Every Student Succeeds Act

in Iowa

MAY 3, 2018

Final Plan

COVER PAGE

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By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
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Governor (Printed Name) Kim Reynolds	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor Kim Reynolds	Date: 5.2.18

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LETTER FROM DIRECTOR RYAN WISE

I am pleased to release the Every Student Succeeds Act (ESSA) plan for the state of Iowa. ESSA maintains a focus on transparency and accountability while returning more authority to states and local school districts to set goals and design supports that will improve student achievement. Accordingly, this plan describes how this process will work in Iowa.

On December 10, 2015, President Obama signed ESSA, which reauthorized the *Elementary and Secondary Education Act* (ESEA) of 1965. ESEA has historically emphasized equal access to education, high standards and accountability, and a decrease in achievement gaps across subgroups. ESSA continues the focus on equity for historically disadvantaged students, including students with disabilities, students who are economically disadvantaged, students from diverse ethnic and racial backgrounds, and English learners – and expanded focus to include students of military-connected families, as well as students who are migrant, homeless, or in foster care. In contrast to *No Child Left Behind (NCLB)*, ESSA has pivoted from a focus on compliance to a spirit of collaboration, providing states with an opportunity to ensure equity for all students by striking the proper balance between federal, state, and local decision-making. Iowa is well-positioned to take advantage of the opportunities offered by ESSA. Over the past five years, Iowa has:

- Developed a comprehensive early literacy initiative to ensure all students read proficiently by the end of third grade.
- Created a statewide teacher leadership system that elevates the teaching profession and taps the expertise of teachers to improve classroom instruction and improve student achievement.
- Implemented an ongoing review of Iowa's academic standards to ensure Iowans have input into what students should know and be able to do as they progress toward graduation.
- Launched the *Future Ready Iowa* initiative, which will build Iowa's talent pipeline by ensuring citizens have access to education and training required for productive jobs and careers both now and in the future.
- Revitalized Career and Technical Education to ensure equitable access to high-quality programs.
- Focused on increasing interest and achievement in Science, Technology, Engineering and Math (STEM) through the Governor's STEM Advisory Council.
- Redesigned Iowa's school accountability system to provide support to schools where and when they most need it.

Iowa's ESSA plan takes advantage of federal flexibility and leverages Iowa's collaborative reform efforts. We are in a perfect place to do this work and stand poised to implement ESSA effectively, efficiently, and with an eye toward equity and increased student success.

I would like to extend sincere thanks to Iowa's stakeholders for providing thoughtful and considered feedback to Iowa's ESSA plan. This document represents the work of many across nine statewide listening tour sessions, nine information tours, nine issue-specific forums, and countless meetings of work teams, expert groups, and the ESSA Advisory Committee. Over 1,000 citizens provided input to help

guide and shape Iowa's ESSA plan. This is truly a collaborative effort, and I am grateful so many took the time to impact the future of education in our state.

Thank you for your time and dedication to Iowa's educators and students!

Sincerely,

Ryan M. Wise

IOWA'S ESSA GUIDING PRINCIPLES

The foundational principles listed below served to guide our approach to the development of Iowa's ESSA Plan. The Iowa Department of Education (Department) continues to be committed to:

1. **Implementing an Inclusive Process**. We will implement an inclusive process that balances various internal and external stakeholder inputs, reinforces priority outcomes, and demonstrates value for our partnerships with these stakeholders.
2. **Prioritizing Frequent Communication**. We will communicate frequently with internal staff members, the field (including parents and the public) and state leadership.
3. **Supporting Iowa's Context**. We will proceed with the development of Iowa's ESSA Plan while federal regulations are developed. We will ensure our plan supports any federal regulations developed while staying true to Iowa's specific needs and context.
4. **Maintaining the Intent and Spirit of ESSA**. We will assert that Iowa's interpretation of ESSA is what guides the development of our ESSA State Plan.
5. **Maximizing District Flexibility**. We will work to maximize flexibility for Iowa's school districts.
6. **Ensuring Equity for Historically Disadvantaged Students**. We will emphasize equity in results across all subgroups identified in ESSA: students with disabilities, students who are economically disadvantaged, students from diverse ethnic and racial groups, English learners, students of military connected families, as well as students who are migrant, homeless, or in foster care.

ESSA EXECUTIVE SUMMARY

On December 10, 2015, the *Every Student Succeeds Act* (ESSA) reauthorized the *Elementary and Secondary Education Act* (ESEA) of 1965. As part of this reauthorization, every state is required to submit a plan that addresses specific components of the law. ESSA is focused on equitable access to education, high standards and accountability, and a decrease in achievement gaps across subgroups – including students with disabilities, students who are economically disadvantaged, students from major ethnic and racial groups, and English learners, students of military connected families, as well as students who are migrant, homeless, or in foster care.

Iowa's consolidated ESSA Plan serves as the foundation of the Iowa Department of Education's support for students, educators, and schools. Although it is a requirement, we have used this as an opportunity to not only align our work, but also as a vehicle to reinforce our commitment to equity, educational excellence, and coordination of programs and support services. Iowa's ESSA Plan is organized as follows:

ABOUT THIS DOCUMENT (Pages 1-23)

Programs included in the Consolidated State Plan is a federal form that lists programs from which Iowa must select to indicate the programs included in our plan – Iowa is submitting a Consolidated State Plan, and therefore has selected to include all programs listed within our ESSA Plan.

Overview of Iowa's Support for Students, Educators, and Schools describes the overall plan for how Iowa will support students, educators, and schools, and an overview of alignment across the system, including ESSA, Collaborative Infrastructure, Iowa Academic Standards and well-rounded education, Differentiated Accountability, Universal Desk Audit, Multi-Tiered System of Supports, Teacher Leadership and Compensation, and the Iowa State Report Card.

Review Criteria Checklist is a federal checklist of criteria that the United States Department of Education will use to determine the quality of Iowa's ESSA Plan.

ESSA PLAN SECTIONS (Pages 24-128)

A. TITLE I, PART A: Improving Basic Programs Operated by Local Educational Agencies (Pages 24-85) describes (a) Iowa's assessments and how required assessments adhere to the law in regards to access, (b) the long-term goals in academic achievement in reading and mathematics, graduation rate, and English Language proficiency, (c) the accountability system, measures and models used for reporting and accountability, identification of schools, and how the state will provide support for improvement for schools identified as Targeted or Comprehensive, (d) the state of quality educator access across the state, (e) research-based and evidence-based strategies supported at the Department to address the continuum of a student's education, including transitions from preschool through postsecondary options, well-rounded education, conditions for learning, technology, and parent/family engagement practices.

B. TITLE I, PART C: Education of Migratory Children (Pages 86-95) describes how the state and local education agencies will ensure the unique educational needs of migratory

children are identified and addressed. This includes preschool migratory children and migratory children who have dropped out of school. This section also describes how the state will use these funds to promote interstate and intrastate coordination of services for migratory children, and how the state will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, and whether or not such move occurs during the regular school year. Also included is the state's priorities for the use of these funds, and how such priorities relate to the state's assessment of needs for services in the state.

C. TITLE I, PART D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk (Pages 96-99) describes the state plan for assisting in the transition of children and youth between correctional facilities and locally operated programs. This section also includes an overview of program objectives and outcomes established by the state used to assess the effectiveness of the program to improve the academic, career, and technical skills of children in the program.

D. TITLE II, PART A: Supporting Effective Instruction (Pages 100-109) describes (a) how the Department will use these funds for state-level activities to improve student achievement, (b) Iowa's system of certification and licensing of teachers, principals, or other school leaders, (c) how the Department will improve the skills of teachers, principals, or other school leaders in specific areas, (d) how data and ongoing consultation will be used to continually update and improve outcomes, and (e) the actions the Department may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders.

E. TITLE III, PART A, SUBPART 1: English Language Acquisition and Language Enhancement (Pages 110-111) describes Iowa's standardized statewide entrance and exit procedures for inclusion in English learner programs, how the Department will support eligible entities to meet the long-term goals outlined in Section A and monitor the progress to meet the needs of English learners to achieve English proficiency, as well as the steps the Department will take to further assist eligible entities if strategies prove ineffective - such as providing technical assistance.

F. TITLE IV, PART A: Student Support and Academic Enrichment Grants (Pages 112-113) describes how Iowa will use these funds for state-level activities, as well as how the Department will ensure that awards made to local education agencies (LEAs) under Title IV, Part A, Subpart 1 are in amounts that are consistent with the law.

G. TITLE IV, PART B: 21ST Century Community Learning Centers (Pages 114-115) describes how the Department intends to use funds received under the 21st Century Community Learning Centers program, including funds reserved for state-level activities, and provides an overview of the procedures and criteria the Department will use for reviewing applications and awarding 21st Century Community Learning Center funds to eligible entities on a competitive basis.

H. TITLE V, PART B, SUBPART 2: Rural and Low Income Program (Pages 116-117) provides information on program objectives and outcomes, including how Iowa will use funds to help all students meet challenging state academic standards, and describes how the Department will provide technical assistance to eligible LEAs.

I. TITLE VII, SUBTITLE B: Education for Homeless Children and Youth Program, McKinney Vento Homeless Assistance Act (Pages 118-128) describes, (a) procedures the Department will use to identify homeless children and youth in the state and to assess their needs, (b) procedures for prompt resolution of disputes regarding the educational placement of homeless children and youth, (c) support for school personnel to serve the unique needs of this population, (d) equitable access to services, (e) strategies to address other problems, (f) policies to remove barriers to identification, enrollment, and retention, and (g) how youths will receive assistance from counselors to advise, prepare, and improve the readiness of such youths for college.

APPENDICES (Pages 129-237)

Appendix A includes Iowa's interim measures of progress for academic achievement in reading and mathematics, graduation rate, and English language proficiency.

Appendix B describes the structure Iowa used to obtain and use input across the state as well as a list of the meetings of the fall Listening and winter Information tour sessions, and list of meetings and membership of the Issue-Specific Forums.

Appendix C contains a list of the membership across the Iowa Department of Education Work Teams and Expert Work Groups, and a list of meetings and membership of the ESSA Advisory Committee.

Appendix D provides Input Summaries (categories and themes), across (1) all stakeholder input organized by notes (Fall Listening/Winter Information Tours and Issue-Specific Forums), written feedback (any piece of written document, including email and traditional mail), specific input from the ESSA Advisory Committee, and input obtained via the ESSA Online Feedback survey, and (2) Stakeholder Input and Impact (how input was directly used in the ESSA plan).

Appendix E includes all the raw data and summary information from the ESSA Advisory Committee.

Appendix F provides an overview of the recommended Assessment Audit the Department will conduct and disseminate statewide.

Appendix G details the Learning Supports, Iowa Safe and Supportive Schools Index (IS3), specifically the Conditions for Learning survey as an accountability indicator for School Quality or Student Success, including information regarding its reliability and validity.

Appendix H provides an illustration of the *ESSA Accountability Index Decision-Making Process* Iowa will use annually for reporting purposes, and every three years for accountability purposes.

Appendix I includes Iowa's General Education Provisions Act (GEPA) Section 427 statement.

ABOUT THIS DOCUMENT

This section contains important information about the programs included in the consolidated state plan, an overview of Iowa's supports for students, educators, and schools, and the review criteria checklist that will be used by the United States Department of Education (USED) to determine the quality of Iowa's ESSA Plan.

PROGRAMS INCLUDED IN THE CONSOLIDATED STATE PLAN

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated state plan. If an SEA elected not to include one or more of the programs below in its consolidated state plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated state plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated state plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated state plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

INSTRUCTIONS

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated state plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated state plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

OVERVIEW OF IOWA'S SUPPORTS FOR STUDENTS, EDUCATORS & SCHOOLS

The Iowa Department of Education (Department) is committed to ensuring access, equity and excellence in the Iowa Academic Standards[1]. We have incredible strength in our system to achieve and sustain this commitment. We have established an effective infrastructure that draws upon expertise from across our state to establish research and evidence-based practices embedded in every aspect of what we do in education. We maintain a robust development, delivery, and support system needed to increase student results by providing evidence-based professional learning to educators and leaders statewide. Within this ***collaborative infrastructure***[2] we are committed to ensuring:

1. ***Supports for Students*** to access and learn the Iowa Academic Standards, and thrive within an equitable and well-rounded education;
2. ***Supports for Educators*** to work in systems that promote excellence in both teaching and learning; and
3. ***Supports for Schools*** to have greater flexibility and positive outcomes through Iowa's *Unified Differentiated Accountability and Support System*.

Collaborative Infrastructure. For the past four years, we have worked to establish a collaborative infrastructure with area education agencies (AEAs), LEAs, schools, and related educational organizations (Figure 1). Experts across the state are engaged in this critical work to guarantee that what we do as a state is based on current evidence of impact on student outcomes and efficacy in school improvement in the following ways:

- ***Development***. We work as a system to identify, develop, refine, and pilot research/evidence-based processes, tools, practices and professional learning.
- ***Delivery***. After establishing efficacy within Iowa's context, members of Iowa's statewide Training Cadre engage in professional learning which is then, in turn, delivered across agencies. Training Cadre members are personnel from across the educational system who are experts in areas vital to student outcomes and school improvement. Iowa's Statewide School Improvement Team (SSIT) are members of this cadre and are considered the core experts in school improvement.
- ***Support***. Training Cadre members are responsible to support schools identified as needing universal, supplemental or targeted supports. SSIT members are responsible to support schools identified as needing comprehensive or intensive supports.

