

Digest of the 2013 Legislative Session Actions Impacting the Urban Education Network (UEN) School Districts in Iowa

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Executive Summary

The 2012 UEN Legislative Digest Executive Summary last year stated: "The Session began with state leaders calling for reform; the big three efforts were focused on Mental Health, Property Taxes and Education." Sounds very familiar, although having enacted mental health reform last year, this year's focus was instead on how to expand health care coverage to low income Iowans through either expansion of Medicaid paid primarily with federal funds or create an Iowa system of health insurance coverage. Although the 2012 Legislature passed some aspects of educational reform including a stab at third-grade retention, critics cautioned that those steps hadn't been adequately funded. Those small steps last year set the stage for Interim dialogue, task force study and recommendations, and finally, passage of significant education reform in HF 215, supported by the UEN. Details of that effort are included in this Digest, beginning on [page 15](#). There was also, in the end, consensus agreement on how to reform property/income taxes. Details of that effort are included in this Digest beginning on [page 30](#). Health care reform measures were also passed, but are not covered by this summary.

Budget Summary: The Legislature approved a budget of \$6.485 billion for FY 2014, which is a decrease of \$78.0 million. The representation as a decrease is accurate, but misleading since they also increased appropriations to the current fiscal year by \$335.9 million. That amount is \$345.6 million under the 99% expenditure limitation in Iowa law and

will result in a deposit of an additional \$585.1 million into the state's ending balance after all appropriations. These calculations are prior to the Governor's line-item vetoes.

Estimated Position of State's Cash Balance for FY 2014:

On July 17, 2013, the Des Moines Register printed the findings of the Tax Foundation based in Washington D.C., that Iowa's rainy day fund is 8th best in the nation, representing 10% of general spending. The state's Cash Reserve Fund, limited to a maximum of 7.5% of total budget, is calculated to be full at \$86.8 million. The Economic Emergency Fund, beginning with a total of \$939.1 million, transfers the required excess to the state general fund of \$675.1 million, \$60 million to the Taxpayer Trust Fund, and another \$35.6 million to the Executive Council for performance of duty, leaving an estimated ending balance of \$162.3 million, which is the maximum 2.5% allowed in Iowa law (according to the draft LSA end of session balance sheet [5.23.2013](#)). The LSA [Fiscal Update Special Edition](#) **End of Session**, June 6, 2013, provides a detailed explanation of the 2013 Legislative Session appropriations and fund balances.

Enrolled Bills: The following bills impacting Education have been signed by the Governor unless there is a note describing veto action. For access to the complete text and effective dates of all legislation approved or vetoed by the Governor, check out the [enrolled bills](#) link on the legislative website. The Enrolled bills are organized into Appropriations, Education Reform, Property Tax Reform and Policy Acts.



APPROPRIATIONS ACTS

HF 604 Education Appropriations: In addition to specific program appropriations for PK-12, this act appropriates funds to the Iowa Department of Education (DE), community colleges, regents' institutions, college student aid commission, and the department for the blind, all important for educating Iowans.

The final appropriation totals \$898.2 million, which is an increase of \$37.2 million compared to estimated FY 2013. HF 604 also appropriates \$66 million from other funds for FY 2014 for community college, regents and workforce programs (no other funds were appropriated to education areas in FY 2013). The majority of the general fund increase goes to postsecondary education, with \$14 million to the board of regents and \$16.0 million to community colleges (exclusive of the other funds appropriations). The act includes initial education reform funding of \$6.8 million and creates a new appropriation of \$8.0 million for early literacy support in anticipation of last year's third-grade retention policies which become effective July 1, 2017.

Specific FY 2014 appropriations and provisions impacting PK-12 public schools and AEAs, all approved by the Governor, include:

- \$6.1 million for DE administration, an increase of \$175,000 compared to FY 2013.
- Level funding of \$598,197 for Vocational Education Administration and \$2.6 million to reimburse school

districts for vocational education expenditures by secondary schools.

- \$2.2 million level funding for food service. Total funding for FY 2014 is no change compared to estimated net FY 2013. Any reduction in this appropriation results in a reduction in federal funding for school nutrition programs.
- Early Childhood: Early Childhood Iowa received appropriations for general aid, preschool tuition assistance and family support and parent education, all at the FY 2013 appropriation level: \$5.4 million, \$5.4 million and \$12.4 million respectively. A new appropriation of \$400,000 for Early Head Start (serving three-year-olds) was created.
- Special education services birth to age 3 funding of \$1.7 million. Total funding for FY 2014 is no change compared to estimated net FY 2013. Any reduction in this funding may jeopardize all federal funding for this purpose, a potential loss of \$4,000,000.
- Nonpublic textbooks services funding of \$600,214, an increase of \$40,000 compared to FY 2013. Continues the limitation of no more than \$20 per pupil and shall not exceed the comparable services offered to resident public school pupils.
- \$1.0 million for Core Curriculum support, continuing the same level as FY 2013 education appropriations



Urban Education Network of Iowa

Serving Public Education in Iowa's Eight Urban Centers

Cedar Rapids Council Bluffs Davenport Des Moines Dubuque Iowa City Sioux City Waterloo



Associate Members 2012-13: Ankeny, College Community, Fort Dodge, Linn-Mar, Marshalltown, Mason City, Muscatine, Ottumwa, Southeast Polk, West Des Moines

bill, but additional funding is contained in the bonding one-time funding bill (see HF 648).

- \$6.3 million for Student Achievement and Teacher Quality, which is an increase of \$1.5 million. These allocations require \$3.5 million for Mentoring and Induction, which is a 44 percent increase compared to FY 2013. (FY 2013 appropriations were insufficient to cover all mentoring costs, so DE notified school districts early in 2013 that funds would be prorated, leaving districts to cover the shortfall. This appropriation is for the year beginning July 1, 2013 and does not reimburse districts for the FY 2013 shortfall, but intends to fund FY 2014.) Student Achievement Teacher Quality (SATQ) allocations are indicated in the following chart:

| SATQ Allocations | FY 2013 | FY 2014 | Difference |
|---------------------------------------|--------------|--------------|--------------|
| National Board Certification | \$ 500,000 | \$ 846,250 | \$ 346,250 |
| Ambassador to Education | 85,000 | | (-85,000) |
| Mentoring and Induction | 2,463,590 | 3,537,875 | 1,074,285 |
| Career Development Evaluator Training | 600,000 | 786,816 | 186,686 |
| Teacher Dev. Academies | 1,136,410 | 1,136,410 | - |
| Total | \$ 4,785,000 | \$ 6,307,351 | \$ 1,522,351 |

- \$670,000 for Jobs for America's Grads, which is an increase of \$130,000.

- A new FY 2014 appropriation of \$6,840,000 for Education Reform. See the detailed explanation of HF 215 for more detail.
- A new FY 2014 appropriation of \$8.0 million to DE to provide intensive instructional services, curricula, initiatives, programs and supports in accordance with section 279.68 subsection 2. [Iowa Code 279.68](#), subsection 2 Successful Progression for Early Readers. See [page 44](#) for details of those requirements enacted in the 2012 Legislative Session Education Reform Effort SF 2284.
- \$1.3 million to the Iowa Reading Research Center initiated in last year's education reform effort SF 2284. This is a decrease of \$669,000 compared to the FY 2013 appropriation. However, the \$669,000 was included in HF 648, the one-time appropriations and bond repayment bill.
- A new appropriation of \$425,000 for competency-based education pilot grants. HF 215 Education Reform requires grants to be paid to no more than 10 pilot districts by Dec. 1, 2013.
- \$5.2 million to the University of Northern Iowa Science, Technology, Engineering and Math (STEM) initiative, which is an increase of \$500,000 compared to FY 2013.
- \$392,452 for Teacher Shortage Forgivable Loans, same as FY 2013 level.
- \$481,849 to the University of Iowa for the Iowa Online Advanced Placement Academy, which is no change compared to estimated net FY 2013.

See the Legislative Services Agency Notes on Bills and Amendments ([NOBA](#)) for the appropriations explanations, tracking of individual line items and FTEs in HF 604.



Standings Appropriations SF 452: This act historically includes many provisions not specified in other appropriations bills, as well as the appropriations that stand without legislative action, should those need to be changed (thus the title, “standing appropriations.”) For school districts, this bill is always important, impacting state foundation aid, instructional support, property tax equity, at-risk grants, property tax credits, and often technical corrections or policy language not handled earlier in the session. The Governor signed the act. Specific impacts this year include:

State Foundation Aid: SF 452 appropriates \$2.65 billion for baseline state foundation aid for PK-12 school districts and AEAs for FY 2014. (Allowable Growth provisions in HF 215 will be added to this amount to fund the 2% allowable growth, bringing the total to \$2.62 billion, which is an increase of \$61 million compared to FY 2013.) This amount includes increases in Teacher Salary Supplement, Professional Development Supplement and Early Intervention/Class Size Supplement per pupil at the 2% allowable growth level and a \$5.0 million increase in preschool, all of which are funded entirely with state aid without a property tax impact. The increase in the Statewide Voluntary Preschool Program includes both the 2% allowable growth and more students being served, but the weighting of 0.5 was unchanged.) The LSA’s Fiscal Update summarizes state funding totals:

- The State General Fund amount totals \$2.723 billion, an increase of approximately \$62.3 million (2.3%) compared to the State General Fund amount for estimated FY 2013. This includes \$2.330 billion for regular school aid, \$327.5 million for the State categorical supplements, and \$65.4 million for preschool formula funding.

Including additional funding from the Property Tax Equity and Relief (PTER) Fund of \$8.7 million, the total State school aid funding amount is \$2.714 billion.

- School aid property taxes are estimated to total \$1.34 billion, an increase of \$30.0 million (2.3%) compared to estimated FY 2013.
- The statewide combined district cost is estimated to total \$3.999 billion, an increase of \$88.0 million (2.3%) compared to estimated FY 2013.

The following table from the Legislative Services Agency (LSA) web page on school aid estimates <https://www.legis.iowa.gov/LSAReports/k12Estimates.aspx> provided the above figures and summarizes the estimated FY 2014 and FY 2015 school aid funding compared to the prior year, based on final legislative action including the Governor’s signature of HF 215, Education Reform. HF 215 established the 2% Allowable Growth for FY 2014 and 4% for FY 2015. The notes are relevant to other legislated policy changes, such as the state assuming the full cost of allowable growth, the expansion from 4 to 5 years of state contribution to ELL, the shared operational functions supplementary weighting, and the AEA reduction of \$15 million. These estimates do not include any changes due to SF 295 Property Tax Reform.



Legislative Services Agency: School Aid Estimates

| State School Aid Funding: FY 2013 Through Est. FY 2015 - Final Action | | | | | | |
|--|--|---------------------------|--|--------------------------------|--|--------------------------------|
| Estimates Based on Final Action of School Aid Legislation (Dollars in Millions) | | | | | | |
| | FY 2013 - 2% Allowable Growth | Change from FY 2012 | FY 2014 - 2% Allowable Growth | Change from Est. FY 2013 | FY 2015 - 4% Allowable Growth | Change from Est. FY 2014 |
| Regular School Aid | \$ 2,280.9 | \$ 23.9 | \$ 2,322.1 | \$ 41.2 | \$ 2,444.4 | \$ 122.3 |
| Additional State Aid for Property Tax Relief* | NA | NA | 8.3 | 8.3 | 25.5 | 17.2 |
| Total Regular School Aid** | \$ 2,280.9 | \$ 23.9 | \$ 2,330.4 | \$ 49.5 | \$ 2,469.9 | \$ 139.5 |
| Teacher Salary Supplement | 260.0 | 3.2 | 266.3 | 6.3 | 277.9 | 11.6 |
| Professional Development Supplement | 29.5 | 0.4 | 30.2 | 0.7 | 31.5 | 1.3 |
| Early Intervention Supplement | 30.3 | 0.4 | 31.1 | 0.8 | 32.4 | 1.4 |
| Total State Categorical Supplement | \$ 319.8 | \$ 3.9 | \$ 327.5 | \$ 7.8 | \$ 341.8 | \$ 14.3 |
| Total School Aid w/o Preschool | \$ 2,600.7 | \$ 27.8 | \$ 2,657.9 | \$ 57.2 | \$ 2,811.7 | \$ 153.8 |
| Preschool Aid | \$ 60.4 | \$ 2.0 | \$ 65.4 | \$ 5.0 | \$ 71.5 | \$ 6.0 |
| Total State Aid Amount for School Programs | \$ 2,661.1 | \$ 29.9 | \$ 2,723.4 | \$ 62.3 | \$ 2,883.2 | \$ 159.8 |
| PTER Funding | \$ 7.4 | \$ 0.7 | \$ 8.7 | \$ 1.3 | \$ 8.7 | \$ 0.0 |
| Total State General Fund Amount for School Aid | \$ 2,653.7 | \$ 29.2 | \$ 2,714.7 | \$ 61.0 | \$ 2,874.5 | \$ 159.8 |
| Uniform Levy Amount | \$ 729.7 | | \$ 760.5 | \$ 30.8 | \$ 792.9 | \$ 32.3 |
| Total Unadjusted Additional Levy Amount | 612.4 | | 621.2 | 8.7 | 656.0 | 34.8 |
| Additional State Aid for Property Tax Relief* | NA | NA | -8.3 | -8.3 | -25.5 | -17.2 |
| Property Tax Adjustment Aid (from GF) | -24.0 | 0.0 | -24.0 | 0.0 | -24.0 | 0.0 |
| Property Tax Adjustment Aid (from PTER) | -7.4 | -0.7 | -8.7 | -1.3 | -8.7 | -0.0 |
| Total Foundation Property Tax | \$ 1,310.8 | \$ -3.7 | \$ 1,340.8 | \$ 30.0 | \$ 1,390.7 | \$ 49.9 |
| Combined District Cost | \$ 3,910.7 | \$ 23.4 | \$ 3,998.7 | \$ 88.0 | \$ 4,202.5 | \$ 203.7 |
| | | | \$ 11.2 | | \$ 19.1 | |
| Est. Budget Guarantee Amount | | | 134 | | 138 | |
| Number of Districts with Budget Guarantee: | | | | | | |
| *** Proposal: Additional State Aid | N.A. | | \$ 57.1 | | \$ 0.0 | |

Notes:

Estimates reflect school aid provision approved by the General Assembly for FY 2014 and FY 2015. Estimates include a FY 2014 AEA State aid reduction of \$15.0 million and an extension of limited English proficient (LEP) supplementary weighting from four years to five years beginning in FY 2015 (SF 452), and new shared operational functions beginning in FY 2015 (HF 472). Estimates DO NOT include the estimated impact of SF 295 (Property Tax Changes Bill).

*Estimates include the provision that provides property tax relief for any increase resulting in the per pupil increase funded with property tax is to be funded with State aid (HF 215).

**Amount includes PTER Funds used for property tax relief.

Based on the current law amount for PTER.

Budget guarantee amounts provided are included in the total foundation property tax amounts displayed.

GF = General Fund

PTER = Property Tax Equity and Relief Fund

FY 2014 and FY 2015 estimates are based on a variety of assumptions that are subject to change. For a complete list of assumptions, contact the LSA.

Combined district cost represents the total school foundation funding amount and is not impacted by a reduction in State school aid.

***Proposal includes one-time State aid based on 2.0% of the FY 2013 regular program State cost per pupil multiplied by each district's budget enrollment.

Totals may not sum due to rounding.

Estimates are not official or final. The Department of Management will provide the official school aid amounts.

22-May-13

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The LSA also provided the following analysis on a per pupil basis to explain the Regular School Aid Per Pupil Components:

| Regular School Aid Per Pupil Components | FY 2013 State Cost Per Pupil Amounts | Growth in FY 2014 Cost Per Pupil | FY 2014 State Cost Per Pupil Amount | Growth in FY 2014 Cost Per Pupil |
|---|--------------------------------------|----------------------------------|-------------------------------------|----------------------------------|
| Regular Program | \$ 6,001.00 | \$ 120.00 | \$ 6,121.00 | \$ 245.00 |
| Special Education Program | 6,001.00 | 120.00 | 6,121.00 | 245.00 |
| AEA Special Education Support | 263.51 | 5.27 | 268.78 | 10.00 |
| AEA Media Services | 49.13 | 0.98 | 50.11 | 2.00 |
| AEA Educational Services | 54.22 | 1.08 | 55.30 | 2.00 |
| State Categorical Supplements | | | | |
| Teacher Salary - Districts | \$ 517.17 | \$ 10.34 | \$ 527.51 | \$ 21.00 |
| Professional Development - Districts | 58.57 | 1.17 | 59.74 | 2.00 |
| Early Intervention | 63.80 | 1.28 | 65.08 | 2.00 |
| Teacher Salary - AEAs | 27.07 | 0.54 | 27.61 | 1.00 |
| Professional Development - AEAs | 3.16 | 0.06 | 3.22 | 0.00 |

AEA = Area Education Agency

FY 2014 and FY 2015 Allowable Growth: The Governor's initial budget did not include an allowable growth recommendation for FY 2014, preferring to wait until Education Reform policy language was determined. The Senate proposed and passed a four percent allowable growth for categorical and regular foundation purposes for both FY 2014 and FY 2015 several times during the Session. The House never took up those bills in the House Education or Appropriations Committees.

In the end, the 2013 General Assembly was still not in compliance with the requirement in Iowa Code 257.8

highlighted below, although education advocates are no doubt grateful to know the FY 2015 Allowable Growth figure of 4 percent well in advance of the budget year. The terminology changes in FY 2015 due to changes in HF 215 Education Reform regarding allowable growth, but the changes left intact the highlighted sections below. In future years, the legislature and Governor are still required to act quickly on setting school aid in the first 30 days following submission of the Governor's budget.

257.8 State percent of growth — allowable growth.

1. *State percent of growth.* The state percent of growth for the budget year beginning July 1, 2010, is two percent. The state percent of growth for the budget year beginning July 1, 2012, is two percent. The state percent of growth for each subsequent budget year shall be established by statute which shall be enacted within thirty days of the submission in the year preceding the base year of the Governor's budget under section 8.21. The establishment of the state percent of growth for a budget year shall be the only subject matter of the bill which enacts the state percent of growth for a budget year.

2. *Categorical state percent of growth.* The categorical state percent of growth for the budget year beginning July 1, 2010, is two percent. The categorical state percent of growth for the budget year beginning July 1, 2012, is two percent. The categorical state percent of growth for each budget year shall be established by statute which shall be enacted within thirty days of the submission in the year preceding the base year of the Governor's budget under section 8.21. . . . The categorical state percent of growth may include state percents of growth for the teacher salary supplement, the professional development supplement, and the early intervention supplement.



Impact of Delayed Allowable Growth Decision on

Schools: School advocates may wish to continue talking about the impact of delayed state budget decisions on schools as they meet with state leaders during the Interim. Many school district postponed purchases of critical curriculum, technology and supplies. School district issued pink slips (reduction in force notices) to teachers and other school employees. School boards and administrators worked together to set a budget with uncertain budget assumptions in order to comply with reporting and budget action deadlines. Although the new fiscal year is just beginning, some districts have not yet completed collective bargaining. The uncertainty is described as all-consuming, as staff members question whether they will have a job in the coming year and bean counters prepare and analyze multiple scenarios. Stability and adequacy of school funding are important concepts for future state funding of schools, in order to fully support public school staff in directing all energies to school improvement and educating students.

School Funding Advocacy: Public School Funding, both in terms of equity and adequacy, remains a top priority for school districts. This legislative session action came closer than in previous years, but still is far short of the call for sufficient allowable growth to cover the increased costs of education, fully funded and set in a time frame for sufficient predictability. With the expenditures per student in Iowa \$1,514 below the national average, it would have taken the equivalent of 25% allowable growth to attain the national average (assuming all other states provided for no increase.) For comparisons of state expenditures per pupil, which ranks Iowa at 37th in the nation, see the LSA FACTBOOK data included in the additional information section of this Digest on page 68.

Cost Increases: school districts experience cost increases yearly, including some of the following specifics expected in FY 2014:

- Salaries and benefits pursuant to collective bargaining agreements;
 - Average settlements are running at an estimated 3.7% statewide even though 41 school districts will see a regular program district cost reduction and another 60 districts will experience a net increase below 2%.
 - New Regular Program Spending Authority statewide, based on a two percent allowable growth, is 4.4% for FY 2014. Nearly half of the new spending authority is due to a one-time supplemental payment from the state neither appropriated nor expected to continue in FY 2015.
 - A mandated increase in the employers' share of retirement (IPERS) and other unfunded mandates such as the expansion of background checks for all employees not licensed by the Board of Education Examiners or bus drivers.
 - Teacher experience and additional degree attainment increases the teacher salary based on the district's salary schedule. These costs are not included in the 3.7% settlement figures. Neither is the savings due to retirements or teacher layoffs.
 - The cost of insurance benefits in collective bargaining settlements are averaging below 2%, for the first time in decades, although it's unknown if contracts include a reduction in



benefits or if the cost of premiums makes up the entire increase.

- Salary and benefits increases for administrative and other staff not covered by the collective bargaining agreement.
- Reduced federal funds: elimination of federal stimulus, EdJobs funds, potential reductions in IDEA and Title 1, or other federal funds due to federal sequestration which began in the Spring of 2013.
- Transportation and fuel cost increases, energy costs for heating, cooling, and electricity, shipping costs and materials costs.
- Increased costs for technology, curriculum, student data and assessment systems, paper and supplies.

In the final analysis, cost increases that exceed new spending authority granted by the foundation formula, are offset by program and staff reductions. School districts have been living under the weight of the constant search for additional savings for several years of record low allowable growth. Two-thirds of Iowa school districts have the situation further compounded by declining enrollment.

Adequate Allowable growth to provide per pupil funding at the national average remains a UEN priority.

The following page includes statewide financial comparisons compiled by ISFIS to help Urban Education Network school leaders explain their current financial situation and specific regular budget new authority statistics for 2013 UEN Member and Associate Member districts:



Urban Education Network of Iowa

Serving Public Education in Iowa's Eight Urban Centers



Cedar Rapids Council Bluffs Davenport Des Moines Dubuque Iowa City Sioux City Waterloo

Associate Members 2012-13: Ankeny, College Community, Fort Dodge, Linn-Mar, Marshalltown, Mason City, Muscatine, Ottumwa, Southeast Polk, West Des Moines



