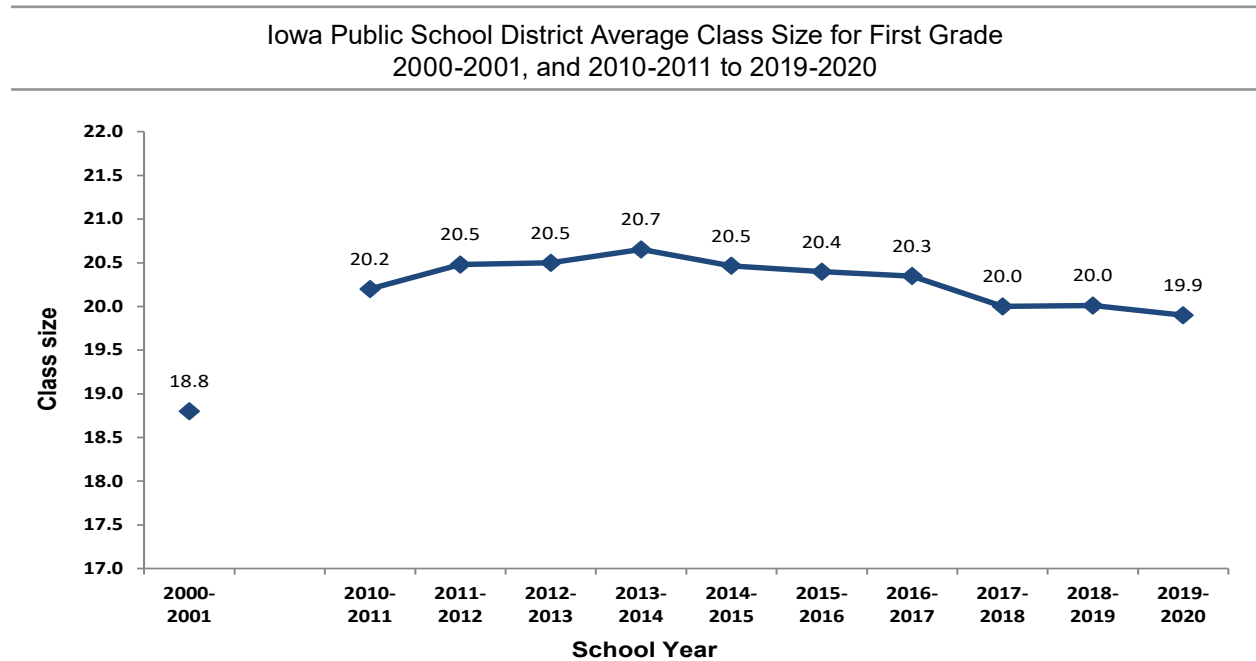


Figure 4-7



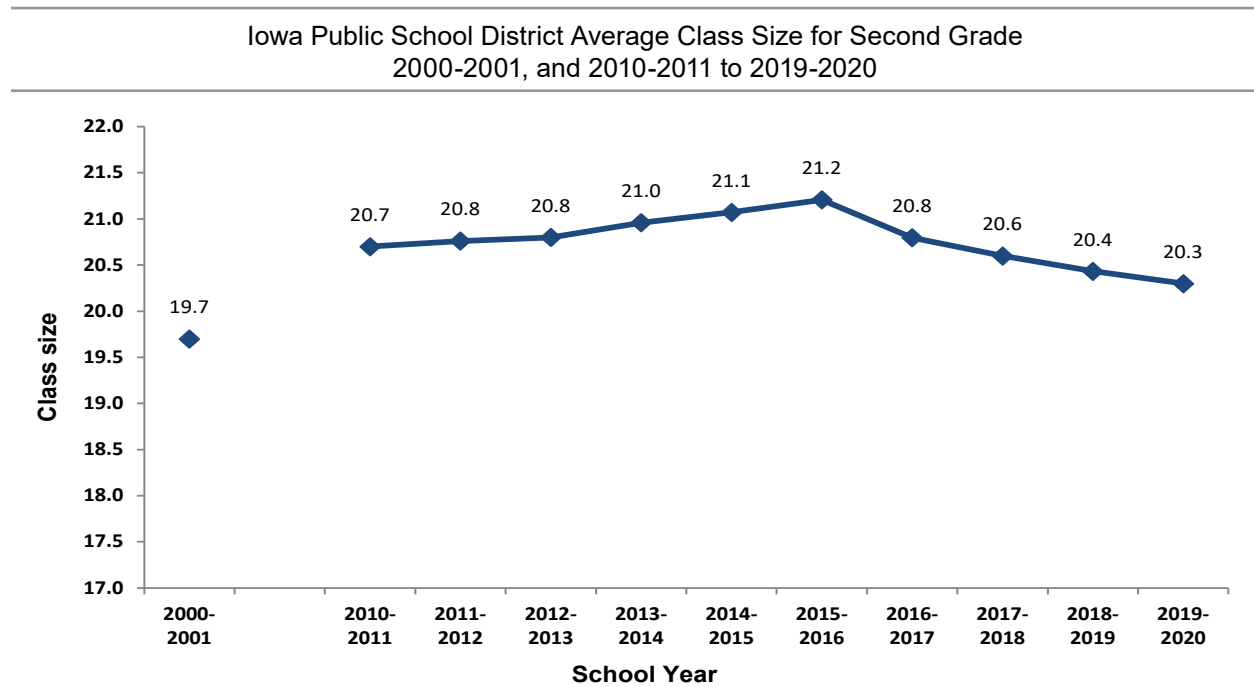
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Class Size files.

Figure 4-8



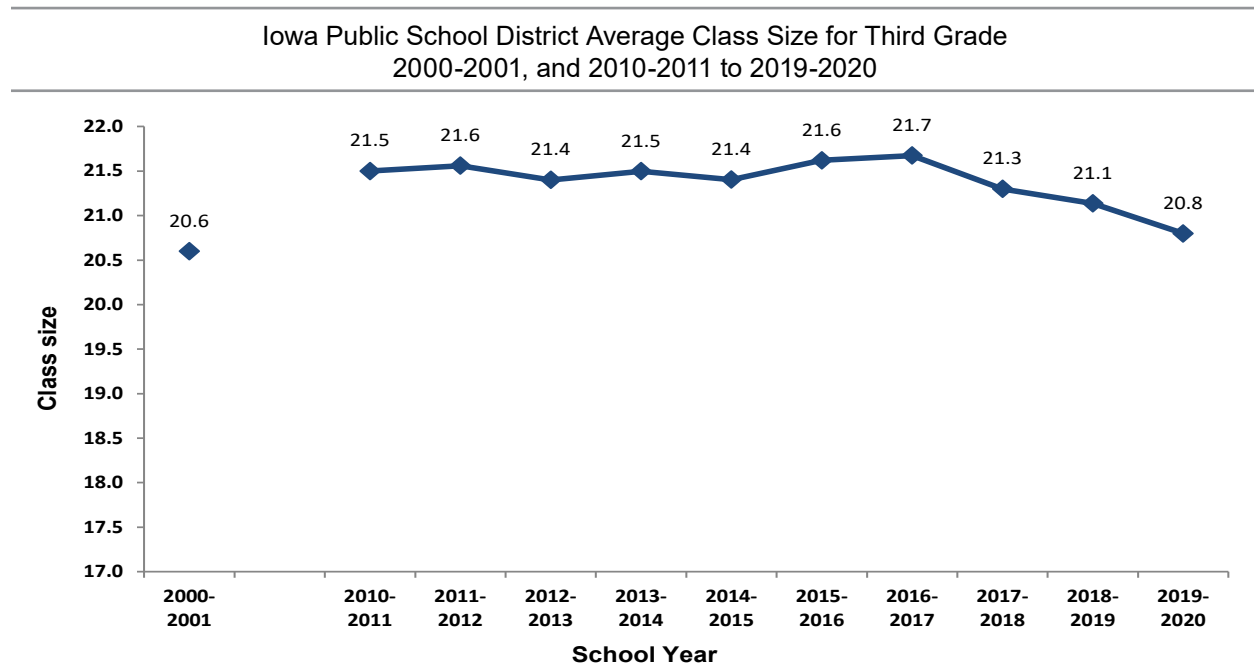
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Class Size files.

Figure 4-9



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

Figure 4-10



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

Table 4-26

Iowa Public School BEDS Enrollments for Kindergarten Through Fourth Grade
1998-1999 and 2019-2020

Grade	1998-1999 Enrollment	2019-2020 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	40,124	4,352	12.2%	-1.0%
1	35,699	35,894	195	0.5%	-1.0%
2	35,866	35,274	-592	-1.7%	-1.9%
3	36,500	35,253	-1,247	-3.4%	-4.1%
4	35,776	36,360	584	1.6%	n/a

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

Table 4-27

Iowa Public School Students and Teachers 1998-1999 and 2019-2020

Grade	Students		Teachers		Average Class Size	
	1998-1999	2019-2020	1998-1999	2019-2020	1998-1999	2019-2020
Kindergarten	33,618	38,712	1,613.7	1,985.0	19.7	19.5
1	33,053	35,584	1,644.6	1,794.0	20.1	19.9
2	33,151	34,872	1,592.1	1,717.0	20.7	20.3
3	34,153	34,949	1,578.3	1,683.0	21.7	20.8

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



Table 4-28

Class Size Summary Statistics for Kindergarten through Grade 3 in Iowa Public Schools
2000-2001, 2018-2019 and 2019-2020

Grade	School Year	Students	Classrooms	Teacher FTEs	Mean	Min	Max
Kindergarten	2000-2001	33,004	1,774	1,793.0	18.6	3	34
	2018-2019	33,821	1,710	1,703.0	19.8	2	30
	2019-2020	38,712	1,983	1,985.0	19.5	1	29
Grade 1	2000-2001	32,016	1,700	1,735.0	18.8	2	30
	2018-2019	31,300	1,564	1,545.0	20.0	2	28
	2019-2020	35,584	1,790	1,794.0	19.9	1	30
Grade 2	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	2018-2019	31,079	1,528	1,502.0	20.4	2	30
	2019-2020	34,872	1,716	1,717.0	20.3	1	29
Grade 3	2000-2001	34,293	1,661	1,695.7	20.6	2	30
	2018-2019	31,916	1,521	1,484.0	21.1	2	32
	2019-2020	34,949	1,682	1,683.0	20.8	1	31

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



Class Size vs. District Size

Table 4-29 shows average class size comparison for kindergarten through grade three by enrollment category for 1998-1999 and 2019-2020. In general, average class size tended to increase as enrollment category increased. The less than 300 enrollment category showed an average of less than 17 students per classroom for all grade levels. In all cases for kindergarten through grade three, the average class size in enrollment categories greater than 300-599 exceeded the goal of 17 students per classroom.

Table 4-29

Average Class Size Comparison for Iowa Public Schools by Enrollment Category, Kindergarten to Third Grade 1998-1999 and 2019-2020								
Enrollment Category	K		1st		2nd		3rd	
	1998-1999	2019-2020	1998-1999	2019-2020	1998-1999	2019-2020	1998-1999	2019-2020
<300	13.9	14.5	14.3	13.3	15.0	13.9	16.9	15.0
300-599	17.6	16.5	17.4	17.3	17.9	17.4	19.3	17.9
600-999	18.2	17.3	19.0	18.1	19.6	18.7	20.3	19.1
1,000-2,499	19.8	19.4	20.3	19.8	21.3	20.3	21.9	21.1
2,500-7,499	21.5	21.0	21.6	21.0	22.0	21.4	23.0	21.4
7,500+	20.7	21.3	21.1	21.3	21.7	21.8	23.0	22.3
State	19.7	19.5	20.1	19.9	20.7	20.3	21.7	20.8

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

Class Size Funding and Expenditures

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

Table 4-31 shows the fiscal year 2019 Iowa Early Intervention Supplement expenditures. Legislation enacted in 2018 (HF 2441) made several changes regarding the use of funds by school districts. Effective with the school budget year beginning July 1, 2018, Early Intervention Supplement funds can be used for any school general fund purpose.

Staff salaries absorbed the largest amount of Iowa Early Intervention Supplement in fiscal year 2019 at 75.28 percent.

Table 4-30

State Class Size Reduction Allocation for Iowa Public Schools FY 2000 to FY 2020

Fiscal Year	State Allocation
FY 2000	\$10 million
FY 2001	\$20 million
FY 2002	\$30 million
FY 2003	\$30 million
FY 2004	\$29.325 million*
FY 2005	\$29.25 million
FY 2006	\$29.25 million
FY 2007	\$29.25 million
FY 2008	\$29.25 million
FY 2009	\$29.25 million
FY 2010	\$29.25 million**
FY 2011	\$29.8 million
FY 2012	\$29.9 million
FY 2013	\$30.3 million
FY 2014	\$31.1million
FY 2015	\$32.4 Million
FY 2016	\$33.0 million
FY 2017	\$33.9 million



Table 4-30 (...continued)

Fiscal Year	State Allocation
FY 2018	\$34.5 million
FY 2019	\$34.8 million
FY 2020	\$34.5 million

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

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

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

Table 4-31

Iowa Early Intervention Block Grant Program Expenditures by Object 2018-2019

Expenditures	Amount	Percent
Salaries	\$25,959,205	75.28%
Benefits	\$8,438,116	24.47%
Purchased Services	\$9,402	0.03%
Supplies	\$76,655	0.22%
Equipment	\$0	0.00%
Other	\$0	0.00%
Total	\$34,483,378	100.00%

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

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

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



Student Performance

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

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

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 global outbreak of the novel (new) coronavirus, also known as COVID-19. As such, the ISASP was not administered in 2019-2020 and there is no data to report. Therefore, 2018-2019 ISASP data is reported in this edition of the Condition of Education report as it is the most recent data available.



State Indicators of Student Success

The seven required state indicators for student success include:

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

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

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

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

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

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

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



Table 5-1

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.
 Number of the ISASP English Language Arts Tested by Subgroup 2018-2019

Subgroups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All	37,243	37,929	39,126	39,189	38,601	37,897	37,525	37,071	35,141
Asian	936	942	944	916	888	926	966	1006	965
African American	2,490	2,523	2,526	2,425	2,333	2,296	2,249	2,106	1,930
Hispanic	4,208	4,362	4,543	4,478	4,459	4,211	4,161	3,907	3,549
White	27,677	28,179	29,154	29,496	29,165	28,752	28,557	28,669	27,421
IEP*	4,813	5,096	5,326	5,262	4,940	4,634	4,206	3,848	3,338
FRL**	16,370	16,796	17,209	17,240	16,633	15,763	14,848	13,923	12,359
EL***	2,640	2,507	2,335	2,165	2,195	2,154	2,052	1,857	1,652
Female	18,183	18,449	19,090	19,136	18,846	18,501	18,232	18,172	17,136
Male	19,060	19,480	20,036	20,053	19,755	19,396	19,293	18,899	18,005

Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

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

EL*** - English learners.

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Table 5-2

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.
 Number of the ISASP Mathematics Tested by Subgroup 2018-2019

Subgroups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All	37,304	37,982	39,183	39,272	38,672	37,984	37,642	37,211	35,288
Asian	936	942	944	917	890	926	965	1006	965
African American	2,495	2,527	2,530	2,432	2,337	2,303	2,264	2,128	1,953
Hispanic	4,210	4,365	4,542	4,490	4,470	4,222	4,181	3,917	3,568
White	27,731	28,223	29,204	29,552	29,214	28,811	28,627	28,769	27,515
IEP*	4,826	5,108	5,342	5,291	4,956	4,664	4,234	3,881	3,352
FRL**	16,396	16,811	17,225	17,284	16,665	15,803	14,913	13,998	12,430
EL***	2,641	2,509	2,334	2,173	2,205	2,158	2,060	1,864	1,660
Female	18,205	18,468	19,111	19,168	18,880	18,532	18,288	18,239	17,198
Male	19,099	19,514	20,072	20,104	19,792	19,452	19,354	18,972	18,090

Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

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

EL*** - English learners.

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Table 5-3

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

Number of the ISASP Science Tested by Subgroup 2018-2019

Subgroups	Grade 5	Grade 8	Grade 10
All	39,172	37,959	37,143
Asian	944	926	1,005
African American	2,528	2,298	2,121
Hispanic	4,544	4,218	3,910
White	29,194	28,797	28,722
IEP*	5,343	4,645	3,859
FRL**	17,229	15,783	13,959
EL***	2,335	2,155	1,858
Female	19,108	18,528	18,212
Male	20,064	19,431	18,931

Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

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

EL*** - English learners.

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



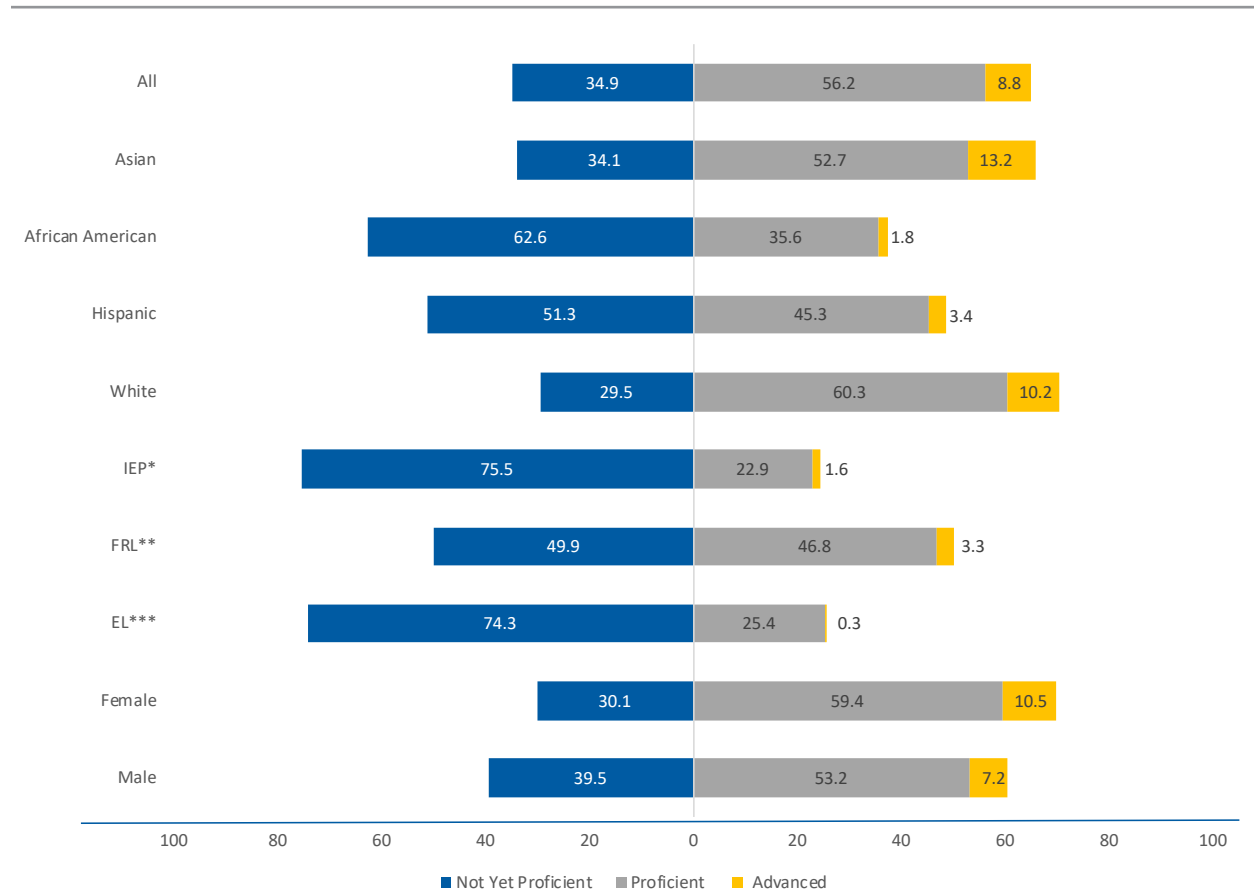
English-Language Arts

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

Figure 5-1

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

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

EL*** - English learners.

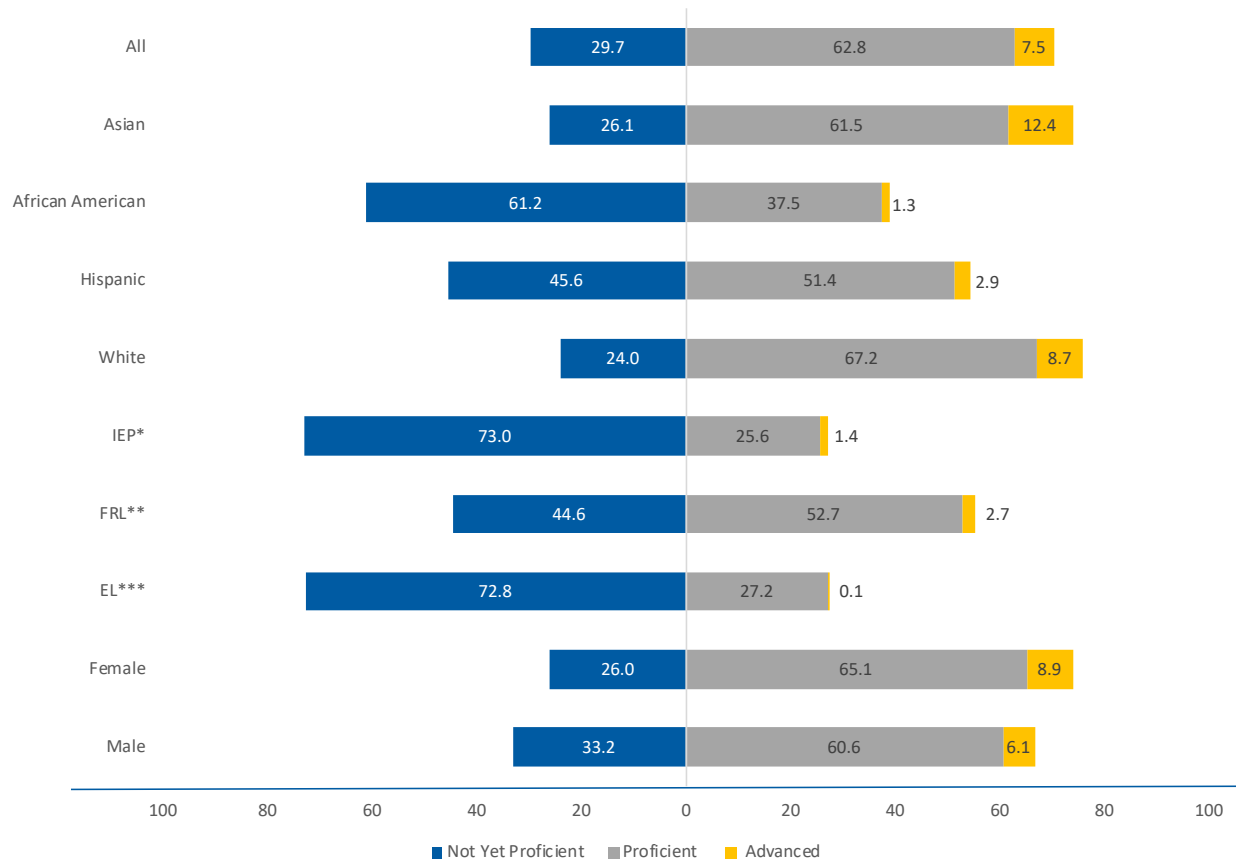
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-2

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

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

EL*** - English learners.

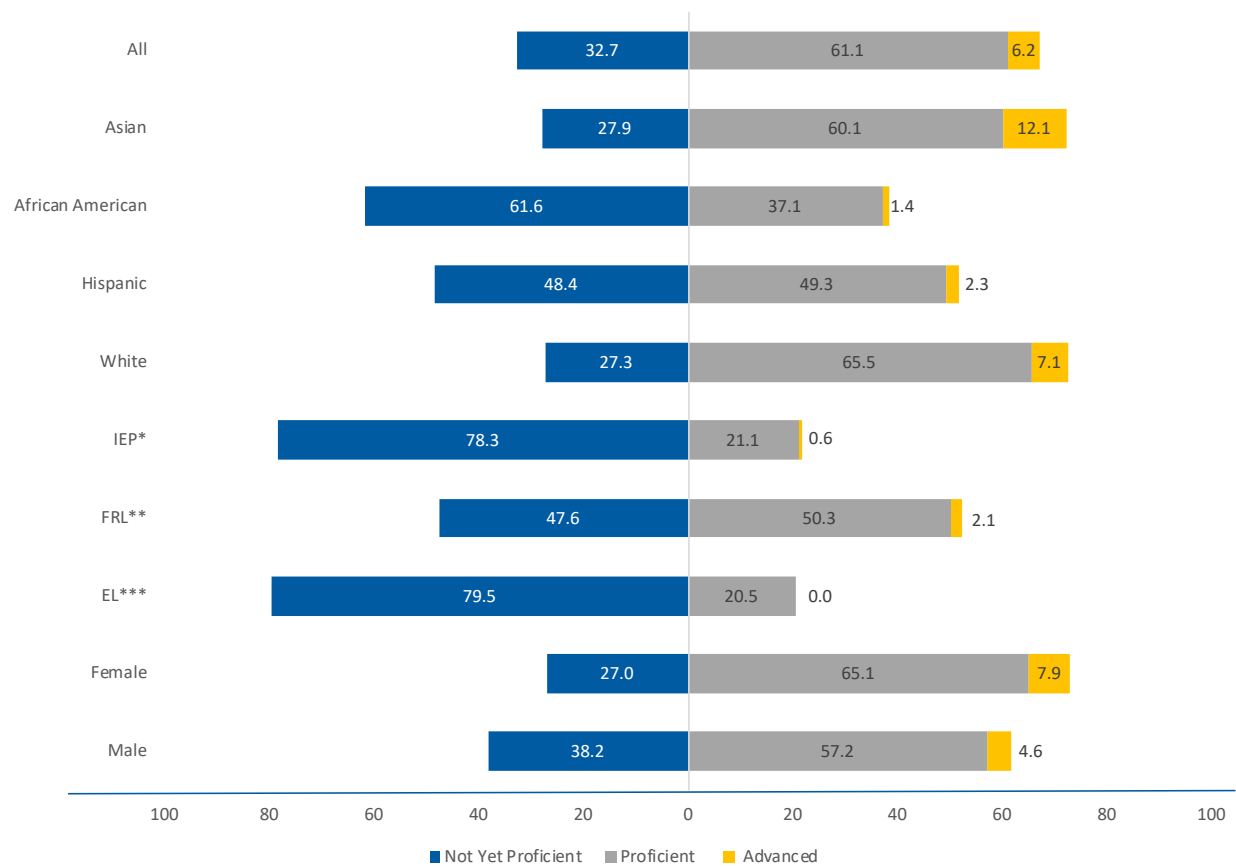
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-3

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

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

EL*** - English learners.

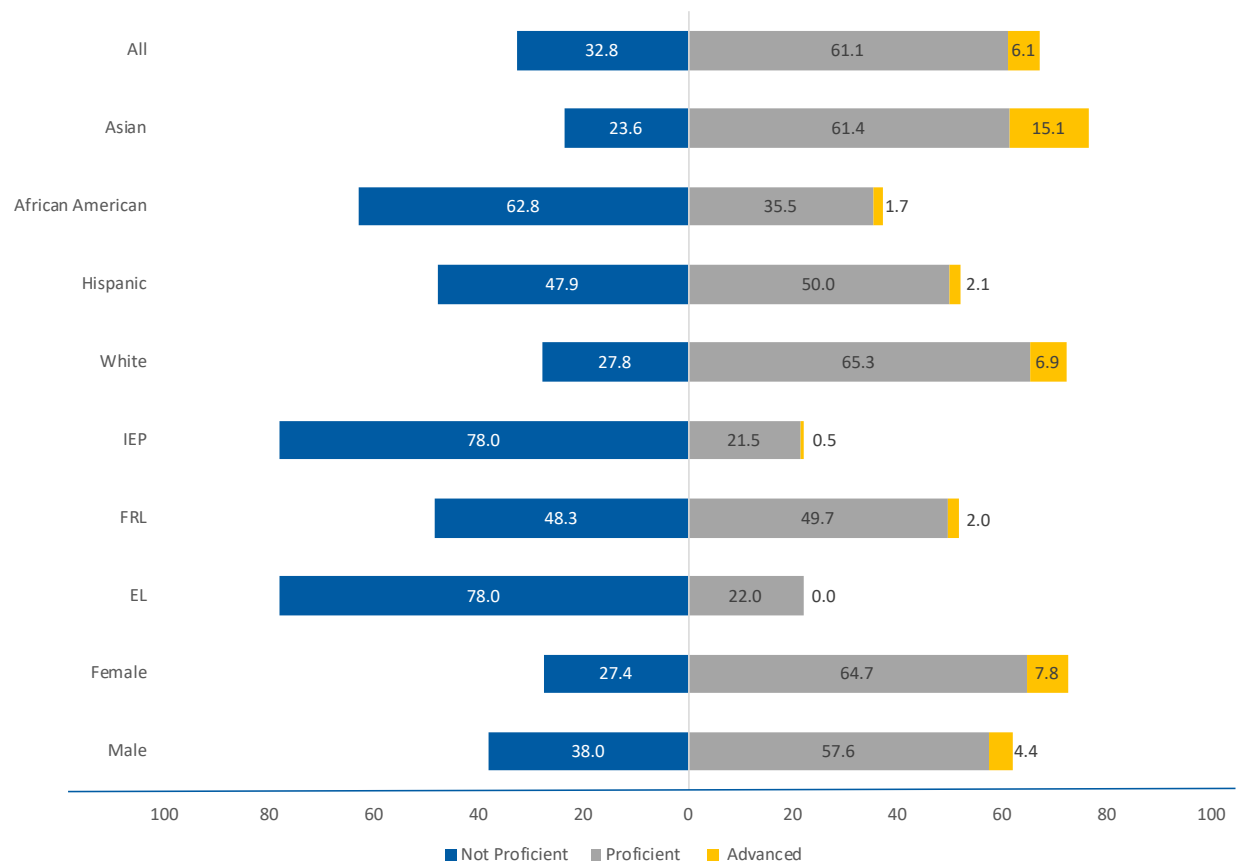
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-4

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

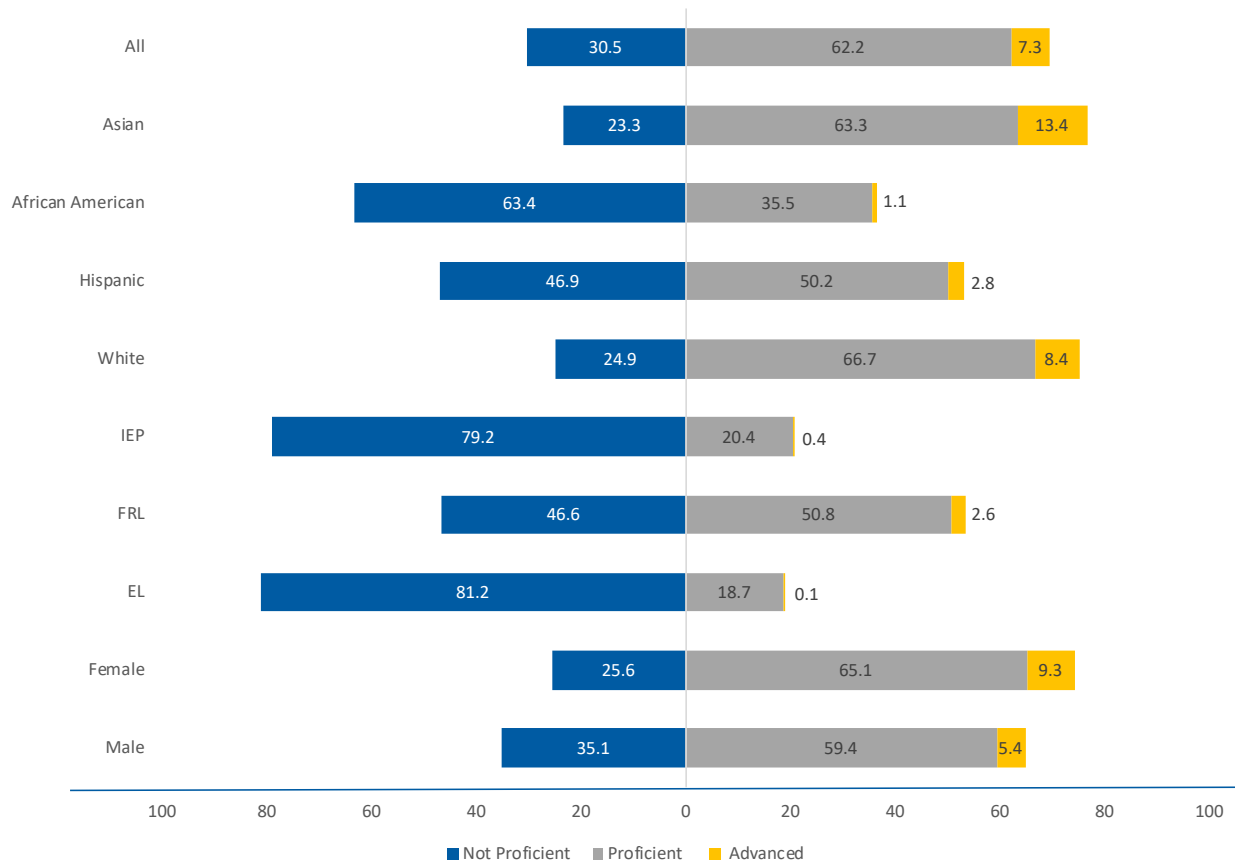
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-5

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

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

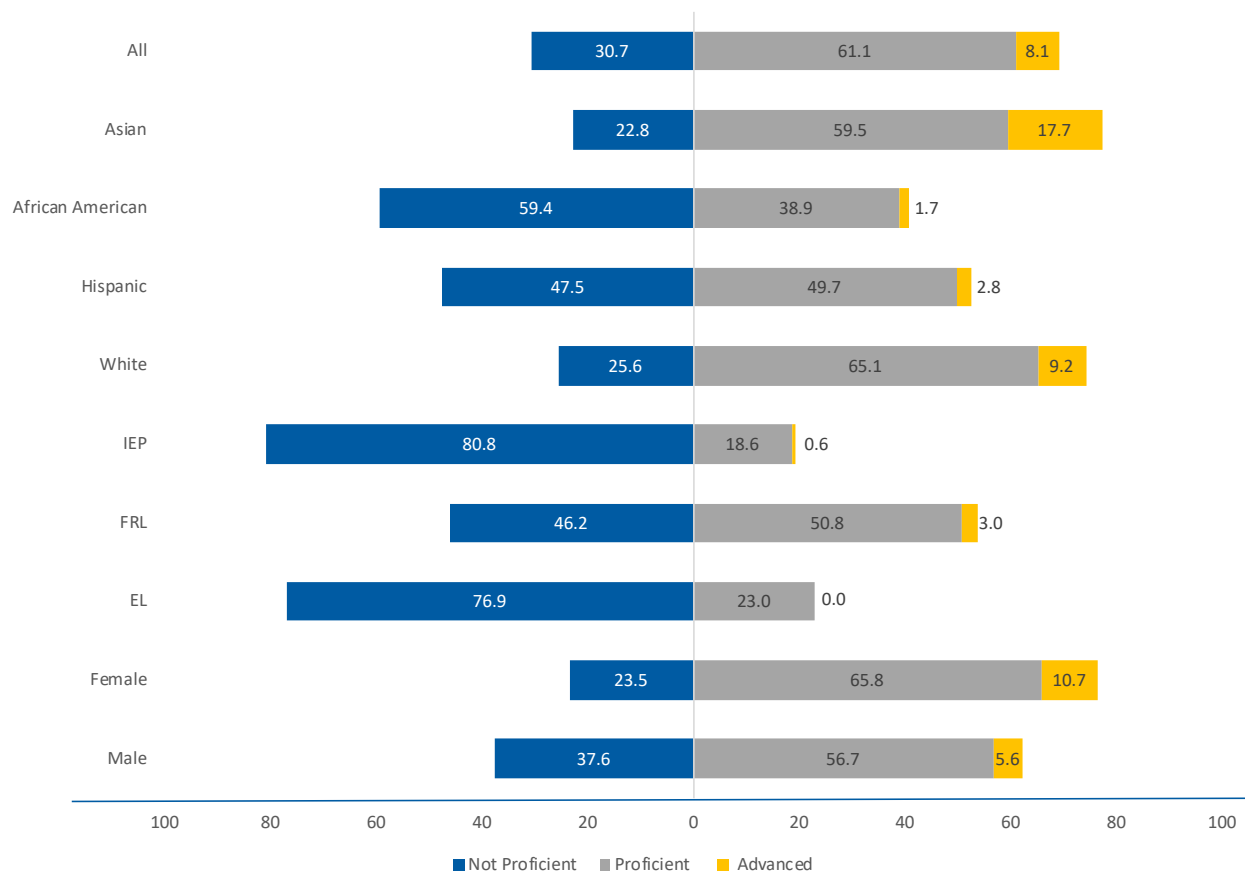
This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-6

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

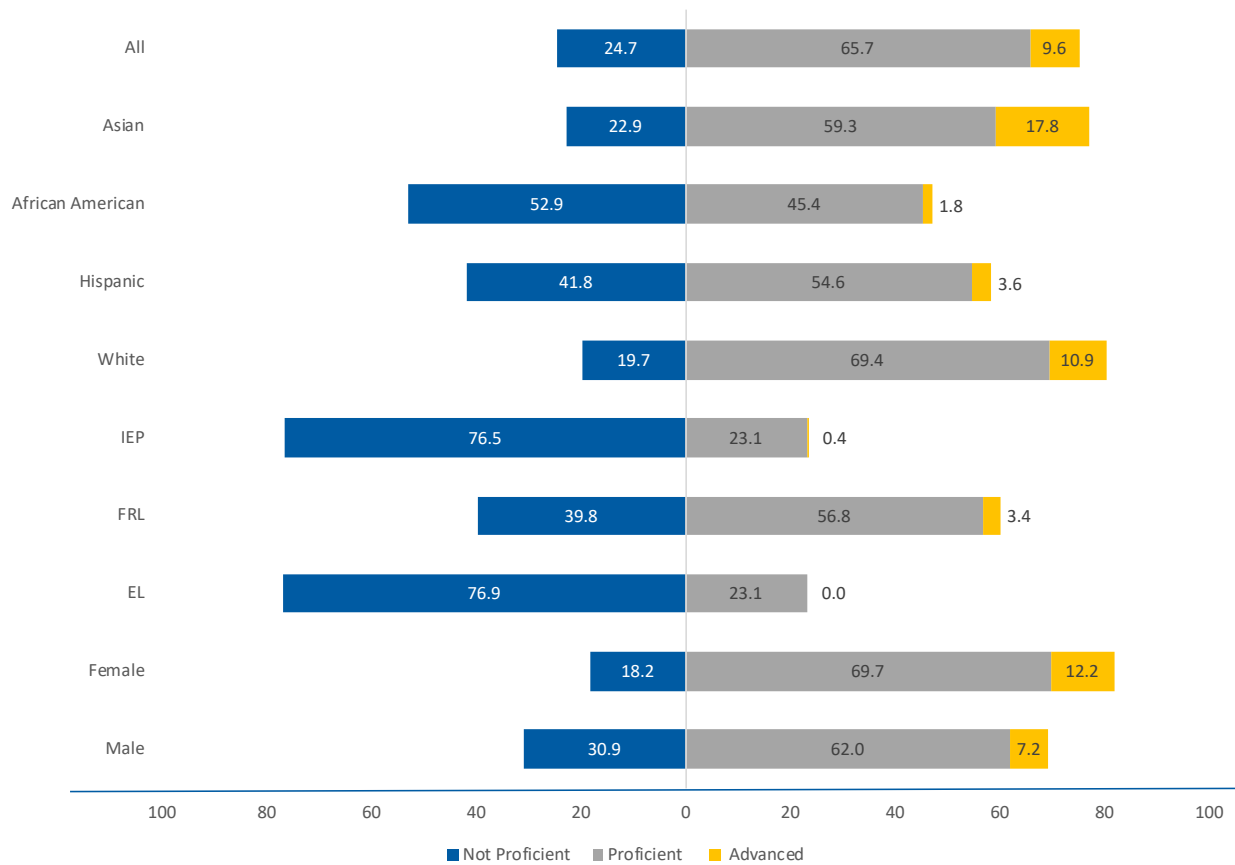
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-7