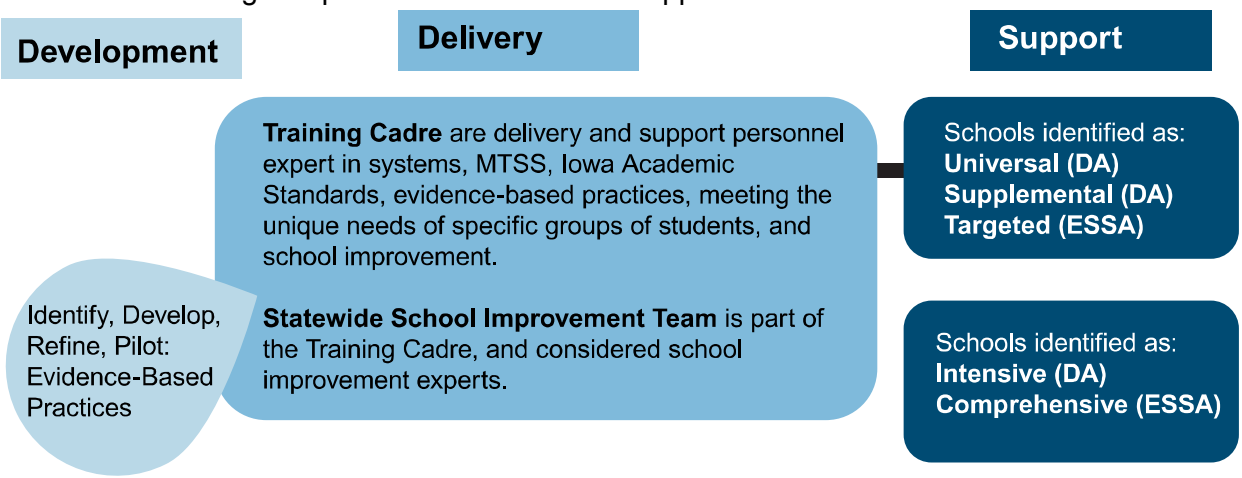


Figure 1. Collaborative Infrastructure: Development, Delivery and Support.

[1] Iowa Academic Standards include the Iowa Early Learning Standards, Iowa Required Standards, Iowa Recommended Standards, Iowa Essential Elements, and Iowa English Language Proficiency Standards.
[2] This is often referred to as Collaborating for Iowa's Kids or C4K.

1. Support for Students. Iowans have always valued and promoted a high-quality, well rounded education for all of its citizens. This value is reflected in Iowa law through the required subjects and coursework that all public schools in Iowa must provide to all students, and is supported through Iowa Academic Standards. Iowa Academic Standards include Iowa Early Learning Standards, Iowa Required Standards, Iowa Recommended Standards, Iowa Essential Elements, and Iowa English Language Proficiency Standards. Accreditation of public schools in Iowa are partially predicated on public districts both offering and teaching the prescribed coursework focused on the Iowa Academic Standards in a well-rounded range of topics. These requirements are contained in Iowa Code 256.11 and include, but are not limited to:

For Elementary students grades 1 through 6 (Iowa Code 256.11(3))

- English language arts, social studies, mathematics, science, health, age-appropriate and research-based human growth and development, physical education, traffic safety, music, and visual arts.

For Middle School students grades 7-8 (Iowa Code 256.11(4))

- English language arts, social studies, mathematics, science, health, age-appropriate and research-based human growth and development, career exploration and development, physical education, music, and visual arts.

For High School students grades 9-12 (Iowa Code 256.11(5)) The minimum program to be offered and taught for grades nine through twelve is:

- Five units of science including physics and chemistry;
- Five units of the social studies including instruction in voting statutes and procedures, voter registration requirements, the use of paper ballots and voting systems in the election process, and the method of acquiring and casting an absentee ballot;
- Six units of English language arts;
- Four units of a sequential program in mathematics and two additional units of mathematics;
- Four sequential units of one foreign language other than American sign language;
- All students physically able shall be required to participate in physical education activities during each semester they are enrolled in school except as otherwise provided;
- A minimum of three sequential units in at least four of the following six career and technical education service areas: (a) Agriculture, food, and natural resources, (b) Arts, communications, and information systems, (c) Applied sciences, technology, engineering, and manufacturing, including transportation, distribution, logistics, architecture, and construction, (d) Health sciences, (e) Human services, including law, public safety, corrections, security, government, public administration, and education and training, and (f) Business, finance, marketing, and management;
- Three units in the fine arts which shall include at least two of the following: dance, music, theater, and visual arts; and
- One unit of health education.

Iowa meets the needs of all our students by ensuring equitable access to Iowa Academic Standards and required coursework, high quality instruction, and research and evidence-based interventions and practices - focused on promoting a high level performance across all students. Not only does Iowa provide equitable access and challenge to all students, as documented in

our recent state Educational Equity Plan, but we strive to provide equity in result – as is described in detail throughout this plan.

Iowa's implementation of ESSA offers additional opportunities for LEAs to consider and further student opportunities to obtain a well-rounded education. The Department, through its implementation, guidance and technical assistance for all titles and grant programs, intends to support LEAs to creatively leverage and coordinate well-rounded educational opportunities, within parameters offered by the statute, in ways that best support local district needs. Examples of critical components of a well-rounded education that the Department requires include Physical Education/Health, Science, Mathematics[3], Social Studies, World Languages[4], School Library Programs, Talented and Gifted Education Programs, Early Childhood Education Programs, Counseling, and Fine Arts Programs. In these areas, the Department will actively work with state-level professional organizations to create exemplars of how these disciplines can work effectively to encourage a well-rounded education and promote high levels of achievement for all learners in challenging learning standards. Examples of state-level professional organizations include, but are not limited to: the Iowa Association of Health, Physical Education, Recreation, and Dance (IAHPERD), the Iowa School Nurse Organization (ISNO), the Iowa Talented and Gifted Association (ITAG), the Iowa Alliance for the Arts Education (IAAE), the Iowa School Counselors Association (ISCA), the Governor's STEM Council, the Iowa Association of Career and Technical Education (IACTE), the Iowa Association of School Librarians (IASL), the Iowa Council for the Social Studies, the Iowa World Language Association (IWLA), Early Childhood Iowa (ECI), the Iowa Association for the Education of Young Children (IAEYC), and the Council for Exceptional Children, Division for Early Childhood-Iowa Chapter, (CEC-DEC). The Department will also partner with state-level professional organizations to create a clearinghouse of evidence-based strategies in these areas/disciplines that districts might incorporate into various components of their ESSA plans to meet local context and needs. This clearinghouse will be web-based and will serve as part of the technical assistance offered by the Department to LEAs. In addition, the Department will continue to develop and support evidence-based content across Iowa Required Standards accessible through iowacore.gov.

2. Support for Educators. The 2013 legislative session adopted Iowa's Teacher Leadership and Compensation (TLC) system with the express purpose of creating a framework within all districts across the state to recruit, retain, support, and promote excellence for all educators and leaders. All districts have established local plans that create the framework within which educators may serve across a variety of critical roles essential for continued professional learning (e.g., model, mentor, lead, instructional coach, curriculum and professional development leader). Such a framework empowers educators, and serves as a structure for professional learning needed to support Iowa's *Unified Differentiated Accountability and Support System*. To that end, evidence-based professional learning will be supported as appropriate across all school personnel (e.g., teachers, other school leaders, specialized instructional support personnel, and paraprofessionals). Professional learning will have an emphasis on historically disadvantaged students, including students with disabilities, students who are

[3] Science and Mathematics are often referred to as Science, Technology, Engineering and Mathematics, or STEM.
[4] Iowa refers to foreign language as World Languages.

economically disadvantaged, students from major ethnic and racial groups, and English learners. In addition, the focus will be on effective implementation of essential components of a Multi-Tiered System of Supports (MTSS):

- **Assessment and Data-Based Decision-Making**. This includes training on the implementation, interpretation, and use of assessment results to support educators to make appropriate instructional decisions. This also includes understanding data-based decision-making practices at both the system and student level.
- **Evidence-Based Universal Instruction**. This includes standards-based instruction, resources, professional learning on Iowa Academic Standards and the building blocks that create the infrastructure for universal instruction, as well as research/evidence-based instructional practices to meet the needs of all students.
- **Evidence-Based Intervention System**. This includes professional learning on how to diagnose and identify specific learning needs of individual students as well as groups of students, how to design instruction to address identified student need(s), and how to effectively deliver instruction to maximize student engagement and achievement.

Further professional learning includes:

- **Leadership**. This includes professional learning in distributed leadership, research/evidence-based practices and competencies in instructional programming, and systems work within continuous improvement and MTSS.
- **Infrastructure**. This includes professional learning on effective structures for professional learning, program evaluation practices, effective community and family engagement, and system functioning (e.g., resources, scheduling, alignment), and effective management of financial resources.

Additional areas of professional learning and support will include opportunities to (a) increase teachers' effectiveness in MTSS implementation to support teaching all students, including students with disabilities, English learners, low income students, lowest-achieving students, children with disabilities, children and youth in foster care, migratory children, homeless children, immigrant children, and neglected, delinquent and at-risk students, and (b) increase effective implementation across Assessment and Data-Based Decision-Making, Universal Instruction, Intervention Systems, Leadership, and Infrastructure. Continued professional learning and support may include any of the areas listed within 2103(b)(3), contingent on the preponderance of districts with common needs identified as a result of MTSS implementation statewide.

3. Support for Schools. Iowa has established a *Unified Differentiated Accountability and Support System* (Table 1) designed to provide support for public districts, accredited nonpublic schools, and AEAs when and where they need it most. This system has three interconnected structural components: Universal Desk Audit, Identification of Schools, and Supports for Schools. It is designed to support compliance with state and federal law, as well as build capacity in continuous improvement reflected within Iowa's MTSS framework.

Table 1. Unified Differentiated Accountability and Support System.

Universal Desk Audit	Identification of Schools	Supports for Schools
The Universal Desk Audit is a required compliance submission and review. All districts, preschool programs, nonpublic schools and AEAs must submit audit information through Iowa's Consolidated Accountability and Support Application (CASA). This includes compliance for all state and federal requirements. Noncompliance issues identified must be corrected within the designated timeframe indicated within code.	**There are two methods to identify schools for supports:** 1. **ESSA Accountability Index**. Calculated and reported annually, the below measures will be used to identify schools for support every three years beginning in 2017-2018. o Participation in Academic Assessments EMH o Academic Achievement (includes gap)EMH o Student Growth EMH o Progress in achieving ELP EMH o Conditions for Learning EMH o Graduation Rate H o Postsecondary Readiness H Schools identified using the ESSA Accountability Index are required to engage in Supports for Schools. 2. **Differentiated Accountability Healthy Indicators (DA-HI)**. Calculated annually, the below areas include HI measures used to identify schools for supports: o Assessment and Data-Based Decision-Making o Universal Instruction o Intervention System o The following areas will build DA-HI measures in, over time: Leadership and Infrastructure Schools identified using HI measures have access to, but are not required to engage in, the same support as those identified using the ESSA Accountability Index.	**There are three essential areas of supports for schools:** 1. **Common Tools**. All schools will have access to an established data review process that includes a comprehensive needs assessment (CNA) and root cause analysis (RCA) that facilitates identification and verification of system needs. *Required: Targeted and Comprehensive (ESSA).* 2. **Technical Assistance**. All schools have access to an established layering of supports: self-paced, online modules, regional professional learning, ongoing webinars, and onsite support. *Required: Comprehensive (ESSA)* 3. **Action Plan**. All schools have access to one unified action plan aligned to state and federal law, and connected to results of the CNA and RCA. *Required: Targeted and Comprehensive (ESSA).*
Identification levels for support include *Supplemental and Intensive*.	ESSA Identification levels include *Comprehensive* (graduation rate below 66% and/or lowest 5%), or *Targeted* (underperforming subgroups). See below regarding the Iowa Report Card[5] DA-HI Identification levels include *Universal, Supplemental and Intensive*.	Schools identified as needing Extended Comprehensive support (Comprehensive for more than three years), will be required to implement state-approved strategies aligned to district and building needs.

EM=Elementary and Middle School Required Measure; H=High School Required Measure. All measures include subgroup data.

[5]*The Iowa School Report Card* is included in the Unified Accountability and Support System, and measures are calculated and reported annually. However, the state-required report card neither identifies noncompliance issues, nor identifies schools in need of support; therefore, it is not reflected in Table 1. Measures for the report card include: Academic Proficiency Growth (College Ready and Annual Growth), Closing Gap (Program and Race/Ethnicity), On-Track for College Readiness, Attendance, Graduation Rate, Staff Retention, and Parent/Community Involvement. Levels used for state reporting purposes only include: Exceptional, High Performance, Commendable, Acceptable, Needs Improvement, and Priority.

