

# 2021 Annual Report



## Condition of Education



Iowa Department of Education

State of Iowa  
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## Dear Iowans,

I am pleased to present the 2021 edition of the Annual Condition of Education. This report summarizes the latest data and information on education in Iowa, which are critical tools used for school improvement. Through this report we can examine what we are doing well as a state, what may need more attention and what we can expect in coming years. The report underscores our commitment to continuous improvement for our students.



The 2021 Annual Condition of Education includes a wide-range of state-level data across a number of indicators, including academic achievement, student populations, demographics and school financial information. It is through this data that we pull together information and analyze it. Here, we can spot trends and make adjustments accordingly.

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.

We know our commitment is yours -- to ensure Iowa's students receive a first-rate education from first-rate schools and districts. Thank you for all you do to support education in Iowa.

Sincerely,

A handwritten signature in black ink that reads "A. Lebo". The signature is fluid and cursive.

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

The 2021 edition of the Annual Condition of Education Report (COE) marks the 32nd edition of the report. For over 30 years, the Department has published the COE in order to provide education stakeholders critical data about the status of Iowa's education system. The 2021 COE covers a wide variety of content including information about Iowa's students, schools, educators, administrators, performance and school finance. A companion online version of the COE is also available which allows users to explore state trends and localize information for specific districts and communities. Below are highlights from the report.

## Enrollment

- Enrollment in 2020-2021 dropped from the previous year for the first time since the 2011-2012 school year, a change likely impacted by the COVID-19 pandemic. The steady enrollment increase between 2011-2012 and 2019-2020 followed a long-term decline between 1997-1998 and 2011-2012.
- Minority students now make up 26.1 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. 41.8 percent of students were eligible for free- or reduced-price lunch in 2020-2021 while 42.4 percent were eligible in the 2019-2020 school year.
- The percent of students who are English learners (EL) decreased slightly from the prior school year. In 2020-2021, 6.3 percent of public-school students were EL compared to 6.5 percent in 2019-2020.

## Iowa Educators

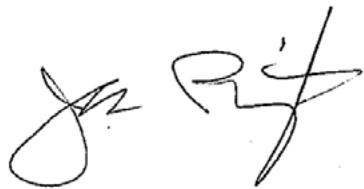
- Iowa's average regular teacher salary increased slightly to \$58,771 in 2020-2021 compared to \$58,110 in 2019-2020.
- Iowa's average public-school teacher salary continues to be competitive in the national rankings. Iowa's average salary is 24th in national rankings and 6th when compared to other Midwest states in the 2019-2020 school year.
- The number of full-time teachers in public schools increased to 38,022 in 2020-2021 from 37,567 in 2019-2020. There was a 13.1 percent increase in the number of full-time public-school teachers between 2000-2001 (33,610) and 2020-2021 (38,022).

## Student Performance

- Assessment resumed in the 2020-2021 school year after being cancelled in spring of 2020 due to school closures from the COVID-19 pandemic. Results comparing spring 2021 to 2019 were mixed in English language arts with some grades seeing performance increases while other grades had declines. Results in mathematics saw across-the-board declines between 2019 and 2021.
- The percent of students taking key courses increased in the curricular areas of algebra II, higher-level mathematics and physics for the class of 2021. Participation for the class of 2021: algebra II (82.0 percent of all students took at least one course), higher-level mathematics (48.8 percent), world languages (87.6 percent), chemistry (73.1 percent), physics (31.9 percent) and high-quality computer science (10.1 percent).
- Iowa had the second-highest graduation rate in the nation for the class of 2019. The four-year cohort graduation rate for the class of 2020 was 91.8 percent which is an increase from 91.6 percent for the class of 2019.

- The percent of students in the class of 2021 who took the ACT decreased to 47 percent from 68 percent for the class of 2020.
- There was an increase in the average composite ACT score for the class of 2021 (21.5) compared to the class of 2020 (21.1).
- The number of students taking Advanced Placement (AP) courses and total AP enrollment decreased slightly from the prior year. In the 2020-2021 school year, 18,134 students took 26,897 AP courses. The percent of school districts with students taking AP courses decreased to 51.7 percent from 54.3 percent in the prior year.
- Statewide concurrent enrollment decreased in 2020-2021 from an all-time high in 2019-2020. In 2020-2021, 44,648 students in grades 9-12 took 101,937 concurrent enrollment courses.
- The number of Iowa Advanced Placement (AP) test takers and exams decreased slightly in 2019-2020. In 2019-2020, 18,650 AP exams were taken by 12,220 students in Iowa compared to 21,111 exams taken by 13,658 students in 2018-2019.

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 2020-2021 dropped from the previous year for the first time since the 2011-2012 school year, a change likely impacted by the COVID-19 pandemic. The steady enrollment increase between 2011-2012 and 2019-2020 followed a long-term decline between 1997-1998 and 2011-2012. Public school enrollment is projected to bounce back up to near 2019-2020 levels in 2021-2022 and then gradually decrease through 2025-2026. Nonpublic school enrollment has a similar projected 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 (66.1%) of the districts in 2020-2021 had fewer than 1,000 students and served 23.4 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 2020-2021 (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 with 7.3 percent of students in 2020-2021 open-enrolling (Table 1-5). The smallest and largest enrollment categories in 2019-2020 and 2020-2021 had more students open-enrolling out than open-enrolling in. In 2020-2021, the 300-599 enrollment category net-gained the most students from the open enrollment legislation (Table 1-6).

The percent of K-12 minority students was 26.1 for public schools and 17.0 for nonpublic schools in 2020-2021 (Table 1-7, Table 1-8 and Figure 1-2). The largest enrollment category had the highest percent of minority students at 43.0 percent, while the two smallest enrollment categories had the lowest percent of minority students (with both less than 10%) (Table 1-9).

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 2020-2021, the percent of students eligible for free or reduced-price lunch decreased slightly to 41.8 from 42.4 percent in the prior year (Figure 1-3). Districts in the largest and smallest enrollment categories had the highest percentage of students eligible for free or reduced-price lunch (Table



1-10). African American students had the highest free or reduced-price lunch eligibility percentage (80.6%) among race/ethnicity groups (Table 1-11).

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 12.5 percent of the total certified enrollment in 2020-2021. This continues an upward trend since 2015-2016 when the percentage was 11.6 (Table 1-12).

The percent of K-12 English learner (EL) students was 6.3 for public schools and 2.7 for nonpublic schools in 2020-2021 (Figure 1-4). The majority of EL students spoke Spanish as their primary language in all three years presented (Table 1-13). Larger school districts had more weighted EL students in all years presented in Table 1-14 than smaller districts. Through the 2020-2021 school year, an EL student was eligible for 0.22 weighted funding for a period not exceeding five years (Iowa Code §280.4), although with the passage of HF605 in the 2021 legislative session, starting with the 2021-2022 school year, EL weighted funding differs based upon students’ level of English language proficiency. “Intensive” students (those who score a level 1 or “emerging” on the ELPA21) are eligible for 0.26 weighted funding while “intermediate” students (those who score a level 2 or “progressing” on the ELPA21) are eligible for 0.21 weighted funding.

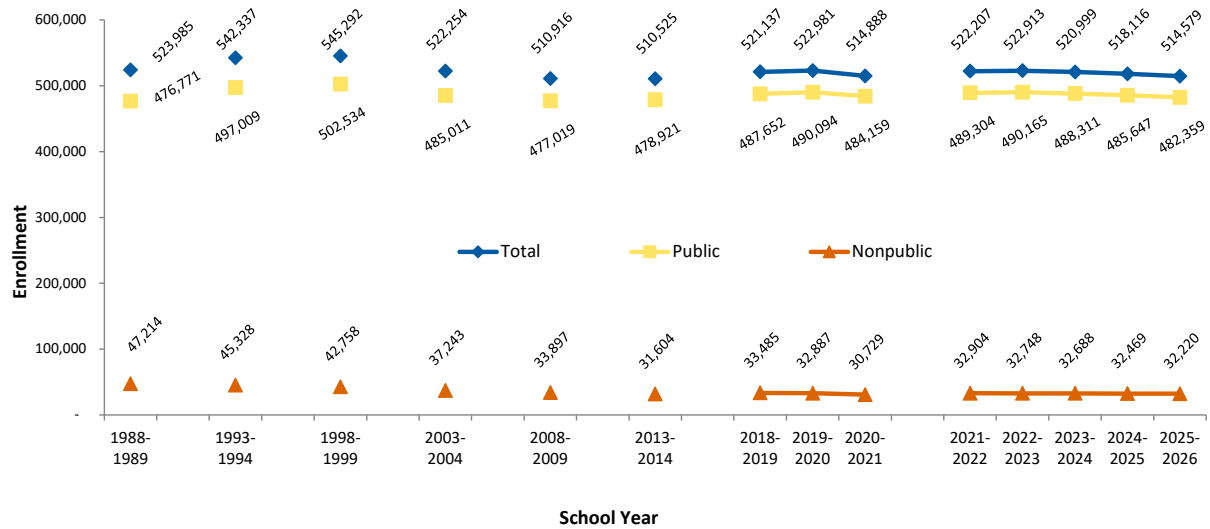
The U.S. Department of Education defines a “migratory child” as a child who is (or whose parent or spouse is) a migratory agricultural worker or migratory fisher. A migratory agricultural worker or migratory fisher is one who has moved from one school district to another in the preceding 36 months in order to obtain temporary or seasonal employment in agricultural or fishing work. Migrant student data are collected by the Iowa Department of Education through a direct certified system. The number and percent of migrant students in the 2015-2016 to 2020-2021 school years are displayed in Table 1-15.



# 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 to 2020-2021 and Projected Enrollments 2021-2022 to 2025-2026



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

# Projected Enrollment

Table 1-1

Iowa's Public School K-12 Certified Enrollments 2019-2020 to 2020-2021 and Projected Certified Enrollments 2021-2022 to 2025-2026 by Grade

Grade	Enrollment		Projected Enrollment				
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
K	39,954	37,951	38,994	38,282	37,692	37,473	37,492
1	36,041	35,450	36,614	35,734	35,082	34,541	34,341
2	35,422	35,213	36,208	36,547	35,900	35,244	34,701
3	35,405	34,791	35,607	36,975	36,737	36,087	35,428
4	36,521	35,022	35,599	36,596	37,178	36,938	36,284
5	37,362	36,184	36,791	36,067	36,866	37,452	37,211
6	38,720	37,088	36,312	36,921	36,195	36,998	37,585
7	38,999	38,753	37,438	36,654	37,269	36,536	37,346
8	38,362	38,856	38,849	37,531	36,745	37,362	36,627
9	38,867	39,278	39,943	39,896	38,503	37,660	38,253
10	37,715	38,516	39,104	39,766	39,719	38,333	37,493
11	37,101	37,097	37,852	38,430	39,081	39,035	37,672
12	36,975	37,587	37,564	38,328	38,913	39,573	39,526
PKIEP	2,652	2,373	2,429	2,438	2,430	2,416	2,401
State	490,094	484,159	489,304	490,165	488,311	485,647	482,359

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 2019-2020 to 2020-2021 and Projected Enrollments 2021-2022 to 2025-2026 by Grade

Grade	Enrollment		Projected Enrollment				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K	3,239	3,029	3,242	3,182	3,133	3,115	3,117
1	2,972	2,779	3,159	3,123	3,065	3,018	3,001
2	3,081	2,764	3,016	3,049	3,014	2,959	2,913
3	2,858	2,824	2,851	2,982	3,015	2,980	2,926
4	2,902	2,620	2,984	2,788	2,915	2,948	2,914
5	2,839	2,660	2,721	2,898	2,707	2,831	2,862
6	2,676	2,563	2,666	2,571	2,738	2,558	2,675
7	2,582	2,251	2,372	2,353	2,269	2,417	2,258
8	2,456	2,322	2,304	2,334	2,315	2,233	2,377
9	1,773	1,660	1,991	1,810	1,833	1,818	1,754
10	1,901	1,776	1,891	1,961	1,783	1,806	1,792
11	1,810	1,765	1,807	1,940	2,012	1,829	1,853
12	1,798	1,716	1,900	1,757	1,886	1,957	1,779
Total	32,887	30,729	32,904	32,748	32,688	32,469	32,220

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, 2019-2020 and 2020-2021

Enrollment Category	2000-2001				2019-2020				2020-2021			
	District		Students		District		Students		District		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
<300	38	10.2	8,176	1.7	40	12.2	9,153.2	1.9	38	11.6	8,510.1	1.8
300-599	116	31.0	52,162	10.6	95	29.1	44,178.8	9.0	107	32.7	50,161.0	10.4
600-999	104	27.8	78,916	16.0	80	24.5	60,297.8	12.3	71	21.7	54,770.3	11.3
1,000-2,499	83	22.2	126,118	25.5	77	23.5	115,479.1	23.6	75	22.9	110,929.9	22.9
2,500-7,499	24	6.4	96,410	19.5	23	7.0	95,909.9	19.6	24	7.3	97,978.0	20.2
7,500+	9	2.4	132,509	26.8	12	3.7	165,075.6	33.7	12	3.7	161,809.2	33.4
State	374	100.0	494,291	100.0	327	100	490,094.4	100	327	100	484,158.5	100

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

Note: Figures may not total due to rounding.



# Enrollment in Iowa's Area Education Agencies

**Table 1-4**

Total Iowa Public and Nonpublic K-12 Students by AEA 2020-2021						
AEA	Public Schools		Nonpublic Schools		Total	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Keystone	28,003.2	5.8	3,919	12.8	31,922	6.2
Prairie Lakes	30,012.0	6.2	1,967	6.4	31,979	6.2
Central Rivers AEA	61,287.3	12.7	2,972	9.7	64,259	12.5
Mississippi Bend	45,499.1	9.4	3,001	9.8	48,500	9.4
Grant Wood	69,393.6	14.3	4,043	13.2	73,437	14.3
Heartland	139,604.0	28.8	7,876	25.6	147,480	28.6
Northwest	39,802.4	8.2	4,899	15.9	44,701	8.7
Green Hills	36,685.7	7.6	867	2.8	37,553	7.3
Great Prairie	33,871.2	7.0	1,185	3.9	35,056	6.8
State	484,158.5	100	30,729	100	514,888	100

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, 2016-2017 to 2020-2021

	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
2020-2021	7.3	35,227	484,159

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, 2019-2020 and 2020-2021

2000-2001	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	>7,500	
Total Number of Districts	38	116	104	83	24	9	374
Number of Students	8,176	52,162	78,916	126,118	96,410	132,509	494,291
Number of Students Open in	398.0	3,366.6	4,177.9	5,295.4	3,571.6	1,625.4	18,434.9
Number of Students Open Out	1,036.2	3,499.3	3,742.3	3,955.6	3,141.0	3,179.5	18,553.9
Net Gains/Losses	-638.2	-132.7	435.6	1,339.8	430.6	-1,554.1	
Number of 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
<b>2019-2020</b>							
Total Number of Districts	40	95	80	77	23	12	327
Number of Students	9,153.2	44,178.8	60,297.8	115,479.1	95,909.9	165,075.6	490,094.4
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 with 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	0	0	1	0	0	2
<b>2020-2021</b>							
Total Number of Districts	38	107	71	75	24	12	327
Number of Students	8,510.1	50,161.0	54,770.3	110,929.9	97,978.0	161,809.2	484,158.5
Number of Students Open in	1,284.5	9,403.8	5,604.9	8,983.8	6,397.1	3,552.4	35,226.5
Number of Students Open Out	1,943.2	6,408.2	5,019.2	7,512.2	6,203.5	8,140.2	35,226.5
Net Gains/Losses	-658.7	2,995.6	585.7	1,471.6	193.6	-4,587.8	0
Number of District w/ Gains	9	46	39	42	15	1	152
Number of Districts with Losses	29	61	32	33	9	11	175
Number of Districts with no Gain/Loss	0	0	0	0	0	0	0

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

Note: Figures may not total due to rounding.

## Subgroup Enrollments

### Enrollment by Race and Ethnicity

Table 1-7

Iowa's Public K-12 Enrollments by Race/Ethnicity 2000-2001, 2019-2020 and 2020-2021						
Race/Ethnicity Group	2000-2001		2019-2020		2020-2021	
	Number	Percent	Number	Percent	Number	Percent
All Minority	46,250	9.7	124,626	25.7	125,309	26.1
African American	18,510	3.9	31,753	6.5	31,704	6.6
American Indian	2,447	0.5	1,787	0.4	1,655	0.3
Asian	8,274	1.7	12,536	2.6	12,196	2.5
Native Hawaiian/Pacific Islander	-	-	1,590	0.3	1,888	0.4
Two or More Races	-	-	21,048	4.3	21,565	4.5
Hispanic	17,019	3.6	55,912	11.5	56,301	11.7
White	430,677	90.3	361,228	74.3	353,955	73.9
Total	476,927	100.0	485,854	100.0	479,264	100.0

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

Note: SRI added 'Native Hawaiian/Pacific Islander' and 'Two or More Races' in the system from 2009-2010.

Table 1-8

Iowa's Non-Public K-12 Enrollments by Race/Ethnicity 2000-2001, 2019-2020 and 2020-2021						
Race/Ethnicity Group	2000-2001		2019-2020		2020-2021	
	Number	Percent	Number	Percent	Number	Percent
All Minority	1,946	4.7	5,659	17.2	5,235	17.0
African American	492	1.2	882	2.7	876	2.9
American Indian	70	0.2	74	0.2	123	0.4
Asian	563	1.4	1,007	3.1	853	2.8
Native Hawaiian/Pacific Islander	-	-	59	0.2	77	0.3
Two or More Races	-	-	1,005	3.1	806	2.6
Hispanic	821	2.0	2,632	8.0	2,500	8.1
White	39,118	95.3	27,228	82.8	25,494	83.0
Total	41,064	100	32,887	100	30,729	100

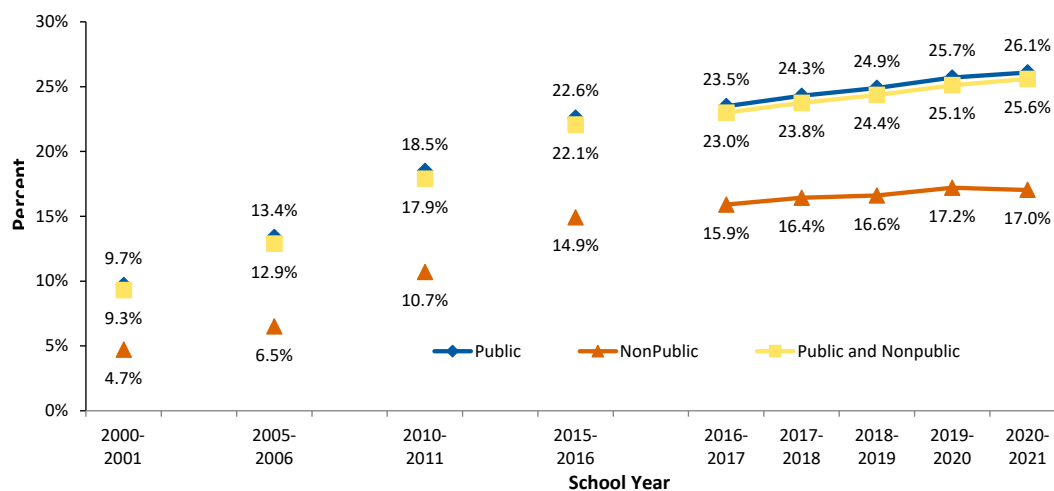
Source: Iowa Department of Education, Bureau of Information and Analysis Services, BEDS, and SRI.

Note: SRI added 'Native Hawaiian/Pacific Islander' and 'Two or More Races' in the system from 2009-2010.



**Figure 1-2**

Iowa's Public and Nonpublic Minority Enrollment as a Percentage of Total K-12 Enrollment  
2000-2001, 2005-2006, 2010-2011, 2015-2016, 2016-2017 to 2020-2021



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

**Table 1-9**

Iowa's Public School Percent Minority Enrollment by Enrollment Category  
2000-2001, 2019-2020 and 2020-2021

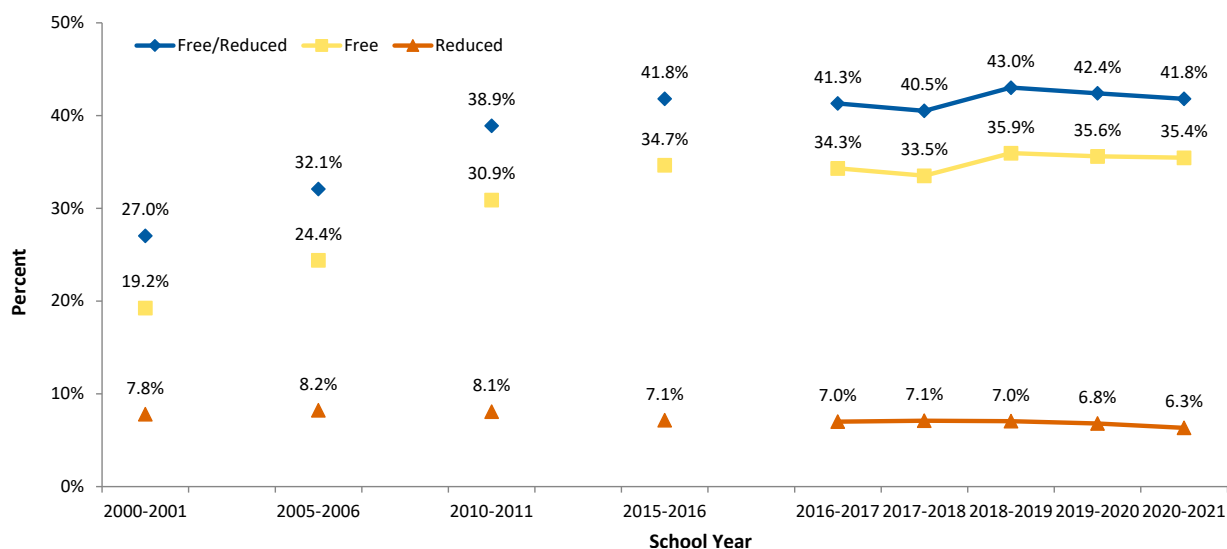
Enrollment Category	2000-2001	2019-2020	2020-2021
<300	1.5	8.9	9.1
300-599	2.4	8.9	9.1
600-999	2.6	11.7	12.2
1,000-2,499	5.9	16.3	16.9
2,500-7,499	9.0	27.8	28.2
7,500+	21.7	42.1	43.0
State	9.7	25.7	26.1

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

# Students Eligible for Free or Reduced Price Lunch

Figure 1-3

Percent of Iowa's Public School K-12 Students Eligible for Free or Reduced Price Meals 2000-2001, 2005-2006, 2010-2011, 2015-2016, 2016-2017 to 2020-2021



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

Table 1-10

K-12 Public School Students Eligible for Free or Reduced Price Lunch by Enrollment Category 2000-2001, 2019-2020 and 2020-2021

Enrollment Category	2000-2001			2019-2020			2020-2021		
	K-12 (BEDS) Enrollment	# Free / Reduced Eligible	% Free/ Reduced Eligible	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible	K-12 (BEDS) Enrollment	# Free/ Reduced Eligible	% Free/ Reduced Eligible
<300	6,711	2,256	33.6	7,255	3,621	49.9	6,765	3,303	48.8
300-599	50,933	13,511	26.5	46,237	17,884	38.7	53,018	20,180	38.1
600-999	77,327	17,966	23.2	61,074	22,590	37.0	54,999	20,669	37.6
1,000-2,499	122,830	29,876	24.3	116,067	45,389	39.1	111,359	42,070	37.8
2,500-7,499	93,322	21,433	23.0	95,791	35,411	37.0	97,431	32,628	33.5
7,500+	125,804	43,874	34.9	159,430	81,052	50.8	155,692	81,357	52.3
State	476,927	128,916	27.0	485,854	205,947	42.4	479,264	200,207	41.8

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

**Table 1-11**

K-12 Public School Students Eligible for Free or Reduced Price Lunch by Race/Ethnicity  
2010-2011, 2019-2020 and 2020-2021

Race/ Ethnicity Group	2010-2011			2019-2020			2020-2021		
	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
African American	24,066	19,247	80.0	31,753	26,109	82.2	31,704	25,548	80.6
American Indian	2,279	1,402	61.5	1,787	1,162	65.0	1,655	1,156	69.8
Asian	9,486	3,543	37.3	12,536	5,782	46.1	12,196	5,334	43.7
Hispanic	39,678	30,311	76.4	55,912	40,737	72.9	56,301	40,435	71.8
Native Hawaiian/ Pacific Islander	660	431	65.3	1,590	1,216	76.5	1,888	1,320	69.9
Two or More Races	10,343	6,174	59.7	21,048	12,364	58.7	21,565	12,426	57.6
White	382,177	121,174	31.7	361,227	118,576	32.8	353,955	113,988	32.2
<b>Total</b>	<b>468,689</b>	<b>182,282</b>	<b>38.9</b>	<b>485,853</b>	<b>205,946</b>	<b>42.4</b>	<b>479,264</b>	<b>200,207</b>	<b>41.8</b>

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

## Special Education Enrollment

**Table 1-12**

Iowa's Public School Special Education Weighted Enrollment  
2000-2001, 2005-2006, 2010-2011, 2015-2016, 2016-2017 to 2020-2021

School Year	Number Special Education Students	Certified Enrollment	Percent Special Education Students
2000-2001	63,392	494,291	12.8
2005-2006	64,350	483,105	13.3
2010-2011	60,223	473,493	12.7
2015-2016	56,039	483,451	11.6
2016-2017	56,813	485,147	11.7
2017-2018	57,637	486,264	11.9
2018-2019	59,435	487,652	12.2
2019-2020	60,772	490,094	12.4
2020-2021	60,343	484,159	12.5

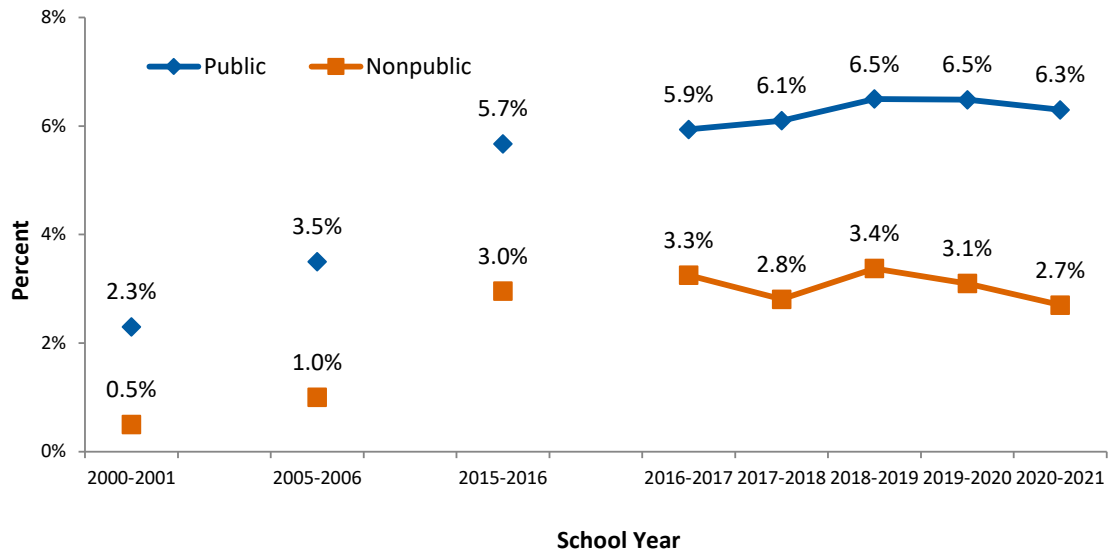
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Certified Enrollment Files; Bureau of Learner Strategies and Supports, Last Friday of October Special Education Weighted Enrollment Files.



# Enrollment 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 2020-2021



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

**Table 1-13**

Iowa's Public and Nonpublic K-12 English Learners' Primary  
Language 2000-2001, 2019-2020 and 2020-2021

Language	2000-2001	2019-2020	2020-2021
Spanish; Castilian	7,014	20,590	19,630
Arabic	81	1,152	1,101
Swahili		1,087	1,095
Karen languages		931	863
French		689	758
Burmese		606	568
Vietnamese	766	629	546
Marshallese		496	533
Bosnian	363	512	450
Nilo-Saharan (Other)		418	401
Somali		393	371
Nepali		371	359
Pohnpeian		285	341
Tigrinya		272	337
Creoles and pidgins, English based (Other)		304	300
Chinese	80	358	249
Lao	409	247	229
Chuukese		141	221
Dinka		159	178
Kinyarwanda		148	155
Rundi		174	154
Telugu		120	115
German	153	101	105
Oromo		110	98
Russian	65	115	96
Hmong		111	96
Amharic		87	87
Hindi		91	81
Kru languages		88	81
Lingala		75	78
Tamil		71	73
Portuguese		67	67
Sino-Tibetan (Other)		67	66



**Table 1-13 (...continued)**

Iowa's Public and Nonpublic K-12 English Learners' Primary  
Language 2000-2001, 2019-2020 and 2020-2021

Language	2000-2001	2019-2020	2020-2021
Haitian; Haitian Cre			64
Ewe			61
Tagalog		81	60
Urdu		72	59
Albanian		57	54
Mayan languages		51	52
Korean	76	60	
Ukrainian		58	
Gujarati		50	
Other	2,257	1,034	1,004
<b>TOTAL</b>	<b>11,264</b>	<b>32,528</b>	<b>31,236</b>

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

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

**Table 1-14**

Iowa's Public School K-12 Weighted English Learners by Enrollment Size  
2000-2001, 2019-2020 and 2020-2021

Enrollment Category	2000-2001		2019-2020		2020-2021	
	K-12 Enrollment	Number Weighted EL	K-12 Enrollment	Number Weighted EL	K-12 Enrollment	Number Weighted EL
<300	8,176	23	9,153	87	8,510	101
300-599	52,162	237	44,179	371	50,161	377
600-999	78,916	530	60,298	1,357	54,770	1,303
1,000-2,499	126,118	1,848	115,479	3,471	110,930	3,217
2,500-7,499	96,410	1,348	95,910	4,378	97,978	4,356
7,500+	132,509	4,165	165,076	12,534	161,809	11,980
State	494,291	8,151	490,094	22,198	484,159	21,334

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 1-15

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Percent of Public School K-12 Migrant Enrollment 2015-2016 to 2020-2021

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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
2020-2021	0.40	1,927	487,185

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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.

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# 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 2019-2020 and 2020-2021.

## 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 2019-2020 and 2020-2021. The number of districts offering preschool has increased. About 99.4 percent of school districts offered preschool during the 2020-2021 school year. Table 2-3 shows the breakdown of preschool enrollment by subgroup for the two school years. There was a decrease in the participation of students in district-sponsored preschool programs in 2020-2021 compared to 2019-2020.



**Table 2-1**

## Iowa Public School Districts Offering Preschool by Enrollment Category 2019-2020 and 2020-2021

Enrollment Category	Total Districts	Districts Offering Preschool	Percent of Districts Offering Preschool
<b>2019-2020</b>			
<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
<b>2020-2021</b>			
<300	38	38	100.0
300-599	107	105	98.1
600-999	71	71	100.0
1,000-2,499	75	75	100.0
2,500-7,499	24	24	100.0
7,500+	12	12	100.0
State	327	325	99.4

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 2019-2020 and 2020-2021				
Enrollment Category	2019-2020		2020-2021	
	Number	Percent	Number	Percent
<300	814	2.6%	680	2.5%
300-599	3,703	11.8%	3,761	13.7%
600-999	4,381	13.9%	3,720	13.6%
1,000-2,499	7,982	25.4%	6,825	24.9%
2,500-7,499	5,877	18.7%	5,238	19.1%
7,500+	8,711	27.7%	7,168	26.2%
State	31,468	100.0%	27,392	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 2019-2020 and 2020-2021				
Subgroup	2019-2020		2020-2021	
	Number	Percent	Number	Percent
All Minority	7,453	23.7	6,174	22.5
African American	1,836	5.8	1,407	5.1
American Indian	91	0.3	74	0.3
Asian	826	2.6	669	2.4
Native Hawaiian/Pacific Islander	83	0.3	54	0.2
Two or More Races	1,339	4.3	1,126	4.1
Hispanic	3,278	10.4	2,844	10.4
White	24,015	76.3	21,218	77.5
PEL	716	2.3	474	1.7
Free/Reduced Meal	8,337	26.5	6,230	22.7
Male	16,508	52.5	14,311	52.2
Female	14,960	47.5	13,081	47.8
Total	31,468	100.0	27,392	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 increased. 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 and older 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.

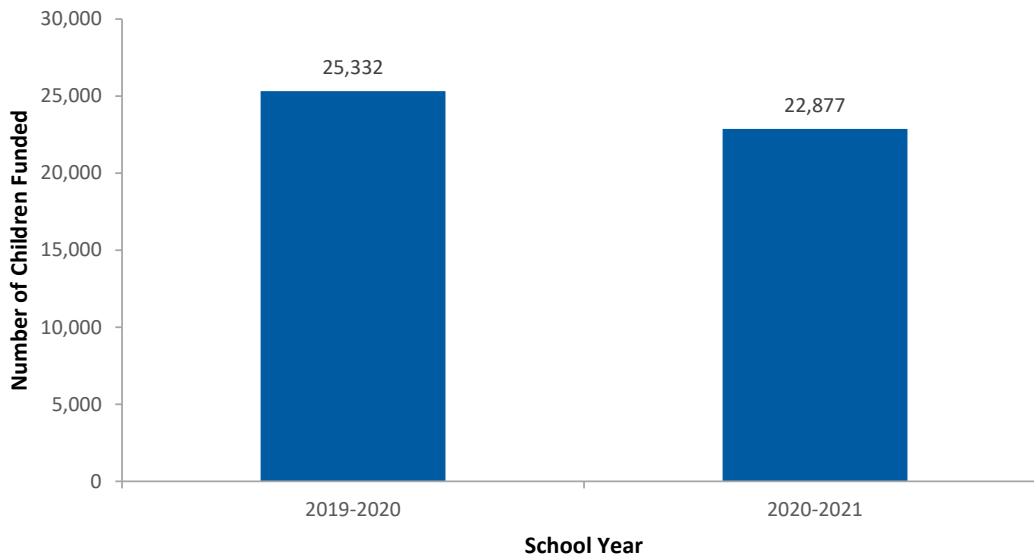
**Table 2-4**

Statewide Voluntary Preschool Program, 2019-2020 and 2020-2021			
		Academic Year	
District Information	2019-2020	2020-2021	
Number Districts Participated	321	322	
Number of Students Funded	25,332	22,877	
Number of Students Served	27,137	24,219	

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  
2019-2020 and 2020-2021



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 who were enrolled in SWVPP decreased overall between 2019-2020 and 2020-2021. Overall, the number of three-, four- and five-year-olds served in SWVPP decreased between 2019-2020 and 2020-2021.

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 who receive special education instructional services. Of the students funded by the SWVPP in the 2020-2021 school year, 22,393 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 2020-2021 decreased to 1.8 percent.

**Table 2-5A**

SWVPP Students Served by Age and IEP Status 2019-2020 and 2020-2021								
	2019-2020				2020-2021			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Instruction	382	818	58	1,258	389	731	44	1,164
IEP Support Services	13	383	6	402	3	277	8	288
Regular Education	481	24,795	201	25,477	389	22,180	198	22,767
Total Served	876	25,996	265	27,137	781	23,188	250	24,219

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 2019-2020 and 2020-2021								
	2019-2020				2020-2021			
	Age 3	Age 4	Age 5	All Ages	Age 3	Age 4	Age 5	All Ages
IEP Instruction	2	15	1	18	74	167	9	250
IEP Support Services	2	377	3	382	1	274	2	277
Regular Education	111	24,703	118	24,932	113	22,119	118	22,350
Total Funded	115	25,095	122	25,332	188	22,560	129	22,877

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, 22,560 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 2019-2020 and 2020-2021

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%
2020-2021								
	Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Served	781		23,188		250		24,219	
All Minority	205	26.2%	5,187	22.4%	31	12.4%	5,423	22.4%
African American	48	6.1%	1,176	5.1%	4	1.6%	1,228	5.1%
American Indian	6	0.8%	66	0.3%	0	0.0%	72	0.3%
Asian	15	1.9%	569	2.5%	1	0.4%	585	2.4%
Native Hawaiian/ Pacific Islander	1	0.1%	48	0.2%	0	0.0%	49	0.2%
Two or More Races	39	5.0%	927	4.0%	7	2.8%	973	4.0%
Hispanic	96	12.3%	2,401	10.4%	19	7.6%	2,516	10.4%
White	576	73.8%	18,001	77.6%	219	87.6%	18,796	77.6%
PEL	23	2.9%	412	1.8%	2	0.8%	437	1.8%
Free/Reduced meal	221	28.3%	4,879	21.0%	58	23.2%	5,158	21.3%
Female	294	37.6%	11,399	49.2%	97	38.8%	11,790	48.7%
Male	487	62.4%	11,789	50.8%	153	61.2%	12,429	51.3%

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 2019-2020 and 2020-2021

**2019-2020**

	Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Funded	115		25,095		122		25,332	
All Minority	30	26.1%	5,868	23.4%	14	11.5%	5,912	25.8%
African American	5	4.3%	1,415	5.6%	1	0.8%	1,421	6.2%
American Indian	0	0.0%	71	0.3%	1	0.8%	72	0.3%
Asian	3	2.6%	680	2.7%	0	0.0%	683	3.0%
Native Hawaiian/ Pacific Islander	1	0.9%	65	0.3%	0	0.0%	66	0.3%
Two or More Races	6	5.2%	1,026	4.1%	3	2.5%	1,035	4.5%
Hispanic	15	13.0%	2,611	10.4%	9	7.4%	2,635	11.5%
White	85	73.9%	19,227	76.6%	108	88.5%	19,420	84.9%
PEL	4	3.5%	613	2.4%	2	1.6%	619	2.7%
Free/Reduced meal	30	26.1%	6,017	24.0%	21	17.2%	6,068	26.5%
Female	59	51.3%	12,517	49.9%	44	36.1%	12,620	55.2%
Male	56	48.7%	12,578	50.1%	78	63.9%	12,712	55.6%

**2020-2021**

	Age 3	Percent	Age 4	Percent	Age 5	Percent	All	Percent
All Students Funded	188		22,560		129		22,877	
All Minority	63	33.5%	4,996	22.1%	15	11.6%	5,074	22.2%
African American	16	8.5%	1,120	5.0%	1	0.8%	1,137	5.0%
American Indian	0	0.0%	61	0.3%	0	0.0%	61	0.3%
Asian	8	4.3%	552	2.4%	0	0.0%	560	2.4%
Native Hawaiian/ Pacific Islander	0	0.0%	47	0.2%	0	0.0%	47	0.2%
Two or More Races	5	2.7%	884	3.9%	3	2.3%	892	3.9%
Hispanic	34	18.1%	2,332	10.3%	11	8.5%	2,377	10.4%
White	125	66.5%	17,564	77.9%	114	88.4%	17,803	77.8%
PEL	12	6.4%	389	1.7%	0	0.0%	401	1.8%
Free/Reduced meal	54	28.7%	4,576	20.3%	30	23.3%	4,660	20.4%
Female	74	39.4%	11,206	49.7%	59	45.7%	11,339	49.6%
Male	114	60.6%	11,354	50.3%	70	54.3%	11,538	50.4%

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, 22,560 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, most districts in 2020-2021 offered all day, every day kindergarten programs.

Iowa Administrative Code (IAC) 279.60 requires school districts in Iowa to administer a valid and reliable universal screening instrument to every kindergarten student enrolled in the district not 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 for implementing 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 2020, as shown in Table 2-8, most buildings used the FAST earlyReading Kindergarten Composite from the Formative Assessment System for Teachers (i.e., FAST) assessment suite. The FAST earlyReading Kindergarten Composite provides an estimate of overall early literacy skills during the fall screening window, typically within the first six weeks of school. The FAST earlyReading Kindergarten Composite includes four subtests in the fall: Concepts of Print (requires the student to distinguish among familiar literacy cues related to print, such as directionality and letter or word order), Letter Names (requires the student to identify upper and lowercase letters), Onset Sounds (requires the student to identify initial word sounds), and Letter Sounds (requires the student to provide the common sounds for upper and lowercase letters). A few 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 2020 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 2020-2021				
Enrollment Category	Number of Districts	Number of Districts Reported Kindergarten Program Type	Number of Districts Offering All-Day Every Day Kindergarten	Percent of Districts Offering All-Day Every Day Kindergarten
<300	38	36	36	100.0%
300-599	107	102	101	99.0%
600-999	71	71	71	100.0%
1,000-2,499	75	75	75	100.0%
2,500-7,499	24	24	24	100.0%
7,500+	12	12	12	100.0%
State	327	320	319	99.7%

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

Note: A total of seven public school districts did not report Kindergarten Program Type in 2020-2021.

**Table 2-8**

Number and Percent of Iowa Public School Buildings by Kindergarten  
Literacy Assessment Administered Fall 2020-2021

Assessment	Number of Buildings	Percent of Total Buildings
FAST Kindergarten Composite	627	97.97%
i-Ready Diagnostics	1	0.16%
NWEA MAP Growth	11	1.72%
STAR Early Literacy	1	0.16%
Total Buildings with Default Assessment Data	640	

Source: Iowa Department of Education, Bureau of School Improvement, 2020-2021 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 2020-2021

Assessment	Number of Students Assessed	Number of Students Proficient	Percent of Students Proficient
FAST Kindergarten Composite	36,112	23,965	66.36%
Total Students	36,112	23,965	66.36%

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) 2019-2020 and 2020-2021				
	2019-2020		2020-2021	
	Number	Percent	Number	Percent
First Time Kindergarten Students Who Attended Preschool	23,343	85.6%	27,829	81.8%
First Time Kindergarten Students Who did not Attend Preschool	3,915	14.4%	6,178	18.2%
First time Kindergarten students with information for preschool attendance	27,258	100.0%	34,007	100.0%
First time Kindergarten students with missing information for preschool attendance*	8,928		20	
Total first time Kindergarten Students	36,186		34,027	
Total Kindergarten Students	39,832		37,746	

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 2020-2021 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 2020-2021 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 2020-2021 who 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 includes base salary, salary paid from teacher leadership grant funds, salary paid for professional development, and extra duty pay. The portion of salary that is paid for regular position responsibilities is called regular salary. Extra duty salary includes salary paid for extra duties such as yearbook sponsorship and coaching. Total salary is the sum of the regular salary and extra duty pay.

## Teachers

This section includes data on public and nonpublic Teachers and Teacher Leaders in Iowa. In 2020-2021, 4.0 percent of teachers were beginning teachers—teachers in their first year of teaching (Table 3-3). The percent of teachers with advanced degrees and the percent of minority teachers was highest in the larger enrollment categories (Table 3-4). Heartland AEA 11 had the largest percent of teachers in the state in 2020-2021, 27.6 percent (Table 3-5). A little over 76 percent of the full-time teachers in public schools in Iowa were female in 2020-2021. The average salary for male teachers was 4.8 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 2020-2021 was 2.8 percent. The average salary of non-minority teachers was 4.1 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, 5.1 percent of teachers were eligible to retire in 2020-2021 (Table 3-9).

In 2020-2021, average total salary for full-time public school teachers was 3.2 percent higher than average regular salary (Table 3-10). The average total salary of full-time public school teachers increased by 1.0 percent between 2019-2020 and 2020-2021. Average total salary was lowest in the smallest enrollment category and highest in the largest enrollment category (Table 3-11). When averaged by AEA, the average total salary was highest for teachers in Grant Wood AEA 10. The National Education Association reports average salaries of teachers in the United States in the Rankings of the States and Estimates of School Statistics report. In 2019-2020, Iowa ranked 24th in the nation and 6th among twelve Midwest States for average salary (Table 3-13).

In 2020-2021, the average number of assignments held by grades 9-12 teachers was 2.6. 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 2020-2021 was 13.1. The pupil-teacher ratio by enrollment category ranged from 9.8 in the smallest enrollment category to 13.8 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) decreased by 1.9 percent between 2019-2020 and 2020-2021 (Table 3-19).

**Table 3-1**

Characteristics of Iowa Full-Time Teachers 2000-2001, 2019-2020 and 2020-2021						
Characteristics	Public			Nonpublic		
	2000-2001	2019-2020	2020-2021	2000-2001	2019-2020	2020-2021
Average Age	42.2	40.7	40.8	40.3	43.0	43.2
Percent Female	70.5%	76.1%	76.3%	80.3%	82.1%	81.1%
Percent Minority	1.8%	2.7%	2.8%	0.9%	3.0%	2.7%
Percent Advanced Degree	27.0%	37.5%	37.9%	13.1%	17.0%	18.1%
Average Total Experience	15.1	13.5	13.5	12.3	15.0	15.2
Average District/AEA Experience	11.9	10.3	10.3	8.8	10.7	11.0
Number of Teachers	33,610	37,567	38,022	2,437	1,680	1,562

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, 2019-2020 and 2020-2021						
Characteristics	Public			Nonpublic		
	2000-2001	2019-2020	2020-2021	2000-2001	2019-2020	2020-2021
Average Age	28.5	27.4	28.1	28.5	28.2	26.2
Percent Female	71.6%	76.9%	77.6%	83.5%	82.0%	66.7%
Percent Minority	2.8%	5.0%	5.7%	1.5%	9.8%	7.9%
Percent Advanced Degree	5.9%	11.2%	11.5%	2.9%	6.6%	4.8%
Number of Teachers	1,660	1,469	1,507	206	61	63

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, 2019-2020 and 2020-2021

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	2019-2020	2020-2021	2000-2001	2019-2020	2020-2021	2000-2001	2019-2020	2020-2021
<300	42	49	39	642	749	715	6.5%	6.5%	5.5%
300-599	281	150	191	3,970	3,927	4,510	7.1%	3.8%	4.2%
600-999	270	185	144	5,553	4,996	4,544	4.9%	3.7%	3.2%
1,000-2,499	358	347	269	8,532	8,861	8,685	4.2%	3.9%	3.1%
2,500-7,499	306	297	322	6,096	6,934	7,262	5.0%	4.3%	4.4%
7,500+	382	441	539	8,393	11,832	12,058	4.6%	3.7%	4.5%
AEA	21	0	3	424	268	248	5.0%	0.0%	1.2%
State	1,660	1,469	1,507	33,610	37,567	38,022	4.9%	3.9%	4.0%

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, 2020-2021

Enrollment Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	715	40.9	82.5%	1.3%	14.3%	12.8	9.1
300-599	4,510	40.8	73.8%	1.6%	19.1%	13.7	10.4
600-999	4,544	41.0	74.7%	1.7%	21.3%	14.0	10.3
1,000-2,499	8,685	41.1	75.6%	1.7%	32.6%	14.2	10.5
2,500-7,499	7,262	40.4	76.8%	3.0%	43.1%	13.1	10.1
7,500+	12,058	40.6	77.2%	4.6%	52.8%	13.0	10.3
AEA	248	45.3	91.5%	2.4%	55.6%	17.5	9.9
State	38,022	40.8	76.3%	2.8%	37.9%	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, 2020-2021

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	2,382	6.3%	40.9	76.5%	1.4%	42.9%	14.0	11.7
Central Rivers	5,043	13.3%	40.6	75.5%	3.2%	30.0%	13.0	9.9
Prairie Lakes	2,420	6.4%	41.7	76.9%	2.0%	23.2%	14.5	10.3
Mississippi Bend	3,608	9.5%	41.3	77.3%	4.3%	45.9%	13.6	10.8
Grant Wood	5,360	14.1%	40.6	74.9%	3.1%	44.4%	13.7	10.3
Heartland	10,489	27.6%	39.9	76.7%	3.0%	41.1%	13.1	9.6
Northwest	3,036	8.0%	41.1	75.2%	3.2%	34.7%	13.9	11.0
Green Hills	3,027	8.0%	41.5	76.6%	1.8%	36.6%	13.6	10.2
Great Prairie	2,657	7.0%	42.3	77.3%	1.8%	29.8%	13.9	11.1
State	38,022	100.0%	40.8	76.3%	2.8%	37.9%	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, 2020-2021

Characteristics	Female	Male
Average Age	40.7	41.1
Percent Minority	2.7%	3.4%
Percent Advanced Degree	38.2%	36.6%
Average Total Experience	13.4	14.0
Average District/AEA Experience	10.3	10.4
Average Total Salary	\$59,974	\$62,844
Number of Teachers	28,992	9,030

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, 2020-2021

Characteristics	Non-Minority	Minority
Average Age	40.8	39.5
Percent Female	76.4%	71.5%
Percent Advanced Degree	37.9%	36.5%
Average Total Experience	13.6	10.6
Average District/AEA Experience	10.4	8.0
Average Total Salary	\$60,723	\$58,349
Number of Teachers	36,944	1,078

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 2020-2021

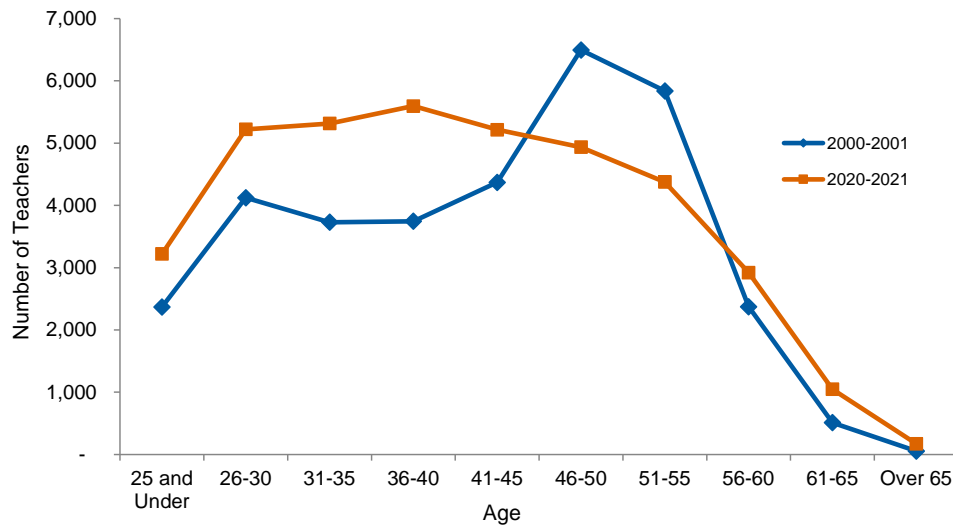
Age Interval	2000-2001				2020-2021			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	2,369	2,369	7.0%	7.0%	3,221	3,221	8.5%	8.5%
26-30	4,123	6,492	12.3%	19.3%	5,222	8,443	13.7%	22.2%
31-35	3,730	10,222	11.1%	30.4%	5,316	13,759	14.0%	36.2%
36-40	3,745	13,967	11.1%	41.6%	5,596	19,355	14.7%	50.9%
41-45	4,370	18,337	13.0%	54.6%	5,215	24,570	13.7%	64.6%
46-50	6,497	24,834	19.3%	73.9%	4,936	29,506	13.0%	77.6%
51-55	5,838	30,672	17.4%	91.3%	4,375	33,881	11.5%	89.1%
56-60	2,373	33,045	7.1%	98.3%	2,921	36,802	7.7%	96.8%
61-65	510	33,555	1.5%	99.8%	1,047	37,849	2.8%	99.5%
Over 65	55	33,610	0.2%	100.0%	173	38,022	0.5%	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 2020-2021



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 2020-2021

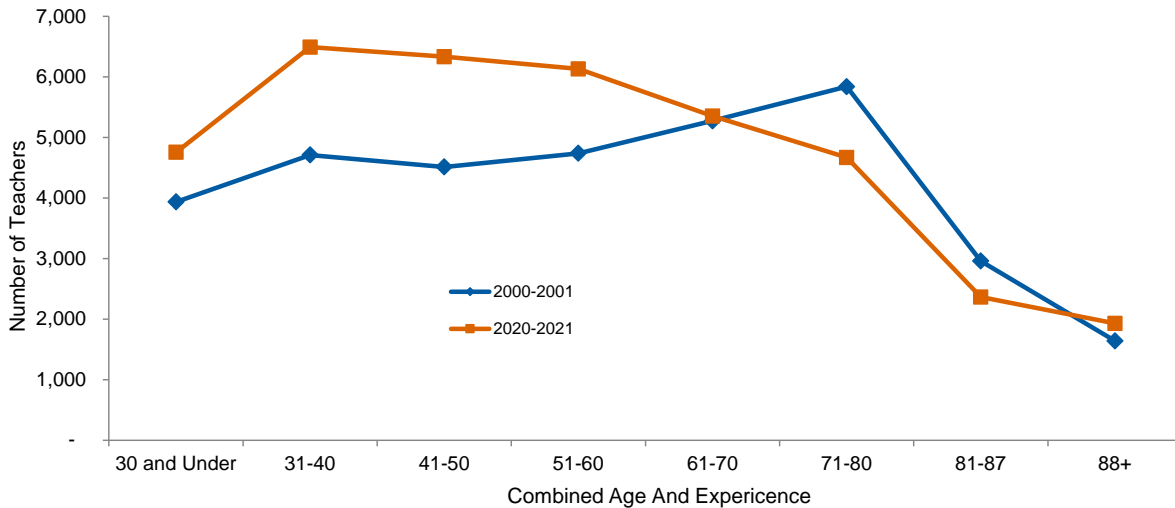
Combined Age and Experience Interval	2000-2001				2020-2021			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3,936	3,936	11.7%	11.7%	4,753	4,753	12.5%	12.5%
31-40	4,711	8,647	14.0%	25.7%	6,492	11,245	17.1%	29.6%
41-50	4,512	13,159	13.4%	39.2%	6,334	17,579	16.7%	46.2%
51-60	4,739	17,898	14.1%	53.3%	6,131	23,710	16.1%	62.4%
61-70	5,274	23,172	15.7%	68.9%	5,352	29,062	14.1%	76.4%
71-80	5,839	29,011	17.4%	86.3%	4,668	33,730	12.3%	88.7%
81-87	2,958	31,969	8.8%	95.1%	2,364	36,094	6.2%	94.9%
88+	1,641	33,610	4.9%	100.0%	1,928	38,022	5.1%	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 2020-2021



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. Full-Time Teacher Average Total Salary  
2000-2001, 2019-2020 and 2020-2021

	2000-2001	2019-2020	2020-2021
Average Regular Salary	N/A	\$58,110	\$58,771
Average Total Salary	\$36,479	\$60,050	\$60,656
Difference	N/A	\$1,941	\$1,885
Percent Total Salary Greater Than Regular Salary	N/A	3.3%	3.2%

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

Note: Includes AEA teachers.