FY 2014 Regular Program New Authority Report

Based on 2 Percent State Percent of Growth and 2 Percent One-Time Supplement

| District | FY 2013 | | | | | FY 2014 | | | | | Change in Total Regular Program District Cost | Percent Change in RPDC | |
|----------------------------|-------------------|-------------------------|-------------------------------|------------------|--|-------------------|-------------------------|-------------------------------|------------------|--|---|------------------------|------------------------|
| | Budget Enrollment | District Cost Per Pupil | Regular Program District Cost | Budget Guarantee | Regular Program District Cost w/Adjustment | Budget Enrollment | District Cost Per Pupil | Regular Program District Cost | Budget Guarantee | Regular Program District Cost w/Adjustment | | | One-Time 2% Supplement |
| DES MOINES | 31,546.3 | \$ 6,069 | \$ 191,454,495 | \$ - | \$ 191,454,495 | 32,062.1 | \$ 6,189 | \$ 198,432,337 | \$ - | \$ 198,432,337 | \$ 3,847,452 | \$ 10,825,294 | 5.7% |
| CEDAR RAPIDS | 16,777.6 | \$ 6,001 | \$ 100,682,378 | \$ - | \$ 100,682,378 | 16,651.1 | \$ 6,121 | \$ 101,921,383 | \$ - | \$ 101,921,383 | \$ 1,998,132 | \$ 3,237,138 | 3.2% |
| DAVENPORT | 16,131.2 | \$ 6,001 | \$ 96,803,331 | \$ - | \$ 96,803,331 | 15,940.2 | \$ 6,121 | \$ 97,569,964 | \$ 201,400 | \$ 97,771,364 | \$ 1,912,824 | \$ 2,880,857 | 3.0% |
| SIoux CITY | 13,766.0 | \$ 6,001 | \$ 82,609,766 | \$ - | \$ 82,609,766 | 13,929.9 | \$ 6,121 | \$ 85,264,918 | \$ - | \$ 85,264,918 | \$ 1,671,588 | \$ 4,326,740 | 5.2% |
| IOWA CITY | 12,453.4 | \$ 6,018 | \$ 74,944,561 | \$ - | \$ 74,944,561 | 12,774.4 | \$ 6,138 | \$ 78,409,267 | \$ - | \$ 78,409,267 | \$ 1,532,928 | \$ 4,997,634 | 6.7% |
| WATERLOO | 10,718.3 | \$ 6,001 | \$ 64,320,518 | \$ - | \$ 64,320,518 | 10,803.7 | \$ 6,121 | \$ 66,129,448 | \$ - | \$ 66,129,448 | \$ 1,296,444 | \$ 3,105,373 | 4.8% |
| DUBUQUE | 10,469.8 | \$ 6,008 | \$ 62,902,558 | \$ - | \$ 62,902,558 | 10,513.3 | \$ 6,128 | \$ 64,425,502 | \$ - | \$ 64,425,502 | \$ 1,261,596 | \$ 2,784,540 | 4.4% |
| ANKENY | 8,963.8 | \$ 6,001 | \$ 53,791,764 | \$ - | \$ 53,791,764 | 9,386.3 | \$ 6,121 | \$ 57,453,542 | \$ - | \$ 57,453,542 | \$ 1,126,356 | \$ 4,788,135 | 8.9% |
| WEST DES MOINES | 9,050.4 | \$ 6,001 | \$ 54,311,450 | \$ - | \$ 54,311,450 | 9,102.9 | \$ 6,121 | \$ 55,718,851 | \$ - | \$ 55,718,851 | \$ 1,092,348 | \$ 2,499,749 | 4.6% |
| COUNCIL BLUFFS | 9,032.9 | \$ 6,070 | \$ 54,829,703 | \$ 22,411 | \$ 54,852,114 | 8,944.6 | \$ 6,190 | \$ 55,367,074 | \$ 10,926 | \$ 55,378,000 | \$ 1,073,352 | \$ 1,599,238 | 2.9% |
| LINN-MAR | 6,729.7 | \$ 6,002 | \$ 40,391,659 | \$ - | \$ 40,391,659 | 6,879.9 | \$ 6,122 | \$ 42,118,748 | \$ - | \$ 42,118,748 | \$ 825,588 | \$ 2,552,676 | 6.3% |
| SOUTHEAST POLK | 6,214.0 | \$ 6,001 | \$ 37,290,214 | \$ - | \$ 37,290,214 | 6,399.7 | \$ 6,121 | \$ 39,172,564 | \$ - | \$ 39,172,564 | \$ 767,964 | \$ 2,650,314 | 7.1% |
| MARSHALLTOWN | 5,319.3 | \$ 6,042 | \$ 32,139,211 | \$ - | \$ 32,139,211 | 5,308.2 | \$ 6,162 | \$ 32,709,128 | \$ - | \$ 32,709,128 | \$ 636,984 | \$ 1,206,902 | 3.8% |
| MUSCATINE | 5,304.6 | \$ 6,001 | \$ 31,832,905 | \$ - | \$ 31,832,905 | 5,299.5 | \$ 6,121 | \$ 32,438,240 | \$ - | \$ 32,438,240 | \$ 635,940 | \$ 1,241,275 | 3.9% |
| COLLEGE | 4,507.9 | \$ 6,001 | \$ 27,051,908 | \$ - | \$ 27,051,908 | 4,568.0 | \$ 6,121 | \$ 27,960,728 | \$ - | \$ 27,960,728 | \$ 548,160 | \$ 1,456,980 | 5.4% |
| OTTUMWA | 4,485.9 | \$ 6,001 | \$ 26,919,886 | \$ - | \$ 26,919,886 | 4,531.2 | \$ 6,121 | \$ 27,735,475 | \$ - | \$ 27,735,475 | \$ 543,744 | \$ 1,359,333 | 5.0% |
| MASON CITY | 3,796.3 | \$ 6,073 | \$ 23,054,930 | \$ 161,233 | \$ 23,216,163 | 3,751.1 | \$ 6,193 | \$ 23,230,562 | \$ 54,917 | \$ 23,285,479 | \$ 450,132 | \$ 519,448 | 2.2% |
| FORT DODGE | 3,656.4 | \$ 6,028 | \$ 22,040,779 | \$ 268,732 | \$ 22,309,511 | 3,711.8 | \$ 6,148 | \$ 22,820,146 | \$ - | \$ 22,820,146 | \$ 445,416 | \$ 956,051 | 4.3% |
| State Totals | | | | | | | | | | | | | |
| Minimum | 68.0 | \$ 6,001 | \$ 419,968 | \$ - | \$ 433,784 | 76.0 | \$ 6,121 | \$ 478,496 | \$ - | \$ 478,496 | \$ 9,120 | \$ (168,225) | -7.6% |
| Maximum | 31,546.3 | \$ 6,176 | \$ 191,454,495 | \$ 398,669 | \$ 191,454,495 | 32,062.1 | \$ 6,296 | \$ 198,432,337 | \$ 389,860 | \$ 198,432,337 | \$ 3,847,452 | \$ 10,825,294 | 16.2% |
| Average (Mean) | 1,368.5 | \$ 6,034 | \$ 8,244,222 | \$ 46,790 | \$ 8,291,012 | 1,376.4 | \$ 6,154 | \$ 8,457,000 | \$ 32,296 | \$ 8,489,296 | \$ 165,172 | \$ 363,455 | 3.4% |
| Median | 653.1 | \$ 6,004 | \$ 3,940,522 | \$ 12,423 | \$ 3,961,159 | 649.9 | \$ 6,124 | \$ 4,000,074 | \$ - | \$ 4,014,323 | \$ 77,988 | \$ 132,706 | 3.0% |
| Count > 0 | 346.0 | 346 | 346 | 193 | 346 | 346 | 346 | 346 | 133 | 346 | 346 | 305 | 305 |
| Total | 473,504.2 | | \$ 2,852,500,712 | \$ 16,189,424 | \$ 2,868,690,136 | 476,245.0 | | \$ 2,926,121,934 | \$ 11,174,352 | \$ 2,937,296,286 | \$ 57,149,400 | \$ 125,755,550 | |
| UEN Member Stats | 178,923.8 | \$ 6,022 | 1,077,372,016 | 452,376 | 1,077,824,392 | 180,557.9 | 6,141 | 1,108,877,878 | 267,243 | 1,109,145,121 | 21,666,948 | 52,987,677 | 4.9% |
| UEN Percent of State Total | 38% | | 38% | 3% | 38% | 38% | | 38% | 2% | 38% | 38% | 42% | |

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| Statewide Summary Information | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
|--|--------------------|--------------------|--------------------|--------------------|
| Budget Enrollment | 474,227.3 | 473,493.4 | 473,504.2 | 476,245.0 |
| Regular Program District Cost w/Budget Guarantee | \$2,826,067,545 | \$2,844,323,707 | \$2,868,688,384 | \$2,937,296,286* |
| Budget Guarantee: Number of Districts and Property Tax Authority | 222 / \$25,075,561 | 270 / \$47,714,952 | 202 / \$16,189,783 | 133 / \$11,174,352 |
| Number of Districts w/Negative New Authority | 85 | 158 | 186 | 40 |
| *Does not include \$57,149,400 one-time supplemental payment | | | | |

Class Size Early Intervention Block Grant: Typically, any action on class size and early intervention might be found in the standings appropriations bill, but this year, it was contained in HF 215 Education Reform. Since it's about money, we've included it here with the appropriations bills. HF 215 delays the sunset of the class size/reading intervention program language for five years, until July 1, 2017. In the funding Iowa Code chapter for the early intervention supplement per pupil, the last line says:

“d. The use of the funds calculated under this subsection shall comply with the requirements of Chapter 256D.”

Iowa Code 256D, subsection 9 requires a sunset of the program, eliminating the authority for school districts to spend the funds:

“256D.9 Future Repeal: This chapter is repealed effective July 1, 2017.”

The Legislature should revisit the sunset in the 2016 Session in order to provide adequate notice to school districts if the program is expected to continue or if there will be a redirection of the funds to another purpose, or complete elimination of the sunset provision. With the 2% allowable growth in FY 2014 and 4% in FY 2015, the total program expenditure grows to \$32.3 million. Education associations advocated for complete repeal of the sunset and commitment to future class size/reading intervention program funding and authority. ISFIS published an analysis of the DE's program review of the Early Intervention Class Size Reduction history during the debate on whether the class size program funds should continue. A copy of the white paper is included on [page 46](#) of this Digest. The UEN supported this provision.

Area Education Agency Cuts: The bill reduces the funding that the school aid formula would have delivered for the AEAs by \$15 million. Although a significant underfunding, it's slightly better than the AEA reduction of \$20 million in the previous two fiscal years.

Amends HF 472 Shared Operational Functions: SF 452 replaces the mental health therapist position as a shared operational function with a social worker as the position eligible for school aid formula supplementary weighting beginning July 1, 2014, pursuant to a shared operational function.

Limited English Proficient Student Weighting State Share: SF 452 increases limited English proficient (LEP) student eligibility to generate supplementary weighting for excess costs associated with LEP instruction from 4 to 5 years. The bill specifies that the extension applies to LEP students first identified on or after July 1, 2010 (hits budget July 1, 2014). For some districts, this will be realized as new funding. For those which requested School Budget Review Committee to grant them modified allowable growth for time beyond the current four years of eligibility, the state contribution will offset what would have otherwise been property taxes. The UEN supported this provision.



School Employee Background Checks: Requires school districts to review Iowa state criminal records, state sex offender registry, the state central registry for child abuse information, and the state central registry for dependent adult abuse information for any applicant for a school employee position that is not covered by BOEE licensure or is not a bus driver:

- before an applicant is hired.
- by June 30, 2014, for each school employee employed by the school district as of July 1, 2013 excluding those covered by BOEE licensure renewal or bus drivers.
- every five years in the anniversary year of each school employee's year of hire.

The bill prohibits a school district from charging an employee for the cost of the registry checks and requires the district to have a consistent policy/procedure for implementing the rechecks every five years.

Nonpublic school transportation: This appropriation, for nonpublic school transportation, was limited to \$7,060,931 in 2012 legislative session, but received an increase of \$1.5 million, for a total of \$8.6 million in FY 2014. LSA tracking documents show this as \$1.1 million lower than the standing appropriation, however, the full standing appropriation amount has not been available for nonpublic school transportation in recent history.

General and Special Education: Private Agency Residential Services: Allows existing service providers to charge district for the costs of the programs for FY 13 and FY 14. The costs may include costs of general administration, health service,

attendance officers, plant operation, plant maintenance, instructional costs, equipment, transportation, and property casualty and liability insurance. **The Governor vetoed this provision.** A copy of his veto message can be found preceding the enrolled bill at

<http://coolice.legis.iowa.gov/linc/85/external/govbills/SF452.pdf>

Legislative Study: Requests the Legislative Council to create an interim study committee during the 2013 Interim to review the payment of general education and special education costs associated with student services provided by private agencies.

The Governor vetoed this provision. A copy of his veto message can be found preceding the enrolled bill at

<http://coolice.legis.iowa.gov/linc/85/external/govbills/SF452.pdf>

SAVE Fund: Simplifies the calculation for the per pupil amount for the Department of Revenue regarding Secure an Advanced Vision of Education (SAVE) fund:

- Current law bases distribution amounts on preexisting SILO, which effectively lowered the monthly supplemental amount to rural/retail poor school districts until the reconciliation payment was made at the end of the year.
- Correction will even out the payments and make it easier for rural schools to bond against a more predictable amount.
- Solidifies the percentage that flows to the Property Tax Equity and Relief (PTER) fund based on historical experience at 2.1 tenths of the total.
- Effective July 1, 2014 when all districts are in the pool.



Urban Education Network of Iowa

Serving Public Education in Iowa's Eight Urban Centers

Cedar Rapids Council Bluffs Davenport Des Moines Dubuque Iowa City Sioux City Waterloo



Associate Members 2012-13: Ankeny, College Community, Fort Dodge, Linn-Mar, Marshalltown, Mason City, Muscatine, Ottumwa, Southeast Polk, West Des Moines

Standing appropriations of interest to Iowa school districts, including the impact of several of those listed above, are shown on the following table from the LSA analysis. Note the continuation of no state contribution to match the local effort of Instructional Support which is now funded entirely with local property taxes and income surtax. The current proration formula creates an inequity for property poor school districts that was intended to be addressed in SF 53 still in the House Ways and Means Committee.

| | FY 2014 | | |
|--|-------------------------|-----------------------|-------------------------|
| | SF 452 | | |
| | Current Law (1) | Conf. Comm. (2) | Total (3) |
| Education, Dept. of | | | |
| Child Development | \$ 12,606,190 | \$ 0 | \$ 12,606,190 |
| Instructional Support | 14,800,000 | -14,800,000 | 0 |
| Nonpublic School Transportation | 9,660,931 | -1,100,000 | 8,560,931 |
| Sac Fox Settlement Education | 100,000 | 0 | 100,000 |
| State Foundation School Aid (Baseline) * | 2,653,800,000 | 0 | 2,653,800,000 |
| AEA School Aid Reduction | 0 | -15,000,000 | -15,000,000 |
| State Aid English Lang. Learners | 0 | 0 | 0 |
| Total Education, Dept. of | \$ 2,690,967,121 | \$ -30,900,000 | \$ 2,660,067,121 |
| Public Information Board | | | |
| Public Information Board | \$ 0 | \$ 75,000 | \$ 75,000 |

SF 446 Human Services Appropriations: This act included funds and requirements upon the Iowa Department of Human Services that impact schools or students:

- **Support for Early Literacy:** Included an appropriation of \$50,000 to be distributed to a statewide nonprofit organization to be used for the public purpose of supporting a partnership between medical providers and parents through community health centers to promote reading and encourage literacy skills so children enter school prepared for success in reading.
- **Child Care Database:** Allocates up to \$25,000 of Child Care Services funds to implement a searchable internet-based

application as part of the consumer information made available under section 237A.25. The application shall provide a listing of the child care providers in this state that have received a rating under the voluntary quality rating system implemented pursuant to section 237A.30 and information on whether a provider specializes in child care for infants, school-age children, children with special needs, or other populations or provides any other specialized services to support family needs. School districts can share this link with parents to help find before and after school, summer or early child care for younger siblings
http://www.dhs.state.ia.us/Consumers/Child_Care/LicensingRegs/CCP_providerMap.html



- **School-based Liaison Officer:** Provides up to \$1,556,287 for school-based supervision of children adjudicated under chapter 232, of which not more than \$15,000 may be used for the purpose of training. A portion of the cost of each school-based liaison officer shall be paid by the school district or other funding source as approved by the chief juvenile court officer.
- **Suicide Prevention Training:** Requires the DE to work with the DHS and the Department of Public Health in developing recommendations for required training of persons who hold a license, certificate, authorization, or statement of recognition issued by the BOEE and who provide services to students. The recommendations shall address training of such persons on suicide prevention and trauma-informed care. In developing the recommendations, the DE shall consult with stakeholders, including but not limited to mental health professionals, school administrators, school nurses, and guidance counselors.

For purposes of this section, “trauma-informed care” means services that are based on an understanding of the vulnerabilities and triggers of individuals who have experienced trauma, recognize the role trauma has played in the lives of those individuals, recognize the presence of trauma symptoms and their onset, are supportive of trauma recovery, and avoid further traumatization. The department shall submit a report to the Governor and General Assembly providing findings and recommendations on or before Dec. 15, 2013. The Governor signed these provisions.

HF 603 Administration and Regulation Appropriations Act: This act includes an appropriation of \$992,913 for the Iowa Telecommunications and Technology Committee and Regional

Telecommunications Councils (RTCs). The act requires the RTCs to use the money appropriated to provide technical assistance for network classrooms, planning and troubleshooting for local area networks, scheduling of video sites, and other related support activities. The Governor signed the act.

HF 638 RIIF Appropriations: This act includes appropriations from the Rebuild Iowa Infrastructure Fund, typically in the areas of infrastructure and technology. The Governor signed the act. This includes appropriations to the Iowa Department of Education for:

- \$2.7 million for maintenance and lease costs associated with connections for part III of the ICN.
 - \$600,000 for the continued development and implementation of an education data warehouse to be utilized by teachers, parents, school district administrators, AEA staff, DE staff and policymakers.
-

HF 648: One-time and Bonding Appropriations: This act appropriates excess Economic Emergency Fund balance to buy down debt obligations of the state and includes miscellaneous one-time supplemental appropriations for FY 2013 that do not revert but carry forward for their intended purposes. The Governor signed the act. The actions impacting schools include:

- \$669,000 for the Iowa Reading Research Center.
- \$1.0 million for implementing the statewide core curriculum for school districts and accredited nonpublic schools and a state-designated career information and decision-making system. The LSA explains in their [NOBA](#) analysis of the bill: In accordance with SF 2216 (Core Curriculum Act) of the 2008 Legislative Session, all school districts and accredited nonpublic schools are

required to fully implement the Iowa Core Curriculum in grades 9-12 by July 1, 2012 and grades K-8 by the 2014-2015 school year.

The DE received an FY 2013 appropriation from the General Fund of \$1,000,000 during the 2012 Legislative Session for Core Curriculum implementation. In addition to this \$1,000,000 supplemental appropriation, HF 604 appropriates \$1,000,000 for FY 2014 and \$500,000 for FY 2015 from the General Fund for Core Curriculum implementation.

- \$1.0 million for major relocation and major repair needs for community colleges.

SF 430 Cultural Affairs Appropriations: This act appropriates \$1,341,926 to the Public Employment Relations Boards, which includes an allocation of \$15,000 for maintaining a website that allows searchable access to a database of collective bargaining information. To check out the searchable database, visit the Iowa PERB web site at <http://iowaperb.iowa.gov/> The Governor signed the act.

SF 447 Justice Appropriations: This act includes an intent statement regarding use of state patrol time following the appropriation for state patrol, specifying: "It is the intent of the General Assembly that members of the state patrol be assigned to patrol the highways and roads in lieu of assignments for inspecting school buses for the school districts." This continues the intent of previous legislatures to minimize the number of state troopers helping with school bus inspections. The Governor signed the act.

HF 215 Education Reform: This bill contains 17 distinct divisions of policy impacting education in Iowa with various implementation requirements over the next four years. See the ISFIS web site for the [Summary of HF 215 Education Reform](#) including a timeline of implementation requirements and opportunities to inform and facilitate local discussions. A listing of Divisions and descriptions follows, but first, some observations

HF 215 Key Observations:

- Initial DE guidance is out but more to follow, task force, stakeholder and commission input, state board action and even future legislative action are all pending. More information will be shared when it is available.
- FY 2014 is a planning year, with technical assistance and time to thoughtfully consider participation and opportunities. Participation in the teacher leadership and compensation models is anticipated to be staggered with sufficient appropriation to involve districts representing 1/3 of student enrollment in each of three years (FY15, FY16 and FY17).
- Salary minimums are only required when districts participate in the teacher leadership and compensation framework or local comparable model.



HF 215: Education Reform

| | |
|---------------|--|
| Division I | School District Funding |
| Division II | School Funding Terminology Changes |
| Division III | Iowa Learning Online Initiative |
| Division IV | Training and Employment of Teachers |
| Division V | Assessments |
| Division VI | Council on Educator Development |
| Division VII | Iowa Teacher Career and Compensation Matters |
| Division VIII | Competency Based Instruction Task Force |
| Division IX | Instructional Hours |
| Division X | Private Instruction Exemption |
| Division XI | Independent Accreditation of Nonpublic Schools |
| Division XII | Independent Private Instruction |
| Division XIII | Driver Education by Teaching Parent |
| Division XIV | Miscellaneous Provisions |
| Division XV | Extended Learning Time Pilot Project |
| Division XVI | Education Reform Allocations |

calculated for the for the school district under subparagraph 2 (Regular Program State Cost [RPSC] per pupil 7.1.14) minus subparagraph 1 RPSC per pupil from 7.1.12

Allowable Growth: two percent for FY 2014 and four percent for FY 2015.

Categorical Allowable Growth: two percent for FY 2014 and four percent for FY 2015 for the teacher salary, professional development and early intervention/class size per student supplements.

School Funding Supplement: July 1, 2013, each school district funding supplement amount shall be equal to two percent of the RPSC per pupil for the year beginning July 1, 2012 times the budget enrollment for FY 2014. It is miscellaneous income, carryover does not revert, it is paid in same manner as Foundation Aid and the section is effective on enactment.

Division II Changes School Funding Terminology

Allowable growth is replaced by the term "Modified Supplemental Amount" or "Supplemental State Aid". Defines "Supplemental State Aid" as the amount by which state cost per pupil and district cost per pupil will increase from one budget year to the next. Changes the terms for SBRC action to granting a "modified supplemental amount." Effective for school budget years on or after July 1, 2014.

Division III Iowa Learning Online Initiative (ILO) DE sets fees to include administering Iowa Learning Online, including

The following is a description by division of HF 215 Education Reform:

Division I School District Funding

Property Tax Replacement Payments: sets up a structure for the state to pay what would otherwise be the property tax impact of allowable growth. Payment equals the weighted enrollment for the budget year multiplied by the remainder of the amount

professional development of teachers, but fees may not exceed budgeted costs. Balance does not revert, but is to be used for expanding course work.

Appropriation to DE for no more than 3 FTEs, beginning July 1, 2014 is \$1.5 million and for the year beginning July 1, 2015 is \$1.5 million. An additional \$1.5 million appropriation is included in HF 604 Education Appropriations for July 1,

- Supervision of student teachers in the classroom and weekly on-site instruction in pedagogy in participating school districts.

Teach Iowa Scholar Program: Established to provide Teach Iowa Scholar grants to selected high-caliber teachers upon teaching in Iowa. The College Student Aid Commission shall administer the program in collaboration with the DE. An Iowa resident or nonresident applicant is eligible for a Teach Iowa Scholar grant if the applicant meets all of the criteria (Priority is given to applicants who are residents of Iowa). The commission is required to establish criteria including but not limited to the following. The applicant:

Division IV Training and Employment of Teachers

Online Job Posting: DE provides for an online state job posting system. (School districts, charter schools, AEAs must and accredited nonpublic schools may participate.) Allows the DE to contract or work with an existing online job posting provider if more economical or efficient to do so. This section shall not be construed to:

- Prohibit an employer from advertising job opening or recruiting independently of the system.
- Prohibit an employer from using another method of advertising job openings or applicant tracking system.
- Provide the DE with any regulatory authority in the hiring process or hiring decisions of any employer other than the DE.

Teach Iowa Student Teaching Pilot Project: Subject to appropriation, DE shall establish the pilot project collaborating with two institutions of higher education (one regent and one accredited private institution.) The project shall provide students in teacher prep programs with one-year of student teaching experience. Requirements of the student teaching experience include:

- Collaboration between the higher education participant and one or more school districts, taking into consideration geographic diversity.

- Is in the top 25% academically of students exiting a teacher preparation program approved by the state board of education, or a similar teacher preparation program in another state, or has earned other comparable academic credentials
- Is preparing to teach in fields including but not limited to science, technology, engineering, or mathematics; English as a second language or special education instruction; or is preparing to teach in a hard-to-staff subject as identified by the DE. Requires the DE to consider varying regional needs in the state for teachers in these subject areas when applying the criterion of this paragraph and shall annually identify and designate hard-to-staff subjects. The eligibility of an applicant who receives a Teach Iowa Scholar grant and who is preparing to teach in a hard-to-staff subject shall not be affected in subsequent years if the subject is later not identified as a hard-to-staff subject.
- If selected, is eligible for a Teach Iowa Scholar grant for each year of full-time employment completed in this state as a teacher for a school district, charter school, AEA, or accredited nonpublic school. The grant shall not exceed \$4,000 per year per recipient or a total of \$20,000 per recipient over a five-year period.



The bill requires the commission, in collaboration with the DE, to adopt rules to administer this section. The rules shall include a process to select eligible applicants.

The bill creates a Teach Iowa Scholar Fund in the state treasury and requires the College Student Aid Commission to administer the fund, including dollars appropriated to the fund and any other moneys received by the commission for deposit in the fund. Notwithstanding section 8.33, moneys in the fund at the close of the fiscal year shall not revert to the general fund of the state but shall remain available for expenditure for the teach Iowa scholar program for subsequent fiscal years. Notwithstanding section 12C.7, subsection 2, interest or earnings on moneys in the fund shall be credited to the fund.

Division V Assessments

Requires that DE rules require the use of the assessment utilized by school districts statewide in the school year beginning July 1, 2011 as the approved district-wide assessment (Iowa Tests) or allows a successor assessment administered by the same provider.

Beginning July 1, 2016, rules must provide that all students in 3-11 take an assessment in the last quarter of the school year that at a minimum assesses specified indicators, is aligned with the Iowa common core standards in both content and rigor, accurately describes student achievement and growth for purposes of school, district and state accountability systems, and provides valid, reliable, and fair measures of student progress toward college or career readiness.

Requires the DE Director to establish an assessment task force to review and make recommendations for the statewide assessment of student progress on the core academic indicators (math and reading in grades 4, 8, 11 and science in 8, 11) and another set of

indicators (including but not limited to graduation rate, postsecondary education, and successful employment in Iowa.)

The task force is required to:

- Recommend a statewide assessment aligned to the Iowa common core standards and is, at a minimum, valid, reliable, tested and piloted in Iowa.
- Shall consider costs to school districts and the state in providing and administering the assessment and technical support necessary to implement.
- Submit report to DE director, state board and General Assembly by January 1, 2015.
- Assist with final development and implementation of the assessment and members shall include but not be limited to teachers, school administrators, business leaders, representatives of state agencies, and members of the general public.

The task force paragraph is repealed July 1, 2020. The bill further requires the state board to submit to the General Assembly modifications of assessments of student progress administered for purposes of paragraph b (indicators for compliance with NCLB).

Division VI Council on Educator Development

Council is to conduct a study and make recommendations regarding a statewide teacher evaluation system and performance review requirements and a statewide administrator evaluation system. The goal of the study is to determine the efficacy of the current systems in providing practitioners with clear and actionable feedback to enhance their practice and improve student learning. The council must review input from teachers, administrators and evaluators regarding educators' personal experiences with evaluation.



Requires the study to review:

- a) The current teacher evaluation system and performance review requirements and the current administrator evaluation system requirements.
- b) The Iowa teaching standards.
- c) Criteria used to further define the Iowa teaching standards.
- d) The Iowa standards for school administrators.
- e) Nationally accepted teaching standards.
- f) The process for developing individual teacher and individual administrator professional development plans.
- g) Evaluator training.
- h) The peer group reviews conducted pursuant to chapter 284.
- i) The interrelated facets of the teacher and administrator evaluation systems and performance review requirements.

Any evaluation system recommended by the council shall be designed, at a minimum, so that the system is or does all of the following:

- a. Is meaningful, providing all teachers and administrators with clear and actionable feedback.
- b. Is comprehensive and based on multiple indicators designed to enhance an educator's practice.
- c. Provides for ongoing, nonevaluation feedback and regular, comprehensive, and fair evaluations.
- d. Is developed and implemented with input from teachers and administrators, respecting their own evaluation systems; and is developed and implemented in partnership with organizations representing teachers, administrators, and school board members at the state and local school district levels.
- e. Is based on clear standards for what teachers and administrators should know and be able to do.
- f. Is adequately funded, staffed, and fully developed and validated, and includes training for all teachers and administrators concerning the new systems before the

systems are used to make any high-stakes employment decisions.

- g. Is applicable to teachers and administrators in all content areas.