REVIEW CRITERIA CHECKLIST

A. TITLE I, PART A: Improving Basic Programs Operated by Local Educational Agencies

A.1: Challenging State Academic Standards and Assessments

Note: State Plan template item A.1 is submitted as part of the separate assessment peer review process consistent with ESEA section 1111(b) and 34 CFR § 200.2(d), and thus has no applicable peer review criteria in this document.

A.2: Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4))

Note: State Plan template items A.2.i and A.2.ii require binary yes/no responses from SEAs, and thus have no applicable peer review criteria.

A.2.iii: Strategies (ESEA section 1111(b)(2)(C); 34 CFR § 200.5(b)(4))

Review Criteria Checklist	Page #(s)
❑ If applicable, does the SEA describe, regarding the 8th grade math exception, its strategies to provide all students in the state the opportunity to be prepared for and take advanced mathematics coursework in middle school (*e.g.*, appropriate data and evidence that the strategies are likely to provide all students in the state that opportunity)?	25-26 (NO)

A.3: Native Languages (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) and (f)(4))

A.3.i: Definition

Review Criteria Checklist	Page #(s)
❑ Does the SEA provide its definition of "languages other than English that are present to a significant extent in the participating student population"?	26-27
❑ Does the SEA identify the specific languages that meet that definition?	26-27
❑ Does the SEA's definition include at least the most populous language other than English spoken by the state's participating student population?	26-27
❑ In determining which languages are present to a significant extent in the participating student population, does the SEA describe how it considered languages other than English that are spoken by distinct populations of English learners, including English learners who are migratory, English learners who were not born in the United States, and English learners who are Native Americans?	26-27
❑ In determining which languages are present to a significant extent in the participating student population, does the SEA describe how it considered languages other than English that are spoken by a significant portion of the participating student population in one or more of the state's LEAs, as well as languages spoken by a significant portion of the participating student population across grade levels?	26-27

A.3.ii: Existing Assessments in Languages other than English

Review Criteria Checklist	Page #(s)
❑ Does the SEA identify any existing assessments that it makes available in languages other than English, and specify for which grades and content areas those assessments are available?	27

A.3.iii: Assessments not Available and Needed

Review Criteria Checklist	Page #(s)
❑ Does the SEA indicate the languages other than English that are present to a significant extent in the participating student population, as defined by the SEA and identified under A.3.i of the consolidated state plan, for which yearly student academic assessments are not available and are needed?	27

A.3.iv: Efforts to Develop Assessments

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe how it will make every effort to develop assessments in, at a minimum, languages other than English that are present to a significant extent in the participating student population, as defined by the SEA and identified under A.3.i of the consolidated state plan template?	28-31
❑ Does the SEA's description of how it will make every effort to develop assessments in, at a minimum, languages other than English that are present to a significant extent in the participating student population include the state's plan and timeline for developing such assessments?	28-31
❑ Does the SEA's description of how it will make every effort to develop assessments in, at a minimum, languages other than English that are present to a significant extent in the participating student population include a description of the process the state used to: o gather meaningful input on the need for assessments in languages other than English; o collect and respond to public comment; and o consult with educators, parents and families of English learners, students, as appropriate, and other stakeholders?	28-31
❑ If applicable, does the SEA's description of how it will make every effort to develop assessments in, at a minimum, languages other than English that are present to a significant extent in the participating student population include an explanation of the reasons (*e.g.*, legal barriers) the state has not been able to complete the development of such assessments despite making every effort?	28-31

A.4: Statewide Accountability Systems & School Support and Improvement (ESEA section 1111(c) and (d))

A.4.i: Subgroups (ESEA section 1111(b)(3), 1111(c)(2))

A.4.i.a: Major Racial and Ethnic Subgroups of Students (ESEA section 1111(c)(2)(B))

Review Criteria Checklist	Page #(s)
❑ Does the SEA list each major racial and ethnic group that the SEA includes as a subgroup of students in its accountability system?	31

A.4.i.b: Additional Subgroups at SEA Discretion

Review Criteria Checklist	Page #(s)
❑ If applicable, does the SEA describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from each major racial and ethnic group, children with disabilities, and English learners) included in its statewide accountability system?	NA

A.4.i.c: Previously Identified English Learners

Note: State Plan template item A.4.i.c requires a binary yes/no response from SEAs, and thus has no applicable peer review criteria. 8

A.4.i.d: (If Applicable) Exception for Recently Arrived English Learners

Note: This peer review criterion applies only if a state selects the third option in item A.4.i.d in the consolidated state plan template for recently arrived English learners under which the state applies the exception under ESEA section 1111(b)(3)(A)(i) or the exception under ESEA section 1111(b)(3)(A)(ii) to a recently arrived English learner.

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe how it will choose which exception applies to a recently arrived English learner (*e.g.*, a statewide procedure that considers English language proficiency level in determining which, if any, exception applies)?	NA

A.4.ii: Minimum N-Size (ESEA section 1111(c)(3)(A))

A.4.ii.a: Minimum N-Size for Accountability (ESEA section 1111(c)(3)(A)(i))

Review Criteria Checklist	Page #(s)
❑ Does the SEA provide the minimum number of students that the state determines is necessary to meet the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes, including annual meaningful differentiation and identification of schools?	32
❑ Is the minimum number of students the same state-determined number for all students and for each subgroup of students in the state (*i.e.*, economically disadvantaged students, students from each major racial and ethnic group, children with disabilities, and English learners) for accountability purposes?	32

A.4.ii.b: Statistical Soundness of Minimum N-Size (ESEA section 1111(c)(3)(A)(i))

Review Criteria Checklist	Page #(s)
❑ Is the selected minimum number of students statistically sound?	32-33

A.4.ii.c: How the SEA Determined Minimum N-Size (ESEA section (1111(c)(3)(A)(ii))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe how it determined the minimum number of students?	33-34
❑ Does the description include how the state collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number?	33-34

A.4.ii.d: Minimum N-Size and Ensuring Student Privacy (ESEA section 1111(c)(3)(A)(iii))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe how it ensures that the minimum number of students will protect the privacy of individual students?	34

A.4.ii.e: If Applicable, Minimum N-Size for Reporting

Review Criteria Checklist	Page #(s)
❑ If the SEA's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, does the SEA provide the minimum number of students for purposes of reporting?	35
❑ Is the SEA's minimum number of students for purposes of reporting consistent with the requirements in ESEA section 1111(i), including with respect to privacy and statistical reliability?	35

A.4.iii: Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A))
A.4.iii.a: Academic Achievement (ESEA section 1111(c)(4)(A)(i)(I)(aa))
A.4.iii.a.1: Long-term goals

Review Criteria Checklist	Page #(s)
❑ Does the SEA identify (*i.e.*, by providing a numeric measure) and describe the long-term goals for all students for improved academic achievement, as measured by grade-level proficiency on the annual statewide reading/language arts and mathematics assessments (which must apply the same academic achievement standards to all public school students in the state, except those with most significant cognitive disabilities)?	35-38
❑ Does the SEA identify and describe long-term goals for each subgroup of students?	35-38
❑ Does the SEA's description include baseline data for all students and for each subgroup of students?	35-38
❑ Does the SEA's description include the timeline for meeting the long-term goals?	35-38

❑ Is the timeline the same multi-year length of time for all students and for each subgroup of students?	35-38
❑ Are the long-term goals ambitious?	35-38

A.4.iii.a.2: Measurements of interim progress

Review Criteria Checklist	Page #(s)
❑ Does the SEA provide measurements of interim progress toward meeting the long-term goals for all students?	Appendix A
❑ Does the SEA provide measurements of interim progress toward meeting the long-term goals for each subgroup of students?	Appendix A

A.4.iii.a.3: Improvement necessary to close statewide proficiency gaps

Review Criteria Checklist	Page #(s)
❑ Do the long-term goals and measurements of interim progress for academic achievement take into account the improvement necessary for subgroups of students who are behind in reaching those goals to make significant progress in closing statewide proficiency gaps, such that the state's long-term goals require greater rates of improvement for subgroups of students that are lower achieving?	38

A.4.iii.b: Graduation Rate (ESEA section 1111(c)(4)(A)(i)(I)(bb))

A.4.iii.b.1: Long-term goals for four-year adjusted cohort graduation rate

Review Criteria Checklist	Page #(s)
❑ Does the SEA identify and describe the long-term goals for the four-year adjusted cohort graduation rate for all students?	39-40
❑ Does the SEA identify and describe the long-term goals for the four-year adjusted cohort graduation rate for each subgroup of students?	39-40
❑ Does the SEA's description include baseline data for all students and for each subgroup of students?	39-40
❑ Does the SEA's description include the timeline for meeting the long-term goals?	39-40
❑ Is the timeline the same multi-year length of time for all students and for each subgroup of students?	39-40
❑ Are the long-term goals ambitious?	39-40

A.4.iii.b.2: If applicable, long-term goals for each extended-year adjusted cohort graduation rate(s)

Review Criteria Checklist	Page #(s)
❑ If applicable (*i.e.*, if the SEA chooses, at its discretion, to establish long-term goals for one or more extended-year rates), does the SEA identify and describe the long-term goals for each extended-year adjusted cohort graduation rate for all students?	40-41
❑ If applicable (*i.e.*, if the SEA chooses, at its discretion, to establish long-term goals for one or more extended-year rates), does the SEA identify and describe the long-	40-41

term goals for each extended-year adjusted cohort graduation rate for each subgroup of students?	
❑ Does the SEA's description include baseline data for all students and for each subgroup of students?	40-41
❑ Does the SEA's description include the timeline for meeting the long-term goals?	40-41
❑ Is the timeline the same multi-year length of time for all students and for each subgroup of students?	40-41
❑ Are the long-term goals ambitious?	40-41
❑ Are the long-term goals more rigorous than the long-term goals set for the four-year adjusted cohort graduation rate?	40-41

A.4.iii.b.3: Measurements of interim progress

Review Criteria Checklist	Page #(s)
❑ Does the SEA provide measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate for all students?	Appendix A
❑ Does the SEA provide measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate for each subgroup of students?	Appendix A

A.4.iii.b.4: Improvement necessary to close statewide graduation rate gaps

Review Criteria Checklist	Page #(s)
❑ Do the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary for subgroups of students who are behind in reaching those goals to make significant progress in closing statewide graduation rate gaps, such that the state's long term goals require greater rates of improvement for subgroups of students that graduate from high school at lower rates?	41

A.4.iii.c: English Language Proficiency (ESEA section 1111(c)(4)(A)(ii))

A.4.iii.c.1: Long-term goals

Review Criteria Checklist	Page #(s)
❑ Does the SEA identify and describe the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment?	42-43
❑ Does the SEA's description include baseline data?	42-43
❑ Does the SEA's description include the state-determined timeline for English learners to achieve English language proficiency?	42-43
❑ Is the long-term goal ambitious?	42-43

A.4.iii.c.2: Measurements of interim progress

Review Criteria Checklist	Page #(s)
❑ Does the SEA provide measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency?	Appendix A

A.4.iv: Indicators (ESEA section 1111(c)(4)(B), 1111(c)(4)(E)(ii))

Note: A single indicator may consist of multiple components or measures. Peers must review each such component or measure for compliance with all of the required elements.

A.4.iv.a: Academic Achievement

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe the Academic Achievement indicator used in its statewide accountability system, including that the SEA uses the same indicator for all schools in all LEAs across the state?	43-45
❑ Does the description include how the SEA calculates the indicator, including: 1) that the calculation is consistent for all schools, in all LEAs, across the state; 2) a description of the weighting of reading/language arts achievement relative to mathematics achievement; 3) if the state uses one, a description of the performance index; 4) if, at the high school level, the indicator includes a measure of student growth, a description of the growth measure (*e.g.*, a growth model); and 5) if the state averages data, a description of how it averages data across years and/or grades (*e.g.*, does the state use a uniform averaging procedure across all schools)?	43-45
❑ Is the indicator valid and reliable?	43-45
❑ Is the indicator based on the SEA's long-term goals?	43-45
❑ Can the indicator be disaggregated for each subgroup of students?	43-45
❑ Is the indicator measured by proficiency on the annual statewide reading/language arts and mathematics assessments?	43-45
❑ Does the indicator measure the performance of at least 95 percent of all students and 95 percent of all students in each subgroup?	43-45

A.4.iv.b: Other Academic Indicator for Elementary and Secondary Schools that are Not High Schools

Note: If the SEA uses a different Other Academic indicator for each grade span, peer reviewers must separately review each indicator that an SEA submits. For example, if an SEA submits one Other Academic indicator for elementary schools and a different Other Academic indicator for middle schools, then peer reviewers will provide feedback, using the criteria below, separately for each indicator.