Teacher figures for 2019-2020 and 2020-2021 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 and 2020-2021 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, 2019-2020 and 2020-2021

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2019-2020	2020-2021	2000-2001 to 2020-2021	2019-2020 to 2020-2021
<300	\$28,811	\$48,395	\$48,917	68.0%	1.1%
300-599	\$31,557	\$52,708	\$53,225	67.0%	1.0%
600-999	\$33,809	\$54,729	\$55,864	61.9%	2.1%
1,000-2,499	\$35,912	\$58,820	\$59,471	63.8%	1.1%
2,500-7,499	\$38,266	\$62,247	\$62,828	62.7%	0.9%
7,500+	\$40,452	\$64,915	\$65,313	60.5%	0.6%
AEA	\$36,196	\$68,500	\$68,607	89.2%	0.2%
State	\$36,479	\$60,050	\$60,656	64.6%	1.0%

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

Notes: Includes AEA teachers.

Teacher figures for 2019-2020 and 2020-2021 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 and 2020-2021 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, 2020-2021

AEA	Regular Salary	Total Salary
Keystone	\$56,044	\$57,592
Central Rivers	\$57,302	\$58,898
Prairie Lakes	\$55,393	\$56,995
Mississippi Bend	\$57,972	\$60,166
Grant Wood	\$62,184	\$64,969
Heartland	\$60,613	\$62,263
Northwest	\$59,683	\$61,497
Green Hills	\$56,309	\$58,083
Great Prairie	\$55,776	\$57,659
State	\$58,771	\$60,656

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

Notes: Includes AEA teachers.

Teacher figures for 2019-2020 and 2020-2021 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 and 2020-2021 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**

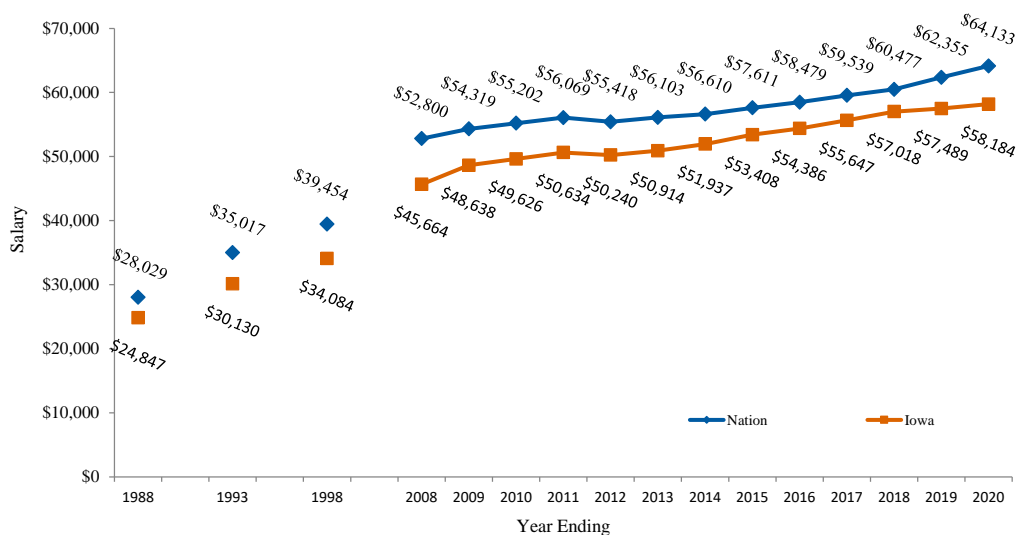
Average Salaries of Public School Teachers for Iowa, Midwest States and the Nation  
2018-2019 and 2019-2020

Nation and State	2018-2019			2019-2020		
	Salary	National Rank	Midwest Rank	Salary	National Rank	Midwest Rank
Nation	\$62,355			\$64,133		
Illinois	\$67,049	12	1	\$68,083	12	1
Indiana	\$51,119	38	9	\$51,745	42	9
Iowa	\$57,489	23	6	\$58,184	24	6
Kansas	\$51,082	39	10	\$51,320	44	10
Michigan	\$62,170	16	2	\$63,568	16	2
Minnesota	\$58,221	22	5	\$58,663	23	6
Missouri	\$50,019	45	11	\$50,817	45	11
Nebraska	\$54,470	28	7	\$55,267	30	7
North Dakota	\$52,845	33	8	\$53,525	37	8
Ohio	\$59,713	18	3	\$61,406	17	3
South Dakota	\$48,204	48	12	\$48,984	50	12
Wisconsin	\$58,277	21	4	\$59,431	22	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, 1987-1988, 1992-1993, 1997-1998 and 2007-2008 to 2019-2020



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

**Table 3-14**

Iowa Salary Comparisons by Occupation, 2018-2019 and 2019-2020				
Average Salary				
Occupation	2018-2019	2019-2020	Percent Change 2018-2019 to 2019-2020	
Electrical Engineer	\$95,640	\$100,430	5.0%	
Civil Engineer	\$85,290	\$86,820	1.8%	
Software Developers and Software Quality Assurance Analysts and Testers	\$95,370	\$97,990	2.7%	
Computer Programmers	\$78,040	\$73,110	-6.3%	
Accountant & Auditor	\$69,480	\$71,920	3.5%	
Speech-Language Pathologist	\$76,250	\$75,950	-0.4%	
Registered Nurse	\$60,590	\$62,570	3.3%	
Teacher	\$59,220	\$60,050	1.4%	
Child, Family and School Social Worker	\$46,400	\$50,580	9.0%	
Interior Designer	\$49,040	\$50,900	3.8%	

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2019 and May 2020.

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, 2019-2020 and 2020-2021									
Number of Contract Days	Number			Percent			Cumulative Percent		
	2000-2001	2019-2020	2020-2021	2000-2001	2019-2020	2020-2021	2000-2001	2019-2020	2020-2021
<=185	2,089	3,413	3,373	6.2%	9.1%	8.9%	6.2%	9.1%	8.9%
186-190	16,449	15,822	15,949	49.0%	42.1%	41.9%	55.2%	51.2%	50.8%
191-195	13,136	15,457	16,590	39.1%	41.1%	43.6%	94.3%	92.3%	94.5%
>=196	1,932	2,875	2,110	5.8%	7.7%	5.5%	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, 2019-2020 and 2020-2021

Enrollment Category	2000-2001			2019-2020			2020-2021		
	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	40	277	3.3	38	264	3.2
300-599	116	2,084	3.4	95	1,912	3.1	107	2,175	3.1
600-999	104	2,587	3.1	80	2,103	2.9	71	1,891	2.9
1,000-2,499	83	3,335	2.7	77	3,004	2.6	75	2,956	2.6
2,500-7,499	24	2,052	2.2	23	2,099	2.4	24	2,213	2.4
7,500+	9	2,480	2.1	12	3,423	2.4	12	3,489	2.3
State	374	12,817	2.7	327	12,818	2.7	327	12,988	2.6

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

Note: Only includes grade 9-12 teaching assignments for 2019-2020 and 2020-2021 for a teacher who has at least one 9-12 assignment.

**Table 3-17**

Distribution of Assignments for Full-Time Public School Teachers in Grades 9-12, 2020-2021

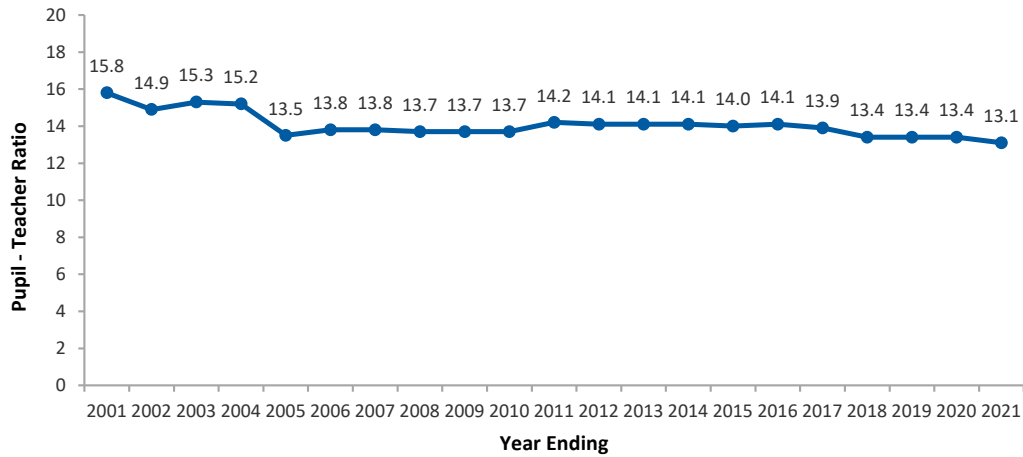
Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	4,746	36.54%	36.54%
2	2,693	20.73%	57.28%
3	2,065	15.90%	73.18%
4	1,446	11.13%	84.31%
5	938	7.22%	91.53%
6	552	4.25%	95.78%
7	304	2.34%	98.12%
8	135	1.04%	99.16%
9	68	0.52%	99.68%
10	23	0.18%	99.86%
11	6	0.05%	99.91%
12	3	0.02%	99.93%
13	6	0.05%	99.98%
14+	3	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 who has at least one 9-12 assignment.

**Figure 3-4**

Iowa Public School K-12 Pupil-Teacher Ratios, 2000-2001 to 2020-2021

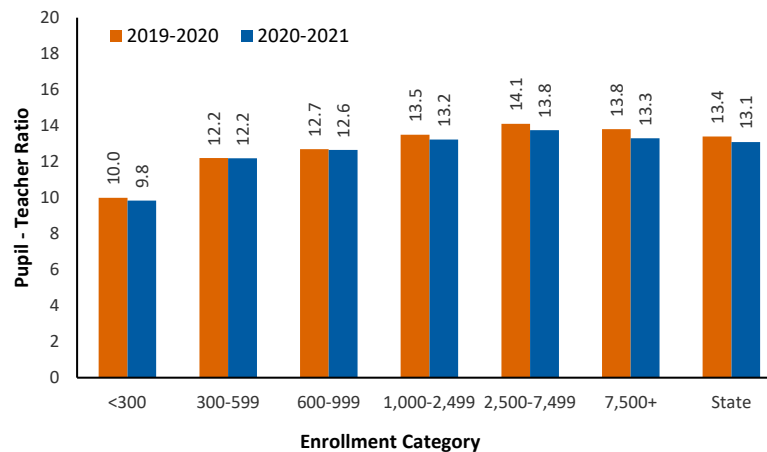


Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

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**

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category 2019-2020 and 2020-2021



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, 2020-2021

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	6,766	688.2	9.8
300-599	53,025	4,351.2	12.2
600-999	55,005	4,349.6	12.6
1,000-2,499	111,371	8,421.9	13.2
2,500-7,499	97,436	7,084.0	13.8
7,500+	155,704	11,709.7	13.3
State	479,307	36,604.4	13.1

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, 2019-2020 and 2020-2021

Enrollment Category	2000-2001	2019-2020	2020-2021	% Change in FTE Aides 2000-2001 to 2020-2021	% Change in FTE Aides 2019-2020 to 2020-2021
<300	113.4	318.1	319.9	182.1%	0.6%
300-599	685.9	1,508.2	1,691.5	146.6%	12.2%
600-999	1,054.0	2,017.6	1,757.8	66.8%	-12.9%
1,000-2,499	2,023.3	3,562.9	3,422.4	69.1%	-3.9%
2,500-7,499	1,681.6	2,568.9	2,618.6	55.7%	1.9%
7,500+	2,204.5	3,967.2	3,863.4	75.3%	-2.6%
State	7,762.7	13,942.8	13,673.5	76.1%	-1.9%

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 principals and minority principals in public schools was highest in the largest enrollment category. The percent of principals with advanced degrees was highest in the 2,500-7,499 enrollment category (Table 3-21). The average salary of male principals was 3.2 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 2020-2021, 9.8 percent of full-time public school principals were eligible to retire with combined age and years of experience of 88 or more (Table 3-24). The average salary of full-time public school principals increased by 1.5 percent between 2019-2020 and 2020-2021. The average salary of principals in the largest enrollment category was 35.3 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, 2019-2020 and 2020-2021							
Characteristics	Public			Non-Public			
	2000-2001	2019-2020	2020-2021	2000-2001	2019-2020	2020-2021	
Average Age	47.8	46.2	46.2	49.0	48.1	48.6	
Percent Female	30.6%	42.0%	42.8%	50.5%	57.6%	56.7%	
Percent Minority	3.5%	3.5%	3.8%	1.0%	1.0%	0.0%	
Percent Advanced Degree	96.0%	80.8%	79.8%	90.5%	89.9%	88.9%	
Average Total Experience	22.4	19.6	19.7	23.3	21.5	21.9	
Average District/AEA Experience	11.8	10.7	10.9	8.7	10.8	11.2	
Number of Principals	1,124	1,146	1,156	105	99	90	

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, 2020-2021							
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	43.5	42.9%	0.0%	71.4%	18.2	8.7
300-599	207	46.2	41.1%	0.5%	78.7%	20.2	9.8
600-999	179	46.8	36.3%	1.7%	76.0%	21.4	9.5
1,000-2,499	273	45.5	33.3%	1.5%	81.0%	19.2	9.9
2,500-7,499	184	46.7	47.3%	6.0%	83.7%	20.3	10.6
7,500+	270	46.5	55.2%	9.3%	80.7%	18.4	14.1
AEA	1	57.0	0.0%	0.0%	100.0%	32.0	31.0
State	1,156	46.2	42.8%	3.8%	79.8%	19.7	10.9

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, 2020-2021

Characteristics	Female	Male
Average Age	47.0	45.6
Percent Minority	4.6%	3.2%
Percent Advanced Degree	82.8%	77.6%
Average Total Experience	20.2	19.3
Average District/AEA Experience	12.1	10.0
Average Total Salary	\$106,959	\$110,434
Number of Principals	495	661

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

**Table 3-23**

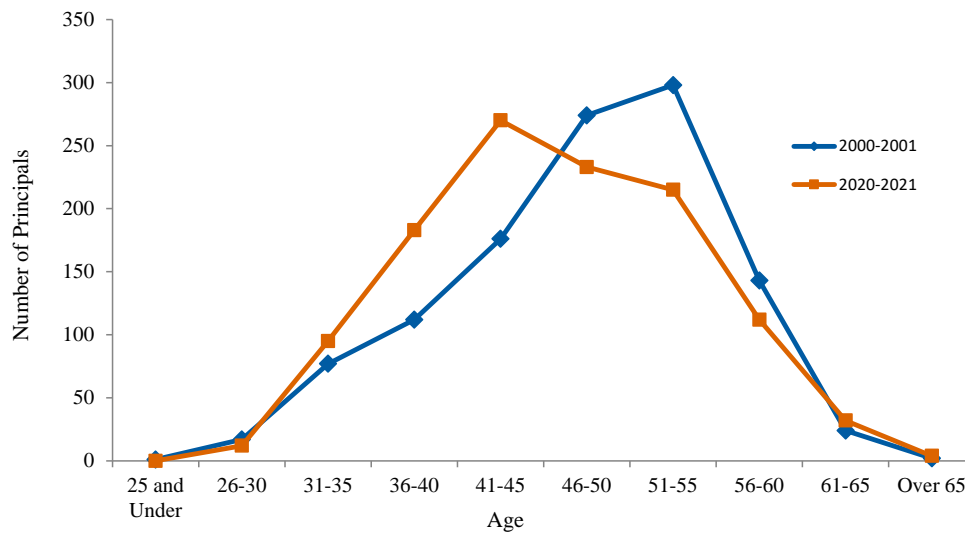
## Iowa Full-Time Public School Principal Age Distributions, 2000-2001 and 2020-2021

Age Interval	2000-2001				2020-2021			
	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%	12	12	1.0%	1.0%
31-35	77	95	6.9%	8.5%	95	107	8.2%	9.3%
36-40	112	207	10.0%	18.4%	183	290	15.8%	25.1%
41-45	176	383	15.7%	34.1%	270	560	23.4%	48.4%
46-50	274	657	24.4%	58.5%	233	793	20.2%	68.6%
51-55	298	955	26.5%	85.0%	215	1,008	18.6%	87.2%
56-60	143	1,098	12.7%	97.7%	112	1,120	9.7%	96.9%
61-65	24	1,122	2.1%	99.8%	32	1,152	2.8%	99.7%
Over 65	2	1,124	0.2%	100.0%	4	1,156	0.3%	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 2020-2021



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

**Table 3-24**

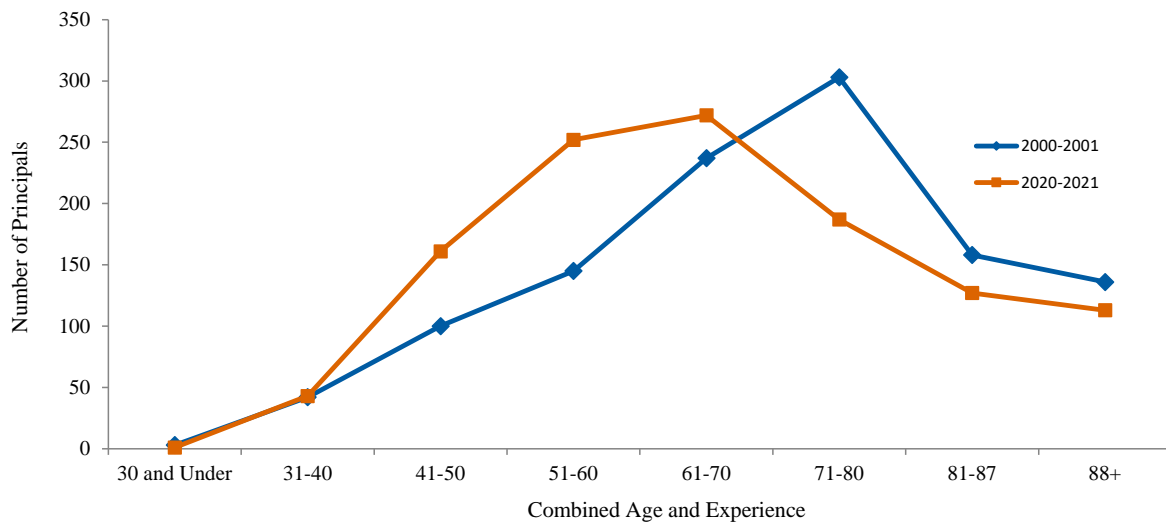
Combined Age and Experience Distribution of Iowa Full-Time Public School Principals 2000-2001 and 2020-2021

Combined Age and Experience Interval	2000-2001				2020-2021			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	3	3	0.3%	0.3%	1	1	0.1%	0.1%
31-40	42	45	3.7%	4.0%	43	44	3.7%	3.8%
41-50	100	145	8.9%	12.9%	161	205	13.9%	17.7%
51-60	145	290	12.9%	25.8%	252	457	21.8%	39.5%
61-70	237	527	21.1%	46.9%	272	729	23.5%	63.1%
71-80	303	830	27.0%	73.8%	187	916	16.2%	79.2%
81-87	158	988	14.1%	87.9%	127	1,043	11.0%	90.2%
88+	136	1,124	12.1%	100.0%	113	1,156	9.8%	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 2020-2021



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, 2019-2020 and 2020-2021

Enrollment Category	Average Total Salary			Number of Principals 2020-2021	Percent Salary Change	
	2000-2001	2019-2020	2020-2021		2000-2001 to 2020-2021	2019-2020 to 2020-2021
<300	\$51,775	\$86,397	\$90,825	42	75.4%	5.1%
300-599	\$54,331	\$94,956	\$96,960	207	78.5%	2.1%
600-999	\$58,539	\$99,961	\$100,209	179	71.2%	0.2%
1,000-2,499	\$64,381	\$106,780	\$108,024	273	67.8%	1.2%
2,500-7,499	\$69,145	\$112,982	\$115,758	184	67.4%	2.5%
7,500+	\$71,935	\$121,399	\$122,900	270	70.8%	1.2%
AEA	\$69,796	\$142,840	\$145,787	1	108.9%	2.1%
State	\$63,409	\$107,336	\$108,946	1,156	71.8%	1.5%

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 3 percentage points between 2019-2020 and 2020-2021 while the percent of minority superintendents increased slightly (Table 3-26). The percent of female superintendents was highest in the largest enrollment category in 2020-2021. The percent of superintendents with specialist/doctorate degrees was highest in the smallest enrollment category (Table 3-27). The average salary of female superintendents was 9.4 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 2020-2021 was 14.8 percent (Table 3-30). The average salary of superintendents increased by 1.8 percent between 2019-2020 and 2020-2021 (Table 3-31).

**Table 3-26**

Characteristics of Iowa Full-Time Public School Superintendents, 2000-2001, 2019-2020 and 2020-2021

Characteristics	2000-2001	2019-2020	2020-2021
Average Age	52.1	50.9	51.0
Percent Female	5.8%	13.7%	13.3%
Percent Minority	0.9%	1.1%	1.5%
Percent Specialist/Doctorate Degree	59.2%	48.7%	45.6%
Average Total Experience	26.9	22.8	22.3
Average District Experience	8.0	7.0	7.0
Number of Superintendents	326	263	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, 2020-2021

Enrollment Category	Number of Full-Time Superintendents	Average Age	Percent Female	Percent Minority	Percent Specialist/ Doctorate Degree	Average Total Experience	Average District Experience
<300	13	50.0	7.7%	0.0%	61.5%	22.2	8.6
300-599	71	50.8	7.0%	0.0%	47.9%	24.3	7.7
600-999	66	50.1	7.6%	1.5%	37.9%	23.6	6.7
1,000-2,499	75	51.8	21.3%	4.0%	45.3%	20.8	6.2
2,500-7,499	24	51.2	16.7%	0.0%	54.2%	20.8	5.8
7,500+	13	53.7	30.8%	0.0%	46.2%	16.1	9.5
AEA	1	36.0	0.0%	0.0%	0.0%	14.0	7.0
State	263	51.0	13.3%	1.5%	45.6%	22.3	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, 2020-2021			
Characteristics	Female	Male	
Average Age	52.3	50.8	
Percent Minority	0.0%	1.8%	
Percent Specialist/Doctorate Degree	60.0%	43.4%	
Average Total Experience	18.7	22.8	
Average District Experience	6.5	7.1	
Average Total Salary	\$175,258	\$160,199	
Number of Superintendents	35	228	

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

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

**Table 3-29**

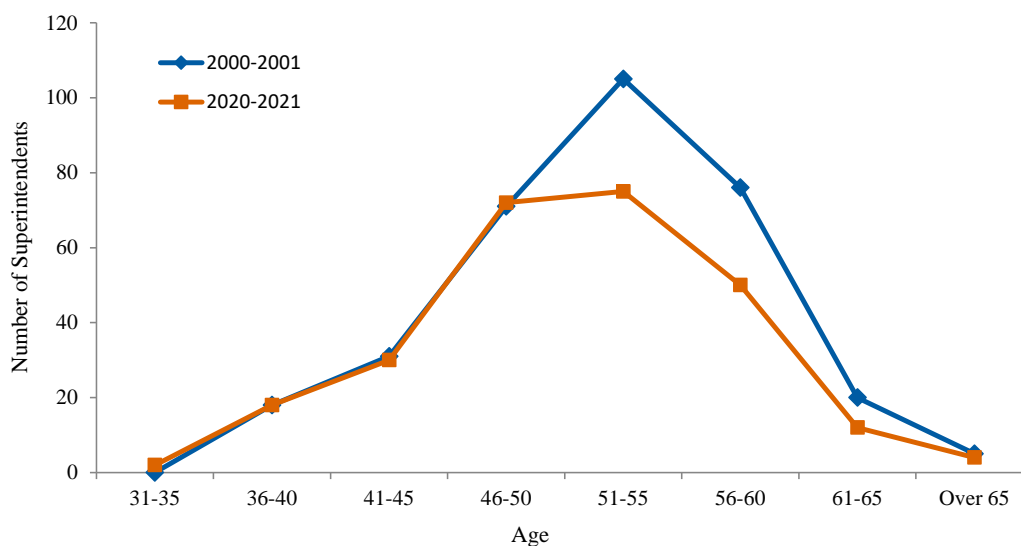
Iowa Full-Time Public School Superintendents Age Distributions 2000-2001 and 2020-2021								
Age Interval	2000-2001				2020-2021			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<35	0	0	0.0%	0.0%	2	2	0.8%	0.8%
36-40	18	18	5.5%	5.5%	18	20	6.8%	7.6%
41-45	31	49	9.5%	15.0%	30	50	11.4%	19.0%
46-50	71	120	21.8%	36.8%	72	122	27.4%	46.4%
51-55	105	225	32.2%	69.0%	75	197	28.5%	74.9%
56-60	76	301	23.3%	92.3%	50	247	19.0%	93.9%
61-65	20	321	6.1%	98.5%	12	259	4.6%	98.5%
Over 65	5	326	1.5%	100.0%	4	263	1.5%	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 2020-2021



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 2020-2021

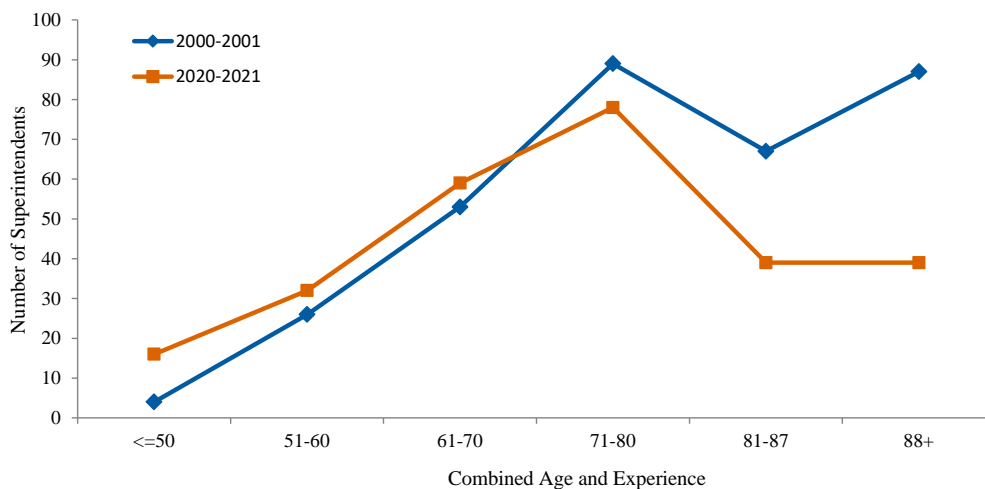
Combined Age and Experience Interval	2000-2001				2020-2021			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<=50	4	4	1.2%	1.2%	16	16	6.1%	6.1%
51-60	26	30	8.0%	9.2%	32	48	12.2%	18.3%
61-70	53	83	16.3%	25.5%	59	107	22.4%	40.7%
71-80	89	172	27.3%	52.8%	78	185	29.7%	70.3%
81-87	67	239	20.6%	73.3%	39	224	14.8%	85.2%
88+	87	326	26.7%	100.0%	39	263	14.8%	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 2020-2021



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, 2019-2020 and 2020-2021

Enrollment Category	Average Total Salary			Number of Superintendents 2020-2021	Percent Salary Change	
	2000-2001	2019-2020	2020-2021		2000-2001 to 2020-2021	2019-2020 to 2020-2021
<300	\$63,569	\$126,890	\$128,075	13	101.5%	0.9%
300-599	\$71,049	\$140,028	\$142,103	71	100.0%	1.5%
600-999	\$76,935	\$147,415	\$151,070	66	96.4%	2.5%
1,000-2,499	\$85,772	\$167,285	\$172,434	75	101.0%	3.1%
2,500-7,499	\$104,464	\$197,598	\$202,243	24	93.6%	2.4%
7,500+	\$125,036	\$241,105	\$231,120	13	84.8%	-4.1%
AEA		\$235,957	\$143,426	1		-39.2%
State	\$79,836	\$159,386	\$162,203	263	103.2%	1.8%

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

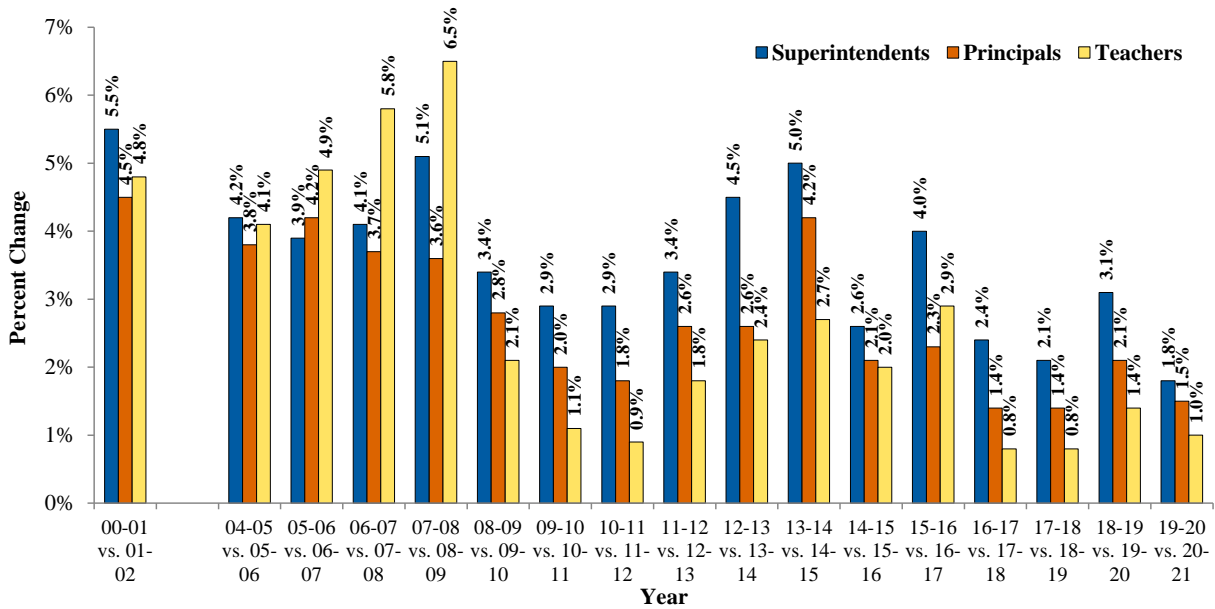
Notes: Every district is required to have a superintendent. There are a number of smaller districts that share superintendents. The superintendent at the AEA is AEA staff who is also serving as a superintendent in a public district.

# 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 2020-2021. 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 2020-2021, 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 2019-2020 vs. 2020-2021



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 2020-2021

Enrollment Category	2000-2001			2020-2021		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	\$28,811	\$51,775	\$63,569	\$48,917	\$90,825	\$128,075
300-599	\$31,557	\$54,331	\$71,049	\$53,225	\$96,960	\$142,103
600-999	\$33,809	\$58,539	\$76,935	\$55,864	\$100,209	\$151,070
1,000-2,499	\$35,912	\$64,381	\$85,772	\$59,471	\$108,024	\$172,434
2,500-7,499	\$38,266	\$69,145	\$104,464	\$62,828	\$115,758	\$202,243
7,500+	\$40,452	\$71,935	\$125,036	\$65,313	\$122,900	\$231,120
AEA	\$36,196	\$69,796	-	\$68,607	\$145,787	\$143,426
State	\$36,479	\$63,409	\$79,836	\$60,656	\$108,946	\$162,203

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

Notes: Includes AEA staff.

Teacher figures for 2020-2021 represent average salaries for full-time public school staff with teaching position codes. There were approximately 6,000 full-time public staff in 2020-2021 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 about the same between 2019-2020 and 2020-2021. The percent of professional school counselors with advanced degrees decreased by 0.7 percentage points between 2019-2020 and 2020-2021 (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 6.3 percent in 2020-2021 (Table 3-36). The average salary of professional school counselors increased by 1.5 percent between 2019-2020 and 2020-2021 (Table 3-37).

**Table 3-33**

Characteristics of Iowa Full-Time Public School Professional School Counselors  
2000-2001, 2019-2020 and 2020-2021

Characteristics	2000-2001	2019-2020	2020-2021
Average Age	46.4	41.7	41.9
Percent Female	64.2%	82.0%	82.8%
Percent Minority	1.6%	3.9%	3.8%
Percent Advanced Degree	86.9%	84.9%	84.2%
Average Total Experience	18.8	13.7	13.7
Average District Experience	12.1	9.4	9.5
Number of Professional School Counselors	1,194	1,352	1,380

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, 2019-2020 and 2020-2021

Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000-2001	2019-2020	2020-2021	2000-2001	2019-2020	2020-2021	2000-2001	2019-2020	2020-2021
<300	38	40	38	13	26	23	5	13	15
300-599	116	95	107	129	144	168	15	10	10
600-999	104	80	71	189	177	167	14	9	8
1,000-2,499	83	77	75	310	323	313	8	9	10
2,500-7,499	24	23	24	247	256	264	8	8	8
7,500+	9	12	12	306	426	445	15	12	7
State	374	327	327	1,194	1,352	1,380	65	61	58

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 2020-2021

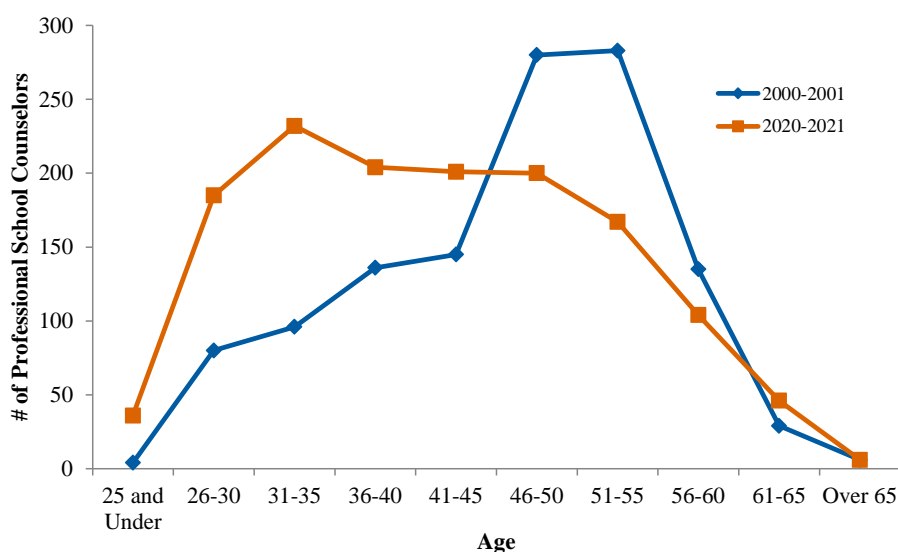
Age Interval	2000-2001				2020-2021			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	4	4	0.3%	0.3%	36	36	2.6%	2.6%
26-30	80	84	6.7%	7.0%	185	221	13.4%	16.0%
31-35	96	180	8.0%	15.1%	232	453	16.8%	32.8%
36-40	136	316	11.4%	26.5%	204	657	14.8%	47.6%
41-45	145	461	12.1%	38.6%	201	858	14.6%	62.2%
46-50	280	741	23.5%	62.1%	200	1,058	14.5%	76.7%
51-55	283	1,024	23.7%	85.8%	167	1,225	12.1%	88.8%
56-60	135	1,159	11.3%	97.1%	103	1,328	7.5%	96.2%
61-65	29	1,188	2.4%	99.5%	46	1,374	3.3%	99.6%
Over 65	6	1,194	0.5%	100.0%	6	1,380	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 2020-2021



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 2020-2021

Combined Age and Experience Interval	2000-2001				2020-2021			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	25	25	2.1%	2.1%	99	99	7.2%	7.2%
31-40	108	133	9.0%	11.1%	269	368	19.5%	26.7%
41-50	135	268	11.3%	22.4%	259	627	18.8%	45.4%
51-60	206	474	17.3%	39.7%	241	868	17.5%	62.9%
61-70	209	683	17.5%	57.2%	178	1,046	12.9%	75.8%
71-80	240	923	20.1%	77.3%	153	1,199	11.1%	86.9%
81-87	159	1,082	13.3%	90.6%	94	1,293	6.8%	93.7%
88+	112	1,194	9.4%	100.0%	87	1,380	6.3%	100.0%

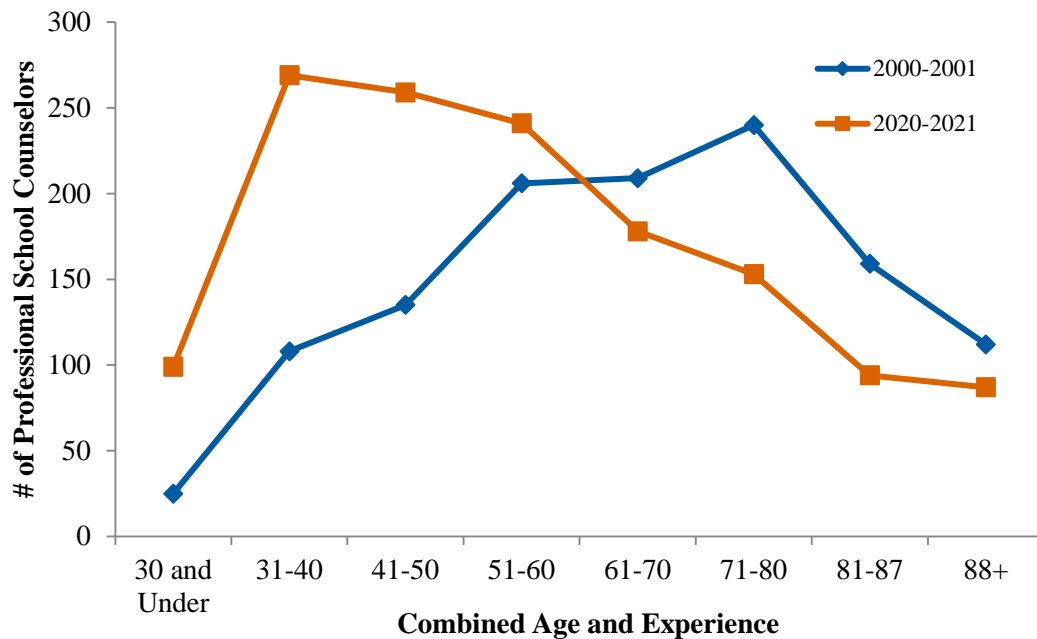
Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

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 2020-2021



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, 2019-2020 and 2020-2021

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2019-2020	2020-2021	2000-2001 to 2020-2021	2019-2020 to 2020-2021
<300	\$33,912	\$47,283	\$42,521	25.4%	-10.1%
300-599	\$35,907	\$54,527	\$55,633	54.9%	2.0%
600-999	\$37,702	\$56,898	\$57,565	52.7%	1.2%
1,000-2,499	\$41,062	\$62,566	\$63,550	54.8%	1.6%
2,500-7,499	\$44,628	\$66,097	\$67,277	50.8%	1.8%
7,500+	\$46,886	\$68,533	\$69,637	48.5%	1.6%
State	\$42,126	\$63,222	\$64,187	52.4%	1.5%

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

Notes: Does not include AEA staff.

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

## Public School Library/Media Staff

Library/media staff members who are licensed through the Board of Educational Examiners have the position title of teacher librarian/media specialists. Districts are required by Iowa Code (256.11) to have a licensed library/media specialist. Districts are able to share library/media specialists with another district. The percent of library/media specialists with advanced degrees remained the same in 2020-2021 (Table 3-38). The number of full-time library/media specialists decreased slightly between 2019-2020 and 2020-2021 (Table 3-39). The average salary of library/media specialists increased by 1.7 percent between 2019-2020 and 2020-2021 (Table 3-40). Library/media associates are staff members that support the library/media specialists in the library/media center. The number of library/media associates increased by 2.2 percent between 2019-2020 and 2020-2021.

**Table 3-38**

Characteristics of Iowa Full-Time Public School Licensed Library/Media Specialists 2000-2001, 2019-2020 and 2020-2021				
Characteristics	2000-2001	2019-2020	2020-2021	
Average Age	48.5	45.8	46.1	
Percent Female	90.6%	94.4%	95.2%	
Percent Minority	0.8%	1.1%	0.8%	
Percent Advanced Degree	59.6%	70.2%	70.2%	
Average Total Experience	19.6	16.8	17.3	
Average District Experience	14.3	11.7	11.8	
Number of Library/Media Specialists	636	376	373	

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, 2019-2020 and 2020-2021

Enrollment Category	Number of Districts			Full-Time			Part-Time		
	2000-2001	2019-2020	2020-2021	2000-2001	2019-2020	2020-2021	2000-2001	2019-2020	2020-2021
<300	38	40	38	8	8	7	11	28	13
300-599	116	95	107	82	33	38	20	42	39
600-999	104	80	71	107	45	41	8	25	22
1,000-2,499	83	77	75	174	91	83	9	12	9
2,500-7,499	24	23	24	134	92	96	3	4	3
7,500+	9	12	12	131	107	108	7	5	7
State	374	327	327	636	376	373	58	116	93

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, 2019-2020 and 2020-2021

Enrollment Category	Average Total Salary			Percent Salary Change	
	2000-2001	2019-2020	2020-2021	2000-2001 to 2020-2021	2019-2020 to 2020-2021
<300	\$28,997	\$52,208	\$52,674	81.7%	0.9%
300-599	\$33,415	\$59,688	\$57,967	73.5%	-2.9%
600-999	\$35,926	\$60,389	\$62,766	74.7%	3.9%
1,000-2,499	\$39,377	\$62,412	\$64,653	64.2%	3.6%
2,500-7,499	\$42,276	\$67,239	\$67,788	60.3%	0.8%
7,500+	\$45,636	\$74,801	\$75,811	66.1%	1.4%
State	\$39,797	\$66,421	\$67,577	69.8%	1.7%

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, 2019-2020 and 2020-2021

Enrollment Category	Number of Full-Time Equivalent (FTE) Associates				
	2000-2001	2019-2020	2020-2021	% Change in FTE Aides 2000-2001 to 2020-2021	% Change in FTE Aides 2019-2020 to 2020-2021
<300	26.3	8.7	6.4	-75.9%	-27.0%
300-599	143.9	56.5	58.2	-59.6%	3.0%
600-999	204.2	64.7	64.7	-68.3%	-0.1%
1,000-2,499	284.1	147.6	141.3	-50.3%	-4.3%
2,500-7,499	246.8	39.1	43.5	-82.4%	11.2%
7,500+	180.1	90.2	102.0	-43.4%	13.1%
State	1,085.4	406.9	416.0	-61.7%	2.2%

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 2020-2021. 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 2019-2020 and 2020-2021. The average salary of AEA staff increased by 0.8 percent between 2019-2020 and 2020-2021. Almost half of the AEA staff (47.5 percent) in 2020-2021 held a Special Education Support position (Table 3-43).

**Table 3-42**

Characteristics of Iowa Full-Time Licensed AEA Staff 2000-2001, 2019-2020 and 2020-2021			
Characteristics	2000-2001	2019-2020	2020-2021
Average Age	44.8	44.0	44.0
Percent Female	77.3%	92.1%	91.9%
Percent Minority	1.0%	2.4%	2.3%
Percent Advanced Degree	79.4%	87.8%	88.6%
Average Total Experience	17.2	17.1	17.2
Average Number of Contract Days	197.3	194.9	194.9
Average Total Salary	\$44,351	\$75,902	\$76,538
Number of AEA Staff	2,225	2,350	2,385

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 2020-2021			
Position	Number	Percent	
AEA Chief Administrator	9	0.4%	
AEA Zone/Regional Coordinator	74	3.1%	
Content/Curriculum Consultant	257	10.7%	
Director/Coordinator/Department Head	30	1.2%	
Counselor	4	0.2%	
Early Childhood Reg Ed Teacher	1	0.0%	
Early Childhood Special Ed Teacher	70	2.9%	
Home Intervention Teacher	12	0.5%	
Itinerant Teacher	79	3.3%	
Juvenile Home Teacher	35	1.5%	
Nurse	4	0.2%	
Other Administrator	19	0.8%	
Principal	1	0.0%	
Regular Education Teacher	3	0.1%	
School Business Official	10	0.4%	
Social Worker	192	8.0%	
Special Ed Support	1,141	47.5%	
Special Education Consultant	365	15.2%	
Special Education Director	6	0.2%	
Special Education Teacher	50	2.1%	
Specialist	24	1.0%	
Superintendent	1	0.0%	
Supervisor-Licensed	7	0.3%	
Teacher Leader	1	0.0%	
Teacher Librarian/Media Specialist	6	0.2%	
Total	2,401	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 who 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 2020-2021. Central Rivers AEA and Heartland AEA had the highest percent of districts. Heartland AEA had the highest percent of public school licensed staff. Heartland AEA and Keystone AEA had the highest percent of 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 Great Prairie 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, 2020-2021

AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
	Number	Percent	Number	Percent	Number	Percent
Keystone	21	6.4%	2,775	6.2%	328	18.8%
Central Rivers	53	16.2%	5,907	13.2%	219	12.5%
Prairie Lakes	38	11.6%	2,828	6.3%	107	6.1%
Mississippi Bend	21	6.4%	4,251	9.5%	178	10.2%
Grant Wood	32	9.8%	6,301	14.1%	251	14.4%
Heartland	53	16.2%	12,501	27.9%	330	18.9%
Northwest	34	10.4%	3,501	7.8%	220	12.6%
Green Hills	43	13.1%	3,548	7.9%	68	3.9%
Great Prairie	32	9.8%	3,118	7.0%	46	2.6%
State	327	100.0%	44,730	100.0%	1,747	100.0%

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

Note: AEA full-time licensed staff are included.



## Public School Nurses

Iowa Code (256.11) requires each school district to have a nurse 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 who 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 3.7 percent between 2019-2020 and 2020-2021.

**Table 3-45**

Iowa Public School Nurse FTE by Enrollment Category, 2019-2020 and 2020-2021

Enrollment Category	2019-2020	2020-2021	% Change in FTE Nurses 2019-2020 to 2020-2021
<300	16.4	15.6	-4.6%
300-599	74.8	92.9	24.2%
600-999	93.7	83.0	-11.4%
1,000-2,499	158.2	160.2	1.2%
2,500-7,499	126.4	139.1	10.0%
7,500+	175.6	178.5	1.7%
State	645.1	669.2	3.7%

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 and curriculum data on courses taught and taken. The section also reports Senior Year Plus enrollment trends.

## Districts and Schools

The number of school districts in Iowa has declined over time (Table 4-1). In 2011-2012, 2019-2020 and 2020-2021, 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 remained the same in 2020-2021 from the previous year.

**Table 4-1**

Number of Iowa Public School Districts and Number of Districts without a Public High School  
2000-2001 to 2020-2021

Year	Number of Public School Districts	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%
2020-2021	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  
2011-2012, 2019-2020 and 2020-2021

Category	2011-2012	2019-2020	2020-2021
Total Number of Public School Districts	351	327	327
Total Number of Public School Buildings	1,409	1,310	1,309
Number of Districts with 1 to 3 Public School Buildings	224	212	214
Percent of Districts with 1 to 3 Public School Buildings	63.8%	64.8%	65.4%
Number of Districts with 4 to 6 Public School Buildings	93	80	78
Percent of Districts with 4 to 6 Public School Buildings	26.5%	24.5%	23.9%
Number of Districts with 7 to 9 Public School Buildings	17	19	20
Percent of Districts with 7 to 9 Public School Buildings	4.8%	5.8%	6.1%
Number of Districts with 10 or more Public School Buildings	17	16	15
Percent of Districts with 10 or more Public School Buildings	4.8%	4.9%	4.6%
Total Number of Nonpublic Schools	179	178	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 2,500 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  
2011-2012, 2019-2020 and 2020-2021

	State Standards Minimum Units	Enrollment Category						State
		<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2011-2012								
Number of Districts		27	100	85	76	22	10	320
English/Language Arts	6	6.37	6.89	7.22	8.35	12.45	17.15	7.99
Mathematics	6	6.91	7.50	7.99	8.65	10.04	13.17	8.21
Science	5	5.57	6.22	6.56	7.22	9.42	12.99	6.93
Social Studies	5	5.09	5.29	5.38	6.10	9.31	12.72	6.00
World Language	4	3.50	4.06	4.23	5.47	10.33	15.78	5.19
Fine Arts	3	5.18	5.64	6.53	7.56	12.27	18.23	7.14
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
2020-2021								
Number of Districts		19	101	71	75	24	12	302
English/Language Arts	6	6.24	6.74	6.49	7.18	9.59	12.06	7.20
Mathematics	6	6.31	7.23	7.61	7.73	8.46	10.41	7.61
Science	5	5.72	6.29	6.54	7.03	9.27	11.87	6.96
Social Studies	5	5.47	5.42	5.28	5.75	8.14	10.89	5.91
World Language	4	3.45	4.04	4.20	4.71	9.02	14.32	5.01
Fine Arts	3	4.19	5.41	6.18	7.25	10.59	17.80	6.88

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-taking data at the student level in 2004-2005. A real four-year course-taking pattern has been available for the Annual Condition of Education Report since 2008. Tables 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 2020 and 2021 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 2020 and 2021 took at least one world language course. More than 25,000 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 2020 and 2021 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 of 2020 and 2021.