5. In developing their recommendations, the council shall consider at least all of the following:

- a. Any proposed revisions to systems, standards, or training reviewed pursuant to subsection 3.
- b. The fair and balanced use of student outcome measures, comprised of multiple, reliable indicators of student growth and learning that are appropriate to the curriculum and the students being taught. These measures may include but are not limited to gauges of higher order skills such as student research papers, science investigations, technology products, and art projects; teacher-defined objectives for individual student growth; student learning objectives developed jointly by a teacher and principal or evaluator; district, school, or teacher-created assessments; and high-quality standardized tests that provide valid, reliable, timely, and meaningful information regarding student learning and growth.
- c. Multiple indicators to provide evidence of practice, including but not limited to classroom observations; proof of practice such as lesson plans, curriculum plans, and instructional notes; teacher and administrator interviews, respecting their own evaluation systems; self-assessment; and evidence of professional contributions and collaboration.
- d. Student and parent surveys.
- e. A multi-tiered evaluation system that differentiates at least three levels of teacher and administrator performance

6. The council shall be comprised of at least 17 voting members appointed by the DE director by Oct. 1, 2013, as follows:

8 members representing education stakeholders who will be subject to the evaluation systems being recommended,

1 member representing the DE, 2 members representing the AEAs, and 1 member each representing the ISEA, SAI, IASB, UEN, the largest approved practitioner preparation institution in the state, Iowa's approved administrator preparation programs and parents of Iowa elementary or secondary students.

7. Four legislators shall serve as ex officio, nonvoting members of the council, with 1 member appointed by each of the following: the majority leader of the Senate, the minority leader of the Senate, the speaker of the House, and the minority leader of the House. A legislative member serves for a term as provided in section 69.16B and is eligible for per diem and expenses as provided in section 2.10.

8. To the extent possible, the council shall have balanced representation with regard to teachers and administrators. Teachers and administrators from elementary and secondary education shall be included in the membership, as well as school and area education agency personnel who are evaluated under the teacher evaluation system but who are not classroom teachers.

9. The member representing the AEAs shall convene the initial meeting. The council shall elect a chairperson from among its members for a term of one year. Administrative support and staffing for the council shall be provided by the DE. The voting members of the council shall be reimbursed for actual and necessary expenses incurred in the performance of their duties and shall receive a per diem as specified in section 7E.6.

10. The council shall provide for the wide distribution of a preliminary draft of its recommendations for evaluation systems and performance review requirements to teachers, administrators, and school board members throughout the state by October 1, 2015, and shall provide a mechanism and opportunity for practitioners and school board members to submit feedback to

the council. Such feedback shall be reviewed by the council prior to making final recommendations.

11. The council shall submit its findings and recommendations to the state board of education, the Governor, and the General Assembly by November 15, 2016.

Division VII Iowa Teacher Career and Compensation Matters

Creates a teacher leadership supplement (TLS) district cost as a categorical per student supplement in the school foundation formula.

Requires DOM to calculate the TLS per pupil beginning July 1, 2014, by dividing the July 1, 2014 allocation amount for the fiscal year by 1/3 of the statewide total budget enrollment for FY 2015. Creates a one-year budget guarantee process for TLS identical to the process for the existing categorical supplements. Requires TLS funds be used only to:

- Increase the payment for a teacher assigned to a leadership role pursuant to a framework or comparable system.
- Increase the percentage of teachers assigned to leadership roles, increase the minimum teacher starting salary to \$33,500.
- Cover the costs for time mentor and leaders teachers are not providing instruction to students in a classroom.
- Coverage of a classroom when an initial or career teacher is observing or co-teaching with a teacher assigned to a leadership role.
- Professional development time to learn best practices associated with the career pathways leadership process.
- Other costs associated with a framework or comparable system approved by the DE under section 284.15 with the goals of improving instruction and elevating the quality of teaching and student learning.

Exempts the TLS from a future ATB cut. Requires TLS per pupil to follow students that open enroll to another district.

Amends current definitions of teachers and performance reviews:

- Defines a Beginning teacher as serving under an initial or intern license including an initial teacher.
- Defines a mentor teacher as a teacher employed or retired, with a valid license, at least 3-years' experience of successful teaching practice, employed on a nonprobationary basis, and demonstrates professional commitment to improving teaching and learning and developing beginning teachers.
- Clean up language in the standards and criteria requirements for performance reviews and comprehensive evaluations.

Requires the new minimum salary under a framework or comparable system to be included in the combined salary schedule.

Amends the current beginning teacher mentoring and induction program requirements to align with the mentoring program in the framework or comparable system

Strikes the goal that Professional Development supplement funds per pupil provide one additional contract day or equivalent for PD. Allows PD supplement funds to be used to implement the PD provisions of the teacher career paths and leadership roles and maintains the existing language on use of the funds (existing purposes include providing professional development to teachers, including additional salaries for time beyond the normal negotiated agreement; pay for substitute teachers, professional development materials, speakers, and professional development content; and costs associated with implementing the individual professional development plans. The use of the funds shall be balanced between school district, attendance center, and individual professional development plans, making every reasonable effort to provide equal access to all teachers.)

Repeals existing Code 284.9 (Iowa Teacher Career Path) July 1, 2016 and Code 284.9 (Review Panel for Career II teachers), neither of which was implemented, by July 1, 2016.

State Supplemental Assistance for High-need Schools: Intent statement that students whose first language isn't English, who have special needs or come from low-income backgrounds face potential obstacles to learning, and both rural and urban schools across Iowa have increasing numbers of these students. This section provides for state assistance to allow school districts to develop extended learning time programs, hire instructional support staff, provide additional professional development or supplement the salary of teachers in identified schools.

Requires DE to establish a list of high-need schools eligible for state supplemental assistance, process and criteria to place schools on the list and revise the list annually. Factors include but aren't limited to socioeconomic status of students enrolled in the school, the percent of LEP students, student academic growth, certified instructional staff attrition, and geographic balance. Districts may request revision of the list based on unique local conditions and needs of the school district, and DE may approve or disapprove the request. DE is required to develop a process to distribute monies. The DE must also consider the amount of moneys appropriated for supplemental assistance in high-need schools for the given year and the minimal amount of moneys needed to increase the academic achievement of students. A school district receiving moneys pursuant to this section shall certify annually to the DE how the moneys were used.

The DE must also review the use and effectiveness of the funds distributed to school districts for supplemental assistance in high-need schools, and consider the findings and recommendations of the commission on educator leadership and compensation submitted pursuant to section 284.15, subsection 13, relating to the use and effectiveness of the funds distributed to school districts under this section. The department shall submit its findings and recommendations in a report to the General Assembly by January 15 annually. Funds are paid to the school

district in one payment on Oct. 15, are miscellaneous incomes, and the district must maintain a separate listing within its budget for revenues and expenditures. Funds may not supplant salaries to teachers in high-needs schools, and salaries paid from these funds shall not be considered under Chapter 20 in determining wage comparability.

Appropriates funds to the DE for TLS aid payments to school districts for initially participating in the Framework or a comparable system. For the school district, their allocation will be the TLS foundation aid calculation per pupil multiplied by their budget enrollment. Appropriations for initial grants include:

- July 1, 2014 - \$50 million
- July 1, 2015 - \$50 million
- July 1, 2016 - \$50 million
- Limits the DE to \$700,000 annually for development of the delivery system to assist in implementing, including planning grants, technical assistance for DE, technical assistance for districts and AEAs, training and staff development, and contracting of external expertise and services (technical expertise and assistance, DE is to prioritize districts with fewer than 600 students). DE may use a portion of the funds for administrative purposes and not more than 5 FTE positions.
- Prohibits the school district funds from being considered under chapter 20 in determining comparability of wages.
- Prohibits consideration of this program in creating a unique and unusual condition pursuant to a request of the SBRC for additional modified supplemental amount for a school district.
- For July 1, 2014, and for each subsequent fiscal year, \$10 million for supplemental assistance for high-need schools (DE may use up to \$100,000 for administrative purposes and not more than one FTE.)
- Specifies the above appropriations do not revert ending balances to the state general fund
- Allows state BOE to adopt rules to assure the allocation of

resources under this section optimizes the fulfillment of the purposes specified.

Iowa Teacher Career Paths, Leadership Roles and Compensation Framework:

School districts may apply to DE for approval to implement the framework or a comparable system of career paths and compensation for teachers. Must contain differentiated, multiple leadership roles, may include an AEA teacher in local system if AEA and district have a contract. Framework is designed to:

- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- To improve student achievement by strengthening instruction.



Framework Requirements:

Initial Teacher: minimum salary is \$33,500, which shall also constitute the minimum salary for an Iowa teacher, must complete a teacher residency during year one with intense supervision or mentoring, sufficient collaboration time to be able to observe and learn from model, mentor and lead teachers employed by school districts located in Iowa, 5 additional days in the teaching contract to strengthen instructional leadership, frequent observation, evaluation and PD opportunities.

Career Teacher: holds a statement of professional recognition under chapter 272 or has done all of the following: Completed initial teacher mentoring and induction and has a successful comprehensive evaluation, demonstrated competencies of a career teacher as determined under the school district's comprehensive evaluation of the initial teacher, holds a valid license under chapter 272, participates in teacher PD as set forth in this chapter and demonstrates continuous improvement in teaching.

Model Teacher: successful career teacher, has met the requirements established by the district, is evaluated by the district as demonstrating model teacher competencies, has participated in a rigorous review process, and has been recommended for a one-year assignment as a model teacher by a site-based review council. A school district shall designate least 10% of teachers (may enter into agreement with other districts or AEA). Adds 5 days to contract used to strengthen instructional leadership and a salary supplement of at least \$2,000.

Mentor Teacher: evaluated by the district as demonstrating the competencies and superior teaching skills of a mentor teacher, recommended by site-based review council, holds a valid license, participated in PD as outlined in this chapter, demonstrates continuous improvement in teaching, possesses skills and qualifications to assume leadership roles. Mentor teacher has a teaching load of not more than 75% student instruction to allow the teacher to mentor other teachers. At least 10% of teachers

must be mentors (may contract with another district or AEA). Adds 10 days to contract and a salary supplement of at least \$5,000.

Lead Teacher: holds a valid license and recommended for a one-year assignment by a site-based review council. Council's recommendation must assert that the teacher possesses superior teaching skills and the ability to lead adult learners. Roles include but are not limited to: planning and delivery of PD activities designed to improve instructional strategies, facilitation of instructional leadership team within the lead teacher's building, school district or other school districts, mentoring of other teachers, participations in evaluation of student teachers. Teaching load no greater than 50% student instruction to allow teacher to spend time on co-teaching, co-planning, peer reviews, observing career teachers, model teachers and mentor teachers, and other duties mutually agreed upon by the superintendent and the lead teacher. At least 5% of teachers are lead teachers (may contract with other district or AEA). Adds 15 days to the contract and a salary supplement of at least \$10,000.

Requires that the supplement fully covers costs of additional days in the contract. Determinations of salary supplements are not subject to appeal.

Site Based Review Council: school board appoints and attendance centers may share a site-based review council if the appointments meet the requirements. Each council has equal numbers of teachers and administrators. Duties:

- Council shall accept and review applications submitted to school or district for assignment or reassignment in a teacher leadership roles and shall make recommendations regarding applications to the superintendent.
- Utilize measure of teacher effectiveness and professional growth, consider needs of the school district and review the performance and PD of the applications.
- Any teacher recommended for assignment or

reassignment in a teacher leadership role shall have demonstrated to the council's satisfaction competency on the Iowa Teaching Standards and must have one year of experience in the district.

Assignment to a leadership role under the framework or a comparable system shall be subject to review by the school's or district's administration at least annually. The review must include peer feedback on the effectiveness of performance of duty specific to the teacher's career path. Lead teacher may reapply for assignment in a new role, if appropriate, or for reassignment.

A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the framework or a comparable system. Teachers with National Board Certification will continue to receive awards in addition to leadership role compensation.

District Application to Participate: A school district may apply to the DE for approval to implement the Framework or comparable system that contains differentiated multiple leadership roles. The director shall consider the recommendations of the commission on Education Leadership and Compensation when approving or disapproving applications to participate. District may modify Framework or Comparable system upon DE director approval. A district may appeal the director's decision to deny the modification or to approve or modify a comparable system to the state board and the state board's decision is final.

Waiver from Full Implementation: At any time, a district approved to implement the framework or a comparable system may apply to the DE to waive full or partial implementation for the current school year. The district shall submit a modified plan to the DE for the school year following the waiver if the district wishes to continue partial implementation. The state board may adopt by rule the number of times a school district may apply for a

waiver.

Opt Out: By March of the school year preceding implementation, an approved district may opt out by notifying DE of intent to withdraw. DE notifies the Department of Management to remove the teacher leadership supplement from the district's budget.

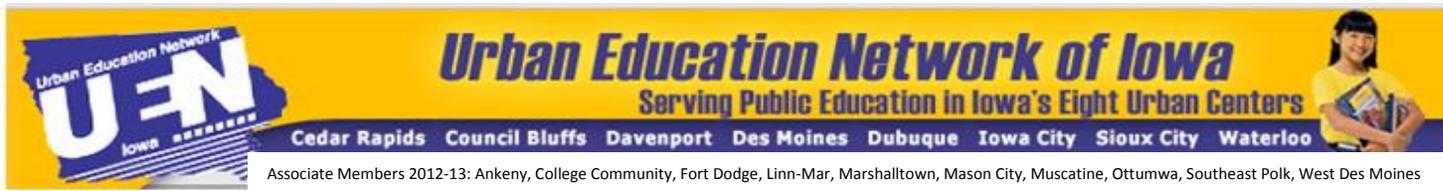
Criteria and Application: DE sets criteria and application process and approval for the framework or comparable systems. Defines comparable system as either an instructional coach model or system of career paths and compensation for teachers with differentiated, multiple leadership roles.

Schools are encouraged to use appropriately licensed teachers emeritus (retired) in implementing the system.

System is district-wide, applicable to teachers in every attendance center operated by the district.

Districts may apply to the DE for a planning grant to design an implementation strategy for the framework or comparable system. The grant must be used to facilitate a local decision-making process that includes representation of administrators, teachers and parents/guardians of students. DE must develop application for planning grants.

DE must staff and support the Commission on Educator Leadership and Compensation. The commission shall monitor with fidelity the implementation of the Framework and Comparable System by school districts. Commission must also evaluate applications to participate and make recommendations to the DE on approval and on expenditure of funds appropriated for purposes of implementation.



Associate Members 2012-13: Ankeny, College Community, Fort Dodge, Linn-Mar, Marshalltown, Mason City, Muscatine, Ottumwa, Southeast Polk, West Des Moines

Membership of the Commission: 19 voting members, DE director or designee shall serve as nonvoting, ex officio member. Members include:

- (1) Members appointed by the following designated organizations, at the discretion of the organization:
 - 5 teachers by ISEA.
 - 3 school administrators by SAI.
 - 2 school board members by the IASB.
 - 1 person appointed jointly by the administrators of the AEA's
- (2) Members appointed by the director as follows:
 - 2 teachers, employed by a school district, an AEA, or an accredited nonpublic school.
 - 1 person who is a parent of a child enrolled in a school district.
 - 1 person who is a business leader.
 - 1 person who represents the largest approved practitioner preparation institution in the state.
- (3) The executive director of the ISEA or the executive director's designee.
- (4) The executive director of the SAI or the executive director's designee.
- (5) The executive director of the IASB or the executive director's designee.

Members are appointed to staggered 3-year terms, must comply with 69.19 (Senate Confirmation of Governor Appointees), 69.16 2017, with subsequent reports every three years.

(bi-partisan), 69.16A (gender balanced) and 69.16C (minority representation). Members are entitled to expense reimbursement. Vacancies are filled in the same manner as original appointment and serve until expiration of the original term.

Commission Recommendations: By Dec. 15, annually, submit report to Director, State Board, Governor and General Assembly, with recommendations including but not limited to any changes to the Framework and Comparable System, to state supplemental assistance for high-need schools.

TLS payments are made to districts as part of state aid, but not combined with regular wages to create a combined salary. TLS is protected from an ATB cut.

Legislative Review: at least every three years, the review shall be based on the status report form the commission (prepared with help from DE, DOM and DOR). Status report reviews and reports on DE assignment and utilization of FTEs, information on teacher retention, teacher compensation, academic quality of beginning teachers, teacher evaluations results, student achievement trends and comparative data and recommendations for changes to the TLS foundation aid and the Framework or Comparable System. First status report is due Jan. 15,



Instructional Coach Model: known as Instructional Coach and Curriculum and Professional Development Leader Model, includes;

- **Beginning Teacher Level:** (same as Framework above with no percentage of teachers specified)
 - **Career Teacher Level:** (same as Framework above with no percentage of teachers specified)
- Instructional Coach Level:** meets career teacher requirements, engages in instructional coaching full time, defines “instructional coaching” as additional guidance in one or more aspects of the teacher professional provided to teachers. Assignment as an instructional coach to an individual teacher shall either be requested by the principal or a teacher upon approval of the principal. The instructional coach (aka curriculum and PD leader) duties:
- (1) Provide and demonstrate teaching on an ongoing basis.
 - (2) Routinely work strategically with teachers in planning, monitoring, reviewing, and implementing best instructional practices.
 - (3) Observe and coach teachers in effective instructional practices.
 - (4) Support teacher growth and reflective practices.
 - (5) Work with and train classroom teachers to provide interventions aligned by subject area.
 - (6) Support instruction and learning through the use of technology.
 - (7) Actively participate in collaborative problem solving and reflective practices, including but not limited to professional study groups, peer observations, grade level planning, and weekly team meetings.
 - (8) Plan and deliver PD activities designed to improve instructional strategies.
 - (9) Engage in the development, adoption, and implementation of curriculum and curricular materials.

Model Teacher Level: (same as Framework above with no percentage of teachers specified)

Goals of the Instructional Coach Model: at least one instructional coach at each attendance center or at least one coach for every 500 students. Goal for at least 10% of teachers as model teachers. Goal that number of hours spent on improving instruction for model teachers mirrors the requirements in the Framework. All other requirements in 284.15 subsections 3-11 (site-based review council, application process, detailed above for the Framework shall apply.)

Comparable System Criteria: must include all of the following components (applies to the instructional coaching model too):

- 1) Minimum teacher salary of \$33,500
- 2) Increased support for new and veteran teachers such as additional coaching, mentoring and opportunities for observing exceptional instructional practices
- 3) Differentiated multiple teacher leadership roles beyond initial and career teacher levels, with a goal that at least 25% of teacher workforce serves additional contract days with compensation commensurate with the responsibilities for the leadership role. District must demonstrate a good faith effort to reach the 25% goal and that no other practical alternative is available to meet the goal. Leadership roles may include but aren't limited to:
 - a. Instructional coaches who engage full-time or part-time instructional coaching.
 - b. Peer coaches who provide additional guidance in one or more aspects of the teaching profession to other teachers during normal noninstructional time. Peer coaches may be used only as one element of a more extensive teacher leadership plan.



- c. Curriculum and PD leaders who engage full-time or part-time in the planning, development, and implementation of curriculum and PD.
- d. Model teachers who teach full-time and serve as models of exemplary teaching practice.
- e. Mentor teachers who teach full-time or part-time and also support the professional development of initial and career teachers.
- f. Lead teachers who teach full-time or part-time and also plan and deliver PD activities or engage in other activities designed to improve instructional strategies.

4) A rigorous selection process for placement into and retention in teacher leadership roles. The process shall include all of the following components:

- a. The use of measures of effectiveness and professional growth to determine suitability for the role.
- b. A selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
- c. An annual review of the assignment to a teacher leadership role by the school's or school district's administration. The review shall include peer feedback on the effectiveness of the teacher's performance of duty specific to the teacher's leadership role. A teacher who completes the time period of assignment to a leadership role may apply to the school's or the school district's administration for assignment in a new leadership role, if appropriate, or for reassignment.
- d. A requirement that a teacher assigned to a leadership role must have at least three years of

teaching experience, and at least one year of experience in the school district.

- 5) A professional development system facilitated by teachers and other education experts and aligned with the Iowa PD model adopted by the state board of education.
- 6) A school district approved to implement a comparable system pursuant to section 284.15, and which meets the requirements of this section, shall receive TLS per pupil funds.

Attendance Center Performance Rankings – Performance

Index: requires DE to develop criteria and a process for schools to use to establish specific performance goals and to evaluate the performance of each attendance center (to arrive at an overall performance grade and report card for each attendance center.) DE must post information about each attendance center separately on their web site. Criteria shall include but not be limited to student academic growth, parent involvement, student attendance, employee turnover, and community activities and involvement. DE shall calculate a performance grade based on the criteria. DE may use the grade as one measure to rank and classify schools into 6 different performance categories: exceptions, high performing (DE may recognize the top two tiers), commendable, acceptable, needs improvement and priority (DE may define support and specialized assistance to the bottom two tiers.) DE shall calculate a closing gap score as another measure to determine subgroup performance and rank attendance centers. Other academic indicators shall be defined as criterion referenced variables that will be used in calculating the performance grade, including but not limited to graduation rates, attendance rates, and college-readiness rates. Additional indicators may include post-graduation data, suspension and expulsion rates, levels of student engagement, parent satisfaction, parent engagement, and staff working conditions. DE must submit findings and report to the State Board of

Education, the Governor, and the General Assembly by July 1, 2014.

Division VIII Competency-Based Instruction Task Force

DE is required to establish a competency-based education grant program to award grants to no more than 10 districts annually to develop, implement, and evaluate CBE pilot and demonstration projects.

DE is required to develop grant application, selection and evaluation criteria. Each pilot project shall be conducted for at least one year but may be for multiple years as proposed by the applicant and approved by the DE. Grant funds must be distributed to districts no later than Dec. 1, 2013. DE determines the distribution of the grant funds. DE is required to distribute preliminary progress reports to State Board, Governor and Legislature by Jan. 15 annually, with a final report including student achievement results and any recommendations by Jan. 15, 2019. The program is repealed July 1, 2019.

Requires the CBE Task Force to draft a strategic plan for statewide implementation of CBE learning for consideration by the legislature (immediately effective).

Requires parent to notify districts that their student will be educated in a competent private instruction environment by September 1 of the school year.

Division IX Instructional Hours

Eliminates the requirement that a school day last at least 5.5 hours and allows districts to choose between 180 days or 1,080 hours of instruction. Hours are exclusive of lunch but may include passing time or parent-teacher conferences. Authorizes

school boards to determine the days or hours of the school calendar but must hold a public hearing prior to adopting the school calendar. This option is first available to school districts for the school year beginning July 1, 2014. This issue was a UEN priority and the UEN supported this division.

Division X Private Instruction Exemption and Division XII Independent Private Instruction

Creates a new category of home school in addition to competent private instruction entitled "independent private instruction" which meets the following criteria. 1) is not accredited 2) enrolls not more than 4 unrelated students 3) doesn't charge tuition, fees or other remuneration for instruction 4) provides private or religious-based instruction as its primary purpose 5) provides enrolled students with instruction in math, reading and language arts, science and social studies 6) provides upon written request from the superintendent of the school district in which the instruction occurs or from the DE director, a report identifying the primary instructor, location, name of the authority responsible for the independent private instructions, and the names of the students enrolled 7) is not a nonpublic school and does not provide competent private instruction 8) is exempt from all state statutes and administrative rules applicable to a school, a school board, or a school district except as otherwise provided in Chapter 299 and this Chapter 299A. Requires student records of students in independent private instruction to be confidential.

Division XI Independent Accreditation of Nonpublic Schools

Allows nonpublic schools to be accredited by an approved independent accrediting agency instead of the state board. The state board must maintain a list of approved independent accrediting agencies comprised of at least 6 regional or national nonprofit, nongovernmental agencies recognized as reliable authorities concerning the quality of education offered by a

school and must publish the list of approved authorities on the DE's web site. Specifies process for the DE to remove an authority from the list.

Division XIII Driver Education by Teaching Parent

Allows parents of students in competent private instruction or independent private instruction, who have a clear driving record, and have been educating their student in competent private instruction or independent private instruction during the previous year, may deliver an approved course of drivers' education to the student. The instructional requirements are included in the bill.

Division XIV Miscellaneous Provisions

Coaching and Support: Requires DE Director to develop and implement a coaching and support system for teachers aligned with the Framework and comparable systems. Also requires DE director to develop and implement a coaching and support system for administrators aligned with the beginning administrator mentoring and induction program.

Preschool: Expands preschool program expenditures for approved local programs and community providers for PD and PK teachers, for instructional equipment, for material and equipment designed to develop pupils' large and small motor skills, and for other direct costs. Requires carry over balances of PK funding that are unexpended or unobligated at the end of the fiscal year shall be used to build the approved local program's PK program capacity in the next succeeding fiscal year.

Class Size/Early Intervention Sunset Extension: Extends the repeal of the program language for class size/early intervention to July 1, 2018 (would otherwise have sunset on July 1, 2013.)

See more detail of the impact of this extension on [page 46](#) of this Digest.

PK Assessment: Requires school districts to administer the Teaching Strategies GOLD Early Childhood Assessment to every PK student enrolled in the district and to administer a valid and reliable universal screening instrument, as prescribed by the DE, to every kindergarten student enrolled in the district not later than the date specified in Iowa Code 257.6 subsection 1 (Oct. 1 count date). Strikes the requirement that school districts administer DIBELS to kindergarten students. Also requires school districts to report the results of community strategies employed during the prior school year pursuant to section 279.68 subsection 4, paragraph "a" (which states that if more than 15% of an attendance center's students are not proficient in reading by the end of third grade, the comprehensive school improvement plan shall include strategies to reduce that percentage, including school and community strategies to raise the percentage of students who are proficient in reading.) Eliminates the repeal of the PK assessment requirements which would have otherwise automatically sunset on July 1, 2013.

School District Reporting Requirement Task Force – State Board of Education: DE Director establishes a task force consisting of 5 members appointed by the director: 1) 1 from nominees submitted by organization representing boards of Iowa school districts 2) 1 from nominees submitted by an organization representing school administrators 3) 1 from nominees submitted by the largest statewide certified employee organization representing Iowa teachers 4) 1 representing the DE 5) 1 representing the general public. The DE shall compile a list of reports that school districts are required to submit to the DE biennially or more frequently. The DE shall submit the list to the reporting requirement review task force by Sept. 3, 2013. The task force shall review the list and for each reporting requirement listed, shall produce written justification for continuing, modifying,

or eliminating the requirement. The task force shall compile its written justifications in a report submitted to the state BOE and the General Assembly by Dec. 2, 2013.