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe the Other Academic indicator used in its statewide accountability system for public elementary and secondary schools that are not high schools, including that the SEA uses the same indicator and calculates it in the same way for all elementary and secondary schools that are not high schools, in all LEAs, across the state, except that the indicator may vary by each grade span?	45-46

❑ Does the SEA describe, if applicable, how it averages data across years and/or grades (*e.g.*, does the state use a uniform averaging procedure across all schools)?	45-46
❑ If the SEA uses a different indicator for each grade span, does it describe each indicator, including the grade span to which it applies?	45-46
❑ If the Other Academic indicator is not a measure of student growth, is the indicator another valid and reliable statewide academic indicator?	45-46
❑ If the Other Academic indicator is not a measure of student growth, does the indicator allow for meaningful differentiation in school performance?	45-46
❑ Can the indicator be disaggregated for each subgroup of students?	45-46

A.4.iv.c: Graduation Rate

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe the Graduation Rate indicator used in its statewide accountability system for public high schools in the state, including that the SEA uses the same indicator across all LEAs in the state?	47-48
❑ Does the description include how the SEA calculates the indicator including: 1) that the calculation is consistent for all high schools, in all LEAs, across the state; 2), if applicable, whether the SEA chooses to lag adjusted cohort graduation rate data; and 3) if applicable, how the SEA averages data (*e.g.*, consistent with the provisions in ESEA section 8101(23) and (25), which permit averaging graduation rate data over three years for very small schools)?	47-48
❑ Is the indicator valid and reliable?	47-48
❑ Is the indicator based on the SEA's long-term goals?	47-48
❑ Is the indicator based on the four-year adjusted cohort graduation rate?	47-48
❑ If the state, at its discretion, also includes one or more extended-year adjusted-cohort graduation rates, does the description include how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator?	47-48
❑ If applicable, does the SEA's description include how the state includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a state-defined alternate diploma under ESEA section 8101(23) and (25)?	47-48
❑ Can the indicator be disaggregated for each subgroup of students?	47-48

A.4.iv.d: Progress in Achieving English Language Proficiency Indicator

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe the Progress in Achieving English Language Proficiency indicator used in its statewide accountability system, including that the SEA uses the same indicator across all LEAs in the state?	48-49
❑ Is the indicator valid and reliable?	48-49
❑ Is the Progress in Achieving English Language Proficiency indicator aligned with the state-determined timeline described in A.4.iii.c.1?	48-49

❑ Does the indicator consistently measure statewide the progress of all English learners in each of grades 3 through 8 and in the grade for which such English learners are otherwise assessed under ESEA section 1111(b)(2)(B)(v)(I) during grades 9 through 12?	48-49
❑ Does the SEA's description include the state's definition of English language proficiency, based on the state English language proficiency assessment?	48-49

A.4.iv.e: School Quality or Student Success Indicator(s)

Note: Peer reviewers must separately review each School Quality or Student Success indicator that an SEA submits. For example, if an SEA submits one School Quality or Student Success indicator for high schools and a different School Quality or Student Success indicator for elementary and middle schools, then peer reviewers will provide feedback, using the criteria below, separately for each indicator. For any School Quality or Student Success indicator that does not apply to all grade spans, the SEA's description must include the grade spans to which it does apply. (ESEA section 1111(c)(4)(B)(v))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe each School Quality or Student Success indicator used in its statewide accountability system for all public schools in the state?	49-55
❑ If the SEA uses a different indicator for each grade span, does it describe each indicator, including the grade span to which it applies?	49-55
❑ Does the indicator allow for meaningful differentiation in school performance?	49-55
❑ Is the indicator valid, reliable, comparable, used statewide in all schools (for the grade span to which it applies), and calculated in a consistent way?	49-55; Appendix G
❑ Can the indicator be disaggregated for each subgroup of students?	49-55

A.4.v: Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))

A.4.v.a: State's System of Annual Meaningful Differentiation

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe its system of meaningfully differentiating, on an annual basis, all public schools in the state?	55-58
❑ Is the state's system of annual meaningful differentiation based on all indicators in the state's accountability system?	55-58
❑ Does the state's system of annual meaningful differentiation include the performance of all students and each subgroup of students on each of the indicators in the state's accountability system?	55-58

A.4.v.b: Weighting of Indicators

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe the weighting of each indicator in its system of annual meaningful differentiation, including how the weighting is adjusted for schools for	58-62

	which an indicator cannot be calculated due to the minimum number of students (*e.g.*, for the Progress in Achieving English Language Proficiency indicator)?	
❑	Do the Academic Achievement, Other Academic, Graduation Rate, and Progress in Achieving English Language Proficiency indicators each receive substantial weight individually?	58-62
❑	Do the Academic Achievement, Other Academic, Graduation Rate, and Progress in Achieving English Language Proficiency indicators receive, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate?	58-62

A.4.v.c: If Applicable, Different Methodology for Annual Meaningful Differentiation

	Review Criteria Checklist	Page #(s)
❑	If the SEA uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a of the state's plan for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), does it describe the different methodology or methodologies, including how the methodology or methodologies will be used to identify schools for comprehensive or targeted support and improvement?	62-63
❑	Does the SEA's description of a different methodology indicate the type(s) of schools to which it applies?	62-63

A.4.vi: Identification of Schools (ESEA section 1111(c)(4)(D), 1111(d)(2)(C)-(D))

A.4.vi.a Comprehensive Support and Improvement Schools—Lowest Performing

	Review Criteria Checklist	Page #(s)
❑	Does the SEA describe its methodology to identify not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the state for comprehensive support and improvement including, if applicable, how it averages data (*e.g.*, does the state use a uniform averaging procedure across all schools)?	63
❑	Does the SEA's methodology result in the identification of not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the state for comprehensive support and improvement?	63
❑	Does the SEA include the year in which it will first identify these schools for comprehensive support and improvement (*i.e.*, does the timeline comply with the Department's guidance)?	63

A.4.vi.b: Comprehensive Support and Improvement Schools—Low Graduation Rates

	Review Criteria Checklist	Page #(s)
❑	Does the SEA describe its methodology to identify all public high schools in the state failing to graduate one-third or more of their students for comprehensive support and improvement, including: 1) a description of whether the SEA uses one or more extended-year adjusted cohort graduation rates in addition to the four-year	64-65

adjusted cohort graduation rate and 2) if applicable, how the SEA averages data (*e.g.*, does the state use a uniform averaging procedure across all schools)?	
❑ Does the SEA's methodology result in the identification of all public high schools in the state failing to graduate one-third or more of their students for comprehensive support and improvement?	64-65
❑ Does the SEA include the year in which it will first identify these schools for comprehensive support and improvement (*i.e.*, does the timeline comply with the Department's guidance)?	64-65

A.4.vi.c: Comprehensive Support and Improvement Schools—Additional Targeted Support Not Exiting Such Status

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe its methodology to identify schools receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (*i.e.*, based on identification as a school in which the performance of any subgroup of students, on its own, would lead to identification as one of the lowest-performing five percent) that have not satisfied the statewide exit criteria for such schools within a state-determined number of years?	65
❑ Does the SEA's methodology result in the identification of such schools?	65
❑ Does the SEA include the year in which it will first identify these schools for comprehensive support and improvement (*i.e.*, does the timeline comply with the Department's guidance)?	65

A.4.vi.d: Frequency of Identification

Review Criteria Checklist	Page #(s)
❑ Does the SEA include the frequency with which the state will identify each type of school for comprehensive support and improvement after the first year of identification?	65
❑ Does the SEA's timeline result in identification of these schools at least once every three years?	65

A.4.vi.e: Targeted Support and Improvement Schools—"Consistently Underperforming" Subgroups

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe its methodology to identify schools with one or more "consistently underperforming" subgroups of students, including its definition of "consistently underperforming"?	66
❑ Does the SEA's methodology result in the identification of any school with one or more "consistently underperforming" subgroups of students?	66
❑ Is the methodology based on all indicators in the statewide system of annual meaningful differentiation?	66
❑ Does the SEA identify these schools annually?	66

A.4.vi.f: Targeted Support and Improvement Schools—Additional Targeted Support

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe its methodology to identify schools in which the performance of any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the state's methodology under ESEA section 1111(c)(4)(D) (*i.e.*, the methodology described above in A.4.vi.a), including: 1) whether the methodology identifies these schools from among all public schools in the state or from among only the schools identified as schools with one or more consistently underperforming subgroups and 2) if applicable, how the SEA averages data (*e.g.*, does the state use a uniform averaging procedure across all schools)?	67
❑ Does the SEA's methodology result in identification of such schools?	67
❑ Does the SEA include the year in which the state will first identify such schools (*i.e.*, does the timeline comply with the Department's guidance)?	67
❑ Does the SEA include the frequency with which the state will identify such schools after the first year of identification?	67

A.4.vi.g: If Applicable, Additional Statewide Categories of Schools

Review Criteria Checklist	Page #(s)
❑ If the state chooses, at its discretion, to include additional statewide categories of schools, does the SEA describe those categories?	NA

A.4.vii: Annual Measure of Achievement (ESEA section 1111(c)(4)(E)(iii))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe how it factors the requirement for 95 percent participation of all students and 95 percent of all students in each subgroup of students in statewide mathematics and reading/language arts assessments into the statewide accountability system?	68
❑ If applicable, does the SEA describe how the SEA differentiates its approach based on such factors as the number of subgroups in the school missing the participation rate requirement, the length of time over which the school has missed the requirement, or the degree to which the school missed the requirement (*e.g.*, 92 percent participation rate vs. 70 percent participation)?	68

A.4.viii: Continued Support for School and Local Educational Agency Improvement (ESEA Section 1111(d)(3)(A))

A.4.viii.a: Exit Criteria for Comprehensive Support and Improvement Schools (ESEA section 1111(d)(3)(A)(i)(I))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe its statewide exit criteria for schools identified for comprehensive support and improvement, which may include how the exit criteria are aligned with the state's long-term goals and measurements of interim progress?	68
❑ Does the SEA's description include the number of years within which schools are expected to meet such criteria?	68
❑ Is the number of years no more than four years?	68
❑ Do the exit criteria ensure continued progress to improve student academic achievement and school success in the state (*e.g.*, do the exit criteria improve student outcomes and ensure that a school that exits no longer meets the criteria under which the school was identified)?	68

A.4.viii.b: Exit Criteria for Schools Receiving Additional Targeted Support (ESEA section 1111(d)(3)(A)(i)(II))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe its statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), which may include how the exit criteria align with the state's long-term goals and measurements of interim progress and the requirement that the goals and measurements of interim progress take into account the improvement necessary to close statewide proficiency and graduation rate gaps?	68-69
❑ Does the SEA's description include the number of years within which schools are expected to meet such criteria?	68-69
❑ Do the exit criteria ensure continued progress to improve student academic achievement and school success in the state (*e.g.*, do the exit criteria improve student outcomes for the subgroup or subgroups that led to the school's identification and ensure that a school that exits no longer meets the criteria under which the school was identified)?	68-69

A.4.viii.c: More Rigorous Interventions (ESEA section 1111(d)(3)(A)(i)(I))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe the more rigorous state-determined action required for schools identified for comprehensive support and improvement that fail to meet the SEA's exit criteria within a state-determined number of years, which may include interventions that address school-level operations, such as changes in school staffing and budgeting or the school day and year?	69

A.4.viii.d: Resource Allocation Review (ESEA section 1111(d)(3)(A)(ii))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe how it will periodically review resource allocation to support school improvement in each LEA in the state serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement?	70

A.4.viii.e: Technical Assistance (ESEA section 1111(d)(3)(A)(iii))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe the technical assistance that it will provide to each LEA in the state serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement?	70-72
❑ Is the technical assistance likely to improve student outcomes by, for example, 1) identifying state-approved evidence-based interventions; 2) supporting LEAs and schools in the development and implementation of support and improvement plans; and 3) differentiating the technical assistance?	70-72

A.4.viii.f: If Applicable, Additional Optional Action

Review Criteria Checklist	Page #(s)
❑ If applicable, does the SEA describe the action that it will take to initiate additional improvement in any LEA with a significant number or percentage of schools that it consistently identifies for comprehensive support and improvement and are not meeting the state's exit criteria or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans?	NA

A.5: Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe the extent, if any, that low-income children enrolled in schools assisted under Title I, Part A are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, which may include the state definition of ineffective, out-of-field, and inexperienced teachers?	72-74
❑ Does the SEA describe the extent, if any, that minority children enrolled in schools assisted under Title I, Part A are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, which may include the state definition of ineffective, out-of-field, and inexperienced teachers?	72-74
❑ Does the SEA describe the measures (*e.g.*, data used to calculate the disproportionate rates) that it will use to evaluate and publicly report its progress with respect to how low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers? Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a state to develop or implement a teacher, principal or other school leader evaluation system.	72-74

A.6: School Conditions (ESEA Section 1111(g)(1)(C))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe how it will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning?	74-75
❑ Does the SEA's description include how it will support LEAs to reduce incidences of bullying and harassment?	74-75
❑ Does the SEA's description include how it will support LEAs to reduce the overuse of discipline practices that remove students from the classroom?	74-75
❑ Does the SEA's description include how it will support LEAs to reduce the use of aversive behavioral interventions that compromise student health and safety?	74-75

A.7: School Transitions (ESEA 1111(g)(1)(D))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe how it will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school)?	75-85
❑ Does the SEA's description include how it will work with LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out?	75-85