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

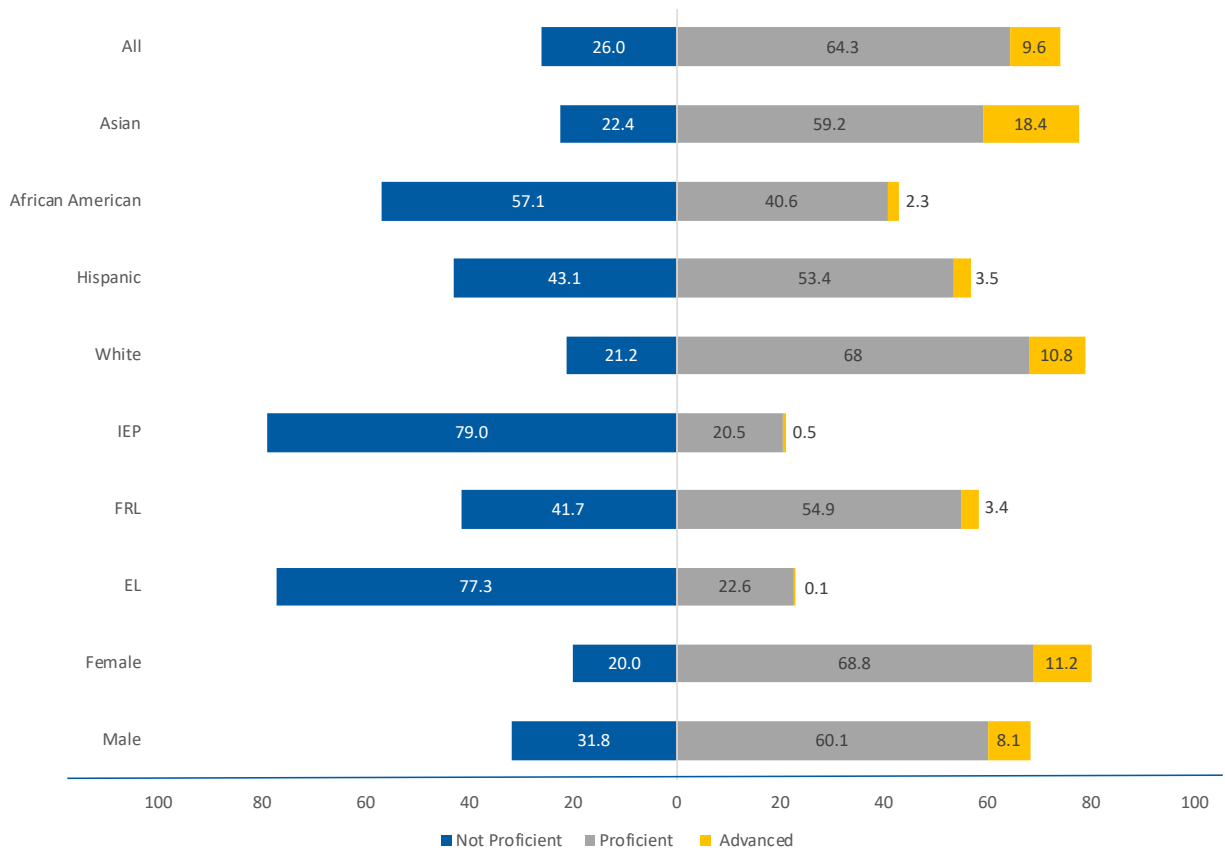
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-8

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

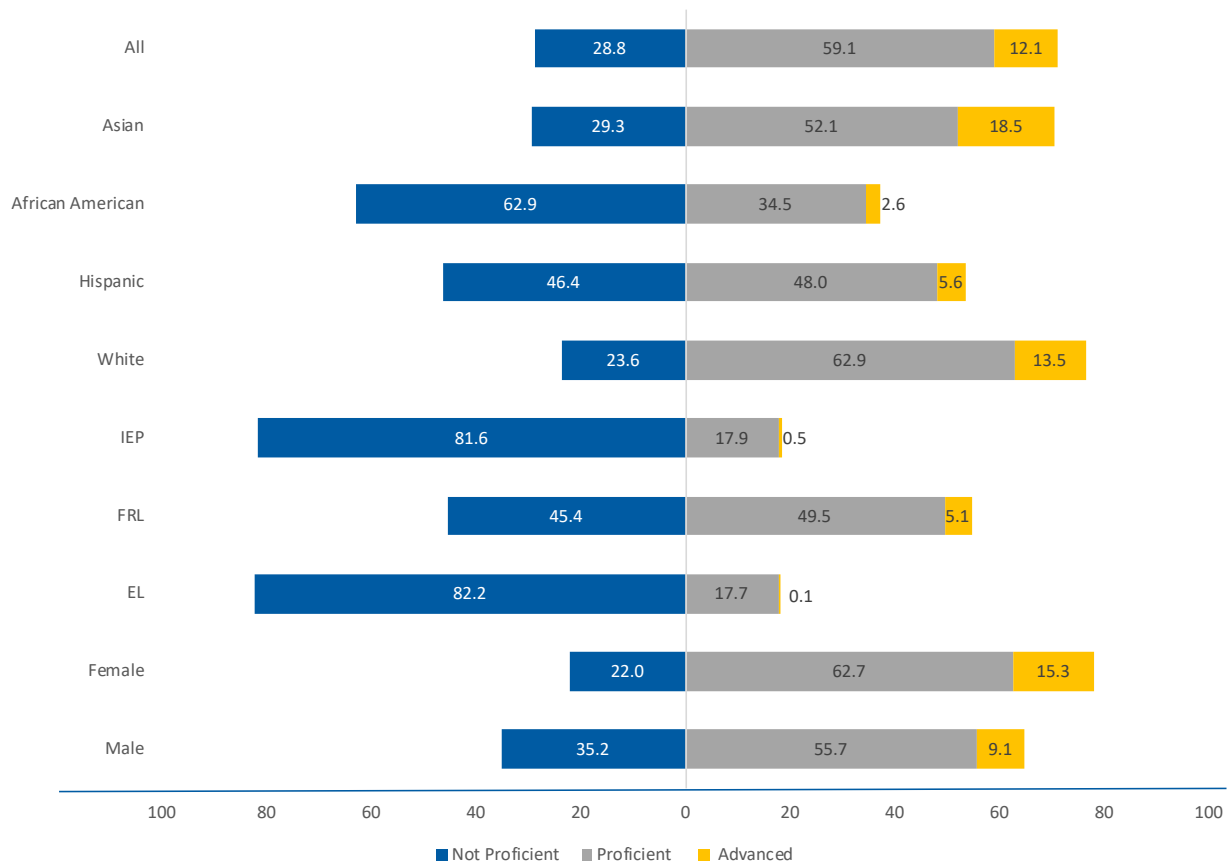
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-9

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

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

ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



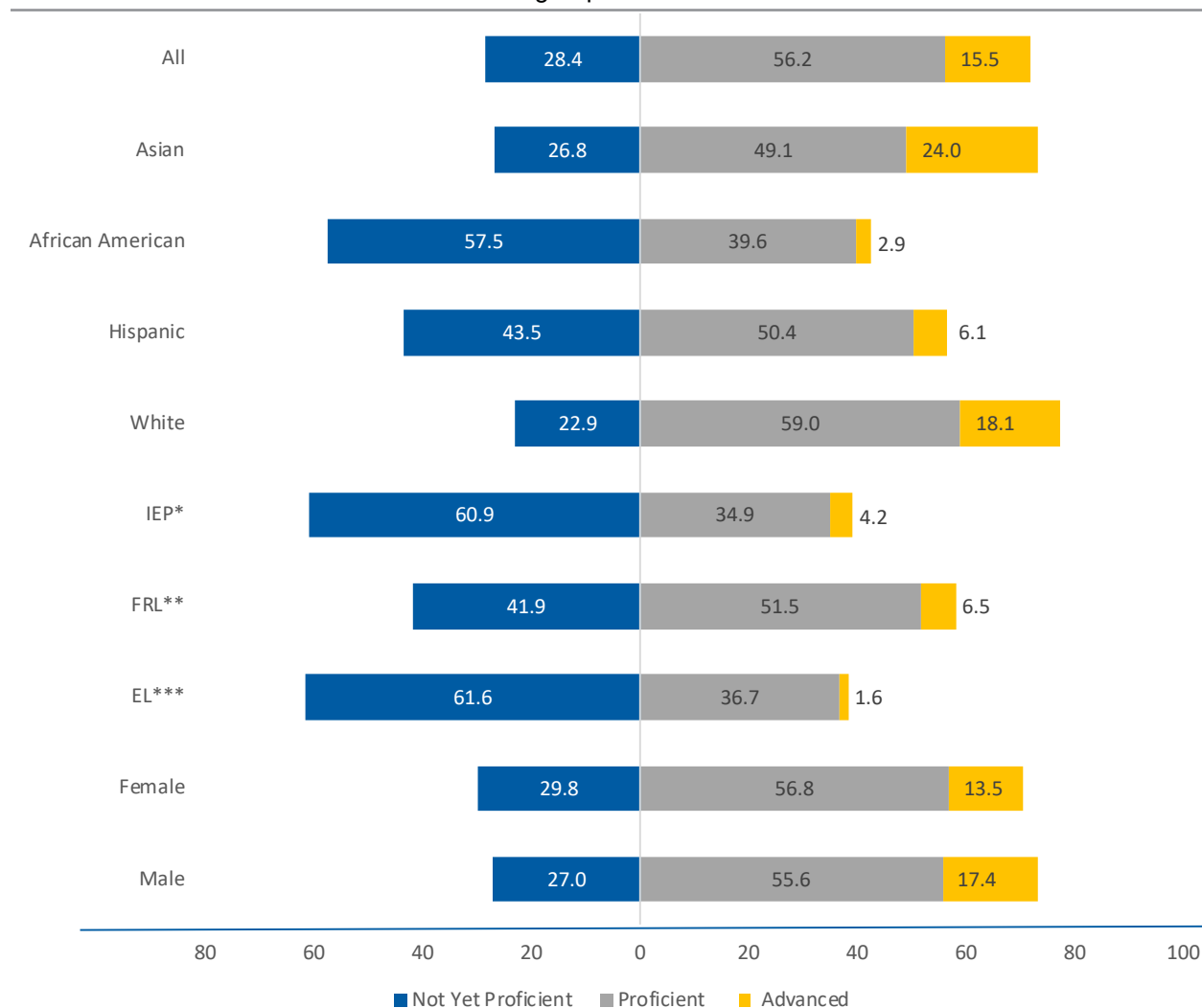
Mathematics

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

Figure 5-10

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP* - Students with an individualized education program.

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

EL*** - English learners.

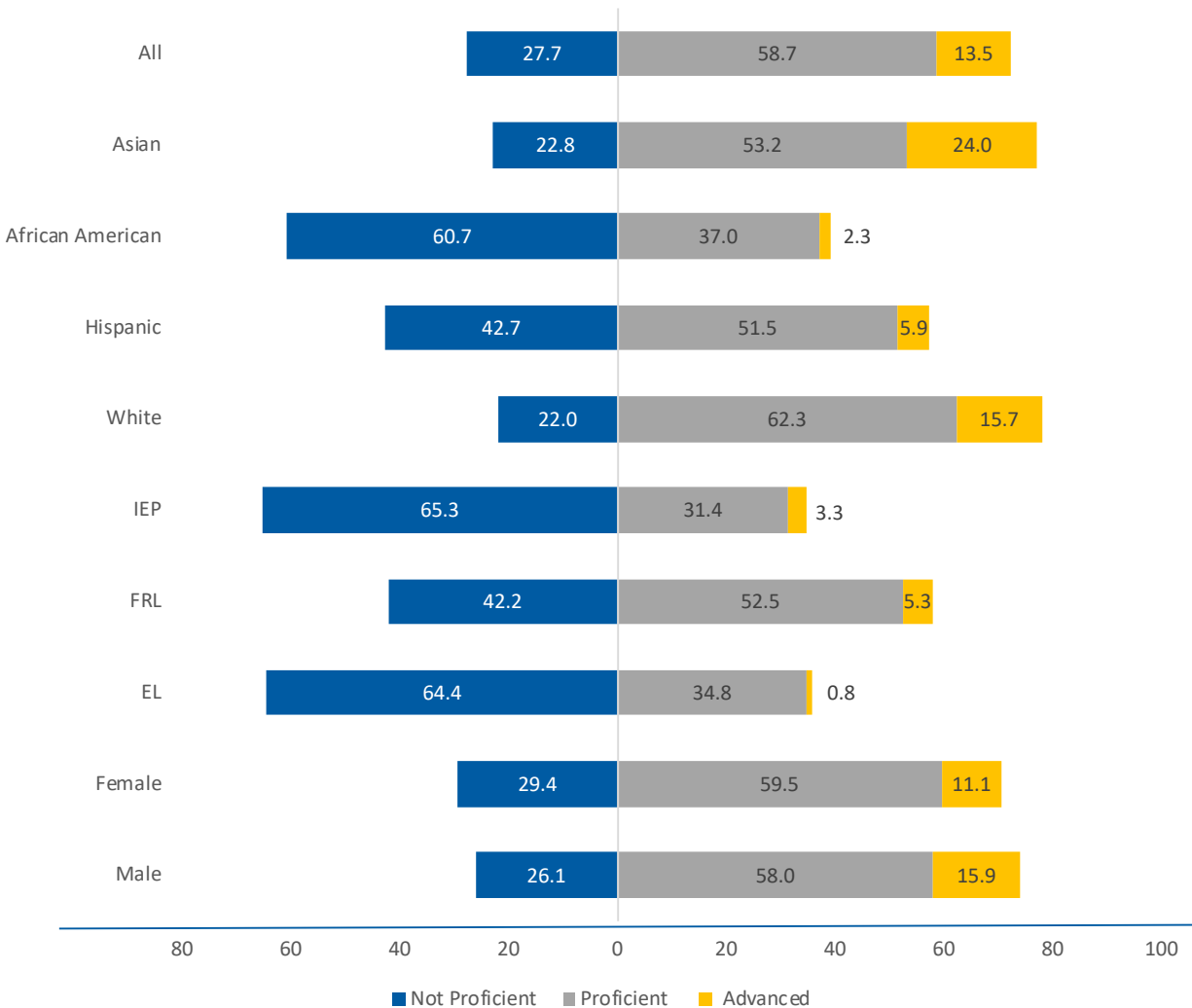
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-11

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

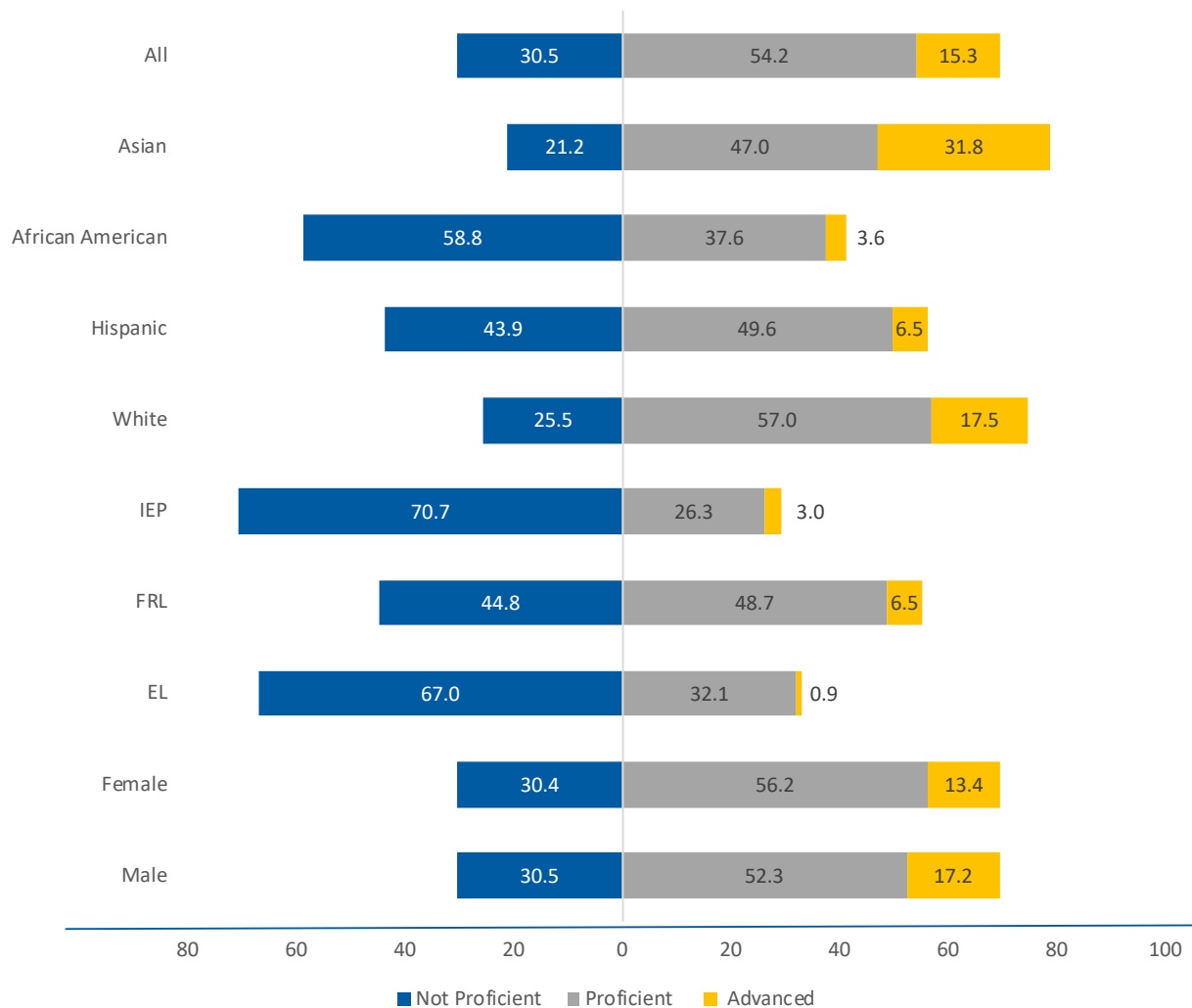
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-12

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

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



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

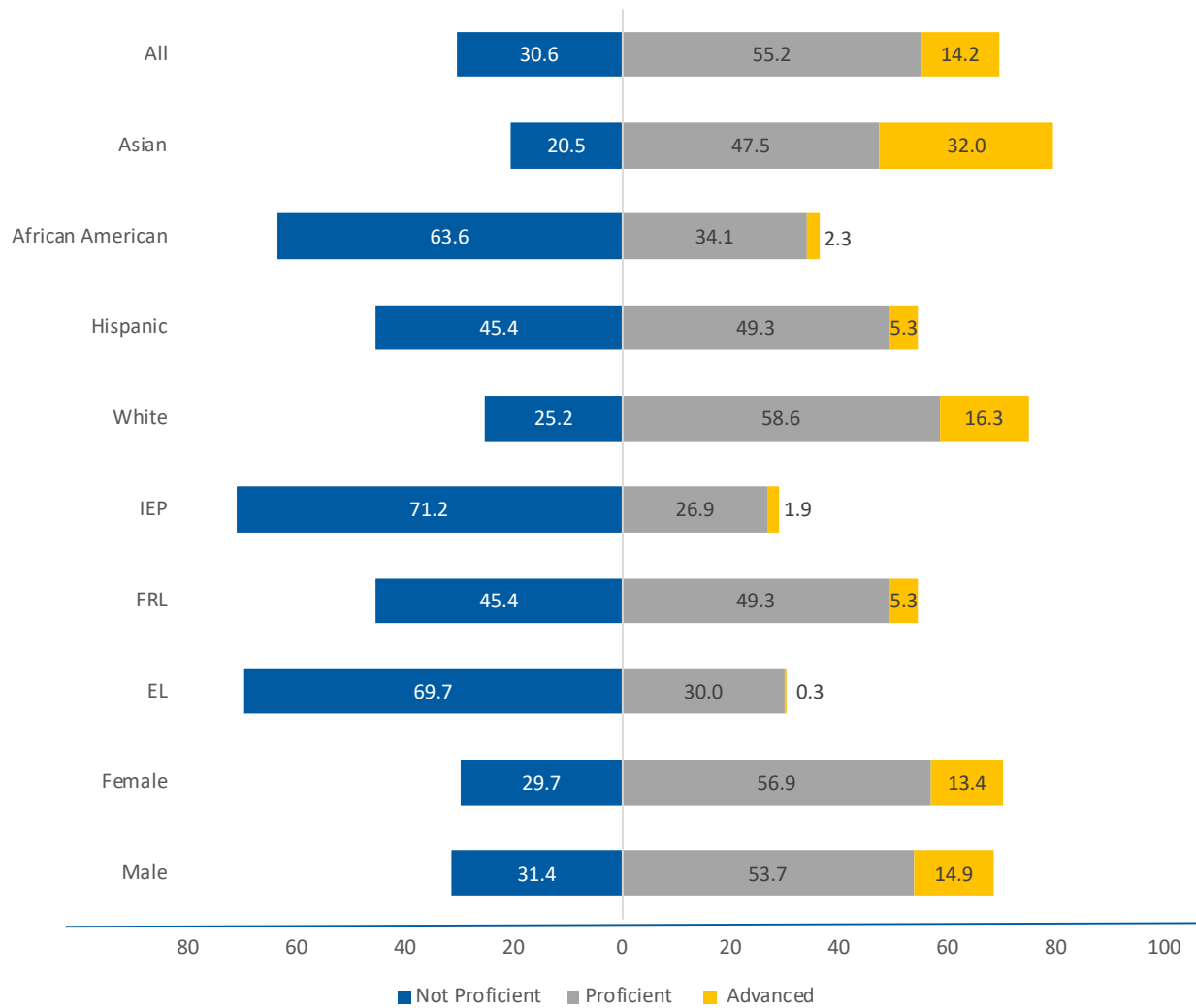
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-13

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

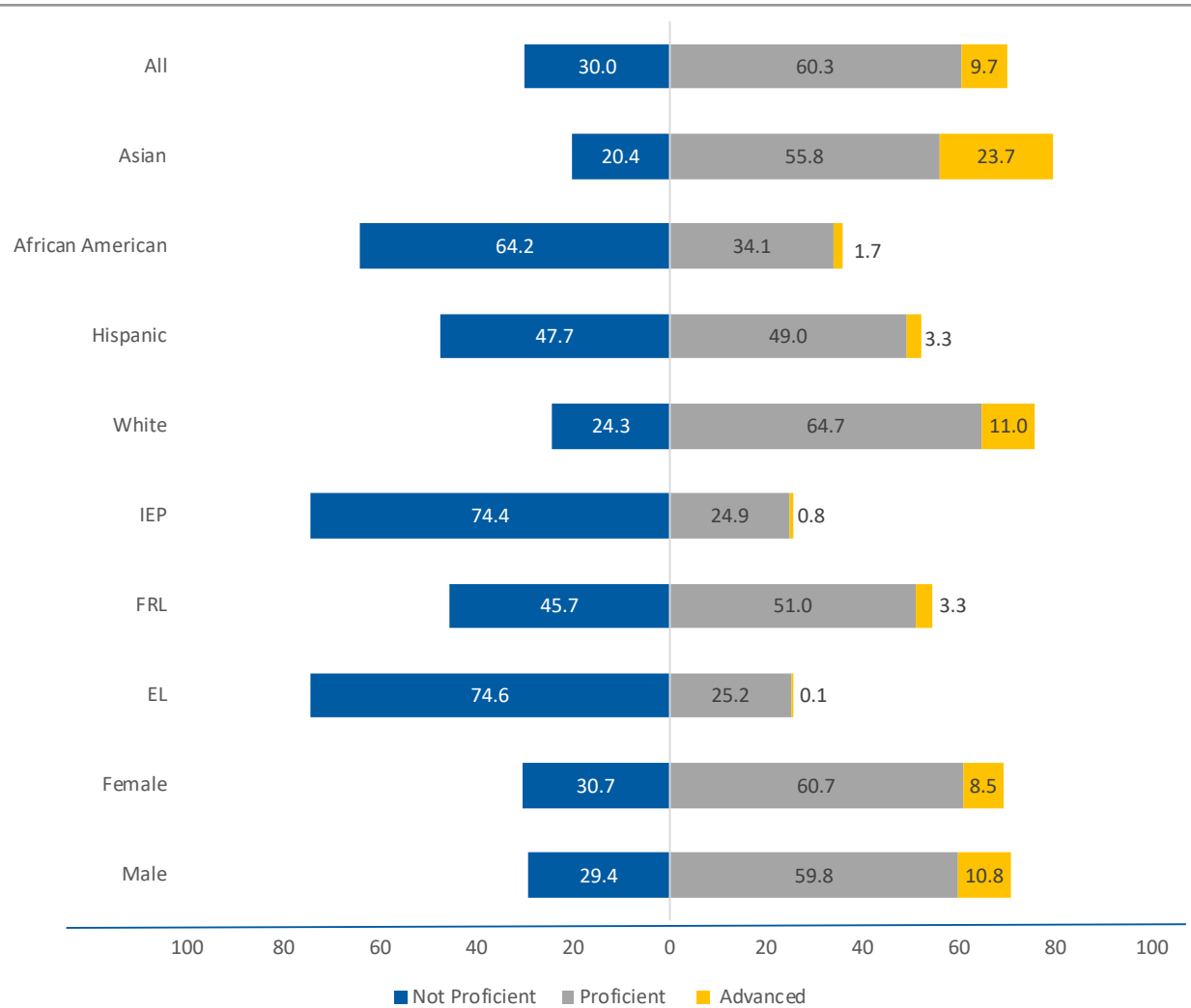
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-14

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

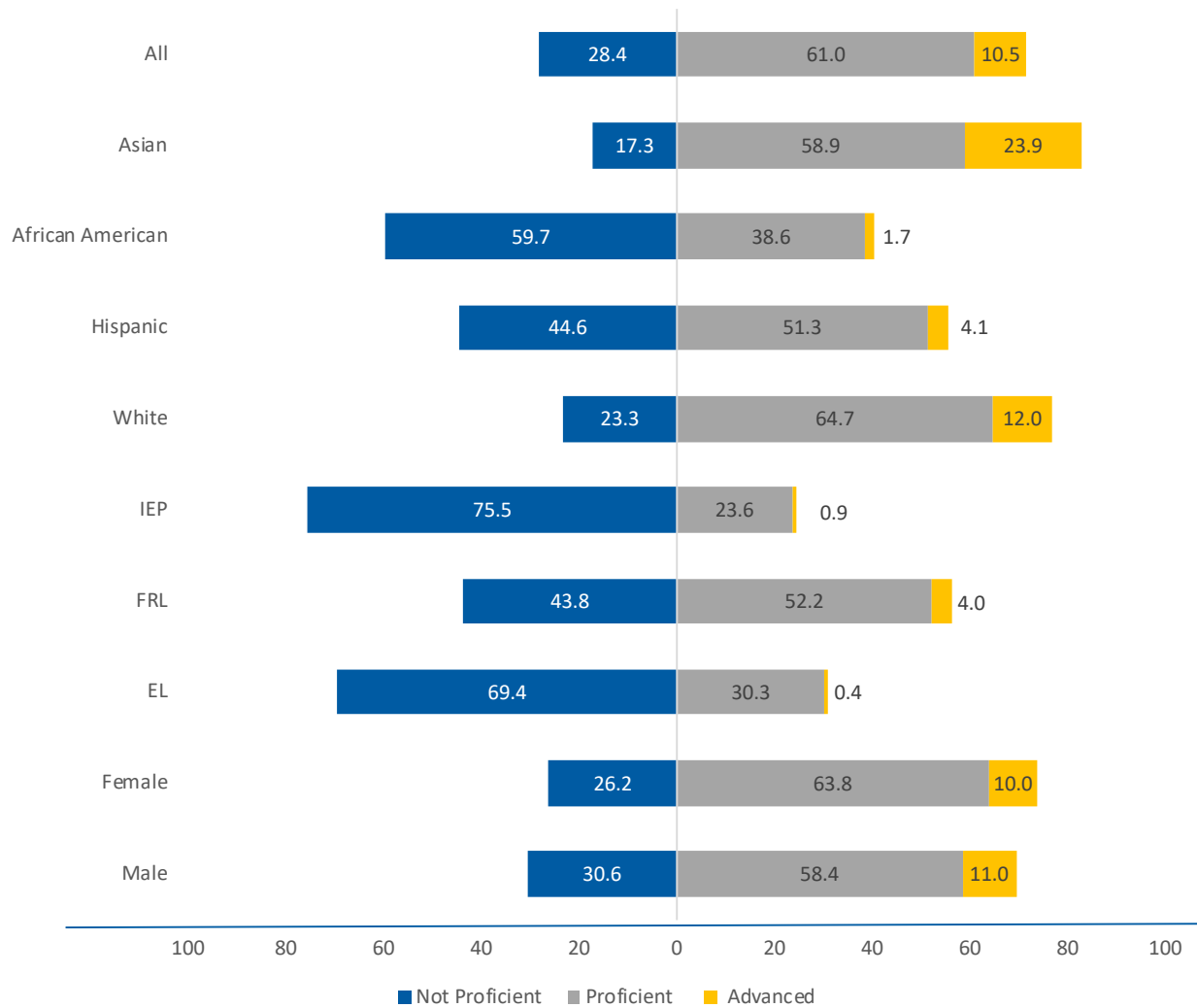
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-15

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

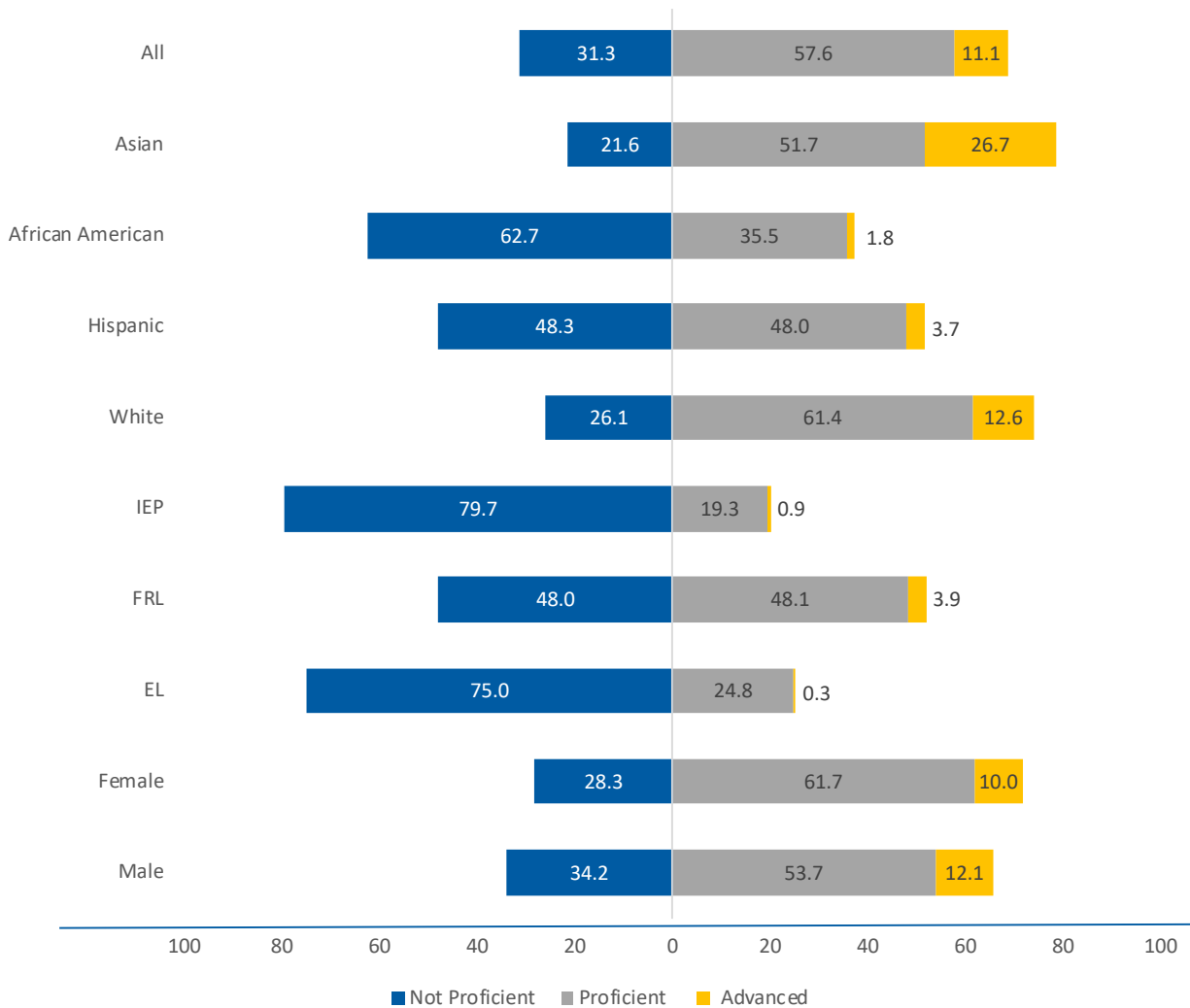
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-16

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

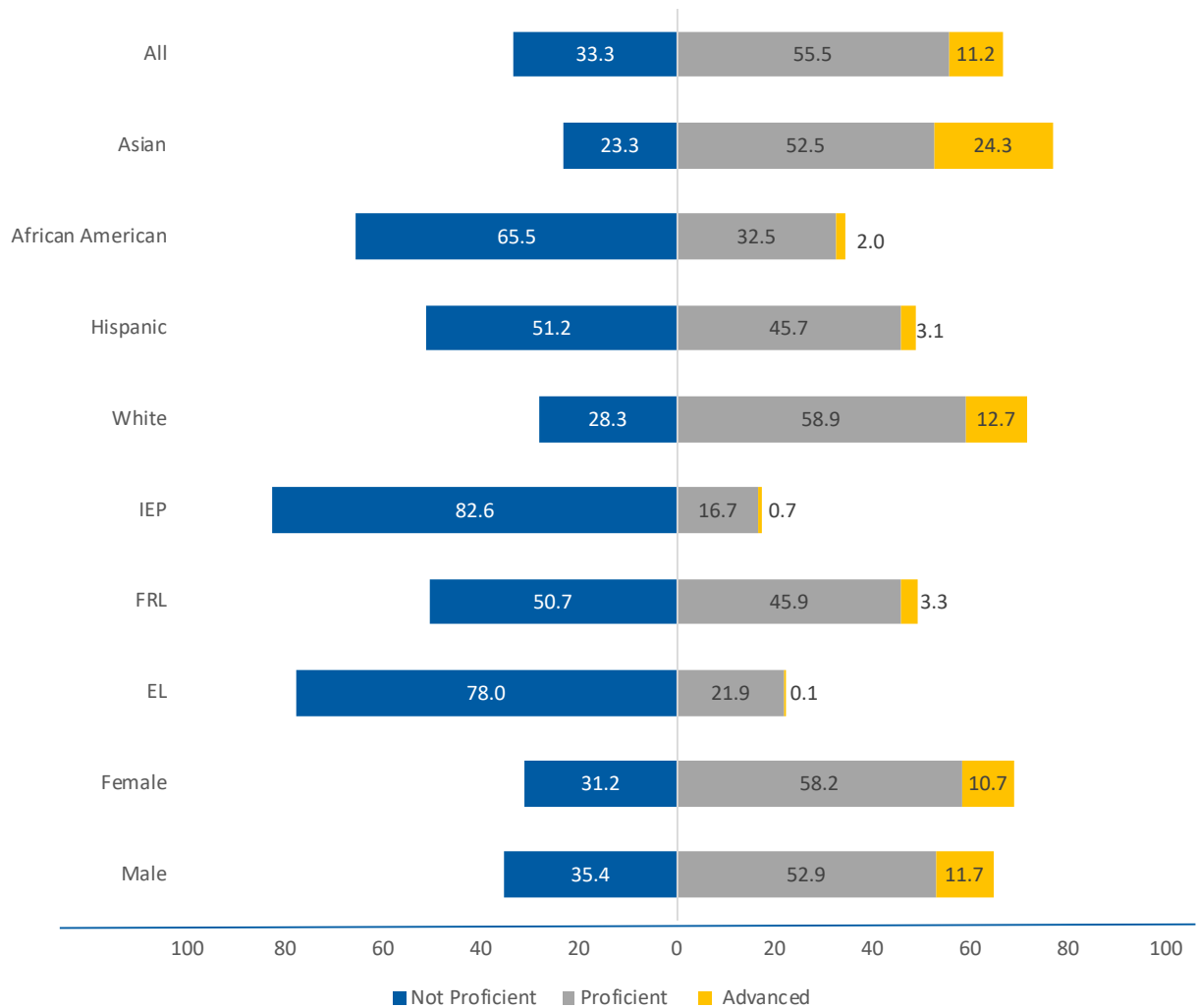
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-17

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

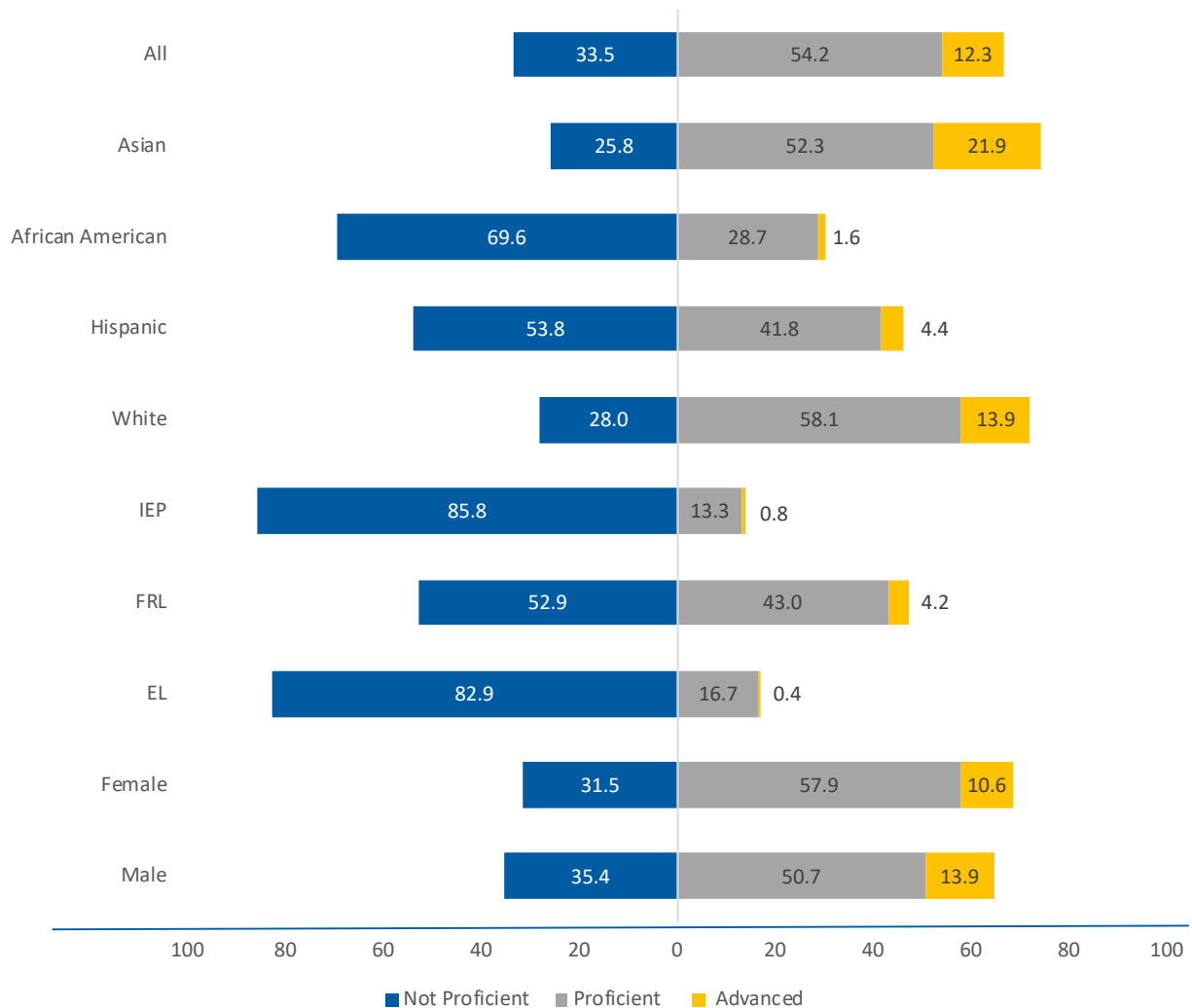
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-18

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



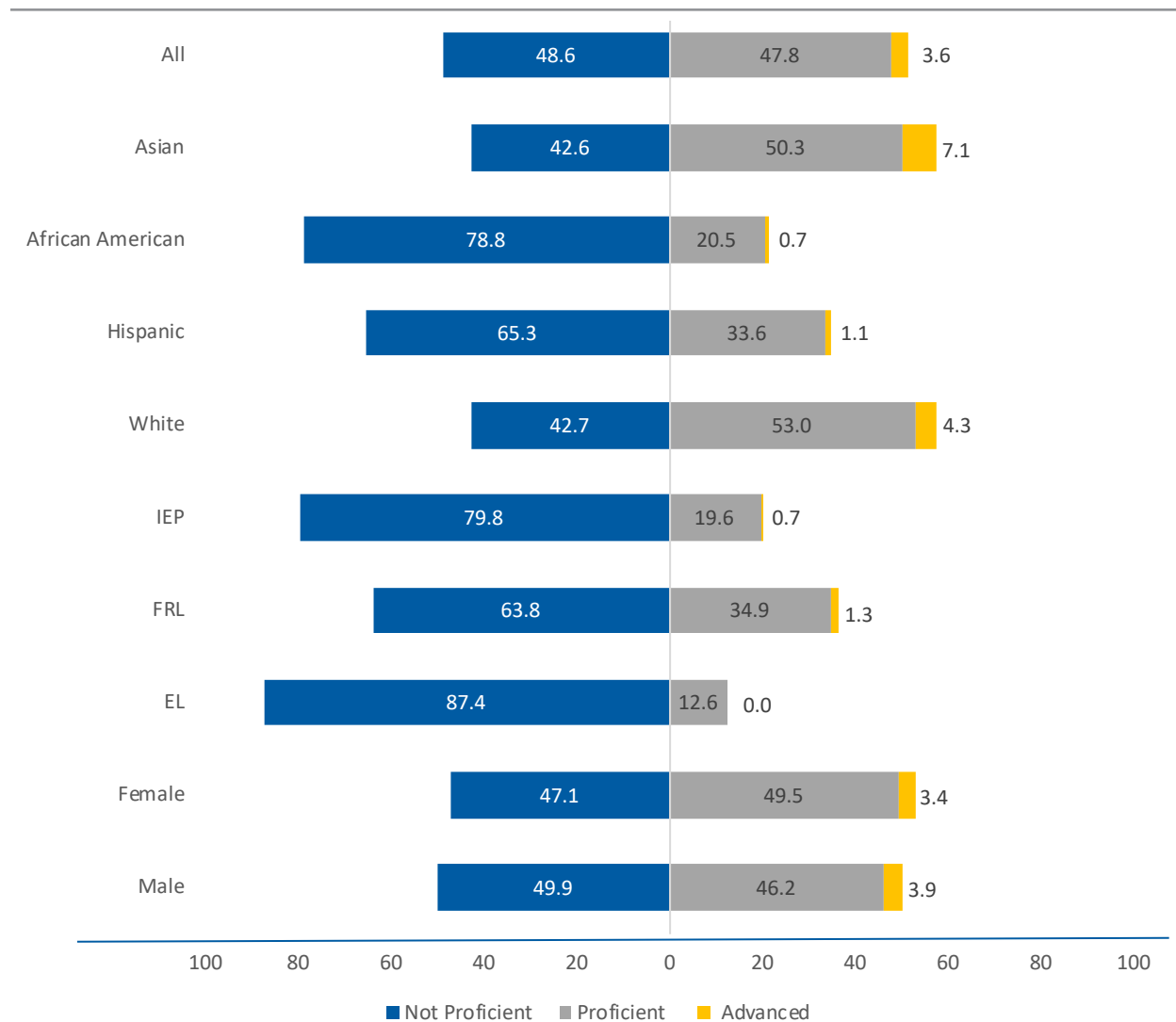
Science

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

Figure 5-19

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This pageshows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