Division XV Extended Learning Time Pilot Project Model – Appropriation:

Requires the DE to develop a proposed model for an extended learning time pilot project, considering the recommendations submitted by the instructional time task force, as well as existing, successful extended time learning opportunities offered within and outside Iowa. Three program proposals representing school districts of varied sizes, geographical locations, and SES shall be included in the model.

Component measures, criteria, and associated benchmarks for selecting participants and gauging success for the model shall include but not be limited to: impact on student achievement, overall cost, governance structure, transportation issues, recommended age of students, potential use of teacher preparation candidates, 21st century learning center guidelines as applicable, potential collaboration with AEAs and other public and private partners for cost effectiveness, efficiency and community involvement, recommended staffing levels, licensure for staff, involvement of nonprofit organizations, collaboration with the staff in the existing school district, whether all of some students in a district should participate and use of best practices and latest research in the field.

The DE is required to recommend potential funding sources for full implementation of the proposed model for extended learning

time pilot projects and future sustained efforts. Report due to state BOE, Governor and Legislature by Dec. 16, 2013.

Division XVI Education Reform Allocations:

From money appropriated in the Education Appropriations Bill HF 604, the DE is allocated the following:

1. Iowa Learning Online: \$1.5 million and not more than 3 FTEs
2. Teach Iowa student teaching pilot project: \$1.0 million and not more than 2 FTEs
3. Planning grants for implementing teacher leadership Framework or Comparable Plan: \$3.5 million
4. For delivery system to assist in implementing teacher career paths and leadership roles and for administrative purposes: \$700,000
5. To establish the council on educator development and funding the council's study of a statewide teacher evaluation system and performance review requirements and a statewide administrator evaluation system: \$100,000
6. For developing an extended learning time pilot project: \$40,000.

Property Tax Reform Impacting Education

The 2013 Legislature enacted significant tax reform provisions impacting property taxpayers, local governments and income taxpayers in Iowa. ISFIS will work on district-specific impact estimates down the road, when more information is available. Many of the provisions are implemented over lengthy phase-in periods, so no impact will be felt in the FY 2014 school year. The Governor signed the bill into law on June 12, 2013. In short, the following is a summary of what actions were included in the legislation.

Division I: Commercial Tax Credit: Creates a new property tax credit for commercial, industrial or railroad property. This Division appropriates \$50.0 million beginning in FY 2015, \$100.0 million in FY 2016 and \$125.0 million in FY 2017 and thereafter. The tax credits are paid to property tax owners who file for the credit, in much the same way as the Homestead credit is processed today. There is no impact on school districts associated with this Division.

Division II: Valuation Changes: This Division caps the annual taxable value growth percentage for agricultural and residential property valuation at no more than 3% (it's currently capped at 4%). The Division also assigns a rollback to commercial, industrial and railroad property at 95% for assessment year 2013 and 90% for assessment year 2014 and thereafter. The rollback basically sets the taxable value at percentage of the assessed value. This Division appropriates an amount necessary to reimburse local governments for the property tax reductions resulting from the new rollback. This is a standing unlimited appropriation beginning in FY 2015 and through FY 2017. Beginning in FY 2018 and beyond, the standing appropriation is limited to the FY 2017 actual amount. The Division also sets up a process for local governments to apply for and receive the reimbursement.

Division III: Human Habitat Commercial Property: This Division establishes a new class of property for human habitat commercial property (multi-residential including apartments,

nursing homes, assisted living facilities, etc.) This classification begins in assessment year 2015, during which the property included in this new class is assigned a rollback of 86.25%. That percentage declines 3.74 percentage points annually through 2021. Beginning in 2022 and every year after, the human habitat commercial classification is assigned a rollback equal to the residential rollback. There is no reimbursement or hold-harmless provision for local governments included in this Division.

Division IV: Telecom Property Tax Exemption: This Division exempts some telecommunications property value from taxation beginning in assessment year 2013 and completed in assessment year 2014. The impact is a reduction of just over \$16 million in telecommunications property taxes when fully phased in.

Division V: Taxpayer Trust Fund Income Tax Credit: This Division sets an income tax credit estimated to be \$56 in FY 2014 and \$43 in FY 2015 for each taxpayer (not to exceed that taxpayer's liability). The Division is estimated to cost the state general fund \$88.1 million in FY 2014 and \$67.5 million in FY 2014. The tax credit will continue automatically if the Taxpayer Trust Fund balance exceeds \$30 million.

Division VI: Property Tax Appeal Board: This Division makes changes to the Property Tax Appeal Board and repeals a sunset which would otherwise have eliminated the Board on July 1,



Urban Education Network of Iowa

Serving Public Education in Iowa's Eight Urban Centers

Cedar Rapids Council Bluffs Davenport Des Moines Dubuque Iowa City Sioux City Waterloo



Associate Members 2012-13: Ankeny, College Community, Fort Dodge, Linn-Mar, Marshalltown, Mason City, Muscatine, Ottumwa, Southeast Polk, West Des Moines

2013. The Division also changes the process for property assessment protests, notifications and hearings.

Division VII: Earned Income Tax Credit: This Division increases the Iowa Earned Income Tax Credit to 14.0% of the

federal credit amount for tax year 2014 and future tax years. The current credit is 7% of the federal credit amount.

The LSA's [Fiscal Note for SF 295](#) demonstrates the impact of tax reduction by class of property in the follow table found on page 3 of the Fiscal Note:

Table 3
Property Tax Reduction by Property Class
Dollars in millions

| Property Class | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 | FY 2023 | FY 2024 |
|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Residential | \$10.1 | \$23.6 | \$32.8 | \$49.0 | \$67.0 | \$88.0 | \$114.0 | \$139.7 | \$168.0 | \$201.2 |
| Agricultural | 3.7 | 6.6 | 9.5 | 13.8 | 18.4 | 24.5 | 30.0 | 37.1 | 43.9 | 50.0 |
| Commercial | 103.3 | 212.7 | 218.2 | 215.3 | 214.4 | 210.8 | 211.4 | 207.4 | 202.8 | 203.1 |
| Multi-Residential | 0.0 | 0.0 | 19.4 | 25.4 | 32.5 | 39.5 | 48.3 | 56.3 | 66.4 | 86.3 |
| Industrial | 14.9 | 31.3 | 32.7 | 32.5 | 32.1 | 31.8 | 31.5 | 31.1 | 30.4 | 29.9 |
| Rail | 1.8 | 3.7 | 3.5 | 3.4 | 3.3 | 3.2 | 3.1 | 3.0 | 2.7 | 2.7 |
| Utility/Other | -0.2 | -0.5 | -0.9 | -1.1 | -1.4 | -1.6 | -1.8 | -2.0 | -2.2 | -2.5 |
| Telecommunications | 9.7 | 16.0 | 16.5 | 17.1 | 16.9 | 16.9 | 16.7 | 16.7 | 16.5 | 16.4 |
| Gas/Electric | -0.9 | -1.7 | -2.8 | -3.7 | -4.5 | -5.2 | -5.9 | -6.6 | -7.3 | -8.1 |
| Rounding Adjustment | 0.1 | -0.1 | 0.1 | -1.5 | -4.3 | -6.2 | -9.6 | -11.8 | -14.5 | -18.2 |
| Total | \$142.5 | \$291.6 | \$329.0 | \$350.2 | \$374.4 | \$401.7 | \$437.7 | \$470.9 | \$506.7 | \$560.8 |

The chart on the next page provides ISFIS analysis of impact on schools from the property tax and income tax provisions of SF 295:



Property and Income Tax Provisions of SF 295

| Provision | Bill Division | Who is Impacted | Impacts Property Valuation? | FY 2014 | FY 2015 | FY 2016 | FY 2017 | Notes |
|--------------------------------|---------------|--|-----------------------------|---------|---------|----------|----------|--|
| Property Tax Provisions | | | | | | | | |
| Property Tax Credit | Div 1 | Commercial, Industrial, Railroads (C, I, RR) | N | \$ - | \$ 50.0 | \$ 100.0 | \$ 125.0 | State Impact |
| C, I, RR Rollback | Div 2 | Commercial, Industrial, Railroads | Y | \$ - | \$ 78.7 | \$ 162.5 | \$ 153.7 | State reimbursement to local governments. Standing Unlimited through FY 2017 |
| Residential/Ag 3% Max | Div 2 | Residential and Ag Properties | Y/N | \$ - | \$ 7.6 | \$ 15.3 | \$ 25.9 | School Revenue Lost (worst case) |
| Multiresidential Class | Div 3 | Apartments, Nursing Homes, etc. | Y | \$ - | | | | |
| Telcom Exemption | Div 4 | Telephone Co, landline providers | Y | \$ - | | | | |
| Increased State Aid | NA | State General Fund | NA | \$ - | \$ 7.2 | \$ 14.9 | \$ 24.9 | Increased State cost due to Uniform Levy generating less |
| Income Tax Provisions | | | | | | | | |
| Taxpayer Credit | Div 5 | All income taxpayers | N | \$ 88.1 | \$ 67.5 | | | \$56 per taxpayer in FY 14, \$43 per taxpayer in FY 15 |
| Earned Income Tax Credit | Div 7 | Low income taxpayers | N | \$ 29.8 | \$ 29.8 | \$ 30.0 | \$ 31.1 | Both Income Tax provisions will have a minimal impact on Income Surtax bases, but do not impact resources to schools |

| | | | | |
|-------------------|---------|----------|----------|----------|
| Total State Cost | \$ 88.1 | \$ 203.4 | \$ 277.4 | \$ 303.6 |
| Total School Cost | \$ - | \$ 7.6 | \$ 15.3 | \$ 25.9 |



Source Data: Legislative Services Agency



2013 Policy Acts Impacting Education

SF 115 Intermediate Driver's Licenses and Special Minor's Licenses:

This act does not require school districts to take any actions, but may be of interest to students and their parents. The act extends the length of a driver's permit to at least 1 year (current law 6 months) before obtaining an intermediate driver's license. A person issued an intermediate license must limit the number of unrelated youth passengers, unless waived by their parent at the time the intermediate license is issued, to one. The act defines unrelated youth passengers as not being a sibling, step-sibling, or a child residing in the same household. The act is effective Jan. 1, 2014. The Governor signed the bill.

SF 357 Medicaid Program Integrity: This bill addresses the liability of other persons regarding repayment of claims and allows the DHS to require repayment of medical assistance paid from the person submitting an incorrect or improper claim, the person causing the claim to be submitted, or the person receiving payment for the claim. This provision or the requirement for the DHS to maintain an Internet site of providers found in violation of the medical assistance program may impact schools. The Governor signed the bill.

SF 419 Vision Screening: This bill requires the parent or guardian of a child to ensure that the child is screened for vision impairment at least once before kindergarten enrollment and again before 3rd grade. Students are not prohibited from enrolling in or attending school if they haven't been given a vision screening. There are religious exemptions. The Governor signed the bill. This Bill provides multiple options for vision screenings, including:

- A vision screening or comprehensive eye examination by a licensed ophthalmologist or licensed optometrist.

- A vision screening conducted at a pediatrician's or family practice physician's office, a free clinic, a child care center, a local public health department, a public or accredited nonpublic school, or a community-based organization, or by an advanced registered nurse practitioner or physician assistant.
- An online vision screening which may be conducted by a child's parent or guardian.
- A photoscreening vision screening, including a vision screening by Iowa Kidsight.

The act requires the vision screeners to report results of the vision screen to the DPH. The act requires parents to provide evidence of the vision screening to the school district (which can be directly from the vision screener). Schools are required, in collaboration with DPH, to:

- Provide the parents or guardians of students with vision screening referral resources.
- Arrange for evidence of vision screenings to be forwarded to the department. The act is effective July 1, 2013.

HF 185 Iowa Citizens' Aid Title Change to Ombudsman: This act changes every reference in Iowa Code Chapter 2C from Citizens' Aid to Ombudsman. Although the act doesn't change the duties of the Ombudsman, it's a good time to review. The Ombudsman Offices may review any "Administrative action" (any policy or action taken by an agency or failure to act pursuant to law.) and defines "Agency" as all governmental entities, departments, boards, commissions, councils or institutions, and any officer, employee or member thereof acting or purporting to act in the exercise of official duties (except exempts the legislature and Governor's office.) The act is effective July 1, 2013. The Governor signed the bill.

HF 211 In-State Construction Contracts: This act requires in-state construction contracts to abide by Iowa law and any disputes arising from in-state construction contracts be resolved in Iowa. The act requires that an in-state construction contract is void and unenforceable as contrary to public policy if the contract makes the in-state construction contract subject to the laws of another state or requires any litigation, mediation, arbitration or other dispute resolution proceedings arising from the contract to be conducted in another state. This act is effective January 1, 2014. The Governor signed the bill.

HF 212 Eminent Domain/Condemnation: This act removes the duty of the county attorney to conduct proceedings of condemnation when damages are payable from funds disbursed by the school corporation. This probably should have been done when a previous legislature removed the requirement that county attorneys represent school districts. This act is effective July 1, 2013. The Governor signed the bill.

HF 307 Department of Homeland Security and Emergency Management: This act replaces the Department of Public Safety's Division of Homeland Security and Emergency Management with a new Department and changes references throughout the Code accordingly. The Department will assist local governments with disaster preparedness and response to emergencies with the same duties previously entrusted to the Division. This act is effective July 1, 2013. The Governor signed the bill.

HF 351 Statewide Voluntary Preschool Program Compulsory Attendance: This act requires that parents of four-year-olds enrolled in the statewide voluntary preschool program abide by attendance rules of the school as if the student was of compulsory attendance age. The parent may remove the student from enrollment (un-enroll from the preschool) rather than comply. The bill does not mandate that all four-year-olds attend preschool. Likewise, the bill does not require other

compulsory attendance laws (such as 180 days of instruction) apply to preschool. The act is effective July 1, 2013. The Governor signed the bill.

HF 454 DE Code Clean Up Technical Corrections: The act was authored by the Iowa Department of Education (DE) to bring several Iowa Code sections up to current practice. The Governor signed the bill. The following descriptions of the changes were authored by the DE staff and shared with legislators during their deliberations:

- **STUDENT STATE BOARD OF EDUCATION MEMBER:** Code section 256.5A is amended to increase the term of the nonvoting student member of the State Board of Education from one year to two years, and provides that the student must be enrolled in grade 10 when applying for the appointment. If appointed as a 10th grader, the student no longer needs to be reappointed. Currently, a student may be enrolled in grade 10 or 11 at the time the student applies.
- **AMERICAN INDIAN EDUCATION EXPENSES:** Code section 256.30 provides for the distribution and administration of moneys to pay the expense of educating American Indian children residing in the Sac and Fox Indian settlement. HF 454 eliminates language that requires the Tribal Council to submit an annual report and other reports as required to the Department of Education on the expenditure of the moneys, and eliminates language that requires the Department of Education to certify compliance before the Department of Management can approve allotment of the moneys.
- **SPECIAL EDUCATION:** Amends Code section 256B.7 to add that disputes concerning a child's eligibility for special education shall be addressed under rules and



procedures adopted by the State Board of Education pursuant to section 256B.6.

- **ACCREDITED NONPUBLIC SCHOOL PUPIL ENROLLMENT:** Code section 257.6 is amended to specify that dual enrolled pupils in grades 9 through 12 and accredited nonpublic school pupils enrolled part-time in a school district are eligible to be counted proportionally as shared-time or part-time pupils in a school district's enrollment, but accredited nonpublic pupils receiving classes or services funded by federal grants or allocations are not eligible to be counted in a school district's enrollment. The bill makes a corresponding change to the definition of "enrollment served" in Code section 257.37, subsection 4.
- **VOCATIONAL EDUCATION REPORT:** Amends Code section 258.12 to eliminate a provision that requires the State Treasurer to annually report to the General Assembly the receipts and disbursements of the funds paid to the state under the federal Carl D. Perkins Vocational and Technical Education Act of 1998.
- **HIGH SCHOOL EQUIVALENCY DIPLOMAS:** Amends Code sections 259A.1 and 259A.2 to change subjects covered by high school equivalency diploma tests by eliminating arts and writing and adding literacy (conforms to the names used by the GED testing service), and to require the test scorer, rather than the testing center, to forward test scores to the Department.
- **DISTRICT TO COMMUNITY COLLEGE INNOVATIVE SHARING PROJECT:** Separates from language that provides for district-to-community college sharing and concurrent enrollment program requirements a provision assigning additional supplementary weighting for high school pupils who are enrolled in a class that uses an activities-based, project-based, and problem-based

learning approach offered through a partnership with a nationally recognized nonprofit provider of rigorous and innovative science, technology, engineering, and mathematics curriculum for schools. The bill moves the language to a new subsection of Code section 257.11 and authorizes a school district to assign its resident pupils attending the class an additional weighting of the percentage of the pupil's school day during which the pupil attends such classes times seventy hundredths.

- **AEA BUDGET DEADLINES:** Code sections 273.3 and 273.23 are amended to extend, by one month, the dates by which area education agency proposed budgets must be reviewed, approved, or returned by the State Board and resubmitted to the State Board if the first submission is not approved.
- **REDISTRICTING FOLLOWING FEDERAL DECENNIAL CENSUS:** Code section 275.23A is amended to move the dates back by which a resolution describing new director district boundaries must be adopted by the school board if the school board redraws its director district boundaries following the federal decennial census. Currently, the resolution can be adopted no earlier than November 15 of the year immediately following the year in which the federal decennial census is taken nor later than May 15 of the second year immediately following the year in which the federal decennial census is taken. HF 454 moves the timelines to no sooner than November 15 of the second year following the federal decennial census and no later than May 15 of the third year following the federal decennial census.
- **SCHOOL AND AEA BOARD PAYMENTS AND WARRANTS:** Code section 279.30 is amended to allow the board of directors of a school district or of an AEA to direct deposit a payment at a financial institution specified



by the person entitled to the money. Code sections 291.1, 291.6, 291.7, 291.8, 291.12, and 291.14 are amended to replace references to “books”, “registers”, and “warrants” with references to payments, electronic funds transfers, and accounting records and to make related changes.

- **SCHOOL FUNDS FOR GIFTS:** Code sections 279.42 and 298A.13 are amended to give school districts the option of establishing a permanent fund for gifts received and to allow school districts to deposit funds received from gifts, devises, and bequests into a trust fund, permanent fund, or agency fund.
- **SCHOOL DISTRICT ADMINISTRATIVE EXPENDITURES:** Code sections 273.13 and 279.45 are amended to modify language related to a requirement that a school district limit its annual administrative expenses to not more than 5 percent of its general fund for a base year and to replace references to the term “operating fund” with “general fund”.
- **WHOLE GRADE SHARING AGREEMENTS:** Code section 282.10 is amended to provide that the boards of directors of school districts must negotiate the disposition of any funding provided under Code chapter 284, not solely teacher quality funding.
- **TUITION FEES:** Amends Code section 282.20 to change the date by which the secretary of a creditor district must deliver to the secretary of a debtor district an itemized statement of the tuition fees for nonresident pupils enrolled by the creditor district.
- **PHYSICAL PLANT AND EQUIPMENT LEVY:** Code section 298A.4 is amended to describe the Physical Plant and Equipment Levy fund as a “capital project fund”, rather than a “special revenue fund”. Corresponding changes are made to Code sections 278.1(1)(e),

298.2(5)(a), and 298A.9, while Code sections 298.2(6) and 423F.3(1)(d) are stricken.

- **PRIVATE INSTRUCTION:** Amends Code section 299A.4 to clarify that whether or not a child has been enrolled in a public school district under section 299A.8, the Director of the Department of Education, or the director’s designee, which may include a school district or an area education agency, is required to administer the annual achievement evaluation at no cost to the parent, guardian, or legal custodian of the child being evaluated and the parent, guardian, or legal custodian is not required to reimburse the evaluating entity for costs incurred as a result of evaluation under section 299A.9. HF 454 amends Code section 299A.8 to strike the language that the parent, guardian, or legal custodian is not required to pay the costs of any annual evaluation, and clarifies that the dual enrollment of a child solely for purposes of accessing the annual achievement evaluation shall not constitute a dual enrollment purpose.
- **SCHOOL BUS DRIVERS:** Amends Code section 321.375 to provide that the employer of a school bus driver must conduct a review of information in the Iowa Court Information System and the sex offender, child abuse, and dependent adult abuse registries for information about the driver upon renewal of the driver’s school bus driver’s license. Currently, the review is required to be conducted every five years upon renewal of the license, although certain bus drivers over age 70 are required to renew more frequently.
- **OTHER REPEALS:** Repeals Code sections relating to authorization sought by school districts from the DE for the maintenance of year around schools, for a grant program to provide sabbaticals for teachers, for an extended year school grant program, for a pilot project to encourage the advancement of women and minorities to



administrative positions in a school district, and for the development of a statewide school-to-work system. HF 454 also repeals references to the Schoolhouse Tax Levy and fund.

HF 472 Shared Operational Functions Incentives: This act creates a new round of sharing incentives as supplementary weighting beginning July 1, 2014. The opportunities expire July 1, 2020. The goal is to provide additional funding to increase student opportunities and redirect more resources to student programming for districts that share operational functions. This act does not require a scale-down of the weighting or that sharing partners be contiguous, as the previous round of sharing incentives had required and adds new positions that qualify for the incentives. The positions which may be shared to qualify for the supplementary weighting, shared for a minimum of 20% of the school year, include (* is new position):

- Curriculum Director*
- School Administration Manager (SAM)*
- ~~Mental Health Therapist~~ (amended in SF 472 Standing Appropriations Act to School Social Worker*)
- School Nurse*
- School Counselor*
- School Librarian*
- Superintendent Management
- Business Management
- Human Resources
- Transportation
- Operation and Maintenance

Funding Details include:

- The supplementary weighting is set at 2 hundredths per pupil (\$6,121 multiplied by 0.02 = \$122 per student). Minimum amount of weighting is equal to 10 additional

pupils (\$61,210) and the maximum is equivalent to 40 additional pupils (\$244,840). Also applies to AEAs, with a minimum of \$50,000 and a maximum of \$200,000.

- The additional weighting shall be assigned for each discrete operational function shared.
- Doesn't need to be a new sharing arrangement (to continue an arrangement that began before July 1, 2014, the district must submit information to the DE documenting the cost savings directly attributable to the shared operational functions and describe the district's consideration of additional shared operational functions.)
- Supplementary weighting is available for a maximum of 5 years during the period beginning July 1, 2014 through July 1, 2019.

Sharing Partners: Possible sharing partners with whom school districts may share to qualify for the incentives include; cities, townships, counties, other school districts (not required to be contiguous), community colleges, AEAs, regents' institutions, or any other governmental subdivision. If school districts are not contiguous and share, there is no requirement that the districts separating them geographically must also share.

DE Role: the DE is required to determine by rule, the process for annual submission of information by the district (or AEA) to the DE documenting cost savings directly attributable to the shared operational functions. This includes criteria for determining the number of years (not to exceed 5) and for determining the qualification of operational functions for supplementary weighting. The DE rules must consider long-term savings by the school district (or AEA) or increased student opportunities. The bill is effective July 1, 2013 but the incentives are first available July 1, 2014. DE's guidance is posted on their sharing and reorganization incentives web page [here](#). The Governor signed the bill.

HF 484 Boiler Inspection Regulation: This act changes the frequency of boiler inspections from every 2 years to at least once each calendar year. The act applies to unfired steam pressure vessels operating in excess of 15 pounds per square inch and also to low pressure steam boilers. The inspections conducted over each 2-year period are required to include an external inspection conducted while the boiler is operating and an internal inspection where construction permits. The act prohibits more than one inspection conducted over a 6-month period. The Labor Commissioner may require an inspection at any time based on the observation of an inspector of conditions, enumerated by the commissioner through rules, warranting an internal inspection. The act makes exceptions for a boiler with 6 gallon or less capacity for a coffee machine or cleaning machine or a continuous coil-type hot water boiler used only for steam vapor cleaning under certain conditions or any object intended to operate and operating below 3 pounds of pressure per square inch. This act is effective on enactment. The Governor signed the bill.

HF 533 Entrepreneurial Student Organization Accounts: This act allows school districts to establish on the request of a student organization/club and as approved by the school board, entrepreneurial student organization accounts for the purpose of enhancing student learning by encouraging students to develop and practice entrepreneurial skills and fostering a business-ready workforce. The act requires that this fund is a special revenue fund and can only contain monies earned through entrepreneurial activities or returns on investments made for those purposes by the student organization or club, private donations and private contributions, and any earned interest. The student organization may establish a purpose for use of the funds and may expend funds for those purposes if the school board approves the purpose. The act requires the funds generated by the student organization or club be deposited in the fund and prohibits the school district from transferring or contributing funds that aren't earned by the entrepreneurial

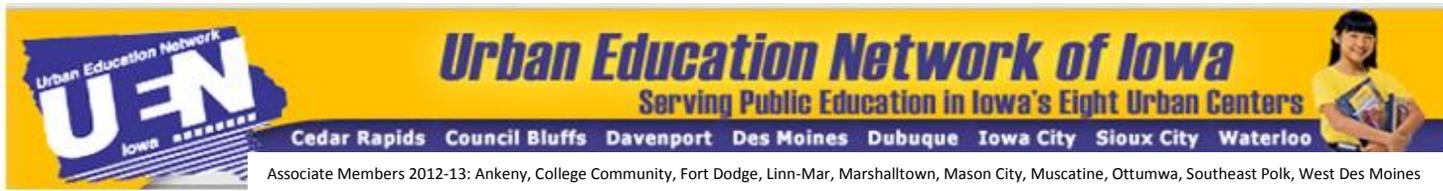
activities or interest. The act prohibits a conflict of interest (club may not invest in something if a club-member, advisor, supervisor or immediate family member has a financial interest. The act defines entrepreneurial activities, entrepreneurial purpose and immediate family member. This act requires student organization accounts be audited during the district's normal annual audit. The act is effective on enactment for student activity funds established under section 298A.8 on and after April 25, 2013 (date signed by the Governor.)

HF 586 Rulemaking Process and State Agency Decision-Making: This act eliminates the ability of a state agency to use good cause to avoid public notice and participation, but allows the agency to seek approval from the Administrative Rules Review Committee to grant good cause. Requires a 2/3rds vote of the Rules Review Committee to suspend or delay a portion of a rule (current requirements only allow the Committee to suspend an entire rule.) Makes suspended rules nullified under certain conditions. The Governor signed the act.