SECTION E: TITLE III, PART A, SUBPART 1: ENGLISH LANGUAGE ACQUISITION AND ENHANCEMENT

E.1: Entrance and Exit Procedures (ESEA section 3113(b)(2))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe how it will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the state, standardized statewide entrance and exit procedures for English learners, including a description of how, if applicable, a state will ensure that local input included in the exit procedures, such as teacher input or a portfolio, will be applied statewide?	110
❑ Does the SEA's description include an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the state?	110

E.2: SEA Support for English Learner Progress (ESEA section 3113(b)(6))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe how it will assist eligible entities in meeting the state-designed long-term goal for English language proficiency established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards	110-111

meeting such goal, based on the state's English language proficiency assessment under ESEA section 1111(b)(2)(G)?	
❑ Does the SEA describe how it will assist eligible entities in helping to ensure that English learners meet challenging state academic standards?	110-111

E.3: Monitoring and Technical Assistance (ESEA section 3113(b)(8))

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe how it will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English language proficiency?	111
❑ Does the SEA describe the steps it will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as by providing technical assistance and support on how to modify such strategies?	111

SECTION I: EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM, MCKINNEY-VENTO HOMELESS ASSISTANCE ACT, TITLE VII, SUBTITLE B

I.1: Student Identification (722(g)(1)(B) of the McKinney-Vento Act):

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe the procedures it will use to identify homeless children and youth in the state and to assess their needs?	118-119

I.2: Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act)

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth?	119-122

I.3: Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act):

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including such children and youth who are runaway and homeless youth?	122-123

I.4: Access to Services (722(g)(1)(F) of the McKinney-Vento Act)

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe procedures that ensure that homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the state?	123-125

❑ Does the SEA describe procedures that ensure that homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent these youth described from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies?	123-125
❑ Does the SEA describe procedures that ensure that homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the state and local levels?	123-125

I.5: Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act)

Review Criteria Checklist	Page #(s)
❑ Does the SEA provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by (i) requirements of immunization and other required health records; (ii) residency requirements; (iii) lack of birth certificates, school records, or other documentation; (iv) guardianship issues; or (v) uniform or dress code requirements?	125-126

I.6: Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act)

Review Criteria Checklist	Page #(s)
❑ Does the SEA demonstrate that the SEA and LEAs in the state have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the state, including barriers to enrollment and retention due to outstanding fees or fines, or absences?	126-127

I.7: Assistance from Counselors (722(g)(1)(K) of the McKinney-Vento Act)

Review Criteria Checklist	Page #(s)
❑ Does the SEA describe how youths described in section 725(2) will receive assistance from counselors to advise such youths and prepare and improve the readiness of such youths for college?	127-128

A. TITLE I, PART A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (LEAS)

1. Challenging State Academic Standards and Assessments *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)*[6]

There is no requirement to address this section at this time. However, the Iowa Academic Standards serve as the foundation for education in Iowa. Therefore we have included an overview of the standards as an acknowledgement that mastering the required standards is central to Iowa's accountability, reporting and school support plans, and so essential to Iowa's ESSA Plan.

Iowa Academic Standards

In Iowa, the following are considered the Iowa Academic Standards:

- Iowa Early Learning Standards,
- Iowa Required Standards and Iowa Recommended Standards,
- Iowa Essential Elements, and
- Iowa English Language Proficiency Standards.

Iowa Early Learning Standards were adopted by the Iowa State Board of Education (State Board) in 2012 and are currently under revision. These are required to be used by districts and their community partners which operate state-funded preschools or provide early childhood special education services. The *Iowa Early Learning Standards* are descriptions of the knowledge, behaviors, and skills that children from birth through age five may demonstrate during the first 2000 days of life. The eight development/content areas of the standards include: physical well-being and motor development; approaches to learning; social and emotional development; communication, language and literacy; mathematics; science; creative arts; and social studies.

Iowa Required Standards and Iowa Recommended Standards include:

- **English Language Arts (ELA) and Mathematics:** In July of 2010, Iowa adopted Common State Standards for ELA/literacy and mathematics. In November of 2010, Iowa adopted Iowa-specific additions to the ELA/literacy and mathematics standards. In November 2016, Iowa adopted revised ELA/literacy standards.
- **Science:** In August of 2015, Iowa adopted standards for science, which are the Performance Expectations from the Next Generation Science Standards. Full implementation begins in the 2018-2019 academic year.
- **Social Studies:** In May of 2017, the State Board adopted social studies standards. These standards were written by a team of Iowa educators based on the C3 Framework. Full implementation begins in the 2020-2021 academic year.

[6] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

- **21st Century Skills:** In addition to the Iowa Required Standards in ELA, mathematics, science, and social studies, students are required to master standards in 21st Century Skills (civic literacy, financial literacy, health literacy, technology literacy and employability skills).
- **Recommended Standards:** Anticipated voluntary standards will be recommended for adoption in fine arts in 2017-2018. Recommended standards in computer science, will begin development next, followed by physical education and health.

Iowa's **Executive Order 83** requires the Department to review the academic standards on a regular cycle. This ensures the standards used reflect the will of the public. The process includes a representative team, review of national/state standards, development of a survey instrument, collection of feedback (educators and public), data review, and final recommendations. The same process is used for adopting new standards.

Iowa Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Iowa Required Standards. The purpose of the Essential Elements is to build a bridge from the content in the Iowa Required Standards to academic expectations for students with the most significant cognitive disabilities.

Iowa English Language Proficiency Standards correspond to rigorous content standards in English language arts, mathematics, and science.

The Iowa Academic Standards are implemented under the guidance of statewide leadership teams. These teams are comprised of teachers, administrators, teacher leaders, professors, informal educators, and Area Education Agency (AEA) consultants led by the Department. These teams work to ensure successful implementation of the Iowa Academic Standards by creating, identifying and providing research and evidence-based instructional and assessment practices, resources and professional learning.

2. Eighth Grade Mathematics Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
   i. Does the state administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
      ☐ Yes
      ☒ No

   ii. If a state responds "yes" to question 2(i), does the state wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically

administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

a. The student instead takes the end-of-course mathematics assessment the state administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
c. In high school:
    1. The student takes a state-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the state administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
    2. The state provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
    3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

□ Yes
□ No

iii. If a state responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the state the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

3. <u>Native Language Assessments</u> *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4)*:
   i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

The Department's definition of *"languages other than English that are present to a significant extent in the participating student population"* is as follows: Any language that represents 4 percent or more of the native languages spoken by identified English learners is considered a language present to a significant extent in the participating student population. **<u>Spanish</u>** meets the Department definition of present to a significant extent in the participating student population.

In 2015-16 school year, 5.7 percent of Iowa' students were designated as English learners, which includes distinct populations of English

learners such as learners who are migratory, those not born in the United States, and English learners who are Native American.

Of this population, 68 percent indicated Spanish as their native language. The remaining 32 percent reported a variety of languages.

No other languages apart from Spanish represent more than 4 percent of native languages within the English learner population. The largest next percentage is Karen (3.8) followed by Arabic (2.8), Bosnian (2.7), Vietnamese (2.6) and Burmese (2.2).

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

In the 2017 Iowa Legislative session, Senate File (SF) 240 passed which directed the Department to issue a Request for Proposals (RFP) for a new statewide general education assessment to be given in the 2018-19 school year. As a result, Iowa will continue to use the Iowa Assessments in reading, mathematics and science for the 2017-18 school year.

In the first year of ESSA implementation, Iowa will support three statewide assessments: Iowa Assessments, Dynamic Learning Maps, and English Language Proficiency Assessment for the 21st Century (ELPA21).

- **Iowa Assessments** are a paper and pencil test and do not have versions of the assessment available in other languages for any grade.
- **Dynamic Learning Maps** do not have versions of the assessment available in other languages for any grade.
- **ELPA21 for English Learners** measures English Language proficiency. ELPA21 includes native language translation of directions across all grades in: Spanish, American Sign Language, Arabic, Chinese (Cantonese and Mandarin), Karen, Korean, Marshallese, Russian, and Somali.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

Iowa Assessments and Dynamic Learning Maps do not have a Spanish version of the assessment across any grade.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
    a. The state's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
    b. A description of the process the state used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
    c. As applicable, an explanation of the reasons the state has not been able to complete the development of such assessments despite making every effort.

With regard to adopting a statewide accountability assessment, Iowa has worked for 5 ½ years to adopt a new assessment. This process has involved a complex interaction between the Iowa Department of Education, the Iowa Legislature, the Iowa Governor's office and the Iowa State Board of Education. Public input on Iowa's adoption process has occurred at multiple times and in multiple venues. These include:

1. An Iowa Assessment Task Force was commissioned in 2012 to study and make a recommendation on a new state assessment. This group was made up of 21 Iowans representing very diverse constituencies including the teachers' union, school administrators, parents, individuals with disabilities, English learners, talented and gifted, early childhood, school boards, nonpublic schools, higher education to name a few. This group met for 14 months and all of their meetings were open to the public and public input was heard at each meeting. A final report, documenting all members and their recommendation is available at https://www.educateiowa.gov/resources/boards-commissions-committees-councils-and-task-forces/assessment-task-force.
2. The state board of education promulgated administrative rules adopting a new state accountability assessment. These rules received both written input and oral comment during the requisite public hearing hold open period. Additionally, the state board and the administrative rules review committee heard public input on this topic at their respective meetings.

3. The legislature passed Senate File 240 in 2016, requiring the Department of Education to run a Request for Proposals to select a new accountability assessment. During the process of passing this law, there was opportunity for public input at both the subcommittee meetings associated with passage of this law.
4. Throughout Iowa's development of our ESSA plan, the public had many, many opportunities for input on Iowa's ESSA plan, including providing comment on Iowa's accountability assessment and how it should be used in Iowa's Accountability Index.

In November 2015, the Iowa State Board of Education adopted state administrative rules implementing Smarter Balanced Assessments for English Language Arts (ELA) and Mathematics. Smarter Balanced Assessments support the following accessibility features: Braille, stacked Spanish translations, videos in American Sign Language, glossaries provided in 10 languages and several dialects, as well as translated test directions in 19 languages, side-by-side bilingual test version, directions translated into native language, and bilingual glossary. The Department planned to implement this new summative assessment across the state in the 2017-2018 year. However, in the 2017 Iowa Legislative session, SF 240 passed which then directed the Department to issue a RFP for a new statewide assessment in mathematics, ELA and science, to be given in the 2018-19 school year.

Given the current circumstances, Iowa will continue to use the Iowa Assessments in the 2017-2018 year. Iowa Assessments are a paper and pencil test and do not have versions of the assessment available in other languages for any grade. Iowa will not be administering this current version of the Iowa Assessments past the 2017-2018 year. **Therefore, there is no plan to develop a Spanish version of the current Iowa Assessments**.

On July 1, 2017, the Department issued an RFP for the new statewide general education assessment as required by SF 240. The Department must execute the RFP bid process in accordance with appropriate state and federal law, including:

- Iowa Code, Chapter 73 – Targeted Small Business
- Iowa Administrative Code (IAC), including 11 IAC Chapters 117, 118, and 119.

The Department developed criteria to evaluate proposals submitted in response to the request for a statewide assessment. There are specific requirements for the (1) statewide assessment, and for (2) evaluation criteria that must be included as per SF 240:
(1) The Statewide Assessment of Student Progress shall meet the following requirements:

- Shall measure individual student growth,
- Shall be aligned to the Iowa Required Standards for grades 3 to 8 and at least 1 high school grade,
- Shall be capable of measuring student performance in English Language Arts including reading and writing, mathematics and science.
- Shall be available in paper-and-pencil and computer-based formats,
- Proposals incapable of assessing in English Language Arts including reading and writing, math and science shall not be considered, and
- Potential vendors or providers may collaborate to meet requirements.

(2) The Department shall consider the following in criteria reviewing the RFP:

- Cost to school districts and the state in providing and administering the assessment and the technical support necessary to administer the statewide assessment,
- Feasibility of implementation by school districts,
- Cost of acquiring the infrastructure necessary for implementing technology readiness in all of Iowa's school districts including technology required for accommodations,
- Degree to which the submission is aligned with the Iowa-required academic standards,
- Ability of the assessment to measure student growth and student proficiency,
- Instructional time required to conduct the statewide assessment,
- Ability of assessment to meet requirements of the Every Student Succeeds Act, and
- Instructional time required to conduct the statewide assessment.

To ensure that Iowa meets the requirement of a state assessment *in languages other than English that are present to a significant extent in the participating student population* – this has been included as a high priority criteria in the RFP evaluation criteria listed above as: *Ability of assessment to meet requirements of the Every Student Succeeds Act.*

This RFP process does not allow consultation across stakeholders to establish the need for assessments other than English (e.g., educators,

parents and families of English learners, students, and other stakeholders). However, we have included this as a priority in the RFP evaluation criteria.

Table 2 provides a timeline for this process. Once the RFP process has concluded, and a new statewide summative assessment has been identified, Iowa will submit the relevant information to the United States Department of Education for review – including both statistical and technical information as well as details regarding versions of the assessment that are supported *in languages other than English that are present to a significant extent in the participating student population*.

Table 2. Timeline to Identify and Implement a New Statewide General Education Summative Assessment.