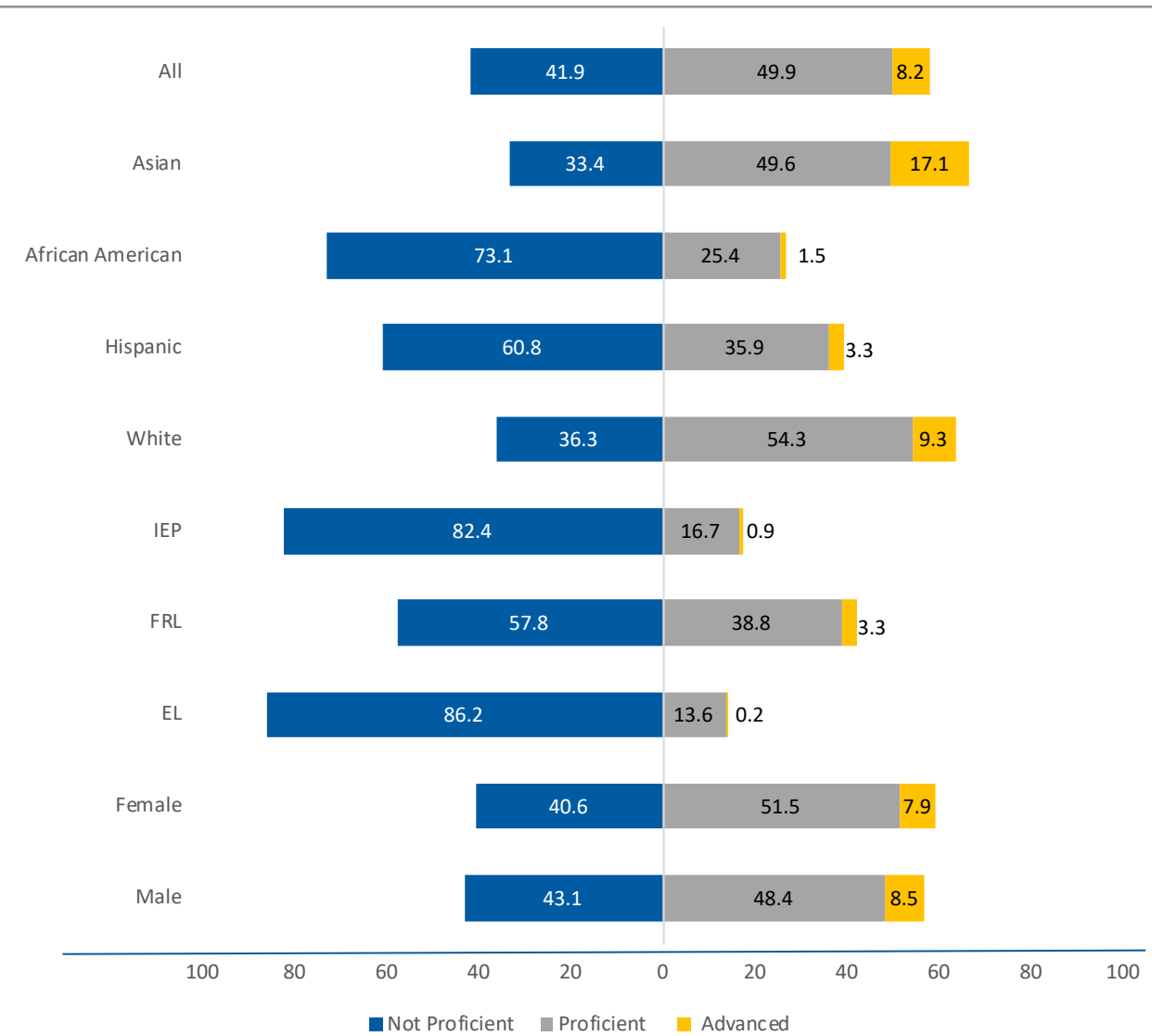
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-20

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

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

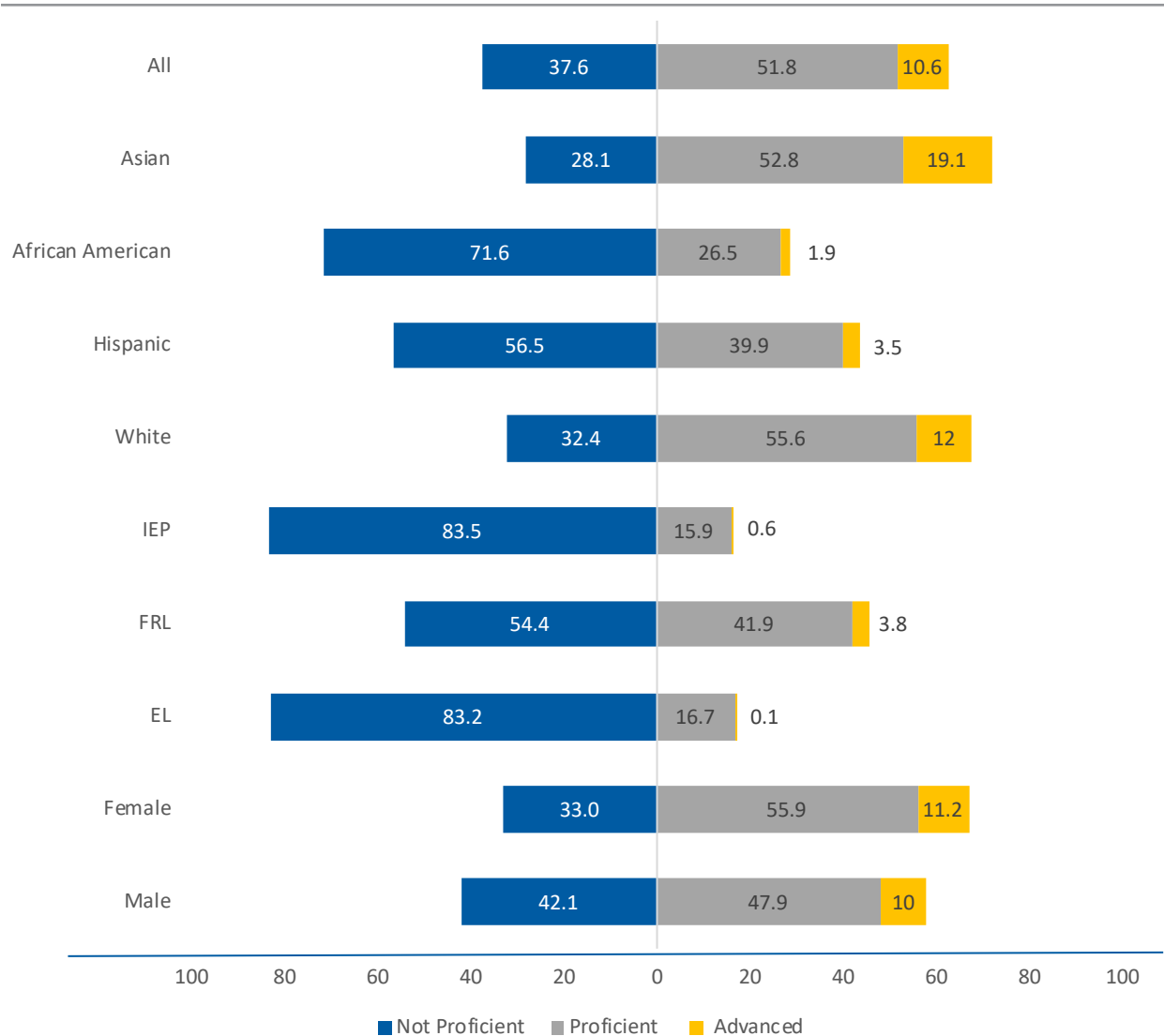
This page shows data from 2018-2019 as it is the most recent data available.



Figure 5-21

The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. This page shows data from 2018-2019 as it is the most recent data available.

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



Source: Iowa Testing Programs, The University of Iowa.

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

EL - English learners.

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

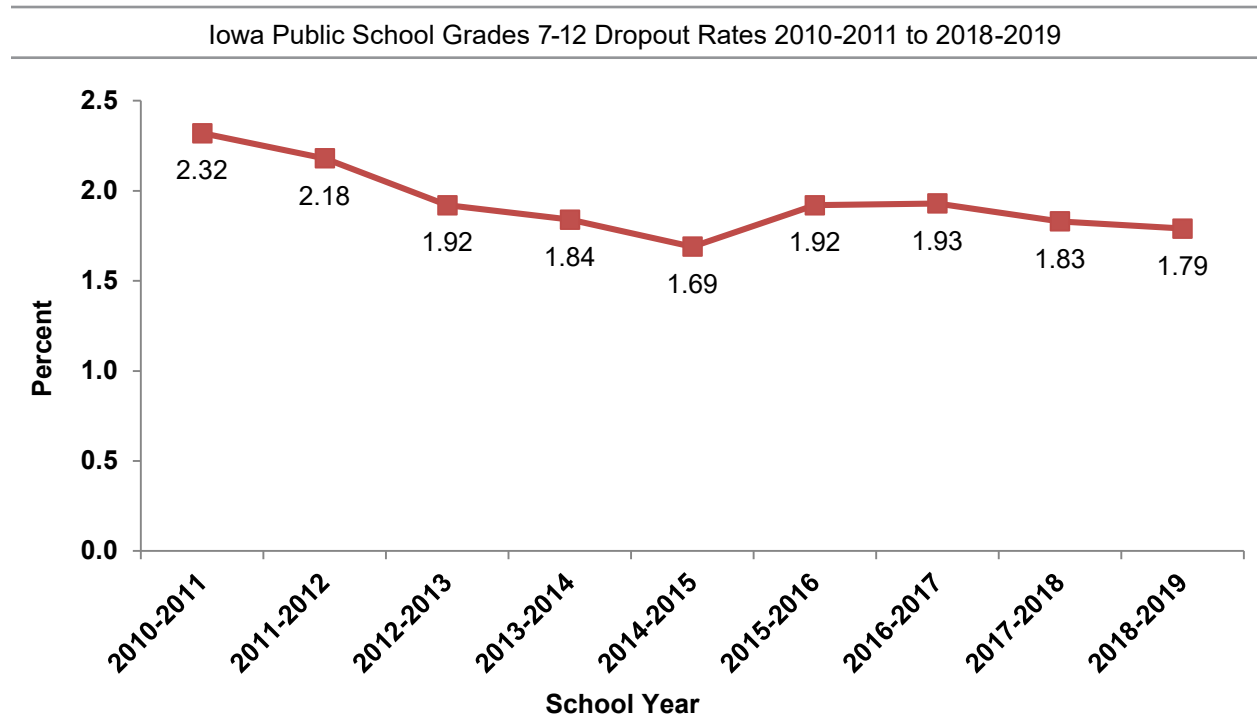
This page shows data from 2018-2019 as it is the most recent data available.



Dropouts

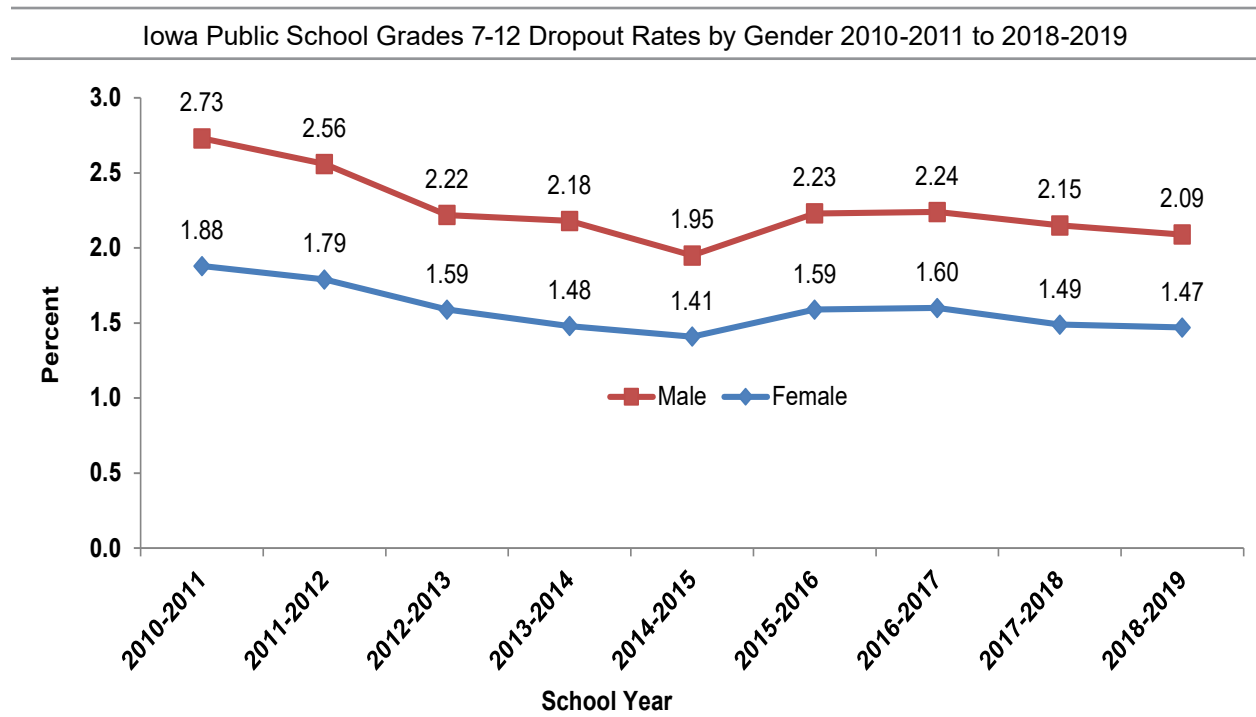
Indicator: Percentage of students considered as dropouts for grades 7-12, reported for all students by gender and by race/ethnicity.

Figure 5-22



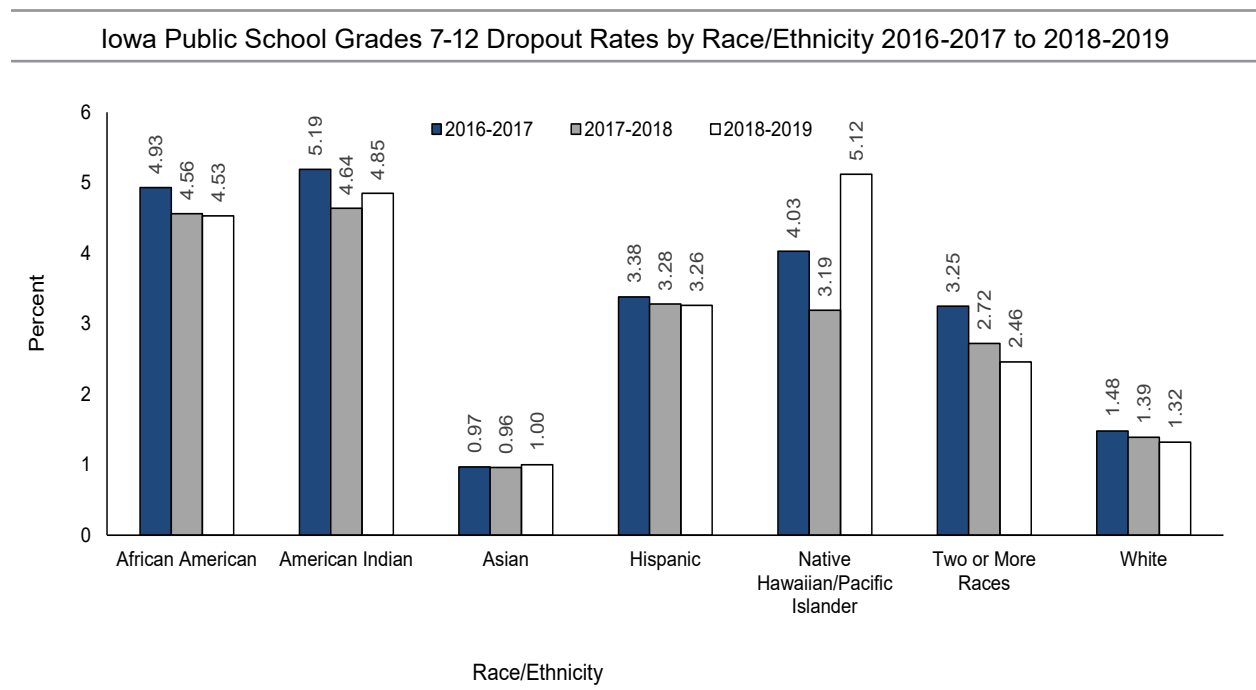
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa Enrollment and Dropout files.

Figure 5-23



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

Figure 5-24

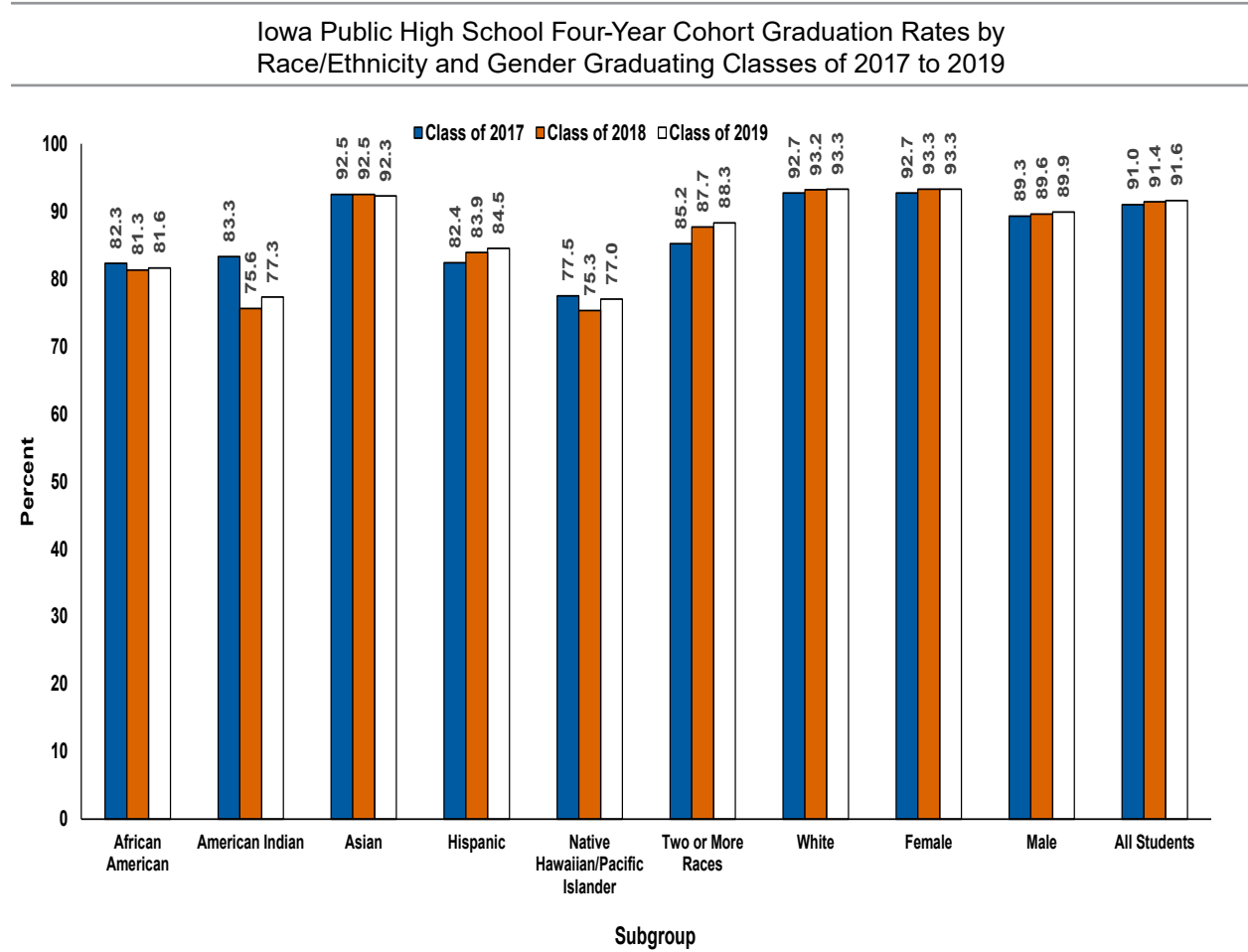


Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa Enrollment and Dropout files.

High School Graduation Rates

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

Figure 5-25



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

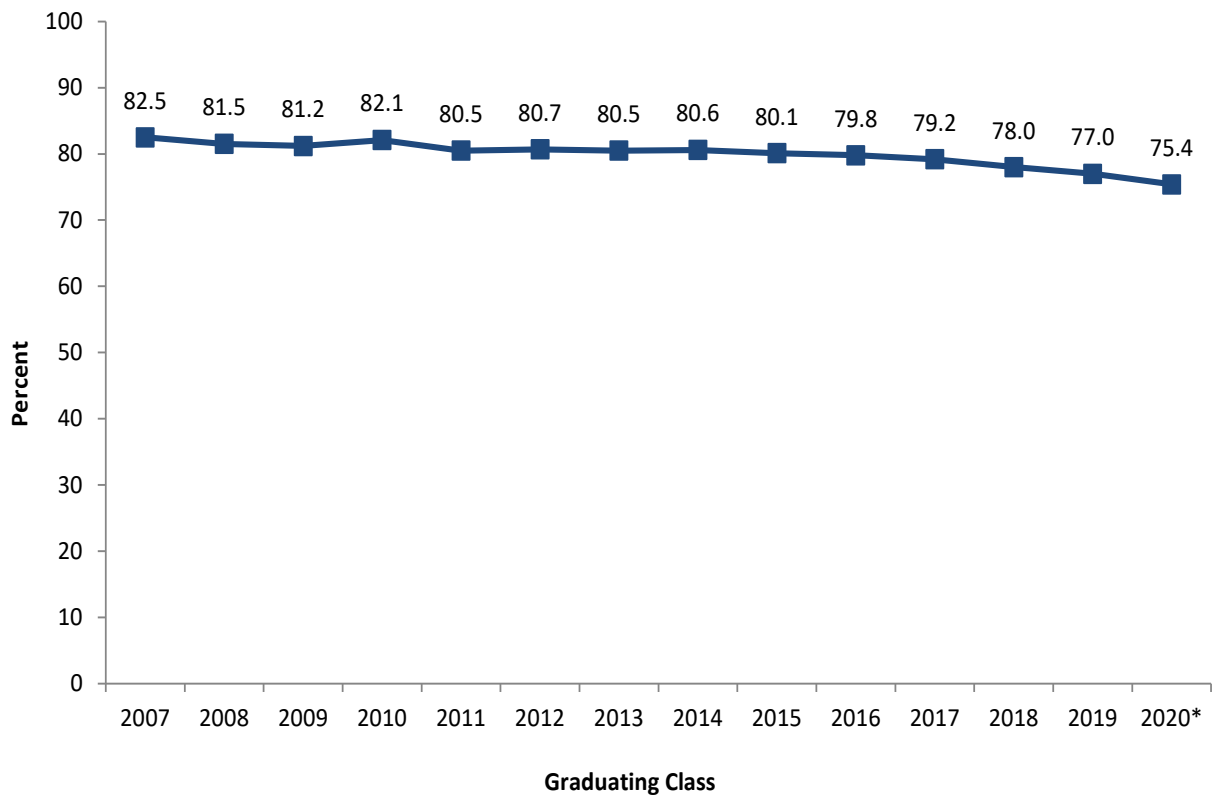


Postsecondary Education/Training Intentions

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

Figure 5-26

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training
Graduating Classes 2007 to 2020



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

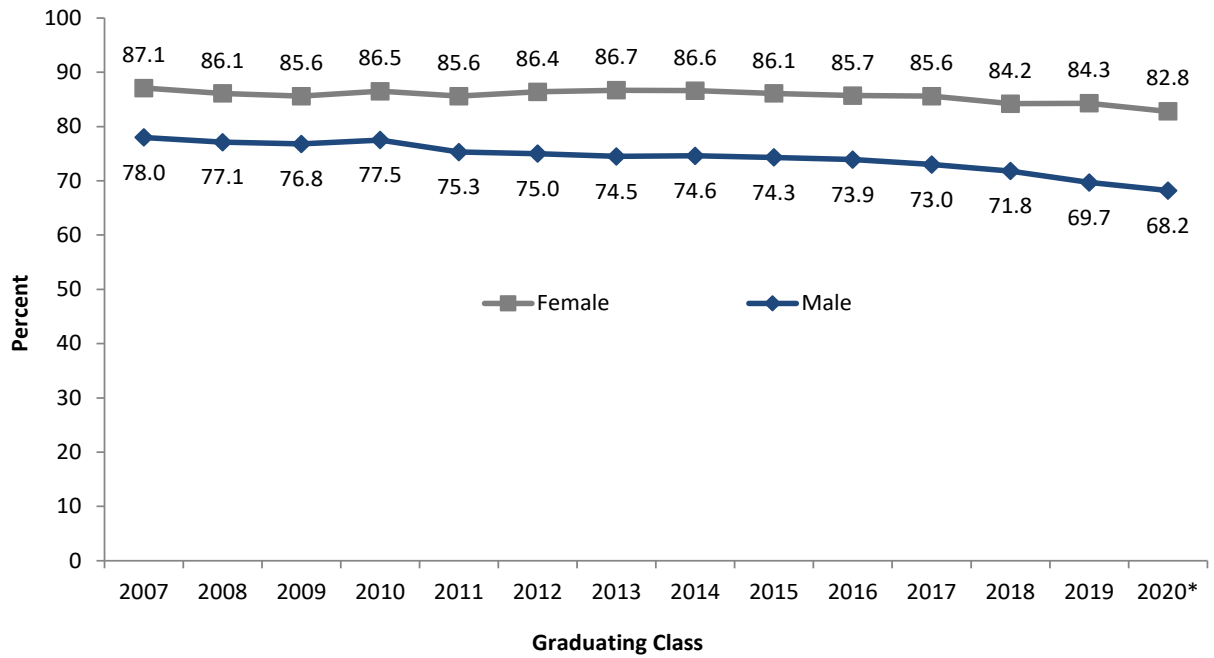
Notes: Data for the 2010 to 2020 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

* 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.



Figure 5-27

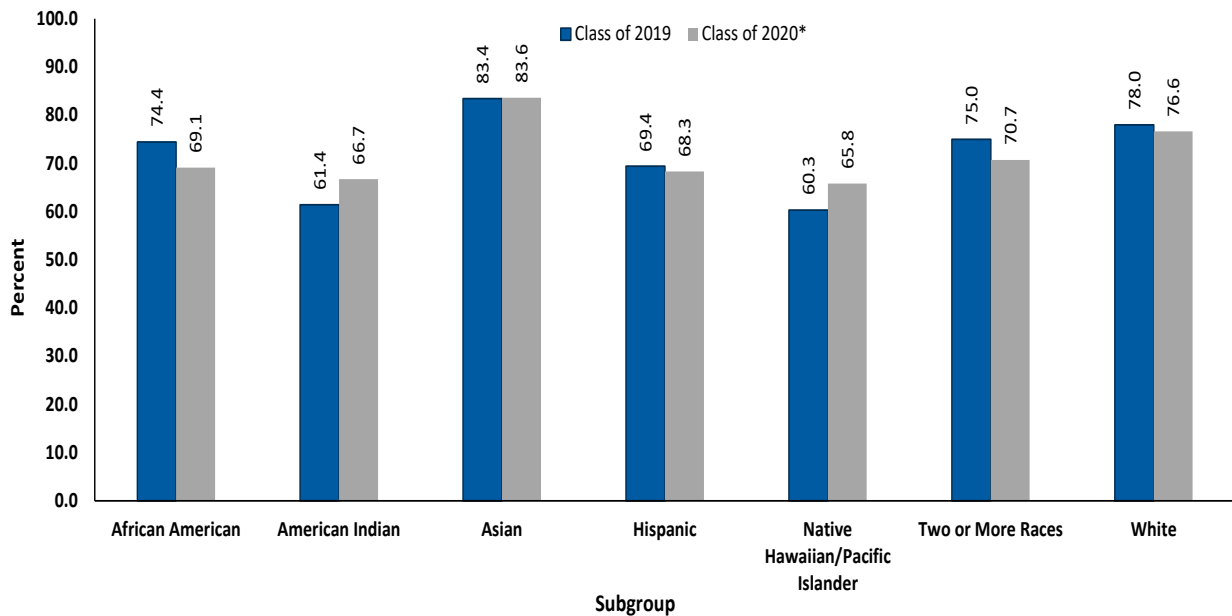
Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Gender Graduating Classes 2007 to 2020



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

Figure 5-28

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Race/Ethnicity Graduating Classes of 2019 and 2020



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

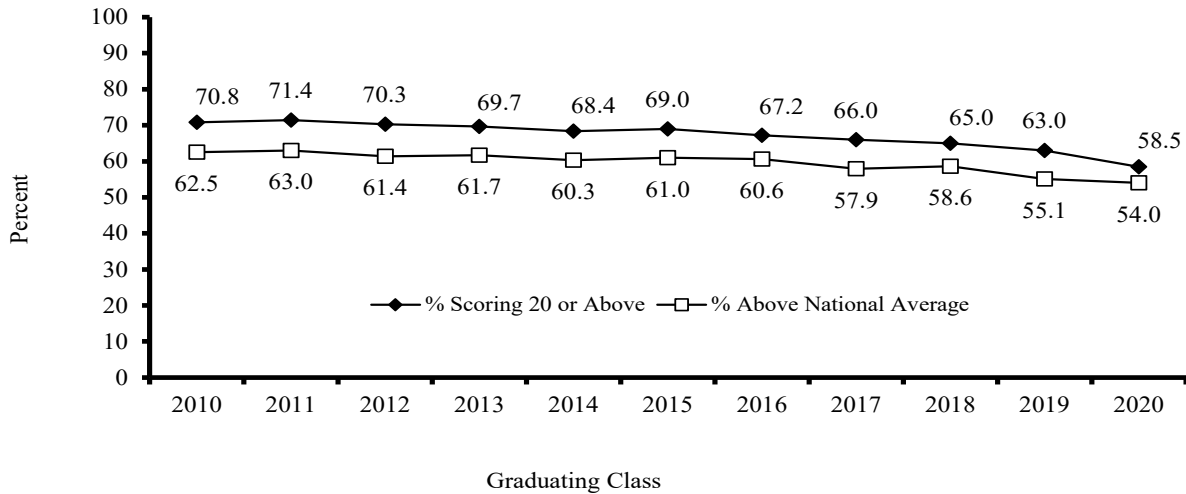
Note: * For the graduating class of 2020, 4,686 (13.8%) of the 34,037 graduates did not have reported postsecondary intentions data. These students were removed from the denominator of the calculations shown and, therefore, the Class of 2020 data doesn't represent all graduates.

Probable Postsecondary Success

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

Figure 5-29

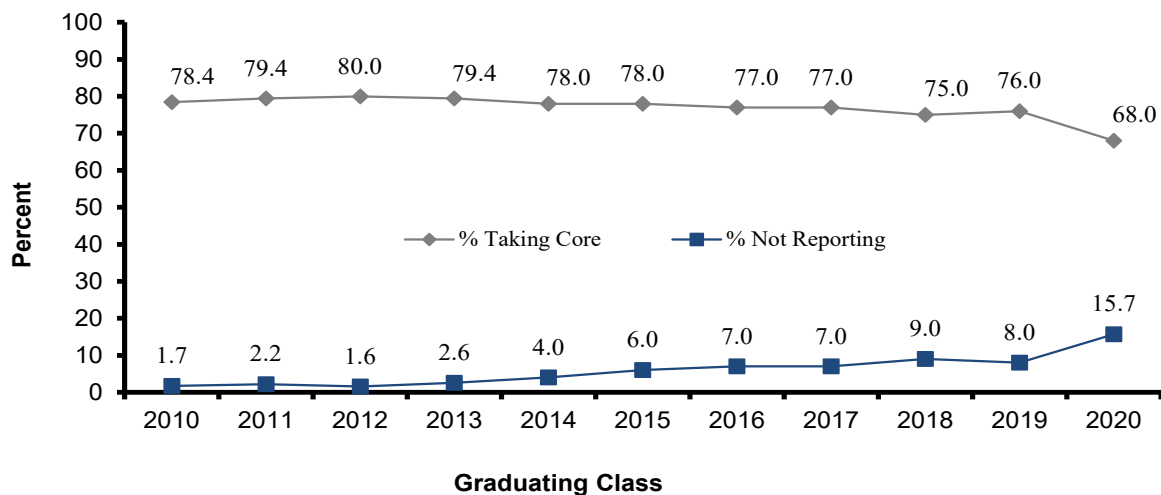
Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above Graduating Classes of 2010 to 2020



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

Figure 5-30

Percent of Iowa ACT Participants Completing Core High School Program Graduating Classes of 2010 to 2020



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 learner students) with the accommodations they need according to their Individualized Education Program (IEP).

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

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



Table 5-4

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



Table 5-4 (...continued)

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

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

Notes: *Accommodations not allowed.

Observed differences are not necessarily statistically significant.

Detail may not sum to totals because of rounding.



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

Figure 5-31

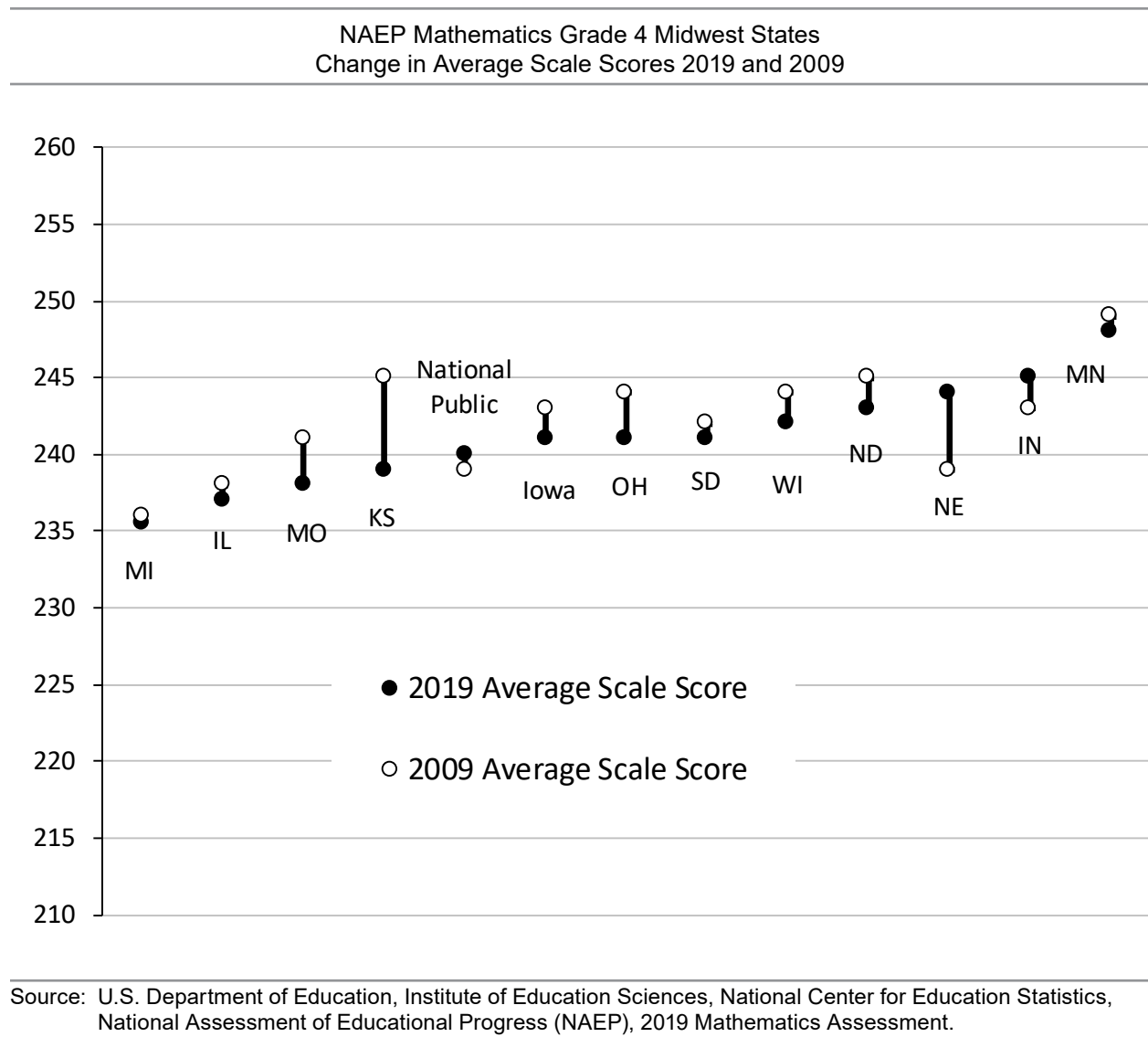
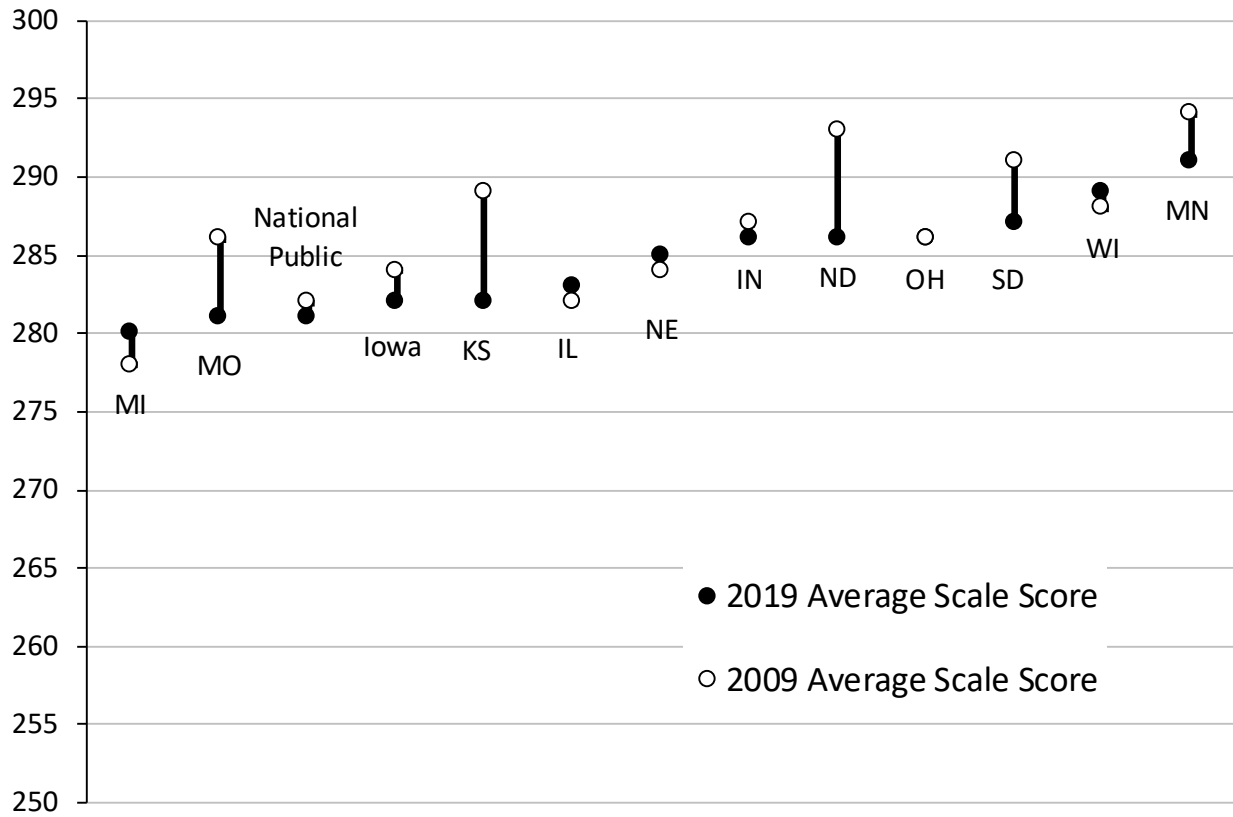


Figure 5-32

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

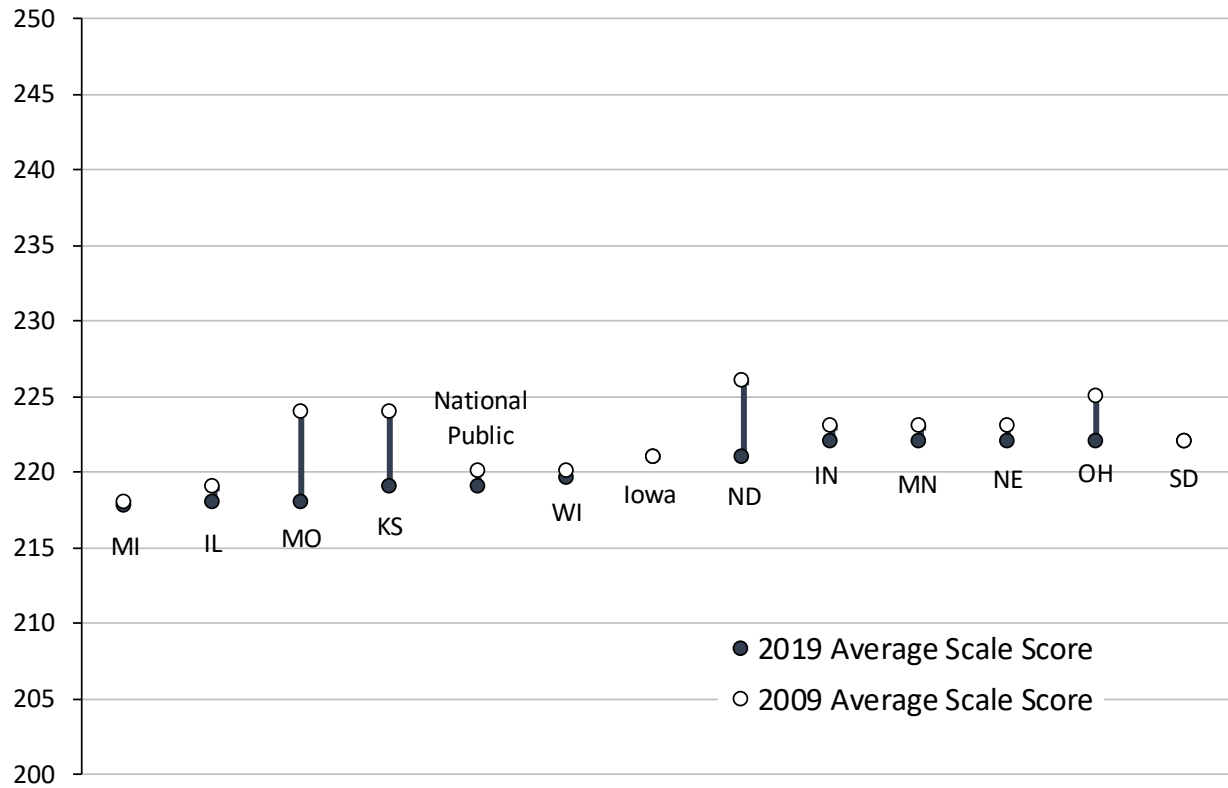


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.