HF 590 Child Abuse Reporting: This act makes changes to child abuse reporting, assessment procedures, and placement on and terms of staying on the central registry for child abuse. The bill is effective Jan. 1, 2014 although it allows the DHS to begin implementation as necessary to have the bill's provisions in place by that time. The Governor signed the act.

HF 614: Federal Block Grants: This act appropriates federal funds made available from federal block grants and other nonstate sources, allocating portions of federal block grants (for example, limiting percentages available for administrative costs), and providing procedures if federal funds are more or less than anticipated. The Governor signed the act.

HF 625 Sales Tax Nexus and School Tuition Tax Credits: this act expands the definition of a retailer maintaining a place of business in the State to include any person that has substantial



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nexus in Iowa, other than a common carrier, if the entity engages in specified activities. The estimated fiscal impact of the provision is unknown. The LSA reports the Department of Revenue has indicated that some of the expanded definitions are already considered and is unaware of any current retailers that will be impacted. The bill also increases limitation for school tuition tax credits from \$7.5 million (began in January 2008) and \$8.75 million through Jan. 1, 2014 to \$12 million beginning Jan.

1, 2014. The [fiscal note](#) estimates the impact as a reduction to new State General Fund revenue of \$2.45 million in FY 2015 and gradually increases to \$3.25 million in FY 2018 and beyond. The fiscal note also anticipates a reduction in the income surtax amount for PPEL and ISLs which use income surtax of \$88,000 annually. The Governor signed the act.



Bills Still Eligible for Consideration, and Pending Issues

Efforts to pass the following policy requirements were successful at committee level and amendments were proposed for floor debates, but did not make it into final legislation this year. In the case of the Early School Start Date waiver, there has been a petition for rulemaking intended to generate rules to restrict the waiver. School advocates are encouraged to talk to legislators and policy makers over the Interim to insure your voices are heard in crafting such laws in the future:

- **Repeal of Early School Start Date waiver** and requirement that student contact days begin no earlier than the week in which the first of September occurs. The State Board of Education [rejected proposed](#) new rules for consideration at their Aug. 1 meeting in response to a petition for rulemaking from the Tourism Industry and State Fair. Information about the rulemaking process, data about State Fair attendance/revenue and the tourism industry are included beginning on page [52](#) of this Digest.
- **English-language Learner Funding:** [SF 404](#) was approved by the Senate on a 48 to zero vote and assigned to the House Education Committee. Although the standings appropriations bill extended state weighting for ELL students from 4 to 5 years, SF 404 would have provided state funding for up to 7 years. Rep. Jorgensen requested the DE convene a task force to study the issue further. Look forward to more information in an ISFIS Legislative Issue Briefing later this summer.
- **Unfunded Mandates:** School bus safety, anti-bullying and harassment, suicide prevention training, nutrition, radon testing and other health-related policies in schools are all ideas with the best interest of students at heart, but rarely do the bills include the funding or training resources necessary to implement the policy. In some cases, additional staff time would also have been required to carry out the responsibilities of this category of mandate or significant funds to remediate environmental concerns.
- **Property Tax Equity:** The Senate passed [SF 53](#) Property Tax Equity Relief Fund on a vote of 49 senators in favor and zero opposed. The bill was assigned to the House Ways and Means Committee where it currently resides and remains eligible for more discussion in the 2014 legislative session. Although the changes in SF 295 Property and Income Tax Reform included some small steps toward taxpayer equity that were also included in SF 53, there are still disparities in both tax burden and resources for students based on property valuation characteristics. Look forward to more information in an ISFIS Legislative Issue Briefing later this summer.
- **School Finance Formula Rewrite:** On several occasions during this Session, House Education Committee Chair, Rep. Jorgensen, recommended patience pending a review of the school finance formula in the coming year. The UEN has supported recommendations to include in this consideration of the formula including funding adequacy issues, student and taxpayer equity and process improvements. Click [here](#) for a PPT presentation of the UEN recommendations from the Nov. 2012 annual meeting.

Additional Information

| | |
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| UEN Platform: Legislative Priorities | Page 42 |
| UEN Issue Briefs and Calls to Action 2013 Legislative Session | Page 43 |
| Iowa Code 279.68(2) Successful Progression for Early Readers | Page 44 |
| ISFIS Class Size White Paper | Page 46 |
| US DOE Letter to Dir. Glass re. NCLB Waiver Denial | Page 50 |
| School Start Date Data | Page 52 |
| Petition to DE for Rulemaking | Page 57 |
| Start Date in the News | Page 60 |
| 2012 LSA FACTBOOK: | |
| Tourism and State Fair Data | Page 61 |
| Elementary and Secondary Education Data | Page 63 |
| UEN Contact Information | Page 74 |

2013 UEN Legislative Priorities

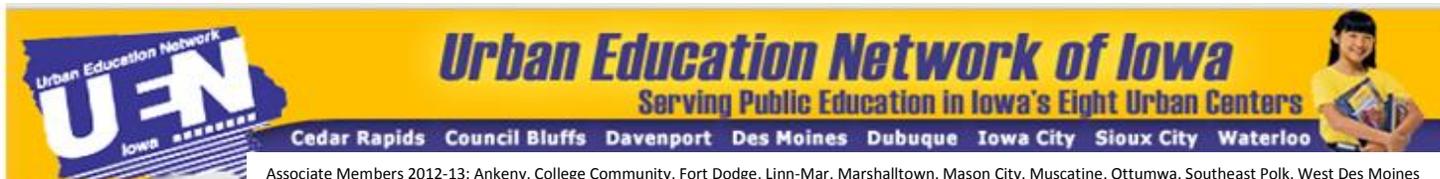
Educational Policy

- **Student Assessment:** The UEN supports assessments aligned with the Common Core, like Smarter Balanced, including formative and end-of-course assessments. We support a college readiness test, such as ACT, for all eleventh-graders. Iowa's state assessment should be a criterion-referenced assessment that recognizes growth and tests grade-level specific content. While we support the value of norm-referenced assessments, they should not be used for accountability purposes.
- **Preschool:** Quality preschool should be provided for all students through the statewide voluntary preschool program.
- **Literacy:** Additional state funding is required to meet higher expectations for literacy at all levels and to deliver targeted intervention programs for all students below proficiency.
- **Evaluation of Instructional Staff:** Student achievement growth data should be one of multiple measures included in educator evaluation.
- **Local Flexibility – Level Playing Field for School Choice:** Public schools should be allowed the same flexibility and autonomy offered to charter schools.
- **Teacher Compensation and Time:** The UEN supports changes to teacher compensation that elevate the teaching

profession, encourage teacher leadership, and differentiate teacher responsibilities focused on student learning. These investments must be accompanied by increased time for professional development and student instruction, driven by student needs at the local level.

Adequate and Equitable Funding

- **Adequate Funding/Allowable Growth:** The legislature should develop a multi-year plan to raise Iowa expenditures per pupil to the national average. The equivalent of 16% allowable growth would bridge the 2012-13 gap.
- **Property Tax Equity Reform and Funding Iowa Schools:** Actions to improve property taxpayer equity are more important than measures that only address commercial property taxes. Property tax reform for all taxpayers and targeted relief to those in high-tax rate districts will be delivered by the following actions:
 - **PTER:** Fund the Property Tax Equity and Relief Fund so that no school district has an Additional Property Tax Levy above the state average to guarantee dollar-for-dollar property tax relief.
 - **State Funding for Special Populations:** Replace local property taxes with state funds to cover the shortfalls in special education and English-language learner local funding. These actions guarantee dollar-for-dollar property tax relief.



- **Dropout Prevention:** Support school districts with high numbers of students at risk of dropping out. A formula weighting of 0.3 applied to free- and reduced-lunch enrollment would support Iowa's neediest students while reducing property taxes currently funding dropout prevention.
- **Equalize the district cost per pupil** in the School Foundation Formula, to close the \$175 gap in per pupil funding in school

districts' general funds. In FY 2013, 170 of the 348 school districts were limited to a cost per pupil of \$6,001 while the remaining 178 districts were allowed as much as \$175 per pupil higher. State funding to close the gap would provide fair resources to Iowa's school districts currently below the maximum per pupil cost and relieve property taxes for the others. To minimize annual financial impact to the state, the UEN supports a three-year phase-in to eliminate this disparity.

The UEN [legislative issue briefs](#) explain why these issues are important to school districts and gives a suggested action that the UEN encourages the Governor and Legislature to enact. Click on a link below for the individual brief or UEN call to action, all of which are posted on the UEN legislative page found at www.uen-ia.org

- [Student Learning and Evaluation](#)
- [Assessment of Student Learning](#)
- [Local Control and District Flexibility](#)
- [State Funding Comparisons of K-12 Investment](#)
- [Allowable Growth and Timing](#)
- [Education Reform Principals](#)
- [Property Tax Equity and Relief](#)
- [Instructional Time](#)
- [Teacher Career Pathways and Compensation](#)

UEN Calls to Action in the 2013 Legislative Session:
[HF 215 Education Reform and Funding Law:](#)
[UEN Key Messages June 3, 2013](#)

[UEN Response to Value Added Assessment Critique, April 23, 2013](#)

[Education Reform Exchange of Counter Offers, April 18, 2013](#)

[Education Reform and Allowable Growth, April 10, 2013](#)

[Early Intervention Class Size, April 5, 2013](#)

[School Funding, March 28, 2013](#)

[PTER Fund Property Tax Equity, February 25, 2013](#)

[Education Reform, February 26, 2013](#)

[Allowable Growth, February 25, 2013](#)

[School Funding, January 18, 2013](#)

[Lack of School Funding at a Crisis Level, July 1, 2012](#)



Successful Progression for Early Readers

In HF 604, Education Appropriations, \$8.0 million was appropriated to DE for FY 2014 to provide intensive instructional services, curricula, initiatives, programs and supports in accordance with section 279.68 subsection 2.

[Iowa Code 279.68](#) subsection 2

2. *Successful progression for early readers.* If funds are appropriated by the General Assembly for purposes of implementing this subsection, a school district shall do all of the following:

a. Provide students who are identified as having a substantial deficiency in reading under subsection 1, paragraph “a”, with intensive instructional services and supports, free of charge, to remediate the identified areas of reading deficiency, including a minimum of ninety minutes daily of scientific, research-based reading instruction and other strategies prescribed by the school district which may include but are not limited to the following:

- (1) Small group instruction.
- (2) Reduced teacher-student ratios.
- (3) More frequent progress monitoring.
- (4) Tutoring or mentoring.
- (5) Extended school day, week, or year.
- (6) Summer reading programs.

b. At regular intervals, apprise the parent or guardian of academic and other progress being made by the student and give the parent or guardian other useful information.

c. In addition to required reading enhancement and acceleration strategies, provide parents of students who are identified as having a substantial deficiency in reading under subsection 1, paragraph “a”, with a plan outlined in a parental contract, including participation in regular parent-guided home reading.

d. Establish a reading enhancement and acceleration development initiative designed to offer intensive accelerated reading instruction to each kindergarten through grade three student who is assessed as exhibiting a substantial deficiency in reading. The initiative shall comply with all of the following criteria:

(1) Be provided to all kindergarten through grade three students who exhibit a substantial deficiency in reading under this section. The assessment initiative shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(2) Be provided during regular school hours in addition to the regular reading instruction.

(3) Provide a reading curriculum that meets guidelines adopted pursuant to section 256.7, subsection 31, and at a minimum has the following specifications:

(a) Assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level.



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- (b) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - (c) Includes a scientifically based and reliable assessment.
 - (d) Provides initial and ongoing analysis of each student's reading progress.
 - (e) Is implemented during regular school hours.
 - (f) Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
- e. Offer each summer, beginning in the summer of 2017, unless the school district receives a waiver from this requirement from the department of education for the summer of 2017, an intensive summer literacy program for students assessed as exhibiting a substantial deficiency in reading. The program shall meet the criteria and follow the guidelines established pursuant to [section 256.9](#), subsection 53, paragraph "c", subparagraph (1), subparagraph division (g). (Recommendations of the Iowa Reading Research Center program criteria and guidelines for implementation established through State BOE Rules)
- f. Report to the department of education the specific intensive reading interventions and supports implemented by the school district pursuant to this section. The department shall annually prescribe the components of required or requested reports.



ISFIS Analysis of Early Intervention/Class Size Block Grant Including

March 2013 Iowa Department of Education Report

Iowa Early Intervention Block Grant Program (Class Size)

2012-13

A number of legislators have always questioned whether school districts were using Early Intervention Class Size funds properly. They have expressed their understanding of the intent of the program, created back in 1999, to reduce class sizes for K-3 grades to a goal of 17 students per teacher for these grades. The following description of the program, the DE report, and current economics of teacher pay and educational costs should help school leaders better understand and advocate for repeal of the sunset of the program authority.

From DE's report: Appropriation History

STATE CLASS SIZE REDUCTION ALLOCATIONS FOR IOWA PUBLIC SCHOOLS

| Fiscal Year | State Allocation |
|-------------|-------------------------------|
| FY 2000 | \$10 million |
| FY 2001 | \$20 million |
| FY 2002 | \$30 million |
| FY 2003 | \$30 million |
| FY 2004 | \$29.325 million* |
| FY 2005 | \$29.250 million |
| FY 2006 | \$29.250 million |
| FY 2007 | \$29.250 million |
| FY 2008 | \$29.250 million |
| FY 2009 | \$29.250 million |
| FY 2010 | \$29.250 million ¹ |
| FY 2011 | \$29.8 million |
| FY 2012 | \$29.9 million |
| FY 2013 | \$30.3 million |

Note the appropriation was scaled up to \$30 million by FY 2002. Since then, the appropriation has been fairly constant, at \$30 million, while teacher salaries and other costs of education continued to increase. The appropriation hasn't kept pace with those costs. It was actually lowered due to an across-the-board cut in FY 2004 and wasn't restored until it was rolled into the formula in FY 2011, when it received its first allowable growth increase in the history of the block grant.

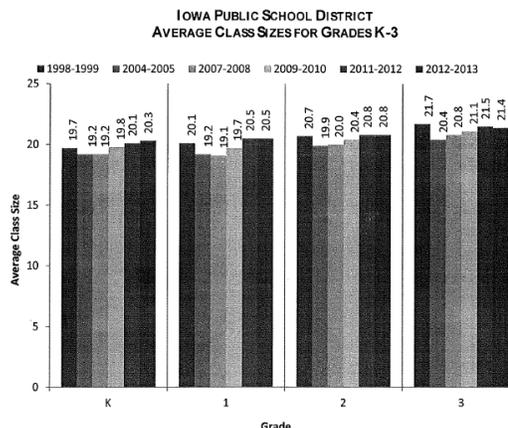
At a very conservative average cost of \$60,000 per classroom (salaries, benefits, curriculum and support), it would take at least an additional \$7.8 million to achieve the average goal of 17 students per classroom on a statewide basis. That estimate is calculated by

dividing the FY2013 K-3 total enrollment by 17 and does not account for any classrooms already below the goal of 17 students per teacher, so should be considered a conservative estimate.

Class Size History

Class sizes in K-3 dropped prior to 2004 (see chart from the DE report to the right.) This was directly after the appropriation reached its highest amount of \$30 million. After that, with increasing cost of staff (salaries, benefits, IPERS) but level funding, it should be no surprise that class sizes began to creep back up.

Figure 1



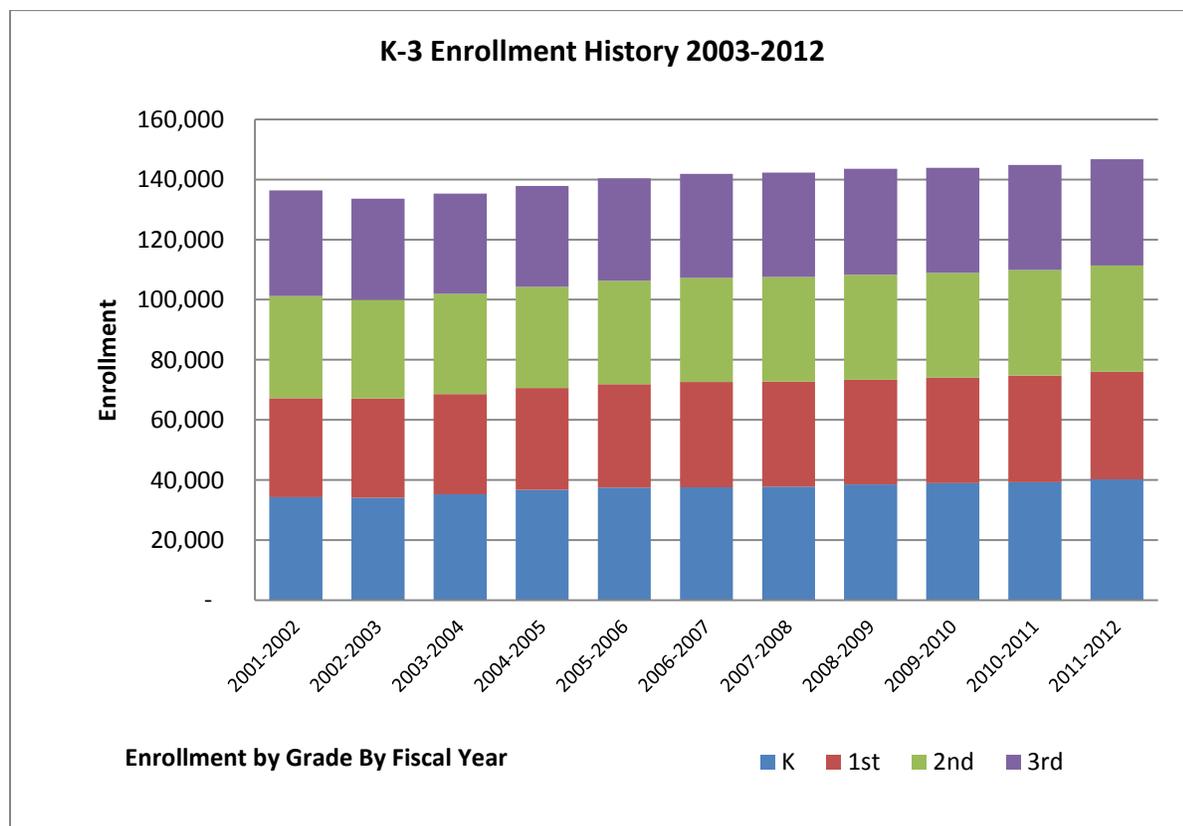
Source: Iowa Department of Education, Bureau of Information and Analysis Services, Basic Educational Data Survey, Class Size Survey File



Enrollment History – K-3 student growth exceeded 7.7% during time of 1% increase in Block Grant appropriation.

From 2001-02 through 2011-12, during which the appropriation varied from \$29.3 to \$30.3 million, K-3 enrollments grew by 10,352 students. To deliver a class size of 17 students per teacher for just these additional students, districts would have had to add 608 classrooms. The Block Grant appropriation would have required an increase of an additional 7.7% (another \$2.3 million) just to keep pace with growing enrollment, assuming no other increases in cost. Please note, there may not be enough classrooms in some school facilities to accommodate additional classrooms – those costs are not included in this estimate. The following K-3 enrollment history is compiled from the DE web site at

http://educateiowa.gov/index.php?option=com_docman&task=cat_view&gid=561&Itemid=1563



Grant was Flexible, not Exclusive to Class Size Reduction

The original block grant was intended to be flexible and allocated locally to whatever districts decided was the best way to increase reading outcomes. For some districts, that was lowering class size. In others, there were reading coaches and paraprofessionals hired to lower the class size during reading time, but that wouldn't show on the teacher FTE to student ratio used to determine class size. With limited resources, the early intervention block grant goals listed in the Code may compete with each other for resources. Districts prioritized what they knew would work. Also note that the class size goal was in the basic skills instruction time and not in the generic sense of class sizes. The DE data reported may not be reflecting the correct measure, since it was from the BEDS file and didn't distinguish number of students receiving instruction during reading. See the three goals in 256D:



256D.1 Iowa early intervention block grant program established — goals.

1. An Iowa early intervention block grant program is established within the department of education. The program's goals for kindergarten through grade three are to provide the resources needed to reduce class sizes in basic skills instruction to the state goal of seventeen students for every one teacher; provide direction and resources for early intervention efforts by school districts to achieve a higher level of student success in the basic skills, especially reading skills; and increase communication and accountability regarding student performance.

**Cost Increases:
 Teacher Pay**

Fourth, Iowa teacher pay has increased 34.6% since 2002. The Early Intervention Block Grant was lowered, eventually restored after the ATB cut, but over the same time has increased only 1%. It is important to note that some of the teacher pay increase was due to direct appropriation through increases in the teacher salary supplement and rolling that into the formula.

Table 1⁵ provides annual data on average salaries for teachers, superintendents, and other administrators from FY 2002 through FY 2012.

**Table 1
 Average Regular Salary of Full-Time Iowa Public PK-12 Teachers and Administrators
 FY 2002 – FY 2012**

| | Teachers | | Other Administrators | | Superintendents | |
|--------------------------------|------------|---------------|----------------------|---------------|-----------------|---------------|
| | Avg Salary | % Change | Avg Salary | % Change | Avg Salary | % Change |
| FY 2002 | \$ 37,240 | | \$ 62,740 | | \$ 84,148 | |
| FY 2003 | 37,976 | 1.97% | 63,662 | 1.47% | 87,124 | 3.54% |
| FY 2004 | 38,358 | 1.01% | 64,744 | 1.70% | 90,608 | 4.00% |
| FY 2005 | 39,248 | 2.32% | 66,632 | 2.92% | 94,163 | 3.92% |
| FY 2006 | 40,835 | 4.04% | 68,893 | 3.39% | 97,725 | 3.78% |
| FY 2007 | 42,880 | 5.01% | 71,555 | 3.87% | 101,902 | 4.27% |
| FY 2008 | 45,379 | 5.83% | 79,611 | 11.26% | 105,986 | 4.01% |
| FY 2009 | 48,390 | 6.64% | 82,770 | 3.97% | 111,333 | 5.05% |
| FY 2010 | 49,407 | 2.10% | 84,693 | 2.32% | 115,006 | 3.30% |
| FY 2011 | 49,691 | 0.58% | 85,428 | 0.87% | 117,320 | 2.01% |
| FY 2012 | 50,116 | 0.85% | 86,900 | 1.72% | 120,984 | 3.12% |
| Ten-Year Total % Change | | 34.57% | | 38.51% | | 43.78% |
| Average Annual % Change | | 3.01% | | 3.31% | | 3.70% |

Source: Iowa Department of Education, Basic Educational Data Survey (BEDS), Staff File

⁵ The percentage in Table 1 for administrators in FY 2008 may result from a change in the organization of administrative position codes in the staff file.

<https://www.legis.iowa.gov/DOCS/LSA/IssReview/2013/IRRKM001.PDF> (teacher salary change data from this LSA Issue Review.)

K-3 Class Size Increases Very Modest Since 1998

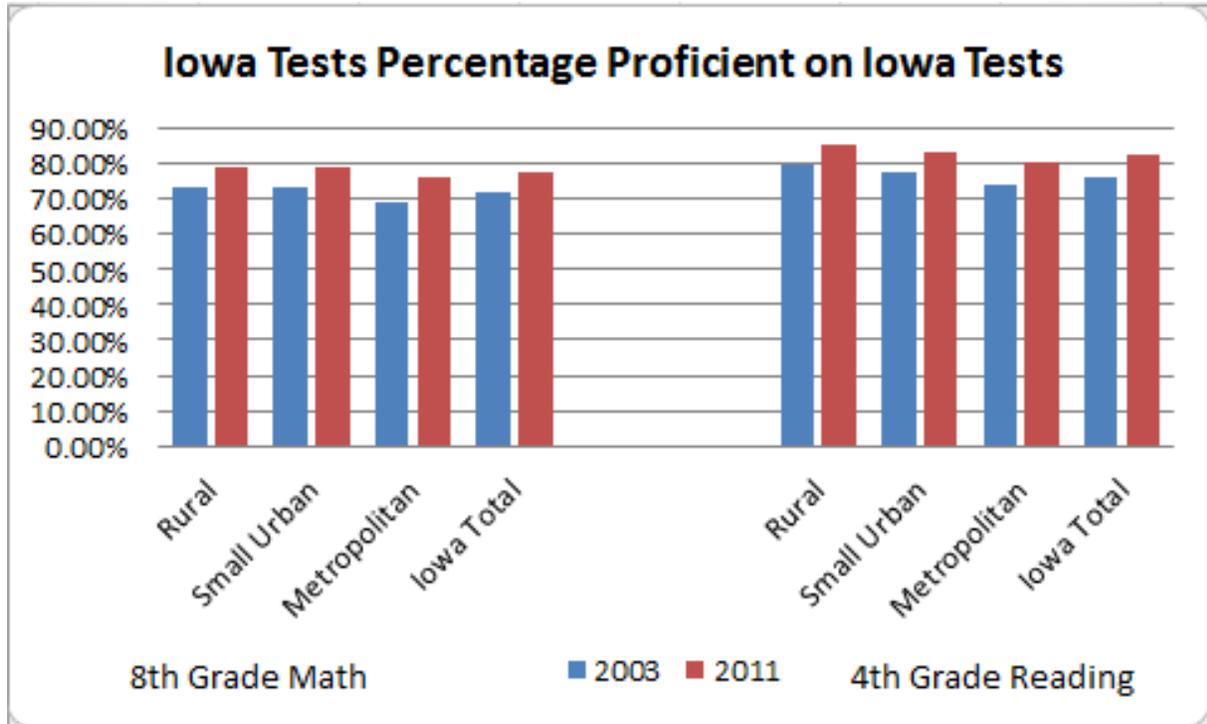
Meanwhile, class size has increased between a high of 3% in kindergarten to a low of a decrease at third grade of 1.4%. This very small increase in class sizes for early elementary should be celebrated given the larger percentage increases in K-3 Enrollments and teacher pay and benefits costs during years of historic low allowable growth increases.

| Early Elementary Class Size Change | | | | |
|------------------------------------|---------|---------|--------|----------------|
| Grade | 1998-99 | 2011-12 | Change | Percent Change |
| K | 19.7 | 20.3 | 0.6 | 3.0% |
| 1 | 20.1 | 20.5 | 0.4 | 2.0% |
| 2 | 20.7 | 20.8 | 0.1 | 0.5% |
| 3 | 21.7 | 21.4 | -0.3 | -1.4% |



Proficiency Increases Despite Increased Poverty

Free and Reduced Lunch Eligible Students, total percent of enrollment has increased from 28% in 2001 to 40.3% in 2013. Yet, the percent proficient in 4th grade reading has increased in every category since 2003. Data for the following chart came from *Iowa Kids Count 2011, Trends in the Well-Being of Iowa Children*:





UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

The Honorable Jason E. Glass
Director of Education
Iowa Department of Education
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319

Dear Director Glass:

Thank you for your letter of May 30, 2012 to Michael Yudin regarding Iowa's ESEA flexibility request. We appreciate the information you provided regarding the challenge the Iowa Department of Education faces in developing and implementing teacher and leader evaluation and support systems that would meet the principles of ESEA flexibility.