High-quality computer science courses include computing systems, management information systems, network, programming, information support and services and courses in advanced placement computer science. The basic introductory-level computer courses and computer applications are not counted as high-quality courses. The state total, subgroup enrollments and high-quality computer science courses taken by enrollment category data are displayed in Tables 4-15 and 4-16 for the 2020 and 2021 graduating classes.



**Table 4-4**

Iowa Public High School Graduating Classes of 2020 and 2021 Non-Duplicate Enrollment  
in World Language Courses by Subgroup

Group	Class of 2020			Class of 2021		
	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	28,168	31,963	88.1%	28,608	32,665	87.6%
African American	1,224	1,501	81.5%	1,320	1,640	80.5%
American Indian	81	97	83.5%	77	96	80.2%
Asian	766	827	92.6%	798	847	94.2%
Hispanic	2,779	3,100	89.6%	2,856	3,257	87.7%
Hawaiian or Pacific Islander	54	70	77.1%	41	55	74.5%
Two or More Races	889	1,014	87.7%	933	1,068	87.4%
White	22,375	25,354	88.3%	22,583	25,702	87.9%
Disability*	1,890	3,859	49.0%	1,858	3,868	48.0%
EL**	1,064	1,329	80.1%	1,105	1,405	78.6%
Low SES***	11,035	13,593	81.2%	11,274	14,035	80.3%
Female	14,238	15,466	92.1%	14,630	15,927	91.9%
Male	13,930	16,497	84.4%	13,978	16,738	83.5%

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

Notes: 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) and the Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes).

\* 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 2020 and 2021 Non-Duplicate Enrollment in World Language Courses by Enrollment Category							
	Enrollment Category						
	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%
	Class of 2021						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in World Language Courses	245	3,229	3,438	6,780	5,850	9,043	28,608
Enrollment in Iowa Public High Schools in Each of the Last Four Years	315	3,877	3,946	7,923	6,451	10,115	32,665
Percent of Students Who Enrolled in World Language Courses	77.8%	83.3%	87.1%	85.6%	90.7%	89.4%	87.6%

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

Notes: 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) and the Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes).

**Table 4-6**

World Language Enrollment of Iowa Public High School Graduating Classes of 2020 and 2021 by Language					
Language	Class of 2020		Class of 2021		
	Enrollment	Percent of Enrolled	Enrollment	Percent of Enrolled	
Spanish	25,205	81.8%	25,897	82.5%	
French	3,099	10.1%	3,131	10.0%	
German	1,600	5.2%	1,461	4.7%	
Chinese	242	0.8%	232	0.7%	
Japanese	217	0.7%	174	0.6%	
Italian	54	0.2%	79	0.3%	
Russian	15	0.0%	20	0.1%	
Other World Language	391	1.3%	400	1.3%	

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

Notes: 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) and the Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes).



**Table 4-7**

Iowa Public High School Graduating Classes of 2020 and 2021  
Non-Duplicate Enrollment in Algebra II by Subgroup

Group	Class of 2020			Class of 2021		
	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	25,950	31,963	81.2%	26,786	32,665	82.0%
African American	961	1,501	64.0%	1,101	1,640	67.1%
American Indian	62	97	63.9%	64	96	66.7%
Asian	752	827	90.9%	780	847	92.1%
Hispanic	2,230	3,100	71.9%	2,405	3,257	73.8%
Hawaiian or Pacific Islander	49	70	70.0%	34	55	61.8%
Two or More Races	780	1,014	76.9%	855	1,068	80.1%
White	21,116	25,354	83.3%	21,547	25,702	83.8%
Disability*	1,297	3,859	33.6%	1,417	3,868	36.6%
EL**	751	1,329	56.5%	799	1,405	56.9%
Low SES***	9,435	13,593	69.4%	9,940	14,035	70.8%
Female	13,146	15,466	85.0%	13,690	15,927	86.0%
Male	12,804	16,497	77.6%	13,096	16,738	78.2%

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

Notes: 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) and the Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes).

\* 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 4-8**

Iowa Public High School Graduating Classes of 2020 and 2021 Non-Duplicate Enrollment in Algebra II by Enrollment Category							
Enrollment Category							
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%
Class of 2021							
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Algebra II	232	2,986	3,093	6,362	5,595	8,507	26,786
Enrollment in Iowa Public High Schools in Each of the Last Four Years	315	3,877	3,946	7,923	6,451	10,115	32,665
Percent of Students Who Enrolled in Algebra II	73.7%	77.0%	78.4%	80.3%	86.7%	84.1%	82.0%

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

Notes: 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) and the Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes).



**Table 4-9**

Iowa Public High School Graduating Classes of 2020 and 2021  
Non-Duplicate Enrollment in Higher-Level Mathematics (HLM) by Subgroup

Group	Class of 2020			Class of 2021		
	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM	Number Enrolled in HLM	Total Enrollment	Percent Enrolled in HLM
All Students	15,537	31,963	48.6%	15,931	32,665	48.8%
African American	450	1,501	30.0%	540	1,640	32.9%
American Indian	24	97	24.7%	29	96	30.2%
Asian	582	827	70.4%	620	847	73.2%
Hispanic	1,060	3,100	34.2%	1,157	3,257	35.5%
Hawaiian or Pacific Islander	21	70	30.0%	17	55	30.9%
Two or More Races	434	1,014	42.8%	482	1,068	45.1%
White	12,966	25,354	51.1%	13,086	25,702	50.9%
Disability*	391	3,859	10.1%	387	3,868	10.0%
EL**	296	1,329	22.3%	279	1,405	19.9%
Low SES***	4,333	13,593	31.9%	4,516	14,035	32.2%
Female	8,031	15,466	51.9%	8,391	15,927	52.7%
Male	7,506	16,497	45.5%	7,540	16,738	45.0%

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

Notes: 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) and the Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes). Higher-level mathematics include pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics and other specific courses identified as advanced mathematics\*.

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

\*\* 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 2020 and 2021 Non-Duplicate Enrollment in Higher-Level Mathematics by Enrollment Category							
	Enrollment Category						
	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%
	Class of 2021						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Enrollment in Higher-Level Mathematics	121	1,493	1,700	3,679	3,479	5,458	15,931
Enrollment in Iowa Public High Schools in Each of the Last Four Years	315	3,877	3,946	7,923	6,451	10,115	32,665
Percent of Students Who Enrolled in Higher-Level Mathematics	38.4%	38.5%	43.1%	46.4%	53.9%	54.0%	48.8%

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

Notes: 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) and the Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes). Higher-level mathematics include pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics and other specific courses identified as advanced mathematics.



Table 4-11

Iowa Public High School Graduating Classes of 2020 and 2021 Non-Duplicate Enrollment in Chemistry by Subgroup							
Group	Class of 2020			Class of 2021			
	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry	Number Enrolled in Chemistry	Total Enrollment	Percent Enrolled in Chemistry	
All Students	23,523	31,963	73.6%	23,885	32,665	73.1%	
African American	832	1,501	55.4%	953	1,640	58.1%	
American Indian	51	97	52.6%	49	96	51.0%	
Asian	704	827	85.1%	745	847	88.0%	
Hispanic	2,078	3,100	67.0%	2,176	3,257	66.8%	
Hawaiian or Pacific Islander	37	70	52.9%	28	55	50.9%	
Two or More Races	718	1,014	70.8%	753	1,068	70.5%	
White	19,103	25,354	75.3%	19,181	25,702	74.6%	
Disability*	1,224	3,859	31.7%	1,346	3,868	34.8%	
EL**	689	1,329	51.8%	738	1,405	52.5%	
Low SES***	8,337	13,593	61.3%	8,503	14,035	60.6%	
Female	12,127	15,466	78.4%	12,447	15,927	78.2%	
Male	11,396	16,497	69.1%	11,438	16,738	68.3%	

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

Notes: 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) and the Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS

\* 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 2020 and 2021  
Non-Duplicate Enrollment in Chemistry by Enrollment Category

<b>Enrollment Category</b>							
<b>Class of 2020</b>							
	<b>&lt;300</b>	<b>300-599</b>	<b>600-999</b>	<b>1,000-2,499</b>	<b>2,500-7,499</b>	<b>7,500+</b>	<b>State</b>
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%
<b>Class of 2021</b>							
	<b>&lt;300</b>	<b>300-599</b>	<b>600-999</b>	<b>1,000-2,499</b>	<b>2,500-7,499</b>	<b>7,500+</b>	<b>State</b>
Enrollment in Chemistry	181	2,492	2,736	5,772	5,373	7,321	23,885
Enrollment in Iowa Public High Schools in Each of the Last Four Years	315	3,877	3,946	7,923	6,451	10,115	32,665
Percent of Students Who Enrolled in Chemistry	57.5%	64.3%	69.3%	72.9%	83.3%	72.4%	73.1%

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

Notes: 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) and the Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes).



**Table 4-13**

Iowa Public High School Graduating Classes of 2020 and 2021  
Non-Duplicate Enrollment in Physics by Subgroup

Group	Class of 2020			Class of 2021		
	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics	Number Enrolled in Physics	Total Enrollment	Percent Enrolled in Physics
All Students	10,130	31,963	31.7%	10,414	32,665	31.9%
African American	481	1,501	32.0%	546	1,640	33.3%
American Indian	22	97	22.7%	21	96	21.9%
Asian	401	827	48.5%	388	847	45.8%
Hispanic	932	3,100	30.1%	900	3,257	27.6%
Hawaiian or Pacific Islander	9	70	12.9%	7	55	12.7%
Two or More Races	349	1,014	34.4%	365	1,068	34.2%
White	7,936	25,354	31.3%	8,187	25,702	31.9%
Disability*	460	3,859	11.9%	624	3,868	16.1%
EL**	270	1,329	20.3%	272	1,405	19.4%
Low SES***	3,321	13,593	24.4%	3,431	14,035	24.4%
Female	4,554	15,466	29.4%	4,843	15,927	30.4%
Male	5,576	16,497	33.8%	5,571	16,738	33.3%

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

Notes: 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) and the Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes).

\* 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 2020 and 2021  
Non-Duplicate Enrollment in Physics by Enrollment Category

<b>Enrollment Category</b>							
<b>Class of 2020</b>							
	<b>&lt;300</b>	<b>300-599</b>	<b>600-999</b>	<b>1,000-2,499</b>	<b>2,500-7,499</b>	<b>7,500+</b>	<b>State</b>
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%
<b>Class of 2021</b>							
	<b>&lt;300</b>	<b>300-599</b>	<b>600-999</b>	<b>1,000-2,499</b>	<b>2,500-7,499</b>	<b>7,500+</b>	<b>State</b>
Enrollment in Physics	66	745	924	1,769	2,870	4,037	10,414
Enrollment in Iowa Public High Schools in Each of the Last Four Years	315	3,877	3,946	7,923	6,451	10,115	32,665
Percent of Students Who Enrolled in Physics	21.0%	19.2%	23.4%	22.3%	44.5%	39.9%	31.9%

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

Notes: 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) and the Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes).



Table 4-15

Iowa Public High School Graduating Classes of 2020 and 2021  
Non-Duplicate Enrollment in High-Quality Computer Science by Subgroup

Group	Class of 2020			Class of 2021		
	Number Enrolled in High Quality Computer Science	Total Enrollment	Percent Enrolled in High Quality Computer Science	Number Enrolled in High Quality Computer Science	Total Enrollment	Percent Enrolled in High Quality Computer Science
All Students	3,409	31,963	10.7%	3,292	32,665	10.1%
African American	113	1,501	7.5%	121	1,640	7.4%
American Indian	15	97	15.5%	15	96	15.6%
Asian	161	827	19.5%	187	847	22.1%
Hispanic	264	3,100	8.5%	269	3,257	8.3%
Hawaiian or Pacific Islander	6	70	8.6%	4	55	7.3%
Two or More Races	105	1,014	10.4%	100	1,068	9.4%
White	2,745	25,354	10.8%	2,596	25,702	10.1%
Disability*	270	3,859	7.0%	273	3,868	7.1%
EL**	81	1,329	6.1%	74	1,405	5.3%
Low SES***	1,204	13,593	8.9%	1,213	14,035	8.6%
Female	691	15,466	4.5%	589	15,927	3.7%
Male	2,718	16,497	16.5%	2,703	16,738	16.1%

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

Notes: 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) and the Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes). High-quality computer science courses include computing systems, management information systems, network, programming, information support and services, and courses in advanced placement computer science.

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

\*\* 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 2020 and 2021  
Non-Duplicate Enrollment in High-Quality Computer Science by Enrollment Category

<b>Enrollment Category</b>							
<b>Class of 2020</b>							
	<b>&lt;300</b>	<b>300-599</b>	<b>600-999</b>	<b>1,000-2,499</b>	<b>2,500-7,499</b>	<b>7,500+</b>	<b>State</b>
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%
<b>Class of 2021</b>							
	<b>&lt;300</b>	<b>300-599</b>	<b>600-999</b>	<b>1,000-2,499</b>	<b>2,500-7,499</b>	<b>7,500+</b>	<b>State</b>
Enrollment in High-Quality Computer Science	49	333	336	688	559	1,322	3,292
Enrollment in Iowa Public High Schools in Each of the Last Four Years	315	3,877	3,946	7,923	6,451	10,115	32,665
Percent of Students Who Enrolled in High Quality Computer Science	15.6%	8.6%	8.5%	8.7%	8.7%	13.1%	10.1%

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

Notes: 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) and the Class of 2021 includes the students who were in the Iowa public school system from 2017-2018 to 2020-2021 (including the students with BEDS entry codes). High-quality computer science courses include computing systems, management information systems, network, programming, information support and services, and courses in advanced placement computer science.

## Senior Year Plus

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

### Advanced Placement Courses

Advanced Placement (AP) courses are college-level classes taught by highly qualified high school teachers who use the College Board course guidance. A school district can make AP courses available through on-site teaching, collaborating with another district or using 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 a long-term upward trend in the number of Iowa public school students enrolled in AP as well as the total number of AP courses taken, although both of these numbers fell in 2020-2021.

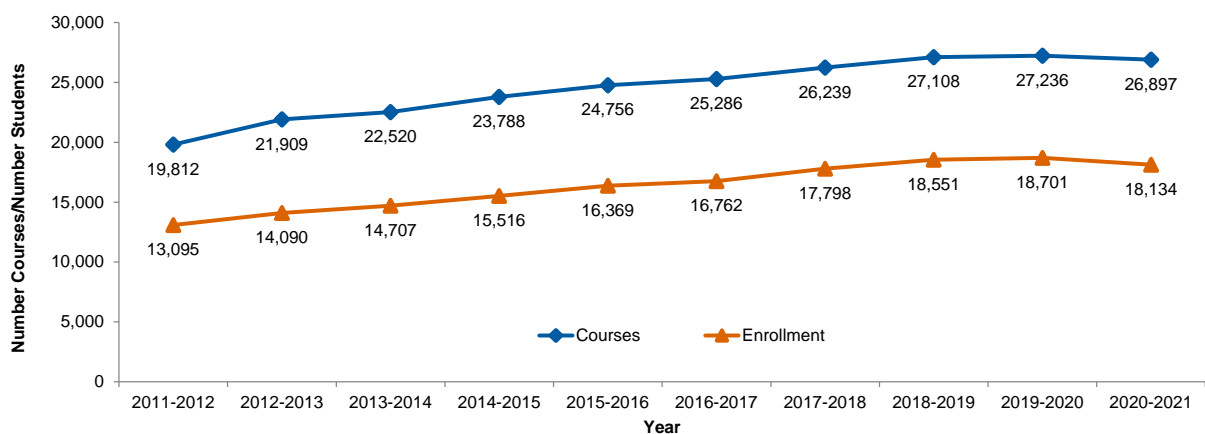
Each year, more than 50 percent of the Iowa districts with a public high school had students enrolled in AP (Table 4-17).

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 area.

Figure 4-1

Iowa Advanced Placement (AP) Enrollment and Courses Taken 2011-2012 to 2020-2021



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 2011-2012 to 2020-2021				
Year	Total Number of Districts	Districts with High Schools	Districts with AP Enrollment	Percent of Districts w/High Schools that had AP Enrollment
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%
2020-2021	327	302	156	51.7%

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 2011-2012 to 2020-2021					
Year	9th Graders	10th Graders	11th Graders	12th Graders	Total AP Enrollment
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
2020-2021	1,249	3,852	6,043	6,990	18,134

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

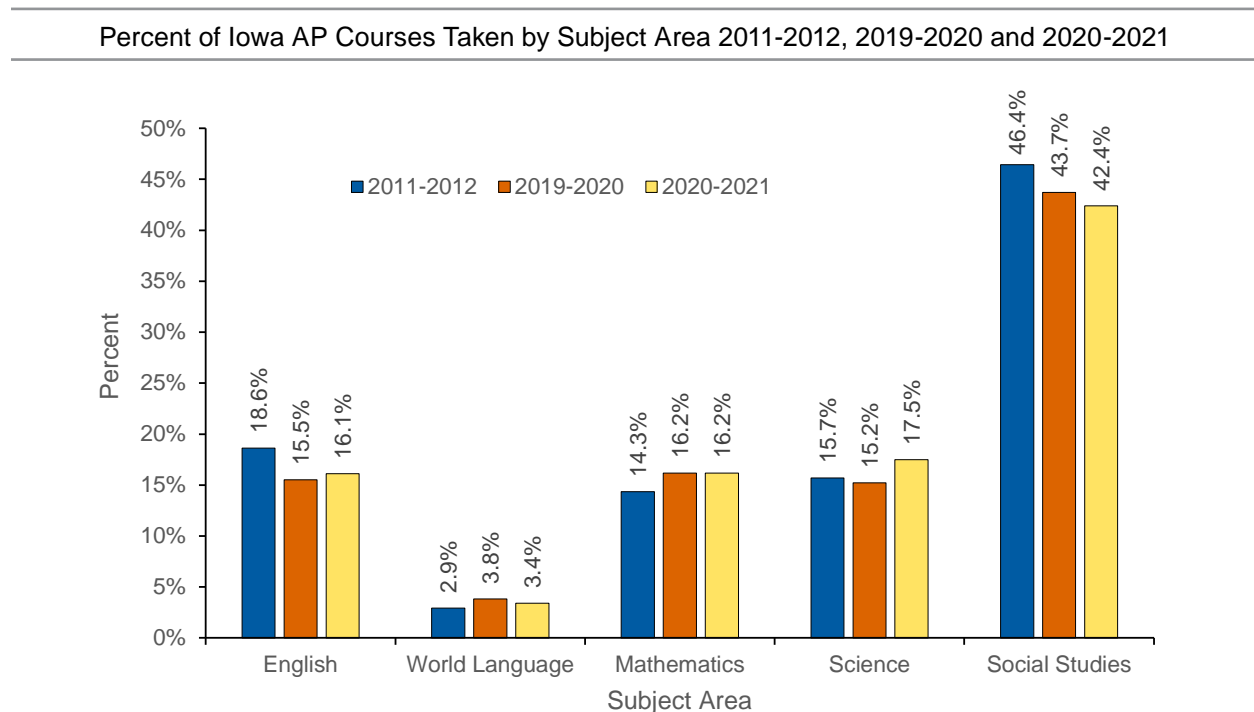


**Table 4-19**

Iowa AP Courses Taken by Subject Areas 2011-2012 to 2020-2021										
Subject Area	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English Language Arts	3,690	4,055	4,116	4,271	4,321	4,103	4,303	4,209	4,229	4,336
Fine & Performance Arts	335	414	362	485	508	570	623	599	787	615
World Language	578	713	613	791	815	824	1,000	1,410	1,042	906
Mathematics	2,841	2,920	3,363	3,367	3,647	3,598	3,708	4,232	4,403	4,356
Computer & Information Sciences	59	151	138	222	266	342	362	508	726	585
Science	3,109	3,405	3,443	3,951	4,078	4,151	4,087	4,079	4,141	4,705
Social Studies	9,200	10,251	10,485	10,701	11,121	11,698	12,156	12,071	11,908	11,394
Total Courses Taken	19,812	21,909	22,520	23,788	24,756	25,286	26,239	27,108	27,236	26,897

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.

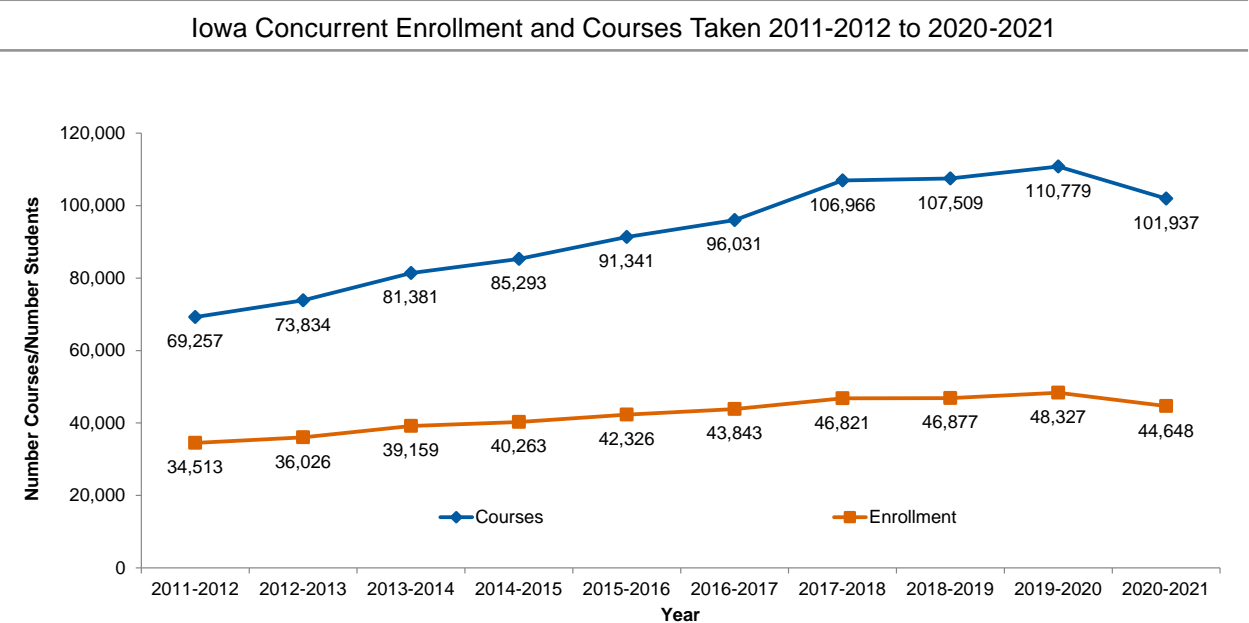
Figure 4-3 shows the trend of concurrent enrollment courses taken by Iowa public school students and the concurrent enrollment trend.

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 area.

**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 2011-2012 to 2020-2021

Year	Total Number of Districts	Districts with High Schools	Districts with Concurrent Enrollment	Percent of Districts with High Schools that had Concurrent Enrollment
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%
2020-2021	327	302	301	99.7%

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 2011-2012 to 2020-2021

Year	9th Graders	10th Graders	11th Graders	12th Graders	Total Concurrent Enrollment
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
2020-2021	2,542	6,349	15,289	20,468	44,648

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

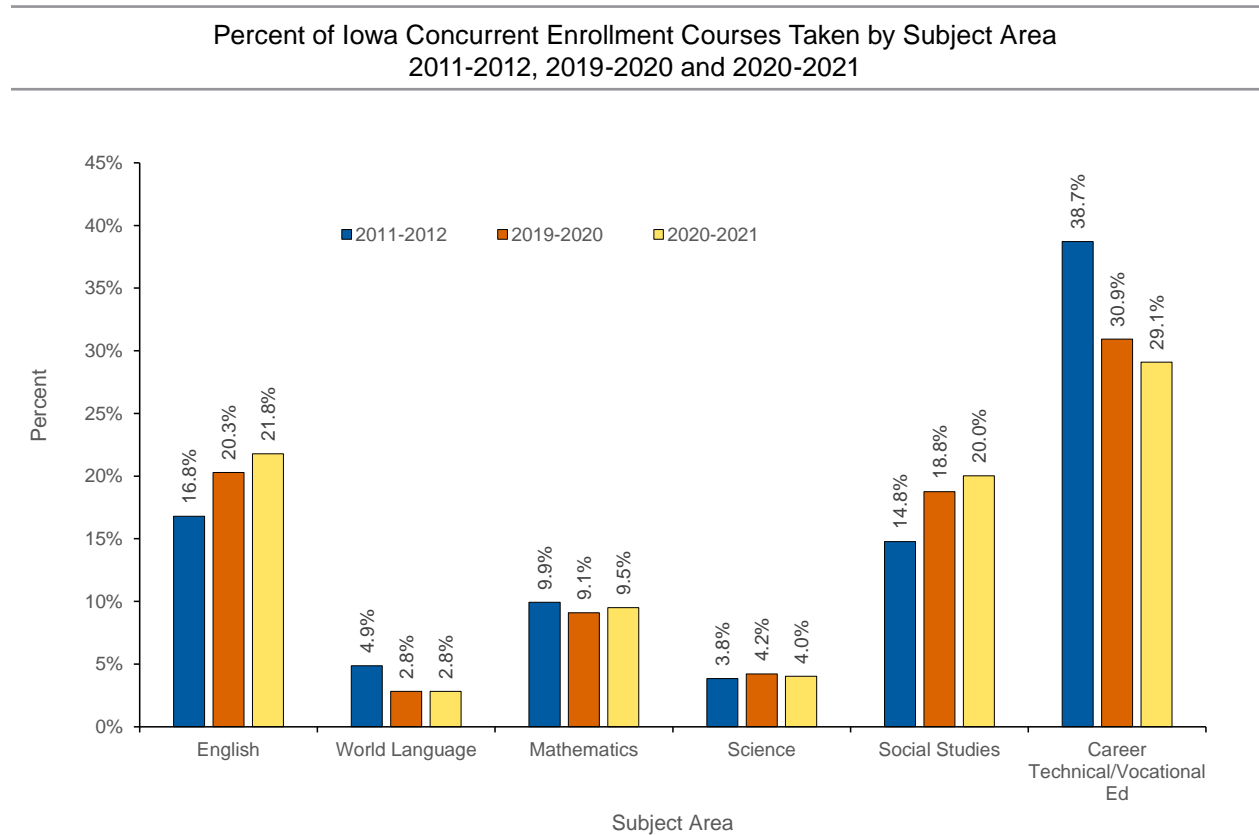


**Table 4-22**

Iowa Concurrent Enrollment Courses Taken by Subject Areas 2011-2012 to 2020-2021										
Subject Area	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English Language Arts	11,636	13,459	13,732	15,533	16,674	17,793	20,305	21,287	22,486	22,205
Fine & Performance Arts	1,761	2,029	2,397	2,609	2,743	2,912	3,122	3,401	3,347	2,771
World Language	3,364	3,093	3,262	3,011	3,139	3,328	3,190	3,087	3,121	2,877
Mathematics	6,872	7,555	8,200	8,311	8,570	8,909	9,678	9,745	10,075	9,678
Other	5,901	7,372	8,926	8,936	9,637	6,634	11,381	11,277	12,059	10,231
Science	2,665	2,921	3,163	3,031	3,624	3,829	4,483	4,758	4,658	4,105
Social Studies	10,238	11,495	12,797	14,061	15,401	16,009	19,638	21,118	20,776	20,414
Career Technical/Vocational Education	26,820	25,910	28,904	29,801	31,553	36,617	35,169	32,836	34,257	29,656
Total Courses Taken	69,257	73,834	81,381	85,293	91,341	96,031	106,966	107,509	110,779	101,937

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.

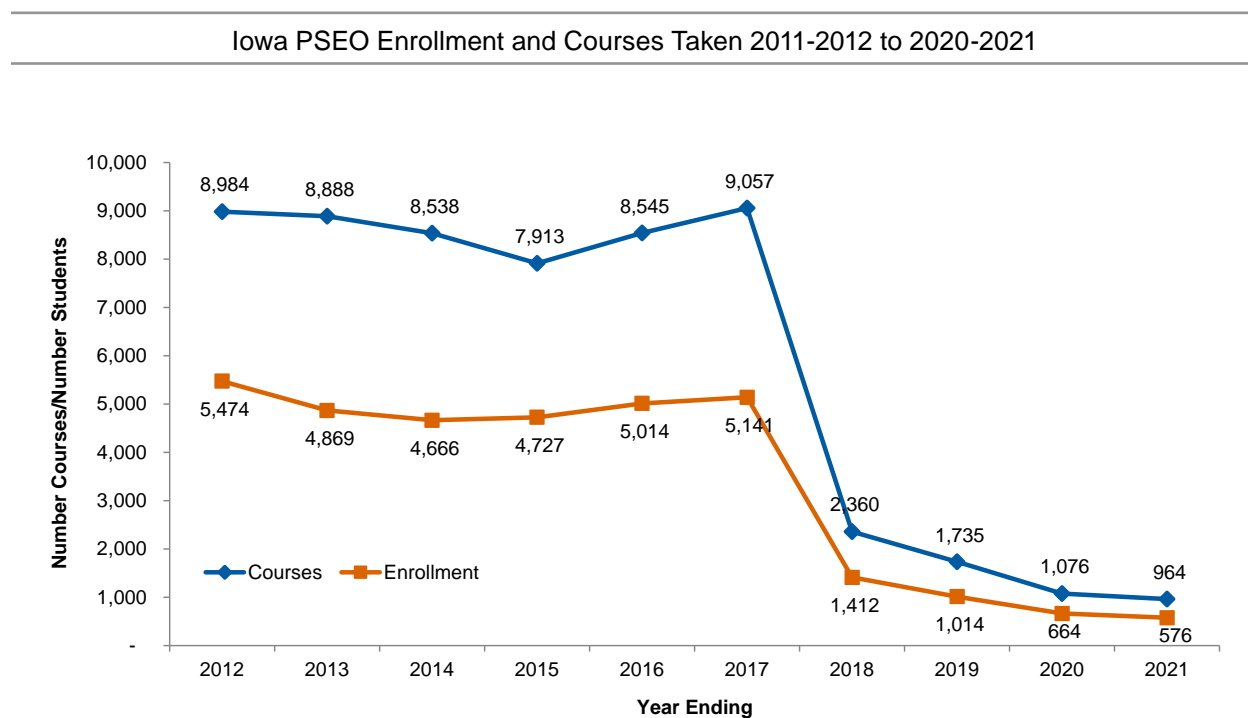
Due to an Iowa Code (IAC 261E. 6(3)) update, it shows a large decrease of PSEO enrollment in 2017-2018 to 2020-2021. Figure 4-5 shows a trend of PSEO courses taken by Iowa public high school students and a PSEO enrollment trend.

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 20.2 in 2019-2020 and 17.9 in 2020-2021.

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, spring files.





**Table 4-23**

The Iowa Districts with PSEO Enrollment 2011-2012 to 2020-2021				
Year	Total Number of Districts	Districts with High Schools	Districts with PSEO Enrollment	Percent of Districts with High Schools that had PSEO Enrollment
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%
2020-2021	327	302	54	17.9%

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 2011-2012 to 2020-2021				
Year	9th and 10th Graders	11th Graders	12th Graders	Total PSEO Enrollment
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
2020-2021	42	96	438	576

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

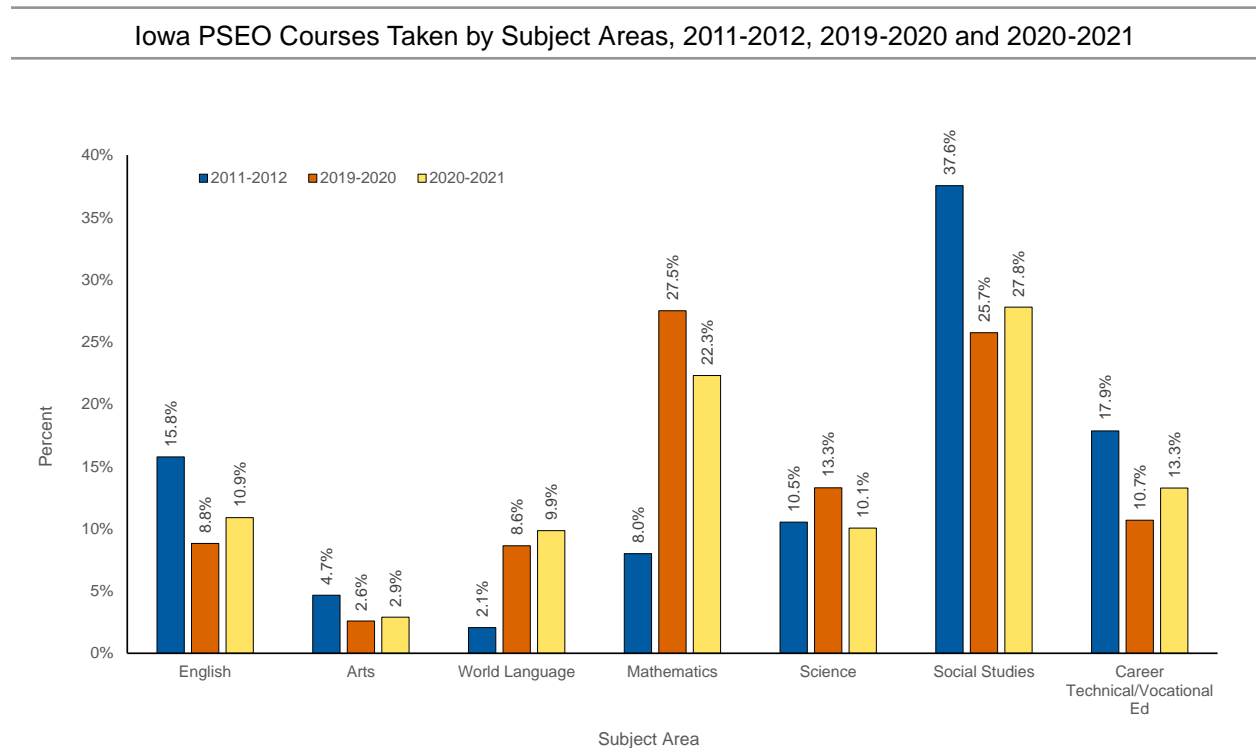


**Table 4-25**

Iowa PSEO Courses Taken by Subject Areas 2011-2012 to 2020-2021										
Subject Area	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English Language Arts	1,417	1,347	1,486	1,394	1,735	1,922	342	265	95	105
Fine & Performance Arts	419	357	287	315	307	415	107	82	28	28
World Language	186	209	234	171	155	225	126	106	93	95
Mathematics	719	931	905	781	709	837	417	376	296	215
Other	318	890	708	731	748	428	178	62	29	28
Science	946	997	767	580	752	735	191	150	143	97
Social Studies	3,374	3,196	3,205	3,067	3,218	3,415	733	482	277	268
Career Technical/ Vocational Education	1,605	961	946	874	921	1,080	266	212	115	128
Total Courses Taken	8,984	8,888	8,538	7,913	8,545	9,057	2,360	1,735	1,076	964

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.



# 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 from that year.

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



## State Indicators of Student Success

The seven required state indicators for student success include:

1. The percentage of all 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 English-language arts (ELA), mathematics and science.

Proficiency cut scores for the three performance levels of the ISASP (Not Yet Proficient, Proficient and Advanced) are defined using a 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 2020-2021 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. The following analysis includes Iowa public school students who took the ISASP in ELA, mathematics or science.



**Table 5-1**

Number of Iowa Public School Students Tested on ISASP English Language Arts  
by Subgroup 2020-2021

Subgroups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All	33,074	33,251	34,255	34,768	35,962	35,928	35,597	34,261	31,904
African American	2,208	2,212	2,245	2,213	2,191	2,093	1,956	1,804	1,562
Asian	825	815	767	746	760	709	715	739	733
Hispanic	3,715	3,897	4,002	4,014	4,187	4,138	4,031	3,754	3,165
White	24,363	24,595	25,377	26,018	27,002	27,290	27,257	26,434	25,169
IEP*	4,784	4,825	4,956	4,832	4,875	4,613	4,176	3,674	3,036
FRL**	14,503	14,479	14,804	14,710	14,908	14,506	13,961	12,615	10,661
EL***	2,306	2,080	1,741	1,634	1,639	1,597	1,758	1,794	1,395
Female	16,146	16,197	16,766	16,936	17,421	17,449	17,209	16,612	15,471
Male	16,928	17,054	17,489	17,832	18,541	18,479	18,388	17,649	16,433

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

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.



**Table 5-2**

Number of Iowa Public School Students Tested on ISASP Mathematics  
by Subgroup 2020-2021

Subgroups	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
All	33,098	33,285	34,283	34,816	36,019	36,023	35,805	34,511	32,149
African American	2,215	2,218	2,246	2,218	2,199	2,109	2,007	1,844	1,612
Asian	826	815	767	746	762	713	721	743	742
Hispanic	3,723	3,902	4,006	4,018	4,202	4,153	4,071	3,819	3,236
White	24,369	24,615	25,395	26,045	27,028	27,345	27,342	26,557	25,271
IEP*	4,792	4,840	4,967	4,849	4,894	4,648	4,234	3,723	3,074
FRL**	14,520	14,502	14,824	14,743	14,945	14,580	14,120	12,793	10,825
EL***	2,308	2,081	1,745	1,638	1,649	1,614	1,799	1,836	1,426
Female	16,160	16,212	16,773	16,956	17,449	17,494	17,301	16,730	15,596
Male	16,938	17,073	17,510	17,860	18,570	18,529	18,504	17,781	16,553

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

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.



**Table 5-3**

Number of Iowa Public School Students Tested on the ISASP Science  
by Subgroup 2020-2021

Subgroups	Grade 5	Grade 8	Grade 10
All	34,251	35,930	34,353
African American	2,240	2,099	1,820
Asian	766	712	738
Hispanic	4,002	4,127	3,795
White	25,378	27,293	26,466
IEP*	4,961	4,619	3,686
FRL**	14,797	14,518	12,689
EL***	1,742	1,595	1,818
Female	16,761	17,466	16,654
Male	17,490	18,464	17,699

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

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

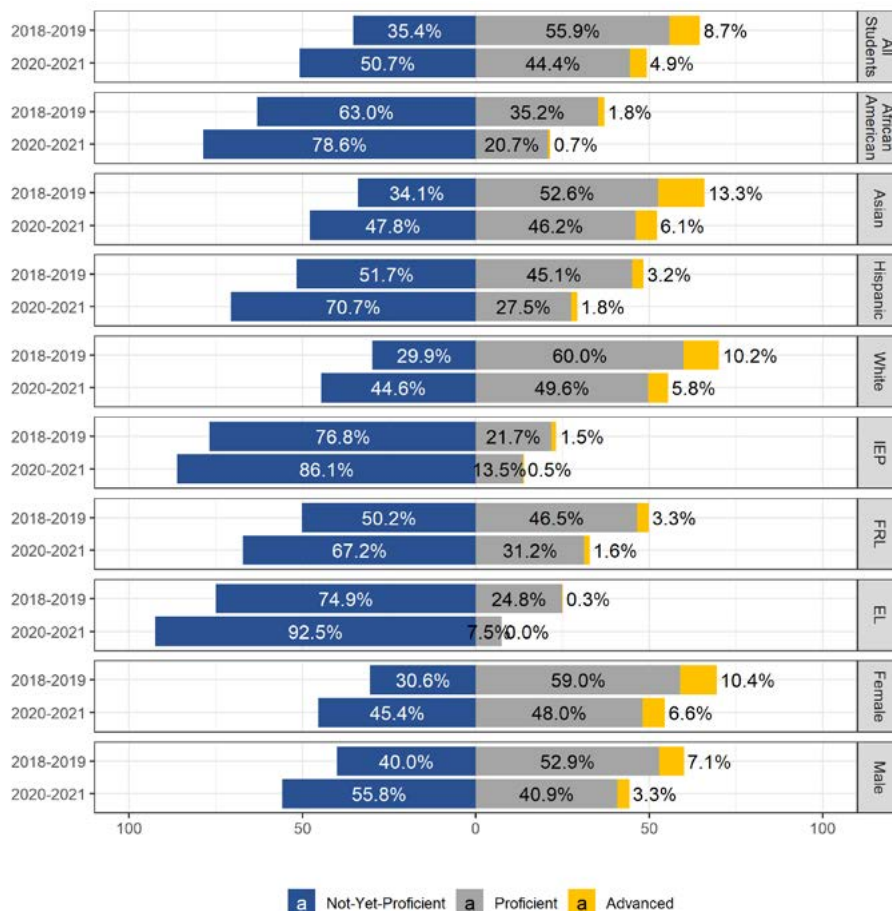


## English-Language Arts

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

Figure 5-1

Percent of Iowa Third Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019 and 2020-2021



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

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.

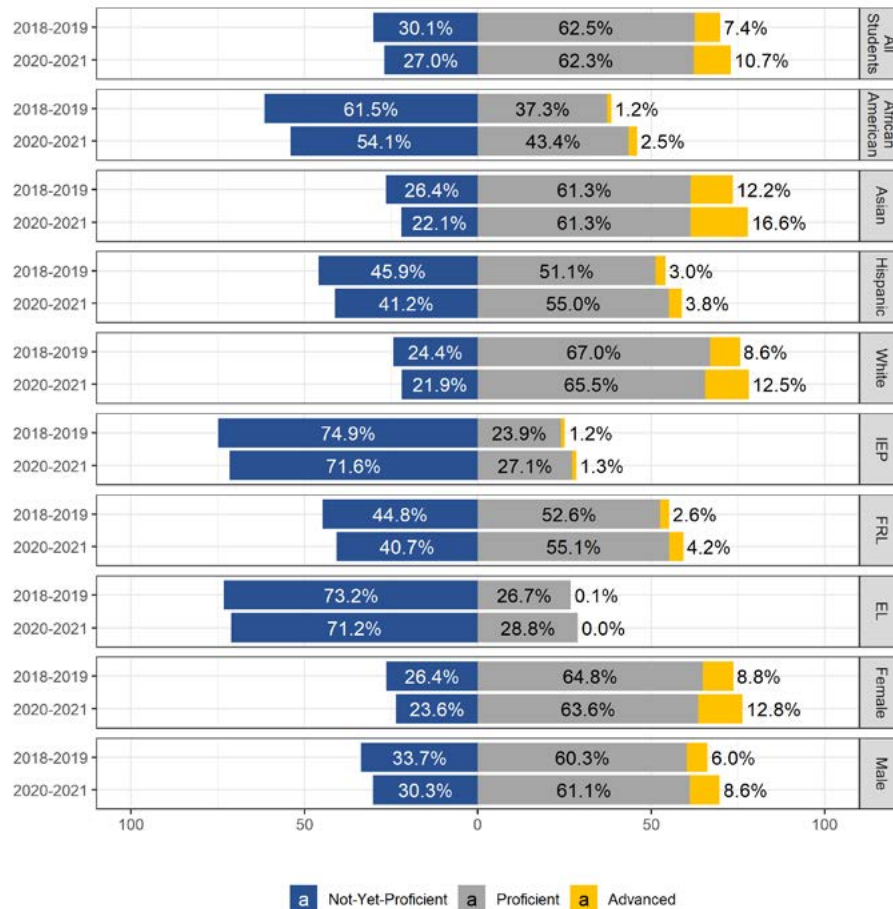
In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.





**Figure 5-2**

Percent of Iowa Fourth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019 and 2020-2021



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

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.

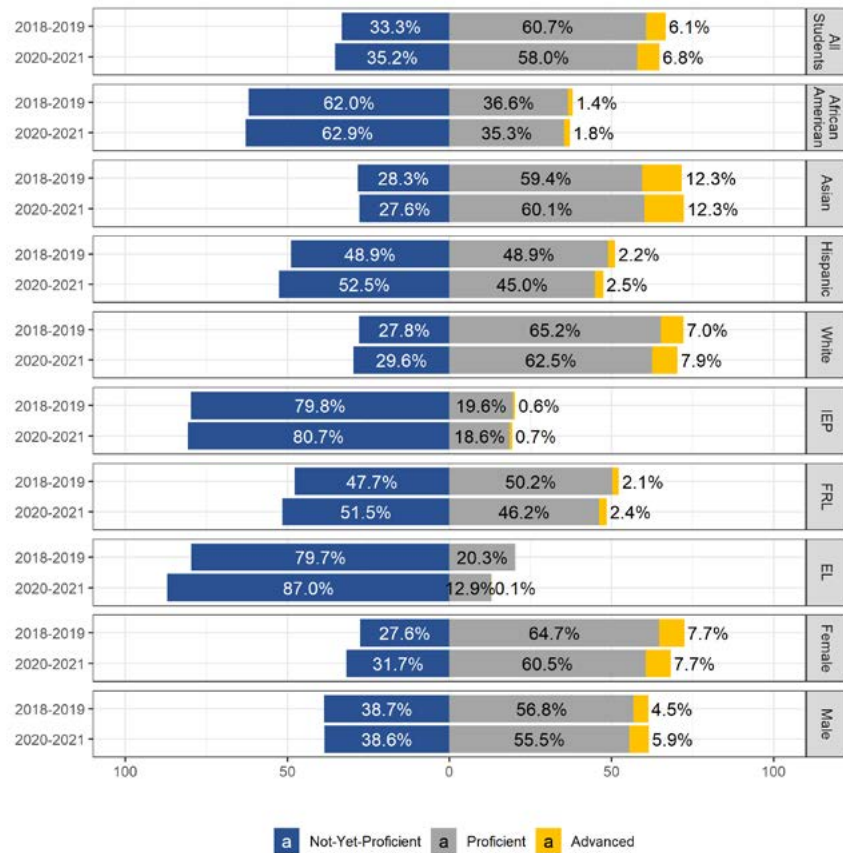
EL\*\*\* - English learners.

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

**Figure 5-3**

Percent of Iowa Fifth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019 and 2020-2021



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

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.

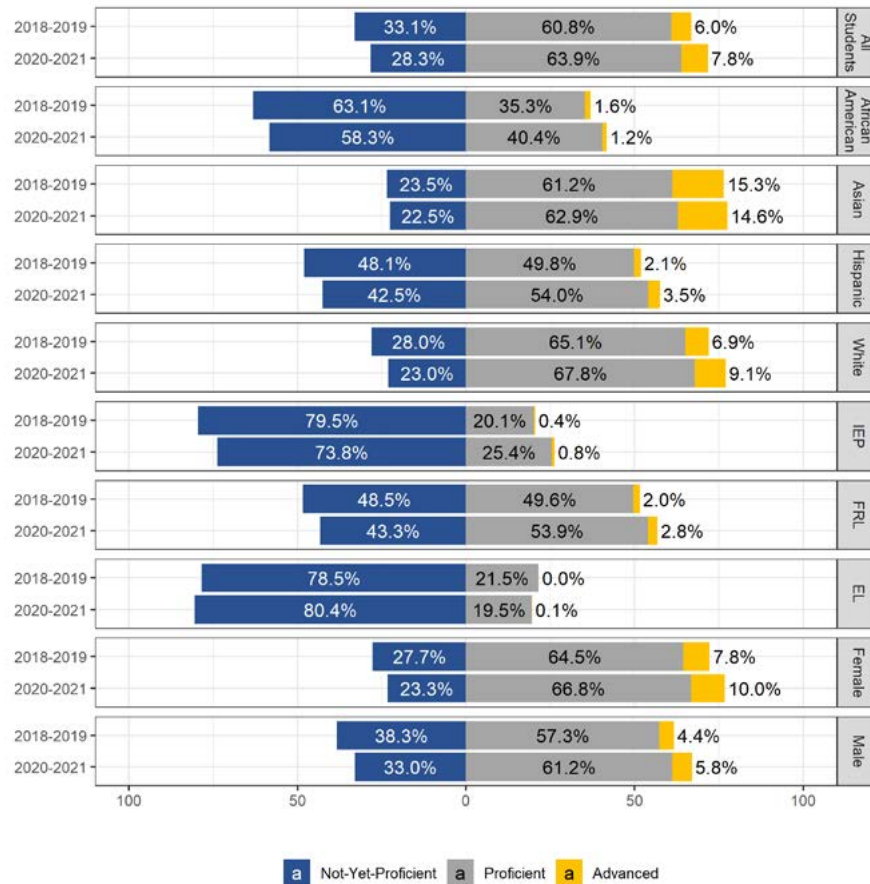
EL\*\*\* - English learners.

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

**Figure 5-4**

Percent of Iowa Sixth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019 and 2020-2021



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

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.

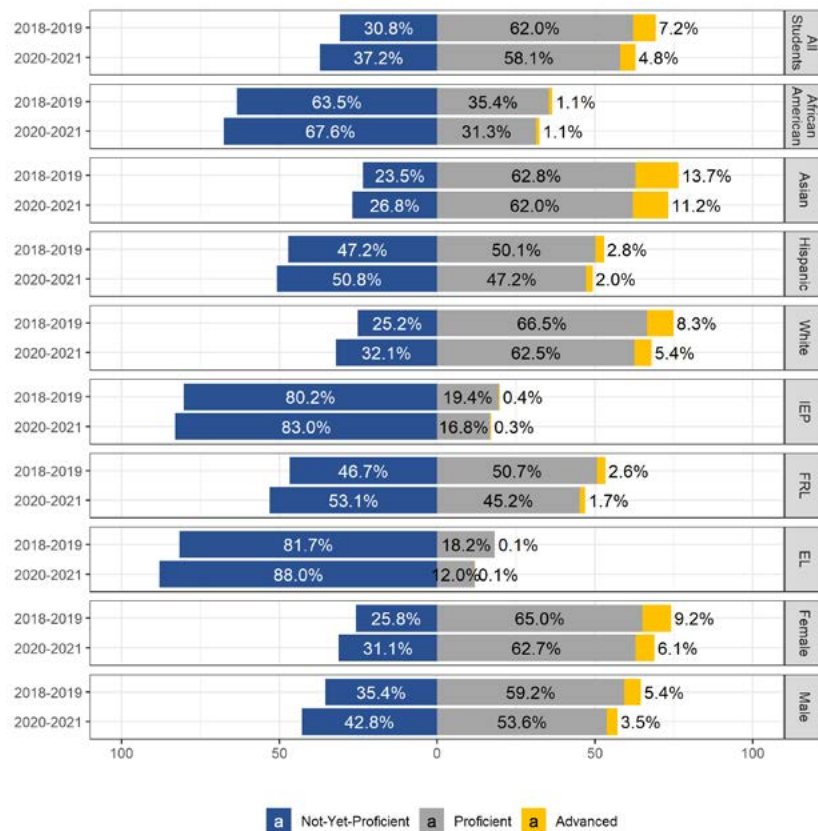
EL - English learners.

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

**Figure 5-5**

Percent of Iowa Seventh Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019 and 2020-2021



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

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.