Timeline	Action Step
2017-2018 Year	• Establish and Release RFP by July 1, 2017– with high priority criteria the assessment is available in languages other than English • Obtain and Review Proposals • Release Decision and Establish Contract • Deliver Training for New Assessment
2018-2019 Year	Implement New Statewide Summative Assessment

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:
    i. Subgroups *(ESEA section 1111(c)(2))*:
        a. List each major racial and ethnic group the state includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Iowa will include the following groups in its accountability and reporting systems:

- Low Socio-Economic Status as measured by free or reduced-price lunch eligibility
- English learners
- Students with disabilities
- White
- Black/African American
- Asian
- Hispanic
- Native American
- Hawaiian/Pacific Islander
- Multi-racial

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Not applicable. The Department will include the above groups in the statewide accountability system and will not add subgroups.

c. Does the state intend to include in the English learner subgroup the results of students previously identified as English learners on the state assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of state accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes

☐ No

d. If applicable, choose one of the following options for recently arrived English learners in the state:

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or

☒ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the state will choose which exception applies to a recently arrived English learner.

Not Applicable.

ii. Minimum N-Size *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the state determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Iowa will use a minimum N size of 20 for inclusion in the accountability calculations under section 1111(c) for all students and each subgroup listed in A.4.i.a.

b. Describe how the minimum number of students is statistically sound.

A minimum N size of 20 will prevent the use of disaggregated data for accountability determinations if the number of students in the

subgroup is insufficient to yield statistically reliable information (200.17(a)(1)). The state has determined that 20 is the minimum N size required to yield statistically reliable information by:

- Comparing the number of students and number and size of schools that would be included or excluded from accountability determinations based on an N size of 10, 20 and 30 students, and
- Calculating data for the smallest schools included in accountability at each N size.

Results of these calculations indicated that the data are stable at N=30, relatively or minimally stable at an N size of 20, but less than stable at N=10. The purpose of such analysis was to arrive at appropriate N size which included as many students and schools in accountability calculations as possible while at the same time yielding valid and reliable results to be used in high stakes decisions. Given the results, and after significant vetting and feedback across stakeholder groups (see A.4.ii.c), Iowa selected an N size of 20. Iowa will not average data as part of the accountability system.

c. Describe how the minimum number of students was determined by the state, including how the state collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

A minimum N size of 20 will prevent the use of disaggregated data for accountability determinations if the number of students in the subgroup is insufficient to yield statistically reliable information (200.17(a)(1)). The state has determined that 20 is the minimum N size required to yield statistically reliable information by:

- Comparing the number of students and number and size of schools that would be included or excluded from accountability determinations based on an N size of 10, 20 and 30 students, and
- Calculating data for the smallest schools included in accountability at each N size.

Results of these calculations indicated that the data are stable at N=30, relatively or minimally stable at an N size of 20, but less than stable at N=10. An N size of 20 was then proposed for input across the state. Data as described above were examined and vetted across multiple stakeholder groups. The purpose of the analysis and subsequent stakeholder vetting was to arrive at an appropriate N size which included as many students and schools in accountability

calculations as possible while at the same time yielding valid and reliable results to be used in high stakes decisions.

The N size information was discussed across the Winter Listening Tour, Issue-Specific Forums for English learners and Special Education, expert groups, and Iowa's ESSA Advisory – as well as statewide via the ESSA Online Feedback form. The list of stakeholders is provided in Appendices B and C, with summary data provided in Appendix D. Input was obtained from teachers, principals, school leaders, parents, agencies, issue-specific groups (e.g., gifted and talented, special education, English learners) and other stakeholders. There were concerns across groups that an N size of 20 may not capture all students or schools, as shown in Table 27. *Theme by Section and Feedback Type: Notes, Written and Online*, there were approximately fifty-nine coded summary themes that indicated some concern about the N size of 20 and what this means for subgroups. This was echoed in the ESSA Advisory Committee meeting discussions (see Table 38. *Feedback: Section 4-N Size*). However, after reviewing the data and engaging in discussions about the validity across N sizes of 10, 20 and 30, there was general understanding that an N size of 20 exceeds the statutory requirement and includes more students and schools while at the same time providing statistically valid results

d. Describe how the state ensures that the minimum number is sufficient to not reveal any personally identifiable information.[7]

Iowa will use a minimum N size of 10 for reporting data for all students and all subgroups of students. When reporting data, cell sizes of less than ten are redacted based on the denominator to protect students from being identified.

[7] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum N size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

e. If the state's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the state's minimum number of students for purposes of reporting.

Iowa will use a minimum N size of 10 for inclusion in public reporting under section 1111(i) for all students and each subgroup of students as indicated in A.4.i.a, as well as students of military-connected families, and students who are migrant, homeless, and/or in foster care.

iii. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

a. Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the state; and (iii) how the long-term goals are ambitious.

In the 2017 Iowa Legislative session, SF 240 passed which directed the Department to issue a RFP for a new statewide general education assessment to be given in the 2018-19 school year. In the interim, Iowa will continue to use the Iowa Assessments in reading, mathematics, and science for the 2017-18 school year.

Given the current circumstances, the Department will set a five-year goal and targets because a new assessment will be implemented in the 2018-2019 school year.

One of Iowa's State Board goals is that all preschool through grade 12 students will achieve at a high level, with the outcome that students in all subgroups will achieve at proficient or higher in reading and mathematics. The Department's ultimate goal is that all children and youth are proficient across subgroups. However, over the past three years proficiency data in reading and mathematics have remained flat at each grade and across all subgroups. Given this, the long-term goal in reading and mathematics is that all students will increase percent proficiency by half a percent each year over five years. At the same time, it is expected for those subgroups who are behind performance will increase 1 percent point each year over five years. This dual

goal will set a high bar for all students along with a more aggressive standard for subgroups. Table 3. *Baseline and Long-Term Goals for Reading/Language Art and Mathematics* provides baseline data (2015-2016) and long-term goals on the five-year timeline (2016-2017 to 2021-2022).

This is an ambitious goal as Iowa's proficiency has flat-lined in reading and mathematics, regardless of subgroup and grade. With this goal as an expectation for all students and subgroups who are behind, Iowa students will increase proficiency rates for all, while at the same time closing achievement gaps between groups.

Table 3. Baseline and Long-Term Goals for Reading/Language Arts and Mathematics.

Grade	Reading/ Language Arts: Baseline Data 2015-2016	Reading/ Language Arts: Long-term Goal 2021-2022	Mathematics: Baseline Data 2015-2016	Mathematics: Long-term Goal 2021-2022
All students				
3	76.0	78.5	78.7	81.2
4	74.8	77.3	77.9	80.4
5	76.0	78.5	75.6	78.1
6	74.4	76.9	76.0	78.5
7	75.0	77.5	82.9	85.4
8	74.4	77.2	74.6	77.1
11	77.9	80.4	81.7	84.2
Economically disadvantaged students				
3	63.6	68.6	67.6	72.6
4	62.7	67.7	65.8	70.8
5	64.6	69.6	62.7	67.7
6	61.3	66.3	62.1	67.1
7	61.1	66.1	71.0	76.0
8	60.6	65.6	59.4	64.4
11	62.4	68.4	67.9	72.9
Children with disabilities				
3	36.9	41.9	48.6	53.6
4	35.2	40.2	44.0	49.0
5	34.7	39.7	35.3	40.3
6	29.7	34.7	30.6	35.6
7	28.4	33.4	42.1	47.1
8	26.3	31.3	26.5	31.5

11	28.1	33.1	38.1	43.1
English learners				
3	48.2	53.2	58.1	63.1
4	42.9	47.9	52.9	57.9
5	40.0	45.0	42.5	47.5
6	32.0	37.0	36.4	41.4
7	33.1	38.1	51.6	56.6
8	28.4	33.4	41.4	36.4
11	21.4	26.4	38.1	43.1
Race/Ethnicity				
American Indian or Alaska Native				
3	62.8	67.8	69.0	74.0
4	64.6	69.6	58.3	63.3
5	64.8	69.8	60.9	65.9
6	64.0	69.0	64.5	69.5
7	59.8	64.8	73.5	78.5
8	58.7	63.7	52.0	57.0
11	59.8	64.8	63.4	68.4
Asian				
3	78.1	80.6	82.9	85.4
4	75.8	78.3	79.0	81.5
5	80.0	82.5	80.6	83.1
6	75.7	78.2	79.7	82.2
7	80.2	82.7	87.7	90.2
8	75.7	78.2	78.2	80.7
11	71.2	73.7	81.6	84.1
Black or African American				
3	49.0	54.0	49.4	54.4
4	49.0	54.0	48.3	53.3
5	51.2	56.2	45.2	50.2
6	47.7	52.7	44.1	49.1
7	46.6	51.6	52.4	57.4
8	46.0	51.0	38.5	43.5
11	48.6	53.6	52.9	57.9
Hispanic				
3	60.9	65.9	66.5	71.5
4	56.5	61.5	62.0	67.0
5	59.4	64.4	58.2	63.2
6	60.1	65.1	61.0	66.0
7	60.1	65.1	72.0	77.0
8	62.2	67.2	59.3	64.3
11	62.0	67.0	67.6	72.6
Multi-Race				

3	70.4	75.4	71.8	76.8
4	70.9	75.9	71.3	76.3
5	73.0	78.0	68.3	73.3
6	70.0	75.0	70.5	75.5
7	72.1	77.1	77.2	82.2
8	68.0	73.0	65.0	70.0
11	81.9	86.9	74.2	79.2
Native Hawaiian or Pacific Islander				
3	41.7	46.7	43.2	48.2
4	58.2	63.2	48.4	53.4
5	50.6	55.6	34.9	39.9
6	49.3	54.3	51.4	56.4
7	52.9	57.9	64.3	69.3
8	38.9	43.9	43.3	48.3
11	56.9	61.9	58.3	63.3
White				
3	80.6	83.1	83.2	85.7
4	79.7	82.2	83.0	85.5
5	80.3	82.8	80.7	83.2
6	78.5	81.0	80.7	83.2
7	78.9	81.4	86.6	89.1
8	78.7	81.2	79.5	82.0
11	81.9	84.4	85.3	87.8

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

The Department expects all students to increase proficiency rates by half (.5) a percentage point a year until the 2021-2022 school year. In addition, a higher expectation will be set for all subgroups at one percentage point increase in proficiency rate per year for five years. The measures of interim progress will set a more ambitious target for subgroups with the goal of decreasing the proficiency gap during this period.

b. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the state; and (iii) how the long-term goals are ambitious.

In 2003, the State Board established 95 percent across subgroups as the long-term goal for the four-year graduation rate. Since Iowa adopted and began reporting the four-year adjusted cohort graduation rate, significant increases can be seen in rates statewide. The graduation rate for the Class of 2009 was 87.3 percent for all students.

Graduation rates have increased to 90.8 percent for the Class of 2015. In fact, over the past 7 years graduation rates have increased on average approximately .5 percentage points each year. This sizable increase demonstrates a concerted effort to graduate all students from high school within four years. Table 4 provides the current baseline data (2015-2016) and long-term goals for the four-year adjusted cohort rate on a five-year timeline (2016-2017 to 2021-2022).

Table 4. Four-Year Adjusted Cohort Graduation Baseline and Long-Term Goal across Subgroups.

Subgroup	Baseline Data: 2015-2016	Long-term Goal: 2021-2022
All students	91.3%	95.0%
Economically disadvantaged students	83.9%	95.0%
Children with disabilities	69.5%	95.0%
English learners	80.8%	95.0%
Race/Ethnicity		
American Indian or Alaska Native	80.6%	95.0%
Asian	91.5%	95.0%
Black or African American	79.7%	95.0%
Hispanic	84.5%	95.0%
Multi-race	83.9%	95.0%
Native Hawaiian or Pacific Islander	88.1%	95.0%
White	92.9%	95.0%

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the state; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

While Iowa is proud of the progress in the four-year adjusted cohort graduation rate, there are students who take longer than four years to complete high school. Therefore Iowa will include a five-year adjusted cohort graduation rate in reporting and accountability measures with the long-term goal at 97 percent for those requiring additional time to graduate. Table 5 includes current baseline data (2014-2015) and long-term goals for the five-year adjusted cohort rate on a five-year timeline (2016-2017 to 2021-2022).

Table 5. Five-Year Extended Cohort Graduation Baseline and Long-Term Goal across Subgroups.

Subgroup	Baseline Data: 2014-2015	Long-term Goal: 2021-2022
All students	93.3%	97.0%
Economically disadvantaged students	88.5%	97.0%
Children with disabilities	84.5%	97.0%
English learners	88.6%	97.0%
Race/Ethnicity		
American Indian or Alaska Native	90.2%	97.0%
Asian	96.7%	97.0%
Black or African American	85.0%	97.0%
Hispanic	87.8%	97.0%
Multi-race	87.6%	97.0%
Native Hawaiian or Pacific Islander	93.2%	97.0%
White	94.4%	97.0%

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

The long-term goal for the four-year adjusted cohort rate has been set by Iowa's State Board at 95 percent for all students and all subgroups. We will continue to use 95 percent as the long-term goal for 2021-2022, with measures of interim progress being the annual measures. For the five-year adjusted cohort rate we have set the long-term goal higher at 97 percent for all students and subgroups. The Department selected to use the same target for all students and subgroups, regardless of baseline. This creates steeper goal trajectories for subgroups that are significantly behind that goal, requiring higher rates of improvement.

c. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the state-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

Iowa first implemented the ELPA21 assessment in the 2015-16 school year. Therefore, there is only one year of progress data available as a baseline needs multiple years to calculate (2015-16 and 2016-17).