As referenced in your letter, the U.S. Department of Education (Department) provided guidance to State educational agencies (SEAs) explaining that, in order to meet the principles of ESEA flexibility, an SEA must develop and adopt guidelines for teacher and leader evaluation and support systems that:

- Will be used for continual improvement of instruction;
- Meaningfully differentiate performance using at least three performance levels;
- Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);
- Evaluate teachers and principals on a regular basis;
- Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- Will be used to inform personnel decisions.

In its request for ESEA flexibility, an SEA must provide the guidelines it has developed and adopted, or a plan to develop and adopt those guidelines, and ensure that each local educational agency (LEA) in the State develops and implements teacher and principal evaluation and support systems consistent with the SEA's guidelines. This includes ensuring that LEA evaluation and

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support systems take into account data on student growth in a significant way to determine teacher and principal performance levels.

According to the information in your request, the Iowa Department of Education does not currently have authority to ensure implementation of teacher and principal evaluation and support systems consistent with this principle of ESEA flexibility. Because of these constraints, the Department is not able to approve Iowa's request for flexibility at this time.

Please be assured that we would like to continue working with Iowa in support of your efforts to increase the quality of instruction and improve student academic achievement. Further, I'd like to commend you and your team on the work that has been done to develop high-quality plans to transition to college- and career-ready standards and aligned assessments, as well as to develop a differentiated recognition, accountability and support system that holds strong promise to improve student achievement.

As Iowa continues to move forward with important educational reforms, we stand ready to be a partner and to provide support. Best wishes in your continued quest to ensure that all students achieve at high levels.

Sincerely,

Deborah S. Delisle

cc: Kevin Fangman, Deputy Director, Iowa Department of Education
Wilma Gajdel, Title I Administrative Consultant, Iowa Department of Education



School Start Date and Waiver Issues

In previous legislative sessions, amendments were proposed and voted down by slight margins to eliminate the ability of local school districts to obtain a waiver from the DE to start school before the Monday in which the week of September 1 occurs. Historically, a strong majority of school districts have requested and been granted this waiver. In the 2013 Session, there was no such legislative push.

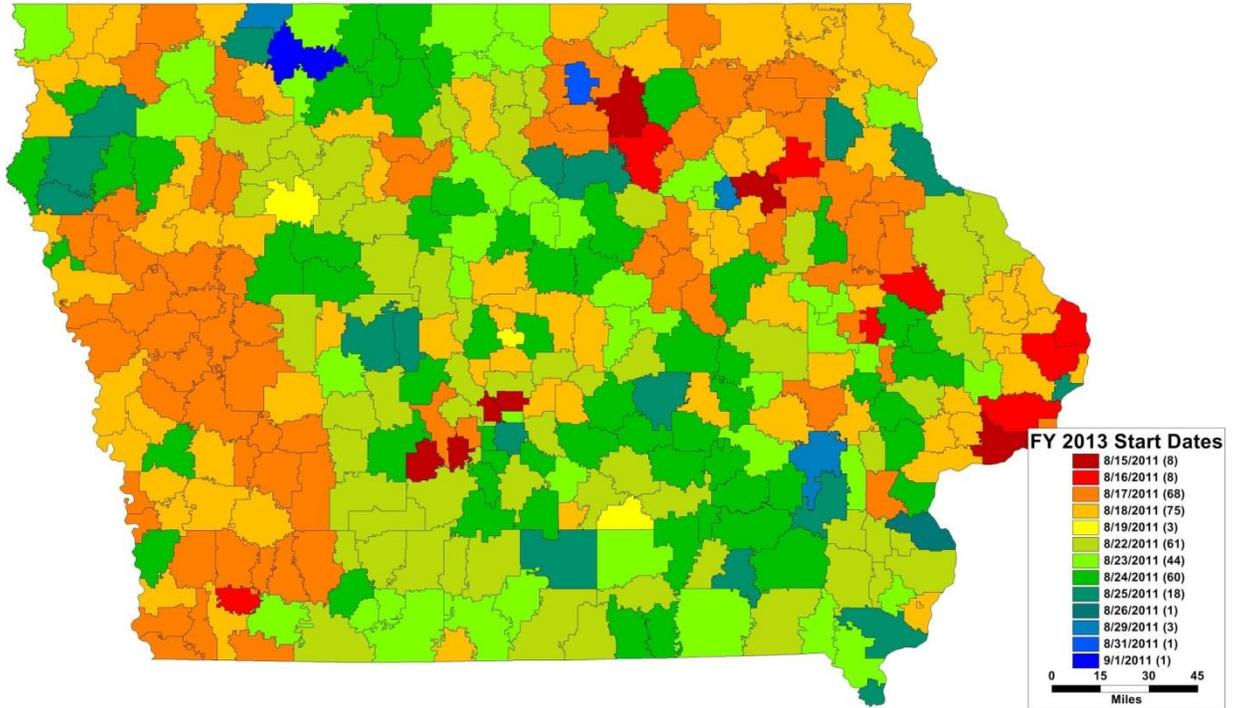
After the close of the session, however, a petition for rulemaking was submitted to the Iowa Department of Education. The petition quotes the standard in the law, found in Iowa Code 279.10, that “a request shall be based upon the determination that a starting date on or after the earliest starting date specified in subsection I would have a significant negative education impact.” The DE has left determination of this standard to local leaders since the criteria is not articulated in the law and the DE doesn’t have the staff to review more than 300 district applications for early start.

There are many reasons schools start early and hopefully, school boards are passing resolutions stating the reasons for requesting the waiver. What it comes down to is who decides what’s in the best interest of students: the state and tourism industry or local school boards? The following information may be useful in talking to legislators and the state board of education members who are likely to review a petition for rulemaking that was submitted to the DE and the state board, anticipated at their Aug. 1, 2013 meeting.

The Petition for Rulemaking asked the State Board of Education to set the criteria for granting the early start date waiver tied only to an excess of snow days in the previous year. A copy of their petition is included on [page 73](#) of this Digest.



Start Dates 2012-2013 School Year



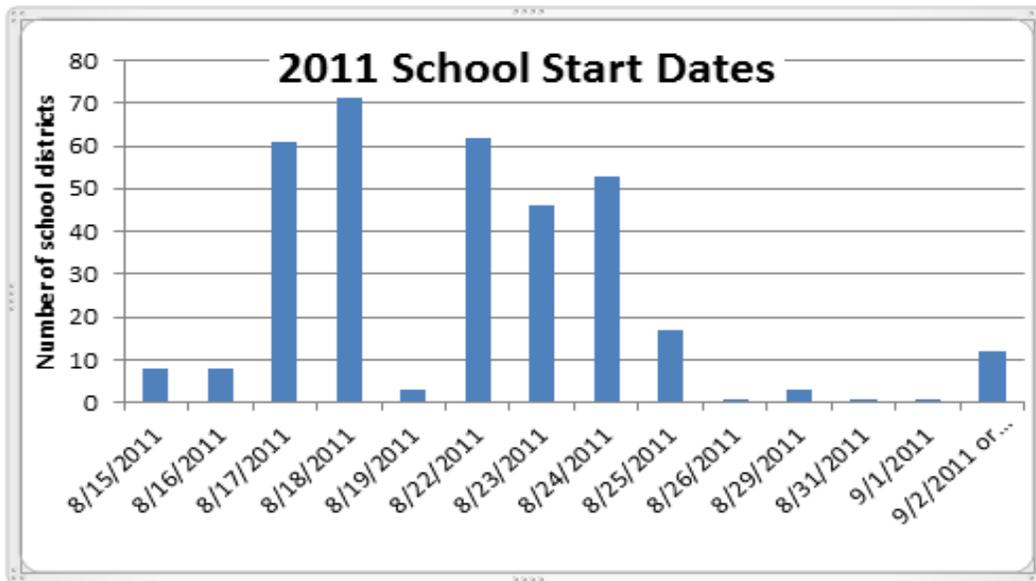
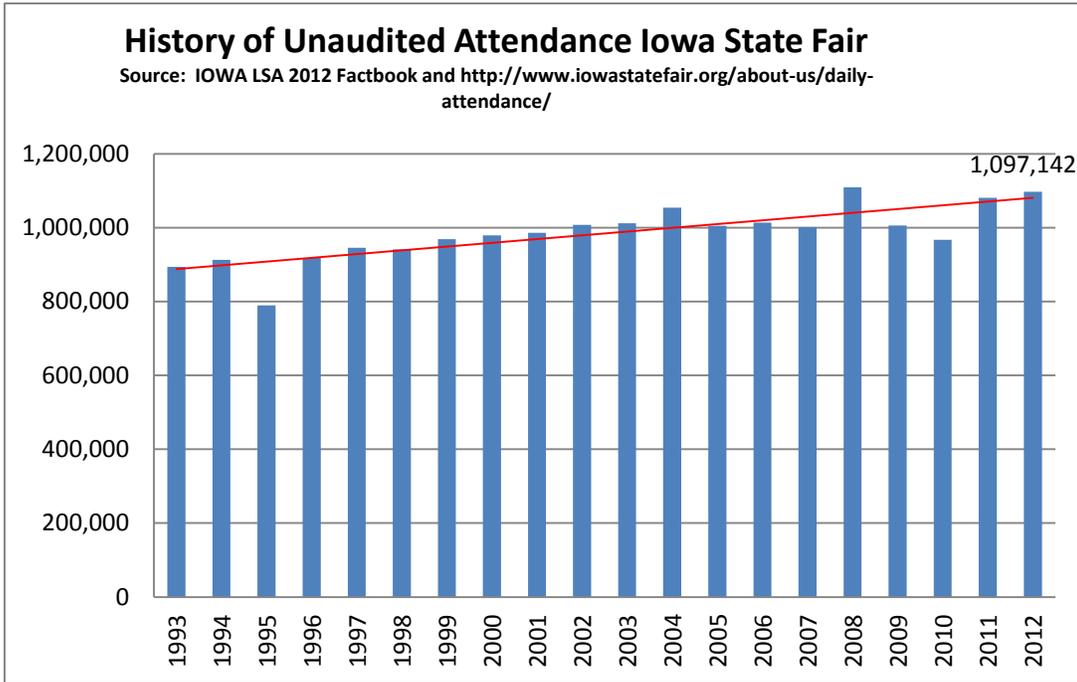
The Geographic representation in the above map illustrates regional sensitivity to tourism and related economic development.

Iowa State Fair and Tourism Industry lobbyists have supported legislation to restrict the school start date to no earlier than the fourth Monday in August. The following chart shows an increasing trend line of state fair attendance with dips in the mid-90s and late 2000s that seem to align more to economic downturn than to more schools starting earlier.



History of Unaudited Attendance Iowa State Fair

Source: IOWA LSA 2012 Factbook and <http://www.iowastatefair.org/about-us/daily-attendance/>



- Iowa State Fair in 2011 began on August 11.
- 196 school districts began school after the Fair concluded, but before Sept. 1.
- The Fair had four possible days of attendance prior to the start of any school district.



RULEMAKING PROCESS AT A GLANCE

BACKGROUND: When a legislative bill is passed by the House and Senate and ultimately becomes law, it is inserted into the Iowa Code (law), that legislation may either require or authorize an administrative agency to adopt administrative rules. The rules of all Iowa agencies are compiled into the Iowa Administrative Code (IAC). This becomes confusing because both the Code of Iowa (statutes) and the Iowa Administrative Code are sometimes referred to as “the Code.”

- I. **SUBMIT NOTICE OF INTENDED ACTION-Iowa Code §17A.4 (minimum of 50-65 days for Notice Process, while entire process takes at least 108 days.)**
 - A. Staff drafts new rules or changes to existing rules. Changes may follow new laws, program changes, or just keeping current with federal regulations. Some programs require state laws to be at least as stringent as federal laws. Rules are formatted per outline in Iowa Code, Chapter 17A (Iowa Administrative Procedure Act). The old language is shown with a strike through and the new language with underlined text.
 - B. These new rules are reviewed by staff, management and the State Board of each agency.
 - C. Rules are filed (Notice of Intended Action format) with the Administrative Rules Coordinator in the Governor's Office.
- II. **Publishing:** The proposed rule change is published in the Iowa Administrative Bulletin (IAB), available on the Internet and in paper form in most public libraries, **approximately 19 Days Later**
- III. **Public Comment Period/Public Hearing:** The first 20 days of the notice period is reserved for public comment. Agencies may extend that period. A Hearing is not required unless 25 or more people have comments. People are encouraged to submit comments in writing (for the record) and present at the hearing if they chose. The hearing is not a debate session, but merely an opportunity for the public to submit comments.
- IV. **Not less than 35 Days from Publication Date of Iowa Administrative Bulletin (IAB)**
 - A. Staff may revise rule per public comments, but an agency is not required to change a rule in response to those comments. The administrative head of the agency must adopt them before they can once again be filed (Adopted and Filed Version) with the Administrative Rules Coordinator in the Governor's Office. This version of the rule is once again published in the IAB and codified into the IAC.
 - B. Legislative review: At some point in the rulemaking process, the proposed rule is reviewed by the legislature's Administrative Rules Review Committee, a 10 member committee of members of the House and Senate. The Committee may object to any rule, removing the presumption of validity in any subsequent judicial review,¹ or it may delay the effective date of a proposed rule pending review by the General Assembly.² The General Assembly may rescind any administrative rule by joint action of both chambers.³
- V. **IAB and IAC Published Approximately 19 Days Later**

¹ Section 17A.4(4) “a”.

² Section 17A.8(9).

³ Iowa Const. Art. III, section 40. This is a rare power held by only a few legislatures.



VI. **First Possible Effective Date** (35 days after the published adoption date.)

Note 1: The above is the normal rule making process. If necessary, there is an emergency rule-making process that can be followed on a case-by-case basis.

Note 2: Any federal agency or private entity that has an interest has the opportunity to comment during the time that a rule change is submitted as a Notice of Intended Action through the time of the public hearing. This timeframe corresponds with the time for public comments.

Special thanks to Joe Royce, Administrative Rules Review Committee Legal Counsel, for assistance with this summary of the Rules Process.



BEFORE THE IOWA DEPARTMENT OF EDUCATION

RECEIVED

JUN 05 2013

DEPARTMENT OF EDUCATION

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IN RE: Petition by Mr. Gary Slater)
relating to Iowa Code §279.10,)
relating to the starting date for)
elementary and secondary schools)

PETITION FOR RULE MAKING

1. Petitioner is Mr. Gary Slater, whose address is: Iowa State Fair, P.O. Box 57130, Des Moines, Iowa 50317, and telephone number is 515-262-3111. The person to whom communications should be directed is Brian Johnson, Address: 6724 Panorama Drive, Panora Iowa, 50216; ph. no.: 515-975-5280.

The Additional petitioners are listed below.

2. Petitioners request that the department adopt rules to establish specific standards for granting a request for an early class starting date pursuant to Iowa Code §279.10. That section provides in pertinent part:

1. The school year shall begin on the first day of July and each regularly established elementary and secondary school shall begin no sooner than a day during the calendar week in which the first day of September falls but no later than the first Monday in December.

* * *

4. The director of the department of education may grant a request made by a board of directors of a school district stating its desire to commence classes for regularly established elementary and secondary schools prior to the earliest starting date specified in subsection 1. A request shall be based upon the determination that a starting date on or after the earliest starting date specified in subsection 1 would have a significant negative educational impact.



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starting date specified in subsection 1 would have a significant negative educational impact.

Rulemaking is essential to define the statutory term “*significant negative educational impact*”. Most schools in Iowa request a waiver from the current statutory start date. In the decades this statutory provision has been in effect, almost all the requests for an early commencement date have been granted in large part because the phrase “*significant negative educational impact*,” the sole statutory basis for the decision, has never been defined.

With the ongoing erosion of the September 1 requirement, the statutory date has become effectively meaningless. The start date in Code §279.10 has been effectively repealed by the indiscriminate use of the waiver process. The rule proposed here provides an objectively measurable definition for the critical statutory phrase “*significant negative educational impact*.” Rule proposed:

Rule 281 I.A.C. 12.1(7) is amended by adding at the end thereof the following NEW PARAGRAPH:

Significant Negative Educational Impact. For the purpose of ruling on a school district request for an earlier class commencement date pursuant to Iowa Code section 279.10, subsection 4, the phrase “*significant negative educational impact*” shall mean a negative impact on education to the district due to a history of inclement weather. A history of inclement weather exists when the school district has suffered over the past five years an average annual loss of seven required “days of school” as defined in section 12.1(8) due to severe weather conditions. If the early start date request is granted, a school district may decrease the length of the school year by the average number of



1 missed school days as long as the calendar provides for an equivalent
 2 number of instructional hours as required by law. The denial of a
 3 request for an early commencement date shall not prohibit a school
 4 district from doing any of the following:

- 5 • Offering specialized or remedial educational programs outside the
 6 calendar required under this section.
- 7 • Holding athletic program contests or practices before the school
 8 start date.
- 9 • Scheduling in-service days or workdays before the school start
 10 date.

11 3. For the reasons set out in paragraph two, petitioners respectfully
 12 request that the department commence rule-making as outlined in that
 13 paragraph. The petitioner is available to answer any questions or provide
 14 additional information as may be necessary. Pursuant to the provisions of Iowa
 15 Code section 17A.7. The department is requested to respond to this petition
 16 within 60 days following the filing of this petition.

17 4. The petitioner requests an informal meeting with the agency to discuss
 18 the petition .

19 Iowa State Fair Authority

20 By ^{Petitioner} [Signature] , Its CEO/Manager
 21 Farmall Land - USA

22 [Signature]
 23 By ^{Petitioner} [Signature] , Its President
 24 Iowa Lodging Assoc.

25 [Signature]
 26 By ^{Petitioner} [Signature] , Its Ex. V.P.



School Start Date in the News June 17 and 18

Petition has been filed for rule making (attached). Page 2 asks to define “Significant Negative Educational Impact” as a negative impact on education to the district due to the history of inclement weather, further defined as missing an average of 7 days of school. The school requesting the waiver may decrease the number of school days held to make up snow days as long as there’s an equivalent number of instructional hours.

Gov. Branstad’s weekly press conference: he expects the DE to make some changes to address the issue. He stated that current policy is too lax and not fair to the tourism industry.

Timing is critical: over the summer, it’s harder to get everyone’s advocacy attention. Districts who have a practice of finishing the first semester before break may want to survey parents and report the findings to their legislators.

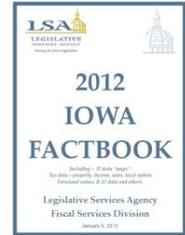
Rules Process: Petition for rulemaking will involve the DE and State Board. They may promulgate rules which then go before the Administrative Rules Review Committee. Advocacy with the State Board of Education and the Rules Committee will be essential to protect local control and remind everyone of the priority of student learning.

| Administrative Rules Review Committee | |
|---|--|
| Senate Members | House Members |
| <ul style="list-style-type: none"> • Wally E. Horn (D, Cedar Rapids) • Roby Smith (R, Davenport) • Mark Chelgren (R, Ottumwa) • Thomas G. Courtney (D, Burlington) • Pam Jochum (D, Dubuque) | <ul style="list-style-type: none"> • Dawn E. Pettengill (R, Mount Auburn) • Dave Jacoby (D, Coralville) • Rick Olson (D, Des Moines) • Jeff Smith (R, Okoboji) • Guy Vander Linden (R, Oskaloosa) |

Iowa Code Section on the Process of Administrative Rules 17A
<https://www.legis.iowa.gov/DOCS/ACO/IC/LINC/Chapter.17A.pdf>

State Board of Education:

- Rosie Hussey, President, Clear Lake rosiehussey@netins.net
- Charles Edwards, Jr., Vice President, Des Moines, Charles.edwards@drake.edu
- Diane Crookham-Johnson, Oskaloosa, diane.crookham-johnson@musco.com
- Sister Jude Fitzpatrick, West Des Moines, jfitzpatrick@dmdiocese.org
- Michael Knedler, Council Bluffs, mlknedler@cox.net
- Valorie Kruse, Sioux City, MKruse712@cableone.net
- William “Mike” May, Spirit Lake, mmmay@mediacombb.net
- Max Phillips, Woodward, maxphillips@aol.com
- LaMetta Wynn, Clinton, her_honor@hotmail.com
- Edgar Thornton, Student Member, Iowa City, thornton.edgar@gmail.com



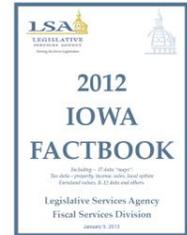
The following charts and tables are included in the LSA's 2013 Iowa FACTBOOK, published in January 2013. These provide additional information on Tourism and the Iowa State Fair.

Access the entire LSA FACTBOOK which is posted on the legislative web site at:

<https://www.legis.iowa.gov/DOCS/LSA/FCT/2012/FCTMMT000.pdf>



TOURISM AND RECREATION



STATE FAIR STATISTICS

Operating and Special Revenue (dollars in thousands)

| State Fair Authority Revenues | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 | FY 2011 |
|---------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Admissions | \$ 6,011.9 | \$ 5,813.0 | \$ 6,335.8 | \$ 6,428.9 | \$ 6,513.6 | \$ 7,032.7 |
| Concessions | 2,367.5 | 2,187.1 | 2,926.8 | 2,870.4 | 2,969.2 | 3,352.5 |
| Grandstand and Racetrack | 1,705.2 | 1,584.1 | 1,752.7 | 2,100.4 | 2,573.2 | 3,055.6 |
| Other | 3,638.8 | 3,782.8 | 4,769.9 | 4,893.3 | 5,016.0 | 5,197.9 |
| Interim Events | 1,713.2 | 1,599.9 | 1,735.4 | 1,673.6 | 1,760.8 | 1,999.4 |
| Total Operating Revenues | \$ 15,436.6 | \$ 14,966.9 | \$ 17,520.6 | \$ 17,966.6 | \$ 18,832.8 | \$ 20,638.1 |
| Special Revenue Fund | | | | | | |
| State Appropriations - Capitals | \$ 1,000.0 | \$ 3,000.0 | \$ 0.0 | \$ 5,500.0 | \$ 2,500.0 | \$ 0.0 |
| Contributions | 1,903.2 | 2,970.0 | 1,915.9 | 3,334.0 | 3,319.5 | 1,689.4 |
| Other | 800.6 | 678.0 | 768.5 | 671.4 | 706.4 | 757.4 |
| Total | \$ 3,703.8 | \$ 6,648.0 | \$ 2,684.4 | \$ 9,505.4 | \$ 6,525.9 | \$ 2,446.8 |

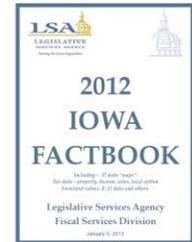
| Fiscal Year | Operating Revenue | Vendor Sales | Unaudited Attendance |
|-------------|-------------------|--------------|----------------------|
| 1993 | \$ 6,540,484 | \$ 5,848,104 | 894,000 |
| 1994 | 7,201,782 | 6,014,251 | 913,000 |
| 1995 | 6,437,826 | 5,439,547 | 790,000 |
| 1996 | 8,676,311 | 6,733,142 | 918,000 |
| 1997 | 8,721,165 | 7,148,260 | 946,000 |
| 1998 | 8,882,179 | 7,338,439 | 941,000 |
| 1999 | 10,473,274 | 7,874,921 | 969,000 |
| 2000 | 10,417,274 | 8,125,805 | 979,000 |
| 2001 | 10,706,254 | 7,730,715 | 996,000 |
| 2002 | 13,368,569 | 8,296,370 | 1,008,000 |
| 2003 | 13,350,962 | 8,426,499 | 1,012,000 |
| 2004 | 14,743,748 | 9,983,544 | 1,054,000 |
| 2005 | 14,191,542 | 9,727,970 | 1,005,000 |
| 2006 | 15,436,587 | 10,143,976 | 1,014,000 |
| 2007 | 14,966,864 | 9,595,751 | 1,002,000 |
| 2008 | 17,520,625 | 11,079,318 | 1,109,000 |
| 2009 | 17,966,604 | 10,834,108 | 1,006,000 |
| 2010 | 18,832,776 | 10,736,443 | 967,000 |
| 2011 | 20,638,067 | 12,173,913 | 1,081,000 |

Notes:

- 1) State Fair fiscal years run November 1 to October 31. State capital appropriations are reflected in the prior fiscal year. For example, for SFY 2006 the State appropriated \$750,000 for capitals. This is reflected in the State Fair's fiscal year 2005.
- 2) Other revenue includes campground fees, attractions, commercial exhibitors, sales of promotional items, and miscellaneous sources.
- 3) Vendor Sales are as reported by vendors and include food, beer, and merchandise. The State Fair receives a varying percentage of vendor proceeds.
- 4) For FY 2001, the number for vendor sales does not include beer sales. In FY 2001, the Fair changed the payment method used by vendors on beer sales. Vendors paid a flat rate of \$125 per keg rather than 25.0% of sales.