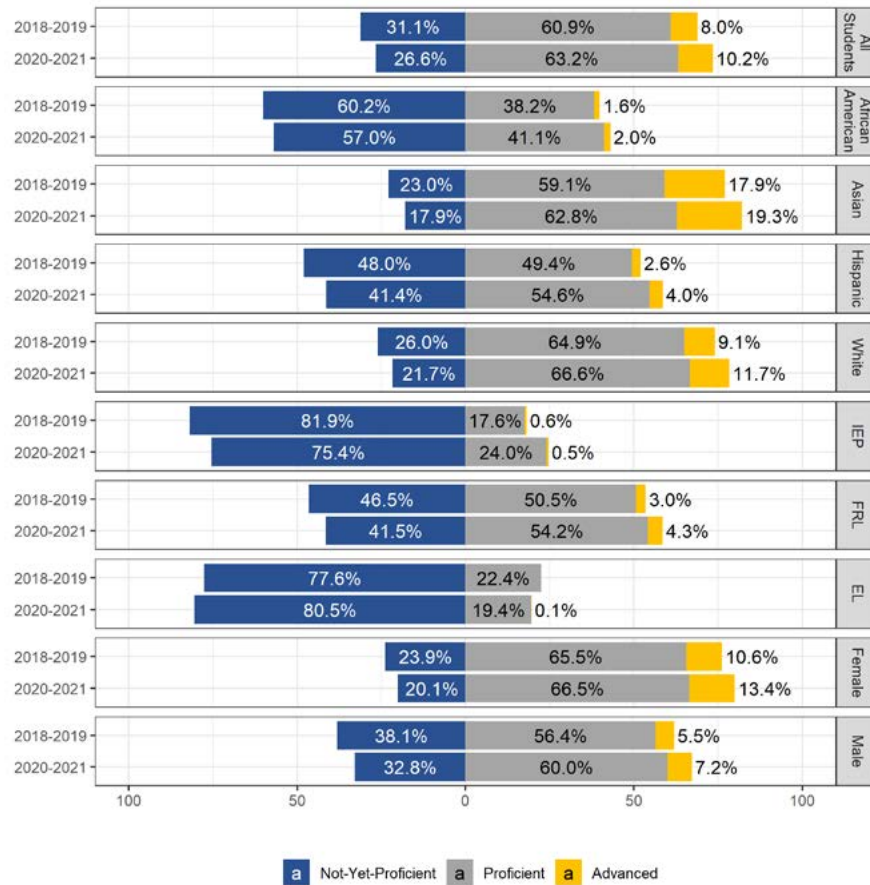
EL - English learners.

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

**Figure 5-6**

Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019 and 2020-2021



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

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.

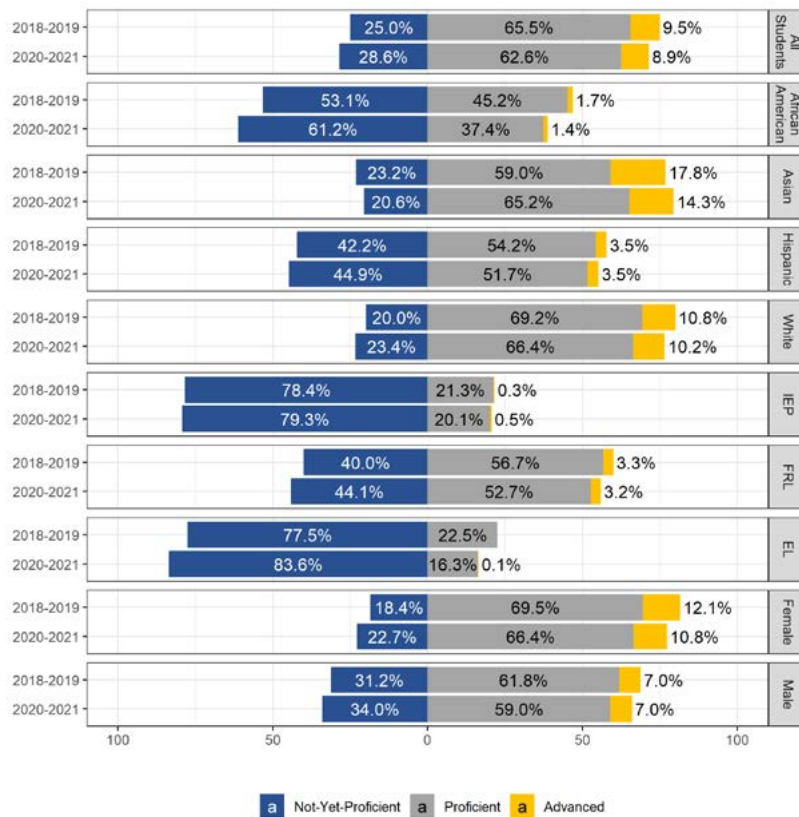
EL - English learners.

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

**Figure 5-7**

Percent of Iowa Ninth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019 and 2020-2021



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

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.

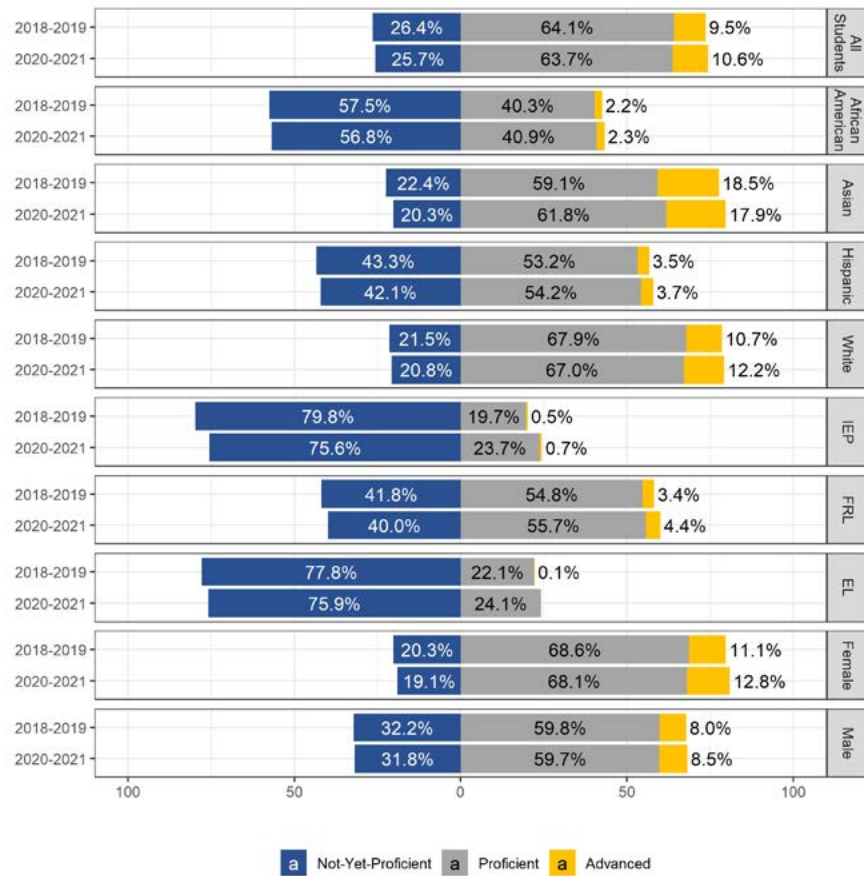
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.



**Figure 5-8**

Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019 and 2020-2021



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

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.

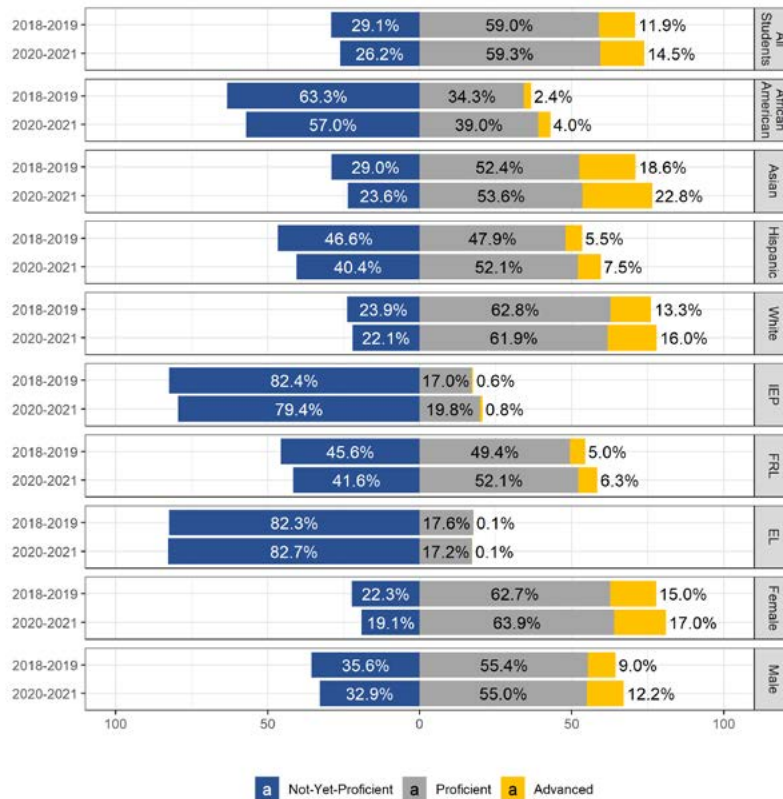
EL - English learners.

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

**Figure 5-9**

Percent of Iowa Eleventh Grade Public School Students by Performance Level on the ISASP English Language Arts Test by Subgroup 2018-2019 and 2020-2021



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

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

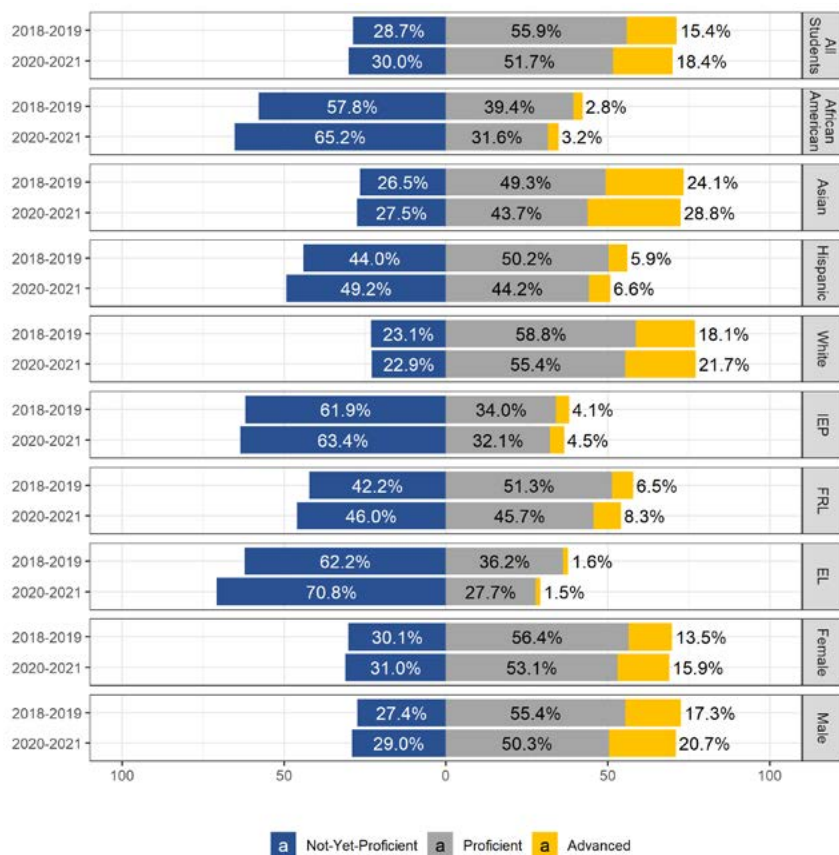


# Mathematics

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

**Figure 5-10**

Percent of Iowa Third Grade Public School Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019 and 2020-2021



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

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP\* - Students with an individualized education program.

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

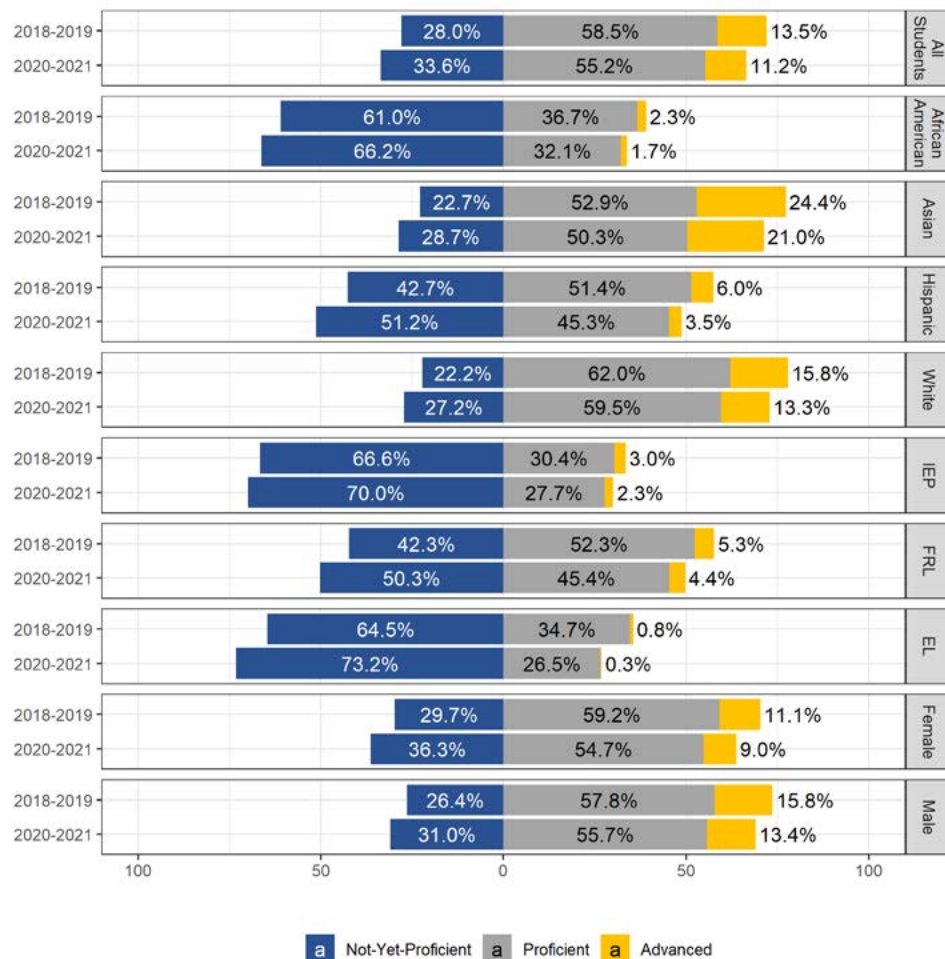
EL\*\*\* - English learners.

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

**Figure 5-11**

Percent of Iowa Fourth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019 and 2020-2021



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

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

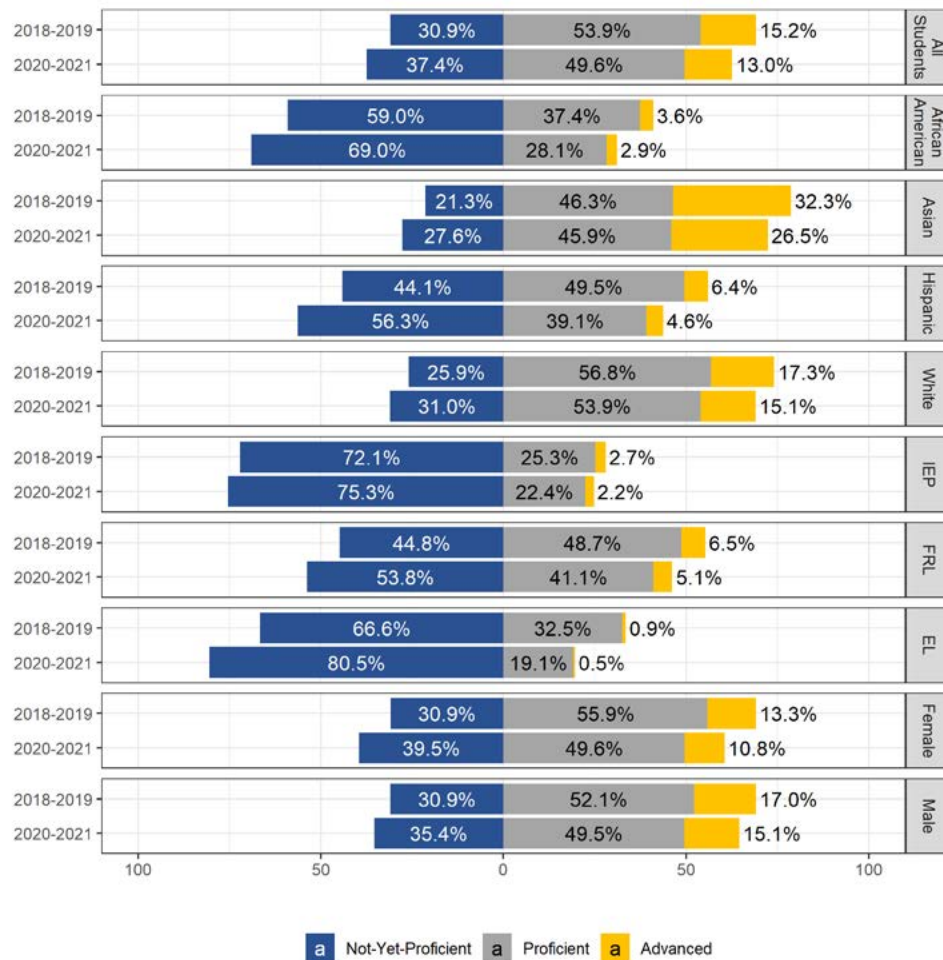
EL - English learners.

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

**Figure 5-12**

Percent of Iowa Fifth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019 and 2020-2021



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

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.

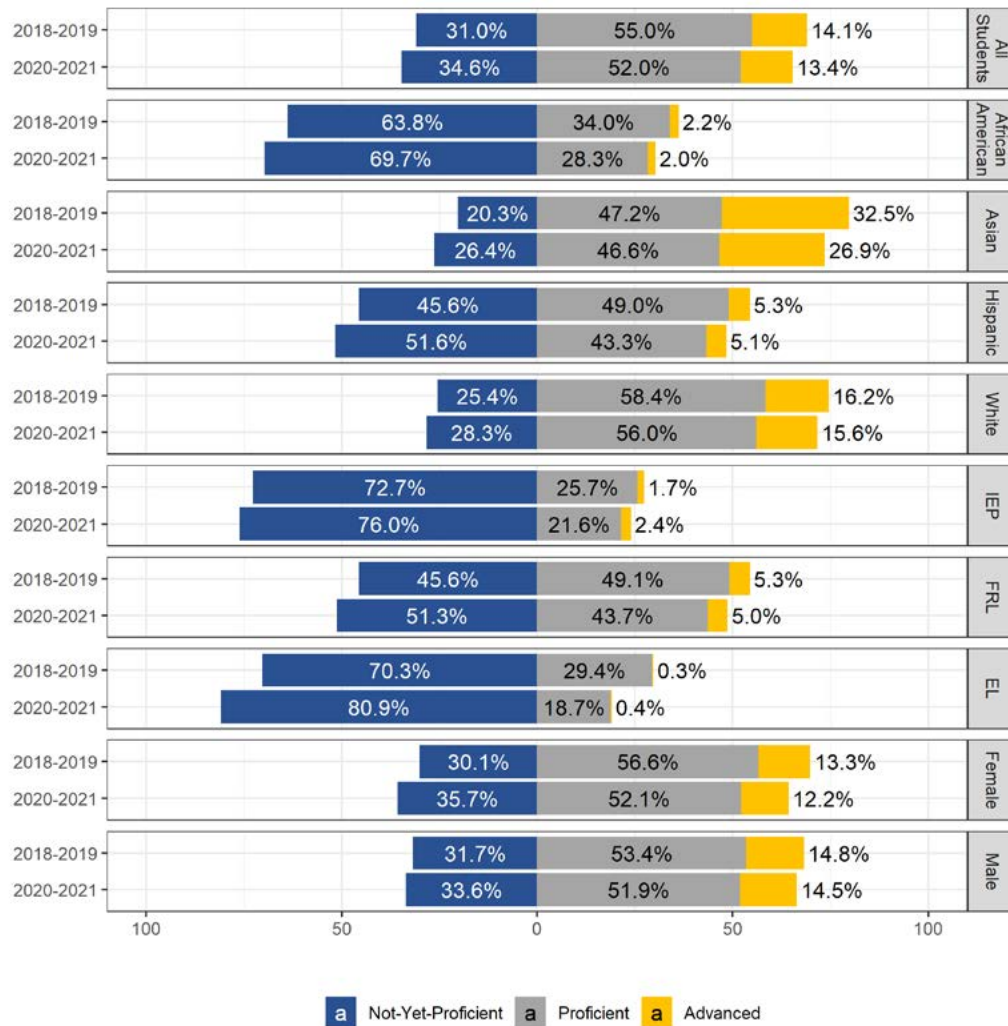
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.



**Figure 5-13**

Percent of Iowa Sixth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019 and 2020-2021



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

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

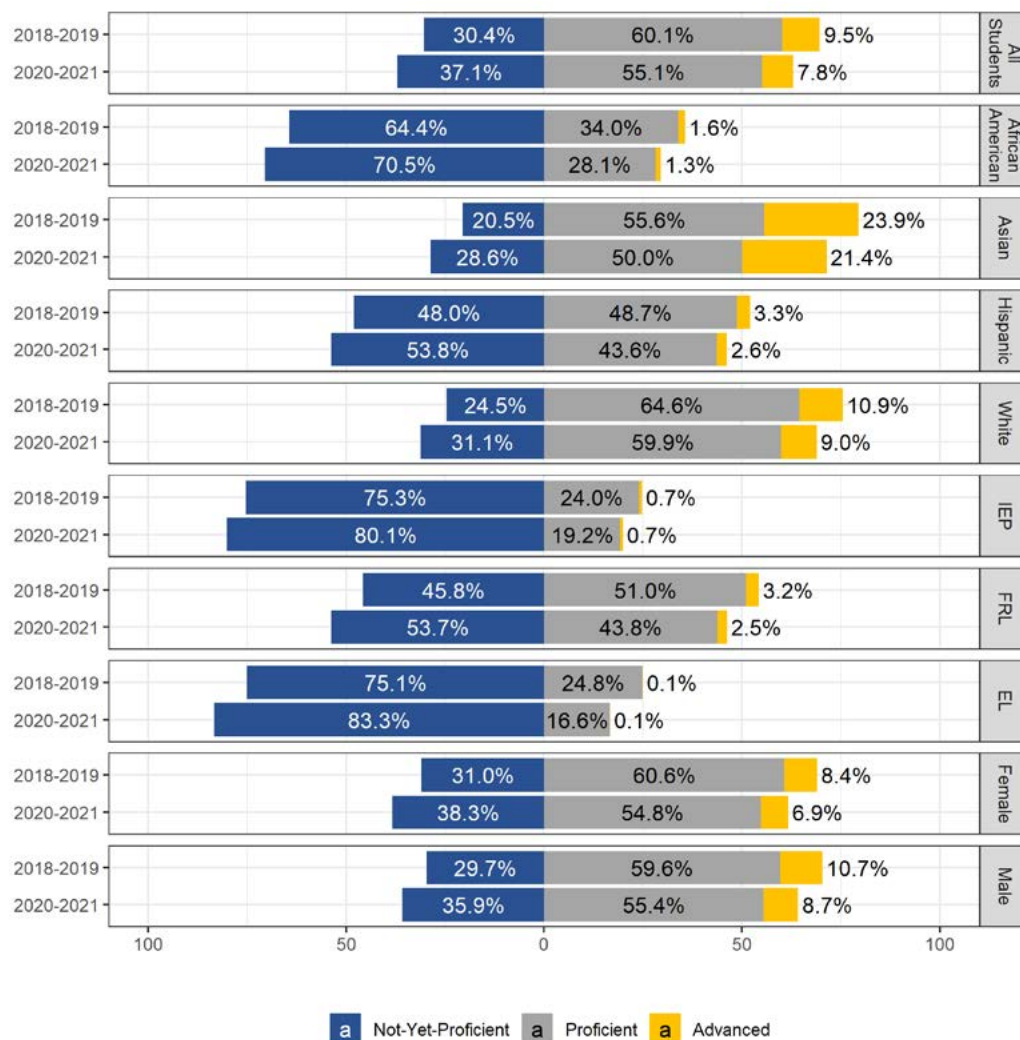
EL - English learners.

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.-2021,

**Figure 5-14**

Percent of Iowa Seventh Grade Public School Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019 and 2020-2021



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

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.

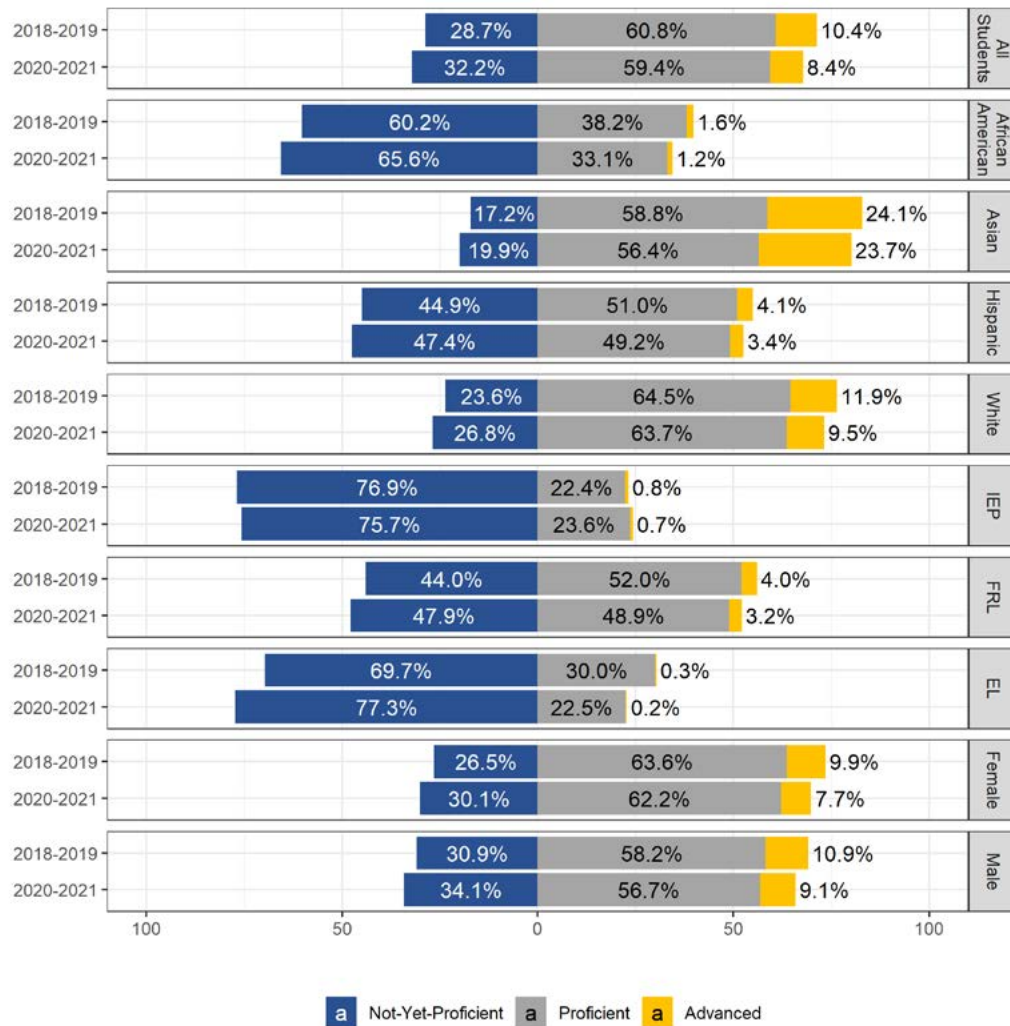
In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.





**Figure 5-15**

Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019 and 2020-2021



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

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

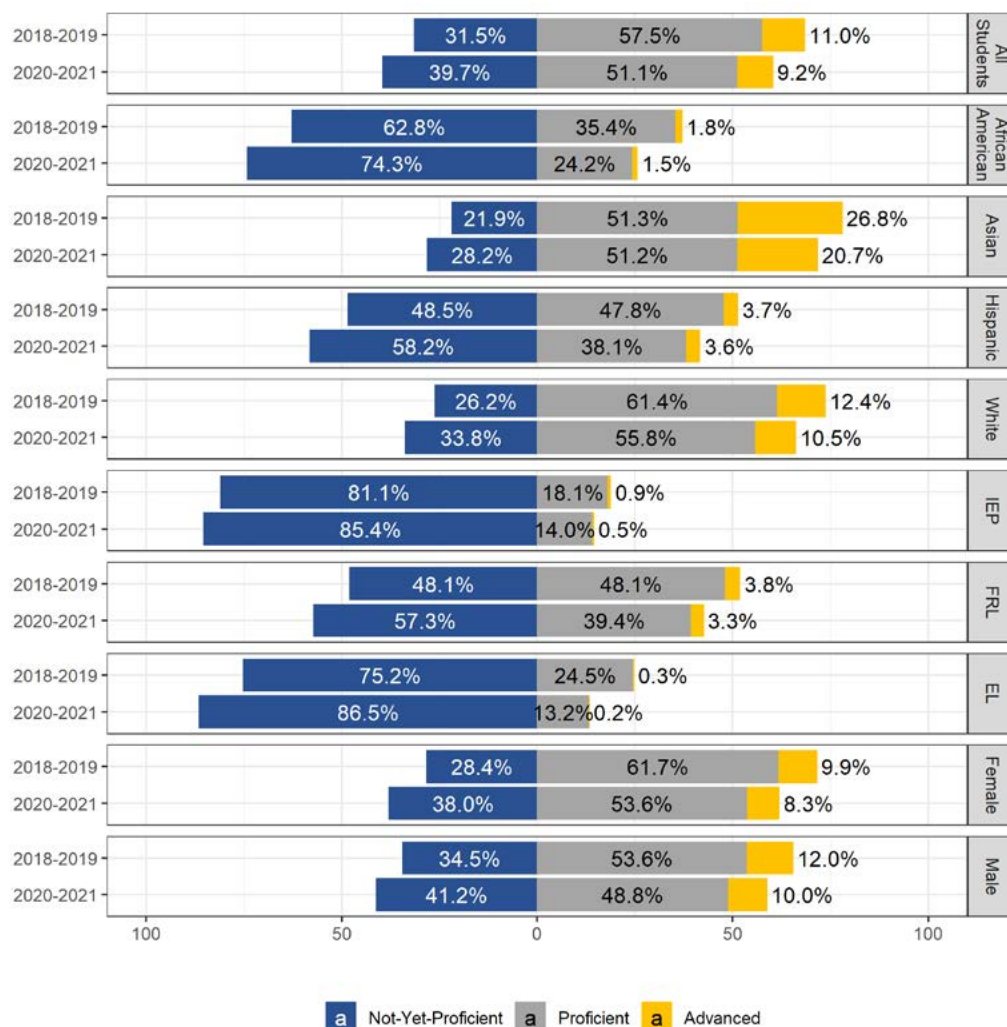
EL - English learners.

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

**Figure 5-16**

Percent of Iowa Ninth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019 and 2020-2021



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

Notes: ISASP - Iowa Statewide Assessment of Student Progress.

IEP - Students with an individualized education program.

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

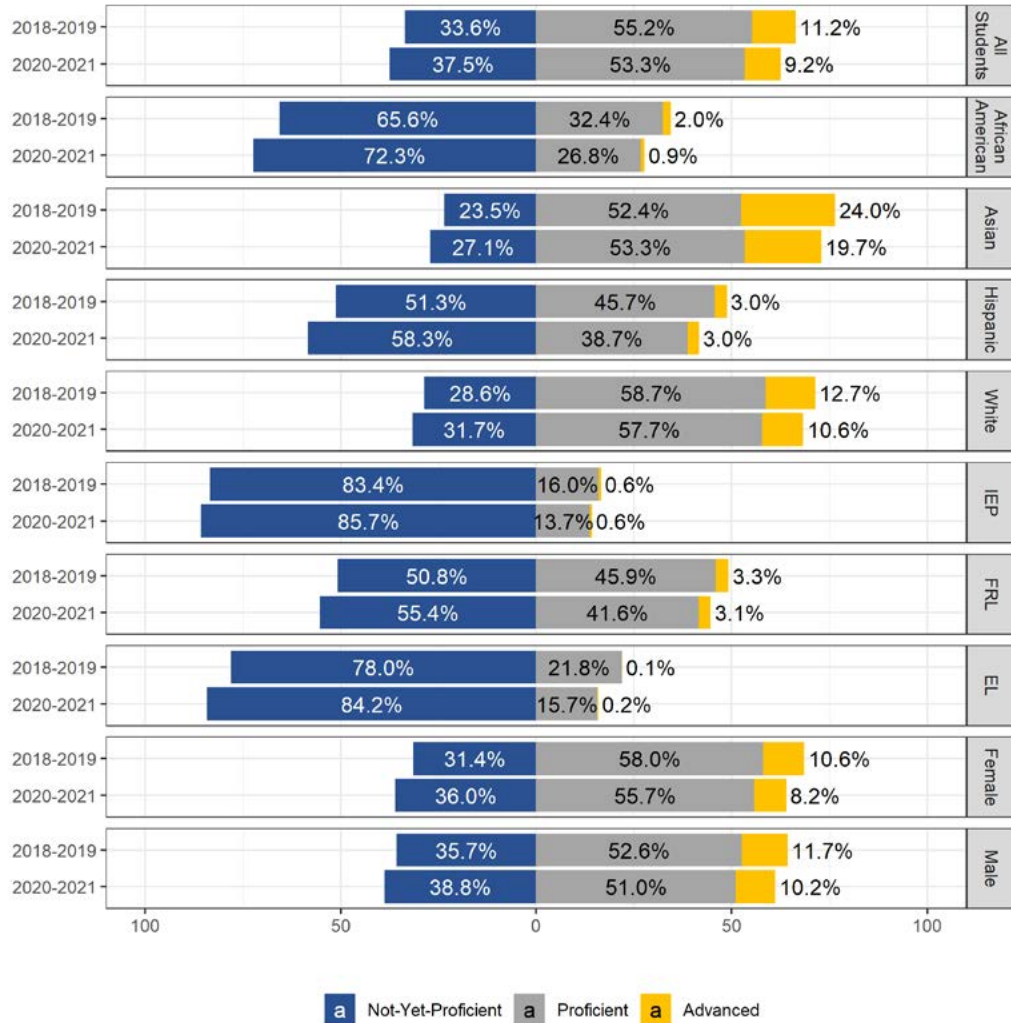
EL - English learners.

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.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

**Figure 5-17**

Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019 and 2020-2021



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

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.

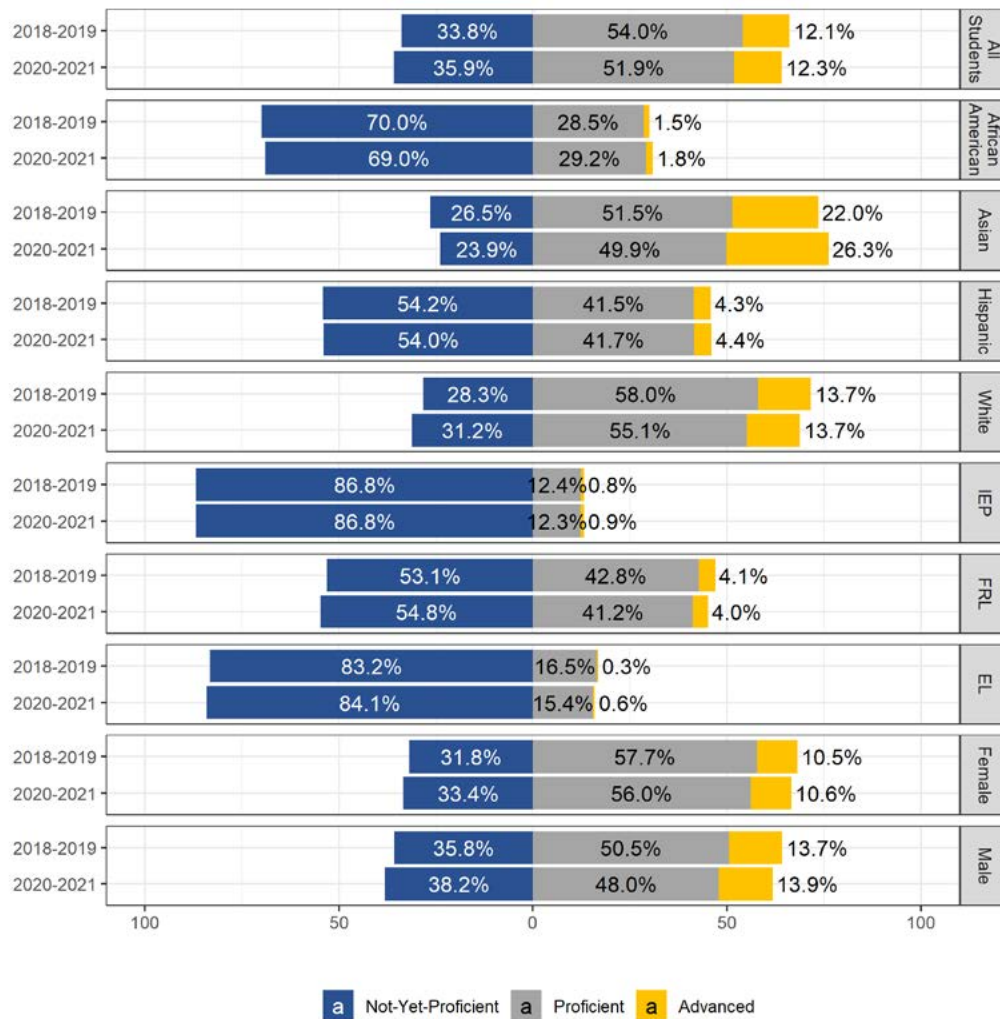
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.



**Figure 5-18**

Percent of Iowa Eleventh Grade Public School Students by Performance Level on the ISASP Mathematics Test by Subgroup 2018-2019 and 2020-2021



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

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.

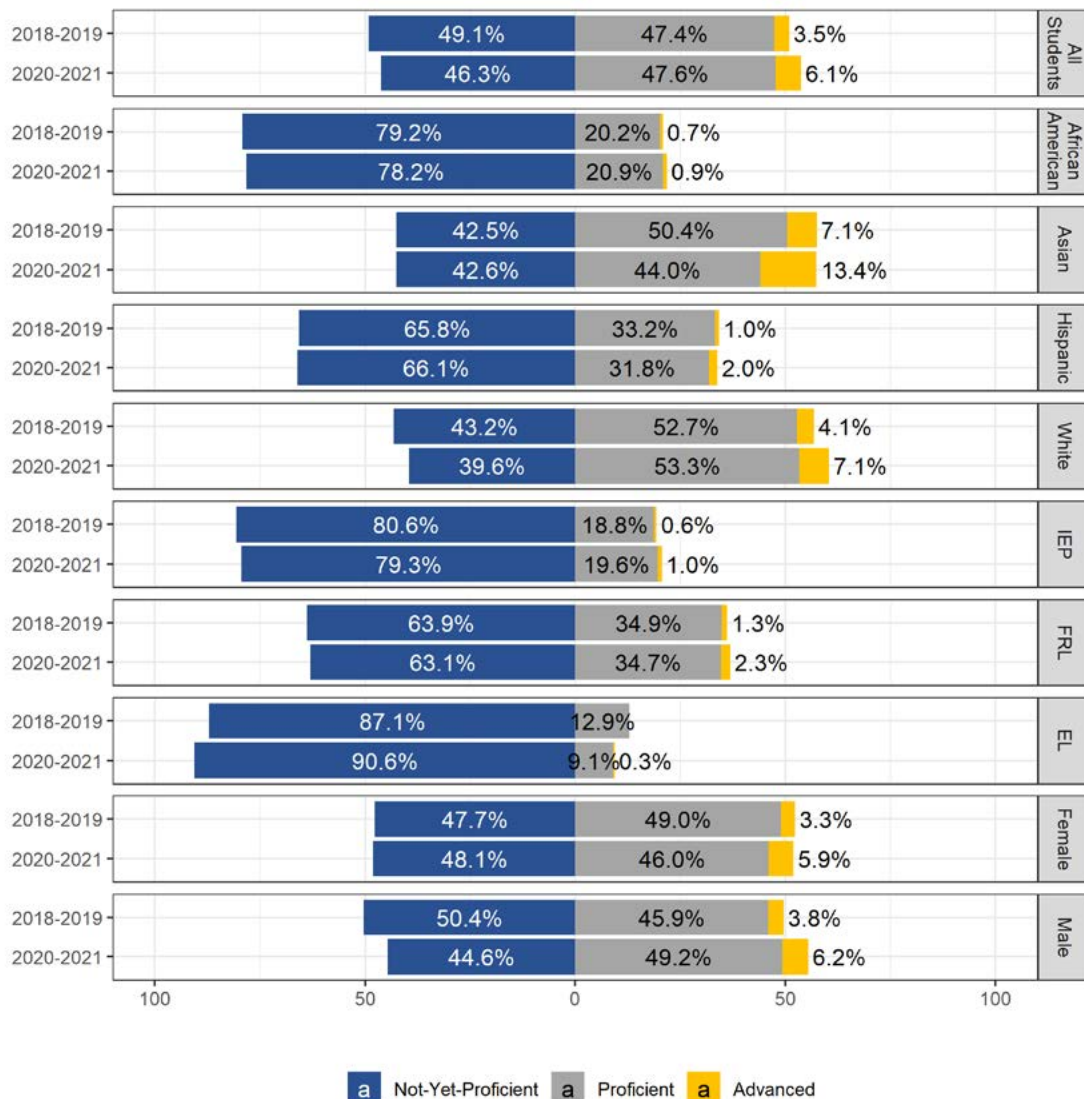
In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

## Science

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

**Figure 5-19**

Percent of Iowa Fifth Grade Public School Students by Performance Level on the ISASP Science Test by Subgroup 2018-2019 and 2020-2021



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

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.

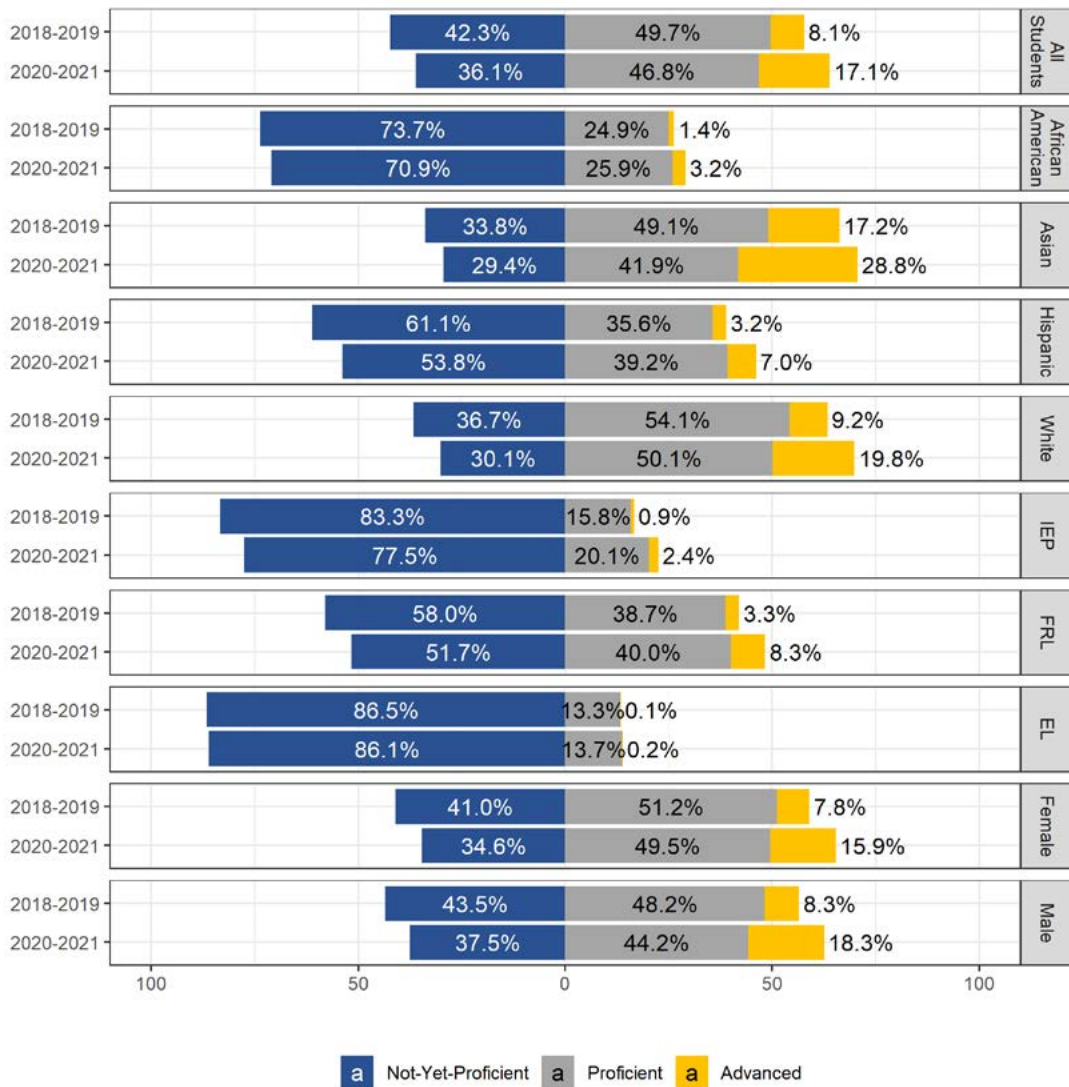
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.



**Figure 5-20**

**Percent of Iowa Eighth Grade Public School Students by Performance Level on the ISASP Science Test by Subgroup 2018-2019 and 2020-2021**



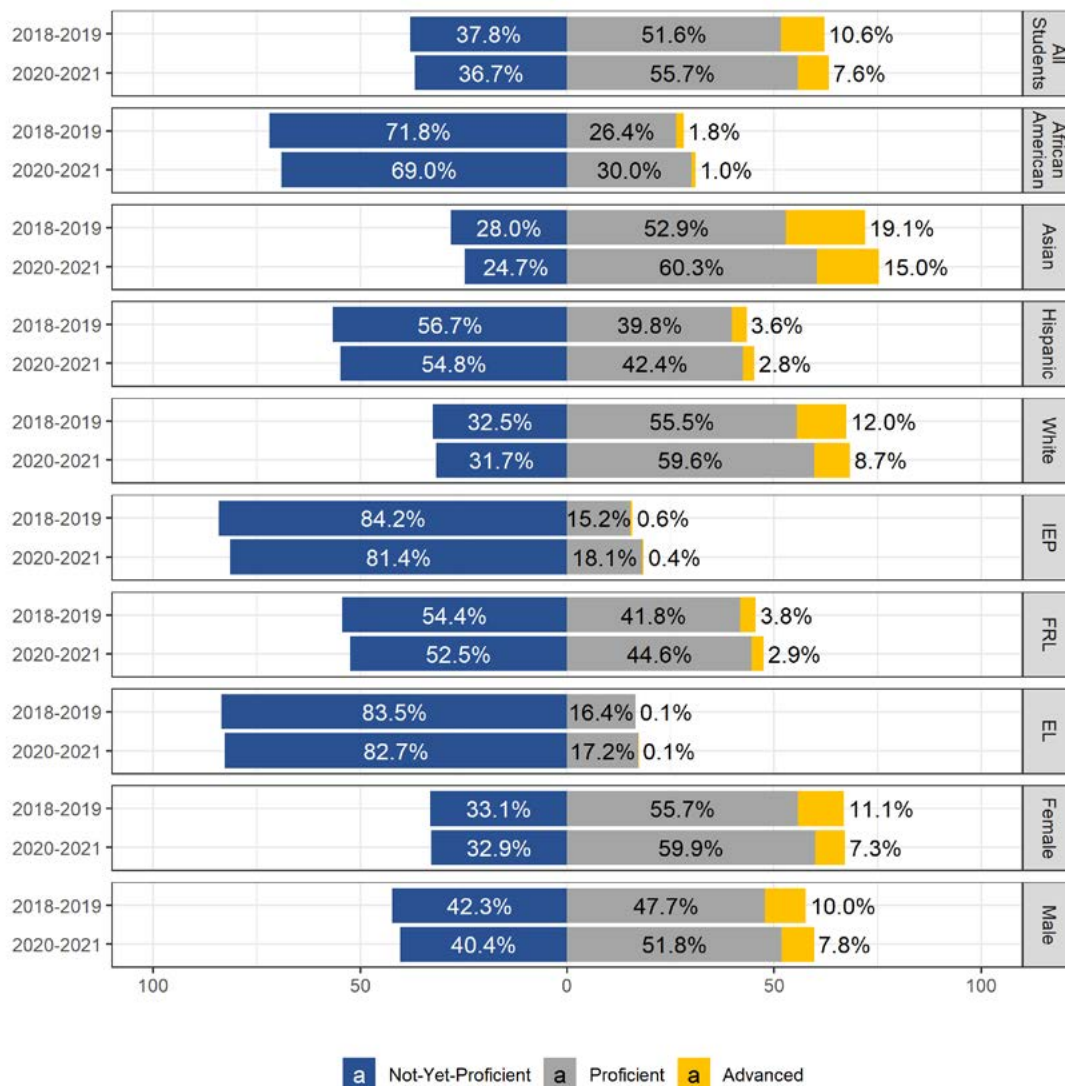
Source: Iowa Testing Programs, The University of Iowa; Iowa Department of Education, Bureau of Information and Analysis.

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. In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

**Figure 5-21**

**Percent of Iowa Tenth Grade Public School Students by Performance Level on the ISASP Science Test by Subgroup 2018-2019 and 2020-2021**



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

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.

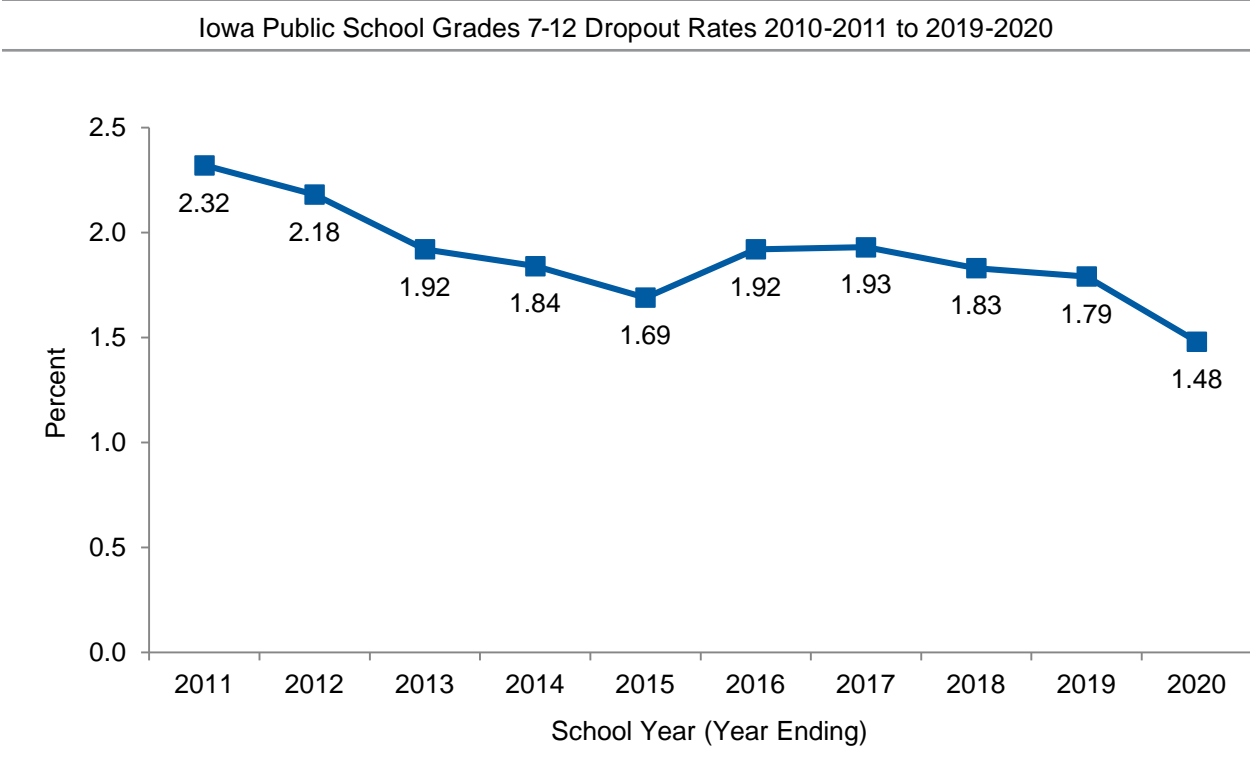
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

In 2020-2021, some students took the ISASP remotely in an unproctored environment due to the COVID-19 pandemic (approximately 3.4% of all tested students across all grades/subjects). These results are not included in the above data.