Figure 5-33

NAEP Reading Grade 4 Midwest States
Change in Average Scale Score: 2019 and 2009

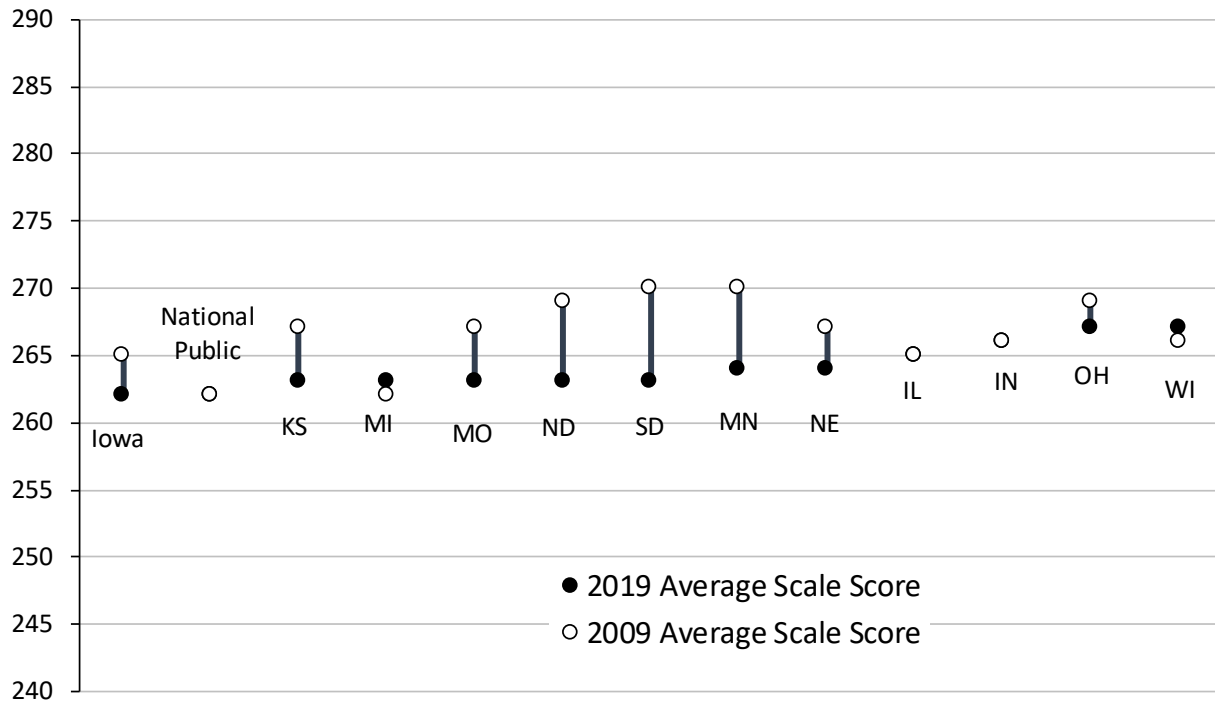


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.



Figure 5-34

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



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



ACT

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

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

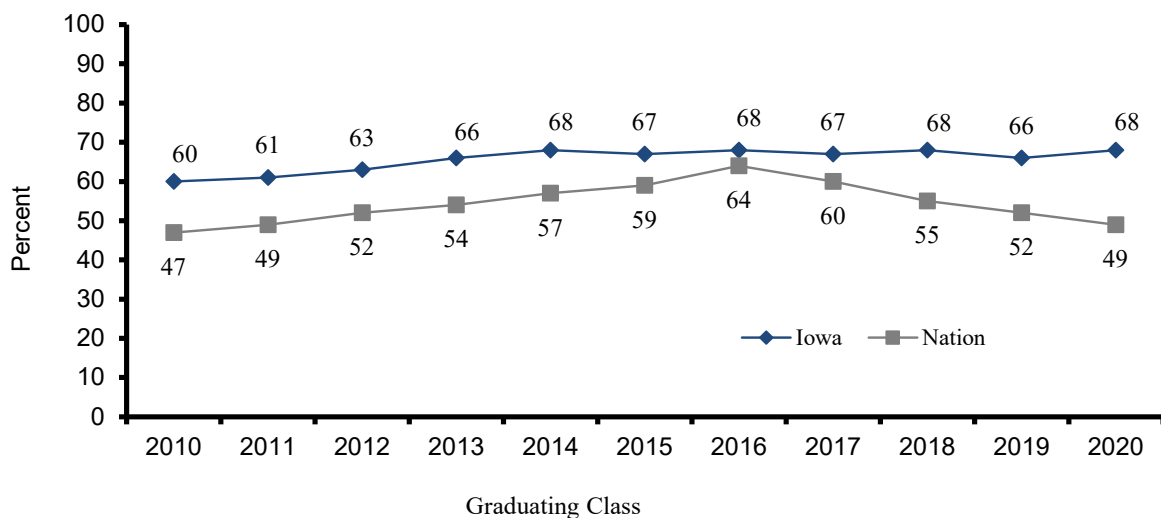
In the Class of 2020, 68 percent of Iowa high school graduates participated in the ACT. The participation rate for the nation has been lower than Iowa rates for all years displayed. The gap has increased over the last four graduating classes (Figure 5-35).

In Iowa, almost 100 percent of the Des Moines school district’s graduating classes of 2010 to 2020 are included in the profile.

Iowa’s ACT composite score averages have consistently been one point higher than the national averages although the gap closed with the Class of 2020 (Figure 5-36). Among the 25 states for which ACT is the primary college-entrance exam (more than 50 percent graduates tested), Iowa’s average composite score of 21.1 in 2020 was third highest (Table 5-5).

Figure 5-35

Percent of the Graduates in Iowa and the Nation Taking the ACT Assessment 2010 to 2020

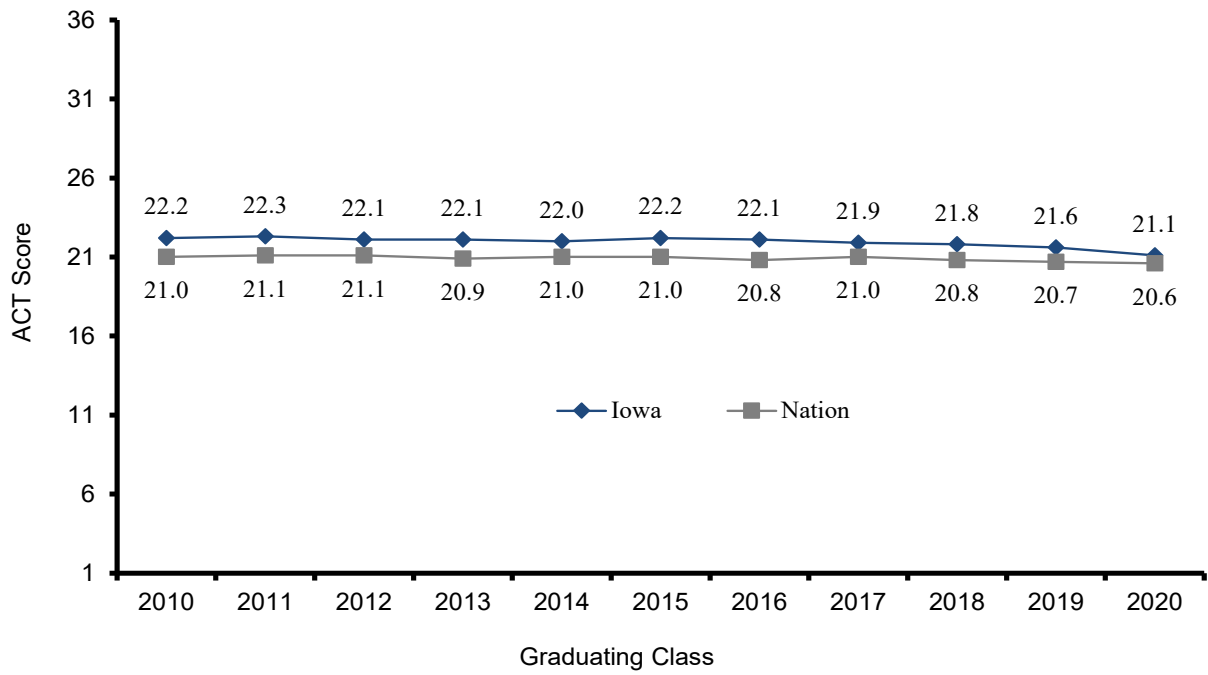


Source: ACT, Inc., The Condition of College and Career Readiness.



Figure 5-36

Average ACT Composite Scores for Iowa and the Nation 2010 to 2020



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



Table 5-5

ACT Average Composite Scores for Iowa, the Nation, and Midwest States
Classes of 2018 to 2020

Nation and State	Class of 2018		Class of 2019		Class of 2020		2020 National Rank
	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	
Nation	20.8	55%	20.7	52%	20.6	49%	
Illinois	23.9	43%	24.3	35%	24.7	31%	-
Indiana	22.5	32%	22.5	29%	22.6	25%	-
Iowa	21.8	68%	21.6	66%	21.1	68%	3
Kansas	21.6	71%	21.2	72%	20.4	82%	5
Michigan	24.4	22%	24.4	19%	24.6	17%	-
Minnesota	21.3	99%	21.4	95%	21.3	92%	2
Missouri	20.0	100%	20.8	82%	20.7	78%	4
Nebraska	20.1	100%	20.0	100%	19.9	100%	8
North Dakota	20.3	98%	19.9	96%	19.6	94%	12
Ohio	20.3	100%	20.0	100%	19.9	100%	8
South Dakota	21.9	77%	21.6	75%	21.7	70%	1
Wisconsin	20.5	100%	20.3	100%	20.1	100%	7

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

Notes: 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 5-6).

Table 5-6

Average ACT Scores for Iowa and the Nation Graduating Classes 2010 to 2020								
Graduating Class	English		Mathematics		Reading		Science	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
2010	21.8	20.5	21.8	21.0	22.6	21.3	22.3	20.9
2011	21.7	20.6	21.9	21.1	22.6	21.3	22.4	20.9
2012	21.6	20.5	21.7	21.1	22.5	21.3	22.2	20.9
2013	21.5	20.2	21.6	20.9	22.5	21.1	22.2	20.7
2014	21.5	20.3	21.4	20.9	22.5	21.3	22.2	20.8
2015	21.6	20.4	21.5	20.8	22.7	21.4	22.3	20.9
2016	21.4	20.1	21.4	20.6	22.7	21.3	22.3	20.8
2017	21.2	20.3	21.3	20.7	22.6	21.4	22.1	21.0
2018	21.0	20.2	21.2	20.5	22.5	21.3	22.0	20.7
2019	20.8	20.1	21.0	20.4	22.3	21.2	21.8	20.6
2020	20.1	19.9	20.5	20.2	22.0	21.2	21.3	20.6

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 5-7). Core mathematics and natural science courses are beyond the introductory level. For example, a typical minimal core mathematics course load might include one year each of Algebra I, Algebra II and geometry. A typical minimal core natural science course load might include one year each of general science, biology and chemistry or physics.

About 68 percent of Iowa's 2020 high school graduates taking the ACT indicated that they participated in the core high school programs, which was 12 percentage points higher than the national average (Figure 5-37).

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

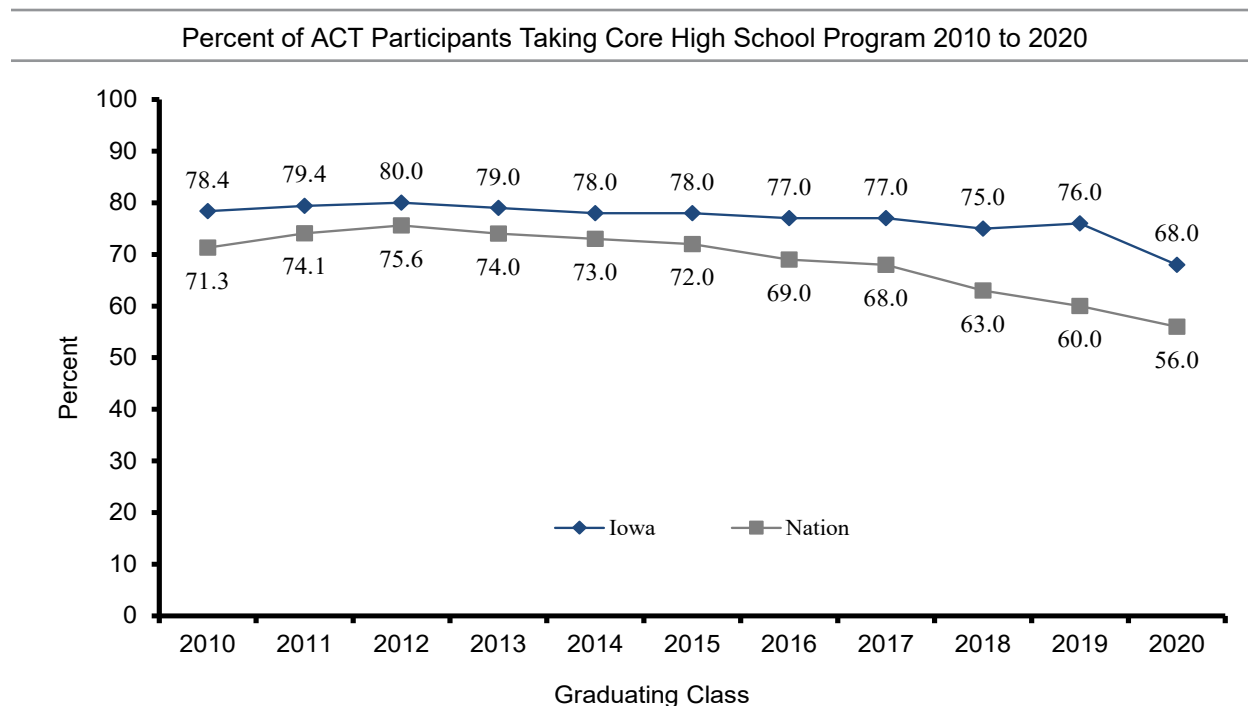
Table 5-7

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

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



Figure 5-37



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

Notes: 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 5-8

Average ACT Composite Scores for Core and Less-Than-Core Test Takers 2010 to 2020

Graduating Class	Iowa			Nation		
	Core	Less-than-Core	Difference	Core	Less-than-Core	Difference
2010	23.0	19.6	3.4	22.0	18.9	3.1
2011	23.0	19.8	3.2	21.9	19.0	2.9
2012	22.8	19.6	3.2	21.8	19.1	2.7
2013	22.9	19.6	3.3	21.7	18.7	3.0
2014	22.9	19.6	3.3	21.8	18.9	2.9
2015	23.0	20.1	2.9	21.9	18.9	3.0
2016	22.9	20.0	2.9	21.9	18.7	3.2
2017	22.8	19.9	2.9	22.1	18.9	3.2
2018	22.7	20.0	2.7	22.2	19.0	3.2
2019	22.5	19.6	2.9	22.2	18.9	3.3
2020	22.5	19.4	3.1	22.3	19.2	3.1

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

Notes: 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 5-9 provides the Iowa ACT composite score distributions for the classes of 2016 to 2020 (also see Figure 5-38). About 59 percent of Class of 2020 Iowa test takers had a composite score of 20 or greater compared to 67 percent in the Class of 2016. In the Class of 2020, more students scored 16 or less and fewer students scored between 19 and 32 than the other two classes displayed in Figures 5-38.

Table 5-9

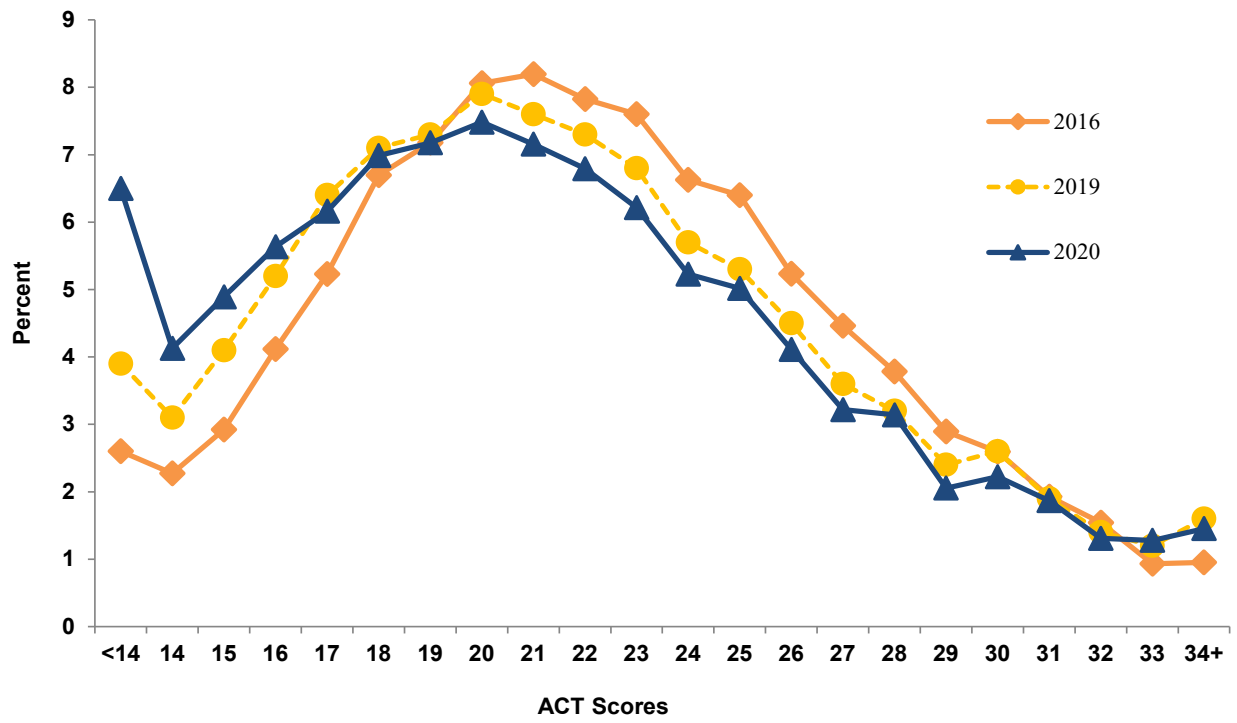
Iowa ACT Composite Score Distributions Classes of 2016 to 2020					
ACT Score	2016	2017	2018	2019	2020
<14	2.6%	2.5%	3.4%	3.9%	6.5%
14	2.3	2.7	2.9	3.1	4.1
15	2.9	3.4	3.8	4.1	4.9
16	4.1	4.7	4.8	5.2	5.6
17	5.2	5.7	5.9	6.4	6.2
18	6.7	7.2	6.9	7.1	7.0
19	7.2	7.3	7.4	7.3	7.2
20	8.1	8.0	8.0	7.9	7.5
21	8.2	8.2	7.7	7.6	7.2
22	7.8	7.8	7.6	7.3	6.8
23	7.6	7.3	6.9	6.8	6.2
24	6.6	6.4	6.5	5.7	5.2
25	6.4	5.7	5.6	5.3	5.0
26	5.2	4.6	4.3	4.5	4.1
27	4.5	4.3	4.1	3.6	3.2
28	3.8	3.6	3.5	3.2	3.1
29	2.9	2.3	2.5	2.4	2.1
30	2.6	2.7	2.6	2.6	2.2
31	1.9	2.0	1.8	1.9	1.9
32	1.5	1.5	1.3	1.4	1.3
33	0.9	1.1	1.2	1.2	1.3
34+	1.0	1.1	1.4	1.6	1.5

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



Figure 5-38

Distribution of Iowa ACT Composite Scores Classes of 2016, 2019 and 2020



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 2018 to 2020 are provided in Table 5-10, Table 5-11 and Figure 5-39.

Table 5-10

Iowa Public School Average ACT Scores by Enrollment Category, Graduating Classes 2018 to 2020

Graduating Class	Enrollment Category	English	Mathematics	Reading	Science	Composite
2018	<300	20.3	19.8	21.9	21.4	21.0
	300-599	20.3	20.5	21.9	21.5	21.2
	600-999	20.7	20.9	22.4	22.1	21.7
	1,000-2,499	21.1	21.3	22.9	22.3	22.1
	2,500-7,499	22.0	22.3	23.6	23.2	22.9
	7,500+	20.6	21.0	22.4	21.8	21.6
	State	21.0	21.2	22.7	22.2	21.9
2019	<300	20.1	19.7	22.3	21.3	21.0
	300-599	19.9	20.3	21.8	21.5	21.0
	600-999	20.4	20.5	22.2	21.7	21.3
	1,000-2,499	21.0	21.2	22.9	22.2	22.0
	2,500-7,499	21.7	22.1	23.4	23.0	22.7
	7,500+	20.3	20.9	22.2	21.7	21.4
	State	20.7	21.1	22.6	22.0	21.7
2020	<300	19.0	19.6	21.2	21.0	20.3
	300-599	20.0	20.4	22.1	21.4	21.1
	600-999	20.5	20.7	22.5	21.7	21.5
	1,000-2,499	20.5	21.0	22.5	21.8	21.6
	2,500-7,499	20.8	21.4	22.9	22.3	22.0
	7,500+	19.5	19.8	21.8	21.0	20.8
	State	20.2	20.5	22.3	21.6	21.3

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

Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2014-2015 to 2017-2018 for the Class of 2018, from 2015-2016 to 2018-2019 for the Class of 2019 and from 2016-2017 to 2019-2020 for the Class of 2020.



Table 5-11

Iowa Public School Average ACT Scores by Subgroup, Graduating Classes 2018 to 2020

Class of 2018						
Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	20,301	21.0	21.2	22.7	22.2	21.9
African American	723	16.0	17.1	18.0	17.8	17.4
American Indian	48	18.1	19.3	20.2	20.4	19.7
Asian	658	21.9	22.8	23.0	22.8	22.8
Hispanic	1,536	17.2	18.3	19.5	19.2	18.7
Hawaiian or Pacific Islander	18	19.5	20.0	22.2	21.5	20.9
Two or More Races	552	20.3	20.2	22.2	21.4	21.2
White	16,766	21.6	21.7	23.2	22.7	22.4
Disability*	798	13.9	16.3	16.2	16.5	15.9
EL**	549	13.0	15.9	15.1	15.8	15.1
Low SES***	5,877	18.0	18.8	20.2	19.8	19.4
Female	10,846	21.3	20.6	22.9	21.8	21.8
Male	9,455	20.6	22.0	22.6	22.7	22.1
Class of 2019						
Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	20,231	20.7	21.1	22.6	22.0	21.7
African American	750	15.0	16.6	17.4	17.0	16.6
American Indian	43	19.0	19.7	20.9	20.9	20.3
Asian	630	21.3	22.1	22.6	22.7	22.3
Hispanic	1,565	17.1	18.2	19.6	19.1	18.6
Hawaiian or Pacific Islander	18	19.4	20.3	21.2	20.6	20.6
Two or More Races	576	20.2	20.2	22.3	21.3	21.2
White	16,649	21.3	21.6	23.1	22.5	22.3
Disability*	705	13.5	15.8	15.8	16.2	15.5
EL**	512	12.8	15.6	14.8	15.9	14.9
Low SES***	5,719	17.7	18.5	19.9	19.5	19.0
Female	11,171	20.9	20.4	22.7	21.6	21.5
Male	9,060	20.4	22.0	22.4	22.6	22.0



Table 5-11 (...continued)

Class of 2020						
Group	Number Tested	English	Mathematics	Reading	Science	Composite
All Students	20,034	20.2	20.5	22.3	21.6	21.3
African American	790	14.7	15.8	17.1	16.8	16.4
American Indian	53	16.9	17.2	19.9	17.8	18.4
Asian	678	20.5	20.9	22.2	21.8	21.7
Hispanic	1,828	16.3	17.3	18.9	18.4	18.0
Hawaiian or Pacific Islander	27	15.4	17.3	17.5	18.9	17.5
Two or More Races	596	19.5	19.7	21.8	20.9	20.8
White	16,072	20.9	21.2	23.0	22.2	22.0
Disability*	902	13.3	15.5	15.5	15.9	15.2
EL**	682	12.3	14.9	14.3	15.4	14.5
Low SES***	6,316	17.0	17.7	19.5	19.0	18.6
Female	10,780	20.4	20.1	22.4	21.2	21.2
Male	9,254	19.9	21.1	22.1	22.0	21.5

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

Notes: The analyses include the records with the highest ACT Composite scores for the students who were in Iowa public high schools from 2014-2015 to 2017-2018 for the Class of 2018, from 2015-2016 to 2018-2019 for the Class of 2019 and from 2016-2017 to 2019-2020 for the Class of 2020.

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

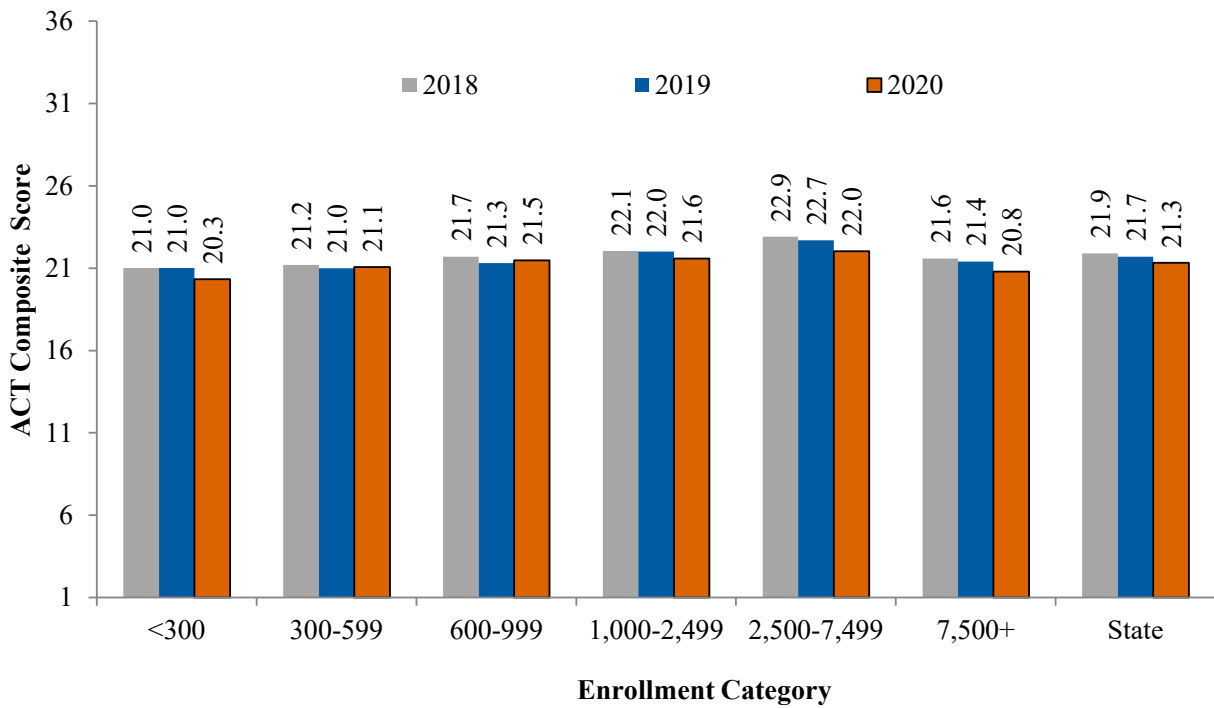
**EL - EL indicates English learner.

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



Figure 5-39

Graduating Classes of 2018 to 2020 Average ACT Composite Scores for Iowa Public School Students by Enrollment Category



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

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

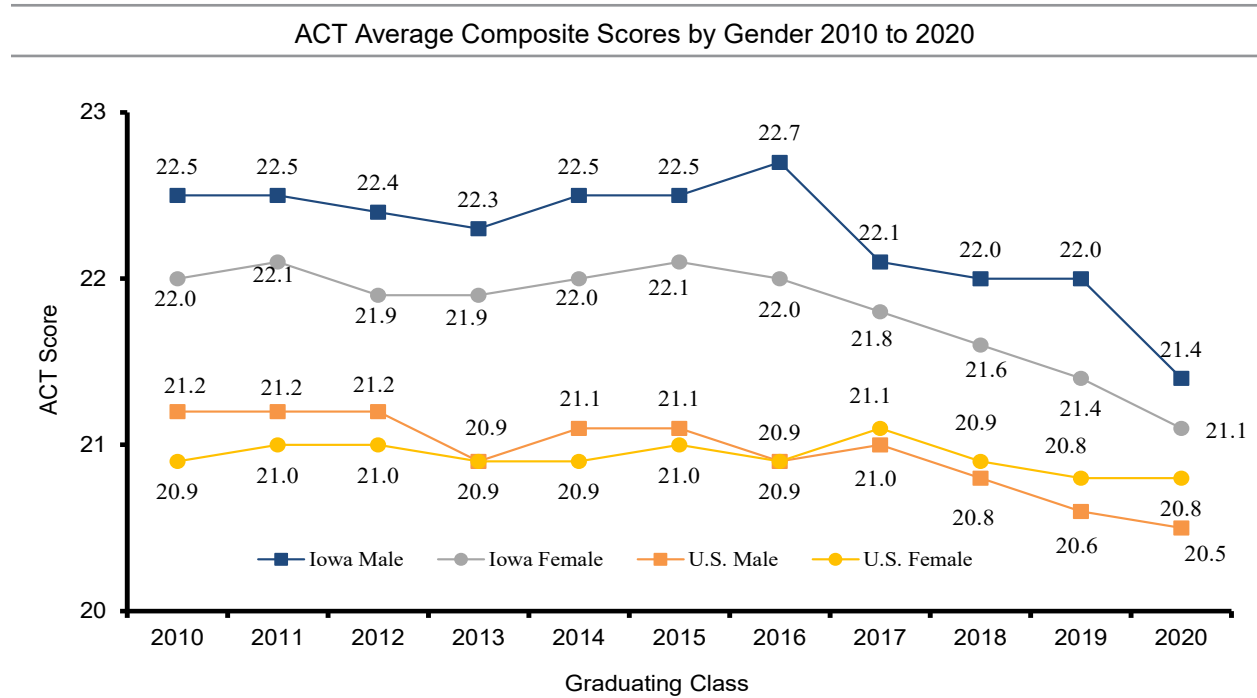


ACT Scores by Gender

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

Table 5-12 shows the average scores by subject as well as gender for Iowa students. Females had higher reported average scores than males in English and reading and lower in mathematics, science and ACT composite in 2019 and 2020.

Figure 5-40



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

Table 5-12

Iowa Average ACT Scores by Gender 2019 and 2020

Gender	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
Male	10,221	10,636	20.6	19.9	22.0	21.3	22.3	21.9	22.5	21.8	22.0	21.4
Female	12,627	12,482	21	20.5	20.3	20.1	22.5	22.2	21.3	21.1	21.4	21.1
Other Responses*	117	500	16.5	14.2	18.0	16.0	18.2	16.9	18.3	16.4	17.9	16.0

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 2020 were Health Sciences & Technologies (Table 5-13). The highest average composite ACT scores in Iowa were reported by students who plan to major in engineering (24.6), computer science and mathematics (24.6); and English and foreign languages (24.5). The Iowa ACT test takers that indicated a planned major in education had an average ACT composite score of 20.9.

Table 5-13

ACT Average Composite Scores by Student Planned Educational Majors Class of 2020		
Planned Education Major	Iowa Avg.	Iowa Percent Planned
Agriculture & Natural Resources Conservation	20.3	3%
Architecture	21.4	1
Area, Ethnic, & Multidisciplinary Studies	20.5	0
Arts: Visual & Performing	21.7	4
Business	21.4	8
Communications	22.1	1
Community, Family, & Personal Services	18.9	2
Computer Science & Mathematics	24.6	3
Education	20.9	6
Engineering	24.6	6
Engineering Technology & Drafting	21.3	1
English & Foreign Languages	24.5	1
Health Administration & Assisting	19.2	2
Health Sciences & Technologies	21.7	15
Philosophy, Religion, & Theology	22.6	0
Repair, Production, & Construction	18.9	1
Sciences: Biological & Physical	24.0	6
Social Sciences & Law	21.8	5
Undecided	22.0	17
No Response	17.1	18

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



SAT

The SAT is one of the national college entrance examinations developed by the College Board. The SAT scale scores are in the range of 200 and 800. The SAT was first administered in 1926 to 8,040 candidates nationwide. In the Class of 2020, the number of SAT takers in the nation was slightly fewer than 2.2 million and the number of Iowa SAT takers was 934 (Table 5-14).

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

Table 5-14

SAT Scores for Iowa and the Nation Graduating Class of 2020 (All Test Takers)			
	Number of Students	Average ERW	Average Math
Nation	2,198,460	528	523
Iowa	934	611	609

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

Note: ERW indicates Evidence-Based Reading and Writing.

Table 5-15

SAT Scores by Gender for Iowa and the Nation Graduating Class of 2020 (All Test Takers)			
	Number of Students	Average ERW	Average Math
Nation Female	975,968	525	505
Nation Male	871,510	515	516
Iowa Female	520	605	587
Iowa Male	413	618	636

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.

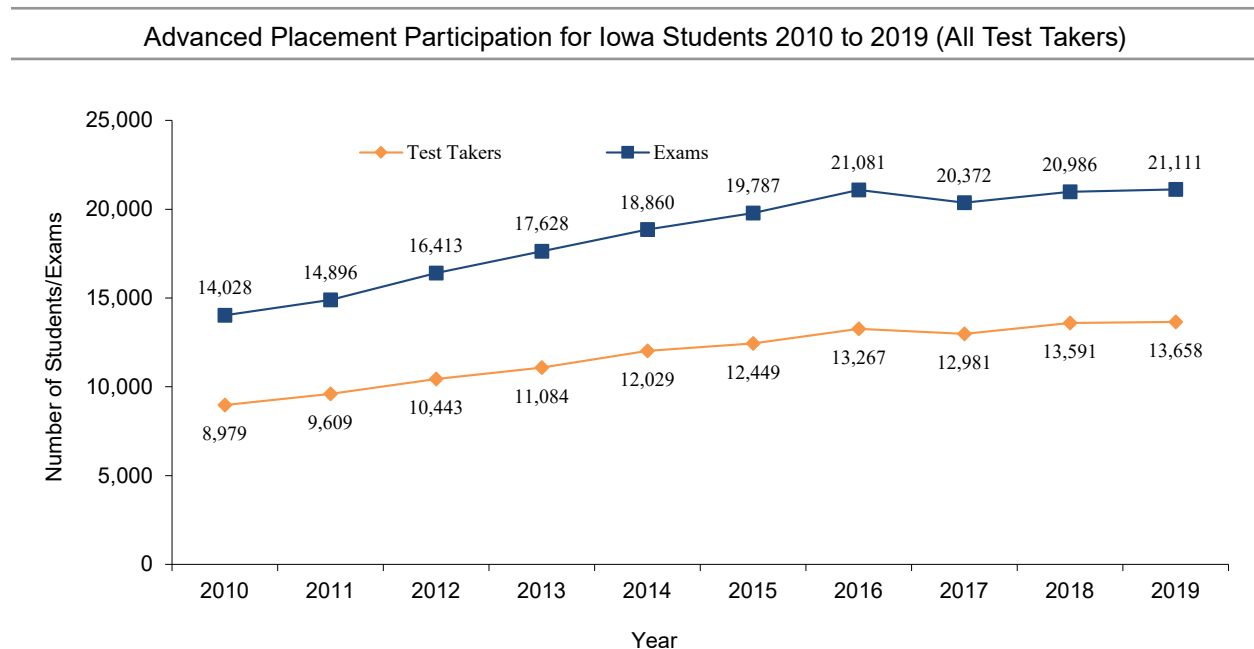
In Iowa, over 21,000 AP exams were taken by more than 13,650 students in 2019 (Figure 5-41). U.S. history and government, English language and composition, calculus, English literature and composition, biology, chemistry and psychology in aggregate, accounted for 62 percent of the exams taken in 2019 (Source: research.collegeboard.org/programs/ap/data/participation/ap-2019). The number of students/candidates in 2019 increased slightly from the previous year. The number of exams taken increased by 0.6 percent over that one-year period.

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

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

Table 5-16 shows the AP test results by Midwest states for the high school graduating classes of 2018 and 2019.

Figure 5-41

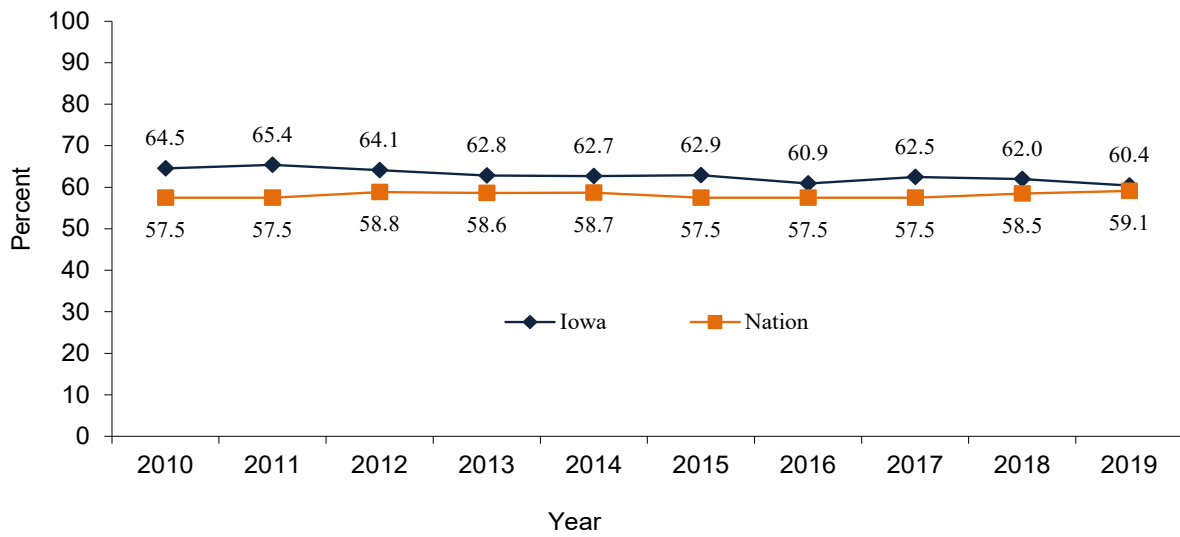


Source: The College Board, Advanced Placement Program, Iowa National Summary Report.