Sources: State Auditor's Reports and State Fair Reports

Iowa LSA Staff Contact: Marcia Tannian (515-281-7942)
marcia.tannian@legis.iowa.gov



ELEMENTARY AND SECONDARY EDUCATION

The following charts and tables are included in the LSA's 2013 Iowa FACTBOOK, published in January 2013. These provide additional information on the mix of Iowa school revenue sources, annual changes in school revenue, revenues by program area, national comparative data, changes in object and function expenditures, student performance indicators, salary data and school district and AEA enrollment information. These charts are found in the Elementary and Secondary Education section. Access the entire LSA FACTBOOK which is posted on the legislative web site at:

<https://www.legis.iowa.gov/DOCS/LSA/FCT/2012/FCTMMT000.pdf>



Urban Education Network of Iowa

Serving Public Education in Iowa's Eight Urban Centers

Cedar Rapids Council Bluffs Davenport Des Moines Dubuque Iowa City Sioux City Waterloo



Associate Members 2012-13: Ankeny, College Community, Fort Dodge, Linn-Mar, Marshalltown, Mason City, Muscatine, Ottumwa, Southeast Polk, West Des Moines

ELEMENTARY AND SECONDARY EDUCATION



Elementary and Secondary Education Funding Amounts for Iowa

| | Uniform Property Taxes | | Additional Property Taxes | | Instructional Support Levy | | State Foundation Aid | | Other State Aid | | Income Surtaxes | | Other Miscellaneous | | Total Funds |
|---------|------------------------|------------|---------------------------|------------|----------------------------|------------|----------------------|------------|-----------------|------------|-----------------|------------|---------------------|------------|-------------|
| | Amount | % of Total | Amount | % of Total | Amount | % of Total | Amount | % of Total | Amount | % of Total | Amount | % of Total | Amount | % of Total | |
| FY 1999 | \$ 461.4 | 15.5% | \$ 405.6 | 13.6% | \$ 49.6 | 1.7% | \$ 1,611.9 | 54.0% | \$ 144.6 | 4.8% | \$ 33.9 | 1.1% | \$ 278.5 | 9.3% | \$ 2,985.5 |
| FY 2000 | 480.6 | 15.3% | 378.7 | 12.1% | 50.6 | 1.6% | 1,698.5 | 54.1% | 167.5 | 5.3% | 38.2 | 1.2% | 322.6 | 10.3% | 3,136.7 |
| FY 2001 | 500.1 | 15.3% | 405.2 | 12.4% | 59.0 | 1.8% | 1,747.3 | 53.5% | 173.9 | 5.3% | 36.3 | 1.1% | 343.1 | 10.5% | 3,264.9 |
| FY 2002 | 522.2 | 15.6% | 425.2 | 12.7% | 64.4 | 1.9% | 1,725.1 | 51.6% | 203.1 | 6.1% | 42.1 | 1.3% | 360.8 | 10.8% | 3,342.9 |
| FY 2003 | 536.2 | 15.5% | 465.5 | 13.4% | 68.5 | 2.0% | 1,784.1 | 51.5% | 178.2 | 5.1% | 47.3 | 1.4% | 386.5 | 11.2% | 3,466.3 |
| FY 2004 | 548.7 | 15.7% | 476.3 | 13.6% | 73.9 | 2.1% | 1,776.7 | 50.7% | 167.3 | 4.8% | 47.0 | 1.3% | 414.9 | 11.8% | 3,504.8 |
| FY 2005 | 532.5 | 14.6% | 499.3 | 13.7% | 77.7 | 2.1% | 1,881.2 | 51.5% | 169.1 | 4.6% | 47.0 | 1.3% | 443.2 | 12.1% | 3,650.0 |
| FY 2006 | 543.7 | 14.2% | 509.2 | 13.3% | 79.4 | 2.1% | 1,963.9 | 51.3% | 203.8 | 5.3% | 58.0 | 1.5% | 473.2 | 12.4% | 3,831.2 |
| FY 2007 | 570.6 | 14.1% | 521.5 | 12.9% | 83.6 | 2.1% | 2,048.3 | 50.8% | 253.5 | 6.3% | 64.8 | 1.6% | 493.6 | 12.2% | 4,035.9 |
| FY 2008 | 584.1 | 13.7% | 536.8 | 12.6% | 89.2 | 2.1% | 2,145.6 | 50.2% | 338.1 | 7.9% | 70.2 | 1.6% | 507.6 | 11.9% | 4,271.6 |
| FY 2009 | 618.3 | 13.4% | 561.5 | 12.1% | 91.2 | 2.0% | 2,151.1 | 46.5% | 414.7 | 9.0% | 76.4 | 1.7% | 708.9 | 15.3% | 4,622.1 |
| FY 2010 | 648.4 | 14.6% | 575.6 | 13.0% | 95.9 | 2.1% | 2,146.5 | 48.5% | 63.7 | 1.4% | 81.9 | 1.9% | 814.9 | 18.4% | 4,426.9 |
| FY 2011 | 676.8 | 14.0% | 573.4 | 11.8% | 98.8 | 2.0% | 2,476.6 | 51.1% | 70.7 | 1.5% | 84.5 | 1.7% | 868.0 | 17.9% | 4,848.8 |
| FY 2012 | 703.6 | 14.4% | 611.0 | 12.5% | 100.9 | 2.1% | 2,631.2 | 53.8% | 40.4 | 0.8% | 85.4 | 1.7% | 714.4 | 14.6% | 4,886.9 |
| FY 2013 | 729.4 | 14.8% | 581.1 | 11.8% | 104.8 | 2.1% | 2,661.1 | 54.1% | 40.4 | 0.8% | 85.9 | 1.7% | 714.4 | 14.5% | 4,917.1 |

Elementary and Secondary Education Funding Amounts for Iowa - Annual Changes

| | Uniform Property Taxes | | Additional Property Taxes | | Instructional Support Levy | | State Foundation Aid | | Other State Aid | | Income Surtaxes | | Other Miscellaneous | | Total Funds | |
|---------|------------------------|----------|---------------------------|----------|----------------------------|----------|----------------------|----------|-----------------|----------|-----------------|----------|---------------------|----------|-------------|----------|
| | Change | % Change | Change | % Change | Change | % Change | Change | % Change | Change | % Change | Change | % Change | Change | % Change | Change | % Change |
| FY 2000 | \$ 19.2 | 4.2% | \$ -26.9 | -6.6% | \$ 1.0 | 2.0% | \$ 86.6 | 5.4% | \$ 22.9 | 15.8% | \$ 4.3 | 12.7% | \$ 44.1 | 15.8% | \$ 151.2 | 5.1% |
| FY 2001 | 19.5 | 4.1% | 26.5 | 7.0% | 8.4 | 16.6% | 48.8 | 2.9% | 6.4 | 3.8% | -1.9 | -5.0% | 20.5 | 6.4% | 128.2 | 4.1% |
| FY 2002 | 22.1 | 4.4% | 20.0 | 4.9% | 5.4 | 9.2% | -22.2 | -1.3% | 29.2 | 16.8% | 5.8 | 16.0% | 17.7 | 5.2% | 78.0 | 2.4% |
| FY 2003 | 14.0 | 2.7% | 40.3 | 9.5% | 4.1 | 6.4% | 59.0 | 3.4% | -24.9 | -12.3% | 5.2 | 12.4% | 25.7 | 7.1% | 123.4 | 3.7% |
| FY 2004 | 12.5 | 2.3% | 10.8 | 2.3% | 5.4 | 7.9% | -7.4 | -0.4% | -10.9 | -6.1% | -0.3 | -0.6% | 28.4 | 7.3% | 38.5 | 1.1% |
| FY 2005 | -16.2 | -3.0% | 23.0 | 4.8% | 3.8 | 5.1% | 104.5 | 5.9% | 1.8 | 1.1% | 0.0 | 0.0% | 28.3 | 6.8% | 145.2 | 4.1% |
| FY 2006 | 11.2 | 2.1% | 9.9 | 2.0% | 1.7 | 2.2% | 82.7 | 4.4% | 34.7 | 20.5% | 11.0 | 23.4% | 30.0 | 6.8% | 181.2 | 5.0% |
| FY 2007 | 26.9 | 4.9% | 12.3 | 2.4% | 4.2 | 5.3% | 84.4 | 4.3% | 49.7 | 24.4% | 6.8 | 11.7% | 20.4 | 4.3% | 204.7 | 5.3% |
| FY 2008 | 13.5 | 2.4% | 15.3 | 2.9% | 5.6 | 6.7% | 97.3 | 4.8% | 84.6 | 33.4% | 5.4 | 8.3% | 14.0 | 2.8% | 235.7 | 5.8% |
| FY 2009 | 34.2 | 5.9% | 24.7 | 4.6% | 2.0 | 2.2% | 5.5 | 0.3% | 76.6 | 22.7% | 6.2 | 8.8% | 201.3 | 39.7% | 350.5 | 8.2% |
| FY 2010 | 30.1 | 4.9% | 14.1 | 2.5% | 4.7 | 5.2% | -4.6 | -0.2% | -351.0 | -84.6% | 5.5 | 7.2% | 106.0 | 15.0% | -195.2 | -4.2% |
| FY 2011 | 28.4 | 4.4% | -2.2 | -0.4% | 2.9 | 3.0% | 330.1 | 15.4% | 7.0 | 11.0% | 2.6 | 3.2% | 53.1 | 6.5% | 421.9 | 9.5% |
| FY 2012 | 26.8 | 4.0% | 37.6 | 6.6% | 2.1 | 2.1% | 154.6 | 6.2% | -30.3 | -42.9% | 0.9 | 1.1% | -153.6 | -17.7% | 38.1 | 0.8% |
| FY 2013 | 25.8 | 3.7% | -29.9 | -4.9% | 3.9 | 3.9% | 29.9 | 1.1% | 0.0 | 0.0% | 0.5 | 0.6% | 0.0 | 0.0% | 30.2 | 0.6% |

"Other Miscellaneous" funding includes federal funds; tuition, textbook, and transportation fees; and other miscellaneous income.

Sources: Department of Education and Department of Management

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ELEMENTARY AND SECONDARY EDUCATION

**K-12 BUDGETED REVENUES BY PROGRAM AREA
IOWA SCHOOL YEAR 2012-2013
(in millions)**



| Source of Funds | State Aid | Local Taxes | Total | Percent | Number of Districts | % of Districts |
|---|--------------------|-------------------|-------------------|---------------|---------------------|----------------|
| Local Education Agency (LEA) General Fund Revenues | | | | | | |
| Regular Program | \$ 1,756.6 | \$ 1,095.9 | \$ 2,852.5 | 56.7% | 348 | 100.0% |
| Budget Guarantee | 0.0 | 16.2 | 16.2 | 0.3 | 200 | 57.5 |
| Teacher Salary Supplement (LEA) | 246.1 | 0.0 | 246.1 | 4.9 | 348 | 100.0 |
| Professional Development Supplement (LEA) | 27.9 | 0.0 | 27.9 | 0.6 | 348 | 100.0 |
| Early Intervention Supplement (LEA) | 30.3 | 0.0 | 30.3 | 0.6 | 348 | 100.0 |
| Supplementary Weighting | 57.2 | 8.5 | 65.6 | 1.3 | 348 | 100.0 |
| Special Education Weighting | 340.1 | 50.2 | 390.3 | 7.8 | 348 | 100.0 |
| AEA Sharing Supplementary Weighting | 0.1 | 0.0 | 0.2 | 0.0 | | |
| AEA Media Services | 0.0 | 24.9 | 24.9 | 0.5 | 348 | 100.0 |
| AEA Education Services | 0.0 | 27.5 | 27.5 | 0.5 | 348 | 100.0 |
| AEA Special Education Support Services | 112.0 | 30.1 | 142.1 | 2.8 | 348 | 100.0 |
| AEA Special Education Support Services Adj. | 0.0 | 2.4 | 2.4 | 0.0 | 232 | 66.7 |
| AEA Pro-rata State Aid Reduction | -27.5 | 0.0 | -27.5 | -0.5 | 348 | 100.0 |
| AEA Teacher Salary Supplement | 13.9 | 0.0 | 13.9 | 0.3 | 348 | 100.0 |
| AEA Professional Development Supplement | 1.6 | 0.0 | 1.6 | 0.0 | 348 | 100.0 |
| Adjusted Additional Property Tax Levy State Aid | 31.4 | -31.4 | 0.0 | 0.0 | 84 | 24.1 |
| SBRC Dropout Prevention Program | 0.0 | 96.7 | 96.7 | 1.9 | 296 | 85.1 |
| Other Property Tax Adjustments | 11.2 | -11.2 | 0.0 | 0.0 | 348 | 100.0 |
| Enrollment Audit Adjustment | -0.9 | 0.9 | 0.0 | 0.0 | 92 | 26.4 |
| Preschool State Aid | 60.4 | 0.0 | 60.4 | 1.2 | 66 | 19.0 |
| Adjusted Property Tax Repayment | 0.7 | 0.0 | 0.7 | 0.0 | 8 | 2.3 |
| Instructional Support | 0.0 | 189.9 | 189.9 | 3.8 | 336 | 96.6 |
| Educational Improvement | 0.0 | 0.7 | 0.7 | 0.0 | 5 | 1.4 |
| General Fund Revenues | \$ 2,661.1 | \$ 1,501.3 | \$ 4,162.5 | 82.7% | | |
| Other Revenue Sources | | | | | | |
| Regular PPEL | \$ 0.0 | \$ 45.6 | \$ 45.6 | 0.9% | 327 | 94.0% |
| Voter Approved PPEL | 0.0 | 107.7 | 107.7 | 2.1 | 238 | 68.4 |
| Management Levy | 0.0 | 139.9 | 139.9 | 2.8 | 337 | 96.8 |
| Educational and Recreational Levy (Playground) | 0.0 | 2.2 | 2.2 | 0.0 | 18 | 5.2 |
| Bonds/Debt Service Levy | 0.0 | 131.6 | 131.6 | 2.6 | 183 | 52.6 |
| State Sales/Use Tax for School Infrastructure | 405.0 | 0.0 | 405.0 | 8.0 | 348 | 100.0 |
| Other State Appropriations | 40.4 | 0.0 | 40.4 | 0.8 | 348 | 100.0 |
| Total | \$ 3,106.50 | \$ 1,928.6 | \$ 5,035.1 | 100.0% | | |

Notes:

- 1) State aid for the Instructional Support Program was not funded in FY 2013.
- 2) Amount for Educational and Recreational Levy includes the Amana Library Levy.
The State Sales/Use Tax for School Infrastructure is estimated and does not include money deposited in the Property Tax Equity and Relief (PTER) Fund used for school aid property tax reductions in FY 2013.
- 3) Other State Appropriations are based on FY 2013 appropriations for the following programs:
Early Child - Family Support & Parent Education
Student Achievement/Teacher Quality
Early Child - Community Empowerment
Early Child - Special Education Services Birth to Age 3
Child Development

Sources: Iowa Department of Management, Department of Revenue, and Legislative Services Agency

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IOWA LSA: Fiscal Services Division



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ELEMENTARY AND SECONDARY EDUCATION

NATIONAL COMPARATIVE DATA - K-12 PUBLIC SCHOOL RATES



| State | Estimated 2009 Public High School Graduation Rate | | 2009 High School Drop Out Rate | | Percent of Population* Graduated From High School as of 2009 | |
|----------------------|---|----------|--------------------------------|-----------|--|----------|
| | Rate | Rank | Rate | Rank | Rate | Rank |
| Alabama | 69.9% | 43 | 1.5% | 2 | 82.1% | 47 |
| Alaska | 72.6% | 40 | 7.0% | 48 | 91.4% | 3 |
| Arizona | 72.5% | 41 | 8.3% | 50 | 84.2% | 38 |
| Arkansas | 74.0% | 36 | 4.1% | 30 | 82.4% | 45 |
| California | 71.0% | 42 | 5.0% | 41 | 80.6% | 49 |
| Colorado | 77.6% | 22 | 6.1% | 46 | 89.3% | 17 |
| Connecticut | 75.4% | 28 | 3.1% | 21 | 88.6% | 20 |
| Delaware | 73.7% | 37 | 5.1% | 44 | 87.4% | 27 |
| Florida | 68.9% | 44 | 2.6% | 17 | 85.3% | 34 |
| Georgia | 67.8% | 45 | 4.2% | 32 | 83.9% | 39 |
| Hawaii | 75.3% | 30 | 4.9% | 39 | 90.4% | 8 |
| Idaho | 80.6% | 13 | 1.6% | 3 | 88.4% | 21 |
| Illinois | 77.7% | 21 | 11.5% | 51 | 86.4% | 32 |
| Indiana | 75.2% | 33 | 1.7% | 5 | 86.6% | 30 |
| IOWA | 85.7% | 5 | 3.1% | 21 | 90.5% | 7 |
| Kansas | 80.2% | 15 | 2.1% | 9 | 89.7% | 15 |
| Kentucky | 77.6% | 22 | 2.9% | 18 | 81.7% | 48 |
| Louisiana | 67.3% | 46 | 6.8% | 47 | 82.2% | 46 |
| Maine | 79.9% | 17 | 3.6% | 28 | 90.2% | 10 |
| Maryland | 80.1% | 16 | 3.0% | 20 | 88.2% | 22 |
| Massachusetts | 83.3% | 8 | 2.9% | 18 | 89.0% | 19 |
| Michigan | 75.3% | 30 | 3.8% | 29 | 87.9% | 24 |
| Minnesota | 87.4% | 3 | 1.9% | 8 | 91.5% | 2 |
| Mississippi | 62.0% | 50 | 4.2% | 32 | 80.4% | 50 |
| Missouri | 83.1% | 9 | 4.3% | 36 | 86.8% | 29 |
| Montana | 82.0% | 11 | 5.0% | 41 | 90.8% | 6 |
| Nebraska | 82.9% | 10 | 2.4% | 12 | 89.8% | 13 |
| Nevada | 56.3% | 51 | 5.1% | 43 | 83.9% | 40 |
| New Hampshire | 84.3% | 7 | 1.7% | 5 | 91.3% | 4 |
| New Jersey | 85.3% | 6 | 1.6% | 3 | 87.4% | 26 |
| New Mexico | 64.8% | 48 | 4.9% | 39 | 82.8% | 43 |
| New York | 73.5% | 39 | 4.2% | 32 | 84.7% | 36 |
| North Carolina | 75.1% | 35 | 5.3% | 45 | 84.3% | 37 |
| North Dakota | 87.4% | 3 | 2.5% | 13 | 90.1% | 11 |
| Ohio | 79.6% | 18 | 4.2% | 32 | 87.6% | 25 |
| Oklahoma | 77.3% | 25 | 2.5% | 13 | 85.6% | 33 |
| Oregon | 76.5% | 27 | 3.4% | 26 | 89.1% | 18 |
| Pennsylvania | 80.5% | 14 | 2.3% | 10 | 87.9% | 23 |
| Rhode Island | 75.3% | 30 | 4.4% | 37 | 84.7% | 35 |
| South Carolina | 66.0% | 47 | 3.4% | 26 | 83.6% | 41 |
| South Dakota | 81.7% | 12 | 1.8% | 7 | 89.9% | 12 |
| Tennessee | 77.4% | 24 | 3.2% | 23 | 83.1% | 42 |
| Texas | 75.4% | 28 | 3.2% | 23 | 79.9% | 51 |
| Utah | 79.4% | 19 | 3.3% | 25 | 90.4% | 9 |
| Vermont | 89.6% | 2 | 2.6% | 16 | 91.0% | 5 |
| Virginia | 78.4% | 20 | 2.5% | 13 | 86.6% | 31 |
| Washington | 73.7% | 37 | 4.7% | 38 | 89.7% | 16 |
| West Virginia | 77.0% | 26 | 4.1% | 30 | 82.8% | 44 |
| Wisconsin | 90.7% | 1 | 2.3% | 10 | 89.8% | 14 |
| Wyoming | 75.2% | 33 | 1.1% | 1 | 91.8% | 1 |
| District of Columbia | 62.4% | 49 | 7.0% | 48 | 87.1% | 28 |
| National Rate | 75.5% | | 4.1% | | 85.3% | |

*Persons age 25 and older.

Note:

Graduation rates are calculated by the National Center for Education Services (NCES) and estimated based on average freshman graduation rates.

Sources: U.S. Dept. of Education, NCES, and U.S. Census Bureau

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ELEMENTARY AND SECONDARY EDUCATION

NATIONAL COMPARATIVE DATA K-12 PUBLIC SCHOOL FINANCE

| State | 2011 - 2012 Per Pupil Expenditures* | | | 2011 -12 % of Revenue by Source | | |
|----------------------|-------------------------------------|--------------|------|---------------------------------|--------|---------|
| | Total | % of Average | Rank | State | Local | Federal |
| Alabama | \$ 8,405 | 77% | 44 | 57.5% | 31.5% | 11.0% |
| Alaska | 17,540 | 160% | 4 | 59.6 * | 22.7 * | 17.7 |
| Arizona | 6,683 | 61% | 51 | 53.1 | 39.1 | 7.8 * |
| Arkansas | 12,779 | 116% | 15 | 56.3 | 32.3 | 11.4 |
| California | 9,541 | 87% | 35 | 57.3 | 32.0 | 10.6 |
| Colorado | 9,676 | 88% | 33 | 44.3 | 48.7 | 7.1 |
| Connecticut | 15,514 | 141% | 9 | 36.9 | 55.8 | 7.3 |
| Delaware | 14,396 | 131% | 12 | 62.2 | 30.4 | 7.3 |
| District of Columbia | 13,952 | 127% | 13 | 0.0 | 88.8 | 11.2 |
| Florida | 8,180 | 75% | 49 | 37.8 | 49.7 | 12.5 |
| Georgia | 10,112 | 92% | 28 | 36.1 | 47.8 | 16.1 |
| Hawaii | 11,921 | 109% | 20 | 82.8 | 2.0 | 15.1 |
| Idaho | 8,323 | 76% | 45 | 71.5 | 19.1 | 9.4 |
| Illinois | 12,368 | 113% | 18 | 15.1 | 70.3 | 14.6 |
| Indiana | 11,577 | 105% | 22 | 53.5 | 36.9 | 9.6 |
| IOWA | 9,462 | 86% | 37 | 46.2 | 45.8 | 8.0 |
| Kansas | 9,518 | 87% | 36 | 55.7 | 36.5 | 7.8 |
| Kentucky | 9,636 | 88% | 34 | 44.3 | 36.4 | 19.4 |
| Louisiana | 9,998 | 91% | 30 | 45.0 | 39.6 | 15.4 |
| Maine | 15,836 | 144% | 8 | 36.6 | 51.8 | 11.6 |
| Maryland | 15,978 | 146% | 7 | 46.6 | 47.5 | 5.9 |
| Massachusetts | 15,213 | 139% | 10 | 41.4 | 51.7 | 6.8 |
| Michigan | 12,457 | 113% | 16 | 56.5 | 34.5 | 8.9 |
| Minnesota | 12,377 | 113% | 17 | 77.9 | 12.8 | 9.3 |
| Mississippi | 9,060 | 83% | 41 | 47.1 * | 30.4 * | 22.6 |
| Missouri | 9,760 | 89% | 32 | 30.2 | 59.2 | 10.6 * |
| Montana | 10,309 | 94% | 27 | 48.0 | 39.1 | 12.9 |
| Nebraska | 10,877 | 99% | 26 | 39.9 | 53.5 | 6.6 |
| Nevada | 8,247 | 75% | 48 | 35.0 | 56.9 | 8.1 |
| New Hampshire | 14,587 | 133% | 11 | 33.5 | 61.0 | 5.5 |
| New Jersey | 18,486 | 168% | 3 | 33.5 | 63.4 | 3.1 |
| New Mexico | 11,118 | 101% | 24 | 66.2 | 17.2 | 16.7 |
| New York | 18,616 | 170% | 1 | 44.9 | 46.2 | 8.9 |
| North Carolina | 8,565 | 78% | 42 | 59.6 | 25.0 | 15.5 |
| North Dakota | 9,169 | 84% | 40 | 40.4 | 49.8 | 9.8 |
| Ohio | 9,888 | 90% | 31 | 44.7 | 45.7 | 9.6 |
| Oklahoma | 8,306 | 76% | 46 | 49.1 | 35.6 | 15.3 |
| Oregon | 10,897 | 99% | 25 | 46.0 | 41.1 | 12.9 |
| Pennsylvania | 13,904 | 127% | 14 | 39.2 | 54.8 | 6.1 |
| Rhode Island | 16,683 | 152% | 5 | 28.6 * | 57.9 * | 13.4 * |
| South Carolina | 9,260 | 84% | 38 | 45.6 * | 44.2 * | 10.3 * |
| South Dakota | 9,214 | 84% | 39 | 28.0 * | 51.1 * | 21.0 * |
| Tennessee | 8,464 | 77% | 43 | 46.4 * | 38.1 * | 15.5 * |
| Texas | 8,265 | 75% | 47 | 42.5 * | 45.0 * | 12.5 * |
| Utah | 6,849 | 62% | 50 | 49.9 * | 36.7 * | 13.4 * |
| Vermont | 18,571 | 169% | 2 | 87.8 * | 4.5 * | 7.8 * |
| Virginia | 11,192 | 102% | 23 | 36.6 * | 52.4 * | 11.0 * |
| Washington | 10,098 | 92% | 29 | 58.9 * | 28.2 * | 12.9 * |
| West Virginia | 11,748 | 107% | 21 | 59.4 * | 26.9 * | 13.7 * |
| Wisconsin | 12,178 | 111% | 19 | 41.5 * | 44.4 * | 14.1 * |
| Wyoming | 16,666 | 152% | 6 | 52.6 * | 38.3 * | 9.1 * |
| National Average | \$ 10,976 | | | 45.5% | 43.8% | 10.6% |

* Estimated by National Education Association.