# Dropouts

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

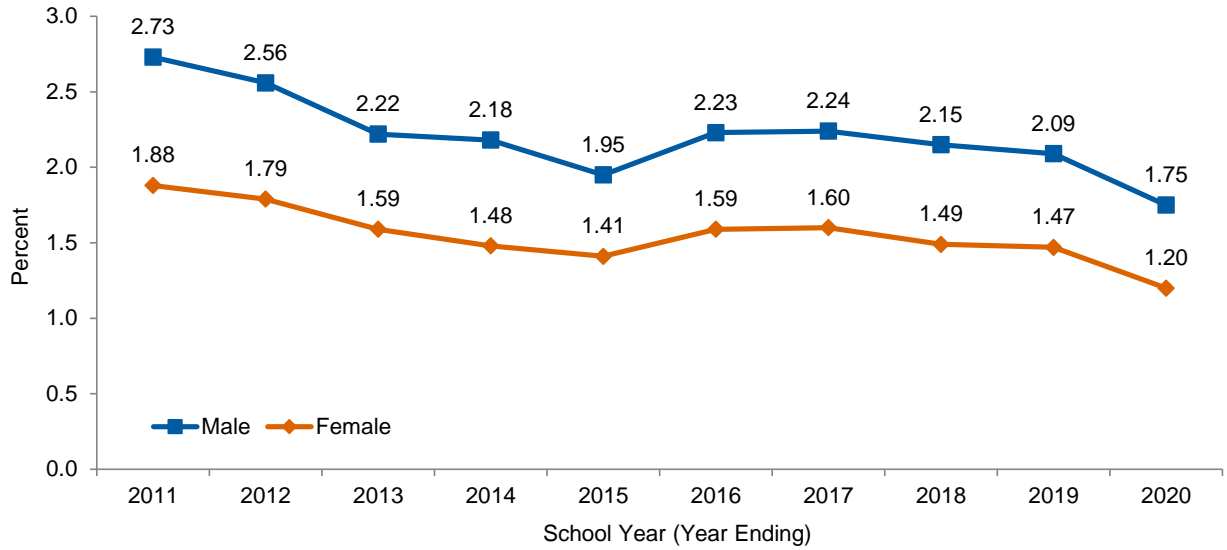
Figure 5-22



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

**Figure 5-23**

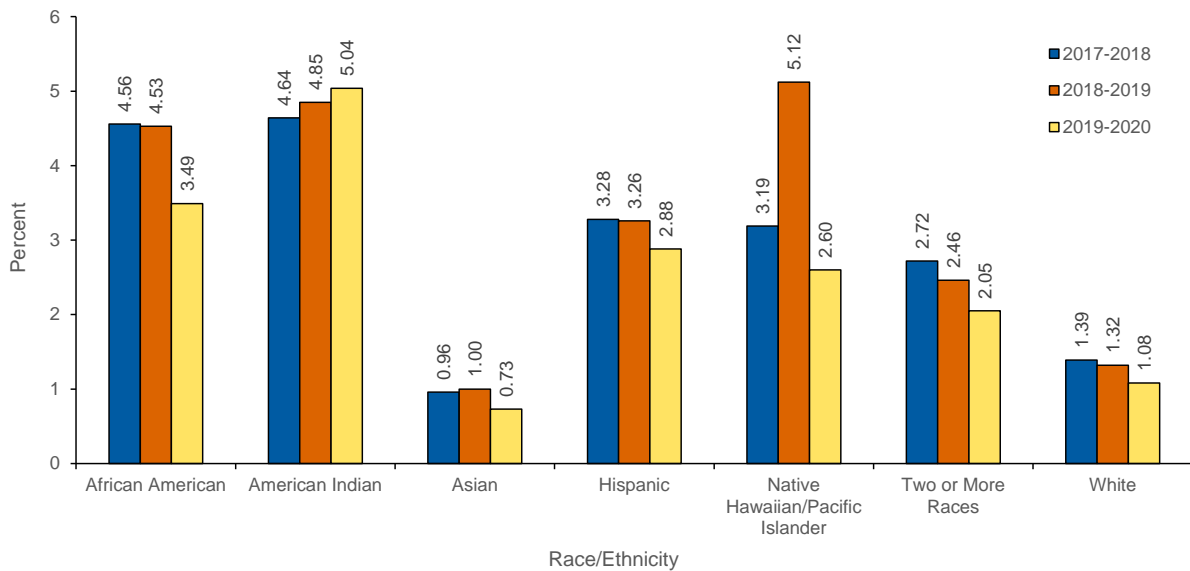
Iowa Public School Grades 7-12 Dropout Rates by Gender 2010-2011 to 2019-2020



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

**Figure 5-24**

Iowa Public School Grades 7-12 Dropout Rates by Race/Ethnicity 2017-2018 to 2019-2020



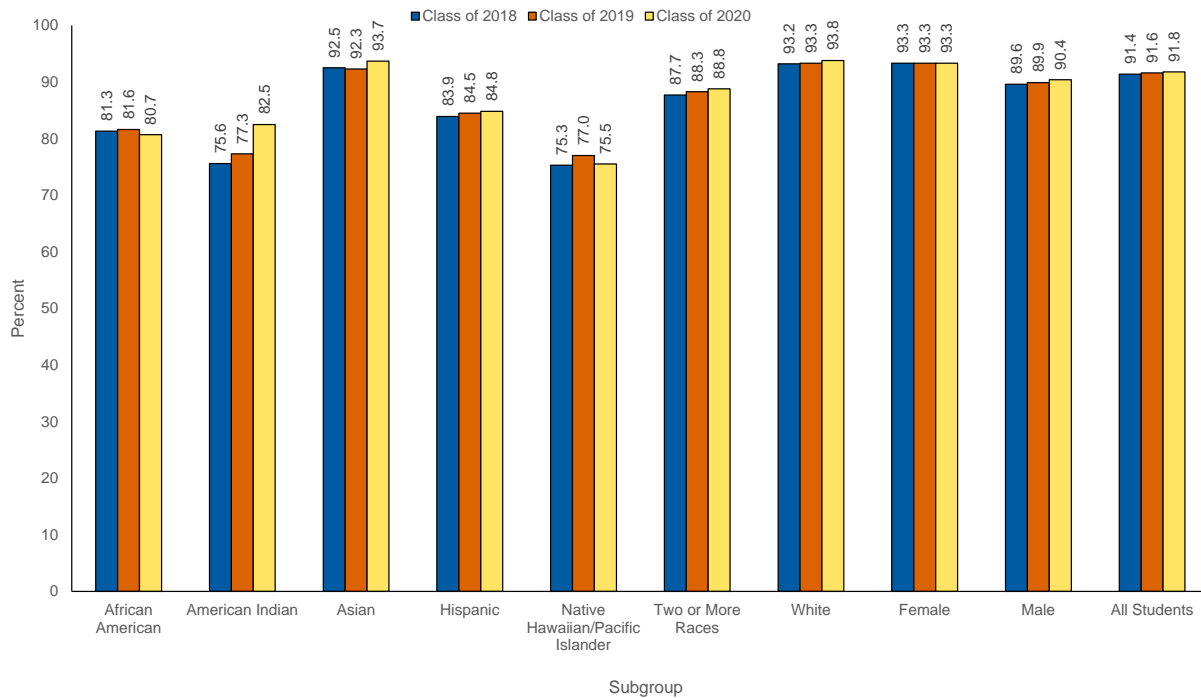
Source: Iowa Department of Education, Bureau of Information and Analysis, Student Reporting in Iowa Enrollment and Dropout files.

## 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

Iowa Public High School Four-Year Cohort Graduation Rates by Race/Ethnicity and Gender Graduating Classes of 2018 to 2020



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

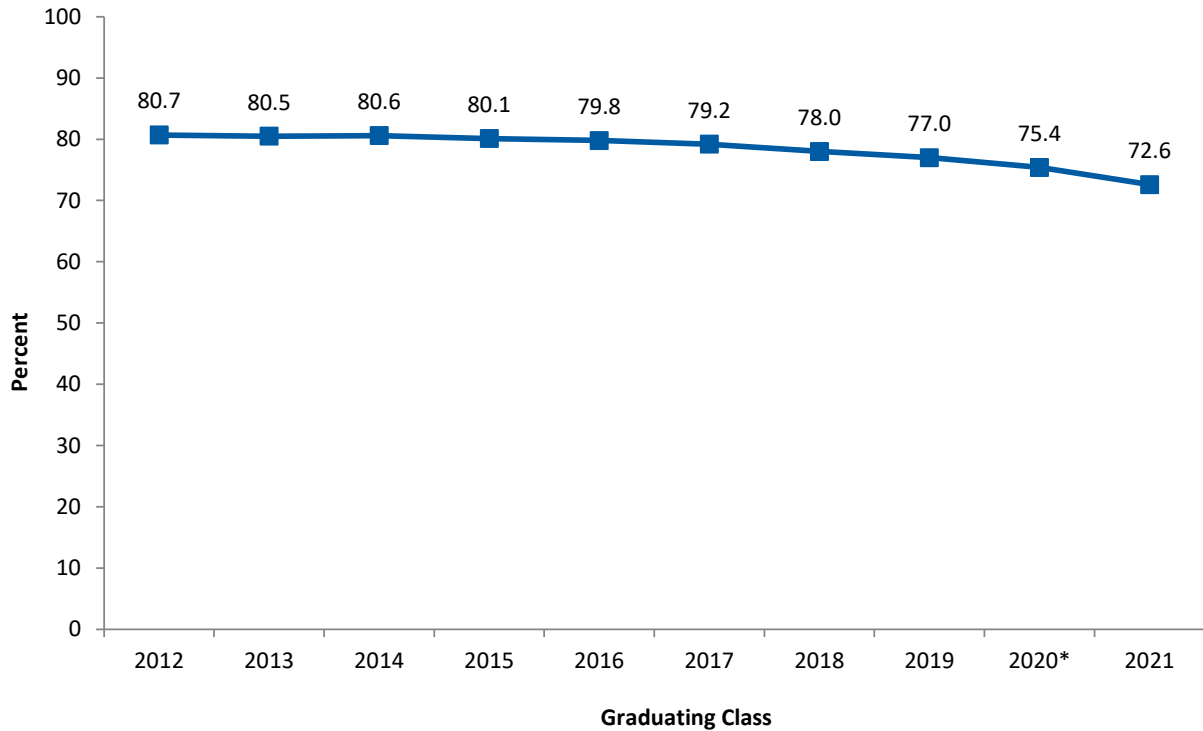


## Postsecondary Education/Training Intentions

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 2012 to 2021



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

Notes: Data for the 2012 to 2021 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.

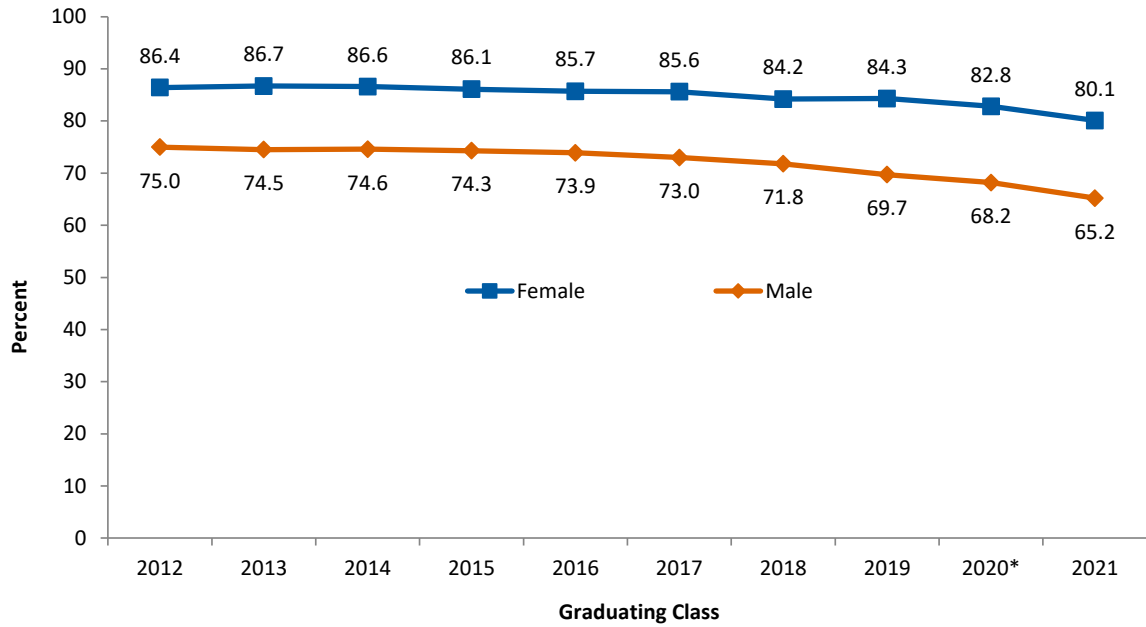
Beginning with the class of 2021, students indicating postsecondary plans of Internship or Apprenticeship are included in the numerator.





**Figure 5-27**

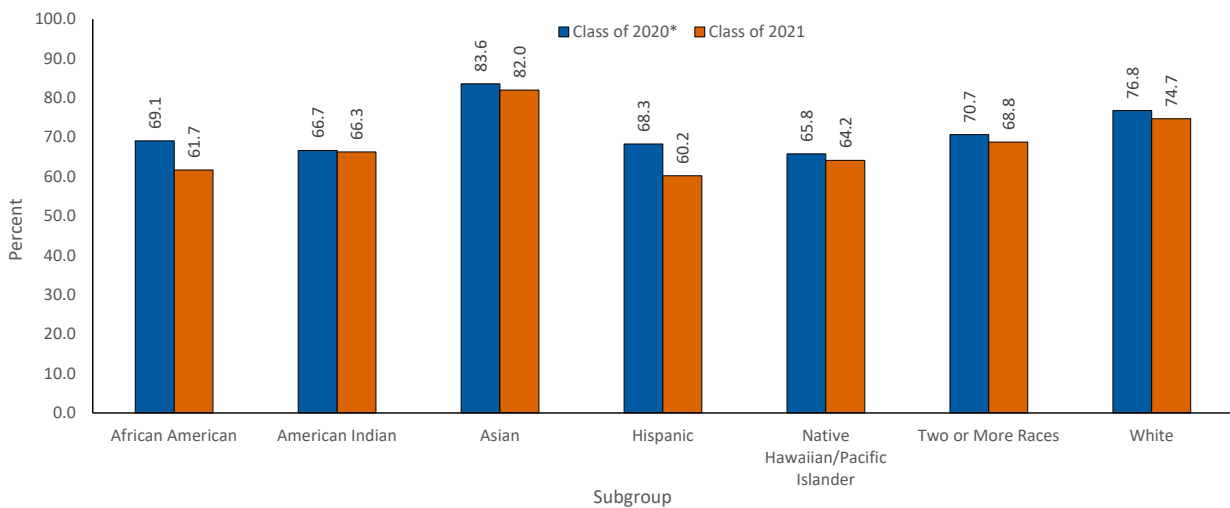
Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training by Gender Graduating Classes 2012 to 2021



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 2020\* and 2021



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.

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

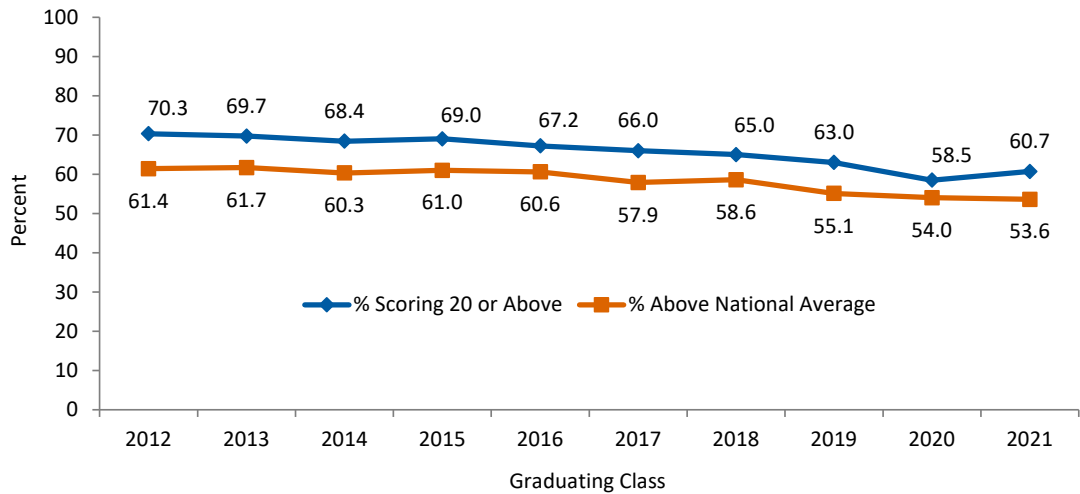


## Probable Postsecondary Success

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

Figure 5-29

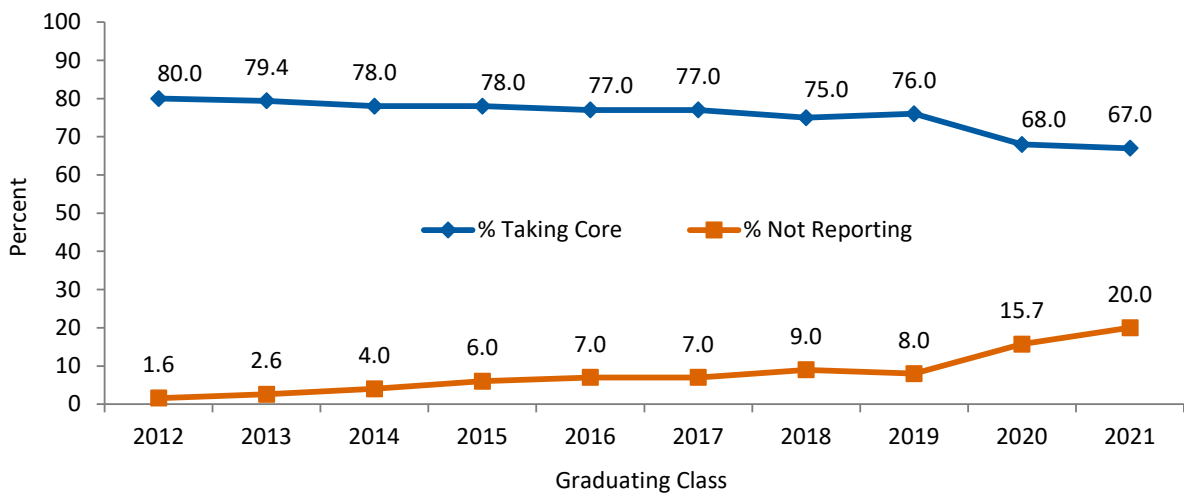
Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above Graduating Classes of 2012 to 2021



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 2012 to 2021



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](http://nationsreportcard.gov).

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

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

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



**Table 5-4**

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

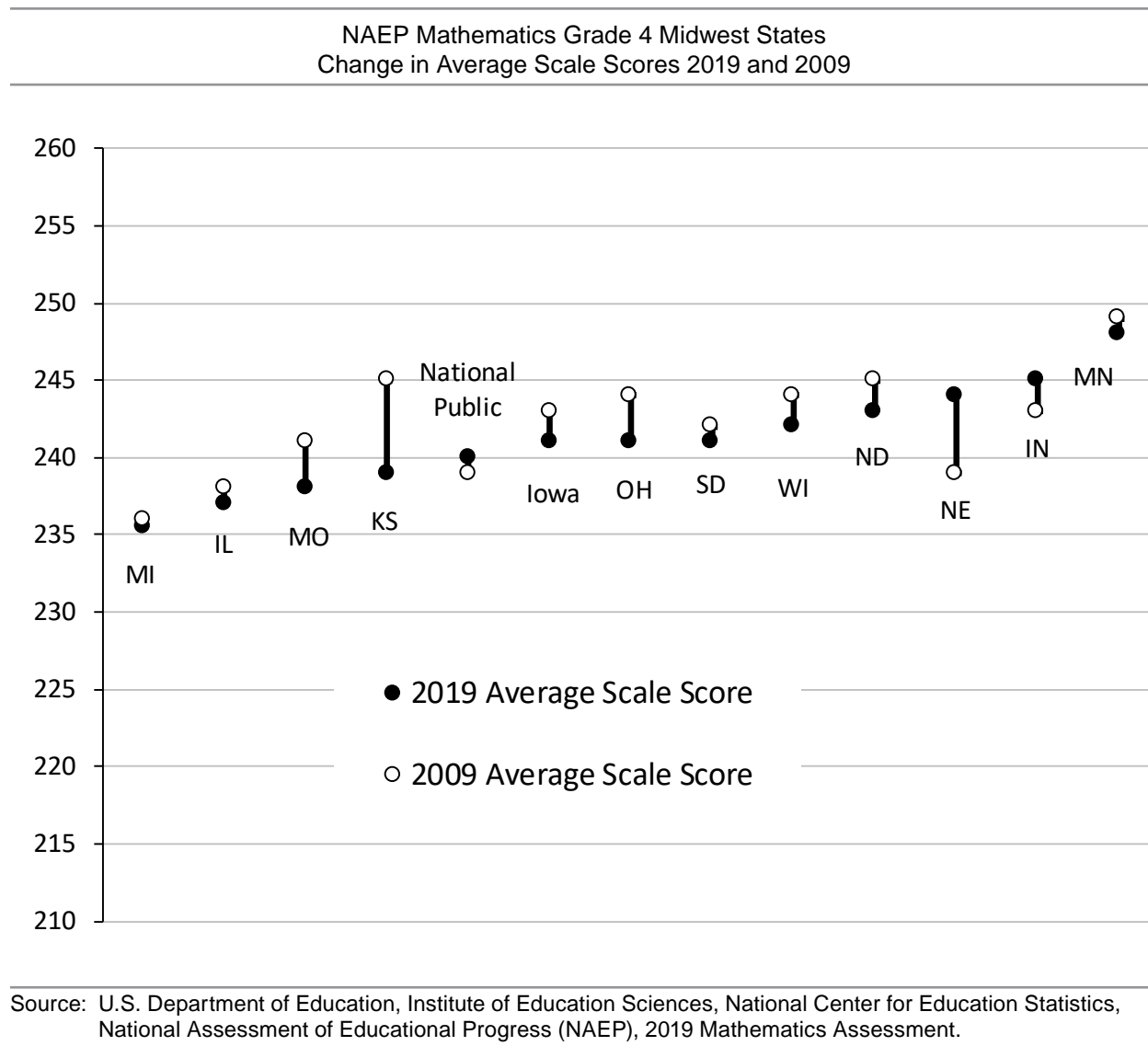
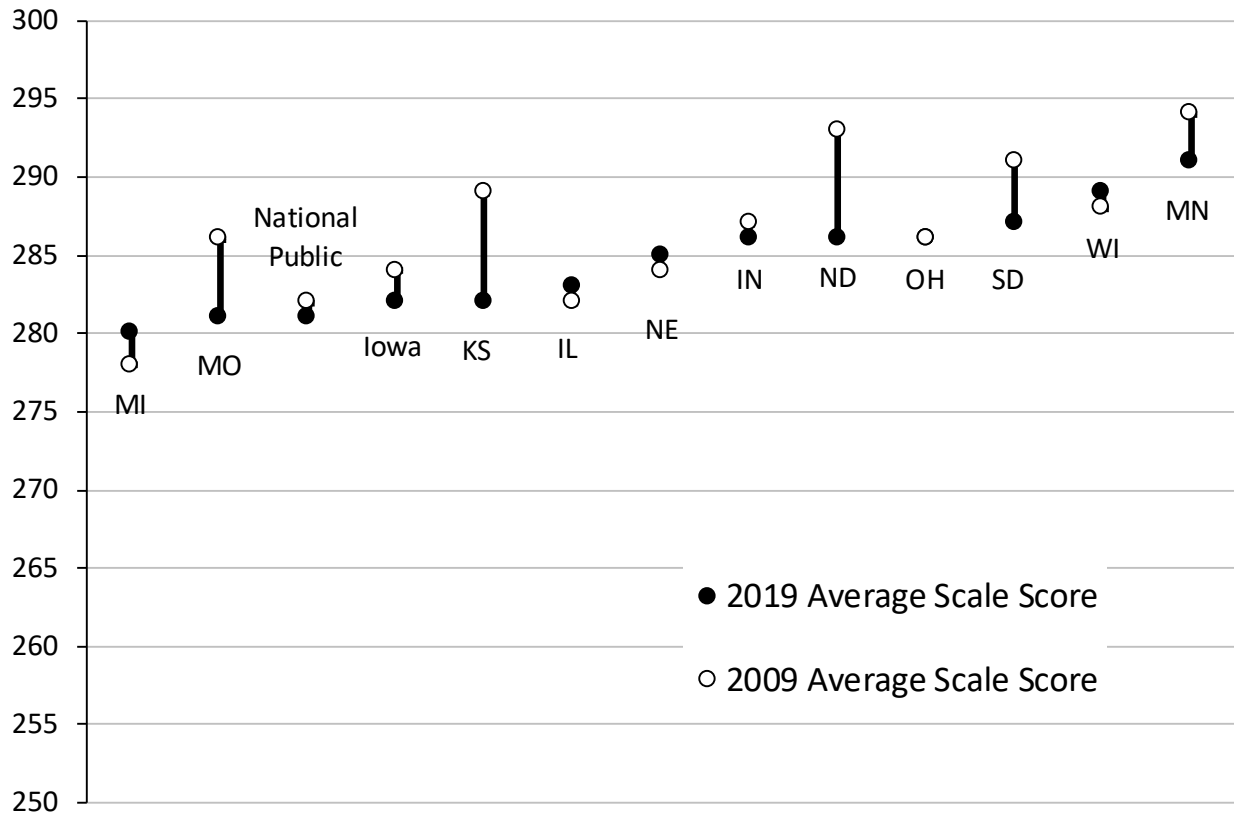


Figure 5-32

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

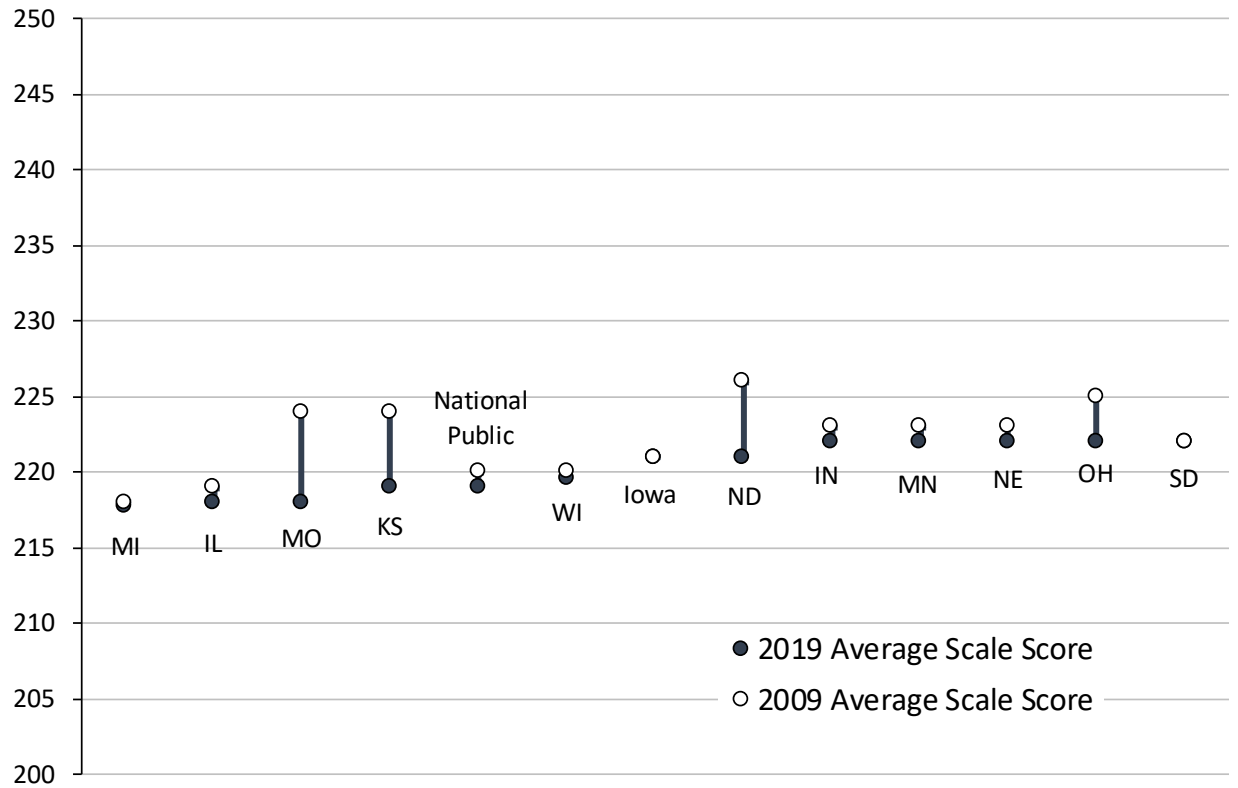


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.



Figure 5-33

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



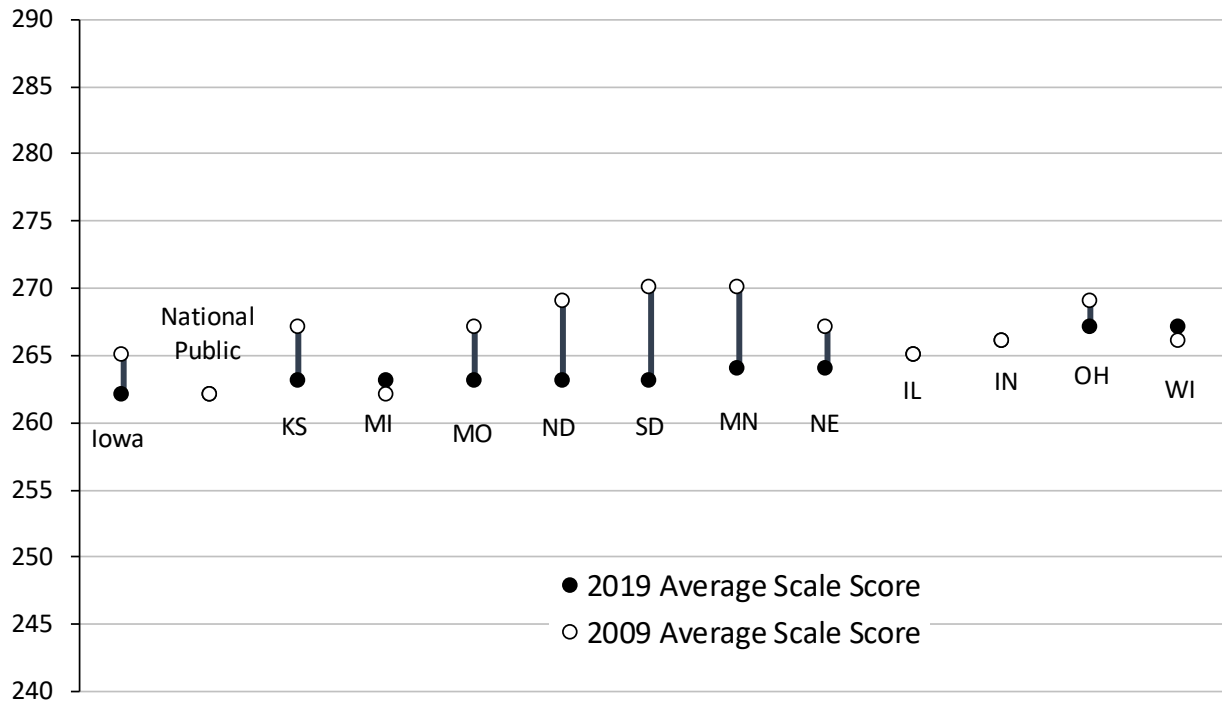
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.





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

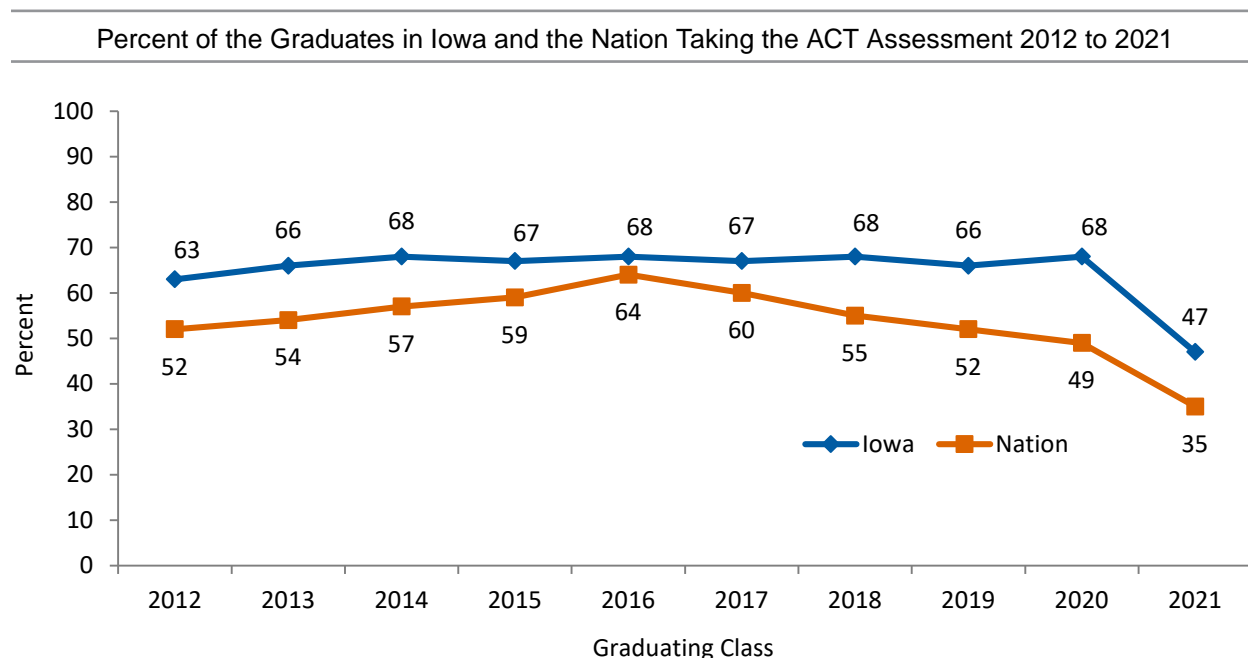
ACT is a curriculum-based achievement exam designed to measure the academic skills that are taught in schools and deemed important for success in first-year college courses. A composite ACT score measures overall educational development and is based on assessments for English, mathematics, reading and 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 2021, 47 percent of Iowa high school graduates participated in the ACT. This is a substantial decrease from the Class of 2020 (68 percent) and is likely related to the COVID-19 pandemic and some postsecondary institutions’ temporary removal of ACT/SAT exam requirements for admission. The participation rate for the nation has been lower than Iowa rates for all years displayed. While the gap had increased between the graduating classes of 2016 to 2020, it narrowed with the Class of 2021 (Figure 5-35).

Iowa’s ACT composite score averages have been relatively consistently one point higher than the national average (Figure 5-36). Table 5-5 shows a comparison of Iowa’s average ACT composite score with other states in the Midwest for the most recent three graduating classes.

**Figure 5-35**

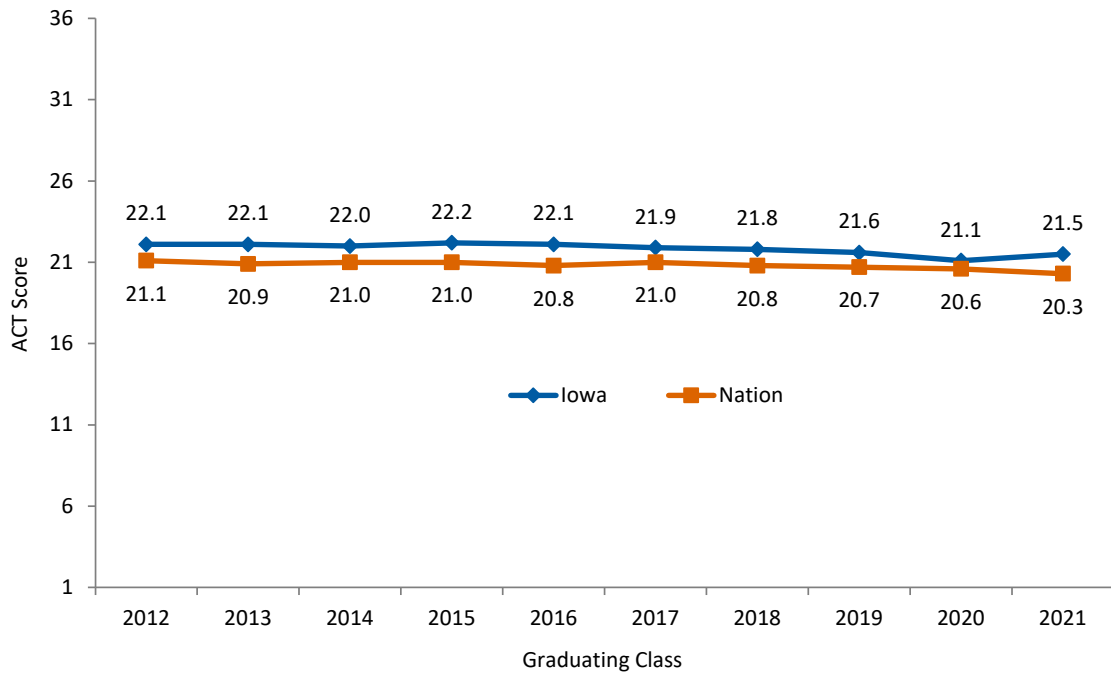


Source: ACT, Inc., The Condition of College and Career Readiness.



Figure 5-36

Average ACT Composite Scores for Iowa and the Nation 2012 to 2021



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



**Table 5-5**

Average ACT Composite Scores for Iowa, the Nation, and the Midwest States  
Classes of 2019 to 2021

Nation and State	Class of 2019		Class of 2020		Class of 2021		2020 National Rank
	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	
Nation	20.7	52%	20.6	49%	20.3	35%	
Illinois	24.3	35%	24.7	31%	25.2	19%	-
Indiana	22.5	29%	22.6	25%	23.1	14%	-
Iowa	21.6	66%	21.1	68%	21.5	47%	-
Kansas	21.2	72%	20.4	82%	19.9	79%	8
Michigan	24.4	19%	24.6	17%	25.1	9%	-
Minnesota	21.4	95%	21.3	92%	21.6	60%	1
Missouri	20.8	82%	20.7	78%	20.6	63%	3
Nebraska	20.0	100%	19.9	100%	20.0	86%	6
North Dakota	19.9	96%	19.6	94%	19.6	100%	11
Ohio	20.0	100%	19.9	100%	19.6	85%	11
South Dakota	21.6	75%	21.7	70%	21.6	55%	1
Wisconsin	20.3	100%	20.1	100%	20.0	96%	6

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 2012 to 2021								
Graduating Class	English		Mathematics		Reading		Science	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
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
2021	20.4	19.6	20.8	19.9	22.4	20.9	21.8	20.4

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.

Approximately 67 percent of Iowa's Class of 2021 high school graduates taking the ACT indicated that they participated in the core high school programs, which was 21 percentage points higher than the national average (Figure 5-37).

Overall, average ACT composite scores for Iowa students taking core programs have been approximately two to three points higher than those not taking core programs (Table 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

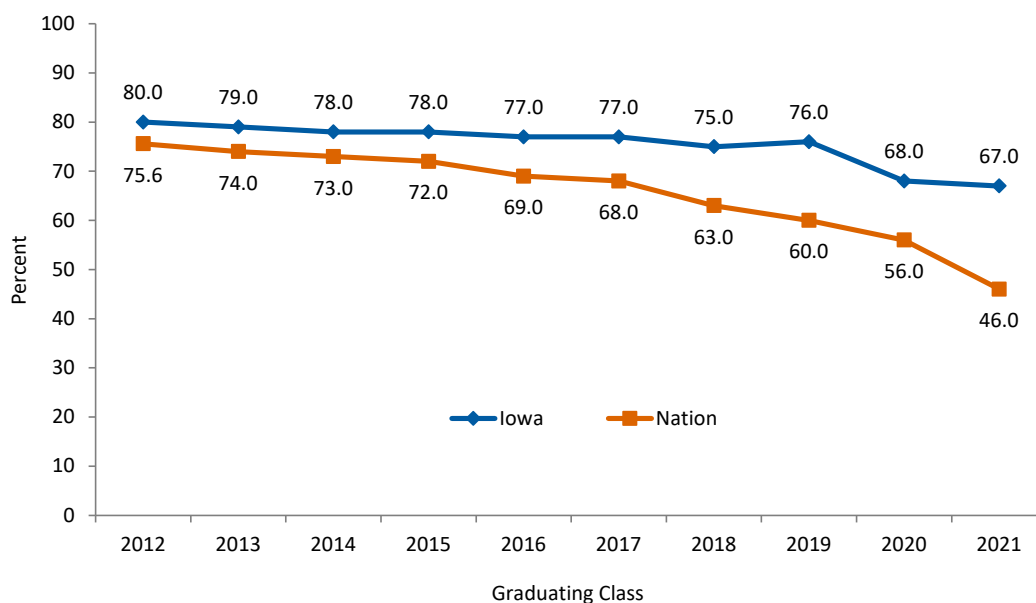
Core Area	Years	Course	Credit
English	4 or more	English 9, 10, 11, 12	1 year each
Mathematics	3 or more	Algebra I & II, Geometry	1 year each
		Trigonometry & calculus (not precalculus), other math courses beyond Algebra II, computer math/computer	1/2 year each
Social Studies	3 or more	American history, 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**

Percent of ACT Participants Taking Core High School Program 2012 to 2021



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 2012 to 2021

Graduating Class	Iowa			Nation		
	Core	Less-than-Core	Difference	Core	Less-than-Core	Difference
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
2021	22.7	20.4	2.3	22.5	19.2	3.3

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 2017 to 2021 (also see Figure 5-38). About 61 percent of Class of 2021 Iowa test takers had a composite score of 20 or greater compared to 66 percent in the Class of 2017. In the Class of 2021, a lower percentage of students scored 16 or less than in the Class of 2020, although performance on the whole was still lower than the Class of 2017.

**Table 5-9**

Iowa ACT Composite Score Distributions Classes of 2017 to 2021					
ACT Score	2017	2018	2019	2020	2021
<14	2.5%	3.4%	3.9%	6.5%	5.4%
14	2.7	2.9	3.1	4.1	3.4
15	3.4	3.8	4.1	4.9	4.5
16	4.7	4.8	5.2	5.6	5.5
17	5.7	5.9	6.4	6.2	6.1
18	7.2	6.9	7.1	7.0	7.1
19	7.3	7.4	7.3	7.2	7.3
20	8.0	8.0	7.9	7.5	7.0
21	8.2	7.7	7.6	7.2	7.1
22	7.8	7.6	7.3	6.8	6.9
23	7.3	6.9	6.8	6.2	6.4
24	6.4	6.5	5.7	5.2	5.6
25	5.7	5.6	5.3	5.0	5.1
26	4.6	4.3	4.5	4.1	4.3
27	4.3	4.1	3.6	3.2	3.5
28	3.6	3.5	3.2	3.1	3.2
29	2.3	2.5	2.4	2.1	2.6
30	2.7	2.6	2.6	2.2	2.6
31	2.0	1.8	1.9	1.9	1.8
32	1.5	1.3	1.4	1.3	1.5
33	1.1	1.2	1.2	1.3	1.3
34+	1.1	1.4	1.6	1.5	1.9

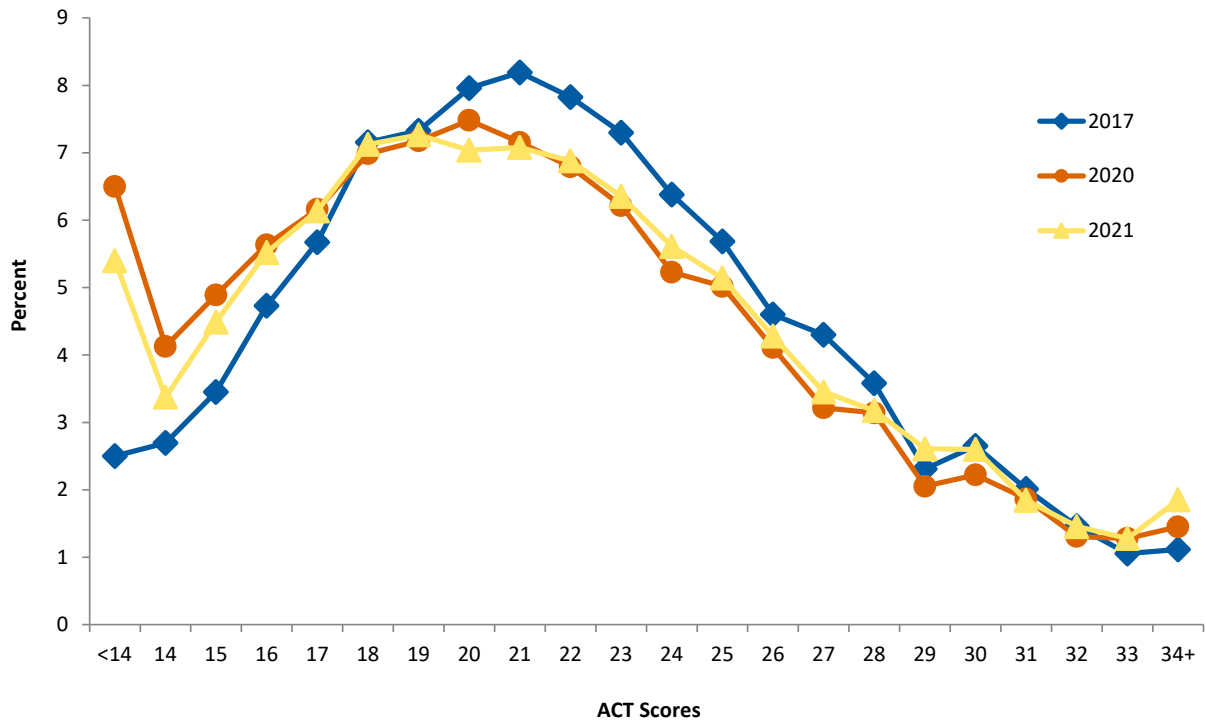
Source: ACT, Inc., The Condition of College and Career Readiness.





Figure 5-38

Distribution of Iowa ACT Composite Scores Classes of 2017, 2020 and 2021



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. Data for the class of 2021 was not available in time for publication, so the data in this sub-section is being reprinted from the 2020 Condition of Education report.

**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. Data for the Class of 2021 was not available in time for publication, so the data in this table is being reprinted from the 2020 Condition of Education report.



**Table 5-11**

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

<b>Class of 2018</b>						
<b>Group</b>	<b>Number Tested</b>	<b>English</b>	<b>Mathematics</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
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
<b>Class of 2019</b>						
<b>Group</b>	<b>Number Tested</b>	<b>English</b>	<b>Mathematics</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
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.

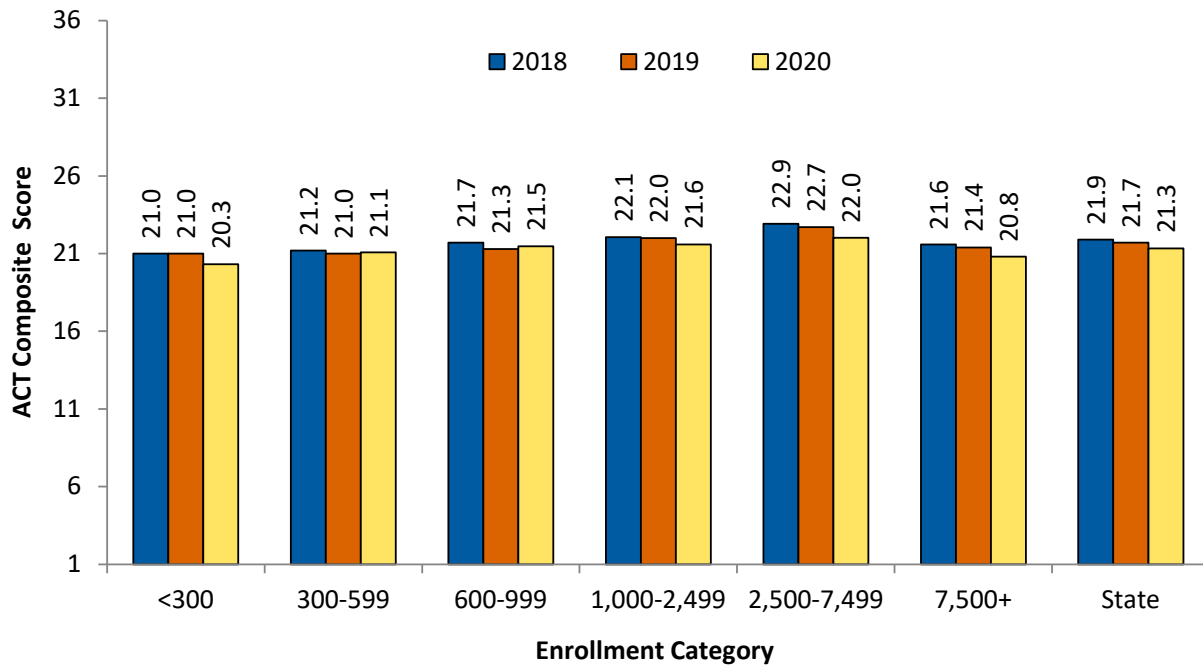
\*\*\*Low SES - Low SES is determined by the eligibility for free or reduced price meals.

Data for the Class of 2021 was not available in time for publication, so the data in this table is being reprinted from the 2020 Condition of Education report.



**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.

Data for the Class of 2021 was not available in time for publication, so the data in this table is being reprinted from the 2020 Condition of Education report.