Figure 5-42

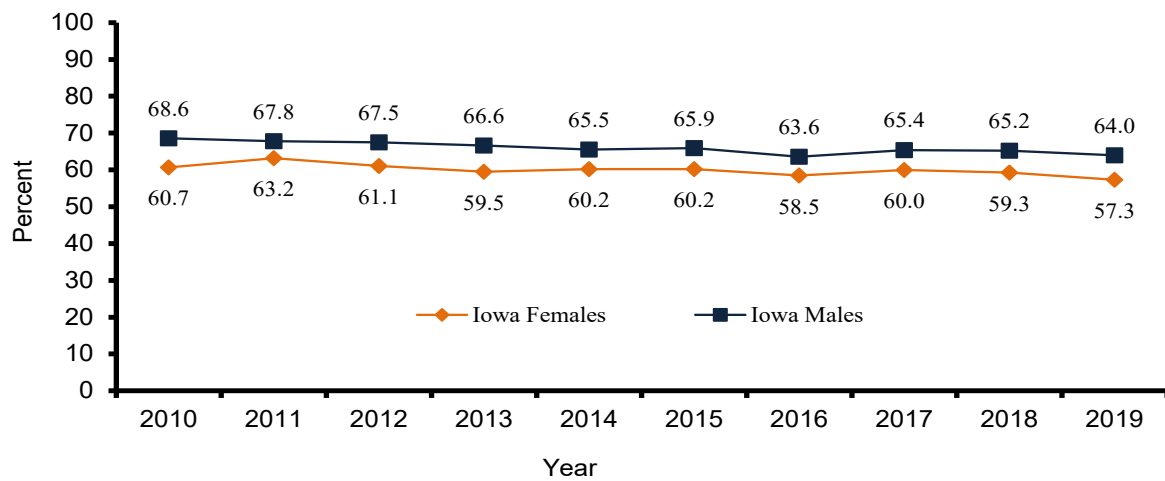
Percent of AP Candidates with AP Scores of 3+, 2010 to 2019 (All Test Takers)



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

Figure 5-43

Percent of Iowa AP Exams with Scores of 3+ by Gender, 2010-2019 (All Test Takers)



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



Table 5-16

Number and Percent of Graduates took Advanced Placement Exams and Percent of the AP Exam Scored 3+ during High School by Midwest States, Graduating Classes of 2018 and 2019 (All Test Takers, Midwest States only)

Nation and State	2018 Number of Graduates took AP	2018 Percent of Graduates took AP	2018 Percent Score 3+	2019 Number of Graduates took AP	2019 Percent of Graduates took AP	2019 Percent Score 3+
Nation	1,243,475	38.9%	60.3%	1,245,527	38.9%	61.4%
Illinois	55,228	40.8%	66.9%	56,607	42.1%	67.6%
Indiana	25,807	38.8%	51.9%	26,007	38.2%	52.2%
Iowa	7,283	22.0%	62.4%	7,003	21.4%	62.0%
Kansas	5,833	17.6%	60.3%	5,397	16.2%	64.9%
Michigan	32,447	32.8%	64.5%	32,107	32.7%	65.0%
Minnesota	20,033	34.7%	66.4%	20,380	34.8%	66.4%
Missouri	12,675	20.9%	58.4%	12,782	21.2%	59.4%
Nebraska	4,120	19.4%	60.0%	4,186	19.4%	61.9%
North Dakota	1,474	21.1%	57.2%	1,596	21.7%	58.1%
Ohio	33,584	29.2%	61.0%	33,215	29.3%	62.4%
South Dakota	1,520	18.9%	70.4%	1,512	19.2%	67.3%
Wisconsin	22,965	37.5%	69.6%	22,980	37.9%	69.2%

Source: The College Board, AP Cohort Data Reports.



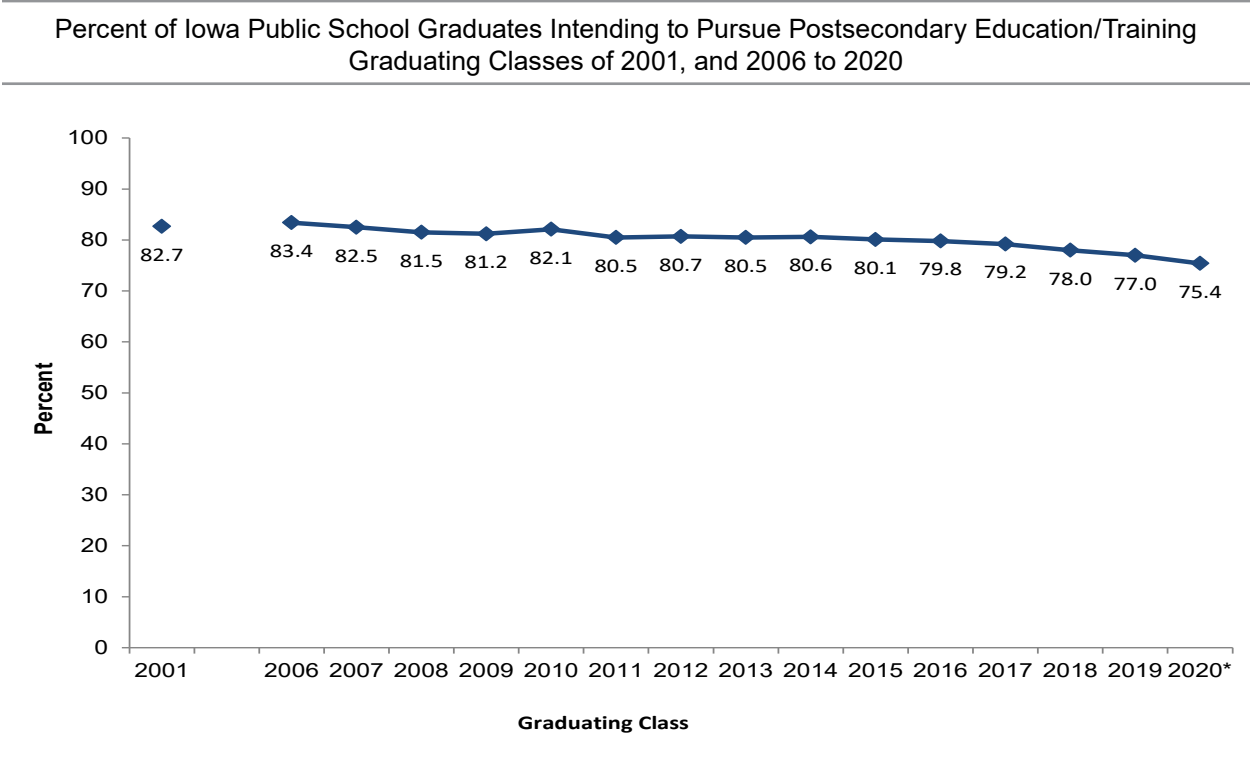
Pursuit of Postsecondary Education/Training

This section presents information on Iowa public high school graduates pursuing or intending to pursue postsecondary education or training. Graduate intention data are collected through Student Reporting in Iowa (SRI, formerly EASIER). 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 COVID-19 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.

The percent of graduates intending to pursue postsecondary education or training decreased for the sixth consecutive year in 2020 (Figure 5-44). Table 5-17 lists the percent of graduates intending to pursue postsecondary education/training by school district size. As seen in Table 5-18, the percent of female graduates intending to pursue postsecondary education/training was higher than the percent of male graduates intending to pursue postsecondary education/training in all years presented with the gap widening in recent years.

As in previous years, the largest percent of graduates intending to pursue postsecondary education in 2020 plan on attending a community college (Table 5-19). Table 5-20 and Figure 5-45 show that the percent of graduates intending to pursue postsecondary education at a four-year college (public and private combined) was higher than the percent of graduates intending to pursue postsecondary education at a two-year college in all years since 2013.

Figure 5-44



Source: Iowa Department of Education, Bureau of Information and Analysis, BEDS and SRI files.
 Notes: Data for the 2010 to 2020 graduating classes 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.

Table 5-17

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training by Enrollment Category Graduating Classes of 2001 and 2015-2020							
Graduating Class							
Enrollment Category	2001	2015	2016	2017	2018	2019	2020*
<300	77.6	80.4	79.9	80.2	76.5	75.5	70.0
300-599	81.2	82.6	81.8	80.0	77.9	75.6	73.2
600-999	82.5	81.2	81.9	80.9	79.7	79.4	77.1
1,000-2,499	83.1	79.4	80.3	77.9	77.5	74.4	73.2
2,500-7,499	81.9	82.3	82.1	81.6	80.0	77.4	77.4
7,500+	84.3	77.8	75.8	77.7	76.2	78.4	76.4
State	82.7	80.1	79.8	79.2	78.0	77.0	75.4

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

Notes: Data for the 2015 to 2020 graduating classes 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.

Table 5-18

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training by Gender, 2001 and 2015 to 2020							
Graduating Class							
Gender	2001	2015	2016	2017	2018	2019	2020*
Male	77.8	74.3	73.9	73.0	71.8	69.7	68.2
Female	87.5	86.1	85.7	85.6	84.2	84.3	82.8
Total	82.7	80.1	79.8	79.2	78.0	77.0	75.4

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

Notes: Data for the 2015 to 2020 graduating classes 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.



Table 5-19

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training by Postsecondary Institution Type, 2001 and 2015 to 2020

Graduating Class							
Postsecondary Institution	2001	2015	2016	2017	2018	2019	2020*
Private 4-Year College	14.9	12.4	11.1	11.5	11.6	11.7	10.8
Public 4-Year College	27.3	27.5	28.9	28.1	27.7	27.5	27.6
Private 2-Year College	5.2	0.6	0.5	0.6	0.5	0.6	0.5
Community College	31.0	37.3	36.8	36.4	35.7	34.2	33.4
Other Training	4.3	2.3	2.4	2.7	2.5	3.0	3.1
Total	82.7	80.1	79.8	79.2	78.0	77.0	75.4

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

Notes: Data for the 2015 to 2020 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included. Data may not sum to total due to rounding.

* 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.

Table 5-20

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 2001 and 2015 to 2020

Graduating Class							
Postsecondary Institution	2001	2015	2016	2017	2018	2019	2020*
Four-Year College	42.2	39.9	40.0	39.5	39.2	39.2	38.5
Two-Year College	36.2	37.9	37.4	37.0	36.2	34.8	33.9

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

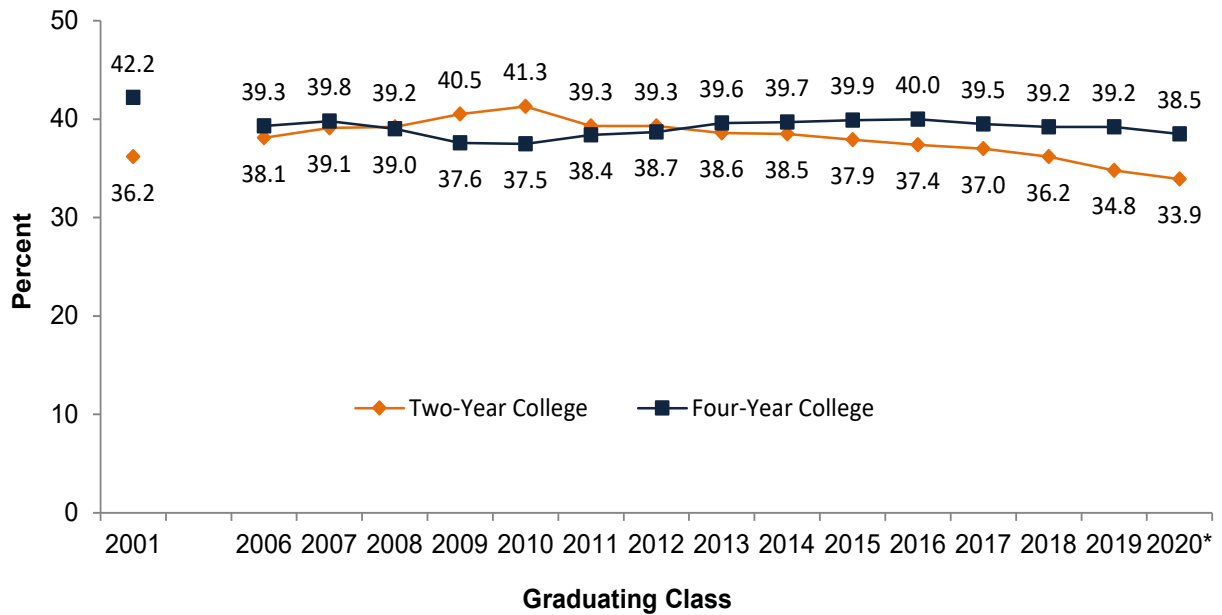
Notes: Data for the 2015 to 2020 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

* 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.



Figure 5-45

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training
Graduating Classes of 2001, and 2006 to 2020



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

Notes: Data for the 2010 to 2020 graduating classes 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 and Guidance System: HF 2392, Division I

HF2392, Division I established a redesigned career and academic planning process. The CTE redesign goes beyond traditional career planning assessments and inventories, and integrates high quality, high-value, career-related experiences designed to increase student engagement and align students' interests with local, regional and state labor market needs. It also seeks high student, parent, 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. In 2019, Iowa's 327 school districts continued to implemented the redesigned career and academic planning process to over 186,000 students in grades 8 – 12. The graphic below describes Iowa's career planning vision and the redesigned career and academic planning process.

Career and Academic Planning Outcomes

Three hundred and four (N = 304*) school districts reported career-planning outcomes for 2019. *Iowa has 327 school districts; 23 of which whole grade share with other districts who reported career planning outcomes for 2019.

Iowa's Vision for High-Quality Career and Academic Planning		
District Team		
<ul style="list-style-type: none">• Administrators, counselors, teachers, CTE teachers and work-based learning coordinators.• Liaises between the internal District Team and counselors, instructors and work-based learning coordinators outside of the district team.		
<i>Writes</i> The District Plan	<i>Chooses</i> District Tool Career Information System (CIS)	<i>Ensures Completion of</i> Individual Career and Academic Plan (ICAP)

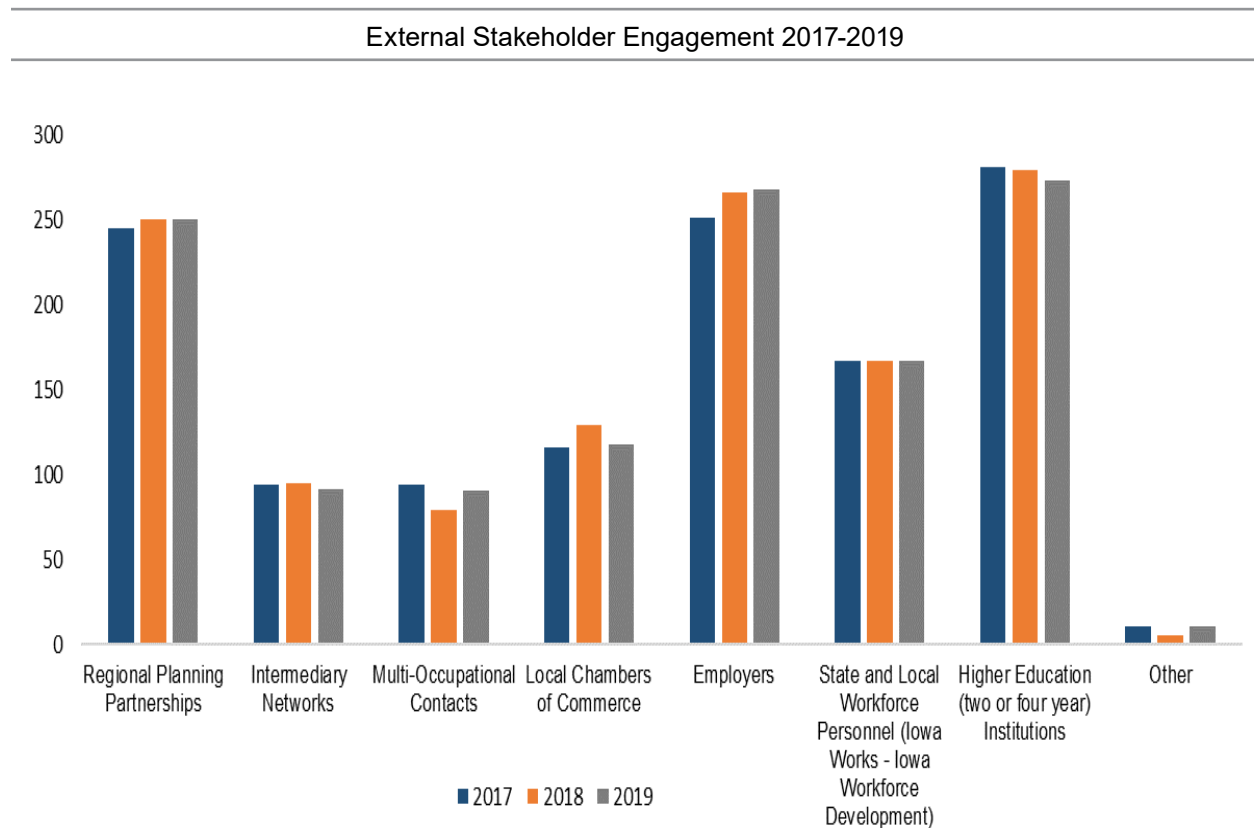


The District Team

The district team is tasked with writing and implementing the district plan, choosing the district tool career information system (CIS) and ensuring students complete the eleven individual career and academic plan (ICAP) elements. Convening a district team with the required school representatives is the critical first step to building and implementing effective career planning programs. Highly effective teams have defined roles and strong administrative support. Team members engage internally and externally to ensure feedback is relevant, timely, and may be used to update the district plan. Team members work with school district colleagues in similar positions to keep internal district staff engaged.

In the academic year 2019, all districts reported that a district team, with the required membership, collaborated with internal and external stakeholders to write the district plan. While stakeholder engagement remained relatively the same for Regional Planning Partnerships, and the Intermediary Network, in 2019 with districts reporting an increase from 2018 to 2019 in engaging with educators that oversee multi-occupational programs like work-based learning.

Figure 5-46



Source: Comprehensive Student Improvement Process (CSIP).



The District Plan

The district plan serves as a roadmap and provides context for high-quality career programming in grades 8–12. The plan is a dynamic document that describes who is expected to do what, when and how.

As school districts continue to work toward implementing Division I of HF 2392, it is evident that they will need to build and maintain strong relationships with external partners to increase high-quality career planning exposure to students.

The District Tool: Career Information Systems (CIS)

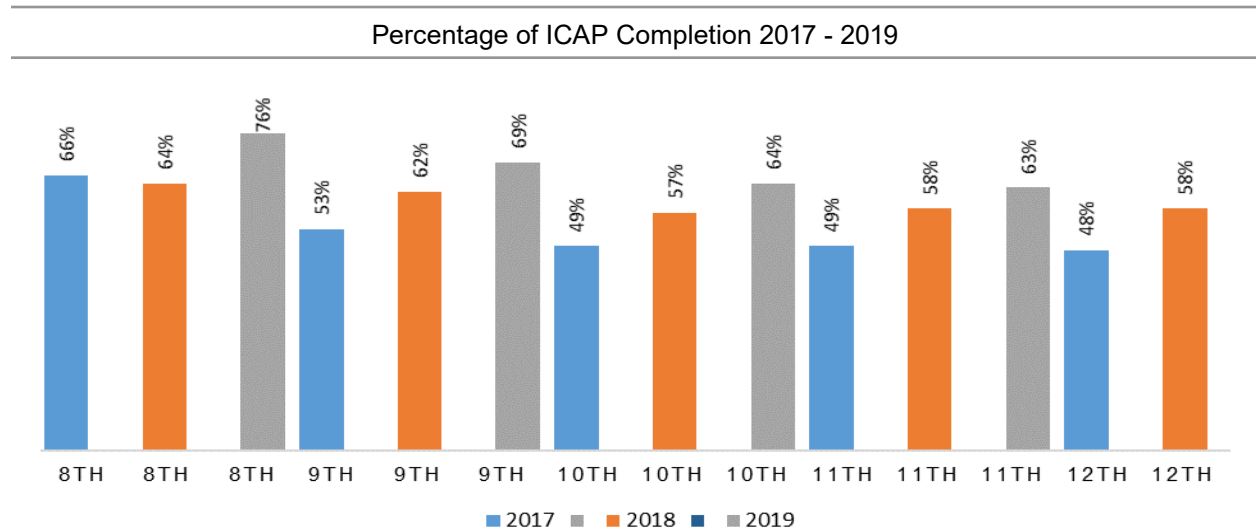
The district team selects the district tool, a career information system (CIS) that best meets the needs of students, team members and the school district. A set of minimum requirements, state standards, are determined by the state board of education and systems are reviewed to ensure minimum standards are met. During the 2018-2019 school year, districts had nine CIS options that met state standards. Three-hundred and twelve school districts reported using a CIS. While the CIS is an essential component of the career planning process and has the capability of delivering all components, school districts are encouraged to continue using high-quality career and technical education (CTE) curriculum and activities, and to collaborate with external organizations that offer high-quality career planning opportunities.



The Individual Career and Academic Plan (ICAP)

The ICAP is a series of 11, high quality, career-related activities that students complete in grades 8 – 12. Completed data elements establish students' progress through the ICAP experience. Activities include a four-year, core curriculum plan, parent engagement, face to face meetings between students and team members, identification of career and postsecondary goals, alignment of coursework to career goals and annual completion of five essential components. ICAP completions in AY2019 increased by an average of 11 percent for students in grades 9 – 12 and grade 8 completions increased by 12 percent from AY2018.

Figure 5-47



Source: Comprehensive Student Improvement Process (CSIP).



High-Quality Career Programming in 2020 and Beyond

Based upon feedback and annual district reporting, Iowa will provide professional development and training to address reported challenges. The Iowa Department of Education (IDOE) will provide training to districts in order to move them from a compliance reporting mindset to implementation of high-quality career activities. This transition includes substantial collaboration with CIS vendors to ensure intuitive and easy reporting for career planning activities that occur outside of the CIS. The transition also includes providing districts and vendors with definitions that clarify data elements and the data indicators used to determine activity completion. The IDOE will work with districts, vendors and external representatives to report high-quality career activities delivered to students by external organizations. Deeper dives will include clarifying the roles and responsibilities of district team members, providing examples of quality district plans, and strategies that increase engagement at all levels from counselors, instructors, CTE instructors and work-based learning coordinators to students, parents and external stakeholders.



Dropouts

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

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

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

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

Figure 5-48 shows the two statewide public school trends: the lower line is the dropout rate for grades 7-12 and the upper line is the dropout rate for grades 9-12. Both rates decreased slightly in 2018-2019.

The public school dropout distributions by grade and enrollment categories for 2018-2019 are available in Table 5-21. Grade 12 had the highest number and percent of dropouts. Districts with enrollments of 7,500 and above accounted for 46 percent of the total dropouts while they comprised 32 percent of the total enrollment in grades 7 to 12.

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

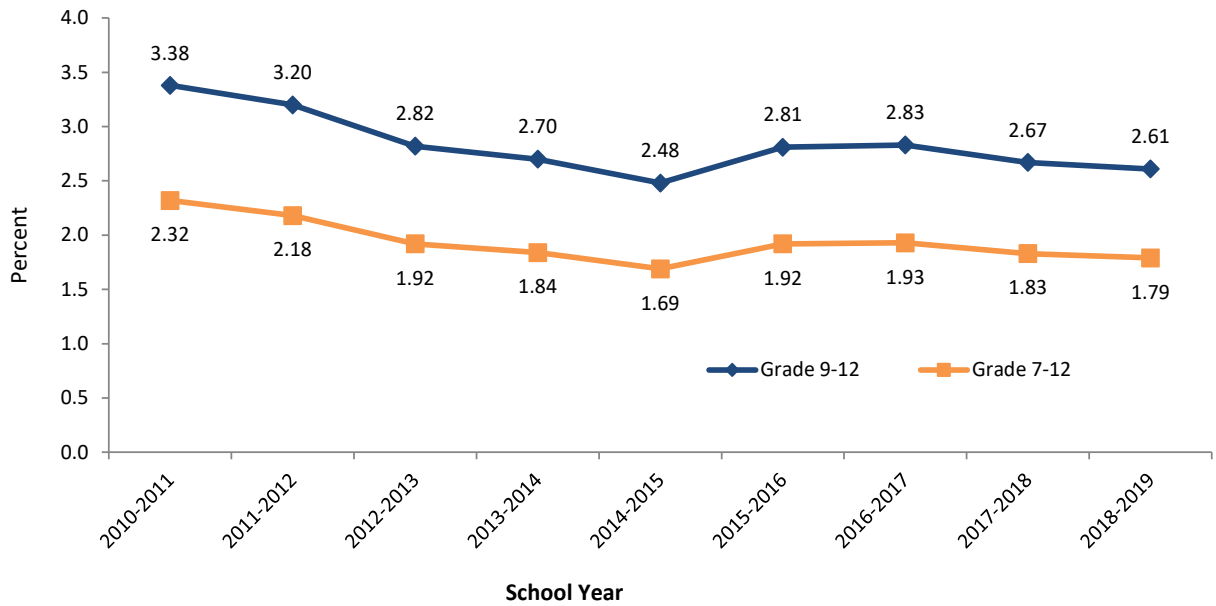
The public school grade 7-12 dropout and enrollment data by race/ethnicity are presented in Table 5-23 and Table 5-24.

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



Figure 5-48

Iowa Public School Grades 7-12 and Grades 9-12 Dropout Rates 2010-2011 to 2018-2019



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



Table 5-21

Total Iowa Public School Grades 7-12 Dropouts and Enrollment by Enrollment Category 2018-2019

Grade Level											
Enrollment Category	7	8	9	10	11	12	Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
<300	3	1	4	6	6	8	28	0.70%	2,346	1.04%	1.19%
300-599	8	9	22	28	90	129	286	7.13%	23,787	10.58%	1.20%
600-999	1	4	19	46	83	120	273	6.81%	28,263	12.57%	0.97%
1,000-2,499	10	10	42	72	210	334	678	16.91%	55,734	24.79%	1.22%
2,500-7,499	6	9	21	77	213	360	686	17.11%	42,962	19.11%	1.60%
7500+	23	34	117	249	481	921	1,825	45.52%	71,734	31.91%	2.54%
Up to state	1	5	22	51	83	71	233				
State	52	72	247	529	1,166	1,943	4,009	100.00%	224,549	100.00%	1.79%

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

Table 5-22

Total Iowa Public School Grades 7-12 Dropouts by Gender 2016-2017 to 2018-2019

	2016-2017	2017-2018	2018-2019
Female Dropout Rate	1.60%	1.49%	1.47%
Male Dropout Rate	2.24%	2.15%	2.09%
Female Dropouts as a Percent of Total Dropouts	40.29%	39.63%	39.99%
Female Enrollment as a Percent of Total Enrollment	48.56%	48.57%	48.61%

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



Table 5-23

Iowa Public School Grades 7-12 Dropout Rates (in Percent) by Race/Ethnicity 2016-2017 to 2018-2019

Race/Ethnic Group	2016-2017	2017-2018	2018-2019
African American	4.93	4.56	4.53
American Indian	5.19	4.64	4.85
Asian	0.97	0.96	1.00
Hispanic	3.38	3.28	3.26
Native Hawaiian/Pacific Islander	4.03	3.19	5.12
Two or More Races	3.25	2.72	2.46
White	1.48	1.39	1.32
State Total	1.93	1.83	1.79

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

Table 5-24

Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 2016-2017 to 2018-2019

Race/Ethnic Group	Percent of Dropouts			Percent of Enrollment		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
African American	14.68%	14.65%	15.47%	5.75%	5.88%	6.09%
American Indian	1.03%	0.96%	1.02%	0.38%	0.38%	0.38%
Asian	1.24%	1.33%	1.40%	2.48%	2.54%	2.50%
Hispanic	17.52%	18.85%	19.96%	10.01%	10.51%	10.91%
Native Hawaiian/ Pacific Islander	0.47%	0.44%	0.82%	0.22%	0.25%	0.29%
Two or More	5.32%	5.06%	4.94%	3.16%	3.39%	3.58%
White	59.73%	58.72%	56.40%	77.99%	77.05%	76.24%

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



Table 5-25

Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts 2018-2019			
Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0.00	67	20.30%	20.30%
.01-.50	45	13.64%	33.94%
.51-1.00	83	25.15%	59.09%
1.01-1.50	51	15.45%	74.55%
1.51-2.00	29	8.79%	83.33%
2.01-2.50	22	6.67%	90.00%
2.51-3.00	15	4.55%	94.55%
3.01-3.50	7	2.12%	96.67%
3.51-4.00	1	0.30%	96.97%
>4.00	10	3.03%	100.00%

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



High School Graduates and Graduation Rates

This section reports nine years of trend data on the number of high school graduates in Iowa public schools and displays a four-year cohort graduation rate trend for the graduating classes of 2011 to 2019. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2017 and 2018.

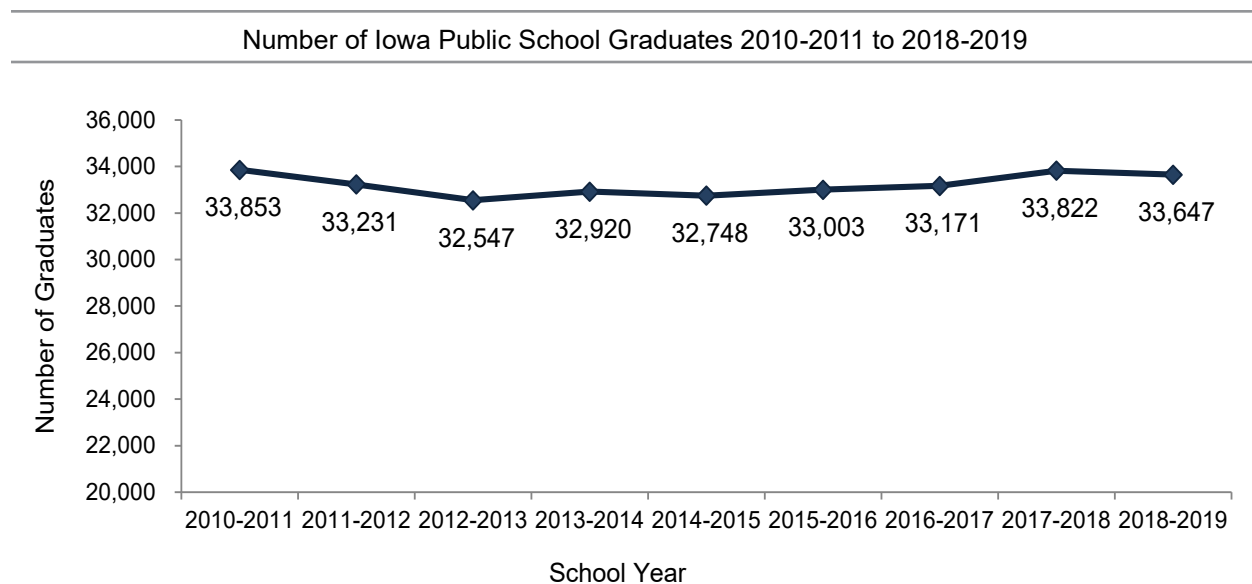
High School Graduates

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

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

Figure 5-49 shows the number of regular diploma recipients by school year from 2010-2011 to 2018-2019. The counts in this figure include the students who earn a regular diploma in four years and the students who receive regular diplomas in less or more than four years.

Figure 5-49



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



High School Graduation Rates

With the statewide identification system and Student Reporting in Iowa (SRI) data, Iowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their 9th grade year were not included in the cohort). The four-year cohort graduation rate is calculated for the class of 2019 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 9th graders enrolled in the fall of 2015 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 2019

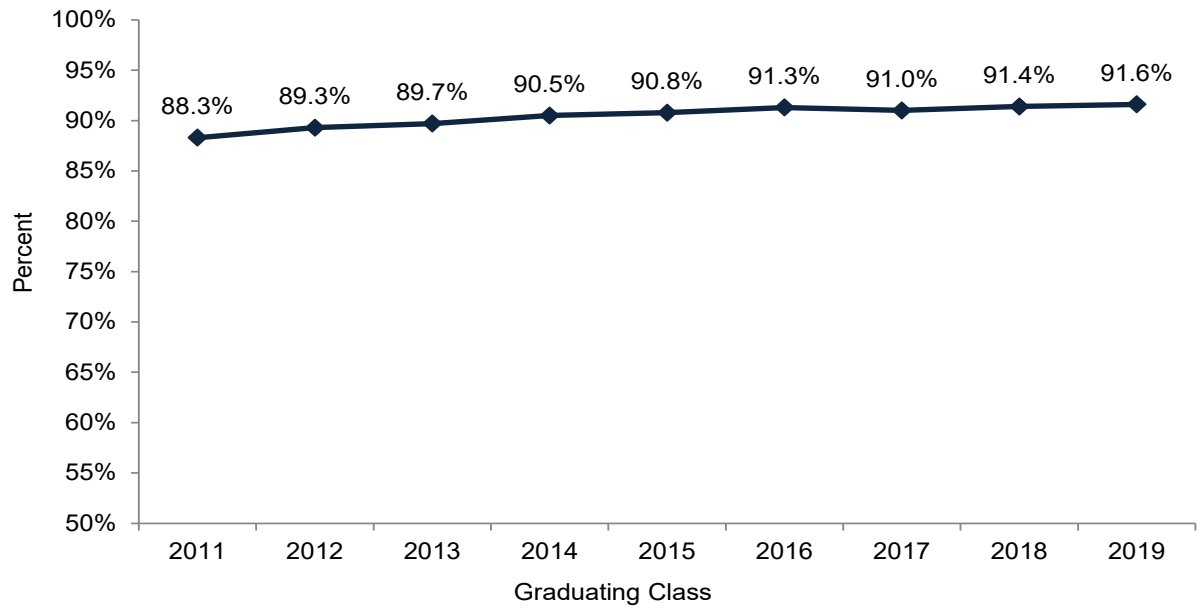
- FG – First-time 9th grade students in fall of 2015 and graduated in 2019 or earlier
- TIG – Students who transferred in grades 9 to 12 and graduated in 2019 or sooner
- F – First-time 9th grade students in fall of 2015
- TI – Transferred in the first-time 9th graders' cohort in grades 9 to 12
- TO – Transfer out (including emigrates and deceased)

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



Figure 5-50

Iowa Public School Four-Year Cohort Graduation Rates for the Graduating Classes of 2011 to 2019



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



The five-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. The five-year cohort graduation rate for the class of 2018 is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2018-2019 school year) by the number of first-time 9th graders enrolled in the fall of 2014 minus the number of students who transferred out (between 2014 and 2018) plus the total number of students who transferred in (between 2014 and 2018). The five-year cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Table 5-26 displays the four-year cohort graduation rates for the graduating classes of 2018 and 2019. The rates listed are for all students and 13 subgroups. In gender comparison, females had higher graduation rates than males, on average. Among the ethnic/race subgroups, white and Asian students had higher graduation rates than the other subgroups. Students who were eligible for free- or reduced-price lunch (low SES), students with disabilities, English learners (EL), migrant and male students had graduation rates lower than all students combined.

Table 5-26

Iowa Public High School Four-Year Cohort Graduation Rate by Subgroup for the Graduation Classes of 2018 and 2019

Group	Class of 2018			Class of 2019		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	32,396	35,487	91.4%	32,265	35,243	91.6%
African American	1,516	1,864	81.3%	1,553	1,903	81.6%
American Indian	90	119	75.6%	92	119	77.3%
Asian	878	949	92.5%	792	858	92.3%
Hawaiian/Pacific Islander	64	85	75.3%	67	87	77.0%
Hispanic	2,901	3,458	83.9%	2,959	3,501	84.5%
Two or More Races	917	1,047	87.7%	943	1,068	88.3%
White	26,030	27,965	93.2%	25,859	27,707	93.3%
Disability*	3,493	4,575	76.5%	3,342	4,390	76.1%
EL**	1,315	1,658	79.3%	1,210	1,535	78.8%
Low SES***	12,908	15,322	84.4%	13,771	16,161	85.2%
Migrant	55	77	71.4%	78	101	77.2%
Female	16,137	17,320	93.3%	16,181	17,347	93.3%
Male	16,259	18,167	89.6%	16,084	17,896	89.9%

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

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

** EL indicates English learner.

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



Table 5-27

Iowa Public High School Five-Year Cohort Graduation Rate by Subgroup
for the Graduation Classes of 2017 and 2018

Enrollment Category	Class of 2017			Class of 2018		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	32,531	34,864	93.3%	33,178	35,485	93.5%
African American	1,546	1,793	86.2%	1,589	1,864	85.2%
American Indian	103	120	85.8%	95	119	79.8%
Asian	761	802	94.9%	912	949	96.1%
Hawaiian/Pacific Islander	60	71	84.5%	68	85	80.0%
Hispanic	2,692	3,082	87.3%	3,035	3,458	87.8%
Two or More Races	862	973	88.6%	953	1,047	91.0%
White	26,507	28,023	94.6%	26,526	27,963	94.9%
Disability*	3,620	4,396	82.3%	3,801	4,573	83.1%
EL**	1,172	1,356	86.4%	1,418	1,658	85.5%
Low SES***	12,667	14,448	87.7%	13,468	15,320	87.9%
Migrant	85	95	89.5%	69	77	89.6%
Female	16,125	17,026	94.7%	16,462	17,319	95.1%
Male	16,406	17,838	92.0%	16,716	18,166	92.0%

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

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

** EL indicates English learner.

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



Table 5-28A

Class of 2018 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR, in %)

State	All Students	American Indian/ Alaska Native	Asian	Pacific Islander	Hispanic	African American	White	Two or More
United States ³	85.3	73.5	—	—	81.0	79.0	89.1	—
Alabama	90.0	90	94	85	87.6	87.7	91.5	91
Alaska	78.5	69	88	74	76	73	83.7	74
Arizona	78.7	67.8	90	76	75.7	73.7	83.4	75
Arkansas	89.2	84	95	73	85.8	85.6	91.2	90
California	83.0	70.5	93.6	81	80.6	73.3	87.0	73.2
Colorado	80.8	68	90	74	73.4	74.4	85.3	83
Connecticut	88.4	85	<>	≥90%	78.6	80.6	93.4	88
Delaware	86.9	76	<>	≥50%	82	83.2	89.9	91
District of Columbia	68.5	<>	<>	<>	65	67.0	89	≥90%
Florida	86.3	80	95.8	89	85.4	81.2	89.3	87.3
Georgia	81.6	77	—	—	74.6	79.4	84.9	82.0
Hawaii	84.5	—	92	76.7	80	82	86	—
Idaho	80.7	61	86	72	75.9	71	82.3	74
Illinois	86.5	80	94.1	84	82.0	77.6	91.1	85.5
Indiana	88.1	84	96	83	84.3	79.4	90.0	84.9
Iowa	91.4	76	93	75	83.9	81	93.2	88
Kansas	87.2	79	93	81	81.3	79	89.7	86
Kentucky	90.3	89	95	85	83	82.0	91.9	88
Louisiana	81.4	89	92	76	68	78.1	85.5	81
Maine	86.7	71	<>	≥80%	83	78	87.3	79
Maryland	87.1	90	96.5	84	72.2	84.8	93.2	90
Massachusetts	87.8	83	94.3	90	73.8	80.1	92.2	87
Michigan	80.6	70	91.2	87	74.4	70.0	83.9	74.9
Minnesota	83.2	51	86.6	76	66.8	67.4	88.4	72
Mississippi	84.0	86	<>	≥80%	79	80.7	87.7	82
Missouri	89.2	87	—	—	84.7	80.0	91.6	88
Montana	86.4	68	93	76	79	80	89.4	82
Nebraska	88.7	71	<>	≥80%	80.9	78	92.5	85
Nevada	83.2	80	94	84	82.3	71.5	86.0	83
New Hampshire	88.8	85	94	75	76	81	89.5	92
New Jersey	90.9	87	97.1	93	84.8	84.2	95.0	92
New Mexico	73.9	66	86	—	73.1	69	79.3	—
New York	82.3	69	89.2	77	71.6	72.9	90.1	84
North Carolina	86.3	84	—	—	80.0	83.2	89.6	84.1



Table 5-28A (...continued)

State	All Students	American Indian/ Alaska Native	Asian	Pacific Islander	Hispanic	African American	White	Two or More
North Dakota	88.1	72	—	—	75	76	91.4	—
Ohio	82.1	70	—	—	72.8	68.6	85.6	77.1
Oklahoma	81.8	81.1	87	74	78.9	77.2	83.3	83.9
Oregon	78.7	65	91	75	74.6	68	80.1	78
Pennsylvania	85.9	79	92.5	90	73.7	72.1	90.5	78.6
Rhode Island	84.0	69	<>	≥50%	77	83	87.3	78
South Carolina	81.0	73	—	—	80.5	76.9	83.6	—
South Dakota	84.1	50	<>	≥80%	71	75	89.9	80
Tennessee	90.0	90	95	91	83.1	83.7	93.0	—
Texas	90.0	85	96.4	86	88.2	86.5	93.6	91.4
Utah	87.0	77	92	85	78.1	76	89.3	87
Vermont	85.1	<>	<>	<>	79	70	86.2	80
Virginia	87.5	84	94.6	93	73.5	83.8	91.8	90.8
Washington	86.7	71	93.0	81	83.2	80.1	88.0	86.7
West Virginia	90.2	87	≥95%	≥50%	92	86	90.4	86
Wisconsin	89.7	78	<>	≥90%	82.4	69.5	93.6	85
Wyoming	81.7	59	<>	≥50%	75	77	83.8	78
Puerto Rico ⁴	73.9	—	—	—	73.9	—	58	74

Source: EDFacts Data Group 695, School year 2017–18; As of September 23, 2019 for all states except Utah; Utah data were submitted last and as from November 7, 2019.