The state's Progress in Achieving English Language Proficiency Indicator will be measured by calculating the percent of students progressing across the four domains of the ELPA21 assessment: reading, writing speaking and listening. Each student's domain score is tied to a level: 1) Beginning, 2) Early Intermediate, 3) Intermediate, 4) Early Advanced and 5) Advanced. The domain levels were created through a standard setting progress.

Progress will be calculated across all students and all domains. Since each domain has five achievement levels, within a domain, a student can improve or decline up to four levels in a given year. Aggregating across all four domains could yield a range of an increase of up to +16 levels or a decrease of -16 levels. In this model, any progress in any level across any of the domains would be counted as progress toward English language proficiency. Thus, a student moving at least one level toward the positive within the range of -16 to +16 will count as making progress. Each student can only count once toward progress regardless of the number of domain levels she/he might have increased. The numerator are those students making at least one level gain divided by the total number of students assessed.

These data show that 55.6 percent of students who were not already proficient on the ELPA21 showed progress toward English proficiency. Using these baseline numbers, the Department will set ambitious but achievable targets similar to those used on the general assessment for subgroups. Therefore, it is expected that the percent of students showing progress toward proficiency increases one percentage point per year over the next five years. The Department will review these targets based on additional years of assessment results to see if targets need to be reset.

Table 6. Baseline and Long-Term Goals for English Learners.

Subgroup	Baseline Data: 2016-17	Long-term Goal:2021-22
English Learners	55.6%	59.6%

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

iv. Indicators *(ESEA section 1111(c)(4)(B))*

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the state's discretion, for each public high school in the state, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

The state's Academic Achievement Indicator for Elementary/Middle schools and secondary schools that are not high schools is proficiency; the state's Academic Achievement Indicator for high schools includes proficiency and Student Growth Percentile [SGPs] as described in Table 7. *Participation and Academic Achievement Indicator Measure and Description*. Participation is included in Table 7 as a measure in the Accountability Index.

Proficiency is calculated in the same manner for Elementary/Middle schools and secondary schools that are not high schools, as well as high schools. The numerator is the number of students who scored proficient on the state assessment. The denominator of the Academic Achievement indicator will be calculated in order to ensure maximum participation in the assessment. Therefore, if participation is at or above 95 percent, the denominator will be the number of students tested. If participation is less than 95 percent, the denominator will be 95 percent of the students enrolled. This will be calculated for all students and all subgroups. This is calculated for both reading and mathematics, for all students and each subgroup, and included as one measure in the Accountability Index.

For high school students, the Student Growth Percentiles (SGPs) will be calculated in a consistent manner for all students and for each subgroup in each building based on the assessment results in reading and mathematics. SGP's represent the relative standing of a student's current achievement compared to

that of students with similar prior achievement (that is, score histories). SGPs can range from 1 to 100. SGP's will be calculated in the manner consistent with Betebenner (2011*) A Technical Overview of the Student Growth Percentile Methodology: Student Growth Percentiles and Percentile Growth Projections/Trajectories.* The Higher values indicate higher levels of growth than other, similar students. For example, a student with an SGP of 30 in mathematics scored higher than 30% of student's similar score histories. The technical paper is available at this link:
http://www.nj.gov/education/njsmart/performance/SGP_Technical_Overview.pdf

Participation rate is calculated at the school level. The percent of students enrolled who complete either the state-required accountability assessment (The Iowa Tests currently) or the state-required alternate assessment (the Dynamic Learning Maps currently) is calculated in a consistent manner for all students, and for each subgroup in each building. The numerator for participation is the number of students who scored proficient on the state assessment. The denominator of the Academic Achievement indicator will be calculated in order to ensure maximum participation in the assessment. Therefore, if participation is at or above 95 percent, the denominator will be the number of students tested. If participation is less than 95 percent, the denominator will be 95 percent of the students enrolled. If a school falls below 95 percent participation rate, zero points will be assigned for that indicator.

These indicators are the same indicators for all schools in all districts in the state. The measures are calculated in a consistent manner for all students and for each subgroup in each building and district, and based on the Iowa Assessments in reading/language arts and mathematics. The reliability and validity of the Iowa Assessments, including the Dynamic Learning Maps (DLM) for students with significant cognitive disabilities, has been evaluated as per the USED peer review process. Information on the results of this peer review process may be accessed at the USED review site.

Table 7. Participation and Academic Achievement Indicator Measure and Description.

Measure	Description
Participation	The percent of students enrolled who complete either the state-required accountability assessment (The Iowa Tests currently) or the state-required alternate assessment (the Dynamic Learning Maps currently) is calculated in a consistent manner for all students and for each subgroup in each building. The numerator for participation is the number of students who scored proficient on the state assessment. The denominator of the Academic Achievement indicator will be calculated in order to ensure maximum participation in the assessment. Therefore, if participation is at or

	above 95 percent, the denominator will be the number of students tested. If participation is less than 95 percent, the denominator will be 95 percent of the students enrolled. This will be calculated for all students and all subgroups. Participation is included in the Accountability Index as either met participation [95% or higher] or not met participation rate [below 95%] x weighting as shown in Table 12 and examples in A.4.v.b.
Proficiency	The percent of students who are proficient is calculated based on Iowa Assessments in reading/language arts and mathematics. The numerator is the number of students who scored proficient on the state assessment. The denominator of the Academic Achievement indicator will be calculated in order to ensure maximum participation in the assessment. Therefore, if participation is at or above 95 percent, the denominator will be the number of students tested. If participation is less than 95 percent, the denominator will be 95 percent of the students enrolled. This will be calculated for all students and all subgroups. This will be included in the Accountability Index as part of the academic achievement indicator as the percent proficient standardized score x weighting as shown in Table 12 and examples in A.4.v.b.
Student Growth Percentiles (SGPs)	Student Growth Percentiles (SGPs) - calculated based on Iowa Assessments in reading/language arts and mathematics - will be included in the Accountability Index as part of the academic achievement indicator for high schools as the SGP standardized x weighting as shown in Table 12 and examples in A.4. v.b.

Note that each measure in the Accountability Index will be standardized to ensure the central tendency of each measure does not impact the overall score. The Iowa Department of Education will standardize the raw score of each measure to a T-score. The T-score will be multiplied by the weight of the indicator to determine points for the indicator. The points for each indicator will be added together for each school's overall index score.

School identification based on the Accountability Index, which includes these measures, will start at the beginning of the 2018-2019 school year.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all

students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

There is one additional indicator that is further described in Table 8. *Other Indicators* for public elementary and secondary schools that are not high schools: Student Growth Percentiles (SGPs). This measure will be calculated in a consistent manner for all students and for each subgroup in each building based on the assessment results in reading and mathematics. SGP's represent the relative standing of a student's current achievement compared to that of students with similar prior achievement (that is, score histories). SGPs can range from 1 to 100. SGP's will be calculated in the manner consistent with Betebenner (2011*) A Technical Overview of the Student Growth Percentile Methodology: Student Growth Percentiles and Percentile Growth Projections/Trajectories.* The Higher values indicate higher levels of growth than other, similar students. For example, a student with an SGP of 30 in mathematics scored higher than 30% of student's similar score histories. The technical paper is available at this link:
http://www.nj.gov/education/njsmart/performance/SGP_Technical_Overview.pdf

Table 8. Academic Progress Measure and Description.

Measure	Description
Student Growth Percentile	Student Growth Percentiles (SGPs) - calculated based on Iowa Assessments in reading/language arts and mathematics - will be used to measure student academic progress. The Student Growth Percentile growth model was chosen because it can technically handle the calculation of growth across two different measures (see A.4.iii.a.1 for description of SF 240 passed in 2017). SGP will be included in the Accountability Index as the SGP standardized x weighting as shown in Table 12 and examples in A.4. v.b.

The Iowa Department of Education will standardize the raw score of each measure to a T-score. The T-score will be multiplied by the weight of the indicator to determine points for the indicator. The points for each indicator will be added together for each school's overall index score.

School identification based on the Accountability Index, which includes this measure, will start at the beginning of the 2018-2019 school year.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the state, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the state includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a state-defined alternate diploma under ESEA section 8101(23) and (25).

The state's Graduation Rate Indicator is a four-year adjusted cohort rate and five-year adjusted cohort rate, calculated as described in Table 9. *Graduation Rate Indicator Measure and Description*. Baseline and long-term goals have been set as described in A.4.iii.b. This indicator is the same indicator for all schools in all districts in the state. The measures are calculated in a consistent manner for all students and for each subgroup in each building and district.

The four year and five year graduation rates will both be used and make up equal weighting in the calculation for this indicator. For example, in Year 1 (Fall 2018) graduation rate is 15 percent of the overall Accountability Index. In this year, the four year and five year graduation rates will contribute 7.5 percent each. The graduation rates will be standardized, similar to other indicators, and added to the overall Accountability Index. The Iowa Department of Education will standardize the raw score of each measure to a T-score. The T-score will be multiplied by the weight of the indicator to determine points for the indicator. The points for each indicator will be added together for each school's overall index score.

Table 9. Graduation Rate Indicator Measure and Description.

Measure	Description
Four-year adjusted cohort graduation rate, and also an extended five-year cohort	The four-year adjusted cohort graduation rate (ACGR) will be calculated. The 4-year ACGR is the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who

graduation rate.	subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. The five-year adjusted cohort rate is the number of students who graduate in 5 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and graduate in five years and subtracting any students who subsequently transfer out, emigrate to another country, or die. Graduation will be included in the Accountability Index for high schools, as the graduation 4 year and 5 year rates of equal contribution, standardized x weighting as shown in Table 12, and example in A.4.v.b.

School identification based on the Accountability Index, which includes these measures, will start at the beginning of the 2018-2019 school year.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the state's definition of ELP, as measured by the state ELP assessment.

Iowa's definition of English language proficiency is defined as meeting or exceeding a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Baseline and long-term goals have been set as described in A.4.iii.c.1.

The Iowa Department of Education will standardize the raw score of each measure to a T-score. The T-score will be multiplied by the weight of the indicator to determine points for the indicator. The points for each indicator will be added together for each school's overall index score.

Progress toward English language proficiency will be calculated as described in A.4.iii.c.1. This model looks at any student level gains across any of the ELPA21 domains. Iowa's ELP progress indicator is directly aligned to the state-determined timeline to achieve English language proficiency in 5 years.

This indicator is the same indicator for all schools in all districts in the state. The measures are calculated in a consistent manner for all students in grades 3 through 12 who take the ELPA21 in each building and district.

Iowa is a member of the English Language Proficiency Assessment for the 21st Century, ELPA21 Consortium. The ELPA21 assessment reliability and validity for Iowa implementation may be found at the Department website – Technical Report Part 1 and Part 2.

Table 10. Progress in Achieving English Language Proficiency Indicator Measure and Description.

Measure	Description
ELP Progress	The state's Progress in Achieving English Language Proficiency Indicator will be measured by calculating the percent of students progressing across the four domains of the ELPA21 assessment: reading, writing speaking and listening. Each student's domain score is tied to a level: 1) Beginning, 2) Early Intermediate, 3) Intermediate, 4) Early Advanced and 5) Advanced. Progress will be calculated across all students and all domains. ELP Progress will be included in the Accountability Index as ELP progress, standardized x weighting as shown in Table 12 and examples in A.4.v.b.

The Iowa Department of Education will standardize the raw score of each measure to a T-score. The T-score will be multiplied by the weight of the indicator to determine points for the indicator. The points for each indicator will be added together for each school's overall index score.

School identification based on the Accountability Index, which includes this measure, will start at the beginning of the 2018-2019 school year.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

There are three additional indicators that are further described in Table 11. *School Quality Indicator and Description*:

- Average Scale Scores,
- Conditions for Learning, and
- Post-Secondary Readiness

Average Scale Scores

An average scale score provides information about the average performance of students and will allow for valid evaluation of increases over average performance across time. This indicator measure is calculated based on the Iowa Assessments. An average scale score in both reading and mathematics will be developed by grade level for each school. The average scale score will be standardized, and multiplied by the weighting shown in Table 12. The reliability and validity of the Iowa Assessments, including the Dynamic Learning Maps (DLM) for students with significant cognitive disabilities, has been evaluated as per the USED peer review process. Information on the results of this peer review process may be accessed at the USED review site.

The Iowa Department of Education will standardize the raw score of each measure to a T-score. The T-score will be multiplied by the weight of the indicator to determine points for the indicator. The points for each indicator will be added together for each school's overall index score.