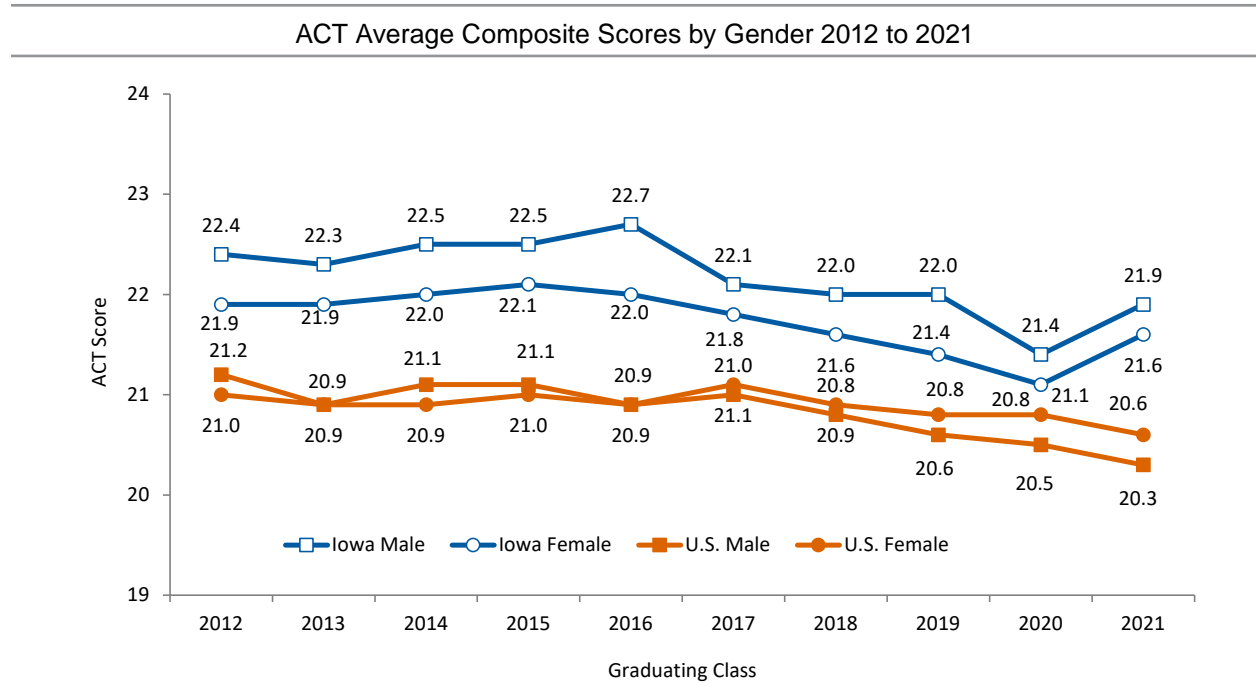


## ACT Scores by Gender

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 2020 and 2021.

**Figure 5-40**



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

**Table 5-12**

**Iowa Average ACT Scores by Gender 2020 and 2021**

Gender	Number of Test Takers		Average ACT Scores									
	2020	2021	English	Mathematics	Reading	Science	Composite	2020	2021	2020	2021	2020
Female	12,482	9,103	20.5	21.1	20.1	20.3	22.2	22.9	21.1	21.6	21.1	21.6
Male	10,636	7,291	19.9	20.2	21.3	21.8	21.9	22.4	21.8	22.5	21.4	21.9
Other Responses*	500	1,264	14.2	16.9	16.0	18.0	16.9	19.3	16.4	19.0	16.0	18.4

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 2021 were Health Sciences & Technologies and Business (Table 5-13). The highest average composite ACT scores in Iowa were reported by students who plan to major in computer science and mathematics (25.4); engineering (24.8); and sciences: biological and physical (24.6). The Iowa ACT test takers who indicated a planned major in education had an average ACT composite score of 21.0.

**Table 5-13**

ACT Average Composite Scores by Student Planned Educational Majors Class of 2021		
Planned Education Major	Iowa Avg.	Iowa Percent Planned
Agriculture & Natural Resources Conservation	21.1	3%
Architecture	22.5	1
Area, Ethnic, & Multidisciplinary Studies	20.8	0
Arts: Visual & Performing	22.3	3
Business	21.9	9
Communications	22.5	1
Community, Family, & Personal Services	19.7	1
Computer Science & Mathematics	25.4	3
Education	21.0	6
Engineering	24.8	6
Engineering Technology & Drafting	21.6	1
English & Foreign Languages	24.5	1
Health Administration & Assisting	18.9	2
Health Sciences & Technologies	21.9	15
Philosophy, Religion, & Theology	21.8	0
Repair, Production, & Construction	19.2	1
Sciences: Biological & Physical	24.6	6
Social Sciences & Law	22.7	5
Undecided	21.9	16
No Response	18.1	20

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 2021, the number of SAT takers in the nation was slightly more than 1.5 million and the number of Iowa SAT takers was 625 (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 2021 (All Test Takers)

	Number of Students	Average ERW	Average Math
Nation	1,509,133	533	528
Iowa	625	623	620

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 2021 (All Test Takers)

	Number of Students	Average ERW	Average Math
Nation Female	774,684	535	519
Nation Male	731,634	530	537
Iowa Female	313	615	598
Iowa Male	305	630	643

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.

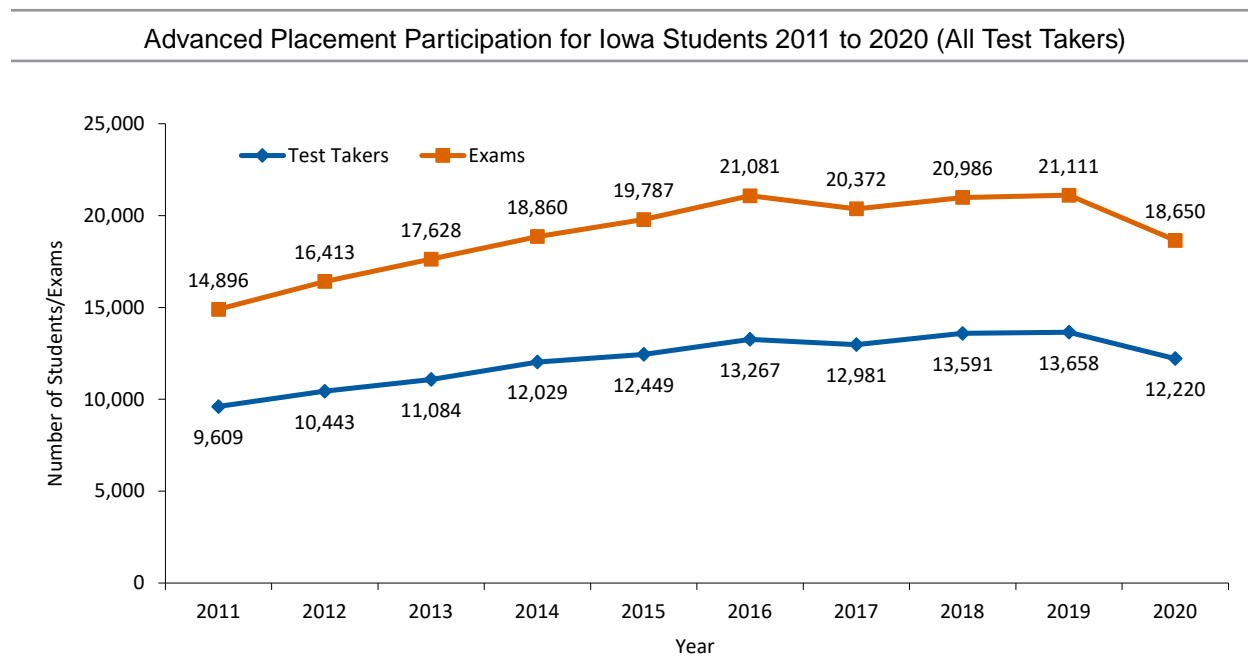
In Iowa, 18,650 AP exams were taken by 12,220 students in 2020 (Figure 5-41). U.S. history and government, English language and composition, calculus, psychology, English literature and composition, chemistry and biology, in aggregate, accounted for 62 percent of the exams taken in 2020 (Source: <https://research.collegeboard.org/programs/ap/data/participation/ap-2020>). The number of students/candidates in 2020 decreased from the previous year. The number of exams taken decreased by 11.7 percent over that one-year period.

From 2011 to 2019, the percentage of Iowa's students receiving a score of three or better had consistently been higher than the national average, although the national average (63.8 percent) jumped above Iowa (62.1 percent) in 2020 (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, although the achievement gap between Iowa females and males closed to one tenth of a percentage point in 2020 (Figure 5-43).

Table 5-16 shows the AP test results by Midwest states for the high school graduating classes of 2019 and 2020.

**Figure 5-41**

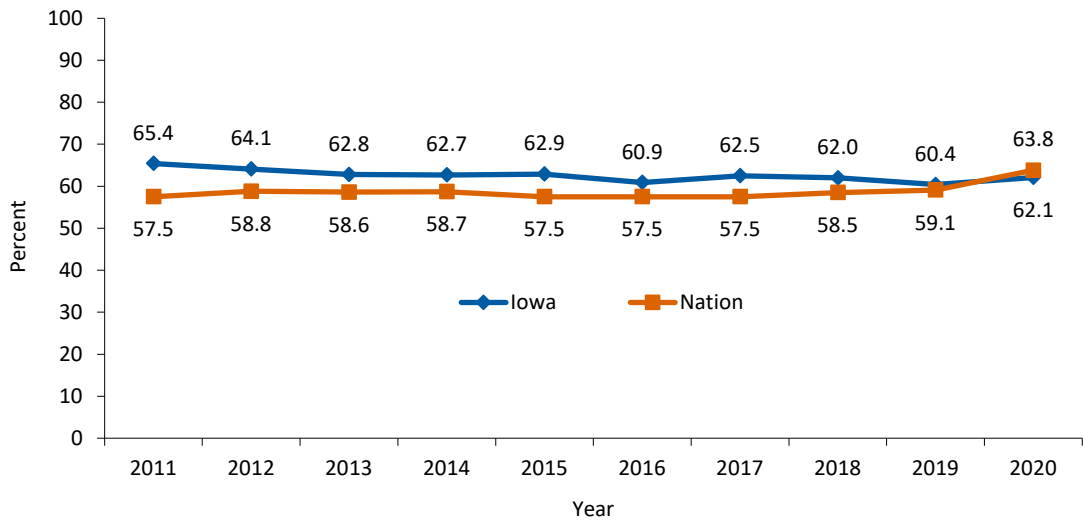


Source: The College Board, AP Program Participation and Performance Data, and Iowa Summary Report.



**Figure 5-42**

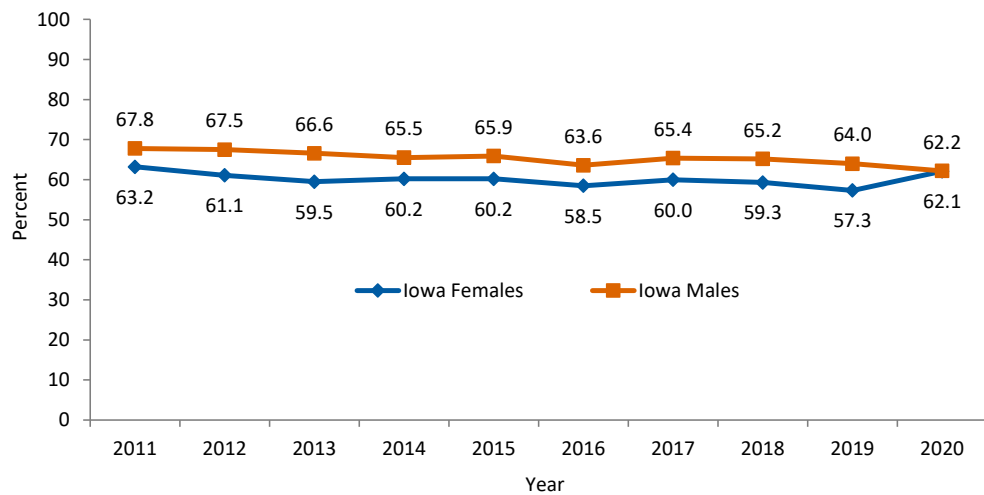
Percent of AP Candidates with AP Scores of 3+, 2011 to 2020 (All Test Takers)



Source: The College Board, AP Program Participation and Performance Data, Iowa and National Summary Reports

**Figure 5-43**

Percent of Iowa AP Exams with Scores of 3+ by Gender, 2011-2020 (All Test Takers)



Source: The College Board, AP Program Participation and Performance Data, Iowa 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 2019 and 2020  
(All Test Takers, Midwest States only)

Nation and State	2019 Number of Graduates took AP	2019 Percent of Graduates took AP	2019 Percent Score 3+	2020 Number of Graduates took AP	2020 Percent of Graduates took AP	2020 Percent Score 3+
Nation	1,245,304	38.9%	61.4%	1,213,760	38.3%	63.6%
Illinois	56,600	42.1%	67.6%	55,172	41.5%	69.8%
Indiana	25,926	38.1%	52.3%	24,485	37.5%	54.8%
Iowa	7,003	21.4%	62.0%	6,803	20.7%	62.4%
Kansas	5,397	16.2%	64.9%	5,213	15.7%	64.5%
Michigan	32,134	32.8%	65.0%	31,045	32.6%	66.2%
Minnesota	20,380	34.8%	66.4%	19,711	34.0%	66.7%
Missouri	12,782	21.2%	59.4%	12,493	21.0%	61.1%
Nebraska	4,186	19.4%	61.9%	4,163	19.0%	62.1%
North Dakota	1,596	21.7%	58.1%	1,658	22.2%	56.6%
Ohio	33,197	29.3%	62.4%	32,304	29.1%	65.1%
South Dakota	1,512	19.2%	67.3%	1,448	18.1%	68.0%
Wisconsin	22,980	37.9%	69.2%	22,237	37.1%	69.9%

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 the COVID-19 pandemic in spring 2020. These students were removed from the denominator of the calculations shown in this section and, therefore, the Class of 2020 data doesn't represent all graduates.

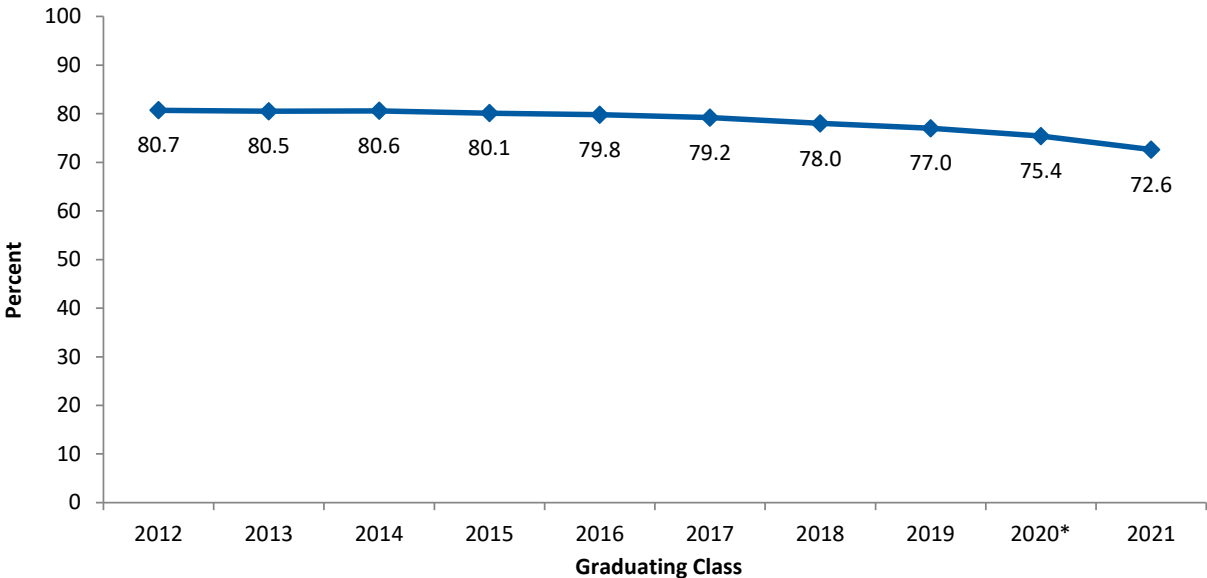
Throughout this section, figures and tables report on the percentage of Iowa public high school graduates intending to pursue postsecondary education or training. Graduates with the following responses are counted as intending to pursue postsecondary education or training: four year private college,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

The percent of graduates intending to pursue postsecondary education or training decreased for the seventh consecutive year in 2021 (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 2021 plan on attending a community college, although its share has been declining in recent years (Table 5-19). Table 5-20 and Figure 5-45 show that the percent of graduates intending to pursue postsecondary education at a four-year college (public and private combined) was higher than the percent of graduates intending to pursue postsecondary education at a two-year college in all years since 2013

**Figure 5-44**

Percent of Iowa Public School Graduates Intending to Pursue Postsecondary Education/Training  
Graduating Classes of 2012 to 2021



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

Notes: Data for the 2012 to 2021 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.

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

**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 2016-2021

Enrollment Category	Graduating Class						
	2001	2016	2017	2018	2019	2020*	2021
<300	77.6	79.9	80.2	76.5	75.5	70.0	69.7
300-599	81.2	81.8	80.0	77.9	75.6	73.2	72.7
600-999	82.5	81.9	80.9	79.7	79.4	77.1	74.1
1,000-2,499	83.1	80.3	77.9	77.5	74.4	73.2	72.6
2,500-7,499	81.9	82.1	81.6	80.0	77.4	77.4	75.0
7,500+	84.3	75.8	77.7	76.2	78.4	76.4	70.4
State	82.7	79.8	79.2	78.0	77.0	75.4	72.6

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

Notes: Data for the 2016 to 2021 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.

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

**Table 5-18**

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue Postsecondary Education/Training by Gender, 2001 and 2016 to 2021

Gender	Graduating Class						
	2001	2016	2017	2018	2019	2020*	2021
Male	77.8	73.9	73.0	71.8	69.7	68.2	65.2
Female	87.5	85.7	85.6	84.2	84.3	82.8	80.1
Total	82.7	79.8	79.2	78.0	77.0	75.4	72.6

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

Notes: Data for the 2016 to 2021 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.

included in the numerator.



**Table 5-19**

Percent of Iowa Public High School Graduates/Seniors Intending to Pursue  
Postsecondary Education/Training by Postsecondary Institution Type, 2001 and 2016 to 2021

<b>Graduating Class</b>							
<b>Postsecondary Institution</b>	<b>2001</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
Private 4-Year College	14.9	11.1	11.5	11.6	11.7	10.8	11.0
Public 4-Year College	27.3	28.9	28.1	27.7	27.5	27.6	27.0
Private 2-Year College	5.2	0.5	0.6	0.5	0.6	0.5	0.7
Community College	31.0	36.8	36.4	35.7	34.2	33.4	30.6
Apprenticeship	n/a	n/a	n/a	n/a	n/a	n/a	1.0
Internship	n/a	n/a	n/a	n/a	n/a	n/a	0.1
Other Training	4.3	2.4	2.7	2.5	3.0	3.1	2.3
Total	82.7	79.8	79.2	78.0	77.0	75.4	72.6

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

Notes: Data for the 2016 to 2021 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.

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

**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 2016 to 2021

<b>Graduating Class</b>							
<b>Postsecondary Institution</b>	<b>2001</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
Four-Year College	42.2	40.0	39.5	39.2	39.2	38.5	37.9
Two-Year College	36.2	37.4	37.0	36.2	34.8	33.9	31.3

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

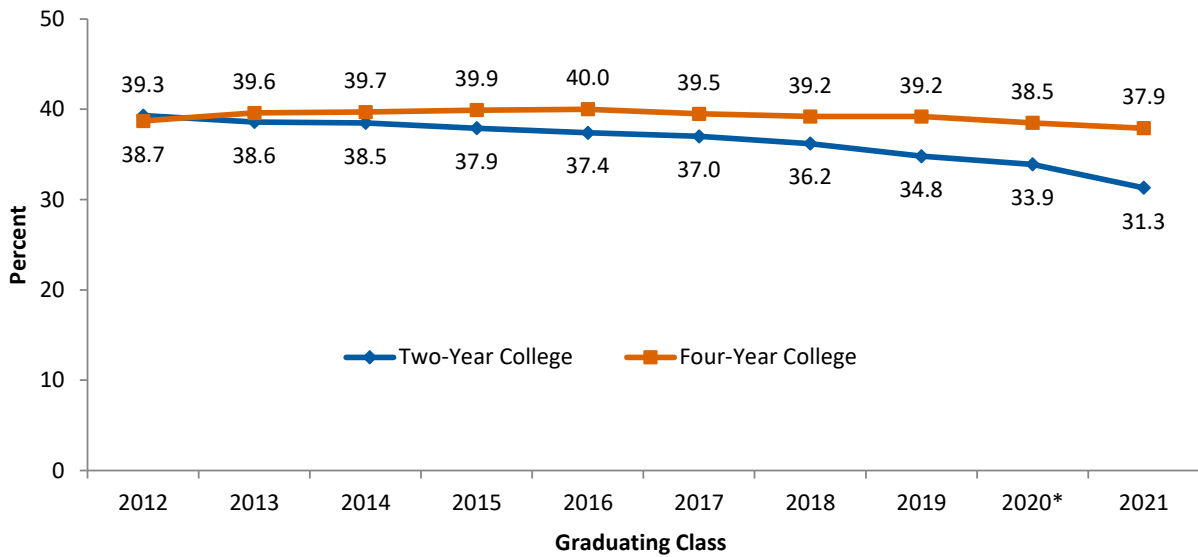
Notes: Data for the 2016 to 2021 graduating classes includes students who received a regular diploma. Other completers, such as students who received a certified attendance, are not included.

\* 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 2012 to 2021



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

Notes: Data for the 2012 to 2021 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

In 2016, HF2392, Division I redesigned the career and academic planning process. The CTE redesign moved from the traditional career planning assessments and inventories to integrating high quality, high-value, career-related experiences designed to increase student engagement and align students' interests with local, regional and state labor market needs.

Six years into the redesign, the career and academic planning process continues to seek 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 2020, Iowa's 327 school districts implemented the career and academic planning process to over 185,000 students in grades 8-12.





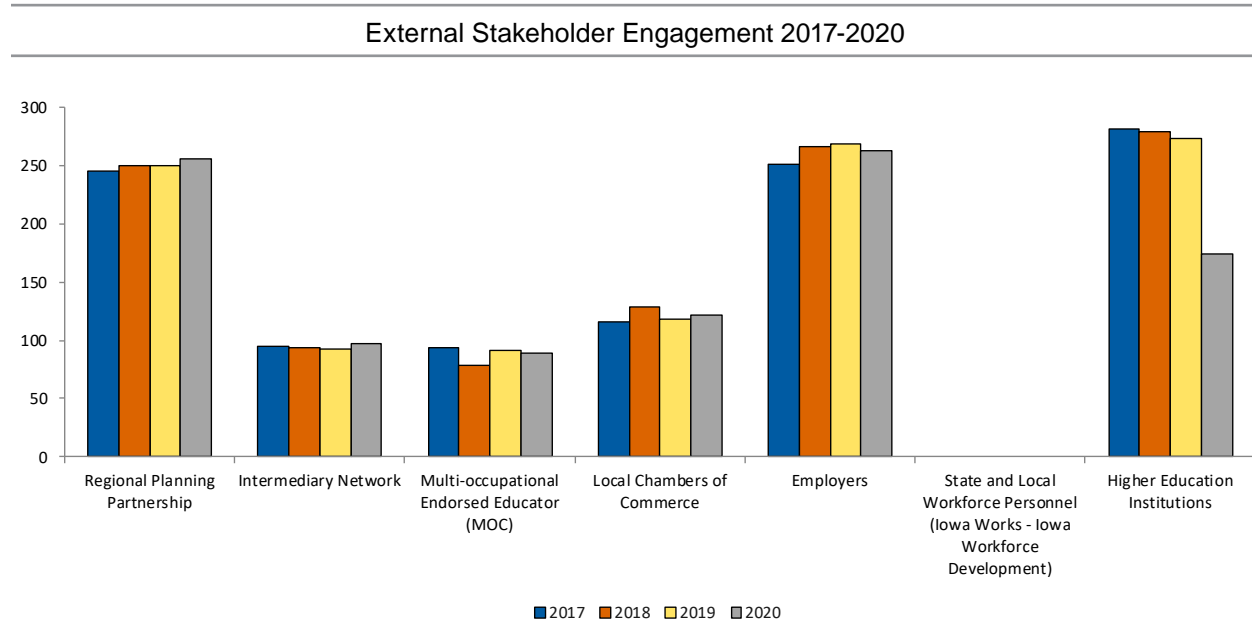
## The District Team and The District Plan

Each school district in Iowa should have an established District Team that has developed a written career guidance plan and reviews that plan annually. The teams typically include, but are not limited to, a school administrator, a school counselor, teachers, including career and technical education teachers, special education educators and individuals responsible for coordinating work-based learning activities.

The district plan 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 implement Division I of HF2392, it is crucial to create partnerships that allow students to have a holistic and authentic career learning experience. Districts are encouraged to work to build and maintain strong relationships with external partners to increase high-quality career planning exposure to students.

In the academic year 2020\*, three hundred and four (N-304\*) school districts reported career planning outcomes including collaboration with internal and external stakeholders to write the district plan. Stakeholder engagement continues to be a priority for school districts across the state and all are working with a variety of entities to increase relationships with business and industry.

**Figure 5-46**



Source: Comprehensive Student Improvement Process (CSIP).

## **The District Tool: Career Information Systems (CIS)**

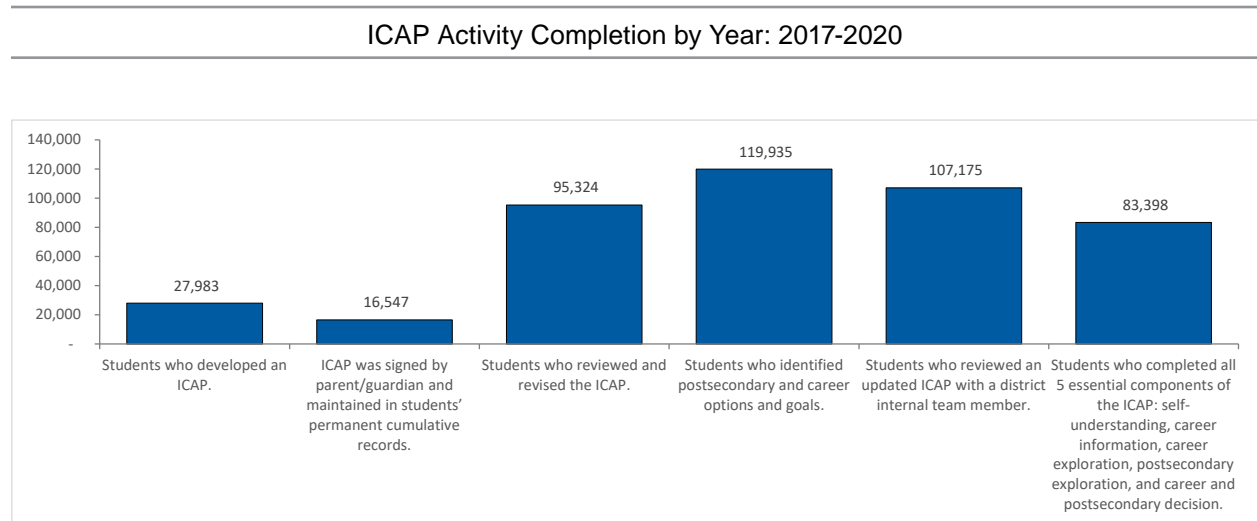
The district team selects one of the state approved career information systems (CIS) that best meets the needs of students, team members and the school district. During the 2020 school year, districts had nine CIS options that met state standards. Three-hundred and one school districts reported using an approved 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 12, 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 counselors, identification of career and postsecondary goals, alignment of coursework to career goals, and annual completion of the five essential components. While completion of the 12 activities was down during AY2020 due to the Covid-19 pandemic, ICAP completions in AY2020 were still strong.

Figure 5-47



Source: Comprehensive Student Improvement Process (CSIP).



## High-Quality Career Programming in 2020 and Beyond

Beginning in the fall of 2020, the Bureau of Career and Technical Education, Career and Academic Planning began sponsoring in-depth professional development opportunities for counselors and other stakeholders across the state. A two-part workshop series on re-imagining ICAP and creating best practices trained over 100 educators. Smaller workshops have been offered through state and national conferences, the Area Education Agencies (AEAs) and Regional Planning Partnerships. Continued and sustained professional development will provide the opportunity to take deeper dives into 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 in 2019-2020.

The public school dropout distributions by grade and enrollment categories for 2019-2020 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 43 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.

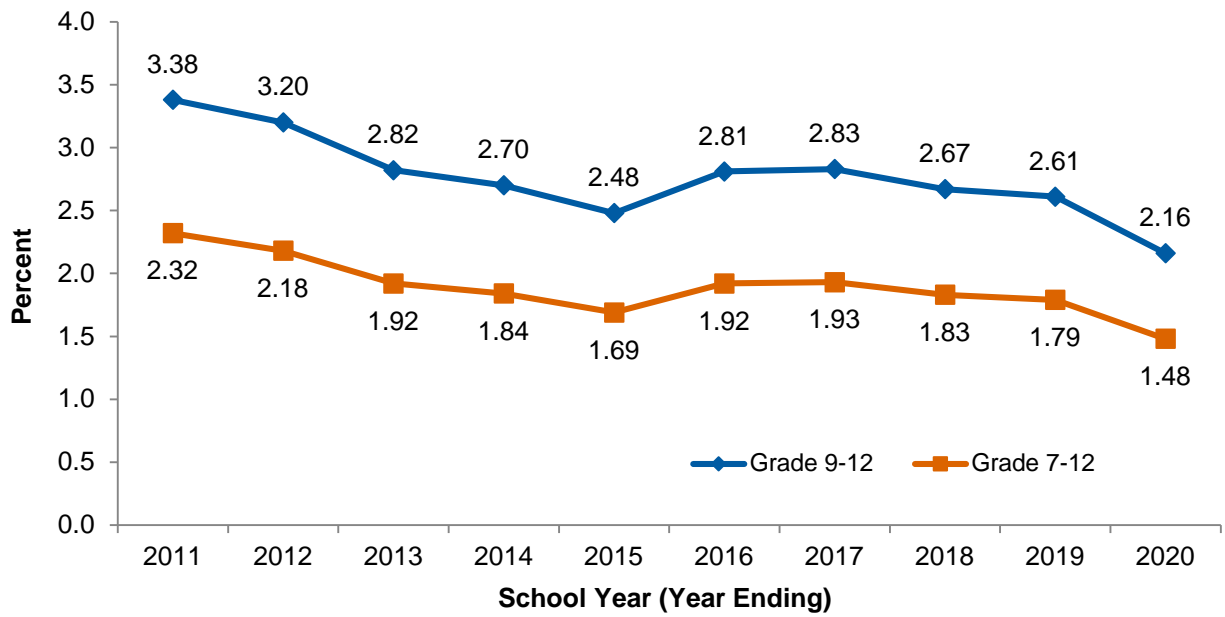
The public school grade 7-12 dropout and enrollment data by race/ethnicity are presented in Table 5-23 and Table 5-24.

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 2019-2020



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



**Table 5-21**

Total Iowa Public School Grades 7-12 Dropouts and Enrollment by Enrollment Category 2019-2020											
Grade Level											
Enrollment Category	7	8	9	10	11	12	Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
<300	2	1	0	2	3	11	19	0.56%	2,672	1.17%	0.71%
300-599	3	2	9	19	57	115	205	6.08%	22,325	9.81%	0.92%
600-999	2	4	14	31	77	152	280	8.31%	28,917	12.71%	0.97%
1,000-2,499	8	11	37	78	163	332	629	18.66%	55,639	24.46%	1.13%
2,500-7,499	6	11	16	61	156	319	569	16.88%	44,519	19.57%	1.28%
7,500+	31	31	96	181	340	768	1,447	42.92%	72,783	31.99%	1.99%
Up to state	1	2	27	57	66	69	222	6.59%	441	0.29%	
State	53	62	199	429	862	1,766	3,371	100.00%	227,508	100.00%	1.48%

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

**Table 5-22**

Total Iowa Public School Grades 7-12 Dropouts by Gender 2017-2018 to 2019-2020			
	2017-2018	2018-2019	2019-2020
Female Dropout Rate	1.49%	1.47%	1.20%
Male Dropout Rate	2.15%	2.09%	1.75%
Female Dropouts as a Percent of Total Dropouts	39.63%	39.99%	39.31%
Female Enrollment as a Percent of Total Enrollment	48.57%	48.61%	48.53%

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



**Table 5-23**

Iowa Public School Grades 7-12 Dropout Rates (in Percent) by Race/Ethnicity 2017-2018 to 2019-2020

Race/Ethnic Group	2017-2018	2018-2019	2019-2020
African American	4.56	4.53	3.49
American Indian	4.64	4.85	5.04
Asian	0.96	1.00	0.73
Hispanic	3.28	3.26	2.88
Native Hawaiian/Pacific Islander	3.19	5.12	2.60
Two or More Races	2.72	2.46	2.05
White	1.39	1.32	1.08
State Total	1.83	1.79	1.48

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

**Table 5-24**

Percent of Dropouts and Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 2017-2018 to 2019-2020

Race/Ethnic Group	Percent of Dropouts			Percent of Enrollment		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
African American	14.65%	15.47%	14.71%	5.88%	6.09%	6.25%
American Indian	0.96%	1.02%	1.22%	0.38%	0.38%	0.36%
Asian	1.33%	1.40%	1.25%	2.54%	2.50%	2.52%
Hispanic	18.85%	19.96%	22.25%	10.51%	10.91%	11.44%
Native Hawaiian/ Pacific Islander	0.44%	0.82%	0.50%	0.25%	0.29%	0.29%
Two or More Races	5.06%	4.94%	5.22%	3.39%	3.58%	3.78%
White	58.72%	56.40%	54.85%	77.05%	76.24%	75.37%

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





**Table 5-25**

Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts 2019-2020			
Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0.00	68	20.80%	20.80%
.01-.50	56	17.13%	37.92%
.51-1.00	83	25.38%	63.30%
1.01-1.50	47	14.37%	77.68%
1.51-2.00	28	8.56%	86.24%
2.01-2.50	22	6.73%	92.97%
2.51-3.00	10	3.06%	96.02%
3.01-3.50	4	1.22%	97.25%
3.51-4.00	3	0.92%	98.17%
>4.00	6	1.83%	100.00%

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



# High School Graduates and Graduation Rates

This section reports ten years of trend data on the number of high school graduates in Iowa public schools and displays a four-year cohort graduation rate trend for the graduating classes of 2011 to 2020. In addition, a five-year cohort graduation rate is reported for the graduating classes of 2018 and 2019.

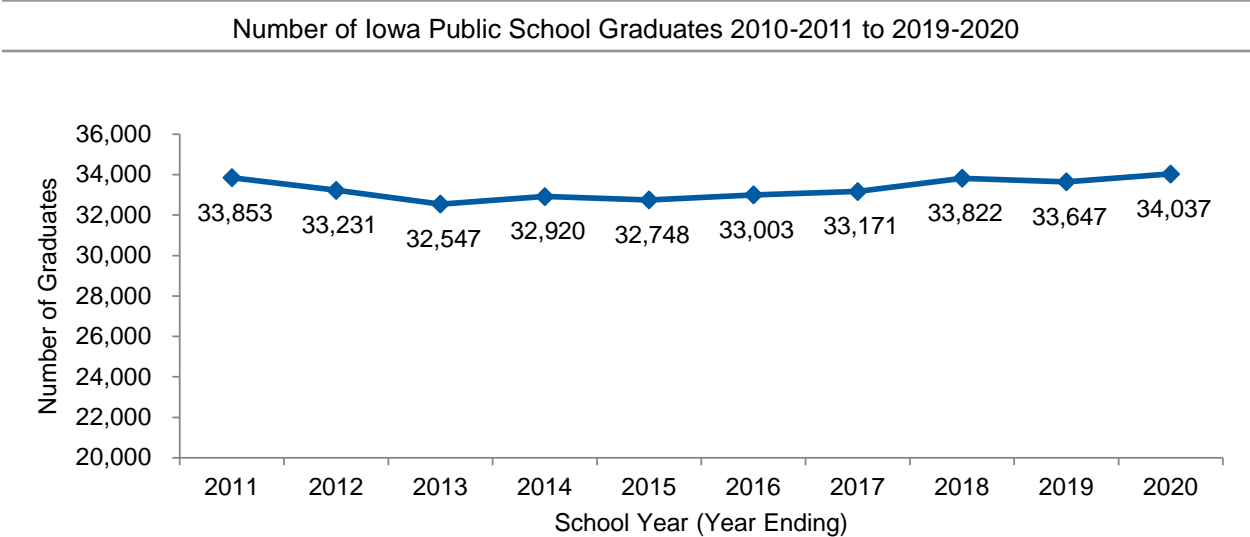
## High School Graduates

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 2019-2020. The counts in this figure include the students who earned a regular diploma within 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 2020 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 2016 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 2020

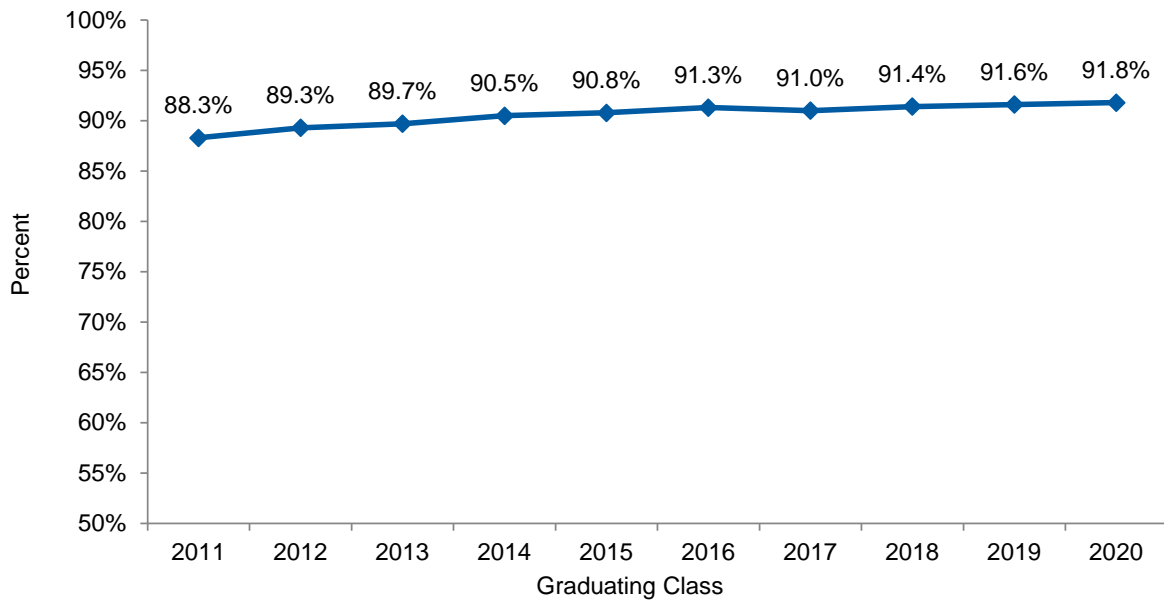
- FG – First-time 9th grade students in fall of 2016 and graduated in 2020 or earlier
- TIG – Students who transferred in grades 9 to 12 and graduated in 2020 or earlier
- F – First-time 9th grade students in fall of 2016
- TI – Transferred in the first-time 9th graders' cohort in grades 9 to 12
- TO – 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 2020



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 2019 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 2019-2020 school year) by the number of first-time 9th graders enrolled in the fall of 2015 minus the number of students who transferred out (between 2015 and 2019) plus the total number of students who transferred in (between 2015 and 2019). 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 2019 and 2020. The rates listed are for all students and 13 subgroups. In gender comparison, females had higher graduation rates than males, on average. White and Asian students had higher graduation rates on average than students in other racial/ethnic 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 Graduating Classes of 2019 and 2020						
Group	Class of 2019			Class of 2020		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	32,265	35,243	91.6%	32,859	35,789	91.8%
African American	1,553	1,903	81.6%	1,696	2,102	80.7%
American Indian	92	119	77.3%	104	126	82.5%
Asian	792	858	92.3%	893	953	93.7%
Hawaiian/Pacific Islander	67	87	77.0%	74	98	75.5%
Hispanic	2,959	3,501	84.5%	3,236	3,815	84.8%
Two or More Races	943	1,068	88.3%	1,018	1,147	88.8%
White	25,859	27,707	93.3%	25,838	27,548	93.8%
Disability*	3,342	4,390	76.1%	3,457	4,525	76.4%
EL**	1,210	1,535	78.8%	1,513	1,972	76.7%
Low SES***	13,771	16,161	85.2%	14,188	16,587	85.5%
Migrant	78	101	77.2%	114	155	73.5%
Female	16,181	17,347	93.3%	16,202	17,369	93.3%
Male	16,084	17,896	89.9%	16,657	18,420	90.4%

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 Graduating Classes of 2018 and 2019

Group	Class of 2018			Class of 2019		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	33,178	35,485	93.5%	33,054	35,243	93.8%
African American	1,589	1,864	85.2%	1,648	1,903	86.6%
American Indian	95	119	79.8%	95	119	79.8%
Asian	912	949	96.1%	820	858	95.6%
Hawaiian/Pacific Islander	68	85	80.0%	73	87	83.9%
Hispanic	3,035	3,458	87.8%	3,106	3,501	88.7%
Two or More Races	953	1,047	91.0%	967	1,068	90.5%
White	26,526	27,963	94.9%	26,345	27,707	95.1%
Disability*	3,801	4,573	83.1%	3,660	4,390	83.4%
EL**	1,418	1,658	85.5%	1,304	1,535	85.0%
Low SES***	13,468	15,320	87.9%	14,403	16,161	89.1%
Migrant	69	77	89.6%	90	101	89.1%
Female	16,462	17,319	95.1%	16,494	17,347	95.1%
Male	16,716	18,166	92.0%	16,560	17,896	92.5%

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 2019 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR, in %) by Race/Ethnicity

State	All Students	American Indian/Alaska Native <sup>1</sup>	Asian <sup>2</sup>	Pacific Islander <sup>2</sup>	Hispanic	African American	White	Two or More
United States <sup>4</sup>	85.8	74.3	—	—	81.7	79.6	89.4	—
Alabama	91.7	94	95	85	90.6	89.8	92.8	93
Alaska	80.4	68	90	80	80	79	85.7	76
Arizona	77.8	67.1	91	80	74.4	73.3	82.7	75
Arkansas	87.6	79	94	76	84.7	83.4	89.6	87
California	84.5	75	94.0	85	82.1	76.8	88.4	76.8
Colorado	81.1	65	90	76	74.0	74.4	85.9	81
Connecticut	88.5	92	<>	≥90	80.2	79.9	93.3	88
Delaware	89.0	83	<>	≥50	86	88	90.6	89
District of Columbia	68.9	<>	<>	<>	60	68.7	93	79
Florida	87.2	78	95.7	87	86.1	81.9	90.4	88.4
Georgia	82.0	76	—	—	75.9	79.6	85.6	82.3
Hawaii	85.2	†	93	78.5	85	83	84	†
Idaho	80.8	68	89	76	73.9	74	82.6	79
Illinois	86.2	78	93.9	80	82.2	76.5	90.8	86.9
Indiana	87.2	82	96	79	83.7	77.2	89.4	82.9
Iowa	91.6	77	92	77	84.5	82	93.3	88
Kansas	87.2	76	94	77	83.2	80	89.3	83
Kentucky	90.6	≥90	94	88	84	83.2	92.1	89
Louisiana	80.1	88	90	72	67.1	75.6	85.9	84
Maine	87.4	78	<>	≥80	82	80	87.8	82
Maryland	86.9	81	96.5	88	72.4	84.3	93.4	91
Massachusetts	88.0	83	95.2	86	74.4	79.9	92.7	88
Michigan	81.4	70	91.6	81	76.6	70.2	84.7	76.2
Minnesota	83.7	51	87.6	61	69.9	69.9	88.7	72
Mississippi	85.0	82	<>	≥50	83	81.9	88.4	86
Missouri	89.7	85	—	—	86.3	80.6	91.9	89
Montana	86.6	67	≥95	<>	83	78	89.6	83
Nebraska	88.4	71	84	75	80.5	78	92.5	82
Nevada	84.1	74	94	89	83.0	72.2	87.3	86
New Hampshire	88.4	≥80	<>	≥50	76	76	89.5	85
New Jersey	90.6	92	97.0	92	84.5	83.3	94.9	91
New Mexico	75.1	70	86	—	74.5	67	79.0	—
New York	82.8	70	89.9	81	72.9	73.9	90.2	83.6
North Carolina	86.5	81	—	—	81.1	83.7	89.6	83.9



Table 5-28A (...continued)

State	All Students	American Indian/ Alaska Native <sup>1</sup>	Asian <sup>2</sup>	Pacific Islander <sup>2</sup>	Hispanic	African American	White	Two or More
North Dakota	88.3	72	<>	≥80	74	81	91.8	—
Ohio	82.0	71	—	—	73.4	69.4	85.3	76.9
Oklahoma <sup>5</sup>	84.9	84.8	87	81	81.8	80.1	86.3	86.6
Oregon	80.0	68	92	78	76.2	70	81.3	80
Pennsylvania	86.5	80	93.4	86	75.4	75.0	90.6	79.5
Rhode Island	83.9	70	<>	≥80	76.1	81	88.2	80
South Carolina	81.1	71	—	—	79.5	76.4	84.2	—
South Dakota	84.1	54	<>	<>	74	79	89.7	75
Tennessee	90.5	90	95	95	84.4	84.6	93.4	—
Texas	90.0	87	96.4	96.4	88.2	86.2	93.7	91.4
Utah	87.4	79	92	91	79.5	75	89.7	87
Vermont	84.5	<>	<>	<>	78	71	85.7	75
Virginia	87.5	87	94.6	94.0	72.9	84.1	92.1	91.3
Washington	81.1	62	93.0	90.5	75.7	73.7	82.9	81.3
West Virginia	91.3	75	≥95	≥95	91	88	91.5	86
Wisconsin	90.1	79	<>	92	82.8	71.4	93.8	86
Wyoming	82.1	59	<>	<>	77	78	83.8	82
Puerto Rico	77.0	—	—	—	77.1	—	56	60

Source: ED Facts Data. School year 2018–19

Notes: --- Not Available.

† Hawaii does not report the “American Indian / Alaska Native” and “Two or more races” racial subgroups because they are not identified as major racial and ethnic subgroups as explained in Hawaii’s Consolidated State Plan.

‡ These data were suppressed due to concerns with data quality. For more information, please review the SY 2018-19 4-year ACGR file documentation, available on the ED Facts Initiative site: <https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html#acgr>.

<> 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.

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

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

<sup>3</sup>No national 4-year ACGR was calculated for the following subgroups, as not all states reported these values: Homeless Enrolled and Foster Care. This is the second year of collection of these subgroups for the 4-year ACGR. (Link to ED Facts file specifications: <https://www2.ed.gov/about/inits/ed/edfacts/sy-18-19-nonxml.html>).

<sup>4</sup>The United States total includes the 50 states and the District of Columbia only. Data for Puerto Rico are excluded.

<sup>5</sup>Oklahoma’s children with disabilities graduation rate data for SY 2017-18 were resubmitted after the publication of National Graduation Rates SY 2017-18 (58.3% to 76.43%). For this reason, the year to year comparison in ED’s Coordinated Data Review did not warrant a data note for SY 2018-19 CWD data as it is now within 2% of change. The 4-year ACGR is the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. There are some differences in how states implemented the requirements for the ACGR, leading to the potential for differences across states in how the rates are calculated. This is particularly applicable to the population of children with disabilities. Black includes African American, Hispanic includes Latino, Asian/Pacific Islander includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.





**Table 5-28B**

Class of 2019 Public High School Four Year Adjusted Cohort Graduation Rate (ACGR, in %)  
by Selected Characteristics

State	All Students	Economically Disadvantaged	Limited English Proficiency	Students with Disability	Homeless Enrolled <sup>3</sup>	Foster Care <sup>3</sup>
United States <sup>4</sup>	85.8	80.0	69.2	68.2	—	—
Alabama	91.7	87.4	76	69.6	81	66
Alaska	80.4	74.7	72	60	56	49
Arizona	77.8	73.5	50	69.0	57	45
Arkansas	87.6	84.8	82.8	82.6	76	68
California	84.5	81.1	68.7	67.7	70.0	56.0
Colorado	81.1	70.9	68.6	59.2	55.6	27
Connecticut	88.5	80.4	71	67.8	66	50
Delaware	89.0	82	76	73	73	74
District of Columbia	68.9	58.6	51	51	49	45
Florida	87.2	83.2	75.2	81.0	74.3	51
Georgia	82.0	77.2	59.3	62.9	63.9	39
Hawaii	85.2	80.7	70	63	63	44
Idaho	80.8	72.5	74	56	57	39
Illinois	86.2	78.3	72.0	69.9	66.5	54
Indiana	87.2	82.7	76	71.4	77	57
Iowa	91.6	85.2	79	76.1	75	72
Kansas	87.2	80.2	82.3	78.4	66	57
Kentucky	90.6	87.8	74	75.5	16	—
Louisiana	80.1	74.4	41	64.7	66	53
Maine	87.4	78.4	80	73	62	48
Maryland	86.9	77.7	53.7	63.5	65	48
Massachusetts	88.0	78.5	64.6	73.9	61	58
Michigan	81.4	70.8	73.2	57.8	58.4	44
Minnesota	83.7	71.1	67.2	63.0	49	—
Mississippi	85.0	82.2	66	42.2	70	60
Missouri	89.7	82.6	73	76.7	76	71
Montana	86.6	77.6	65	78	71	87
Nebraska	88.4	81.4	49	69	60	51
Nevada	84.1	80.8	76.8	67.2	86	44
New Hampshire	88.4	77.2	65	72	64	39
New Jersey	90.6	84.0	75.4	79.2	75	58
New Mexico	75.1	70.0	73.3	64.7	52	38
New York	82.8	76.4	34.3	58.8	59.3	54
North Carolina	86.5	81.8	71.4	69.8	69.5	59



State	All Students	Economically Disadvantaged	Limited English Proficiency	Students with Disability	Homeless Enrolled <sup>2</sup>	Foster Care <sup>2</sup>
North Dakota	88.3	77	72	73	61	65
Ohio	82.0	71.0	65.2	48.0	54.0	52
Oklahoma <sup>5</sup>	84.9	78.8	69	79.1	72	70
Oregon	80.0	74.4	60	63.4	55.4	—
Pennsylvania	86.5	79.9	68.6	70.7	70	53
Rhode Island	83.9	76.7	69	64	65	50
South Carolina	81.1	84.3	79.3	54.4	67	52
South Dakota	84.1	75	73	72	59	47
Tennessee	90.5	84.4	72	73.9	78	61
Texas	90.0	87.2	78.0	77.9	79.8	63
Utah	87.4	77.3	73	72.4	‡	‡
Vermont	84.5	76	63	71	68	—
Virginia	87.5	79.6	56.0	62.9	61	50
Washington	81.1	72.3	62.6	62.2	55.8	46
West Virginia	91.3	80	92	78.7	78	‡
Wisconsin	90.1	80.5	75	69.8	68	53
Wyoming	82.1	71.9	67	59	65	—
Puerto Rico	77.0	76.7	54	67.8	74	<>

Source: ED Facts Data, School year 2018–19

Notes: --- Not Available.

† Hawaii does not report the “American Indian / Alaska Native” and “Two or more races” racial subgroups because they are not identified as major racial and ethnic subgroups as explained in Hawaii’s Consolidated State Plan.

‡ These data were suppressed due to concerns with data quality. For more information, please review the SY 2018-19 4-year ACGR file documentation, available on the ED Facts Initiative site: <https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html#acgr>.

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

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

<sup>3</sup>No national 4-year ACGR was calculated for the following subgroups, as not all states reported these values: Homeless Enrolled and Foster Care. This is the second year of collection of these subgroups for the 4-year ACGR. (Link to ED Facts file specifications: <https://www2.ed.gov/about/inits/ed/edfacts/sy-18-19-nonxml.html>).

<sup>4</sup>The United States total includes the 50 states and the District of Columbia only. Data for Puerto Rico are excluded.

<sup>5</sup>Oklahoma’s children with disabilities graduation rate data for SY 2017-18 were resubmitted after the publication of National Graduation Rates SY 2017-18 (58.3% to 76.43%). For this reason, the year to year comparison in ED’s Coordinated Data Review did not warrant a data note for SY 2018-19 CWD data as it is now within 2% of change. The 4-year ACGR is the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. There are some differences in how states implemented the requirements for the ACGR, leading to the potential for differences across states in how the rates are calculated. This is particularly applicable to the population of children with disabilities. Black includes African American, Hispanic includes Latino, Asian/Pacific Islander includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.