Notes: --- Not Available.

w<> Data were suppressed to protect the confidentiality of individual student data.

≥ 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.

¹Data for Asian, Hawaiian Native/Pacific Islander, and Two or more races students are being published by NCES for the third time in school year 2017–18. Not all states report using all of the additional subgroups. Subgroups that are not reported by a state appear as “— Not Available”. California and Hawaii report using the additional racial subgroup “FILIPINO”. The cohort and resulting rate for the “Asian/Pacific Islander” in California and Hawaii include students reported using the “FILIPINO” category.”

²Data for Homeless enrolled and Foster care students are being published by NCES for the first time in school year 2017–18. These data are being published exactly as states reported them.

³United States totals include 50 states and the District of Columbia only except for the American Indian/Alaska Native total which is 49 states (excluding Hawaii) and the District of Columbia.

⁴Puerto Rico submitted the 4-year ACGR for the first time in school year 2017–18. Previously Puerto Rico had submitted a 3-year rate and was not included in this table. Puerto Rico’s Hispanic Rate combines their reported “Hispanic” and “Puerto Rican” cohorts.

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. Variances of +/- 5 percentage points from year-to-year for any subgroup over 50 in cohort size were addressed with states through ED’s Coordinated Data Quality Review.

For additional information on such fluctuations and other pertinent information regarding the use of these data, please refer to the data notes on the EDFacts Data Files Page: <https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html>.



Table 5-28B

Class of 2018 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR, in %)

State	All Students	Economically Disadvantaged	Limited English Proficiency	Students with Disability	Homeless Enrolled ²	Foster Care ²
United States ³	85.3	79.5	68.3	67.1	—	—
Alabama	90.0	84.4	64	68.0	78	77
Alaska	78.5	71.9	61	57	57	55
Arizona	78.7	73.0	47	67.7	52	45
Arkansas	89.2	86.8	83	84.6	81	74
California	83.0	79.6	67.9	66.3	68.9	53.1
Colorado	80.8	70.7	67.0	58.6	55.4	25
Connecticut	88.4	79.5	67	65.0	70	48
Delaware	86.9	78	69	69	83	62
District of Columbia	68.5	58.9	56	47	44	46
Florida	86.3	82.3	75.2	77.4	73.9	50
Georgia	81.6	77.1	57.9	61.1	61	37
Hawaii	84.5	79.5	68	64	66	57
Idaho	80.7	72.3	76	59	58	47
Illinois	86.5	78.7	72.0	71.6	67.8	56
Indiana	88.1	84.5	69	72.6	82	68
Iowa	91.4	84.4	79	76.5	73	76
Kansas	87.2	80.0	80.5	80.0	68	61
Kentucky	90.3	87.8	70	74.8	84	—
Louisiana	81.4	75.5	36	59.3	60	35
Maine	86.7	77.8	76	74	57	56
Maryland	87.1	78.8	51.0	66.8	67	59
Massachusetts	87.8	77.4	64.1	72.4	71	61
Michigan	80.6	70.0	71.2	57.5	57.0	40
Minnesota	83.2	70.2	65.7	62.3	47	—
Mississippi	84.0	80.8	55	38.4	71	80
Missouri	89.2	82.1	71	75.8	76	69
Montana	86.4	78.0	63	77	66	75
Nebraska	88.7	81.2	49	69	59	—
Nevada	83.2	80.5	76.0	66.0	76	46
New Hampshire	88.8	78.1	70	74	65	44
New Jersey	90.9	84.6	75.8	80.1	73	63
New Mexico	73.9	69.0	71.1	65.6	53	46
New York	82.3	76.4	31.1	56.9	55.9	61
North Carolina	86.3	80.4	68.4	69.1	67.2	73



Table 5-28B (...continued)

State	All Students	Economically Disadvantaged	Limited English Proficiency	Students with Disability	Homeless Enrolled ²	Foster Care ²
North Dakota	88.1	75	68	69	52	71
Ohio	82.1	70.9	64.5	51.4	50.7	52
Oklahoma	81.8	74.9	61	58.3	67	61
Oregon	78.7	72.4	56	60.6	54.1	—
Pennsylvania	85.9	77.9	65.8	70.2	70	—
Rhode Island	84.0	77.0	72	62	57	≥50%
South Carolina	81.0	83.2	80.3	52.1	64	48
South Dakota	84.1	69	77	63	60	—
Tennessee	90.0	83.5	71	73.0	75	67
Texas	90.0	87.3	77.2	77.9	80.0	63
Utah	87.0	77.4	70	70.0	—	—
Vermont	85.1	76	58	68	60	—
Virginia	87.5	79.6	57.2	61.2	60	63
Washington	86.7	79.9	75.7	69.9	64.5	70
West Virginia	90.2	88.0	93	77	87	72
Wisconsin	89.7	80.3	70	68.6	70	51
Wyoming	81.7	70	61	63	62	—
Puerto Rico ⁴	73.9	72.4	57	71.0	75	<>

Source: ED Facts Data Group 695, School year 2017–18; As of September 23, 2019 for all states except Utah; Utah data were submitted last and as from November 7, 2019.

Notes: --- Not Available.

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¹Data for Asian, Hawaiian Native/Pacific Islander, and Two or more races students are being published by NCES for the third time in school year 2017–18. Not all states report using all of the additional subgroups. Subgroups that are not reported by a state appear as “— Not Available”. California and Hawaii report using the additional racial subgroup “FILIPINO”. The cohort and resulting rate for the “Asian/Pacific Islander” in California and Hawaii include students reported using the “FILIPINO” category.

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³United States totals include 50 states and the District of Columbia only except for the American Indian/Alaska Native total which is 49 states (excluding Hawaii) and the District of Columbia.

⁴Puerto Rico submitted the 4-year ACGR for the first time in school year 2017–18. Previously Puerto Rico had submitted a 3-year rate and was not included in this table. Puerto Rico’s Hispanic Rate combines their reported “Hispanic” and “Puerto Rican” cohorts.

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. Variances of +/- 5 percentage points from year-to-year for any subgroup over 50 in cohort size were addressed with states through ED’s Coordinated Data Quality Review.

For additional information on such fluctuations and other pertinent information regarding the use of these data, please refer to the data notes on the ED Facts Data Files Page: <https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html>.



Suspensions and Expulsions

In-school suspensions, out-of-school suspensions, expulsions and removals to an interim setting can be given to students because of incidents that occur on school property. Table 5-29 shows public school removals by type. In 2019-2020, In-School Suspensions comprised 51.7 percent of all removals while Out-of-School Suspensions accounted for 47.8 percent. Reported removals decreased by 3.3 percent since 2017-2018, although it is important to note that most students were physically in school for fewer than 130 days of the typical 180-day school year during the 2019-2020 school year due to school closures in spring 2020 related to COVID-19. Note: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8% of the total 51,176 reported statewide removals).

An in-school suspension is defined as an:

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

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

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

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

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

An expulsion is defined as:

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

If the length of a student expulsion is greater than the remaining number of days in the current school year and the student returns to the district the following school year, district personnel are instructed to report the expulsion in both school years. In each of the past three years, expulsions were most often given as a result of drug-related incidents (Table 5-32). Note that in 2019-2020, there was a data issue that caused some expulsions from the spring to not be collected/reported.

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

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



Table 5-29

**K-12 REMOVALS BY REMOVAL TYPE
2017-2018 TO 2019-2020**

	Removals (includes Multiple Offenses)			% of Removals	% Change
	2017-2018	2018-2019	2019-2020	2019-2020	2017-2018 to 2019-2020
In-School Suspensions	24,598	40,118	26,475	51.7%	7.6%
Out-of-School Suspensions	27,831	31,616	24,461	47.8%	-12.1%
Expulsions	128	94	26	0.1%	-79.7%
Interim Setting	351	221	214	0.4%	-39.0%
Total	52,908	72,049	51,176	100%	-3.3%

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

Notes: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8% of the total 51,176 reported statewide removals). In 2019-2020, due to the global outbreak of the novel (new) coronavirus, also known as COVID-19, most students were physically in school for fewer than 130 days of the typical 180-day school year. This can at least partially explain the lower total removals in 2019-2020 than in previous years. In 2019-2020, there was a data issue that caused some expulsions from the spring to not be collected/ reported.



Table 5-30

K-12 IN-SCHOOL SUSPENSIONS BY PROBLEM BEHAVIOR 2019-2020

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Abusive/ Inappropriate language	2,028	1,596	7.7%
Alcohol Related	54	52	0.2%
Bomb Threat	254	233	1.0%
Bullying	233	221	0.9%
Combustible Related	34	34	0.1%
Defiance - Noncompliance	5,161	3,133	19.5%
Disrespect	1,301	1,057	4.9%
Disruption	2,673	1,776	10.1%
Dress Code Violation	24	23	0.1%
Drug Related	190	187	0.7%
Forgery - Plagiarism	9	9	0.0%
Gang Affiliation Display	12	12	0.0%
Harrassment	327	312	1.2%
Inappropriate Display of Affection	58	55	0.2%
Inappropriate Location	360	308	1.4%
Lying - Cheating	42	42	0.2%
Other	882	755	3.3%
Physical Aggression without Injury	4,159	3,072	15.7%
Physical Aggression/Injury	690	623	2.6%
Physical Aggression/Serious Injury	12	12	0.0%
Physical Fighting with Injury	282	272	1.1%
Physical Fighting without Injury	1,702	1,492	6.4%
Physical Fighting/Serious Injury	6	6	0.0%
Property Damage - Vandalism	334	301	1.3%
Skip Class	1,807	1,180	6.8%
Tardy	941	480	3.6%
Technology Violation	267	248	1.0%
Theft	344	326	1.3%
Tobacco Related	788	754	3.0%
Truancy	1,385	915	5.2%
Weapons Related	116	116	0.4%



Table 5-30 (...continued)

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Totals	26,475	19,602	100%

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

Notes: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8% of the total 51,176 reported statewide removals). In 2019-2020, due to the global outbreak of the novel (new) coronavirus, also known as COVID-19, most students were physically in school for fewer than 130 days of the typical 180-day school year. This can at least partially explain the lower total removals in 2019-2020 than in previous years.



Table 5-31

K-12 OUT-OF-SCHOOL SUSPENSIONS BY PROBLEM BEHAVIOR 2019-2020

Problem Behavior	Removals	Distinct Students	Out-of-School Suspensions % Removals
Abusive/ Inappropriate language	1,429	1,194	5.8%
Alcohol Related	250	246	1.0%
Arson	16	16	0.1%
Bomb Threat	348	308	1.4%
Bullying	187	178	0.8%
Combustible Related	100	100	0.4%
Defiance - Noncompliance	3,783	2,767	15.5%
Disrespect	559	465	2.3%
Disruption	1,355	1,142	5.5%
Dress Code Violation	12	12	0.0%
Drug Related	1,312	1,199	5.4%
Forgery - Plagiarism	4	4	0.0%
Gang Affiliation Display	21	18	0.1%
Harrassment	306	295	1.3%
Inappropriate Display of Affection	55	53	0.2%
Inappropriate Location	254	221	1.0%
Lying - Cheating	6	6	0.0%
Other	845	757	3.5%
Physical Aggression without Injury	4,589	3,508	18.8%
Physical Aggression/Injury	2,036	1,664	8.3%
Physical Aggression/Serious Injury	48	48	0.2%
Physical Fighting with Injury	715	681	2.9%
Physical Fighting without Injury	2,832	2,485	11.6%
Physical Fighting/Serious Injury	15	15	0.1%
Property Damage - Vandalism	352	333	1.4%
Skip Class	433	319	1.8%
Tardy	22	22	0.1%
Technology Violation	203	193	0.8%
Theft	283	269	1.2%
Tobacco Related	1,438	1,309	5.9%
Truancy	263	217	1.1%
Weapons Related	390	385	1.6%



Table 5-31 (...continued)

Problem Behavior	Removals	Distinct Students	Out-of-School Suspensions % Removals
Totals	24,461	20,429	100%

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

Notes: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8% of the total 51,176 reported statewide removals). In 2019-2020, due to the global outbreak of the novel (new) coronavirus, also known as COVID-19, most students were physically in school for fewer than 130 days of the typical 180-day school year. This can at least partially explain the lower total removals in 2019-2020 than in previous years.



Table 5-32

K-12 EXPULSIONS BY PROBLEM BEHAVIOR 2019-2020

Problem Behavior	Removals	Expulsions % Removals
Abusive/Inappropriate language	2	7.7%
Alcohol Related	0	0.0%
Arson	0	0.0%
Bomb Threat	5	19.2%
Bullying	0	0.0%
Combustible Related	0	0.0%
Defiance - Noncompliance	0	0.0%
Disrespect	0	0.0%
Disruption	0	0.0%
Dress Code Violation	0	0.0%
Drug Related	11	42.3%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	0	0.0%
Harrassment	1	3.8%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	0	0.0%
Lying - Cheating	0	0.0%
Other	2	7.7%
Physical Aggression with Injury	1	3.8%
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	1	3.8%
Property Damage - Vandalism	0	0.0%
Skip Class	0	0.0%
Tardy	0	0.0%
Technology Violation	0	0.0%
Theft	1	3.8%
Tobacco Related	0	0.0%
Truancy	0	0.0%
Weapons Related	2	7.7%



Table 5-32 (...continued)

Problem Behavior	Removals	Expulsions % Removals
Totals	26	100%

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

Notes: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8% of the total 51,176 reported statewide removals). In 2019-2020, due to the global outbreak of the novel (new) coronavirus, also known as COVID-19, most students were physically in school for fewer than 130 days of the typical 180-day school year. This can at least partially explain the lower total removals in 2019-2020 than in previous years. In 2019-2020, there was a data issue that caused some expulsions from the spring to not be collected/ reported.



Table 5-33

K-12 REMOVALS TO AN INTERIM SETTING - SCHOOL PERSONNEL
BY PROBLEM BEHAVIOR 2019-2020

Problem Behavior	Removals	Interim Setting % Removals
Abusive/Inappropriate language	30	14.0%
Alcohol Related	0	0.0%
Arson	0	0.0%
Bomb Threat	1	0.5%
Bullying	1	0.5%
Combustible Related	1	0.5%
Defiance - Noncompliance	40	18.7%
Disrespect	16	7.5%
Disruption	13	6.1%
Dress Code Violation	0	0.0%
Drug Related	2	0.9%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	0	0.0%
Harrassment	2	0.9%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	1	0.5%
Lying - Cheating	0	0.0%
Other	4	1.9%
Physical Aggression with Injury	1	0.5%
Physical Aggression with Serious Injury	0	0.0%
Physical Aggression without Injury	31	14.5%
Physical Fighting with Injury	3	1.4%
Physical Fighting with Serious Injury	0	0.0%
Physical Fighting without Injury	10	4.7%
Property Damage - Vandalism	4	1.9%
Skip Class	32	15.0%
Tardy	7	3.3%
Technology Violation	2	0.9%
Theft	8	3.7%
Tobacco Related	2	0.9%
Truancy	3	1.4%
Weapons Related	0	0.0%



Table 5-33 (...continued)

Problem Behavior	Removals	Interim Setting % Removals
Totals	214	100%

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

Notes: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8% of the total 51,176 reported statewide removals). In 2019-2020, due to the global outbreak of the novel (new) coronavirus, also known as COVID-19, most students were physically in school for fewer than 130 days of the typical 180-day school year. This can at least partially explain the lower total removals in 2019-2020 than in previous years.

Table 5-34

K-12 REMOVALS BY RACE/ETHNICITY FOR 2017-2018 TO 2019-2020

	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2017-2018	2018-2019	2019-2020	2019-2020	2019-2020	2017-2018 to 2019-2020
African American	11,433	19,108	13,298	26.0%	6.4%	16.3%
American Indian	355	452	269	0.5%	0.4%	-24.2%
Asian	339	418	347	0.7%	2.5%	2.4%
Hispanic	6,191	7,927	5,916	11.6%	11.1%	-4.4%
Pacific Islander	187	276	184	0.4%	0.3%	-1.6%
White	30,486	36,979	26,306	51.4%	75.1%	-13.7%
Multi-Racial	3,917	6,889	4,856	9.5%	4.2%	24.0%
TOTAL	52,908	72,049	51,176	100.0%	100.0%	-3.3%

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

Notes: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8% of the total 51,176 reported statewide removals). In 2019-2020, due to the global outbreak of the novel (new) coronavirus, also known as COVID-19, most students were physically in school for fewer than 130 days of the typical 180-day school year. This can at least partially explain the lower total removals in 2019-2020 than in previous years. In 2019-2020, there was a data issue that caused some expulsions from the spring to not be collected/ reported.



Table 5-35**K-12 REMOVALS BY GRADE SPAN FOR 2017-2018 TO 2019-2020**

Grade Span	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2017-2018	2018-2019	2019-2020	2019-2020	2019-2020	2017-2018 to 2019-2020
K-2	3,480	6,993	4,120	8.1%	22.8%	18.4%
3-5	7,070	10,463	6,031	11.8%	22.4%	-14.7%
6-8	21,848	32,164	22,720	44.4%	23.8%	4.0%
9-12	20,510	22,429	18,305	35.8%	31.0%	-10.8%
Total	52,908	72,049	51,176	100.0%	100.0%	-3.3%

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

Notes: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8% of the total 51,176 reported statewide removals). In 2019-2020, due to the global outbreak of the novel (new) coronavirus, also known as COVID-19, most students were physically in school for fewer than 130 days of the typical 180-day school year. This can at least partially explain the lower total removals in 2019-2020 than in previous years. In 2019-2020, there was a data issue that caused some expulsions from the spring to not be collected/ reported.



Table 5-36

K-12 REMOVALS BY DISTRICT ENROLLMENT CATEGORY FOR 2017-2018 TO 2019-2020						
Enrollment Category	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2017-2018	2018-2019	2019-2020	2019-2020	2019-2020	2017-2018 to 2019-2020
< 300	455	334	295	0.6%	1.8%	-35.2%
300 to 599	2,685	3,198	2,206	4.3%	9.9%	-17.8%
600 to 999	3,464	3,286	2,470	4.8%	12.0%	-28.7%
1,000 to 2,499	10,296	10,520	7,632	14.9%	23.8%	-25.9%
2,500 to 7,499	12,777	13,934	10,802	21.1%	19.0%	-15.5%
7,500 +	23,231	40,777	27,771	54.3%	33.5%	19.5%
Total	52,908	72,049	51,176	100%	100.0%	-3.3%

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

Notes: In 2018-2019 and 2019-2020, Davenport Community School District (CSD) reported a significant increase in the number of removals affecting statewide totals. To provide context, Davenport CSD reported 4,211 total removals in 2017-2018 (8.0% of the total 52,908 reported statewide removals). This number increased to 20,444 total removals in 2018-2019 (28.4% of the total 72,049 reported statewide removals), and the number was 12,713 total removals in 2019-2020 (24.8% of the total 51,176 reported statewide removals). In 2019-2020, due to the global outbreak of the novel (new) coronavirus, also known as COVID-19, most students were physically in school for fewer than 130 days of the typical 180-day school year. This can at least partially explain the lower total removals in 2019-2020 than in previous years. In 2019-2020, there was a data issue that caused some expulsions from the spring to not be collected/ reported.



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 & 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 2019-2020 school year, 662 students earned the seal (Table 5-38). In both years, the vast majority of students earned the seal in Spanish (Table 5-37).



Table 5-37

Number and Percent of Biliteracy Seals by Language for Public School Seniors
2018-2019 and 2019-2020

Language	2018-2019		2019-2020	
	# of Seals	% of Total	# of Seals	% of Total
Arabic	3	0.51	3	0.45
Bosnia	0	0.00	1	0.15
Burmese	4	0.69	0	0.00
Chinese	6	1.03	3	0.45
French	51	8.75	49	7.32
German	6	1.03	12	1.79
Hindi	0	0.00	2	0.30
Hmong	1	0.17	0	0.00
Italian	1	0.17	0	0.00
Japanese	2	0.34	1	0.15
Karen languages	1	0.17	2	0.30
Korean	1	0.17	0	0.00
Latin	1	0.17	0	0.00
Russian	2	0.34	1	0.15
Sign Language	0	0.00	1	0.15
Somali	0	0.00	1	0.15
Spanish	500	85.76	591	88.34
Swahili	1	0.17	1	0.15
Telugu	0	0.00	1	0.15
Turkish	1	0.17	0	0.00
Vietnamese	2	0.34	0	0.00
Total	583	100.00	669	100.00

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

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



Table 5-38

Number of Biliteracy Seals by Subgroup for Public School Seniors
2018-2019 and 2019-2020

	2018-2019		2019-2020	
	# of Seals	# of Students	# of Seals	# of Students
All Students	583	575	669	662
African American	6	6	11	11
American Indian	2	1	0	0
Asian	40	37	31	29
Hawaiian/Pacific Islander	1	1	0	0
Hispanic	192	191	253	252
Two or More Races	15	15	10	9
White	327	324	364	361
Disability*	1	1	3	3
EL**	38	37	43	42
Low SES***	198	195	241	239
Female	381	374	465	460
Male	202	201	204	202

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

Notes: 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).

** EL indicates English learner.

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



High School Graduate Postsecondary Enrollment and Awards

The Iowa Postsecondary Readiness Reports (PRRs), available at 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.

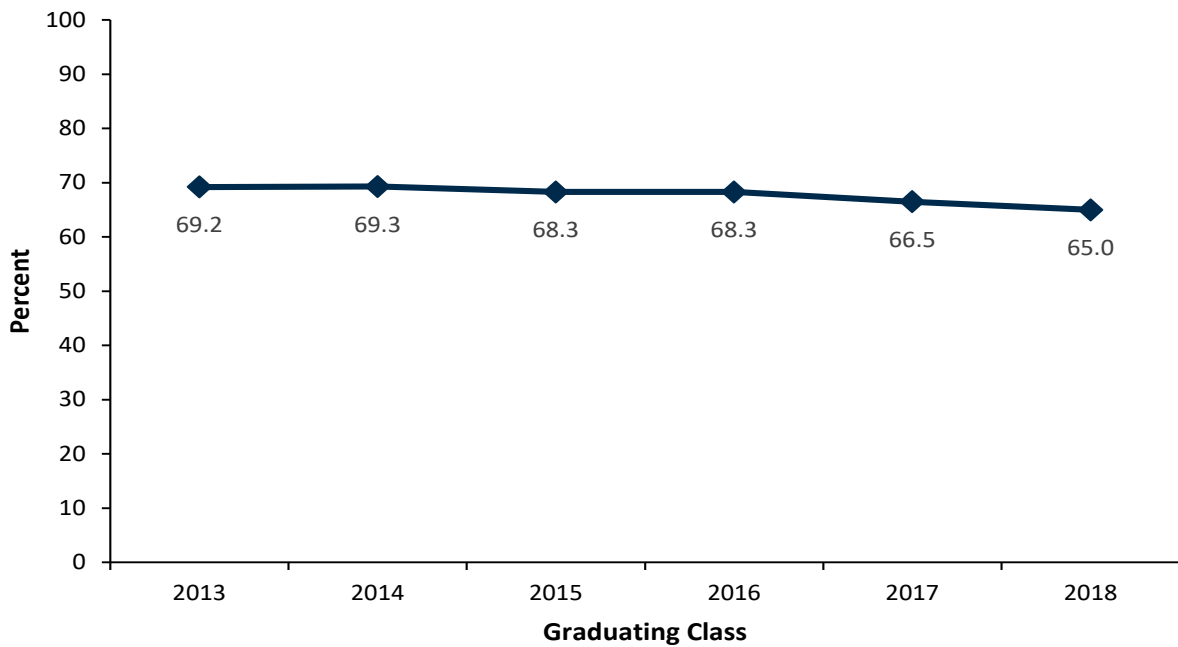
Figure 5-51 shows the percent of Iowa public high school graduates enrolled in postsecondary education or training within one year of high school graduation by graduating class. The percentage of graduates becoming enrolled within one year has been on the decline since the Class of 2014 (69.3%), with 65.0 percent of high school graduates in the Class of 2018 enrolling in postsecondary within one year. Figure 5-52 breaks down the same measure by demographics, displaying average first year postsecondary enrollment rates for the Classes of 2016 to 2018. Some sizable gaps in enrollment rates between student groups are present; for example, 79.6 percent of graduates who are not eligible for free or reduced-price lunch (FRL) enrolled in postsecondary within the first year while only 49.4 percent of FRL-eligible graduates enrolled. Looking at racial/ethnic gaps, 68.9 percent of white non-Hispanic students enrolled in postsecondary within the first year while only 53.4 percent of Black students and 52.7 percent of Hispanic students enrolled.

Figure 5-53 shows the status of Iowa public high school graduates for the first six years after high school graduation for the Class of 2013. This shows that 47.7 percent of graduates earned some type of postsecondary award within six years of high school graduation, while 46.6 percent either never enrolled or are no longer enrolled and had not received a postsecondary award.



Figure 5-51

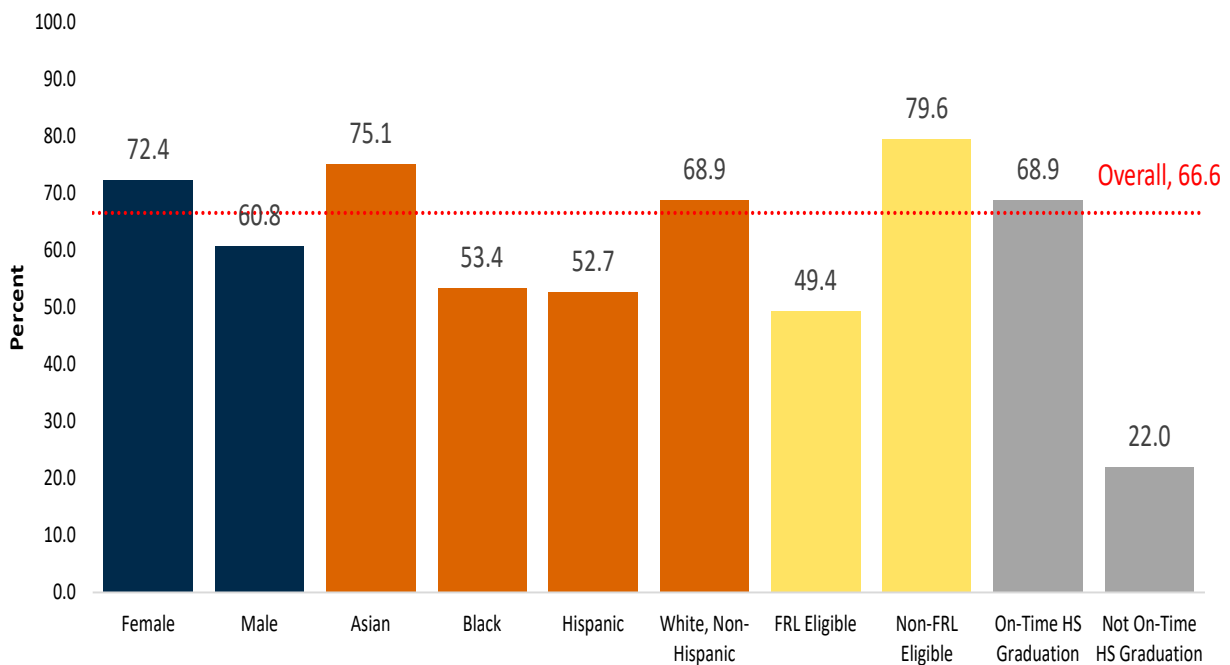
Percent of Iowa Public High School Graduates Enrolled in Postsecondary Education/Training Within One Year, Graduating Classes of 2013 to 2018



Source: Iowa Postsecondary Readiness Reports.

Figure 5-52

Percent of Iowa Public High School Graduates Enrolled in Postsecondary Education/Training Within One Year by Demographics, Average of Graduating Classes of 2016 to 2018

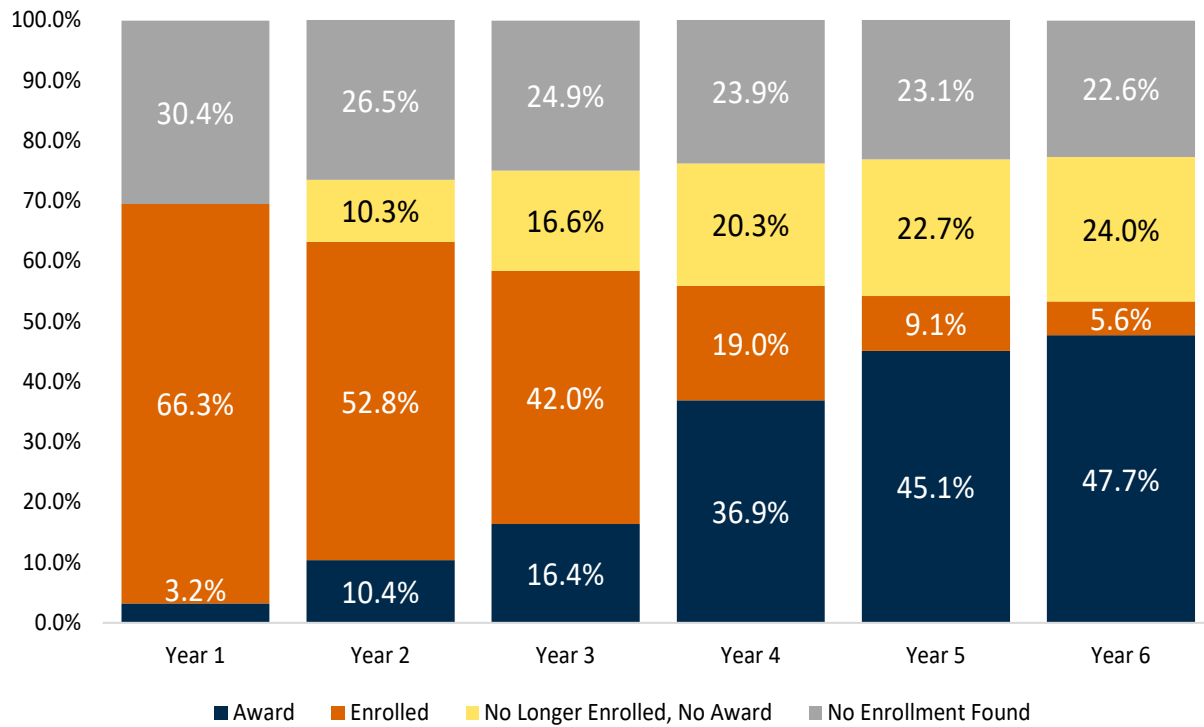


Source: Iowa Postsecondary Readiness Reports.



Figure 5-53

Status of Iowa Public High School Graduates by Year After High School Graduation
Graduating Class of 2013



Source: Iowa Postsecondary Readiness Reports.





Special Education

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

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

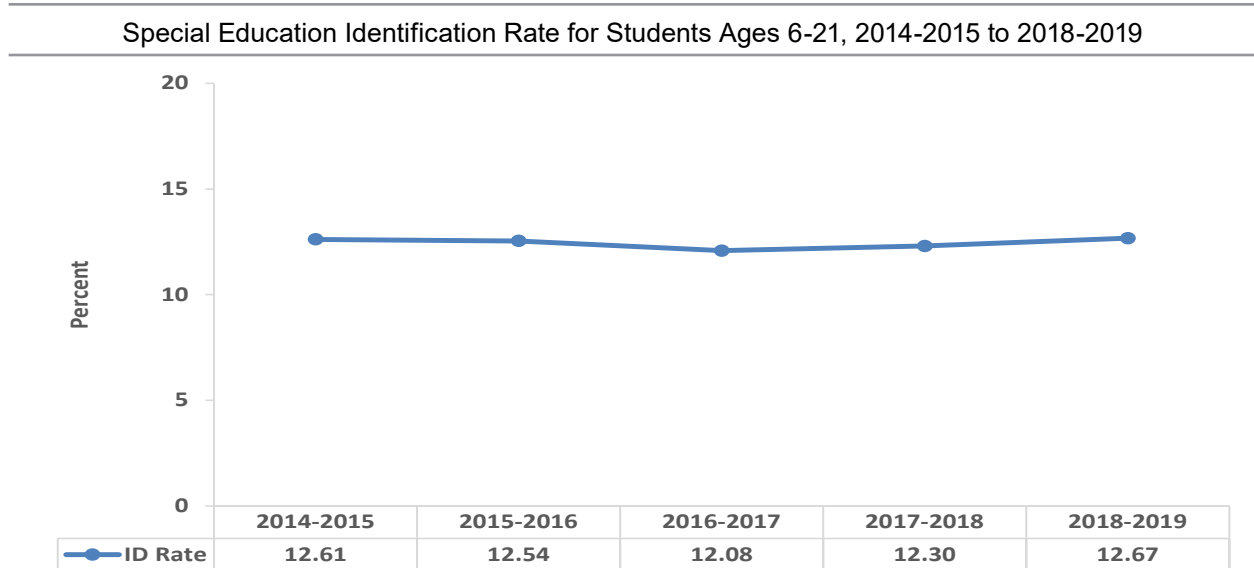
- Students come to school ready to learn
- Students achieve at high levels
- Students leave school ready for life

Context of Special Education in Iowa

Identification Rates

The identification rate refers to the percentage of students who are identified as needing special education services. The following graph presents the special education identification rate for students ages 6-21 from 2014-2015 to 2018-2019. Over the five-year period from the 2014-2015 school year to the 2018-2019 school year, the rate of identification has increased slightly by 0.06 percentage points.

Figure 6-1



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



Placement

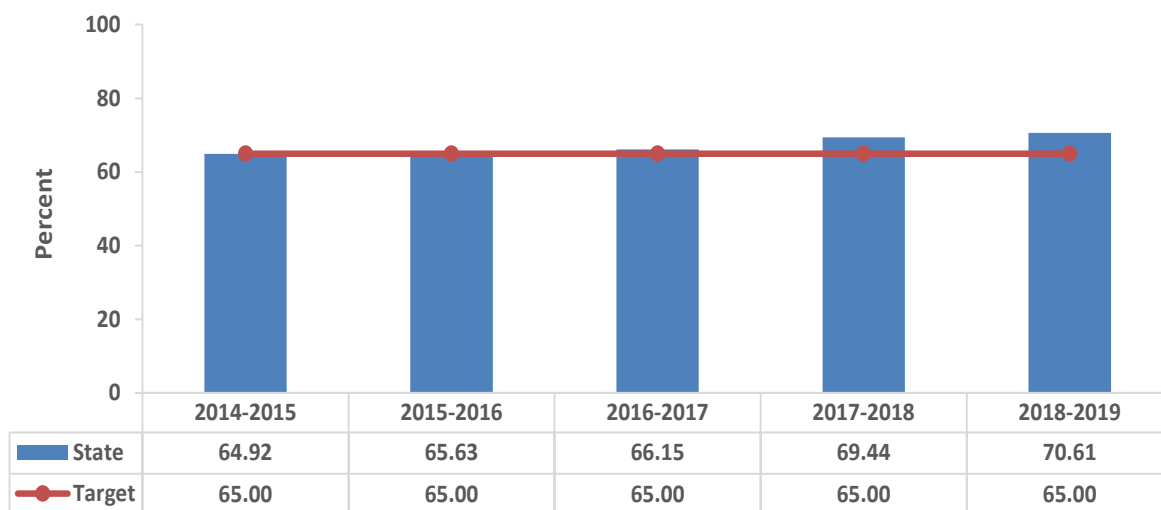
Children and students receiving special education services may be served in a variety of educational settings. Data are collected on these settings based on the amount of time children and students spend with their peers in a regular education classroom setting. Over time, the percent of children/students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

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

For the fifth consecutive year, the percent of students in the regular education classroom setting has increased and been above the state target. In 2018-2019, the percentage of students in the regular education classroom for 80% or more of the school day was 70.61, which is 5.61 percentage points greater than the state target of 65.0%. The percentage of students served in the regular education classroom for less than 40% of the school day in 2018-2019 was 7.78, continuing the downward trend towards the state threshold of 7.0%. The percentage of students served in other placements was 1.37, which is below the state threshold of 2.50%.

Figure 6-2

Percent of Students with Disabilities Ages 6-21 Inside the Regular Classroom 80 Percent or More of the Day, 2014-2015 to 2018-2019

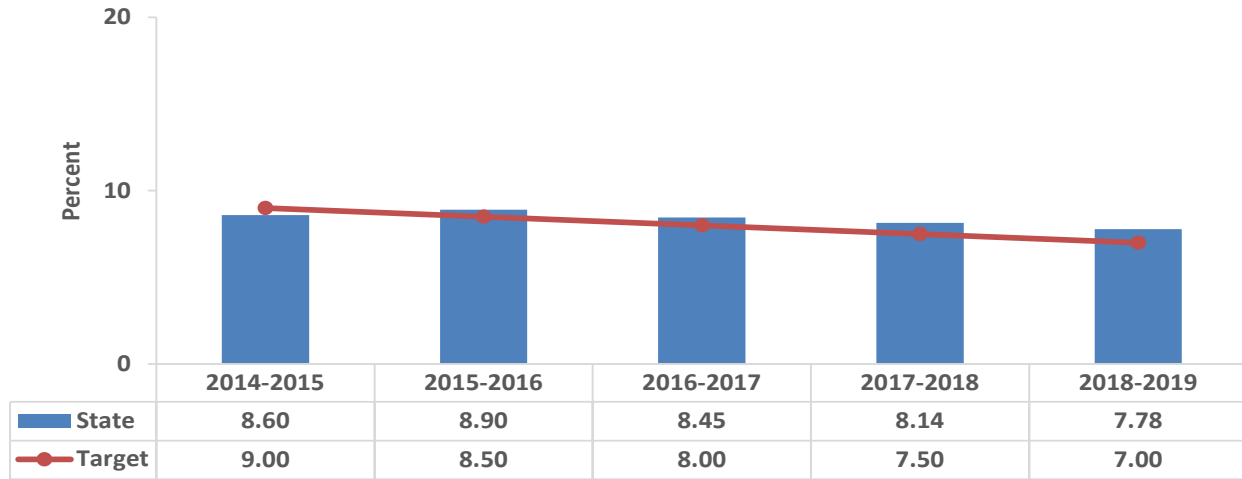


Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count files.



Figure 6-3

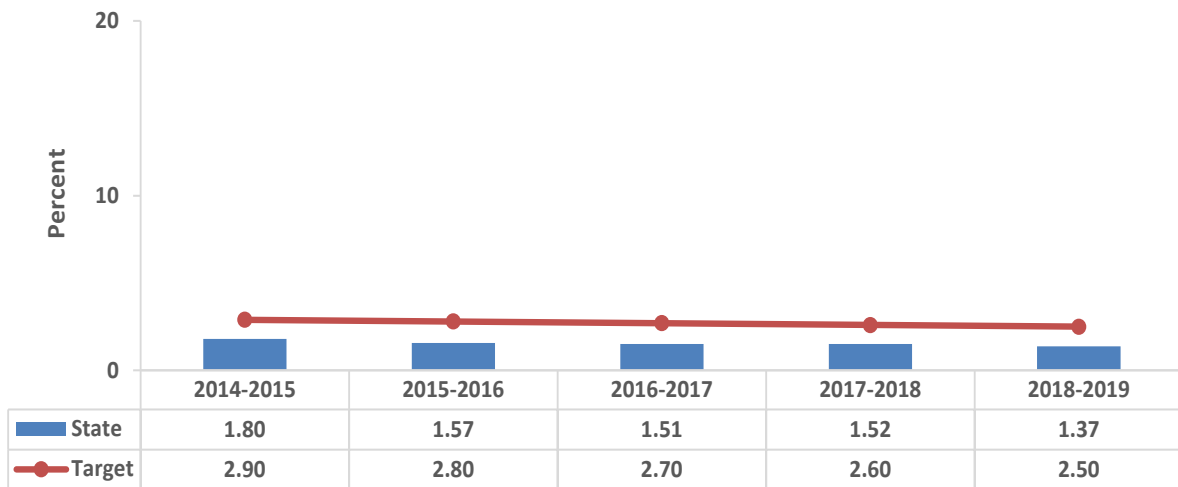
Percent of Students with Disabilities Ages 6-21 Inside the Regular Classroom Less than 40 Percent of the Day, 2014-2015 to 2018-2019



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

Figure 6-4

Percent of Students with Disabilities Ages 6-21 Served in Private Separate Schools, Residential Placements, or Homebound or Hospital Placements, 2014-2015 to 2018-2019

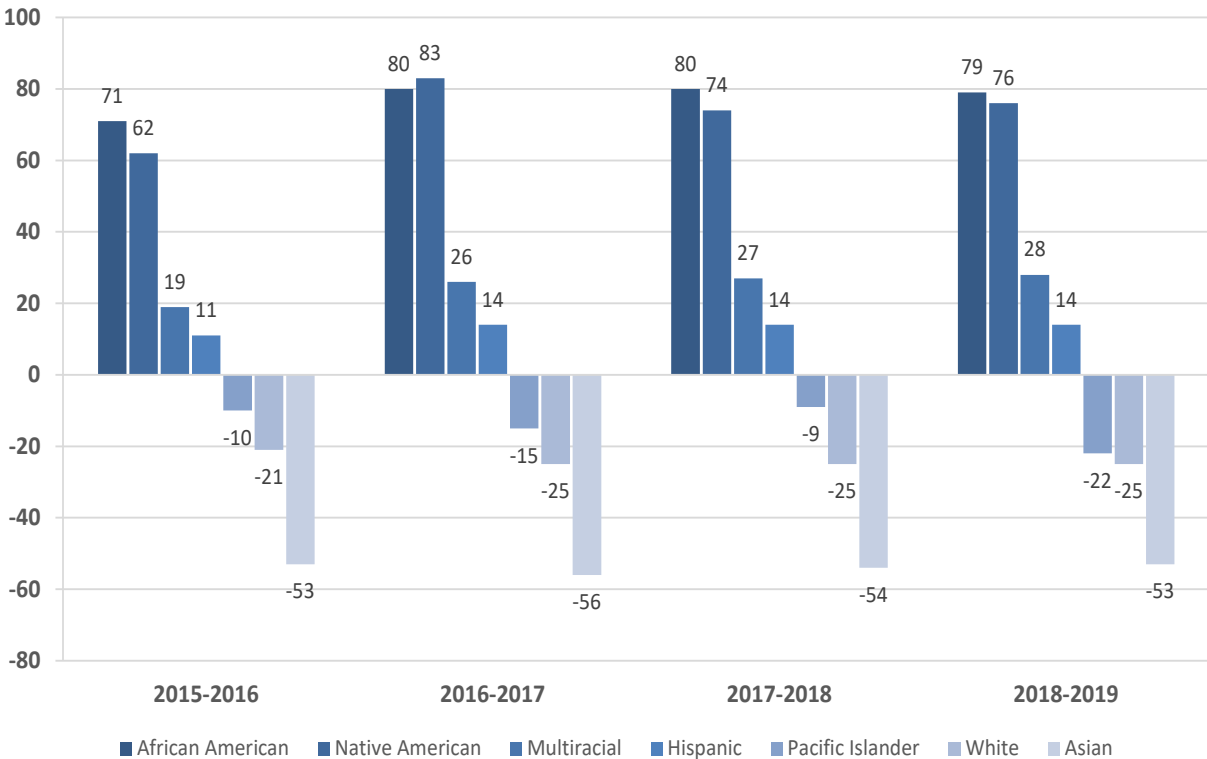


Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count files.