Source: National Education Association, *Rankings of the States 2011 and Estimates of School Statistics 2012*

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IOWA LSA: Fiscal Services Division



2012
IOWA
FACTBOOK

Legislative Services Agency
Fiscal Services Division
2012-13



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ELEMENTARY AND SECONDARY EDUCATION

**NATIONAL COMPARATIVE DATA
AVERAGE K-12 TEACHER SALARY AND NUMBER OF DISTRICTS**



| State | 2011-12 Average Teacher Salary | | | 2011-12 Number of Districts |
|-------------------------|--------------------------------|--------------|-----------|-----------------------------|
| | Dollars | % of Average | Rank | |
| Alabama | \$ 48,003 | 85% | 40 | 132 |
| Alaska | 62,425 | 110% | 10 | 54 |
| Arizona | 48,691 * | 86% | 33 | 627 * |
| Arkansas | 46,959 * | 83% | 41 | 245 * |
| California | 69,496 * | 123% | 4 | 1042 * |
| Colorado | 50,407 * | 89% | 27 | 178 |
| Connecticut | 70,821 * | 125% | 3 | 195 * |
| Delaware | 58,800 * | 104% | 13 | 37 * |
| District of Columbia | 68,720 * | 121% | 5 | 41 * |
| Florida | 46,232 | 82% | 46 | 67 * |
| Georgia | 52,938 | 93% | 23 | 196 |
| Hawaii | 54,268 | 96% | 20 | 1 |
| Idaho | 48,551 * | 86% | 34 | 137 * |
| Illinois | 66,053 * | 117% | 7 | 870 * |
| Indiana | 51,629 * | 91% | 24 | 357 |
| IOWA | 51,037 * | 90% | 26 | 351 |
| Kansas | 46,718 | 82% | 42 | 286 |
| Kentucky | 49,730 | 88% | 29 | 174 * |
| Louisiana | 50,179 * | 89% | 28 | 126 |
| Maine | 48,283 * | 85% | 36 | 288 * |
| Maryland | 63,634 | 112% | 9 | 24 |
| Massachusetts | 72,000 | 127% | 2 | 514 |
| Michigan | 64,879 * | 115% | 8 | 773 * |
| Minnesota | 54,959 * | 97% | 18 | 473 * |
| Mississippi | 41,646 * | 74% | 50 | 152 |
| Missouri | 46,406 * | 82% | 45 | 524 * |
| Montana | 48,546 * | 86% | 35 | 422 * |
| Nebraska | 48,718 | 86% | 32 | 258 |
| Nevada | 54,559 * | 96% | 19 | 17 * |
| New Hampshire | 54,177 * | 96% | 22 | 175 * |
| New Jersey | 68,207 * | 120% | 6 | 605 * |
| New Mexico | 48,011 * | 85% | 39 | 89 |
| New York | 74,449 * | 131% | 1 | 696 * |
| North Carolina | 46,605 | 82% | 44 | 115 |
| North Dakota | 46,058 * | 81% | 47 | 183 |
| Ohio | 57,528 * | 102% | 14 | 1020 |
| Oklahoma | 44,156 | 78% | 49 | 522 |
| Oregon | 57,348 | 101% | 15 | 197 |
| Pennsylvania | 62,215 * | 110% | 11 | 500 * |
| Rhode Island | 62,186 * | 110% | 12 | 49 * |
| South Carolina | 48,176 * | 85% | 37 | 89 |
| South Dakota | 39,850 | 70% | 51 | 152 |
| Tennessee | 46,613 * | 82% | 43 | 136 |
| Texas | 49,017 | 87% | 31 | 1227 |
| Utah | 48,159 * | 85% | 38 | 41 * |
| Vermont | 51,306 * | 91% | 25 | 352 * |
| Virginia | 49,560 * | 87% | 30 | 136 |
| Washington | 54,193 * | 96% | 21 | 295 |
| West Virginia | 45,320 * | 80% | 48 | 55 * |
| Wisconsin | 55,492 * | 98% | 17 | 424 * |
| Wyoming | 57,222 | 101% | 16 | 48 |
| Total | | | | 15,667 |
| National Average | \$ 56,643 | | | |

*Estimated by National Education Association.

Source: National Education Association, *Rankings of the States 2011 and Estimates of School Statistics 2012*

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IOWA LSA: Fiscal Services Division



Associate Members 2012-13: Ankeny, College Community, Fort Dodge, Linn-Mar, Marshalltown, Mason City, Muscatine, Ottumwa, Southeast Polk, West Des Moines



ELEMENTARY AND SECONDARY EDUCATION

PUBLIC SCHOOL EXPENDITURES IN IOWA

| | Total Public Elementary and Secondary Expenditures | | | | Object Expenditures as a Percentage of General Fund Expenditures | | | |
|---------|--|--------------------------|------------------------|--|--|--------------------|------------------------|-------|
| | Amount (in Millions) | Amount Percentage Change | Expenditures Per Pupil | Expenditures Per Pupil Percentage Change | Salaries and Benefits | Purchased Services | Supplies and Equipment | Other |
| FY 1996 | \$ 2,737.4 | | \$ 5,449 | | 80.70% | 9.70% | 9.30% | 0.30% |
| FY 1997 | 2,869.7 | 4.8% | 5,706 | 4.7% | 80.00% | 9.90% | 9.80% | 0.30% |
| FY 1998 | 2,986.5 | 4.1% | 5,961 | 4.5% | 80.30% | 9.80% | 9.50% | 0.40% |
| FY 1999 | 3,103.5 | 3.9% | 6,229 | 4.5% | 80.20% | 10.10% | 9.30% | 0.40% |
| FY 2000 | 3,255.6 | 4.9% | 6,547 | 5.1% | 80.40% | 10.30% | 8.90% | 0.40% |
| FY 2001 | 3,421.9 | 5.1% | 6,912 | 5.6% | 80.10% | 10.30% | 9.30% | 0.30% |
| FY 2002 | 3,549.7 | 3.7% | 7,305 | 5.7% | 81.80% | 10.20% | 7.60% | 0.40% |
| FY 2003 | 3,632.6 | 2.3% | 7,533 | 3.1% | 81.70% | 10.30% | 7.60% | 0.40% |
| FY 2004 | 3,672.0 | 1.1% | 7,631 | 1.3% | 81.50% | 10.50% | 7.70% | 0.30% |
| FY 2005 | 3,813.2 | 3.8% | 7,972 | 4.5% | 80.80% | 10.60% | 8.30% | 0.30% |
| FY 2006 | 4,041.7 | 6.0% | 8,360 | 4.9% | 80.80% | 10.80% | 8.00% | 0.40% |
| FY 2007 | 4,236.4 | 4.8% | 8,769 | 4.9% | 80.40% | 11.30% | 7.90% | 0.40% |
| FY 2008 | 4,495.7 | 6.1% | 9,267 | 5.7% | 80.46% | 11.22% | 7.93% | 0.39% |
| FY 2009 | 4,732.7 | 5.3% | 9,707 | 4.7% | 81.32% | 11.23% | 7.13% | 0.32% |
| FY 2010 | NA | NA | NA | NA | 81.51% | 11.36% | 6.86% | 0.26% |
| FY 2011 | NA | NA | NA | NA | 80.47% | 11.77% | 7.54% | 0.22% |

Function Expenditures as a Percentage of General Fund Expenditures

| | Instruction | Student Support | Staff Support | Administration and Central Services | Operations and Maintenance | Transportation | Other |
|---------|-------------|-----------------|---------------|-------------------------------------|----------------------------|----------------|-------|
| FY 1996 | 68.60% | 3.70% | 3.70% | 9.70% | 9.40% | 4.10% | 0.80% |
| FY 1997 | 68.30% | 3.80% | 4.00% | 9.50% | 9.30% | 4.00% | 1.10% |
| FY 1998 | 68.60% | 3.80% | 3.90% | 9.70% | 9.10% | 3.80% | 1.10% |
| FY 1999 | 69.10% | 3.70% | 4.00% | 9.60% | 8.80% | 3.90% | 0.90% |
| FY 2000 | 69.20% | 3.80% | 3.90% | 9.60% | 8.70% | 3.90% | 0.90% |
| FY 2001 | 69.00% | 3.80% | 4.00% | 9.50% | 9.20% | 3.80% | 0.70% |
| FY 2002 | 70.00% | 3.80% | 3.70% | 9.70% | 8.40% | 3.60% | 0.80% |
| FY 2003 | 70.10% | 3.80% | 3.40% | 9.60% | 8.70% | 3.60% | 0.80% |
| FY 2004 | 70.20% | 3.80% | 3.40% | 9.50% | 8.60% | 3.70% | 0.80% |
| FY 2005 | 68.90% | 3.40% | 3.60% | 10.90% | 9.00% | 4.00% | 0.20% |
| FY 2006 | 69.10% | 3.40% | 3.50% | 11.00% | 8.90% | 4.00% | 0.10% |
| FY 2007 | 64.80% | 5.90% | 5.10% | 11.70% | 8.50% | 3.70% | 0.30% |
| FY 2008 | 65.26% | 5.93% | 4.90% | 11.56% | 8.46% | 3.75% | 0.15% |
| FY 2009 | 66.14% | 5.92% | 4.90% | 11.19% | 8.21% | 3.51% | 0.13% |
| FY 2010 | 66.54% | 6.01% | 4.96% | 11.01% | 7.90% | 3.47% | 0.12% |
| FY 2011 | 66.57% | 5.84% | 5.19% | 10.82% | 7.86% | 3.62% | 0.11% |

Note:

Total public elementary and secondary expenditures are based on the total current expenditures for public elementary and second education from the National Center of Education Statistics (NCES). Additional expenditures per pupil are based on the NCES expenditure figure divided by enrollment figure submitted by the State to the NCES. Object and function expenditures are based on Department of Education calculations.

Sources: National Center for Education Statistics, Iowa Department of Education, Annual Condition of Education Report, and Certified Annual Financial Report Files

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IOWA LSA: Fiscal Services Division



Associate Members 2012-13: Ankeny, College Community, Fort Dodge, Linn-Mar, Marshalltown, Mason City, Muscatine, Ottumwa, Southeast Polk, West Des Moines

ELEMENTARY AND SECONDARY EDUCATION

**PUBLIC SCHOOL STUDENT PERFORMANCE INDICATORS FOR IOWA
DROPOUT RATES, GRADUATION RATES, AND AVERAGE
DAILY ATTENDANCE RATE**



| School Year | Grade 7-12 Dropouts | Grade 7-12 Dropout Rate | Grade 9-12 Dropout Rate | Number of Graduates | Graduation Rate | Average Daily Attendance Rate |
|-------------|---------------------|-------------------------|-------------------------|---------------------|-----------------|-------------------------------|
| 1997-1998 | 4,581 | 2.0% | 2.9% | 34,189 | 88.1% | 95.8% |
| 1998-1999 | 4,023 | 1.7% | 2.6% | 34,378 | 88.2% | 95.9% |
| 1999-2000 | 4,027 | 1.8% | 2.6% | 33,834 | 88.7% | 96.1% |
| 2000-2001 | 4,220 | 1.9% | 2.7% | 33,774 | 89.2% | 95.8% |
| 2001-2002 | 3,711 | 1.6% | 2.4% | 33,789 | 89.4% | 95.8% |
| 2002-2003 | 3,036 | 1.3% | 2.0% | 34,858 | 90.4% | 95.6% |
| 2003-2004 | 3,626 | 1.6% | 2.4% | 34,339 | 89.8% | 95.9% |
| 2004-2005 | 3,319 | 1.4% | 2.1% | 33,547 | 90.7% | 95.8% |
| 2005-2006 | 3,383 | 1.5% | 2.1% | 33,693 | 90.8% | 95.8% |
| 2006-2007 | 3,617 | 1.6% | 2.3% | 34,140 | 90.5% | 95.8% |
| 2007-2008 | 4,442 | 2.0% | 2.9% | 34,573 | 88.7% | 95.9% |
| 2008-2009 | 4,807 | 2.2% | 3.2% | 33,926 | 87.2% | 95.8% |
| 2009-2010 | 5,149 | 2.3% | 3.4% | 34,462 | 88.8% | 95.5% |
| 2010-2011 | 5,070 | 2.3% | 3.4% | 33,853 | 88.3% | 95.6% |

Notes:

- 1) Prior to the 2007-2008 school year, graduation rates were calculated based on the National Center for Education Statistics (NCES) leaver rate formula. The formula was modified beginning in 2007-2008 and is based on the National Governor's Association (NGA) cohort rate formula.
- 2) The 2009-2010 and 2010-2011 graduation rate is based on the four year fixed cohort for the 2010 graduating class.

Source: Iowa Department of Education, State Report Card for No Child Left Behind



Associate Members 2012-13: Ankeny, College Community, Fort Dodge, Linn-Mar, Marshalltown, Mason City, Muscatine, Ottumwa, Southeast Polk, West Des Moines

ELEMENTARY AND SECONDARY EDUCATION

PUBLIC FULL-TIME TEACHER AVERAGE SALARY

Iowa School District Enrollment Size Category

| School Year Ending | Minimum Salary | <250 | 250-399 | 400-599 | 600-999 | 1,000-2,499 | 2,500-7,499 | 7,500+ | AEA | Iowa | U.S. |
|--------------------|----------------|-----------|-----------|-----------|-----------|-------------|-------------|-----------|-----------|-----------|-----------|
| 2002 | \$ 24,500 | \$ 29,473 | \$ 30,978 | \$ 32,718 | \$ 34,241 | \$ 36,519 | \$ 38,982 | \$ 41,607 | \$ 37,844 | \$ 37,262 | \$ 44,604 |
| 2003 | 24,500 | 30,239 | 31,742 | 33,543 | 35,031 | 37,457 | 39,864 | 42,038 | 38,801 | 38,000 | 45,891 |
| 2004 | 24,500 | 30,576 | 31,808 | 34,097 | 35,633 | 37,967 | 40,214 | 42,200 | 38,892 | 38,381 | 46,826 |
| 2005 | 24,500 | 31,543 | 32,743 | 34,921 | 36,456 | 38,965 | 41,140 | 43,111 | 40,397 | 39,284 | 47,750 |
| 2006 | 24,500 | 32,891 | 34,281 | 35,941 | 37,911 | 40,614 | 42,541 | 44,827 | 42,359 | 40,877 | 48,106 |
| 2007 | 25,500 | 34,408 | 36,053 | 37,838 | 40,018 | 42,747 | 45,064 | 46,499 | 44,739 | 42,922 | 50,758 |
| 2008 | 26,500 | 36,358 | 38,259 | 40,133 | 42,492 | 45,211 | 47,453 | 49,113 | 48,807 | 45,463 | 52,308 |
| 2009 | 28,000 | 38,715 | 41,486 | 42,863 | 45,792 | 48,121 | 50,689 | 52,001 | 52,846 | 48,490 | 54,319 |
| 2010 | 28,000 | 39,887 | 42,211 | 43,572 | 46,286 | 49,112 | 51,926 | 53,285 | 52,279 | 49,473 | 55,350 |
| 2011 | 28,000 | 39,916 | 42,293 | 44,121 | 46,521 | 49,362 | 52,527 | 53,441 | 53,880 | 49,794 | 56,069 |
| 2012 | 28,000 | 39,977 | 42,583 | 44,470 | 46,828 | 49,830 | 52,653 | 53,875 | 54,685 | 50,218 | 56,643 |

Notes:

- 1) United States average salary is estimated and based on the National Education Association's survey of Rankings and Estimates. (Summary Table G.)
- 2) Minimum salary is the statutory required minimum salary level for a public full-time teacher.
- 3) Average salary is based on the regular salary amounts reported to the Iowa Department of Education.

IOWA FULL-TIME LICENSED STAFF AVERAGE SALARY

| School Year Ending | Number of Teachers | Average Salary | % Change in Average Salary | Number of Principals | Average Principal Salary | % Change in Average Principal Salary | Number of Supt. | Average Supt. Salary | Average Supt. Salary | Number of AEA Admin. Staff | Staff Average Salary | AEA Admin. Staff Average Salary |
|--------------------|--------------------|----------------|----------------------------|----------------------|--------------------------|--------------------------------------|-----------------|----------------------|----------------------|----------------------------|----------------------|---------------------------------|
| 2002 | 33,820 | \$ 37,262 | | 1,108 | \$ 66,156 | | 328 | \$ 83,976 | | 2,344 | \$ 45,726 | |
| 2003 | 33,425 | 38,000 | 2.0% | 1,091 | 67,768 | 2.4% | 342 | 87,010 | 3.6% | 2,287 | 46,363 | 1.4% |
| 2004 | 33,688 | 38,381 | 1.0% | 1,069 | 69,885 | 3.1% | 332 | 90,487 | 4.0% | 2,300 | 47,384 | 2.2% |
| 2005 | 33,661 | 39,284 | 2.4% | 1,225 | 71,670 | 2.6% | 325 | 94,029 | 3.9% | 2,328 | 48,966 | 3.3% |
| 2006 | 34,175 | 40,877 | 4.1% | 1,166 | 74,353 | 3.7% | 322 | 97,725 | 3.9% | 2,371 | 50,773 | 3.7% |
| 2007 | 34,444 | 42,922 | 5.0% | 1,140 | 77,548 | 4.3% | 326 | 101,902 | 4.3% | 2,342 | 53,065 | 4.5% |
| 2008 | 34,823 | 45,463 | 5.9% | 1,141 | 80,403 | 3.7% | 322 | 105,986 | 4.0% | 2,317 | 56,616 | 6.7% |
| 2009 | 34,744 | 48,490 | 6.7% | 1,158 | 83,329 | 3.6% | 319 | 111,333 | 5.0% | 2,334 | 60,905 | 7.6% |
| 2010 | 34,643 | 49,473 | 2.0% | 1,164 | 85,526 | 2.6% | 314 | 115,054 | 3.3% | 2,373 | 62,116 | 2.0% |
| 2011 | 33,916 | 49,794 | 2.0% | 1,173 | 86,410 | 2.6% | 301 | 117,320 | 3.3% | 2,353 | 62,564 | 0.7% |
| 2012 | 33,938 | 50,218 | 0.9% | 1,158 | 87,952 | 1.8% | 301 | 120,947 | 3.1% | 2,219 | 63,397 | 1.3% |

AEA = Area Education Agency

Notes:

- 1) Average salary is based on the regular salary amounts reported to the Iowa Department of Education.
- 2) Full-time licensed staff with multiple positions are included in each of those positions.

Sources:

Iowa Department of Education, Basic Educational Data Survey (BEDS), Licensed Staff file
National Education Association (NEA), Rankings and Estimates data
Legislative Services Agency (LSA) analysis and calculations

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IOWA LSA: Fiscal Services Division





Associate Members 2012-13: Ankeny, College Community, Fort Dodge, Linn-Mar, Marshalltown, Mason City, Muscatine, Ottumwa, Southeast Polk, West Des Moines

ELEMENTARY AND SECONDARY EDUCATION



PUBLIC SCHOOL AND SPECIAL EDUCATION ENROLLMENTS STATE OF IOWA

| Fiscal Year | Elementary (K-6) | Secondary (7-12) | Other | Total Enrollment | % Change Total Enrollment | Special Education Enrollment | % Change Special Education Enrollment | Special Education as a % of Total Enrollment |
|-------------|------------------|------------------|--------|------------------|---------------------------|------------------------------|---------------------------------------|--|
| 1991 | 265,867 | 217,528 | 0 | 483,395 | | 45,603 | | 9.4% |
| 1992 | 262,225 | 207,948 | 21,278 | 491,451 | 1.7% | 47,176 | 3.4% | 9.6% |
| 1993 | 259,854 | 214,157 | 21,331 | 495,342 | 0.8% | 48,756 | 3.4% | 9.8% |
| 1994 | 256,067 | 219,708 | 21,234 | 497,009 | 0.3% | 49,876 | 2.3% | 10.0% |
| 1995 | 255,340 | 225,443 | 19,809 | 500,592 | 0.7% | 52,048 | 4.4% | 10.0% |
| 1996 | 254,401 | 230,039 | 20,065 | 504,505 | 0.8% | 54,705 | 5.1% | 10.4% |
| 1997 | 253,397 | 231,603 | 20,523 | 505,523 | 0.2% | 56,996 | 4.2% | 10.8% |
| 1998 | 250,854 | 231,295 | 22,984 | 505,130 | -0.1% | 58,976 | 3.5% | 11.3% |
| 1999 | 250,148 | 231,737 | 20,649 | 502,534 | -0.5% | 60,419 | 2.4% | 11.7% |
| 2000 | 250,293 | 229,779 | 18,535 | 498,607 | | 61,880 | 2.4% | 12.0% |
| 2001 | 248,692 | 228,235 | 17,364 | 494,291 | -0.9% | 62,742 | 1.4% | 12.4% |
| 2002 | 246,772 | 228,637 | 14,114 | 489,523 | -1.0% | 63,397 | 1.0% | 12.7% |
| 2003 | 240,802 | 227,121 | 19,098 | 487,021 | | 65,327 | 3.0% | 13.0% |
| 2004 | 241,777 | 228,912 | 14,322 | 485,011 | -0.4% | 64,267 | -1.6% | 13.4% |
| 2005 | 242,443 | 229,768 | 11,124 | 483,335 | -0.3% | 64,283 | 0.0% | 13.3% |
| 2006 | 244,149 | 232,507 | 6,449 | 483,105 | 0.0% | 63,551 | | 13.3% |
| 2007 | 244,461 | 229,906 | 7,117 | 482,084 | -0.2% | 62,695 | -1.3% | 13.2% |
| 2008 | 245,825 | 226,803 | 7,981 | 480,609 | -0.3% | 61,215 | -2.4% | 12.7% |
| 2009 | 248,113 | 222,424 | 6,482 | 477,019 | | 59,924 | | 12.6% |
| 2010 | 249,001 | 219,672 | 5,554 | 474,227 | -0.6% | 59,323 | -1.0% | 12.5% |
| 2011 | 250,340 | 218,349 | 4,804 | 473,493 | -0.2% | 59,508 | 0.3% | 12.6% |
| 2012 | 252,340 | 216,759 | 4,405 | 473,504 | 0.0% | 58,400 | | 12.3% |

Notes:

- 1) Enrollments reflect certified enrollment reported as of October 1 (or the first Monday in October if the 1st falls on a weekend).
- 2) "Other" refers primarily to special education students not associated with a given grade level. This is not a count of the number of special education students in the State.
- 3) Special education enrollments are based on special education weightings from the Department of Management's Aid and Levy worksheet.

Sources: Department of Management Aid and Levy Worksheet; Department of Education, Public School Enrollments file

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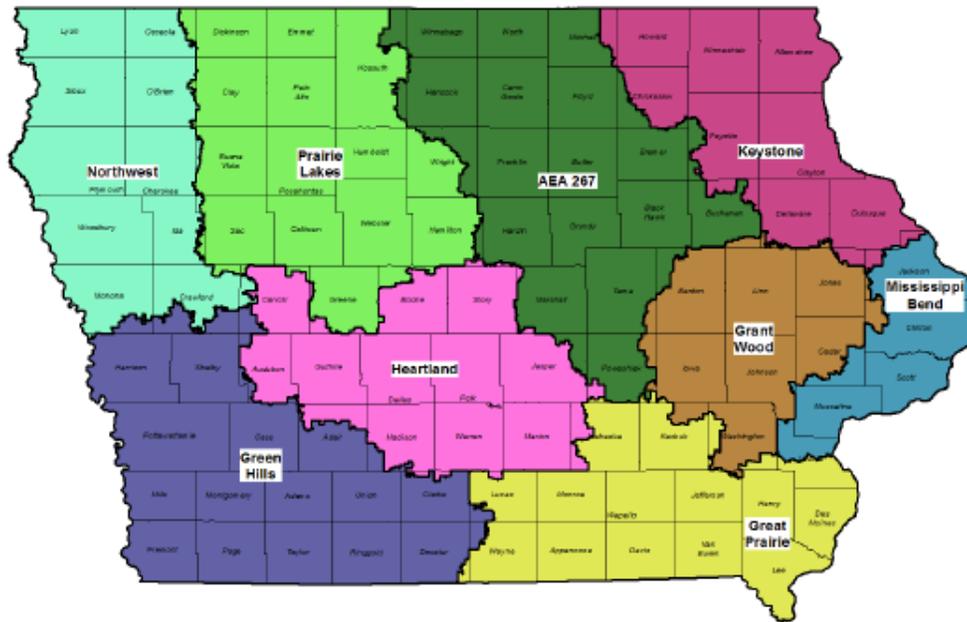
IOWA LSA: Fiscal Services Division



ELEMENTARY AND SECONDARY EDUCATION



AREA EDUCATION AGENCIES 2011 - 2012



SCHOOL DISTRICTS AND ENROLLMENTS BY AEA DISTRICT 2012 - 2013

| AEA | Number of School Districts | Percent of School Districts | K-12 Public Enrollment | Percent of Public Enrollment | AEA Enrollment Served | Percent of AEA Enrollment Served |
|------------------------|----------------------------|-----------------------------|------------------------|------------------------------|-----------------------|----------------------------------|
| Keystone AEA 1 | 24 | 6.9% | 29,342 | 6.2% | 33,786 | 6.7% |
| AEA 267 | 57 | 16.4 | 62,610 | 13.2 | 65,931 | 13.0 |
| Prairie Lakes AEA 8 | 44 | 12.6 | 30,014 | 6.3 | 32,337 | 6.4 |
| Mississippi Bend AEA 9 | 22 | 6.3 | 47,594 | 10.1 | 50,440 | 10.0 |
| Grant Wood AEA 10 | 32 | 9.2 | 66,135 | 14.0 | 70,635 | 13.9 |
| Heartland AEA 11 | 53 | 15.2 | 125,766 | 26.6 | 134,546 | 26.5 |
| Northwest AEA | 35 | 10.1 | 37,862 | 8.0 | 42,774 | 8.4 |
| Green Hills AEA 13 | 48 | 13.8 | 38,549 | 8.1 | 39,655 | 7.8 |
| Great Prairie AEA 15 | 33 | 9.5 | 35,633 | 7.5 | 36,806 | 7.3 |
| Total | 348 | 100.0% | 473,505 | 100.0% | 506,910 | 100.0% |

Notes:

- Enrollments are based on the October 2010 certified enrollment counts.
- AEA reorganizations include:
 - AEAs 2, 6, and 7 merged to form AEA 267 in 2003.
 - AEAs 4 and 12 merged to form Northwest AEA in 2006.
 - AEAs 15 and 16 merged to form Great Prairie AEA beginning in FY 2008.
 - AEAs 13 and 14 merged to form Green Hills AEA beginning in FY 2011.

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