## Suspensions and Expulsions

In-school suspensions, out-of-school suspensions, expulsions and removals to an interim setting can be given to students because of incidents that occur on school property. Table 5-29 shows public school removals by type. In 2020-2021, out-of-school suspensions comprised 51.4 percent of all removals while in-school suspensions accounted for 47.5 percent. Reported removals decreased by 57.7 percent since 2018-2019, although it is important to note that many students around the state spent at least a portion of the 2020-2021 school year in a hybrid or fully-remote learning environment, reducing the opportunity for suspensions and expulsions. 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). In 2020-2021, Davenport CSD reported removals more in-line with previous levels (2,918; 9.6% of the total 30,445 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 2020-2021, expulsions were most often given as a result of drug-related incidents (Table 5-32).

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

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



**Table 5-29**

**K-12 Removals by Removal Type  
2018-2019 TO 2020-2021**

	<b>Removals (includes Multiple Offenses)</b>			<b>% of Removals</b>	<b>% Change</b>
	2018-2019	2019-2020	2020-2021	2020-2021	2018-2019 to 2020-2021
In-School Suspensions	40,118	26,475	14,460	47.5%	-64.0%
Out-of-School Suspensions	31,616	24,461	15,652	51.4%	-50.5%
Expulsions	94	26	24	0.1%	-74.5%
Interim Setting	221	214	309	1.0%	39.8%
<b>Total</b>	<b>72,049</b>	<b>51,176</b>	<b>30,445</b>	<b>100%</b>	<b>-57.7%</b>

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 2020-2021, in addition to Davenport CSD's decrease described above, many students around the state spent at least a portion of the school year in a hybrid or fully-remote learning environment, reducing the opportunity for suspensions and expulsions. 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 2020-2021

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Abusive/Inappropriate language	1,270	1,095	8.8%
Alcohol Related	34	34	0.2%
Arson	3	3	0.0%
Bomb Threat	159	154	1.1%
Bullying	121	117	0.8%
Combustible Related	13	13	0.1%
Defiance - Noncompliance	2,386	1,786	16.5%
Disrespect	860	751	5.9%
Disruption	1,108	912	7.7%
Dress Code Violation	59	50	0.4%
Drug Related	151	150	1.0%
Forgery - Plagiarism	15	14	0.1%
Gang Affiliation Display	1	1	0.0%
Harrassment	284	275	2.0%
Inappropriate Display of Affection	36	34	0.2%
Inappropriate Location	267	209	1.8%
Lying - Cheating	36	36	0.2%
Physical Aggression without Injury	2,057	1,830	14.2%
Physical Aggression/Injury	341	326	2.4%
Physical Aggression/Serious Injury	16	16	0.1%
Physical Fighting with Injury	181	176	1.3%
Physical Fighting without Injury	1,041	951	7.2%
Physical Fighting/Serious Injury	2	2	0.0%
Property Damage - Vandalism	176	168	1.2%
Skip Class	794	593	5.5%
Tardy	303	188	2.1%
Technology Violation	222	219	1.5%
Theft	177	161	1.2%
Tobacco Related	884	819	6.1%
Truancy	746	528	5.2%
Weapons Related	107	104	0.7%
Other	610	546	4.2%



**Table 5-30 (...continued)**

Problem Behavior	Removals	Distinct Students	In-School Suspensions % Removals
Totals	14,460	12,261	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 2020-2021, Davenport CSD reported removals more in-line with previous levels (2,918; 9.6% of the total 30,445 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 2020-2021, in addition to Davenport CSD's decrease described above, many students around the state spent at least a portion of the school year in a hybrid or fully-remote learning environment, reducing the opportunity for suspensions



**Table 5-31**

## K-12 Out-of-School Suspensions by Problem Behavior 2020-2021

Problem Behavior	Removals	Distinct Students	Out-of-School Suspensions % Removals
Abusive/Inappropriate language	982	857	6.3%
Alcohol Related	169	161	1.1%
Arson	8	8	0.1%
Bomb Threat	232	221	1.5%
Bullying	132	128	0.8%
Combustible Related	71	69	0.5%
Defiance - Noncompliance	2,332	1,800	14.9%
Disrespect	378	345	2.4%
Disruption	832	710	5.3%
Dress Code Violation	32	27	0.2%
Drug Related	834	769	5.3%
Gang Affiliation Display	3	3	0.0%
Harrassment	255	246	1.6%
Inappropriate Display of Affection	42	42	0.3%
Inappropriate Location	218	191	1.4%
Lying - Cheating	9	9	0.1%
Physical Aggression without Injury	2,647	2,148	16.9%
Physical Aggression/Injury	846	746	5.4%
Physical Aggression/Serious Injury	40	39	0.3%
Physical Fighting with Injury	464	446	3.0%
Physical Fighting without Injury	2,005	1,818	12.8%
Physical Fighting/Serious Injury	18	18	0.1%
Property Damage - Vandalism	248	235	1.6%
Skip Class	115	96	0.7%
Tardy	12	12	0.1%
Technology Violation	142	134	0.9%
Theft	112	104	0.7%
Tobacco Related	1,400	1,278	8.9%
Truancy	128	111	0.8%
Weapons Related	363	353	2.3%
Other	583	519	3.7%



**Table 5-31 (...continued)**

Problem Behavior	Removals	Distinct Students	Out-of-School Suspensions % Removals
Totals	15,652	13,643	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 2020-2021, Davenport CSD reported removals more in-line with previous levels (2,918; 9.6% of the total 30,445 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 2020-2021, in addition to Davenport CSD's decrease described above, many students around the state spent at least a portion of the school year in a hybrid or fully-remote learning environment, reducing the opportunity for suspensions and expulsions.





**Table 5-32**

## K-12 Expulsions by Problem Behavior 2020-2021

Problem Behavior	Removals	Expulsions % Removals
Abusive/Inappropriate language	0	0.0%
Alcohol Related	0	0.0%
Arson	1	4.2%
Bomb Threat	3	12.5%
Bullying	0	0.0%
Combustible Related	0	0.0%
Defiance - Noncompliance	1	4.2%
Disrespect	0	0.0%
Disruption	0	0.0%
Dress Code Violation	0	0.0%
Drug Related	8	33.3%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	0	0.0%
Harrasment	0	0.0%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	0	0.0%
Lying - Cheating	0	0.0%
Physical Aggression with Injury	1	4.2%
Physical Aggression with Serious Injury	1	4.2%
Physical Aggresssion without Injury	0	0.0%
Physical Fighting with Injury	1	4.2%
Physical Fighting with Serious Injury	1	4.2%
Physical Fighting without Injury	1	4.2%
Property Damage - Vandalism	0	0.0%
Skip Class	0	0.0%
Tardy	0	0.0%
Technology Violation	0	0.0%
Theft	0	0.0%
Tobacco Related	0	0.0%
Truancy	0	0.0%
Weapons Related	6	25.0%
Other	0	0.0%



**Table 5-32 (...continued)**

Problem Behavior	Removals	Expulsions % Removals
Totals	24	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 2020-2021, Davenport CSD reported removals more in-line with previous levels (2,918; 9.6% of the total 30,445 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 2020-2021, in addition to Davenport CSD's decrease described above, many students around the state spent at least a portion of the school year in a hybrid or fully-remote learning environment, reducing the opportunity for suspensions and expulsions.



**Table 5-33**

K-12 Removals to an Interim Setting - School Personnel by Problem Behavior 2020-2021		
Problem Behavior	Removals	Interim Setting % Removals
Abusive/Inappropriate language	61	19.7%
Alcohol Related	2	0.6%
Arson	0	0.0%
Bomb Threat	4	1.3%
Bullying	0	0.0%
Combustible Related	0	0.0%
Defiance - Noncompliance	65	21.0%
Disrespect	9	2.9%
Disruption	12	3.9%
Dress Code Violation	0	0.0%
Drug Related	4	1.3%
Forgery - Plagiarism	0	0.0%
Gang Affiliation Display	0	0.0%
Harrassment	0	0.0%
Inappropriate Display of Affection	0	0.0%
Inappropriate Location	1	0.3%
Lying - Cheating	0	0.0%
Physical Aggression with Injury	1	0.3%
Physical Aggression with Serious Injury	0	0.0%
Physical Aggression without Injury	24	7.8%
Physical Fighting with Injury	4	1.3%
Physical Fighting with Serious Injury	0	0.0%
Physical Fighting without Injury	7	2.3%
Property Damage - Vandalism	3	1.0%
Skip Class	49	15.9%
Tardy	13	4.2%
Technology Violation	1	0.3%
Theft	5	1.6%
Tobacco Related	26	8.4%
Truancy	8	2.6%
Weapons Related	4	1.3%
Other	6	1.9%

**Table 5-33 (...continued)**

Problem Behavior	Removals	Interim Setting % Removals
Totals	309	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. In 2020-2021, Davenport CSD reported removals more in-line with previous levels (2,918; 9.6% of the total 30,445 reported statewide removals). In 2020-2021, in addition to Davenport CSD's decrease described above, many students around the state spent at least a portion of the school year in a hybrid or fully-remote learning environment, reducing the opportunity for suspensions and expulsions.

**Table 5-34**

#### K-12 Removals by Race/Ethnicity for 2018-2019 to 2020-2021

	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021	2018-2019 to 2020-2021
African American	19,108	13,298	5,030	16.5%	6.4%	-73.7%
American Indian	452	269	215	0.7%	0.4%	-52.4%
Asian	418	347	186	0.6%	2.5%	-55.5%
Hispanic	7,927	5,916	3,380	11.1%	11.1%	-57.4%
Pacific Islander	276	184	207	0.7%	0.3%	-25.0%
White	36,979	26,306	18,895	62.1%	75.1%	-48.9%
Multi-Racial	6,889	4,856	2,532	8.3%	4.2%	-63.2%
Total	72,049	51,176	30,445	100.0%	100.0%	-57.7%

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. In 2020-2021, Davenport CSD reported removals more in-line with previous levels (2,918; 9.6% of the total 30,445 reported statewide removals). In 2020-2021, in addition to Davenport CSD's decrease described above, many students around the state spent at least a portion of the school year in a hybrid or fully-remote learning environment, reducing the opportunity for suspensions and expulsions.



**Table 5-35**

## K-12 Removals by Grade Span for 2018-2019 to 2020-2021

Grade Span	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021	2018-2019 to 2020-2021
K-2	6,993	4,120	1,977	6.5%	22.8%	-71.7%
3-5	10,463	6,031	3,956	13.0%	22.4%	-62.2%
6-8	32,164	22,720	14,111	46.3%	23.8%	-56.1%
9-12	22,429	18,305	10,401	34.2%	31.0%	-53.6%
Total	72,049	51,176	30,445	100.0%	100.0%	-57.7%

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. In 2020-2021, Davenport CSD reported removals more in-line with previous levels (2,918; 9.6% of the total 30,445 reported statewide removals). In 2020-2021, in addition to Davenport CSD's decrease described above, many students around the state spent at least a portion of the school year in a hybrid or fully-remote learning environment, reducing the opportunity for suspensions and expulsions.



**Table 5-36**

## K-12 Removals by District Enrollment Category for 2018-2019 to 2020-2021

Enrollment Category	Removals			% of Removals	% of K-12 Enrollment	% Change in Removals
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021	2018-2019 to 2020-2021
< 300	334	295	318	1.0%	1.8%	-4.8%
300 to 599	3,198	2,206	2,570	8.4%	9.9%	-19.6%
600 to 999	3,286	2,470	2,605	8.6%	12.0%	-20.7%
1,000 to 2,499	10,520	7,632	6,442	21.2%	23.8%	-38.8%
2,500 to 7,499	13,934	10,802	8,301	27.3%	19.0%	-40.4%
7,500 +	40,777	27,771	10,209	33.5%	33.5%	-75.0%
Total	72,049	51,176	30,445	100%	100.0%	-57.7%

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. In 2020-2021, Davenport CSD reported removals more in-line with previous levels (2,918; 9.6% of the total 30,445 reported statewide removals). In 2020-2021, in addition to Davenport CSD's decrease described above, many students around the state spent at least a portion of the school year in a hybrid or fully-remote learning environment, reducing the opportunity for suspensions and expulsions.



## Seal of Biliteracy

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

The Seal of Biliteracy is important because it:

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

During the 2018-2019 school year, the first year of Seal of Biliteracy program implementation, 575 students earned the seal. During the 2020-2021 school year, 916 students earned the seal; which is a 59.3 percent increase over the inaugural year (Table 5-38). In all three years, the vast majority of seals were earned in Spanish (Table 5-37).



**Table 5-37**

Number and Percent of Biliteracy Seals by Language for Public School Seniors  
2018-2019 to 2020-2021

Language	2018-2019		2019-2020		2020-2021	
	# of Seals	% of Total	# of Seals	% of Total	# of Seals	% of Total
Arabic	3	0.51	3	0.45	5	0.54
Bosnia	0	0.00	1	0.15	1	0.11
Burmese	4	0.69	0	0.00	4	0.43
Chin	0	0.00	0	0.00	1	0.11
Chinese	6	1.03	3	0.45	3	0.32
French	51	8.75	49	7.32	67	7.21
German	6	1.03	12	1.79	16	1.72
Hindi	0	0.00	2	0.30	2	0.22
Hmong	1	0.17	0	0.00	0	0.00
Italian	1	0.17	0	0.00	0	0.00
Japanese	2	0.34	1	0.15	1	0.11
Karen languages	1	0.17	2	0.30	0	0.00
Korean	1	0.17	0	0.00	0	0.00
Latin	1	0.17	0	0.00	2	0.22
Pohnpeian	0	0.00	0	0.00	1	0.11
Polish	0	0.00	0	0.00	1	0.11
Portuguese	0	0.00	0	0.00	1	0.11
Russian	2	0.34	1	0.15	5	0.54
Sign Language	0	0.00	1	0.15	0	0.00
Somali	0	0.00	1	0.15	0	0.00
Spanish	500	85.76	591	88.34	817	87.94
Swahili	1	0.17	1	0.15	0	0.00
Telugu	0	0.00	1	0.15	0	0.00
Turkish	1	0.17	0	0.00	0	0.00
Vietnamese	2	0.34	0	0.00	2	0.22
<b>Total</b>	<b>583</b>	<b>100.00</b>	<b>669</b>	<b>100.00</b>	<b>929</b>	<b>100.00</b>

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 to 2020-2021

	2018-2019		2019-2020		2020-2021	
	# of Seals	# of Students	# of Seals	# of Students	# of Seals	# of Students
All Students	583	575	669	662	929	916
Af. American	6	6	11	11	12	12
Am. Indian	2	1	0	0	1	1
Asian	40	37	31	29	49	47
Hawaiian/Pacific Islander	1	1	0	0	1	1
Hispanic	192	191	253	252	289	285
Two or More Races	15	15	10	9	16	16
White	327	324	364	361	561	554
Disability*	1	1	3	3	7	7
EL**	38	37	43	42	38	38
Low SES***	198	195	241	239	252	249
Female	381	374	465	460	631	622
Male	202	201	204	202	298	294

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](http://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, Iowa College Aid and the National Student Clearinghouse. The data in this section analyzes some key statewide trends from those reports.

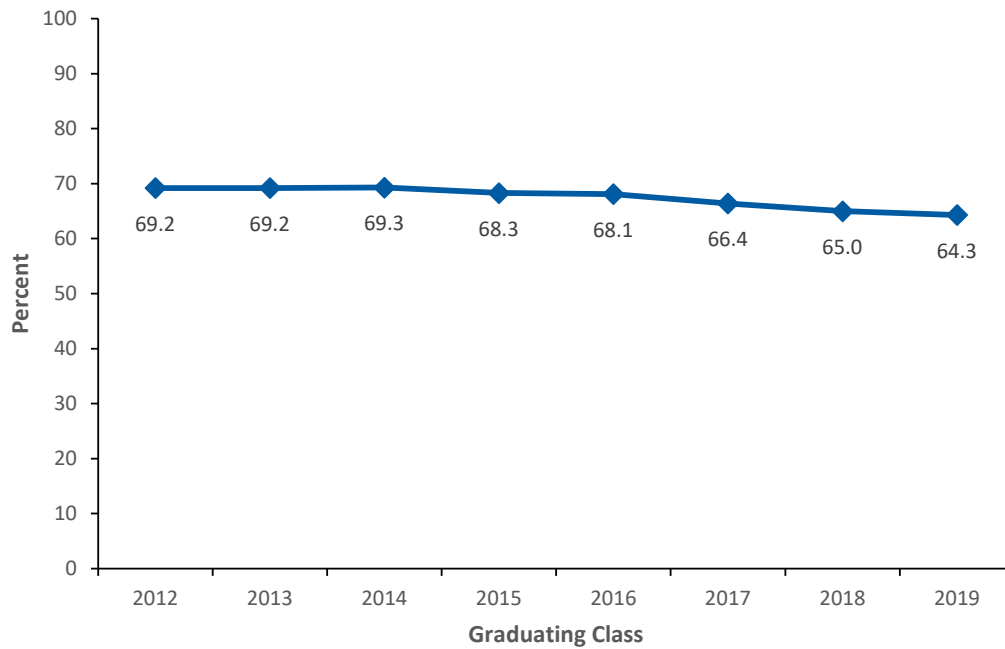
Figure 5-51 shows the percent of Iowa public high school graduates enrolled in postsecondary education or training within one year of high school graduation by graduating class. The percentage of graduates becoming enrolled within one year has been on the decline since the Class of 2014 (69.3%), with 64.3 percent of high school graduates in the Class of 2019 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 2017 to 2019. Some sizable gaps in enrollment rates between student groups are present; for example, 78.8 percent of graduates who are not eligible for free or reduced-price lunch (FRL) enrolled in postsecondary within the first year while only 48.0 percent of FRL-eligible graduates enrolled. Looking at racial/ethnic gaps, 67.8 percent of white non-Hispanic students enrolled in postsecondary within the first year while only 51.3 percent of Black students and 51.1 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 2014. This shows that 47.7 percent of graduates earned some type of postsecondary award within six years of high school graduation, while 46.8 percent either never enrolled or are no longer enrolled and had not received a postsecondary award.



**Figure 5-51**

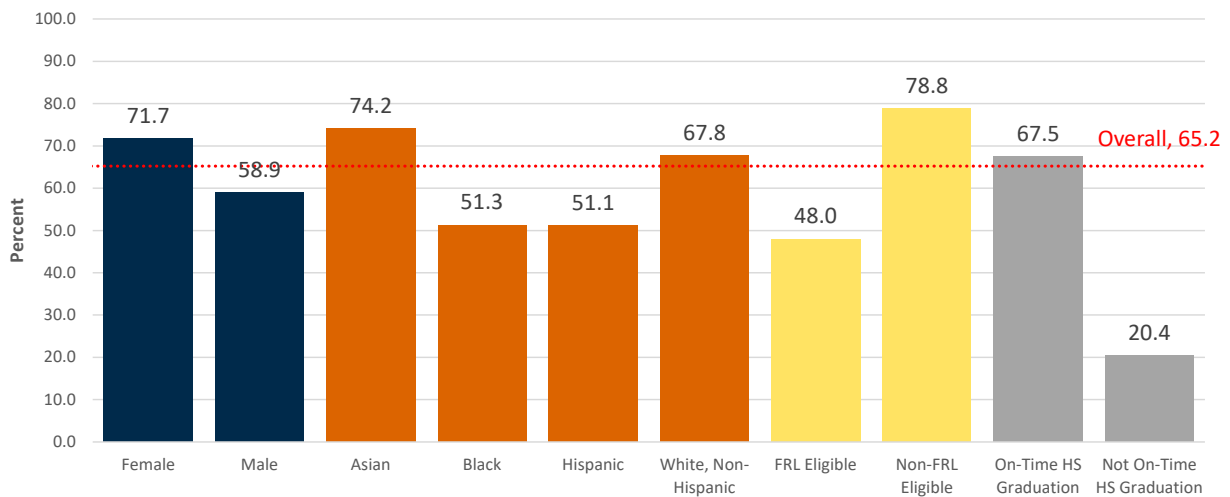
Percent of Iowa Public High School Graduates Enrolled in Postsecondary Education/Training Within One Year, Graduating Classes of 2012 to 2019



Source: Iowa Postsecondary Readiness Reports.

**Figure 5-52**

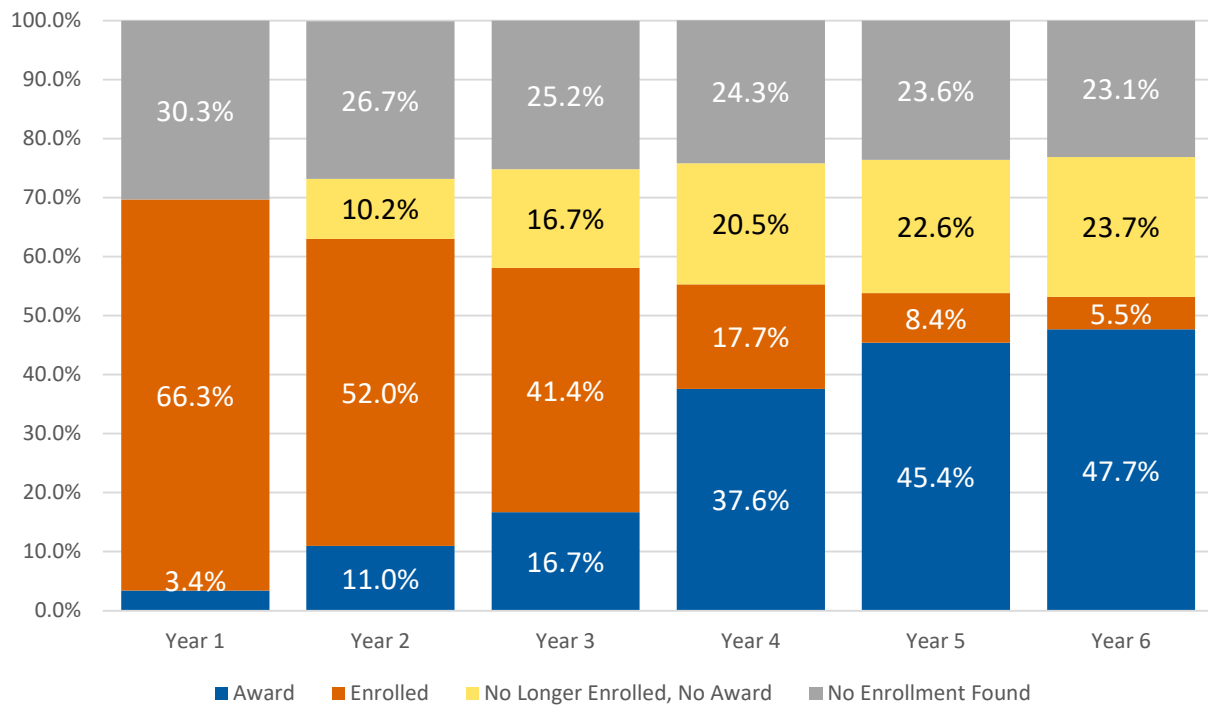
Percent of Iowa Public High School Graduates Enrolled in Postsecondary Education/Training Within One Year by Demographics, Average of Graduating Classes of 2017 to 2019



Source: Iowa Postsecondary Readiness Reports.

**Figure 5-53**

Status of Iowa Public High School Graduates by Year After High School Graduation  
Graduating Class of 2014



Source: Iowa Postsecondary Readiness Reports.

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



# Special Education

Iowa reports annually on the conditions and performance of students with disabilities ages 3-21 in the Annual Performance Report (APR) for Part B of the Individuals with Disabilities Education Act (IDEA) submitted to the Office of Special Education Programs on February 1 of each year. The most recent submission from FFY 2019 covers data from the 2019-2020 school 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/pk12/specialeducation/specialeducationpublicreporting#State\\_Performance\\_Plan\\_and\\_Annual\\_Performance\\_Report](https://educateiowa.gov/pk12/specialeducation/specialeducationpublicreporting#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.

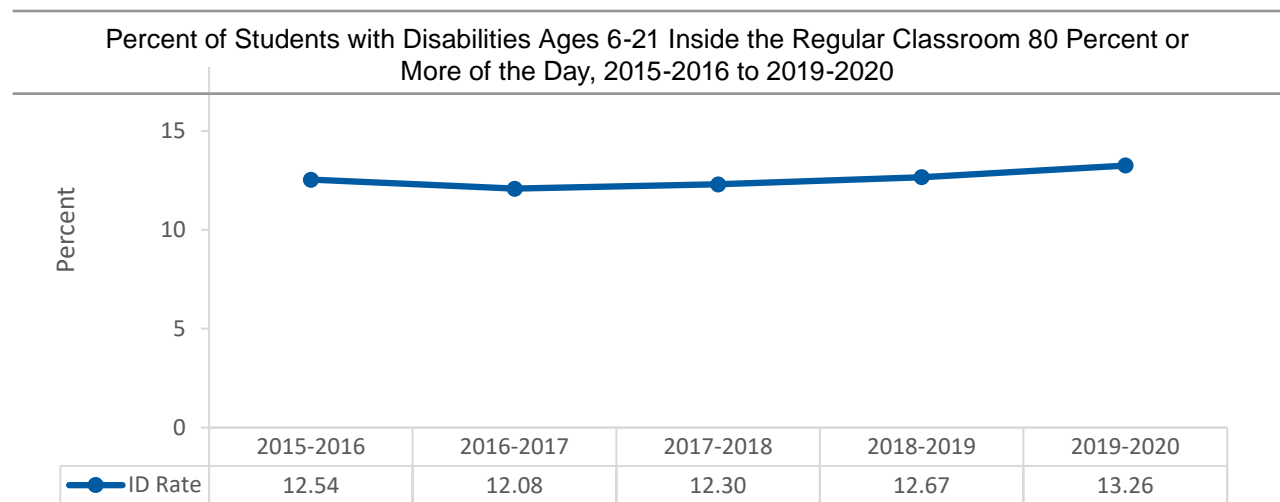
- Students come to school ready to learn
- Students achieve at high levels
- Students leave school ready for life

## 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 2015-2016 to 2019-2020. Over the five-year period from the 2015-2016 school year to the 2019-2020 school year, the rate of identification has increased slightly by 0.72 percentage points.

Figure 6-1



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

# Placement

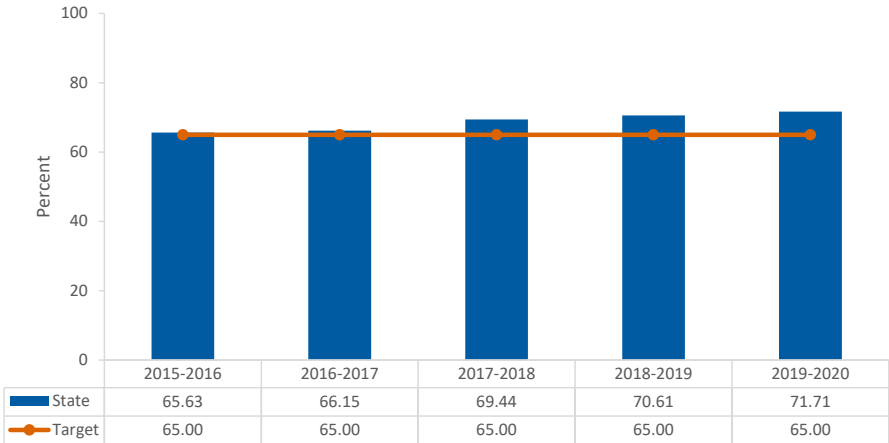
Children and students receiving special education services may be served in a variety of educational settings. Data are collected on these settings based on the amount of time children and students spend with their peers in a regular education classroom setting. Over time, the percent of children/students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

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

For several years, the percent of students in the regular education classroom setting has increased and been above the state target. In 2019-2020, the percentage of students in the regular education classroom for 80% or more of the school day was 71.71, which is 6.71 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 7.22, continuing the downward trend towards the state threshold goal of 7.0%. The percentage of students served in other placements was 1.23, which is below the state threshold of 2.50%.

**Figure 6-2**

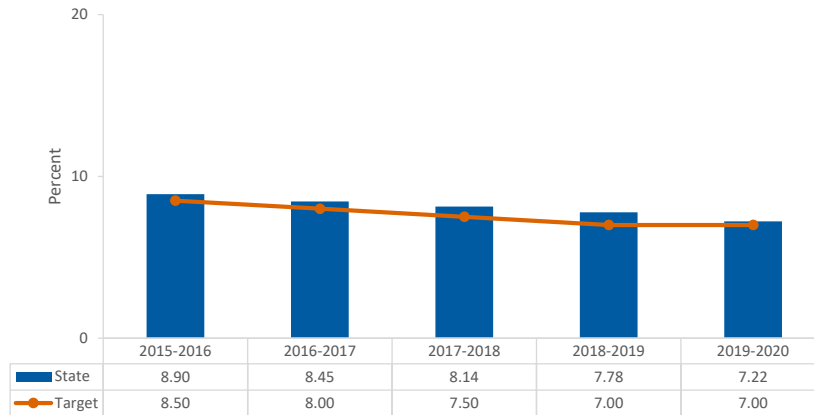
Percent of Students with Disabilities Ages 6-21 Inside the Regular Classroom 80 Percent or More of the Day, 2015-2016 to 2019-2020



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

**Figure 6-3**

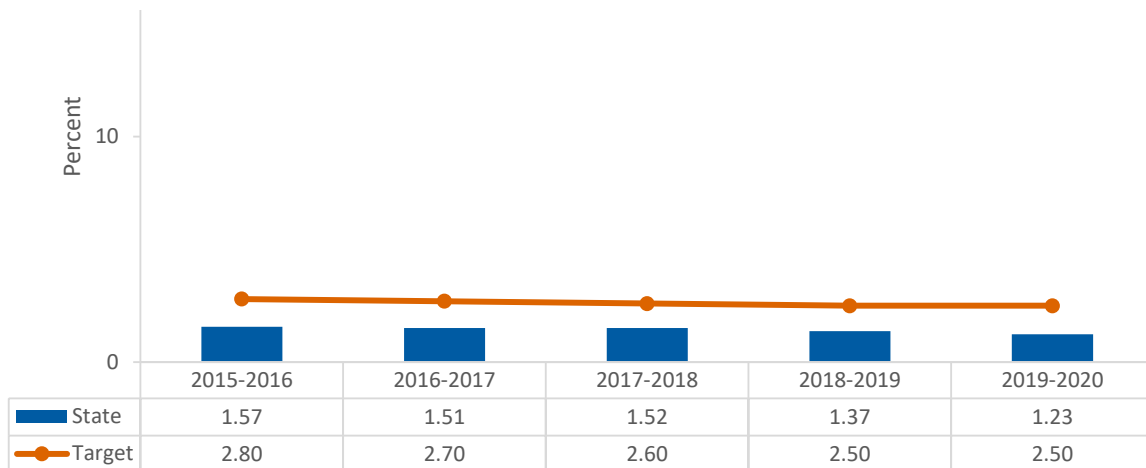
Percent of Students with Disabilities Ages 6-21 Inside the Regular Classroom Less than 40 Percent of the Day, 2015-2016 to 2019-2020



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, 2015-2016 to 2019-2020



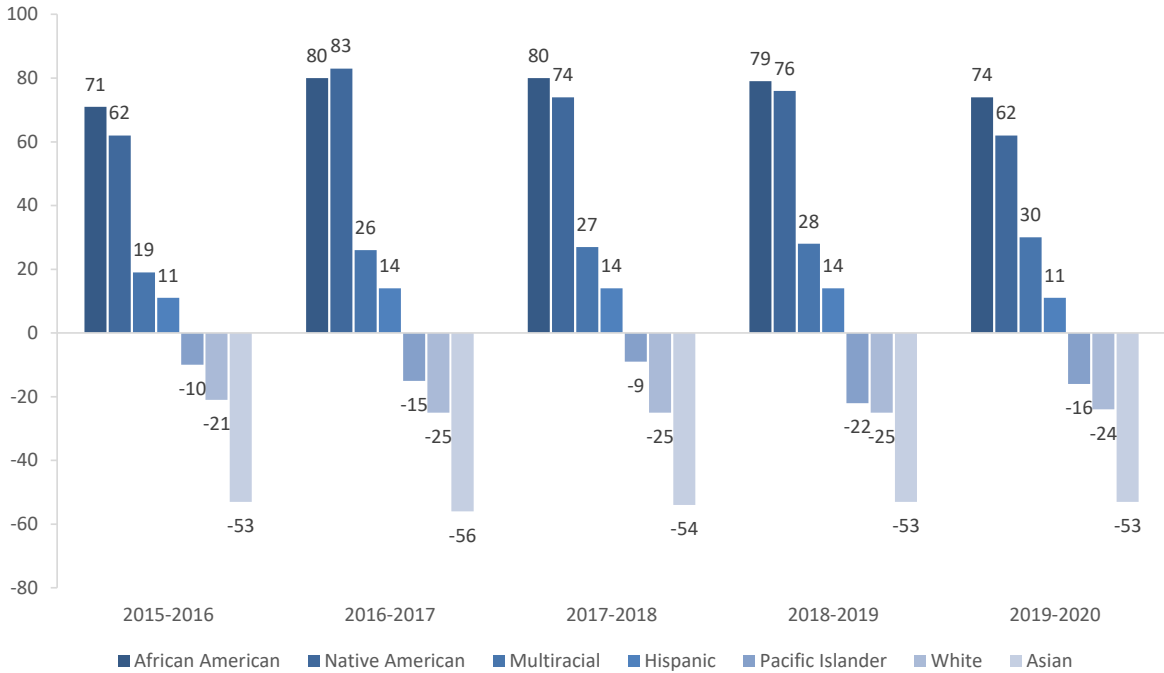
Source: Iowa Department of Education, Bureau of School Improvement, Information Management System, Count files.

# 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 2019-2020, African American and Native American students had the greatest disproportionality rates of overrepresentation at 74% and 62%, respectively. Asian and White students had the greatest disproportionality rates of underrepresentation at -53% and -24%, respectively.

**Figure 6-5**  
Percent Probability of Being Placed in Special Education Compared to All Students  
2015-2016 to 2019-2020



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



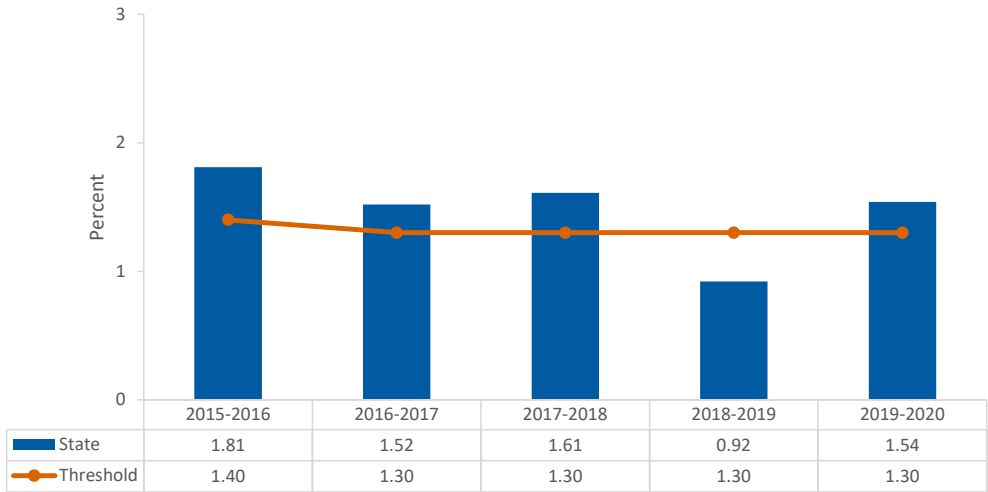
# Discipline

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 2015-2016 to 2019-2020. For the 2019-2020 school year, 1.54% of districts had a significant discrepancy, which is slightly higher than the state threshold of 1.30%. Please note that per federal requirements, discipline data lags one year, which means that data reported for 2019-2020 were collected during the 2018-2019 school year.

**Figure 6-6**

Percent of Districts Significantly Discrepant in Suspension/Expulsion of Students with Disabilities Greater Than Ten Days, 2015-2016 to 2019-2020



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

# Are Students Achieving at High Levels?

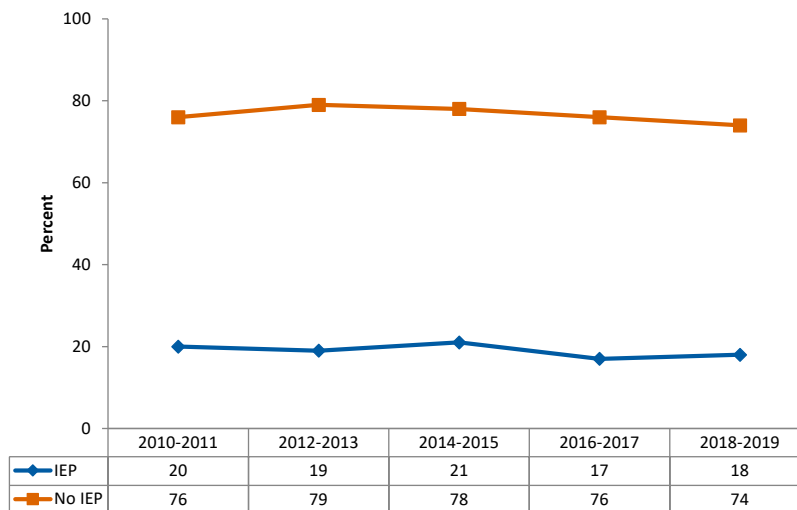
## National Assessment of Educational Progress (NAEP)

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

Percent of 4th Grade Students Scoring at Basic or Above on NAEP Reading  
2010-2011, 2012-2013, 2014-2015, 2016-2017 and 2018-2019

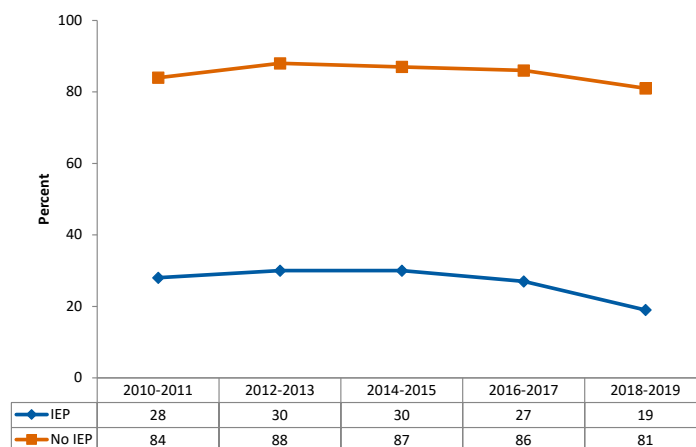


Source: National Center for Education Statistics, NAEP Data Explorer.



**Figure 6-8**

Percent of 8th Grade Students Scoring at Basic or Above on NAEP Reading  
2010-2011, 2012-2013, 2014-2015, 2016-2017 and 2018-2019

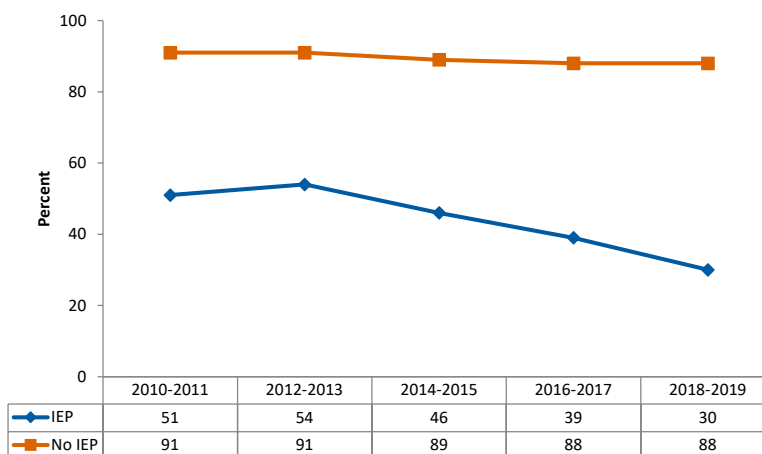


Source: National Center for Education Statistics, NAEP Data Explorer.

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  
2010-2011, 2012-2013, 2014-2015, 2016-2017 and 2018-2019

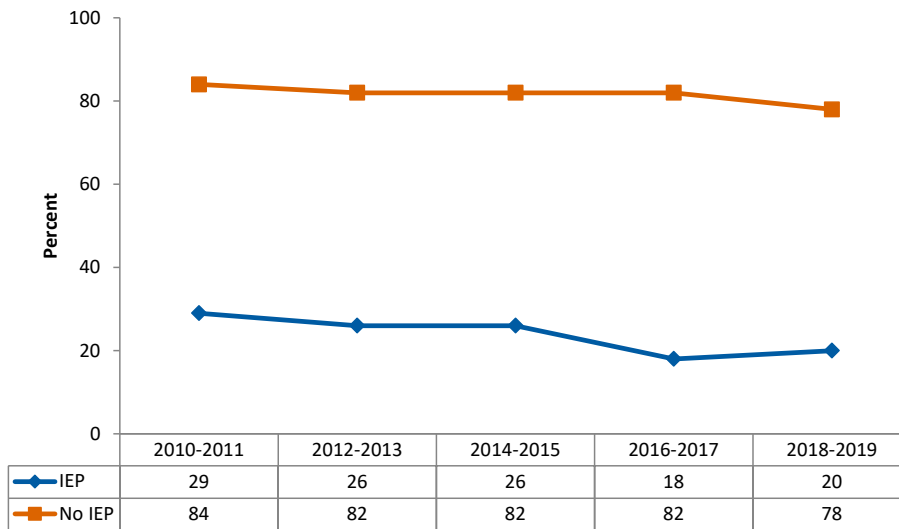


Source: National Center for Education Statistics, NAEP Data Explorer.



**Figure 6-10**

Percent of 8th Grade Students Scoring at Basic or Above on NAEP Math  
2010-2011, 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)

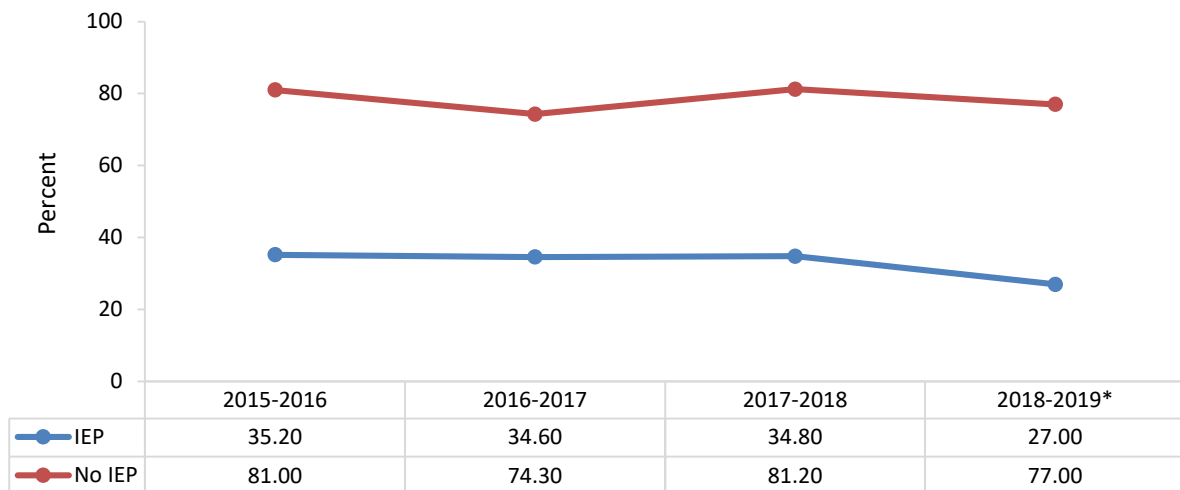
The standardized achievement tests, Iowa Statewide Assessment of Student Progress (ISASP), are developed by Iowa Testing Programs at The University of Iowa. The ISASP replaced the Iowa Assessments as the accountability test for all Iowa students beginning in 2018-2019. Because the ISASP is a new assessment with different performance levels, the 2018-2019 results should not be compared to previous years.

The 2019-2020 administration of the ISASP was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. Therefore, no data was available to report for the year in the FFY 2019 SPP/APR, and 2018-2019 data is the most recent year reported as shown in the following charts.

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.

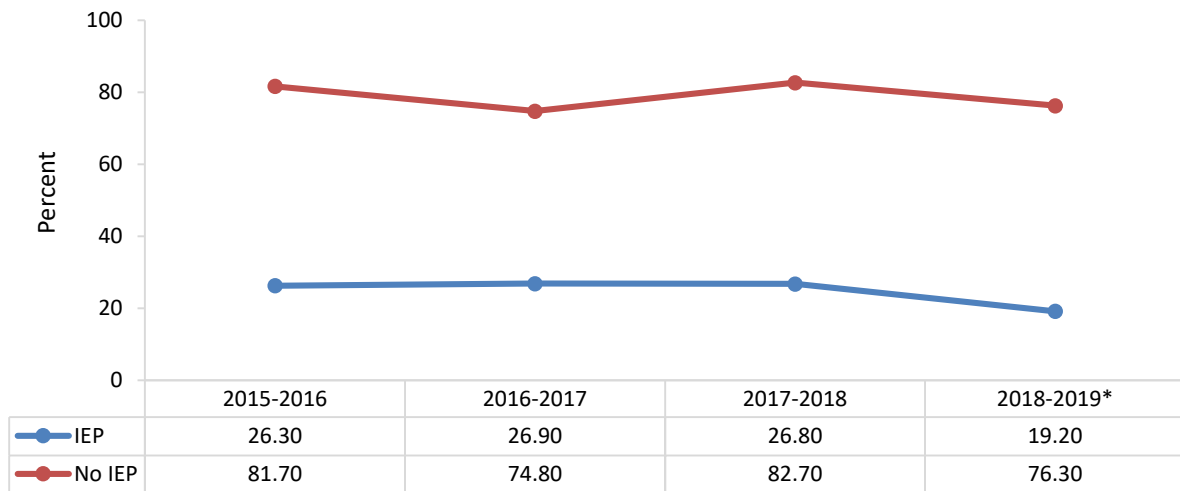
The 2019-2020 administration of the Iowa Statewide Assessment of Student Progress (ISASP) was cancelled due to the global outbreak of the novel (new) coronavirus, also known as COVID-19.

This page shows data from 2018-2019 as it is the most recently reported on the FFY 2019 APR.



**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

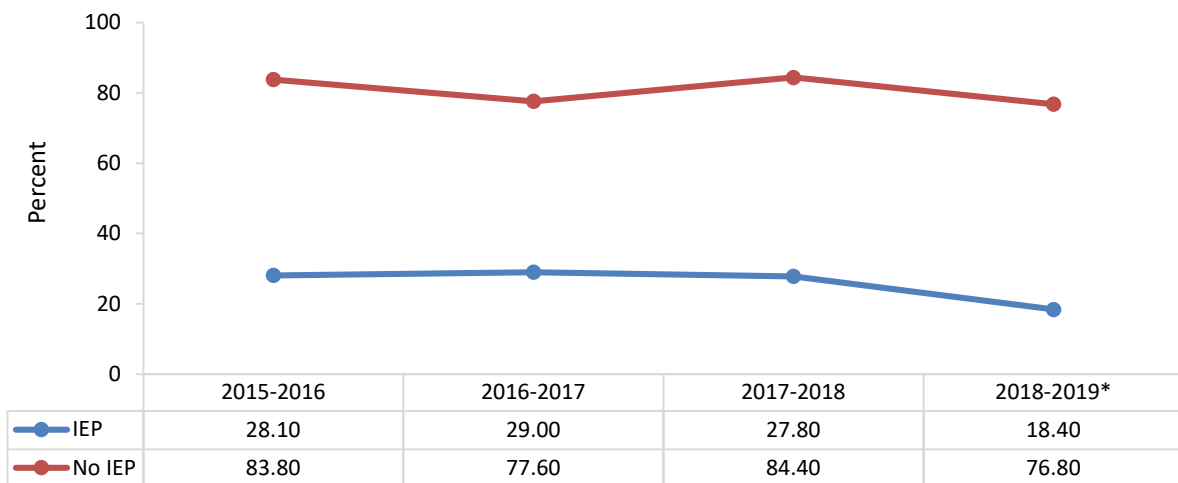


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Notes: 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 recently reported on the FFY 2019 APR.

**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.

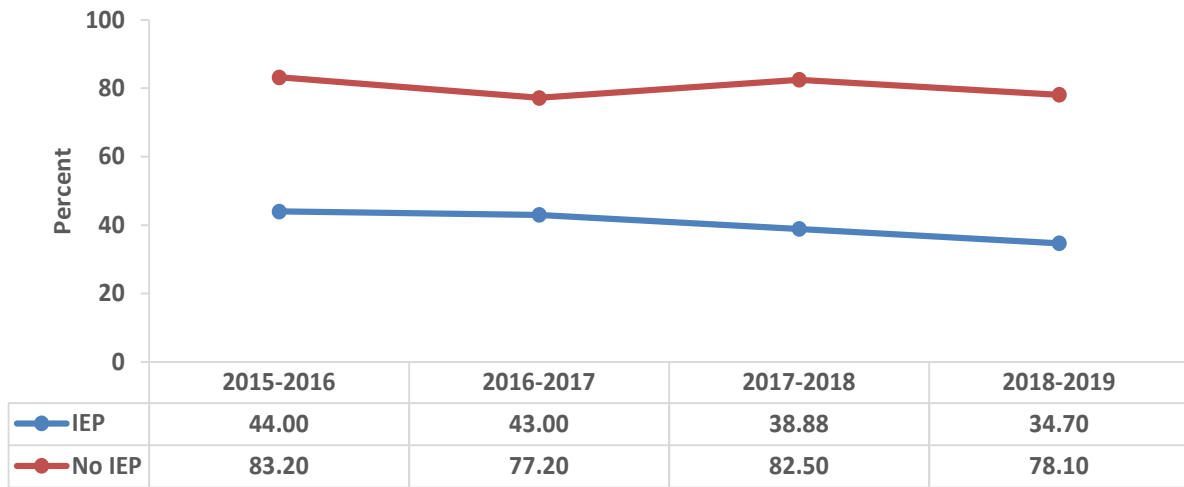
Note: \* The ISASP (2018-2019) measures proficiency in English language arts (ELA) which is a combination of reading and writing.

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 recently reported on the FFY 2019 APR.

**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

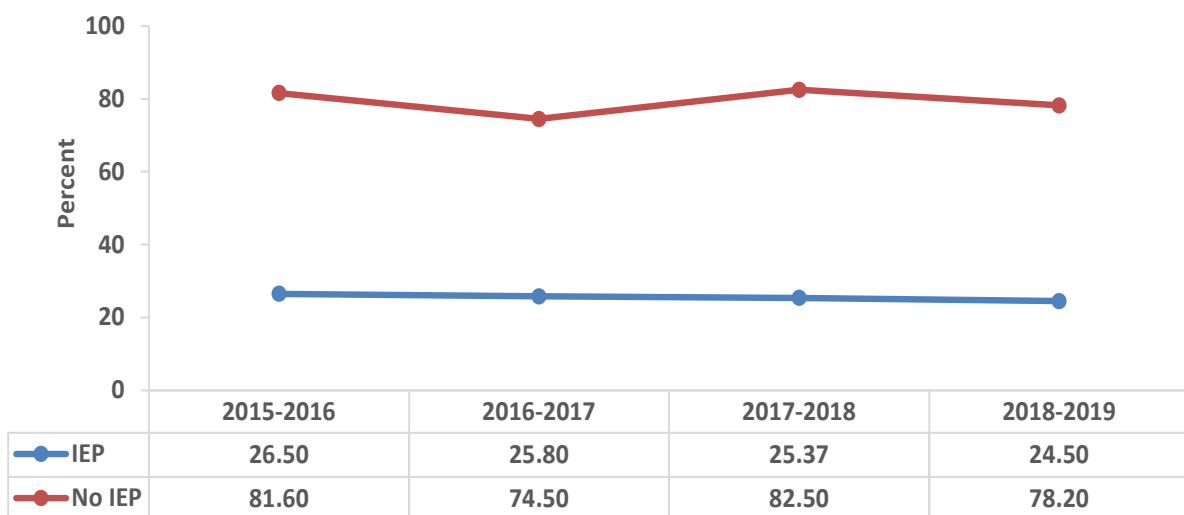


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Notes: 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 recently reported on the FFY 2019 APR.