Disproportionality

Disproportionality refers to the percent probability, or likelihood, of disproportionate representation of racial and/or ethnic groups in special education and related services that is the result of inappropriate identification. The following graph shows the percent probability of overrepresentation (positive numbers) or underrepresentation (negative numbers) of each racial/ethnic group. In 2018-2019, African American and Native American students had the greatest disproportionality rates of overrepresentation at 79% and 76%, respectively. Asian and White students had the greatest disproportionality rates of underrepresentation at -53% and -25%, respectively.

Figure 6-5
Percent Probability of Being Placed in Special Education Compared to All Students
2015-2016 to 2018-2019



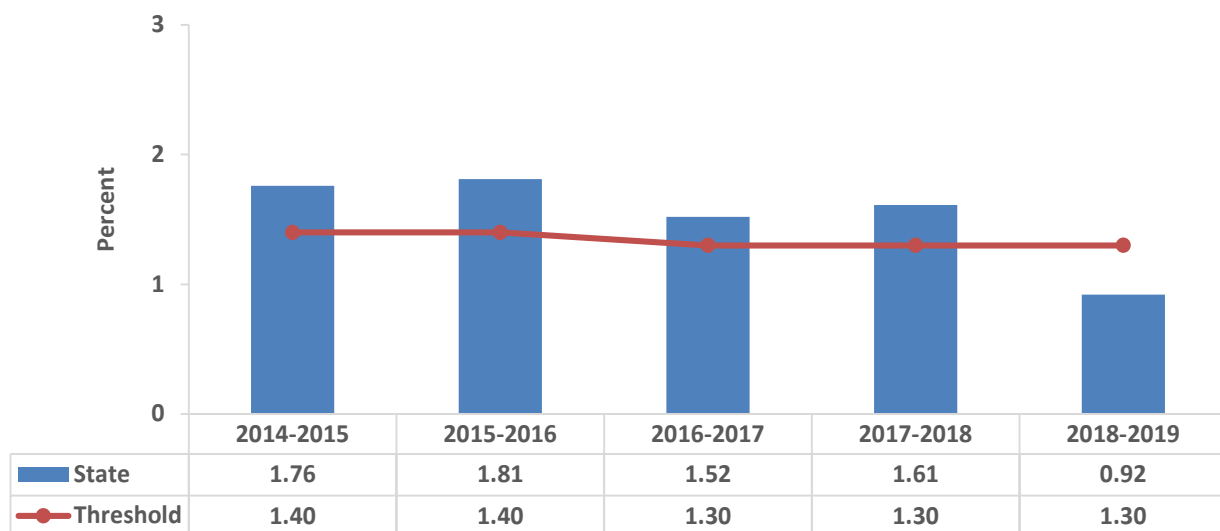
Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count files.

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 significantly discrepant if the risk ratio for students with disabilities suspended/expelled for more than ten days in the school year is equal to or greater than 3.50 in any racial/ethnic category (risk ratio is calculated by dividing the risk for children in one racial or ethnic group within a district by the risk of that same outcome for all other racial or ethnic groups within that district). The graph below presents the percent of districts with a significant discrepancy in the percentage of students with disabilities suspended/expelled for greater than ten days from school year 2014-2015 to 2018-2019. For the 2018-2019 school year, 0.92% of districts had a significant discrepancy, which is lower than the state threshold of 1.30%. Please note that per federal requirements, discipline data lags one year, which means that data reported for 2018-2019 were collected during the 2017-2018 school year.

Figure 6-6

Percent of Districts Significantly Discrepant in Suspension/Expulsion of Students with Disabilities Greater Than Ten Days, 2014-2015 to 2018-2019



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



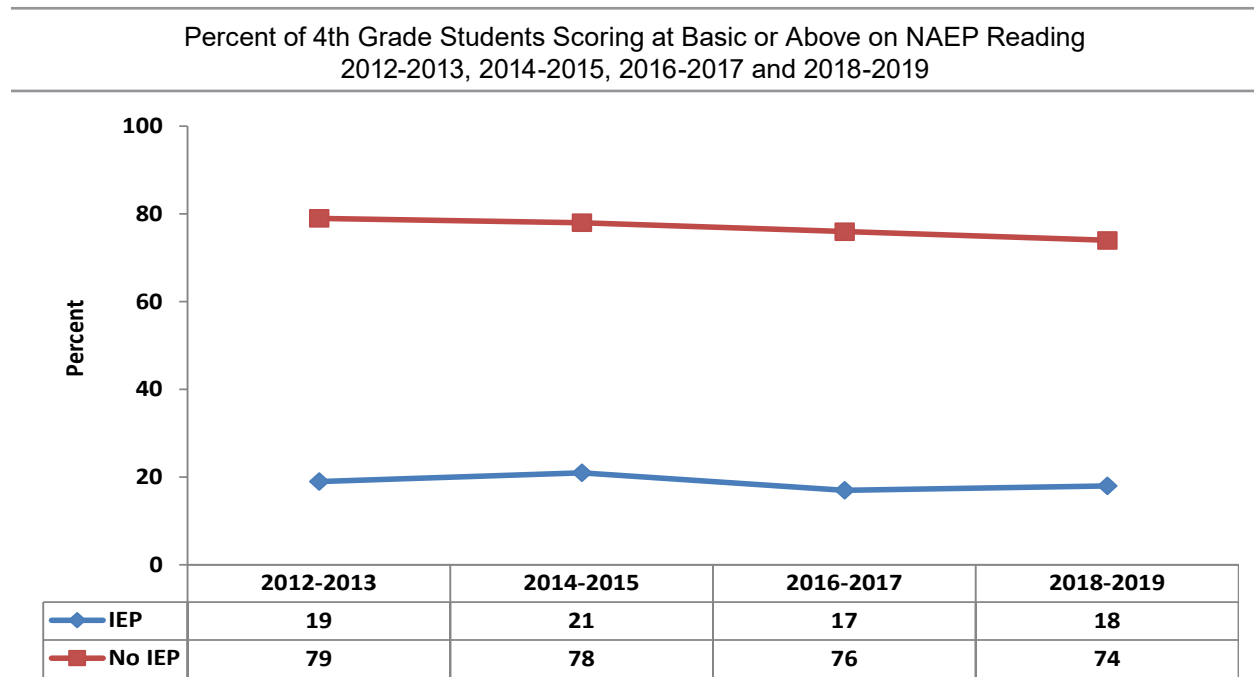
Are Students Achieving at High Levels?

National Assessment of Educational Progress (NAEP)

The NAEP, conducted by the U.S. Department of Education beginning in 1969, is the only national assessment of student achievement. The NAEP state assessments have been administered periodically in grades 4 and 8 since 1990 in the areas of reading, mathematics, science and writing. In recent years, the NAEP has been conducted on a two-year cycle; therefore, the most recent data is from 2018-2019.

Students with disabilities in the following charts are indicated as having an Individualized Education Program (IEP). In 2018-2019, 18% of 4th grade students with an IEP and 74% of 4th grade students without IEPs scored at basic or above on the NAEP in reading. During the same year, 19% of 8th graders with IEPs and 81% of 8th graders without IEPs scored at basic or above. Compared to the previous year of results in 2016-2017, the gap in reading proficiency between students with and without disabilities has decreased by 3 percentage points for 4th graders, and increased by 3 percentage points for 8th graders.

Figure 6-7

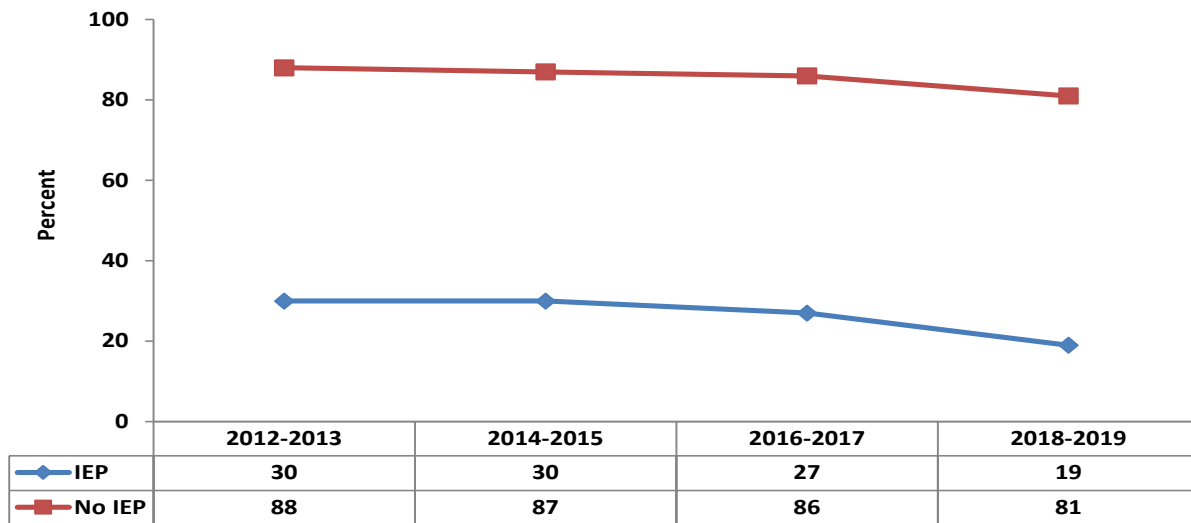


Source: National Center for Education Statistics, NAEP Data Explorer.



Figure 6-8

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

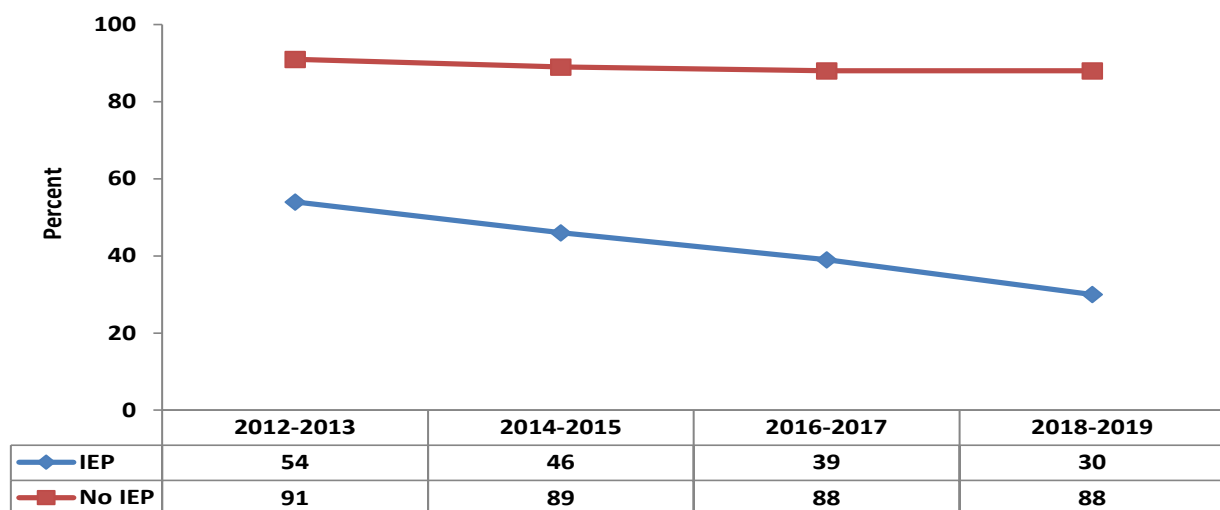


Source: National Center for Education Statistics, NAEP Data Explorer.

In 2018-2019, 30% of 4th grade students with IEPs and 88% of 4th grade students without IEPs scored at basic or above on the NAEP in math. During the same year, 20% of 8th graders with IEPs and 78% of 8th graders without IEPs scored at basic or above. Compared to the previous year of results in 2016-2017, the gap in math proficiency between students with and without disabilities has increased by 9 percentage points for 4th graders, and decreased by 6 percentage points for 8th graders.

Figure 6-9

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

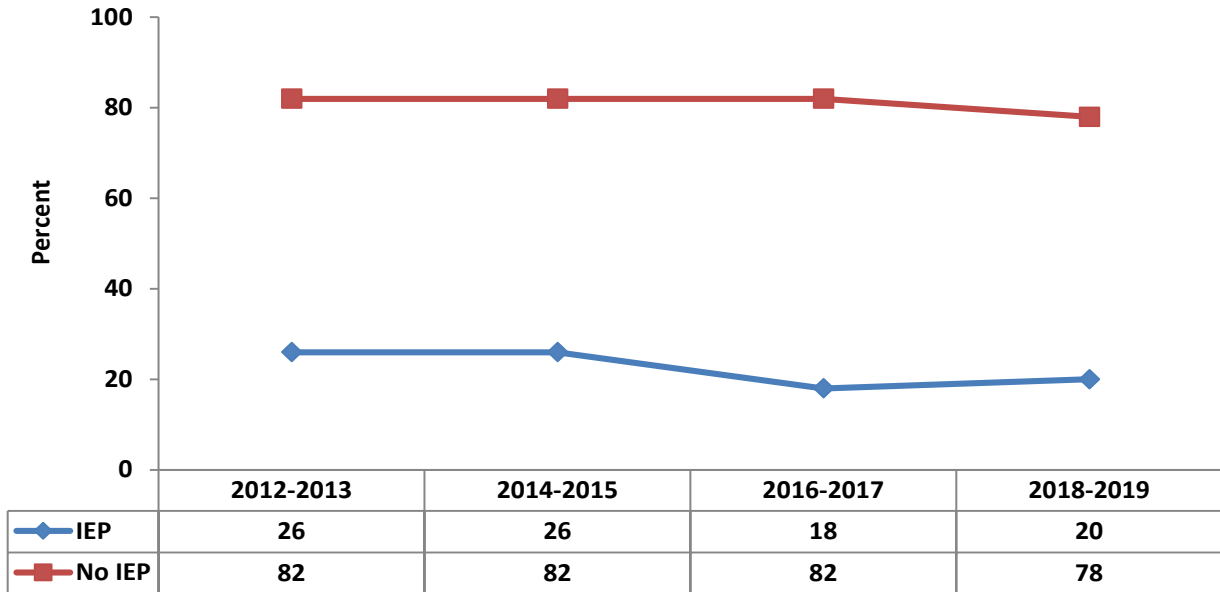


Source: National Center for Education Statistics, NAEP Data Explorer.



Figure 6-10

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



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



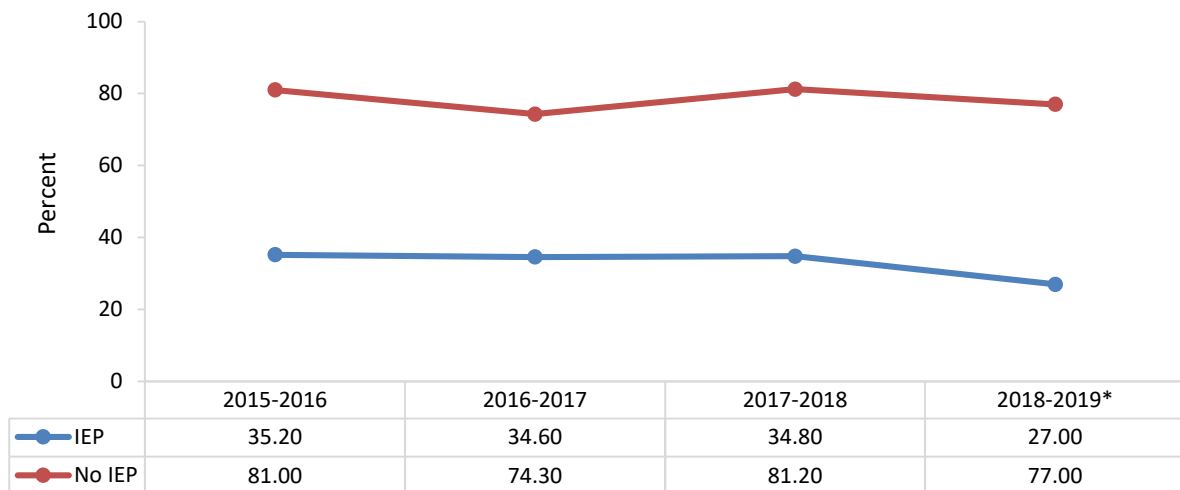
Iowa Statewide Assessment of Student Progress (ISASP)

The standardized achievement tests, Iowa Statewide Assessment of Student Progress (ISASP), are developed by Iowa Testing Programs at The University of Iowa. The ISASP replaced the Iowa Assessments as the accountability test for all Iowa students beginning in 2018-2019. Because the ISASP is a new assessment with different performance levels, the 2018-2019 results should not be compared to previous years.

The following six charts show the percentage of 4th, 8th and 11th grade students proficient in English language arts (ELA) and in math from 2015-2016 to 2018-2019. Students with disabilities in the following charts are indicated as having an IEP.

Figure 6-11

Percent of 4th Grade Students Proficient in Reading* on Iowa Assessments
2015-2016 to 2017-2018 and Iowa Statewide Assessment of Student Progress 2018-2019



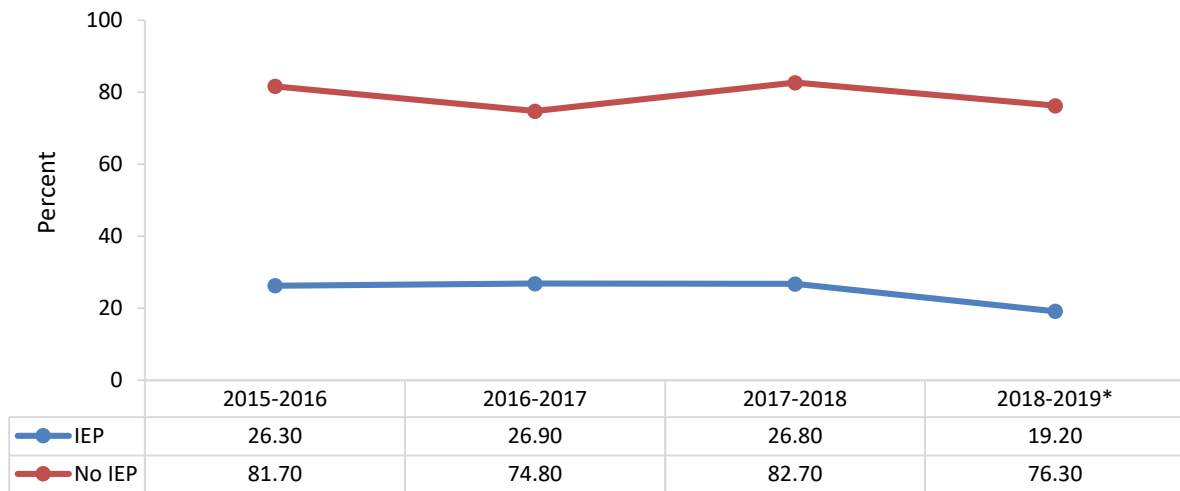
Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Note: * The ISASP (2018-2019) measures proficiency in English language arts (ELA) which is a combination of reading and writing.



Figure 6-12

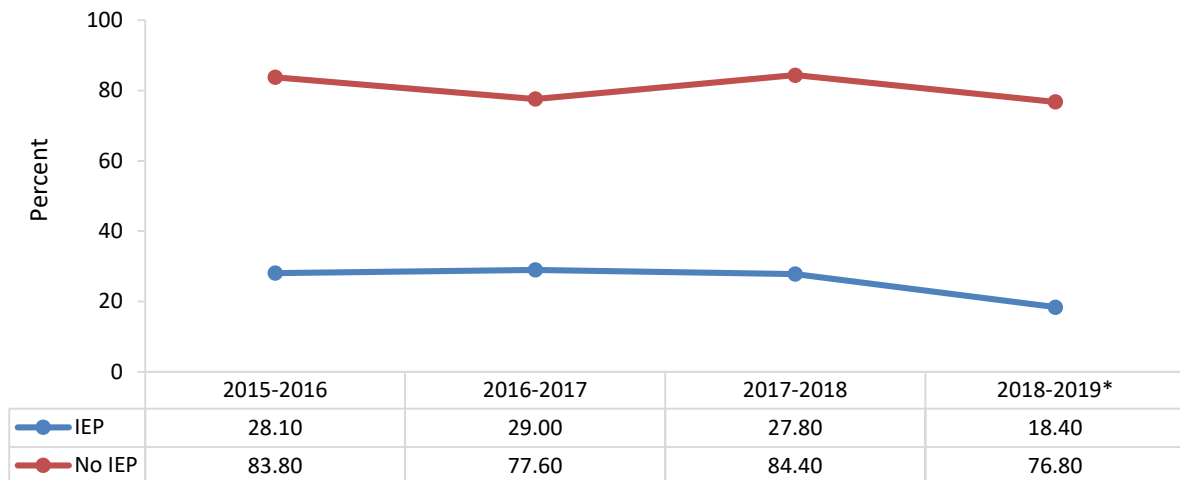
Percent of 8th Grade Students Proficient in Reading* on Iowa Assessments
2015-2016 to 2017-2018 and Iowa Statewide Assessment of Student Progress 2018-2019



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

Figure 6-13

Percent of 8th Grade Students Proficient in Reading* on Iowa Assessments
2015-2016 to 2017-2018 and Iowa Statewide Assessment of Student Progress 2018-2019

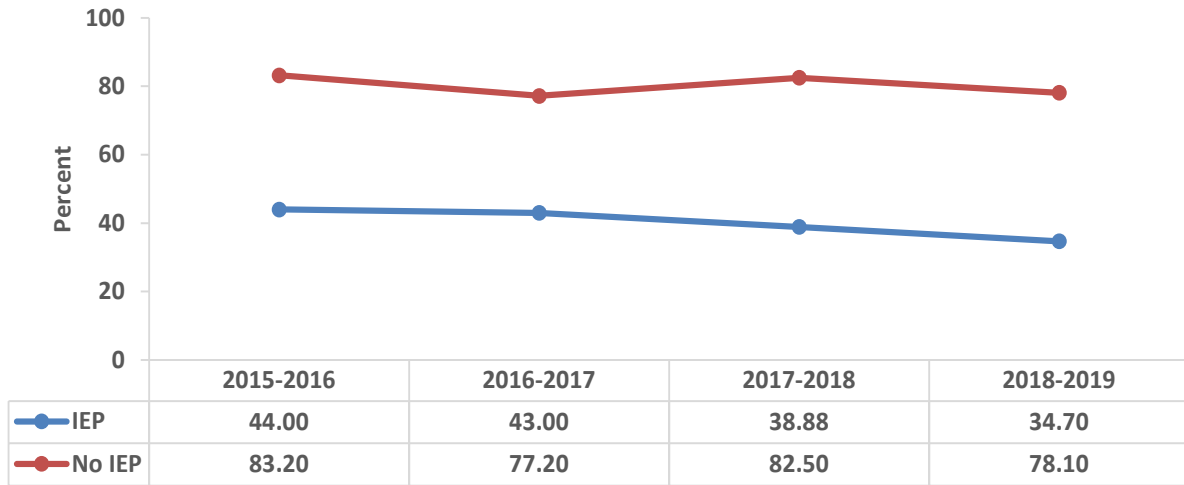


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Note: * The ISASP (2018-2019) measures proficiency in English language arts (ELA) which is a combination of reading and writing.

Figure 6-14

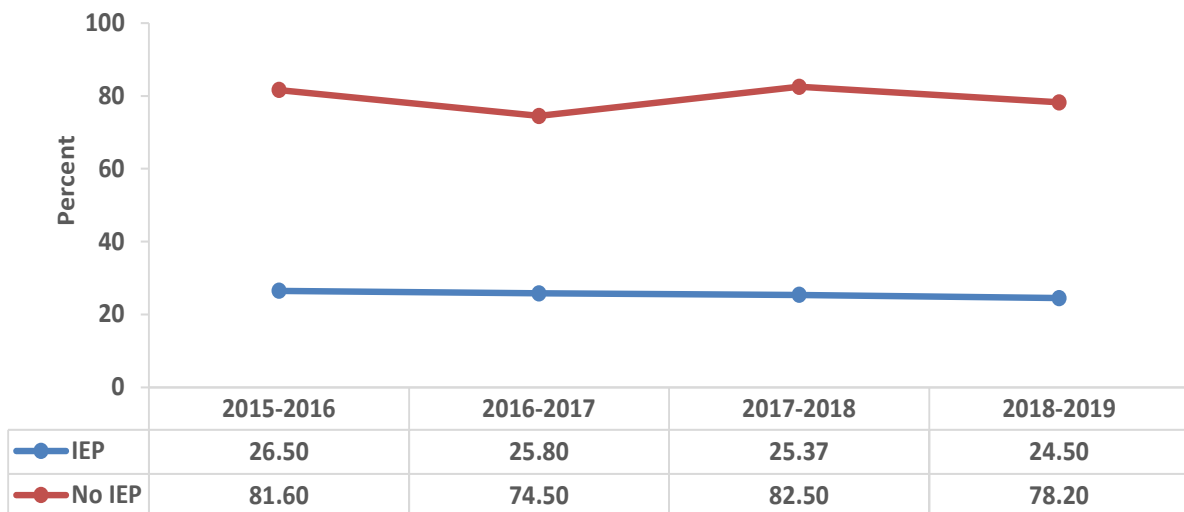
Percent of 4th Grade Students Proficient in Mathematics on Iowa Assessments
2015-2016 to 2017-2018 and Iowa Statewide Assessment of Student Progress 2018-2019



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

Figure 6-15

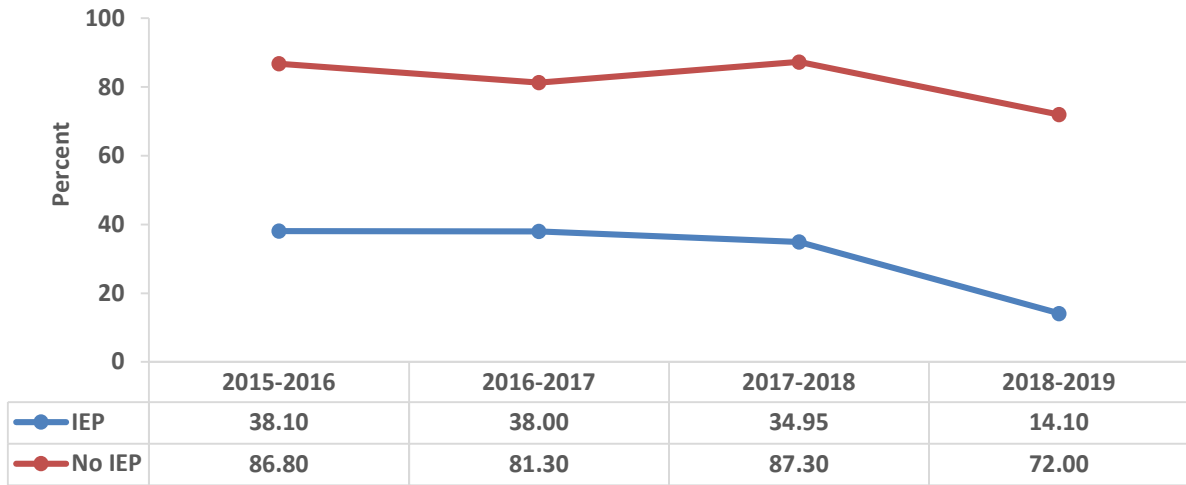
Percent of 8th Grade Students Proficient in Mathematics on Iowa Assessments
2015-2016 and Iowa Statewide Assessment of Student Progress 2018-2019



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

Figure 6-16

Percent of 11th Grade Students Proficient in Mathematics on Iowa Assessments
2015-2016 and Iowa Statewide Assessment of Student Progress 2018-2019



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



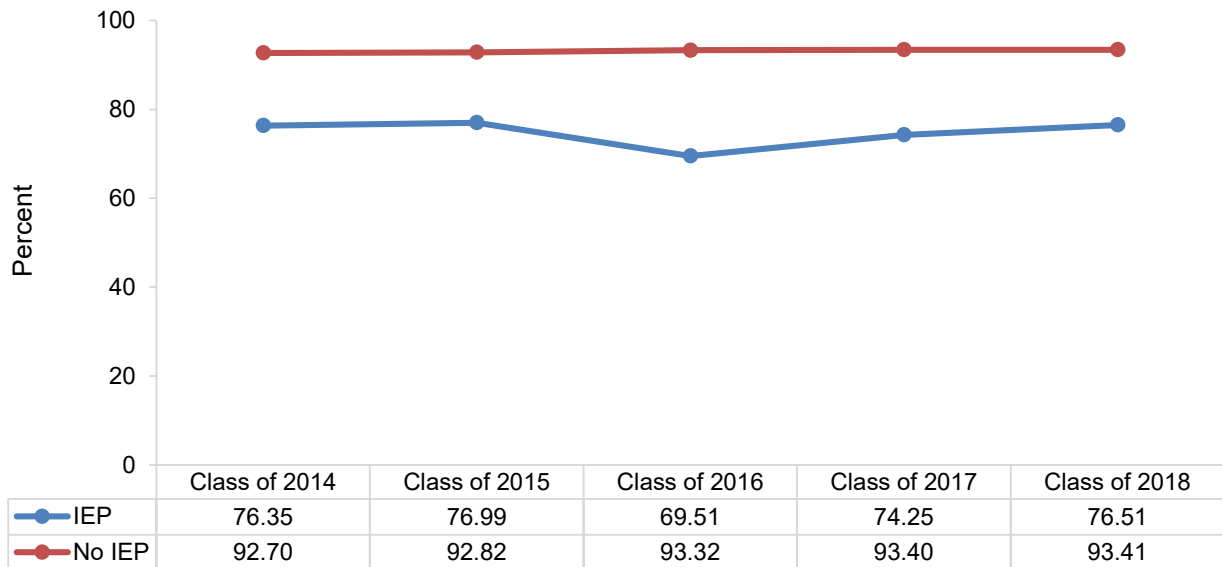
Are students leaving school ready for life?

Graduation Rates

This section reports the percentage of high school students with disabilities (as indicated by having an IEP) and without disabilities who graduate, based on the four year cohort rate. In the Class of 2018, the graduation rate for students with disabilities was 76.51%, which is 16.90 percentage points below the graduation rate for students without disabilities (93.41%).

Figure 6-17

Iowa Public School Four-Year Cohort Graduation Rates for the Graduating Classes of 2014 to 2018



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





Information pertaining to revenues, property taxes, state aid, and income surtax at the state level and by enrollment category in certain cases is included in this chapter. This chapter contains the most current data available at the time of preparation. The sources of data for this chapter include the 2018-2019 Certified Annual Financial Report from the Iowa Department of Education, the 2020-2021 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 use for operations and maintenance (Table 7-1). The smallest enrollment category has continued to show larger percentages of expenditures in the functions of instruction, administration and central services, and student transportation when compared to the other enrollment categories. Consistent with previous years, 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, 2016-2017 to 2018-2019				
	2000-2001	2016-2017	2017-2018	2018-2019
Instruction	69.0%	69.4%	69.1%	68.8%
Student Support Services	3.8%	3.6%	3.7%	3.8%
Staff Support Services	4.0%	5.1%	5.1%	5.1%
Administration & Central Services	9.9%	10.4%	10.4%	10.5%
Operations and Maintenance	9.2%	7.8%	8.0%	8.1%
Student Transportation	3.8%	3.6%	3.7%	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, Division of School Finance and Support Services, Certified Annual Financial Reports.
 Note: Figures may not total 100 percent due to rounding.

Table 7-2

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2018-2019

Function Category	Enrollment Category						State Total
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Instruction	72.4%	71.2%	70.4%	69.1%	68.5%	67.1%	68.8%
Student Support Services	1.7%	2.4%	2.7%	3.1%	4.0%	5.1%	3.8%
Staff Support Services	2.5%	3.3%	3.9%	5.3%	5.1%	6.1%	5.1%
Administration & Central Services	11.9%	10.9%	10.5%	10.3%	10.3%	10.3%	10.5%
Operations & Maintenance	6.9%	7.7%	8.0%	8.4%	8.4%	8.0%	8.1%
Student Transportation	4.6%	4.5%	4.4%	3.7%	3.6%	3.3%	3.7%
Community Services	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%
Other Support Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: Figures may not total 100 percent due to rounding.

Object Category Expenditures

Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property, and other objects. The breakdown of object category expenditures as a percentage of total general fund expenditures has remained relatively unchanged over the last three years (Table 7-3). The percentage for purchased services has been trending higher, while the percentage for salaries has been decreasing slightly. In the most recent year, benefits as a percentage of general fund expenditures was highest for the largest enrollment category (21.1 percent). Purchased services as a percentage of general fund expenditures was highest for the smallest enrollment category (30.8 percent) (Table 7-4). Both observations are consistent with the previous year.



Table 7-3

Object Category Objects as a Percent of Total General Fund Expenditures in
Iowa Public Schools 2000-2001, 2016-2017, 2017-2018, 2018-2019

Object Category	Year			
	2000-2001	2016-2017	2017-2018	2018-2019
Salaries	64.0%	62.6%	62.0%	61.8%
Benefits	16.1%	19.8%	19.9%	19.9%
Purchased Services	10.3%	11.5%	11.8%	12.1%
Supplies	6.8%	5.3%	5.4%	5.4%
Property	2.5%	0.6%	0.6%	0.6%
Other Expenditures	0.3%	0.2%	0.2%	0.2%

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Notes: Property included expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.

Figures may not total 100 percent due to rounding.

Table 7-4

Object Category Expenditures as a Percent of Total General Fund Expenditures in
Iowa Public Schools by Enrollment Category 2018-2019

Object Category	Enrollment Category						State Total
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Salaries	48.6%	58.0%	60.7%	63.1%	63.0%	62.6%	61.8%
Benefits	14.1%	18.0%	19.7%	19.5%	20.3%	21.1%	19.9%
Purchased Services	30.8%	17.0%	12.6%	10.4%	10.9%	11.0%	12.1%
Supplies	5.8%	6.1%	6.1%	6.1%	5.1%	4.7%	5.4%
Property	0.4%	0.5%	0.6%	0.7%	0.5%	0.5%	0.6%
Other Objects	0.3%	0.4%	0.3%	0.2%	0.1%	0.1%	0.2%

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: Figures may not total 100 percent due to rounding.



Revenues

Iowa public school districts receive general fund revenues from a variety of sources, including local property taxes, local income surtaxes, other local sources, interagency, intermediate, state foundation aid (school aid), other state sources, federal aid, and 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). Total local taxes include property tax and local income surtax.

The percent of revenue from local taxes has increased over the last three years, while the percent from other state sources has decreased (Table 7-5, Figure 7-1). The largest enrollment category had the highest percent of revenue from federal sources, state foundation aid, and other local and state sources. The three lowest enrollment categories had the highest percent of revenue from local taxes and interagency sources (Table 7-6). For all enrollment categories, the percentage of revenues received through local taxes was less than that received from total state sources (state foundation aid and other state sources), with the smallest difference occurring in the <300 enrollment category (Figure 7-2).

Table 7-5

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools
2000-2001, 2016-2017, 2017-2018, 2018-2019

Source of Revenue	Year			
	2000-2001	2016-2017	2017-2018	2018-2019
Local taxes	32.0%	32.4%	32.8%	33.1%
Interagency	3.9%	5.6%	5.8%	5.7%
Other Local Sources	2.6%	1.7%	1.8%	1.9%
Intermediate Sources	0.3%	0.0%	0.0%	0.0%
State Foundation Aid	52.3%	47.7%	48.0%	47.7%
Other State Sources	5.3%	8.3%	7.2%	7.1%
Federal Sources	3.4%	4.1%	4.2%	4.2%
Other Financing Sources	0.1%	0.3%	0.2%	0.3%

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

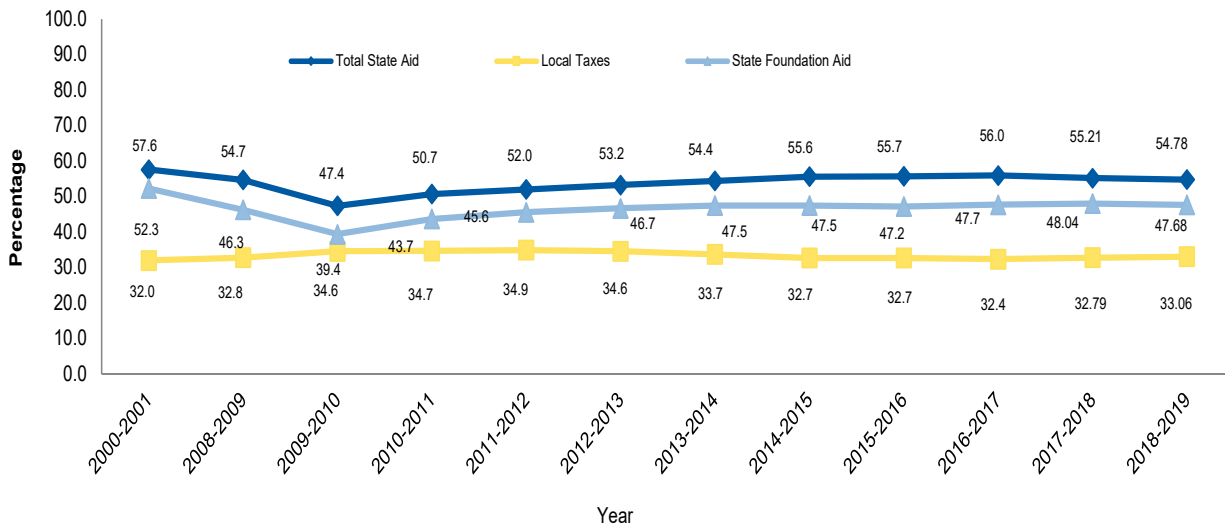
Notes: Interagency includes revenues from services provided to other Local Education Agencies (LEAs) such as tuition, transportation services, and other purchased services. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees. Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties. Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.

Totals may not equal 100 percent due to rounding.