**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

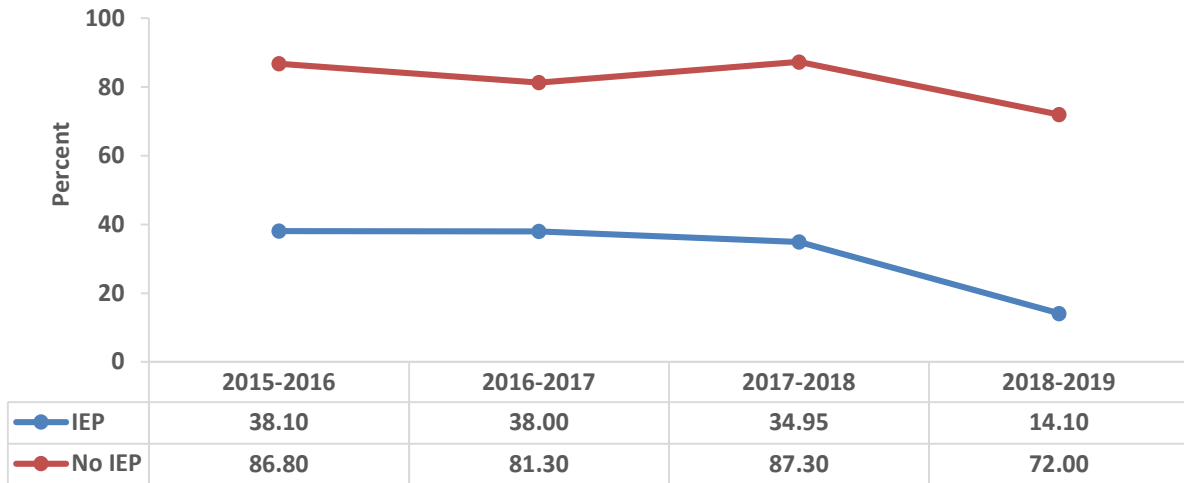


Source: Iowa Department of Education, Bureau of Information and Analysis, AYP files.

Notes: 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 recently reported on the FFY 2019 APR.

**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.

Notes: 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 recently reported on the FFY 2019 APR.

## 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 and the five-year cohort rate. For the Class of 2019, the four-year graduation rate for students with disabilities was 76.13%, which is 15.42 percentage points below the graduation rate for students without disabilities (91.55%).

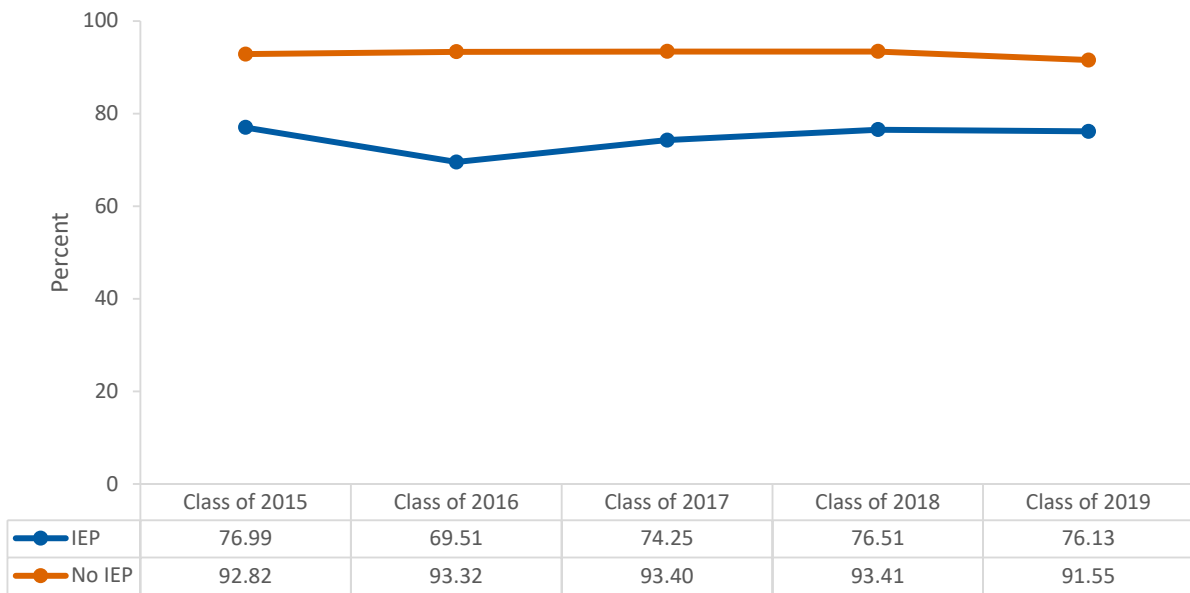
For the Class of 2018, the class which most recently could have graduated after five years, the five-year graduation rate for students with disabilities was 83.12%, which is 10.38 percentage points below the graduation rate for students without disabilities (93.50%).





**Figure 6-17**

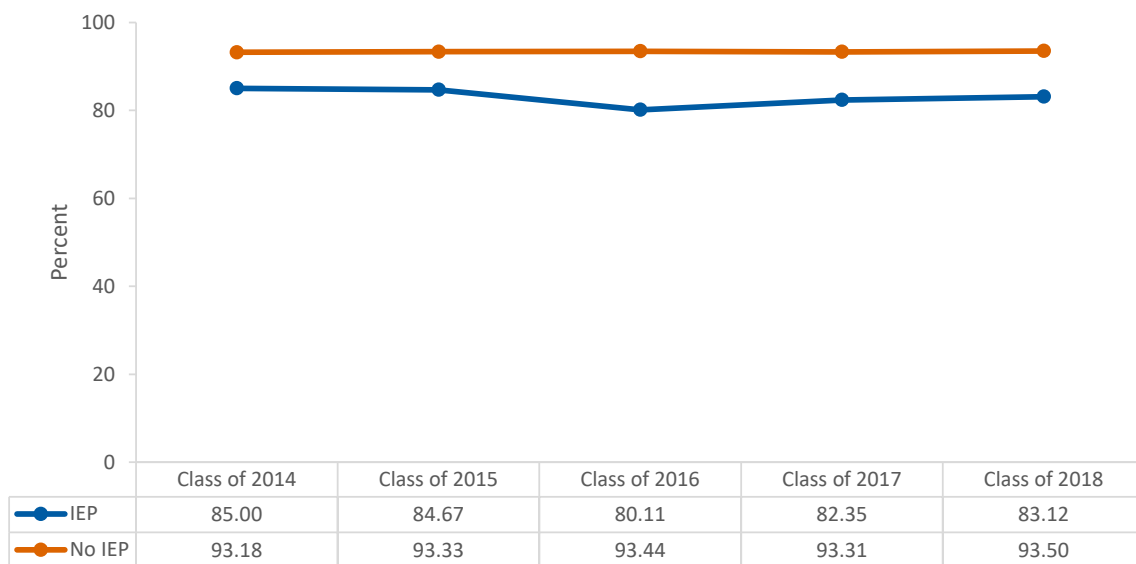
Iowa Public School Four-Year Cohort Graduation Rates for the Graduating Classes of 2015 to 2019



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

**Figure 6-18**

Iowa Public School Five-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 2019-2020 Certified Annual Financial Report from the Iowa Department of Education, the 2021-2022 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 (Table 7-1). The smallest enrollment category has continued to show larger percentages of expenditures in the functions of instruction and administration and central services when compared to the other enrollment categories, while the largest enrollment category had larger percentages of expenditures in the functions of student support services and staff 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, 2017-2018 to 2019-2020				
	2000-2001	2017-2018	2018-2019	2019-2020
Instruction	69.0%	69.1%	68.8%	68.9%
Student Support Services	3.8%	3.7%	3.8%	3.9%
Staff Support Services	4.0%	5.1%	5.1%	5.0%
Administration & Central Services	9.9%	10.4%	10.5%	10.6%
Operations and Maintenance	9.2%	8.0%	8.1%	8.0%
Student Transportation	3.8%	3.7%	3.7%	3.5%
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 2019-2020

Function Category	Enrollment Category						State Total
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Instruction	72.9%	71.6%	70.4%	69.1%	69.0%	67.0%	68.9%
Student Support Services	1.8%	2.4%	3.0%	3.3%	3.9%	5.2%	3.9%
Staff Support Services	2.7%	3.2%	4.0%	5.2%	4.9%	6.0%	5.0%
Administration & Central Services	11.9%	11.1%	10.7%	10.5%	10.5%	10.6%	10.6%
Operations & Maintenance	6.6%	7.6%	7.8%	8.3%	8.1%	8.0%	8.0%
Student Transportation	4.1%	4.1%	4.2%	3.5%	3.5%	3.0%	3.5%
Community Services	0.0%	0.0%	0.0%	0.0%	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 shown little change over the last three years (Table 7-3). As was the case in the prior year, benefits as a percentage of general fund expenditures was highest for the largest enrollment category (21.3 percent). Purchased services as a percentage of general fund expenditures was highest for the smallest enrollment category (30.5 percent) (Table 7-4).



**Table 7-3**

Object Category Objects as a Percent of Total General Fund Expenditures in  
Iowa Public Schools 2000-2001, 2017-2018, 2018-2019, 2019-2020

Object Category	Year			
	2000-2001	2017-2018	2018-2019	2019-2020
Salaries	64.0%	62.0%	61.8%	62.2%
Benefits	16.1%	19.9%	19.9%	20.2%
Purchased Services	10.3%	11.8%	12.1%	11.8%
Supplies	6.8%	5.4%	5.4%	5.0%
Property	2.5%	0.6%	0.6%	0.7%
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 2019-2020

Object Category	Enrollment Category						State Totals
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Salaries	49.2%	58.5%	60.8%	63.4%	63.0%	63.4%	62.2%
Benefits	14.4%	18.2%	19.8%	19.8%	20.7%	21.3%	20.2%
Purchased Services	30.5%	16.7%	12.8%	10.3%	11.0%	10.2%	11.8%
Supplies	5.0%	5.6%	5.7%	5.6%	4.6%	4.3%	5.0%
Property	0.5%	0.6%	0.6%	0.7%	0.6%	0.7%	0.7%
Other Objects	0.3%	0.3%	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 percentages of revenue by source have remained relatively consistent over the last three years (Table 7-5, Figure 7-1). The largest enrollment category had the highest percentage of revenue from federal sources, state foundation aid, and other local and state sources. The three lowest enrollment categories had the highest percentage 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 Percentage of Total General Fund Revenues in Iowa Public Schools 2000-2001, 2017-2018, 2018-2019, 2019-2020				
Source of Revenue	Year			
	2000-2001	2017-2018	2018-2019	2019-2020
Local taxes	32.0%	32.8%	33.1%	33.1%
Interagency	3.9%	5.8%	5.7%	5.7%
Other Local Sources	2.6%	1.8%	1.9%	1.7%
Intermediate Sources	0.3%	0.0%	0.0%	0.0%
State Foundation Aid	52.3%	48.0%	47.7%	48.1%
Other State Sources	5.3%	7.2%	7.1%	7.0%
Federal Sources	3.4%	4.2%	4.2%	4.1%
Other Financing Sources	0.1%	0.2%	0.3%	0.3%

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

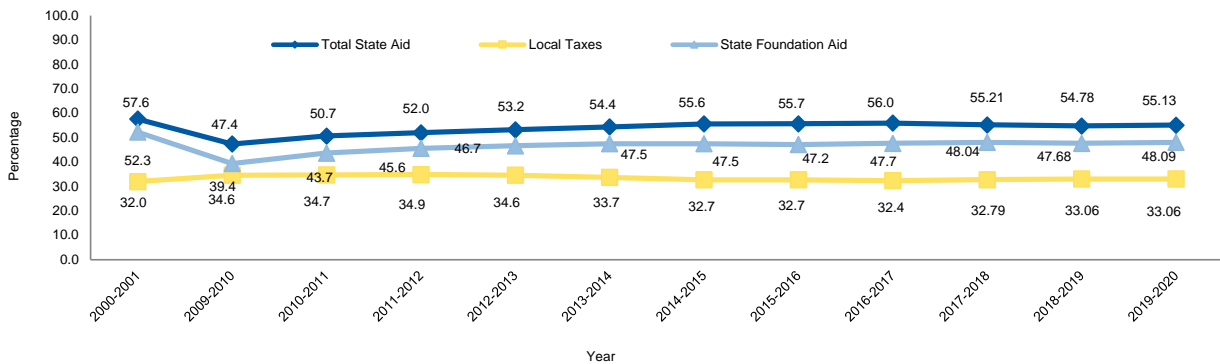
Notes: Interagency includes revenues from services provided to other Local Education Agencies (LEAs) such as tuition, transportation services, and other purchased services. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees. Intermediate sources 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 2009-2010 to 2019-2020**



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 2019-2020**

Source of Revenue	Enrollment Category						State Total
	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500 +	
Local Taxes	39.4%	35.7%	35.5%	32.9%	31.5%	31.9%	33.1%
Interagency	11.4%	12.5%	8.2%	6.3%	5.3%	2.3%	5.7%
Other Local sources	1.6%	1.7%	2.0%	1.6%	1.6%	1.8%	1.7%
Intermediate Sources	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
State Foundation Aid	36.9%	40.1%	44.4%	48.7%	50.5%	50.8%	48.1%
Other State Sources	6.6%	6.5%	6.8%	7.0%	7.2%	7.3%	7.0%
Federal Sources	3.9%	3.2%	3.0%	3.5%	3.7%	5.4%	4.1%
Other Financing Sources	0.1%	0.3%	0.2%	0.1%	0.1%	0.5%	0.3%

Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.

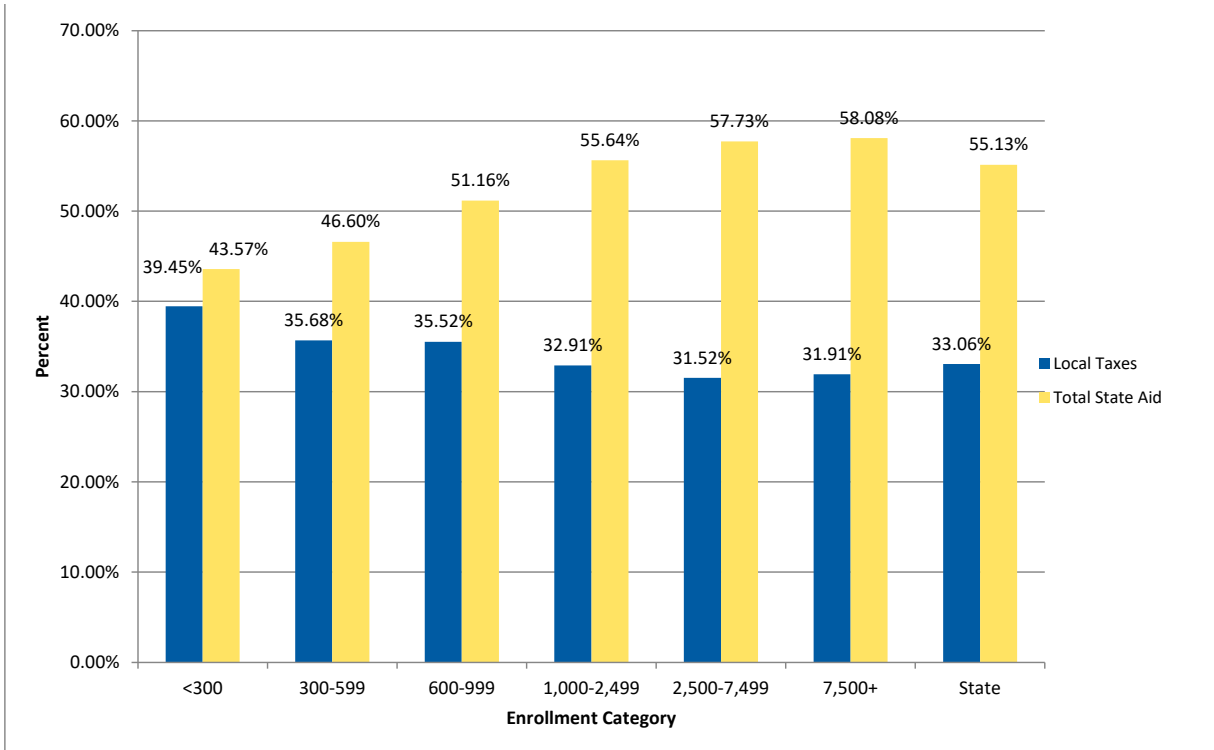
Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees. Intermediate sources include grants-in-aid 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 2019-2020



Source: Iowa Department of Education, Division of School Finance and Support Services, Certified Annual Financial Reports.



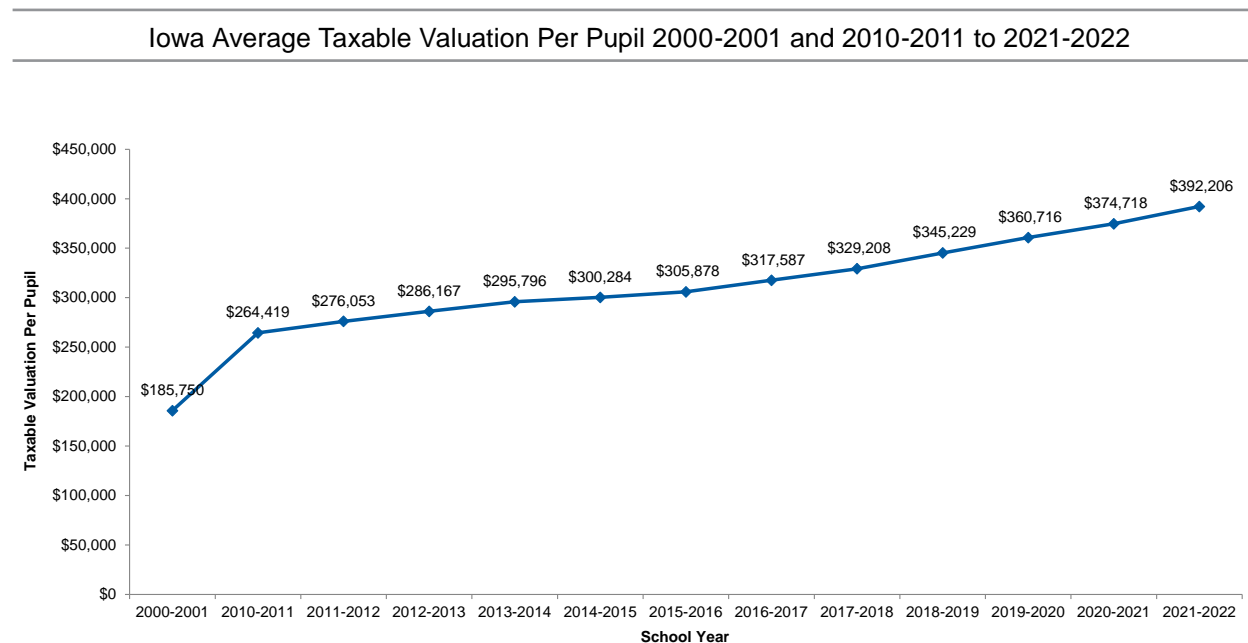
## Taxable Valuation

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 2010-2011 (Figure 7-3). The three smallest enrollment categories have consistently had an average per pupil valuation above the state average (Table 7-7). For the last two years, the 1,000-2,499 enrollment category has also had an average per pupil valuation that exceeds the state average. 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). Consistent with the three prior years, the second largest enrollment category (2,500-7,499) included the lowest taxable valuation per pupil (\$177,990). The 1,000-2,499 enrollment category included the highest taxable valuation per pupil (\$1,476,554).

**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 2017-2018 to 2021-2022

Enrollment Category	2000-2001	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<300	266,463	564,717	590,301	616,639	649,925	657,020
300-599	223,708	451,648	471,248	490,260	508,898	540,793
600-999	201,732	401,567	416,492	441,092	452,480	463,259
1,000-2,499	175,204	325,831	341,958	355,939	386,342	400,901
2,500-7,499	175,250	294,847	310,048	333,605	334,785	354,779
7,500+	174,108	298,990	315,401	324,331	336,291	352,212
State	185,750	329,208	345,229	360,716	374,718	392,206

Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.



**Table 7-8**

Net Taxable Valuations Per Budget Enrollment 2011-2012 and 2017-2018 to 2021-2022							
		Year					
Enrollment Category		2011-2012	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<300	Min	204,326	246,919	293,247	302,327	352,342	365,655
<300	Max	1,108,654	1,292,072	1,196,960	1,247,134	1,445,903	1,403,086
300-599	Min	202,478	205,942	226,516	225,937	260,718	270,247
300-599	Max	769,455	819,846	847,594	889,595	920,380	1,022,795
600-999	Min	170,848	188,468	203,869	220,653	227,331	235,462
600-999	Max	1,260,406	1,300,025	1,385,187	1,382,844	944,965	974,937
1,000-2,499	Min	165,865	172,503	178,498	183,307	202,153	210,477
1,000-2,499	Max	880,628	915,594	971,232	1,009,915	1,420,881	1,476,554
2,500-7,499	Min	176,101	182,584	173,544	175,927	173,263	177,990
2,500-7,499	Max	576,105	595,820	623,226	643,607	635,888	683,424
7,500+	Min	162,804	168,466	178,928	180,030	193,663	199,972
7,500+	Max	476,882	492,143	527,371	537,428	564,818	582,143
State	Min	162,804	168,466	173,544	175,927	173,263	177,990
State	Max	1,260,406	1,300,025	1,385,187	1,382,844	1,445,903	1,476,554

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 of available data (2019-2020), Iowa ranked 35th in the nation in average expenditures per pupil, a drop of three positions. Indiana, Michigan, and South Dakota ranked lower than Iowa.

**Table 7-9**

Enrollment Category	2000-2001	2017-2018	2018-2019	2019-2020
< 300	\$5,605	\$11,355	\$11,673	\$11,892
300-599	\$5,106	\$10,462	\$10,707	\$10,813
600-999	\$4,988	\$10,261	\$10,415	\$10,522
1,000-2,499	\$4,881	\$10,147	\$10,321	\$10,459
2,500-7,499	\$5,055	\$10,187	\$10,434	\$10,559
7,500 +	\$5,461	\$11,127	\$11,281	\$11,197
State	\$5,119	\$10,536	\$10,738	\$10,794

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, 2018-2019 and 2019-2020

State/Nation	Year					
	2000-2001		2018-2019		2019-2020	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	7,296		13,078		13,597	
Iowa	6,434	34	11,496	32	11,556	35
Illinois	8,293	11	16,291	12	17,008	11
Indiana	7,567	18	10,272	40	10,417	41
Kansas	7,031	23	11,515	31	12,285	29
Michigan	8,127	13	10,626	37	10,977	36
Minnesota	7,320	21	13,297	19	13,816	19
Missouri	6,323	38	11,066	35	11,685	34
Nebraska	6,395	35	12,011	28	12,208	31
North Dakota	4,607	50	14,424	18	15,322	16
Ohio	6,952	25	12,375	24	12,699	26
South Dakota	6,269	39	10,630	36	10,805	38
Wisconsin	8,205	12	13,069	21	13,337	21

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

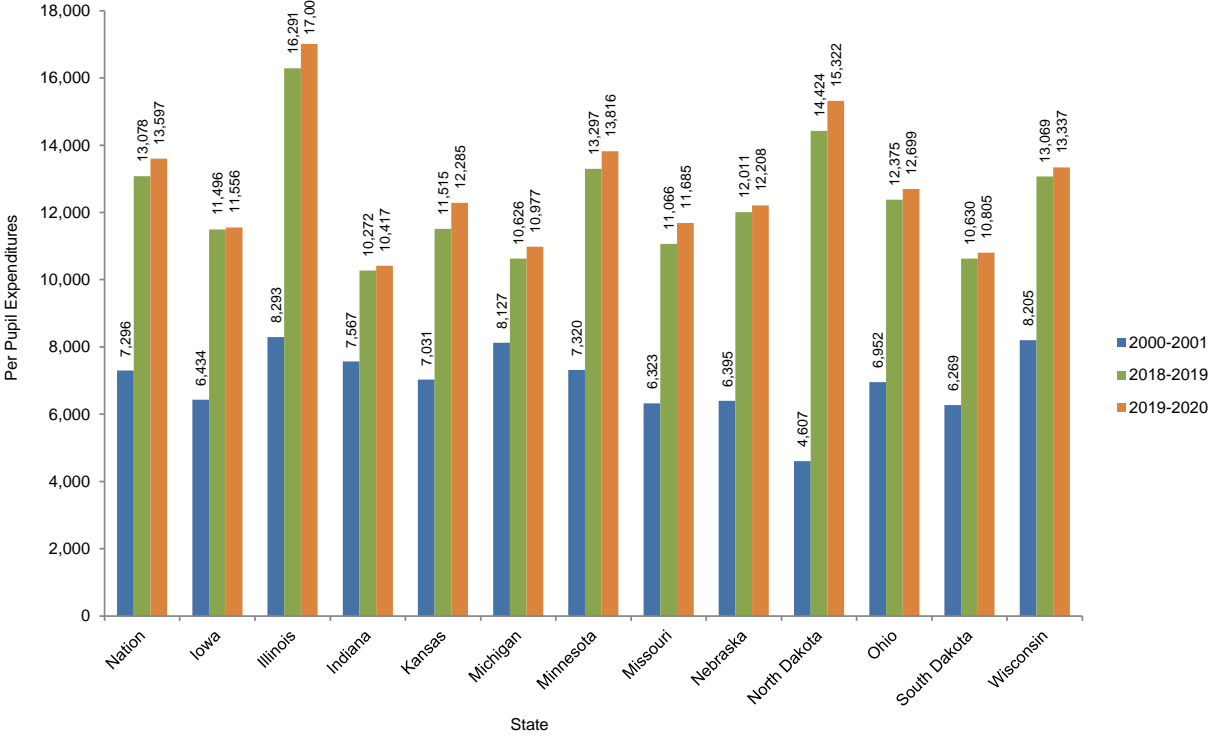
Notes: 2018-2019 reflect adjusted numbers.

2019-2020 are estimated by NEA.



**Figure 7-4**

Iowa and Midwest States Public School Average Per Pupil Expenditures  
2000-2001, 2018-2019 and 2019-2020



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

Notes: 2018-2019 figures have been adjusted.

2019-2020 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, such as the addition of the Teacher Salary Supplement and Professional Development Supplement (2009-2010) and the Teacher Leadership and Compensation (TLC) Program (2015-2016).

Table 7-11 shows the state's general fund appropriations and initial state aid to school districts for multiple years. The Legislature initially appropriated \$7.77 billion and initial state aid to school districts was about \$3.37 billion or approximately 43.3 percent of the general fund appropriations for the 2020-2021 school year (fiscal year 2021). For the second straight year, there was a year-over-year increase in the initial percent spent on education. Initial general fund appropriations to school districts has steadily increased since 2012-2013.



**Table 7-11**

## Total Iowa Government Appropriations (In Millions) 2000-2001 to 2021-2022

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
2021-2022	3,402.8	8,118.5	41.9		Not Available	
2020-2021	3,370.9	7,778.5	43.3		Not Available	
2019-2020	3,286.1	7,643.7	43.0	3,285.7	7,832.9	41.9
2018-2019	3,211.6	7,480.2	42.9	3,207.0	7,646.0	41.9
2017-2018	3,183.7	7,268.6	43.8	3,179.6	7,261.1	43.8
2016-2017	3,087.9	7,350.6	42.0	3,097.8	7,263.5	42.6
2015-2016	2,950.3	7,175.2	41.1	2,952.0	7,254.8	40.7
2014-2015	2,858.5	6,958.9	41.1	2,865.0	7,063.4	40.6
2013-2014	2,714.8	6,485.1	41.9	2,716.1	6,482.6	41.9
2012-2013	2,653.7	6,222.6	42.6	2,709.8	6,431.6	42.1
2011-2012	2,629.3	6,010.1	43.7	2,623.8	6,012.5	43.6
2010-2011	2,668.5	5,279.2	50.5	2,451.0	5,351.9	45.8
2009-2010	2,595.1	5,768.3	45.0	2,150.8	5,303.3	40.6
2008-2009	2,584.0	6,133.1	42.1	2,499.7	5,959.0	41.9
2007-2008	2,417.2	5,856.3	41.3	2,415.1	5,898.4	40.9
2006-2007	2,252.8	5,296.5	42.5	2,251.5	5,392.9	41.7
2005-2006	2,131.5	4,938.6	43.2	2,131.9	5,031.7	42.4
2004-2005	2,025.6	4,464.2	45.4	2,025.7	4,606.2	44.0
2003-2004	1,963.5	4,513.6	43.5	1,919.4	4,500.5	42.6
2002-2003	1,935.7	4,509.9	42.9	1,935.7	4,534.4	42.7
2001-2002	1,978.3	4,873.7	40.6	1,899.1	4,607.1	41.2
2000-2001	1,893.1	4,880.1	38.8	1,897.4	4,886.9	38.8

Source: Legislative Services Agency, 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 2021-2022 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 (96.3 percent) of the school districts in 2021-2022 levy for the management fund. The regular physical plant and equipment levy (PPEL) is a levy the school board may approve up to \$0.33 per \$1,000 of taxable valuation; all but three districts have implemented this option. A school board may also request voter approval to increase this levy up to an additional \$1.34 per \$1,000 taxable valuation; 272 districts (83.2 percent) have a voter-approved PPEL in place. The two largest school district enrollment categories, 2,500-7,499 and 7,500+, have the highest average voter-approved PPEL rates.

Implementation of the public education and recreation levy (PERL) must be approved by voters within the school districts. Once voted, PERL continues to be authorized until voters rescind. Funds from PERL must be used for the purchase of playgrounds and recreational facilities and for the costs of community education. The maximum rate for PERL is \$0.135 per \$1,000 of taxable valuation. For 2021-2022, there are 29 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. For 2021-2022, 177 districts use this levy, a decrease of one district from the prior year.

Table 7-13 lists the total taxes and property tax amounts for the general fund, management fund, regular PPEL, voter-approved PPEL, PERL, and debt services levies for 2021-2022. 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 2021-2022**

Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	38	107	71	75	24	12	327
Number of Districts with General Fund Levy	38	107	71	75	24	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	8.6510186	9.0750966	9.5401088	10.1785905	11.3176817	12.0603707	10.6443
Number of Districts with Management Fund Levy	36	102	70	73	22	12	315
Percent of Districts with Management Fund Levy	94.7%	95.3%	98.6%	97.3%	91.7%	100.0%	96.3%
Average Management Levy Tax Rate	1.0103355	1.128142	0.972115	0.967367	0.749135	1.069601	0.98436
Number of Districts with Regular PPEL Levy	37	107	71	74	23	12	324
Percent of Districts with Regular PPEL Levy	97.4%	100.0%	100.0%	98.7%	95.8%	100.0%	99.1%
Average Regular PPEL Tax Rate	0.33000	0.32992	0.32951	0.33000	0.33000	0.33000	0.32992
Number of Districts with Voter-Approved PPEL Levy	28	89	57	63	24	11	272
Percent of Districts with Voter-Approved PPEL Levy	73.7%	83.2%	80.3%	84.0%	100.0%	91.7%	83.2%
Average Voter-Approved PPEL Tax Rate	0.89576	0.95368	0.89124	0.89726	1.08347	1.25140	1.05461
Number of Districts with PERL Levy	4	9	4	3	6	3	29
Percent of Districts with PERL Levy	10.5%	8.4%	5.6%	4.0%	25.0%	25.0%	8.9%
Average PERL Tax Rate	0.13500	0.13500	0.13500	0.13500	0.11570	0.13500	0.13041
Number of Districts with Debt Services Levy	8	56	42	50	16	5	177
Percent of Districts with Debt Services Levy	21.1%	52.3%	59.2%	66.7%	66.7%	41.7%	54.1%
Average Debt Services Tax Rate	2.21648	2.20962	2.13232	2.43795	2.76313	2.29670	2.41158

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 2021-2022**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	38	107	71	75	24	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	48,125,429	243,352,966	240,864,299	436,517,652	389,281,983	663,105,008	2,021,247,337
General Fund Income Surtax	2,638,585	13,355,313	14,990,011	28,046,839	15,122,783	17,574,127	91,727,658
Total General Fund Tax	50,764,014	256,708,279	255,854,310	464,564,491	404,404,766	680,679,135	2,112,974,995
Average Total General Fund Tax Per Pupil	5,965	5,118	4,671	4,188	4,128	4,207	4,364
Percent of Districts with Management Fund Levy	94.7%	95.3%	98.6%	97.3%	91.7%	100.0%	96.3%
Management Fund Property Tax	5,479,272	28,958,352	24,180,856	40,510,713	23,894,798	58,808,951	181,832,942
Average Management Fund Property Tax Per Pupil	662	604	448	376	262	363	386
Percent of Districts with Regular PPEL Levy	97.4%	100.0%	100.0%	98.7%	95.8%	100.0%	99.1%
Regular PPEL Property Tax	1,858,749	9,212,253	8,759,037	14,972,757	11,905,297	19,784,920	66,493,013
Average Regular PPEL Property Tax Per Pupil	225	184	160	137	126	122	139
Percent of Districts with Voter-Approved PPEL Levy	73.7%	83.2%	80.3%	84.0%	100.0%	91.7%	83.2%
Voter-Approved PPEL Property Tax	3,700,302	22,533,359	19,127,891	32,507,157	40,941,682	70,951,269	189,761,660
Voter-Approved PPEL Income Surtax	453,878	2,765,190	2,739,066	4,416,709	999,323	-	11,374,166
Total Voter-Approved PPEL Tax	4,154,180	25,298,549	21,866,957	36,923,866	41,941,005	70,951,269	201,135,826
Average Total Voter-Approved PPEL Tax Per Pupil	664	598	497	397	428	483	467
Percent of Districts with PERL Levy	10.5%	8.4%	5.6%	4.0%	25.0%	25.0%	8.9%
PERL Property Tax	81,387	306,218	166,068	258,390	793,718	2,157,518	3,763,299
Average PERL Property Tax Per Pupil	96	74	58	61	38	45	47
Percent of Districts with Debt Services Levy	21.1%	52.3%	59.2%	66.7%	66.7%	41.7%	54.1%
Debt Services Property Tax	2,962,151	30,858,751	32,844,049	72,393,129	72,480,090	52,411,193	263,949,363
Average Debt Services Property Tax Per Pupil	1,460	1,169	1,011	972	1,096	955	1,029

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 2017-2018 to 2021-2022 are presented in Table 7-14. As in past years, the two highest enrollment categories have a significantly lower percentage of districts implementing an income surtax than the four lower enrollment categories, and also have average surtax rates that are below the statewide average. The total number of districts implementing an income surtax (285) increased slightly over 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 2017-2018 to 2021-2022							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
<b>2021-2022</b>							
Number of Districts with Surtaxes	36	98	65	68	15	3	285
Percent of Districts with Surtaxes	94.7%	91.6%	91.5%	90.7%	62.5%	25.0%	87.2%
Surtaxes Per Budget Enrollment	387	350	354	328	281	388	337
Average Income Surtax Rate	6.84%	5.73%	5.72%	4.99%	4.14%	4.65%	5.02%
<b>2020-2021</b>							
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%
<b>2019-2020</b>							
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%
<b>2018-2019</b>							
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%



Table 7-14 (...continued)

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
<b>2017-2018</b>							
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%
<b>2000-2001</b>							
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 2021-2022 and previous years are shown in Table 7-15 and Figure 7-5. The instructional support funding comes 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 2021-2022, no change from the prior year. The two districts not participating fall within the 1,000-2,499 enrollment category.

**Table 7-15**

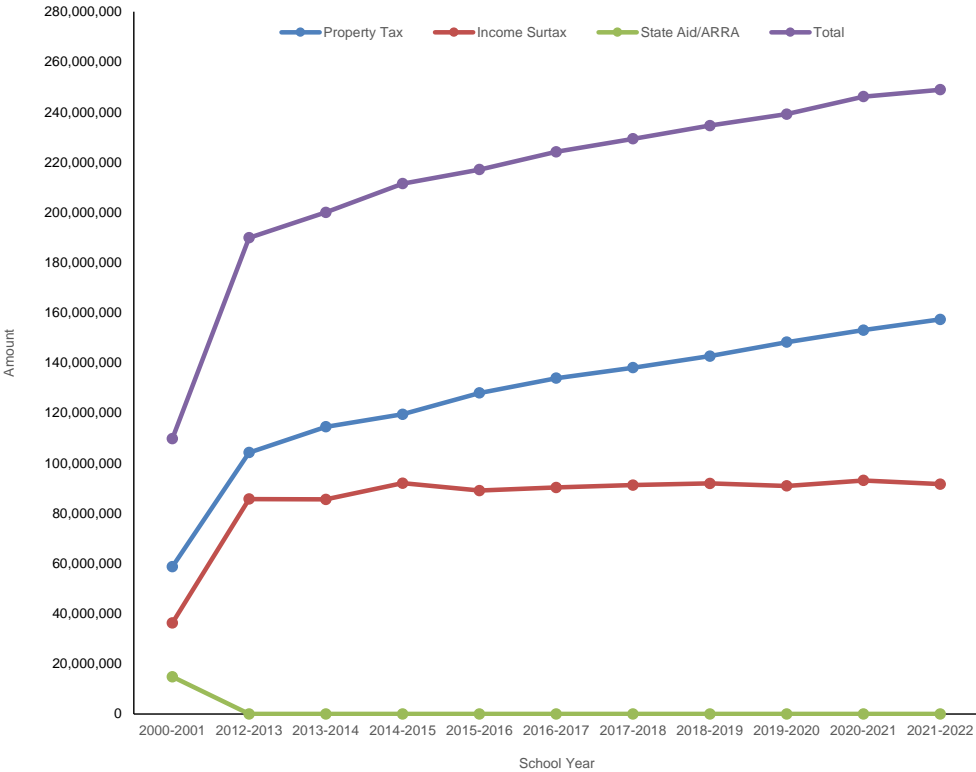
Instructional Support Program by Revenue Source Property Tax, Income Surtax and State Aid 2000-2001 and 2012-2013 to 2021-2022							
School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid/ARRA	Percent State Aid/ARRA	Total
2021-2022	157,311,909	63.2%	91,616,031	36.8%			248,927,940
2020-2021	153,068,396	62.2%	93,082,602	37.8%			246,150,998
2019-2020	148,260,303	62.0%	90,900,495	38.0%			239,160,798
2018-2019	142,696,592	60.8%	91,908,949	39.2%			234,605,541
2017-2018	138,084,562	60.2%	91,245,322	39.8%			229,329,884
2016-2017	133,869,972	59.7%	90,292,079	40.3%			224,162,051
2015-2016	128,016,622	59.0%	89,054,210	41.0%			217,070,832
2014-2015	119,468,024	56.5%	91,988,125	43.5%			211,456,149
2013-2014	114,476,664	57.2%	85,521,643	42.8%			199,998,307
2012-2013	104,229,555	54.9%	85,667,381	45.1%			189,896,936
2000-2001	58,678,106	53.5%	36,273,229	33.1%	14,798,227	13.5%	109,749,562

Source: Iowa Department of Management, Master Budget files.



Figure 7-5

Instructional Support Program Revenues 2000-2001 and 2012-2013 to 2021-2022



Source: Iowa Department of Management, Master Budget files.

**Table 7-16**

Instructional Support Program by Enrollment Category 2000-2001 and 2017-2018 to 2021-2022							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
<b>2021-2022</b>							
Number of Districts	38	107	71	75	24	12	327
Number of Districts with Instructional Support	38	107	71	73	24	12	325
Percent of Districts with Instructional Support	100.0%	100.0%	100.0%	97.3%	100.0%	100.0%	99.4%
<b>2020-2021</b>							
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%
<b>2019-2020</b>							
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%
<b>2018-2019</b>							
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%
<b>2017-2018</b>							
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%
<b>2000-2001</b>							
Number of Districts	36	113	109	83	24	9	374
Number of Districts with Instructional Support	33	95	79	54	16	8	285
Percent of Districts with Instructional Support	91.7%	84.1%	72.5%	65.1%	66.7%	88.9%	76.2%

Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollment.



## Budget Adjustment

The budget adjustment provision is part of the Iowa school aid formula. Through FY13, school districts could receive, as a budget adjustment, the greater of a scale-down adjustment or 101 percent adjustment. The scale-down adjustment was completely eliminated in FY14. Each year, enrollment changes from the previous year and the supplemental state aid growth rate set by the Legislature is used to determine whether or not a school district qualifies to receive the budget adjustment. The 101 percent budget adjustment guarantees a school district's regular program cost will equal at least 101 percent of the previous year's regular program cost. The overall percent of districts receiving the budget adjustment for 2021-2022 (41.9 percent) increased significantly from the previous year (32.4 percent) (Table 7-17 and Figure 7-6).

**Table 7-17**

Number and Percent of Districts Receiving a Budget Adjustment and Per Pupil Amount of the Adjustment by Enrollment Category 2000-2001 and 2017-2018 to 2021-2022

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
<b>2021-2022</b>							
Number of Districts	38	107	71	75	24	12	327
Number of Districts w/Adjustment	14	53	27	26	9	8	137
Percent of Districts w/Adjustment	36.8%	49.5%	38.0%	34.7%	37.5%	66.7%	41.9%
Average Per Pupil	210	167	133	129	81	92	109
<b>2020-2021</b>							
Number of Districts	40	95	80	77	23	12	327
Number of Districts w/Adjustment	24	38	25	16	3	0	106
Percent of Districts w/Adjustment	60.0%	40.0%	31.3%	20.8%	13.0%	0.0%	32.4%
Average Per Pupil	268	134	120	73	49	0	109
<b>2019-2020</b>							
Number of Districts	36	103	77	77	22	12	327
Number of Districts w/Adjustment	18	46	24	20	5	1	114
Percent of Districts w/Adjustment	50.0%	44.7%	31.2%	26.0%	22.7%	8.3%	34.9%
Average Per Pupil	299	206	146	115	106	72	93
<b>2018-2019</b>							
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





Table 7-17 (...continued)

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
<b>2017-2018</b>	38	103	82	77	22	11	333
Number of Districts	21	58	46	42	7	5	179
Number of Districts w/Adjustment	55.3%	56.3%	56.1%	54.5%	31.8%	45.5%	53.8%
Percent of Districts w/Adjustment	296	206	134	110	69	59	110
Average Per Pupil	203	139	130	90	119	28	102
<b>2000-2001</b>							
Number of Districts	36	113	109	83	24	9	374
Number of Districts w/Guarantee	21	44	25	16	0	0	106
Percent of Districts w/Guarantee	58.3%	38.9%	22.9%	19.3%	0.0%	0.0%	28.3%
Average Per Pupil	288	143	90	35	0	0	101

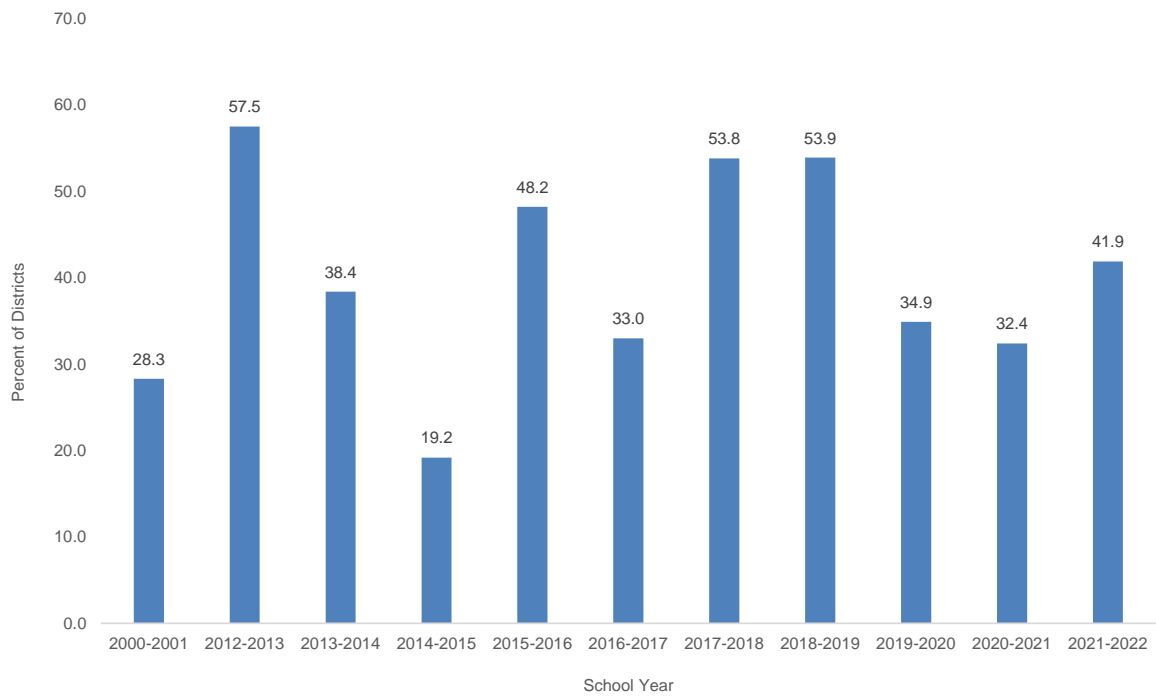
Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollment.



**Figure 7-6**

Percent of Iowa Public School Districts with Budget Adjustment  
2000-2001, 2012-2013 to 2021-2022



Source: Iowa Department of Management, Master Budget files.



## Bond Elections

The Department experienced technical difficulties with the application used to collect bond referendum information from school districts. The number of school districts that attempted bond referendums by enrollment category is listed in Table 7-18; however, caution should be used when interpreting and making comparisons based on the 2019-2020 results displayed as they may be incomplete. A bond referendum may be passed with approval of at least 60 percent of the total votes cast.

**Table 7-18**

Number of Districts Attempting Bond Referendums by Percentage of Yes Votes by Enrollment Category 2000-2001, 2018-2019 and 2019-2020							
	Enrollment Category						State
	<300	300-599	600-999	1,000- 2499	2,500- 7499	7,500 +	
<b>2019-2020</b>							
Number Attempted	0	3	1	4	2	0	10
<50 Percent	0	0	0	0	0	0	0
50-59.9 Percent	0	1	0	0	0	0	1
60 Percent +	0	2	1	4	2	0	9
<b>2018-2019</b>							
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
<b>2000-2001</b>							
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

The Department experienced technical difficulties with the application used to collect physical plant and equipment levy information from school districts; therefore, 2019-2020 data are not available. For reference, Table 7-19 lists the number of school districts that attempted voter-approved physical plant and equipment referendums in 2001-2002 and 2018-2019. Voter-approved physical plant and equipment referendums require 50 percent approval for passage.

**Table 7-19**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2499	2,500-7499	7,500 +	
<b>2019-2020</b>							
Number Attempted	Not Available						
<50 Percent	Not Available						
50 Percent +	Not Available						
<b>2018-2019</b>							
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
<b>2001-2002</b>							
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 2021-2022 are \$513.4 million for 327 school districts in all 99 counties (Table 7-20), an increase of approximately 8.2 percent over the prior year.



**Table 7-20**

Local Option/Statewide Sales and Services Tax for School Infrastructure  
2000-2001, 2017-2018 to 2021-2022

	2000-2001	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of Counties with the Tax	15	99	99	99	99	99
Number of Districts Partly or Wholly Located in those Counties	110	333	330	327	327	327
Resident Budget Enrollment in those Counties	171,150.6	486,264.3	487,651.5	490,094.4	484,185.5	Not Available
Estimated Revenues	\$122,683,313	\$442,172,297	\$469,405,863	\$501,999,940	\$474,389,021	\$513,457,576
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, 2020-2021 and 2021-2022 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.

**Table 7-21**

Total Preschool, Elementary and Secondary Education Budgets 2000-2001, 2020-2021 and 2021-2022						
Source of Funds	2000-2001		2020-2021		2021-2022	
	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	2,175,673,579	66.7	3,461,494,443	53.6	3,504,775,107	53.2
Guarantee Amount	6,629,840	0.2	8,251,188	0.1	26,028,557	0.4
Supplementary Weights	21,887,590	0.7	108,230,672	1.7	111,092,185	1.7
Special Education	278,121,047	8.5	478,588,006	7.4	483,587,693	7.3
Teacher Salary	-	0.0	296,592,160	4.6	300,709,520	4.6
Professional Development	-	0.0	33,596,995	0.5	34,062,249	0.5
Early Intervention	-	0.0	36,558,054	0.6	37,063,166	0.6
Teacher Leadership	-	0.0	167,281,928	2.6	169,611,537	2.6
AEA Special Education Support and Adj	107,245,598	3.3	173,416,140	2.7	175,805,997	2.7
AEA Media	19,184,863	0.6	30,115,802	0.5	30,448,181	0.5
AEA Ed Services	21,167,941	0.6	33,272,492	0.5	33,637,154	0.5
AEA Sharing	-	0.0	150,006	<0.1	180,004	<0.1
AEA Teacher Salary	-	0.0	16,845,976	0.3	17,097,333	0.3
AEA Professional Development	-	0.0	1,975,199	<0.1	2,005,047	<0.1
Dropout SBRC	40,504,621	1.2	131,832,895	2.0	136,204,119	2.1
Other SBRC	664,690	<0.1	-	0.0	-	0.0
Enrollment Audit Adjustment	(695,392)	0.0	(105,828)	0.0	733,234	<0.1
AEA Prorated Budget Reduction	-	0.0	22,500,000	0.3	22,500,000	0.3
Preschool	-	0.0	88,320,500	1.4	81,154,795	1.2
Instructional Support	109,749,562	3.4	246,150,998	3.8	248,927,940	3.8
Educational Improvement	317,837	<0.1	927,581	<0.1	974,947	<0.1
Property Tax Replacement Payment	-	0.0	75,084,077	1.2	86,643,432	1.3
Management	47,005,258	1.4	173,901,590	2.7	181,832,942	2.8



Table 7-21(...continued)

Source of Funds	2000-2001		2020-2021		2021-2022	
	Amount	Percent	Amount	Percent	Amount	Percent
Physical Plant & Equipment	80,703,751	2.5	249,067,910	3.9	267,628,839	4.1
67.5 Cent Schoolhouse	668,203	<0.1	-	0.0	-	0.0
Playground and Amana Library	1,592,530	<0.1	3,558,735	<0.1	3,763,299	0.1
Debt Service	99,375,793	3.0	257,744,433	4.0	263,949,363	4.0
Estimated Miscellaneous State Categorical	147,121,263	4.5	116,716,581	1.8	120,154,528	1.8
Estimated Misc. Federal	104,000,000	3.2	251,095,222	3.9	248,812,404	3.8
<b>Total</b>	<b>3,260,918,574</b>	<b>100.0</b>	<b>6,463,163,755</b>	<b>100.0</b>	<b>6,589,383,572</b>	<b>100.0</b>

Source: Iowa Department of Management, Budget files.