Figure 7-1

Percent of Total General Fund Revenues from Local Taxes, State Foundation Aid, and Total State Aid in Iowa Public Schools 2000-2001 and 2008-2009 to 2018-2019



Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Table 7-6

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools by Enrollment Category 2018-2019

Source of Revenue	Enrollment Category						State Total
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
Local Taxes	40.7%	35.7%	36.3%	32.2%	32.4%	31.5%	33.1%
Interagency	11.1%	12.3%	7.9%	6.3%	5.3%	2.4%	5.7%
Other Local sources	1.7%	2.0%	1.9%	1.8%	1.7%	2.0%	1.9%
Intermediate Sources	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
State Foundation Aid	36.2%	40.1%	43.9%	49.0%	49.1%	50.5%	47.7%
Other State Sources	6.6%	6.6%	6.8%	7.1%	7.2%	7.4%	7.1%
Federal Sources	3.4%	3.2%	3.0%	3.5%	4.0%	5.5%	4.2%
Other Financing Sources	0.2%	0.2%	0.2%	0.2%	0.2%	0.6%	0.3%

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

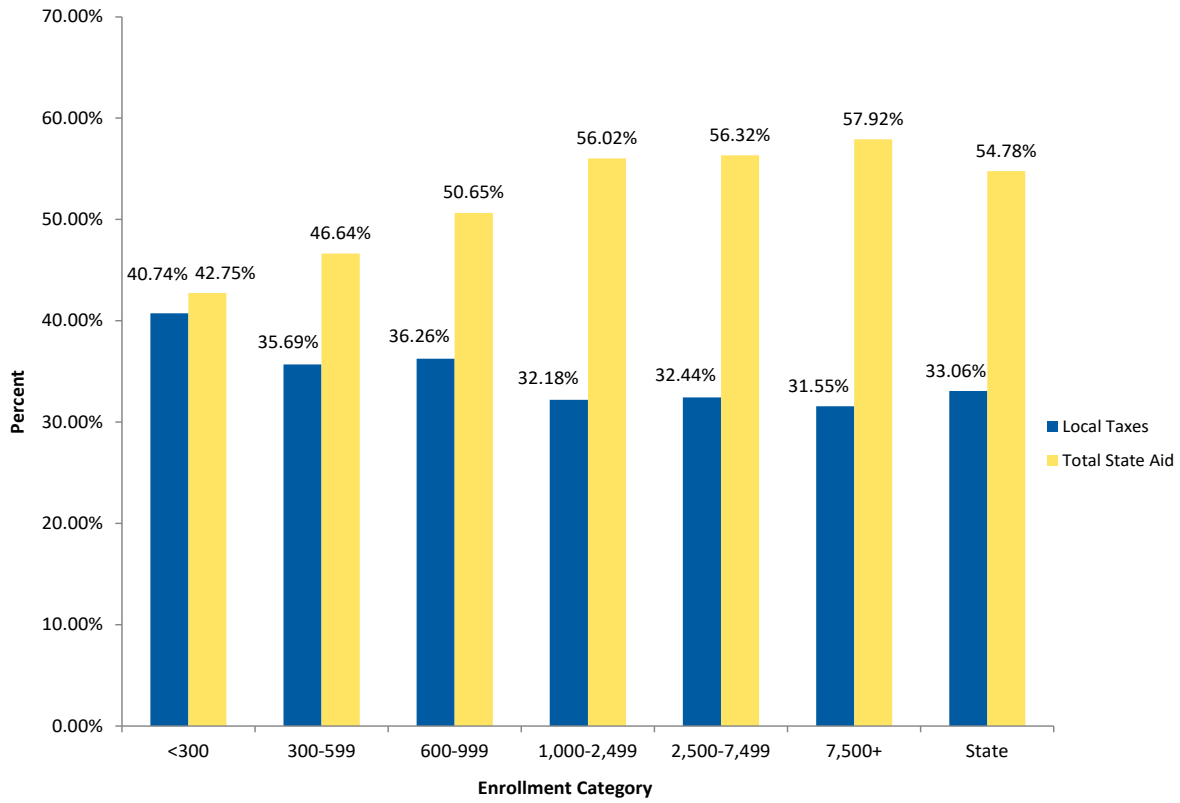
Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees. Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties. Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.

Totals may not equal 100 percent due to rounding.



Figure 7-2

Percent of Total General Fund Revenues from Local Taxes and Total State Aid in Iowa Public Schools by Enrollment Category 2018-2019



Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.



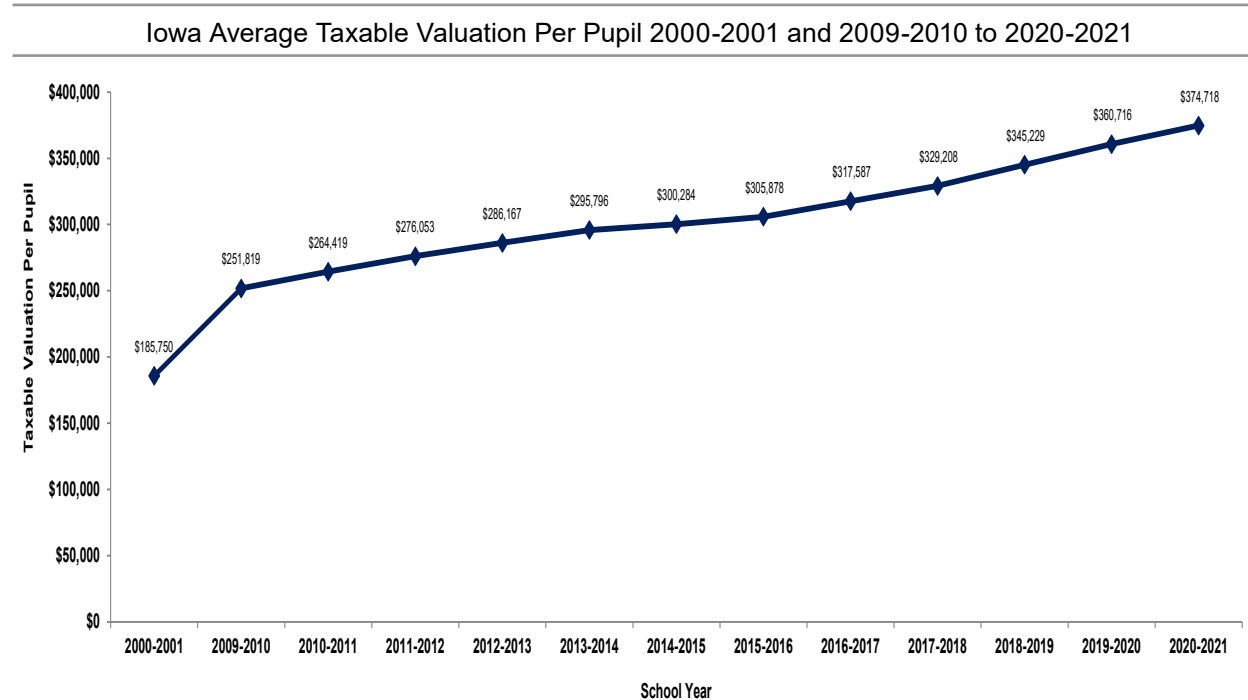
Taxable Valuation

The adjusted-equalized value of real property is represented by taxable valuation. There are 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 2009-2010 (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 <300 and 1,000-2,499 enrollment categories (Table 7-8). As in the previous year, the second largest enrollment category (2,500-7,499) included the lowest taxable valuation per pupil (\$173,263) and the <300 enrollment category had the highest taxable valuation per pupil (\$1,445,903).

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 2016-2017 to 2020-2021

Enrollment Category	2000-2001	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<300	266,463	535,326	564,717	590,301	616,639	649,925
300-599	223,708	433,515	451,648	471,248	490,260	508,898
600-999	201,732	385,822	401,567	416,492	441,092	452,480
1,000-2,499	175,204	310,600	325,831	341,958	355,939	386,342
2,500-7,499	175,250	292,891	294,847	310,048	333,605	334,785
7,500+	174,108	290,455	298,990	315,401	324,331	336,291
State	185,750	317,587	329,208	345,229	360,716	374,718

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 2016-2017 to 2020-2021

Enrollment Category	Year				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<300 Min	242,623	246,919	293,247	302,327	352,342
<300 Max	1,108,726	1,292,072	1,196,960	1,247,134	1,445,903
300-599 Min	202,478	205,942	226,516	225,937	260,718
300-599 Max	769,455	819,846	847,594	889,595	920,380
600-999 Min	170,848	188,468	203,869	220,653	227,331
600-999 Max	1,260,406	1,300,025	1,385,187	1,382,844	944,965
1,000-2,499 Min	165,865	172,503	178,498	183,307	202,153
1,000-2,499 Max	880,628	915,594	971,232	1,009,915	1,420,881
2,500-7,499 Min	176,101	182,584	173,544	175,927	173,263
2,500-7,499 Max	576,105	595,820	623,226	643,607	635,888
7,500+ Min	162,804	168,466	178,928	180,030	193,663
7,500+ Max	476,882	492,143	527,371	537,428	564,818
State Min	162,804	168,466	173,544	175,927	173,263
State Max	1,260,406	1,300,025	1,385,187	1,382,844	1,445,903

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, with both exceeding the state averages.

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, Iowa ranked 32nd in the nation in average expenditures per pupil. Indiana, North Dakota, Michigan, Missouri, and South Dakota ranked lower than Iowa.

Table 7-9

Average General Fund Per Pupil Expenditures for Iowa Public Schools by Enrollment Category 2000-2001, 2016-2017 to 2018-2019				
Enrollment Category	Year			
	2000-2001	2016-2017	2017-2018	2018-2019
< 300	\$5,605	\$11,017	\$11,355	\$11,673
300-599	\$5,106	\$10,136	\$10,462	\$10,707
600-999	\$4,988	\$9,943	\$10,261	\$10,415
1,000-2,499	\$4,881	\$9,957	\$10,147	\$10,321
2,500-7,499	\$5,055	\$9,927	\$10,187	\$10,434
7,500 +	\$5,461	\$10,638	\$11,127	\$11,281
State	\$5,119	\$10,203	\$10,536	\$10,738

Sources: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Report.



Table 7-10

Iowa and Midwest States Public School Average Total Current Expenditures Per Pupil
2000-2001, 2017-2018 and 2018-2019

State/Nation	Year					
	2000-2001		2017-2018		2018-2019	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	7,296		12,640		12,978	
Iowa	6,434	34	11,224	32	11,510	32
Illinois	8,293	11	16,041	12	16,659	11
Indiana	7,567	18	9,847	41	10,030	41
Kansas	7,031	23	11,266	30	11,515	31
Michigan	8,127	13	10,288	37	10,626	37
Minnesota	7,320	21	13,251	17	13,534	19
Missouri	6,323	38	11,222	33	11,434	33
Nebraska	6,395	35	11,802	26	12,075	26
North Dakota	4,607	50	14,815	14	15,239	13
Ohio	6,952	25	12,099	24	12,375	24
South Dakota	6,269	39	10,567	36	10,721	36
Wisconsin	8,205	12	12,675	20	12,697	23

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

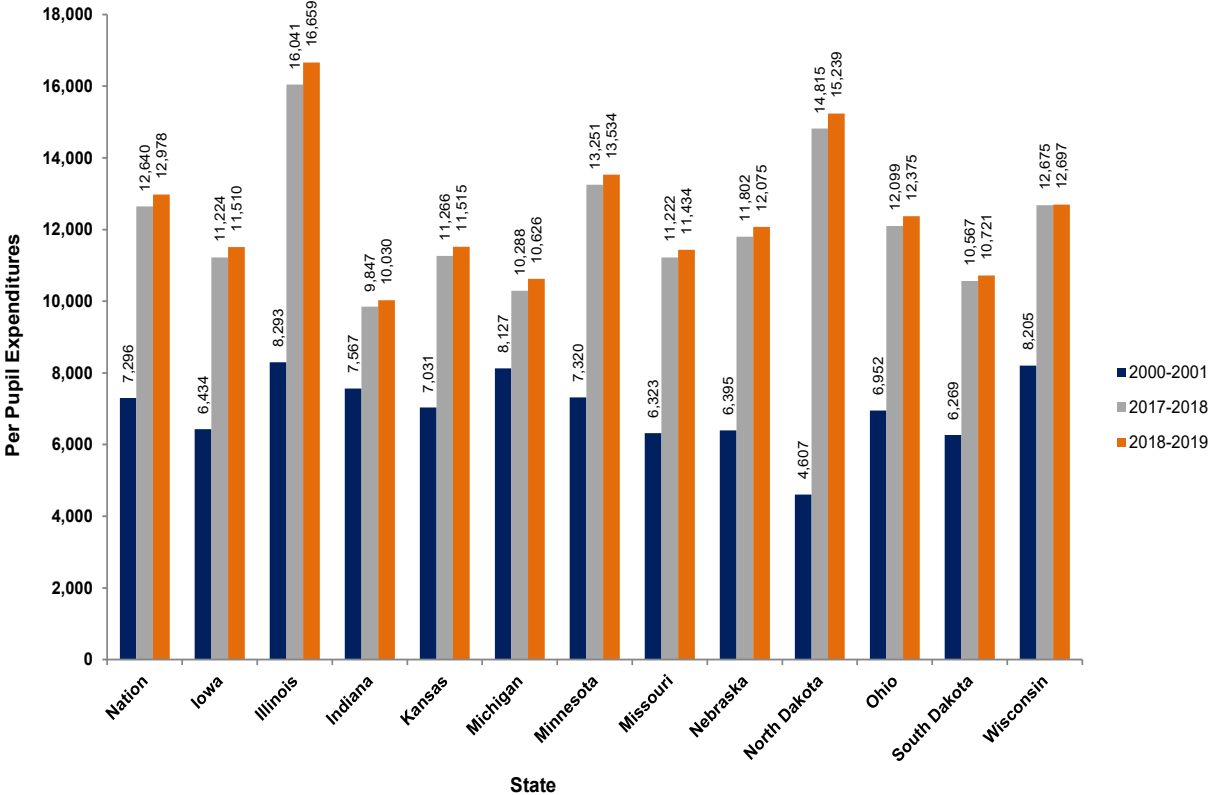
Notes: 2017-2018 reflect adjusted numbers.

2018-2019 are estimated by NEA.



Figure 7-4

Iowa and Midwest States Public School Average Per Pupil Expenditures
2000-2001, 2017-2018 and 2018-2019



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

Notes: 2017-2018 figures have been adjusted.

2018-2019 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, currently at 87.5 percent, was last changed in 1996-1997. The special education foundation level was increased to its current level, also 87.5 percent, in 1999-2000. The foundation level changes increased the amount of state aid and lowered the amount of property tax. Several programs have been added or removed since these changes were made. For example, in 2009-2010, the Teacher Salary Supplement and Professional Development Supplement were added. 2015-2016 was the first year in which a portion of districts participating in the Teacher Leadership and Compensation (TLC) Program were funded through the school finance formula. All districts now participate in the TLC Program and are funded through the formula.

Table 7-11 shows the state's general fund appropriations and initial state aid to school districts for multiple years. The Legislature initially appropriated \$7.64 billion and initial state aid to school districts was about \$3.28 billion or approximately 43.0 percent of the general fund appropriations for the 2019-2020 school year (fiscal year 2020). This was a year-over-year increase in the initial percent spent on education. Initial state aid to school districts has steadily increased since 2012-2013.



Table 7-11

Total Iowa Government Appropriations (In Millions) 2000-2001 to 2020-2021

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
2020-2021	3,370.9	7,778.5	43.3			
2019-2020	3,286.1	7,643.7	43.0	Not currently available		
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, Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.

Notes: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations. Data for previous years may include LSA summary revisions.



Property Taxes

The school aid formula for school districts is funded by a combination of state foundation aid and the uniform levy (\$5.40/\$1,000 of taxable valuation) and additional levies. School districts may levy other local taxes along with the uniform and additional levies. The uniform levy, additional levy, instructional support levy, and educational improvement levy are property taxes included in the school district's general fund. The management levy, regular physical plant and equipment levy (PPEL), voter-approved physical plant and equipment levy (VPPEL), public education and recreation levy (PERL), and debt services levy are school district property taxes for specified purposes that are not included in the general fund.

Data on general fund property tax rates, management fund property tax rates, regular and voter-approved physical plant and equipment levy (PPEL) tax rates, the public education and recreation levy (PERL) tax rates, and debt service levy tax rates for 2020-2021 are found in Table 7-12.

All school districts levy the general fund property tax. The average general fund property tax rate increases from the smallest to the largest enrollment category, with the two largest enrollment categories having an average general fund property tax rate that is greater than the state average. There are no restrictions for the management levy rate; however, the purpose for which the proceeds may be used is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, the cost of retirement benefits, and the cost of mediation and arbitration. The majority (94.8 percent) of the school districts in 2020-2021 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. 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 2020-2021, there was an increase of four 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. Over half of the school districts use the debt services levy, with the number increasing from 169 in 2019-2020 to 178 in 2020-2021.

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 2020-2021. 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 2020-2021**

Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	40	95	80	77	23	12	327
Number of Districts with General Fund Levy	40	95	80	77	23	12	327
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Average Tax Rate with General Fund Levy	8.5342278	9.388152	9.6078865	10.328106	11.2345302	12.5311352	10.8496
Number of Districts with Management Fund Levy	39	88	76	72	23	12	310
Percent of Districts with Management Fund Levy	97.5%	92.6%	95.0%	93.5%	100.0%	100.0%	94.8%
Average Management Levy Tax Rate	1.009852	1.076294	0.922936	0.922473	0.734624	1.148104	0.97728
Number of Districts with Regular PPEL Levy	40	95	80	76	22	12	325
Percent of Districts with Regular PPEL Levy	100.0%	100.0%	100.0%	98.7%	95.7%	100.0%	99.4%
Average Regular PPEL Tax Rate	0.33000	0.33000	0.33000	0.33000	0.33000	0.33000	0.33000
Number of Districts with Voter-Approved PPEL Levy	29	80	61	65	22	11	268
Percent of Districts with Voter-Approved PPEL Levy	72.5%	84.2%	76.3%	84.4%	95.7%	91.7%	82.0%
Average Voter-Approved PPEL Tax Rate	0.94647	0.96392	0.88153	0.86675	1.11413	1.13011	1.01510
Number of Districts with PERL Levy	5	7	5	4	4	3	28
Percent of Districts with PERL Levy	12.5%	7.4%	6.3%	5.2%	17.4%	25.0%	8.6%
Average PERL Tax Rate	0.13500	0.13500	0.13500	0.09350	0.13500	0.13501	0.13048
Number of Districts with Debt Services Levy	8	51	49	49	15	6	178
Percent of Districts with Debt Services Levy	20.0%	53.7%	61.3%	63.6%	65.2%	50.0%	54.4%
Average Debt Services Tax Rate	2.43380	2.17975	2.18385	2.52481	2.78583	1.89322	2.33151

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.

PPEL means Physical Plant and Equipment Levy.

Average Tax Rate per \$1,000 Valuation.



Table 7-13
Total Property Taxes and Average Property Tax Per Pupil by Enrollment Category 2020-2021

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	40	95	80	77	23	12	327
Percent of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100%
General Fund Property Tax	50,492,559	208,530,737	259,514,360	445,117,939	359,128,276	669,710,787	1,992,494,658
General Fund Income Surtax	2,749,256	13,828,071	16,968,285	30,669,517	13,836,856	15,141,987	93,193,972
Total General Fund Tax	53,241,815	222,358,808	276,482,645	475,787,456	372,965,132	684,852,774	2,085,688,630
Average Total General Fund Tax Per Pupil	5,817	5,033	4,585	4,120	3,889	4,149	4,256
Percent of Districts with Management Fund Levy	97.5%	92.6%	95.0%	93.5%	100.0%	100.0%	94.8%
Management Fund Property Tax	5,859,878	22,253,178	23,643,864	37,302,369	23,483,347	61,358,954	173,901,590
Average Management Fund Property Tax Per Pupil	652	542	416	341	245	372	365
Percent of Districts with Regular PPEL Levy	100.0%	100.0%	100.0%	98.7%	95.7%	100.0%	99.4%
Regular PPEL Property Tax	2,022,953	7,658,994	9,372,892	15,086,571	10,927,838	19,150,706	64,219,954
Average Regular PPEL Property Tax Per Pupil	221	173	155	132	118	116	132
Percent of Districts with Voter-Approved PPEL Levy	72.5%	84.2%	76.3%	84.4%	95.7%	91.7%	82.0%
Voter-Approved PPEL Property Tax	4,020,343	19,243,721	19,034,400	31,967,340	37,793,255	61,997,815	174,056,874
Voter-Approved PPEL Income Surtax	330,986	1,988,214	2,765,981	5,454,279	251,622	-	10,791,082
Total Voter-Approved PPEL Tax	4,351,329	21,231,935	21,800,381	37,421,619	38,044,877	61,997,815	184,847,956
Average Total Voter-Approved PPEL Tax Per Pupil	662	563	474	384	417	413	431
Percent of Districts with PERL Levy	12.5%	7.4%	6.3%	5.2%	17.4%	25.0%	8.6%
PERL Property Tax	109,599	226,579	199,743	277,904	630,226	2,114,684	3,558,735
Average PERL Property Tax Per Pupil	94	69	56	58	41	43	46
Percent of Districts with Debt Services Levy	20.0%	53.7%	61.3%	63.6%	65.2%	50.0%	54.4%
Debt Services Property Tax	3,172,229	25,364,413	36,943,568	73,281,800	66,055,475	52,926,948	257,744,433
Average Debt Services Property Tax Per Pupil	1,526	1,083	998	982	1,037	733	944

Source: Iowa Department of Management, Master Budget files.

Notes: PERL means Public Education and Recreation Levy.

PPEL means Physical Plant and Equipment Levy.



Income Surtaxes

Data on income surtax usage by enrollment category for 2000-2001 and 2016-2017 to 2020-2021 are presented in Table 7-14. 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 (283) is consistent from the previous year.

Table 7-14

Number and Percent of School Districts with Income Surtaxes, Surtax Per Pupil, and Average Income Surtax Rates by Enrollment Category 2000-2001 and 2016-2017 to 2020-2021

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
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%
2019-2020							
Number of Districts with Surtaxes	33	95	71	70	11	3	283
Percent of Districts with Surtaxes	91.7%	92.2%	92.2%	90.9%	50.0%	25.0%	86.5%
Surtaxes Per Budget Enrollment	359	365	338	332	295	375	340
Average Income Surtax Rate	6.86%	6.34%	5.75%	5.29%	4.15%	4.65%	5.24%
2018-2019							
Number of Districts with Surtaxes	34	89	73	70	10	3	279
Percent of Districts with Surtaxes	89.5%	88.1%	90.1%	90.9%	45.5%	27.3%	84.5%
Surtaxes Per Budget Enrollment	423	390	351	339	307	355	349
Average Income Surtax Rate	8.12%	6.88%	6.14%	5.53%	4.43%	4.65%	5.53%
2017-2018							
Number of Districts with Surtaxes	35	91	73	70	10	3	282
Percent of Districts with Surtaxes	92.1%	88.3%	89.0%	90.9%	45.5%	27.3%	84.7%
Surtaxes Per Budget Enrollment	429	366	347	342	300	356	345
Average Income Surtax Rate	9.00%	6.87%	6.49%	5.70%	4.35%	4.65%	5.66%



Table 7-14 (...continued)

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2016-2017							
Number of Districts with Surtaxes	36	92	75	68	11	3	285
Percent of Districts with Surtaxes	97.3%	91.1%	88.2%	88.3%	50.0%	27.3%	85.6%
Surtaxes Per Budget Enrollment	442	373	361	338	278	347	343
Average Income Surtax Rate	9.00%	6.87%	6.49%	5.70%	4.35%	4.65%	5.66%
2000-2001							
Number of Districts with Surtaxes	31	87	73	54	6	3	254
Percent of Districts with Surtaxes	86.1%	77.0%	67.0%	65.1%	25.0%	33.3%	67.9%
Surtaxes Per Budget Enrollment	225	180	175	160	136	173	168
Average Income Surtax Rate	12.03%	8.29%	7.29%	5.37%	3.66%	3.59%	5.46%

Source: Iowa Department of Management, Master Budget files.

Notes: 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 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 2020-2021 and previous years are shown in Table 7-15 and Figure 7-5. Since 2011-2012, instructional support funding has come from a combination of property taxes and income surtax. The percent of the funding for instructional support generated from property taxes has increased each year since 2014-2015 (Table 7-15). The number of school districts with an instructional support program in current and previous years by enrollment category is shown in Table 7-16. 325 of the state's 327 districts (99.4 percent) are participating in 2020-2021, a decrease of one district from the prior year. Both districts not participating fall within the 1,000-2,499-enrollment category.

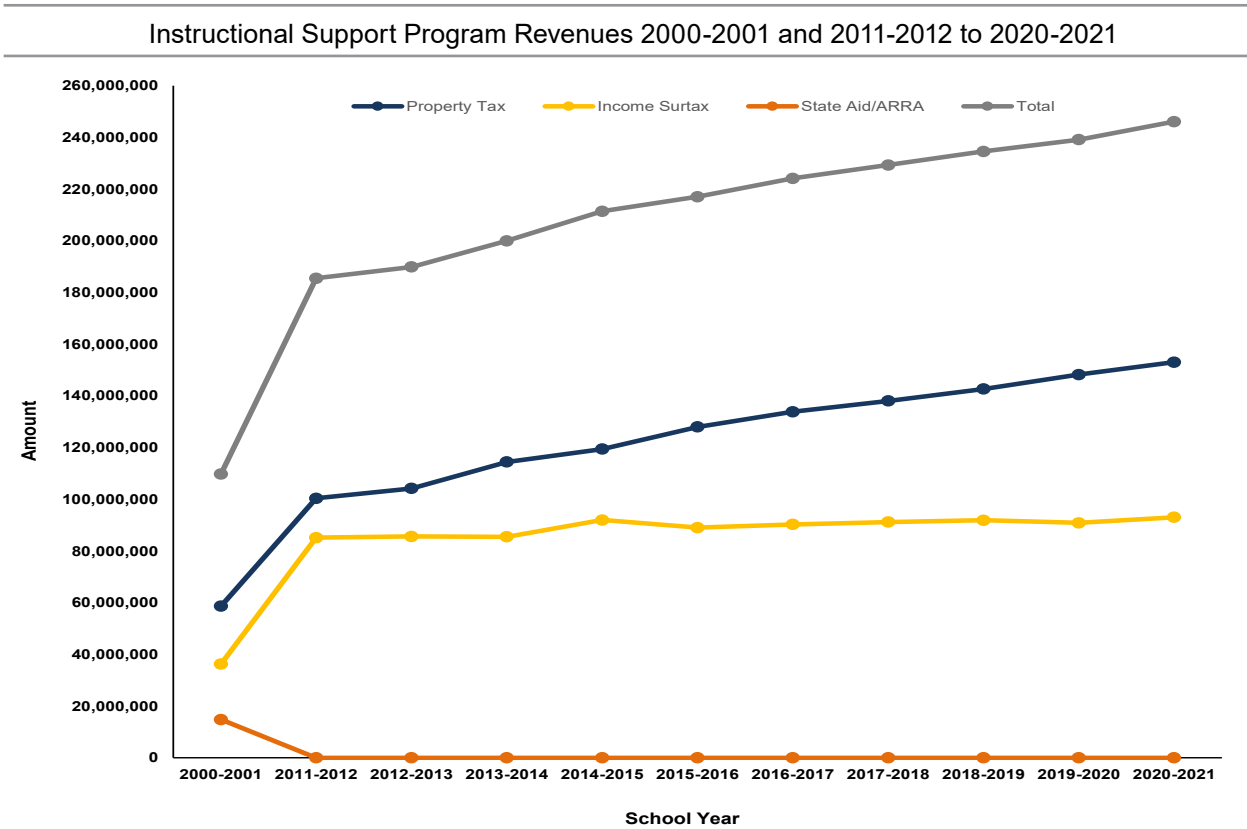
Table 7-15

Instructional Support Program by Revenue Source Property Tax, Income Surtax and State Aid 2000-2001 and 2011-2012 to 2020-2021							
School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ARRA	Total
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
2013-2014	114,476,664	57.2%	85,521,643	42.8%	0	0.0%	199,998,307
2012-2013	104,229,555	54.9%	85,667,381	45.1%	0	0.0%	189,896,936
2011-2012	100,385,847	54.1%	85,171,536	45.9%	0	0.0%	185,557,383
2000-2001	58,678,106	53.5%	36,273,229	33.1%	14,798,227	13.5%	109,749,562

Source: Iowa Department of Management, Master Budget files.



Figure 7-5



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+	
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%
2018-2019							
Number of Districts	38	101	81	77	22	11	330
Number of Districts with Instructional Support	38	101	81	76	22	11	329
Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	98.7%	100.0%	100.0%	99.7%
2017-2018							
Number of Districts	38	103	82	77	22	11	333
Number of Districts with Instructional Support	38	102	81	76	22	11	330
Percent of Districts with Instructional Support	100.0%	99.0%	98.8%	98.7%	100.0%	100.0%	99.1%
2016-2017							
Number of Districts	37	101	85	77	22	11	333
Number of Districts with Instructional Support	37	100	84	73	22	11	327
Percent of Districts with Instructional Support	100.0%	99.0%	98.8%	94.8%	100.0%	100.0%	98.2%
2000-2001							
Number of Districts	36	113	109	83	24	9	374
Number of Districts with Instructional Support	33	95	79	54	16	8	285
Percent of Districts with Instructional Support	91.7%	84.1%	72.5%	65.1%	66.7%	88.9%	76.2%

Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollment.



Budget Adjustment

The budget adjustment, previously known as the budget guarantee, is part of the Iowa school aid formula. Through FY13, school districts could receive, as a budget adjustment, the greater of a scale-down adjustment or 101 percent adjustment. The scale-down adjustment was completely eliminated in FY14. Each year, enrollment changes from the previous year and the supplemental state aid growth rate set by the Legislature is used to determine whether or not a school district qualifies to receive the budget adjustment. The 101 percent budget adjustment guarantees a school district's regular program cost will equal at least 101 percent of the previous year's regular program cost. The overall percent of districts receiving the budget adjustment for 2020-2021 declined from the previous year (Table 7-17 and Figure 7-6). For the first time since 2014-2015, no districts in the largest enrollment category qualified for the budget adjustment.

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 2016-2017 to 2020-2021

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
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	127
2019-2020							
Number of Districts	36	103	77	77	22	12	327
Number of Districts w/Adjustment	18	46	24	20	5	1	114
Percent of Districts w/Adjustment	50.0%	44.7%	31.2%	26.0%	22.7%	8.3%	34.9%
Average Per Pupil	299	206	146	115	106	72	127
2018-2019							
Number of Districts	38	101	81	77	22	11	330
Number of Districts w/Adjustment	25	58	45	36	10	4	178
Percent of Districts w/Adjustment	65.8%	57.4%	55.6%	46.8%	45.5%	36.4%	53.9%
Average Per Pupil	299	206	146	115	106	72	127
2017-2018							
Number of Districts	38	103	82	77	22	11	333
Number of Districts w/Adjustment	21	58	46	42	7	5	179
Percent of Districts w/Adjustment	55.3%	56.3%	56.1%	54.5%	31.8%	45.5%	53.8%
Average Per Pupil	296	206	134	110	69	59	110



Table 7-17 (...continued)

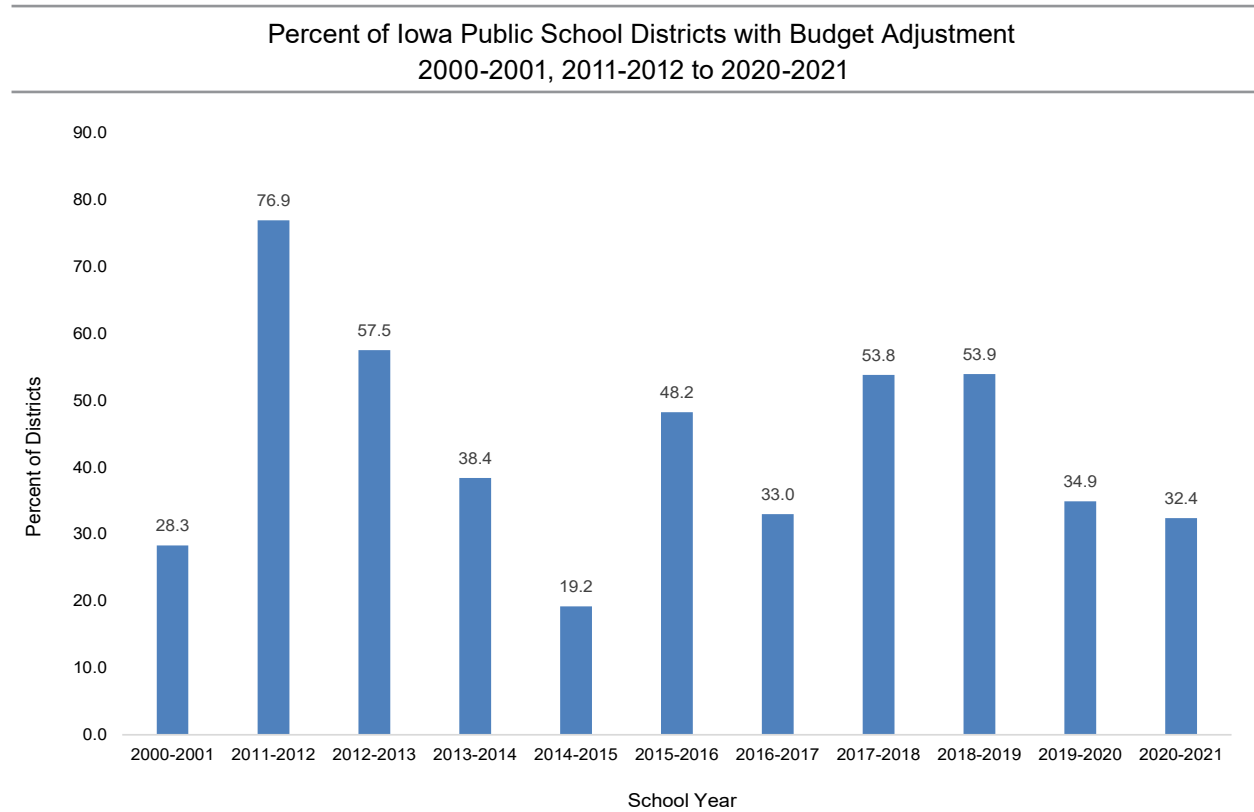
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2016-2017							
Number of Districts	37	101	85	77	22	11	333
Number of Districts w/Adjustment	18	43	27	18	2	2	110
Percent of Districts w/Adjustment	48.6%	42.6%	31.8%	23.4%	9.1%	18.2%	33.0%
Average Per Pupil	203	139	130	90	119	28	102
2000-2001							
Number of Districts	36	113	109	83	24	9	374
Number of Districts w/Guarantee	21	44	25	16	0	0	106
Percent of Districts w/Guarantee	58.3%	38.9%	22.9%	19.3%	0.0%	0.0%	28.3%
Average Per Pupil	288	143	90	35	0	0	101

Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollment.



Figure 7-6



Source: Iowa Department of Management, Master Budget files.

Bond Elections

The number of school districts that attempted bond referendums by enrollment category is listed in Table 7-18. A bond referendum may be passed with approval of at least 60 percent of the total votes cast. In 2018-2019, 55.6 percent were passed, a significant decrease in the passage rate for 2017-2018 (76.7 percent). However, this marked four consecutive years where the passage rate exceeded 50 percent.

Table 7-18

Number of Districts Attempting Bond Referendums by Percentage of Yes Votes by Enrollment Category 2000-2001, 2017-2018 and 2018-2019							
	Enrollment Category						State
	<300	300-599	600-999	1,000- 2499	2,500- 7499	7,500 +	
2018-2019							
Number Attempted	0	14	6	11	3	2	36
<50 Percent	0	3	0	3	1	0	7
50-59.9 Percent	0	5	2	2	0	0	9
60 Percent +	0	6	4	6	2	2	20
2017-2018							
Number Attempted	0	8	6	10	3	3	30
<50 Percent	0	1	0	1	0	0	2
50-59.9 Percent	0	0	2	2	1	0	5
60 Percent +	0	7	4	7	2	3	23
2000-2001							
Number Attempted	0	11	6	6	4	1	28
<50 Percent	0	3	2	3	0	0	8
50-59.9 Percent	0	4	1	2	1	0	8
60 Percent +	0	4	3	1	3	1	12

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.



Physical Plant and Equipment Elections

Table 7-19 lists the number of school districts that attempted voter-approved physical plant and equipment referendums in 2001-2002 and 2017-2018 to 2018-2019. Voter-approved physical plant and equipment referendums require 50 percent approval for passage. In 2018-2019, 89.4 percent of the 19 voter-approved physical plant and equipment referendums were passed, as compared to 2017-2018 where 97.3 percent of the 37 referendums were approved (Table 7-19).

Table 7-19

	Enrollment Category						State
	<300	300-599	600-999	1,000-2499	2,500-7499	7,500 +	
2018-2019							
Number Attempted	1	5	6	4	2	1	19
<50 Percent	0	0	1	1	0	0	2
50 Percent +	1	5	5	3	2	1	17
2017-2018							
Number Attempted	8	9	8	8	3	1	37
<50 Percent	0	0	1	0	0	0	1
50 Percent +	8	9	7	8	3	1	36
2001-2002							
Number Attempted	2	14	10	9	2	0	37
<50 Percent	0	3	2	2	1	0	8
50 Percent +	2	11	8	7	1	0	29

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

Note: A district could be included more than once if it had more than one voter-approved physical plant and equipment levy referendum in a year. FY 2002 was the first year the information was collected.



Secure an Advanced Vision for Education

Secure an Advanced Vision for Education (SAVE), which became effective July 1, 2008, is used by school districts for school infrastructure needs and property tax relief. This legislation (Iowa Code 423F.1) increased the state sales, services, and use tax from 5 percent to 6 percent to provide revenues to local school districts solely for school infrastructure purposes or school district property tax relief. Legislation passed during the 2019 legislative session extended the sunset date from December 31, 2029 to January 1, 2051.

Use of revenues from SAVE depends on whether or not the school district has a revenue purpose statement (RPS). Current law specifies the usage of SAVE revenue as dictated by the RPS. A RPS requires voter approval for designating specific use of SAVE. If there is no RPS, the revenue is to be used for reducing specified levies described in Iowa Code 423F.3 “Use of revenues.” A school board may adopt a resolution for using SAVE revenues solely for property tax relief by reducing indebtedness of PPEL and debt levies without voter approval. If the school board approves a change in the RPS not solely for reduction of property tax relief, voter approval is required.

The estimated sales and services tax revenues for 2020-2021 are \$474.3 million for 327 school districts in all 99 counties (Table 7-20). This represents the first decrease in year-over-year estimates since 2017-2018.



Table 7-20

Local Option/Statewide Sales and Services Tax for School Infrastructure
2000-2001, 2016-2017 to 2020-2021

	2000-2001	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Counties with the Tax	15	99	99	99	99	99
Number of Districts Partly or Wholly Located in those Counties	110	333	333	330	327	327
Resident Budget Enrollment in those Counties	171,150.6	485,147.3	486,264.3	487,651.5	490,094.4	484,158.5
Estimated Revenues	\$122,683,313	\$444,681,000	\$442,172,297	\$469,405,863	\$501,999,940	\$474,389,021
Percent of Counties Participating	15.2%	100.0%	100.0%	100.0%	100.0%	100.0%
Percent of Districts Located Partly or Wholly in Participating Counties	29.4%	100.0%	100.0%	100.0%	100.0%	100.0%
Percent of Budget Enrollment Residing in Participating Counties	34.3%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Department of Revenue, Local Option Tax Information for Local Government.



Total Preschool, Elementary and Secondary Education Budgets

The budget detail for 2000-2001, 2019-2020 and 2020-2021 is shown in Table 7-21. Categorical roll-ins 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, following a three-year phase in.

Table 7-21

Total Preschool, Elementary and Secondary Education Budgets 2000-2001, 2019-2020 and 2020-2021						
Source of Funds	2000-2001		2019-2020		2020-2021	
	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	2,175,673,579	66.7	3,364,091,962	54.1	3,461,494,443	53.6
Guarantee Amount	6,629,840	0.2	9,774,555	0.2	8,251,188	0.1
Supplementary Weights	21,887,590	0.7	104,778,620	1.7	108,230,672	1.7
Special Education	278,121,047	8.5	460,238,641	7.4	478,588,006	7.4
Teacher Salary	-	0.0	288,623,152	4.6	296,592,160	4.6
Professional Development	-	0.0	32,696,371	0.5	33,596,995	0.5
Early Intervention	-	0.0	35,575,348	0.6	36,558,054	0.6
Teacher Leadership	-	0.0	162,738,249	2.6	167,281,928	2.6
AEA Special Education Support and Adj	107,245,598	3.3	168,742,138	2.7	173,416,140	2.7
AEA Media	19,184,863	0.6	29,301,045	0.5	30,115,802	0.5
AEA Ed Services	21,167,941	0.6	32,369,311	0.5	33,272,492	0.5
AEA Sharing	-	0.0	60,003	<0.1	150,006	<0.1
AEA Teacher Salary	-	0.0	16,354,536	0.3	16,845,976	0.3
AEA Professional Development	-	0.0	1,918,943	<0.1	1,975,199	<0.1
Dropout SBRC	40,504,621	1.2	124,914,792	2.0	131,832,895	2.0
Other SBRC	664,690	<0.1	-	0.0	-	0.0
Enrollment Audit Adjustment	(695,392)	0.0	(103,227)	0.0	(105,828)	0.0
AEA Prorated Budget Reduction	-	0.0	22,500,000	0.4	22,500,000	0.3
Preschool	-	0.0	86,151,452	1.4	88,320,500	1.4
Instructional Support	109,749,562	3.4	239,160,798	3.8	246,150,998	3.8
Educational Improvement	317,837	<0.1	900,317	<0.1	927,581	<0.1
Property Tax Replacement Payment	-	0.0	62,648,930	1.0	75,084,077	1.2
Management	47,005,258	1.4	163,396,069	2.6	173,901,590	2.7



Table 7-21(...continued)

Source of Funds	2000-2001		2019-2020		2020-2021	
	Amount	Percent	Amount	Percent	Amount	Percent
Physical Plant & Equipment	80,703,751	2.5	234,525,258	3.8	249,067,910	3.9
67.5 Cent Schoolhouse	668,203	<0.1	-	0.0	-	0.0
Playground and Amana Library	1,592,530	<0.1	3,058,581	<0.1	3,558,735	0.1
Debt Service	99,375,793	3.0	226,655,499	3.6	257,744,433	4.0
Estimated Miscellaneous State Categorical	147,121,263	4.5	104,931,788	1.6	116,716,581	1.8
Estimated Misc. Federal	104,000,000	3.2	246,160,125	3.9	251,095,222	3.9
Total	3,260,918,574	100.0	6,222,163,256	100.0	6,463,163,755	100.0

Source: Iowa Department of Management, Budget files.