Conditions for Learning

The Conditions for Learning survey was designed as part of an index to measure conditions for learning in schools as part of a grant from the Office of Safe and Supportive Schools awarded in 2010 (Iowa's Safe and Supportive Schools or IS3 grant). The measure, which relies on surveys of students, staff, and parents, as well as data on events such as suspensions, was validated for use across the state as a comparable indicator during the time of the grant award. The index measures three domains of conditions for learning: Safety, Engagement, and Environment. Within this measure, we propose to use the student survey portion of the index, in those areas within the survey that were used to calculate the full index. The survey is reliable and valid to be used with all students, grades 5 through 12, and has been part of the larger Iowa Youth Survey given to students bi-annually in grades 6, 8 and 11. A description of the full measure is provided in Appendix G, including information on the reliability and validity of the survey, and the process and timeline to adapt the survey to apply to students, staff, and parents of children in grades 3 and 4. Finally, this measure is the same indicator for all schools in all districts in the state. The measures would be calculated in a consistent manner for all students and for **each** subgroup in each building and district in grades 5 through 12, and when adapted, for students in grades 3 and 4.

Feedback on this indicator within Iowa's ESSA Accountability Index has been overwhelmingly positive across stakeholders across the iterations of Iowa's ESSA Draft Plan. There has been a decided appreciation that there is an indicator beyond the traditional focus on academic measures such as reading/mathematics achievement, courses, graduation, test scores or any

such indicators that reflect the same construct. Across drafts, many have recommended an increase in the weight of this indicator to equal the combined weight of the academic indicators.

While feedback has encouraged a stronger emphasis on the Conditions for Learning measure, discussions within the ESSA Advisory Committee and State Board have included concerns about scaling this measure in a way that fosters collaboration and supports all schools to effectively implement student surveys on an annual basis. There are practical administration and support considerations that the state must address in order to fully implement this indicator. Therefore, the Conditions for Learning student survey will be scaled within the ESSA Accountability Index as follows:

- **Year One (2018-2019)**, the Department will implement the Conditions for Learning student survey for grades 5 through 12 in the spring of 2018. At the beginning of 2018-2019, results will be calculated and included in the Accountability Index at a weight of 5 percent for Elementary/Middle Schools and at a weight of 5 percent for High Schools. In addition, the survey will be adapted for grades 3 and 4 as described in Appendix G. For the 2018-2019 year, the Conditions for Learning Survey will be based on all students in grades 5 through 12, and not include students in grades 3 and 4. Therefore this measure does not apply to schools with grades K-4 in Year One. For schools in which an indicator cannot be calculated, the weighting will be adjusted by distributing the difference proportionately across the remaining indicators with the exception of participation which will remain constant at a weight of 10%.
- **Year Two (2019-2020)**, the newly established Conditions for Learning survey that includes grades 3 and 4 [so grades 3 through 12] will be implemented. Results will be calculated and scaled within the Accountability Index at a weight of 10 percent for Elementary and Middle Schools, and at a weight of 8 percent for High Schools. Starting this year and every year thereafter, the Conditions for Learning survey will be administered annually for all students in grades 3 through 12.
- **Year Three (2020-2021)**, the Conditions for Learning survey will be implemented for grades 3 through 12. Results will be calculated and fully scaled within the Accountability Index at a weight of 18 percent for Elementary and Middle Schools, and at a weight of 8 percent for High Schools. At this time, the Department, in collaboration with the ESSA Advisory Committee and other stakeholders, will re-evaluate weights across indicators in Iowa's ESSA Accountability Index to ensure schools are effectively and appropriately identified as Targeted and/or Comprehensive.

- **Year Four (2021-2022)**, Iowa's ESSA Accountability Index will be final, and it will be calculated for both reporting and identification of schools as Targeted and/or Comprehensive.

Post-Secondary Readiness

Post-Secondary Readiness (PRS) was absent in Iowa's initial ESSA Draft Plan, however feedback across stakeholders pointed to a need for some type of post-secondary measure such as advance placement or dual credit courses, ACT/SAT, or college/career measures. Relatedly, a primary goal of Iowa's State Board of Education is that individuals will pursue postsecondary education in order to drive economic success. To punctuate this, the State Board adopted the following definition of college and career ready in August 2016:

> *Iowa students who are college and career ready have acquired the necessary knowledge, skills, and strategies to be successful in postsecondary opportunities as demonstrated through multiple sources of evidence, including those generated by students. Iowa students who are college and career ready have successfully:*
>
> - *Achieved proficiency in essential content knowledge*
> - *Acquired practical transition skills*
> - *Developed key learning skills and cognitive strategies*
> - *Built a strong foundation of self-understanding and engagement strategies*

As a result of feedback and discussions across specific stakeholder groups, a PSR indicator was included in the second ESSA Draft Plan as a measured by *remediation*, or the percent of graduates who enrolled in an Iowa public college/university who took at least one remedial English or math course within one year of high school graduation.

Input regarding this PSR indicator was gathered through the ESSA Online Feedback form, traditional mail and email. There were two clear messages from stakeholders:

1. Include a Post-Secondary Readiness indicator, and
2. Do not use *remediation* as the single Post-Secondary Readiness indicator.

Subsequent conversations across stakeholders confirmed the belief that any one indicator of Post-Secondary Readiness would limit the complexity of measuring the knowledge, skills and strategies needed for student success after high school. In response to this feedback, the Department began work to develop a robust PSR measure by drafting proposed indicators for expert and stakeholder consideration:

- Concurrent Enrollment
- Post-Secondary Enrollment within one-year after graduation
- Post-Secondary Remediation in mathematics and reading

- Successful completion of 15 credits or receipt of an award within the first year of enrollment

This draft proposal of a potential Post-Secondary Readiness Index (PSRI) was presented to the ESSA Advisory Committee, as well as the State Board. The response to the proposal was quite variable, from uncertainty about including a PSRI in the Accountability Index, to a decided commitment to such a measure. There was considerable agreement that if Post-Secondary Readiness was included in the Accountability Index, it should reflect both college and career readiness, and include more than one indicator. Consensus was not reached on what measures should be included in a final PSRI. It was clear that the Department must continue discussions and consider additional and/or alternative indicators within a final PSRI.

To this end, the Department will work across both experts and key stakeholders to establish a Post-Secondary Readiness Index (PSRI) that will be included in the ESSA Accountability Index by completing the following steps in 2017-2018:

1. **Establish Post-Secondary Readiness Task Team**. Establish team charged with the task to develop the PSRI that reflects college and career readiness. Members of this team will include experts in college and career readiness measures and outcomes.
2. **Obtain Stakeholder Feedback**. Obtain and use stakeholder feedback throughout the development of the PSRI. Key stakeholders will include, but not be limited to, representatives across universities, community colleges, business leaders, educators/education leaders, community, parents and students.
3. **Pilot and/or Model the PSRI**. Depending on the measures included in the PSRI, either pilot the index (if using any new measures) or model the PSRI (if using existing measures only).
4. **Scale the PSRI within the Accountability Index**. Scale the PSRI into the Iowa's Accountability Index beginning in 2018-2019.

The PSRI will be scaled within the Accountability Index as follows

- **Year One (2018-2019)**, the Department will develop an optimal PSRI, and include a placeholder for this indicator in the Accountability Index at a weight of 0 percent. The PSRI will not be calculated or officially included in the Accountability Index.
- **Year Two (2019-2020)**, the newly established PSRI will be calculated and officially begin scaling-up within the Accountability Index at a weight of 5 percent.
- **Year Three (2020-2021)**, the PSRI will be calculated and fully scaled within the Accountability Index at a final weight of 8 percent. At this time, the Department, in collaboration with the ESSA Advisory Committee and other stakeholders, will re-evaluate weights

across indicators in Iowa's ESSA Accountability Index to ensure schools are effectively and appropriately identified as Targeted and/or Comprehensive.

- **Year Four (2021-2022)**, Iowa's ESSA Accountability Index will be final, and it will be calculated for both reporting and identification of schools as Targeted and/or Comprehensive.

Table 11. School Quality Indicator Measures and Description.

Measure	Description
Average Scale Scores	Average scale scores - calculated based on Iowa Assessments in reading/language arts and mathematics - will be included in the Accountability Index as the average scale scores standardized x weighting as shown in Table 12 and examples in A.4. v.b with reading/language arts and mathematics of equal contributions.
Conditions for Learning Index – Student survey only	The index measures three domains of conditions for learning: Safety, Engagement, and Environment. The survey will be scaled within the Accountability Index beginning in 2018-2019 at a weight of 5 percent across Elementary/Middle Schools and High Schools, and fully scaled by 2020-2021 at a weight of 18 percent for Elementary/Middle Schools and a weight of 8 percent for High Schools. Once operational, the Conditions for Learning survey will be administered annually to all students in grades 3 through 12. Conditions for Learning will be included in the Accountability Index as the Conditions for Learning results standardized x weighting as shown in Table 12 and examples in A.4.v.b.
Post-Secondary Readiness	Post-Secondary Readiness will be measured using a Post-Secondary Readiness Index. The PSRI will be scaled within the Accountability Index beginning in 2019-2020 at a weight of 5 percent, and fully scaled by 2020-2021 at a weight of 8 percent. Post-secondary readiness will be included in the Accountability Index as the Post-secondary Readiness Index standardized x weighting as shown in Table 12 and example in A.4.v.b.

The Iowa Department of Education will standardize the raw score of each measure to a T-score. The T-score will be multiplied by the weight of the indicator to determine points for the indicator. The points for each indicator will be added together for each school's overall index score.

School identification based on the Accountability Index, which includes Conditions for Learning and Average Scale Scores in 2018-2019, will start

at the beginning of the 2018-2019 school year. Beginning in the 2019-2020 school year, Post-Secondary Readiness will be phased into the School Quality/Student Success indicator.

v. Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the state's system of annual meaningful differentiation of all public schools in the state, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the state's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Each measure in the Accountability Index will be calculated individually, and annually, standardized and multiplied by its weighting to yield the number of points contributed to the overall Accountability Index. School identification based on all indicators described in A.4.iv.a through e. will start at the beginning of the 2018-2019 school year.

The Iowa Department of Education will standardize the raw score of each measure to a T-score. The T-score will be multiplied by the weight of the indicator to determine points for the indicator. The points for each indicator will be added together for each school's overall index score.

This index will be the basis for annual meaningful differentiation in our accountability system. The Department plans to build a comprehensive index as part of the accountability plan to meet ESSA requirements. Per the requirements, academic achievement and growth will make up the majority of the accountability score for Iowa schools. Significant input was received and through a consensus process the weighting of each indicator was determined. The weighting for each measure can be found in Table 12. Measures in the index include:

- Participation in state assessments
- Proficiency
- Student Growth Percentile
- High School Graduation Rate
- English Language learner progress
- Average Scale Scores
- Conditions for Learning (scaled over three years)
- Postsecondary Readiness Index (scaled over three years)

Each measure will be standardized to ensure the central tendency of each measure does not impact the overall score. The index will be calculated using the standardized score for each indicator multiplied by the weighting to calculate a score for each measure. The score for each measure will be

added together for an overall index score for each school. The lowest 5 percent of schools scoring on the index will create a benchmark cut to identify schools in need of comprehensive support.

The Iowa Department of Education will standardize the raw score of each measure to a T-score. The T-score will be multiplied by the weight of the indicator to determine points for the indicator. The points for each indicator will be added together for each school's overall index score.

This same process will be repeated for all subgroups within the school which will result in a subgroup score. A benchmark cut used for to identify schools in need of comprehensive support will be compared to the subgroup score. Any subgroup scoring below this benchmark will identify the school as in need of targeted support.

Participation rate is calculated at the school level. The percent of students enrolled who complete either the state-required accountability assessment (The Iowa Tests currently) or the state-required alternate assessment (the Dynamic Learning Maps currently) is calculated for all students, and students within each subgroup, for each school. The numerator for participation is the number of students who scored proficient on the state assessment. The denominator of the Academic Achievement indicator will be calculated in order to ensure maximum participation in the assessment. Therefore, if participation is at or above 95 percent, the denominator will be the number of students tested. If participation is less than 95 percent, the denominator will be 95 percent of the students enrolled. If a school falls below 95 percent participation rate, zero points will be assigned for that indicator.

The Department will implement a four-step *ESSA Accountability Index Decision-Making Process* to meet the requirements of a system of annual meaningful differentiation of all public high schools in the state [i.e., graduation rate] and all schools receiving Title I, Part A funds, including all students and subgroups, based on the required indicators.

The *ESSA Accountability Index Decision-Making Process* is applied annually to identify schools in need of Targeted Support and Improvement in a cohort model, and to identify schools in need of Comprehensive Support and Improvement every three years. It includes four major steps outlined below, and is also represented in Appendix H. Note that a Targeted Support and Improvement school will be provided support over a three-year period. These schools will continue to receive annual designations but school improvement supports will be provided over a 3-year period to schools once identified, so that their improvement planning

and implementation for persistently underperforming subgroups can have a chance for success.

STEP ONE - COMPREHENSIVE. Graduation Rate and Accountability Index: All Students.

This step answers two primary questions for each school in Iowa:

1. Does the high school have a graduation rate greater than 66%? [applies to all public high schools]
2. Across all indicators, is the school in the lowest 5% for all students? [applies to all public schools receiving Title I, Part A funds]

QUESTION ONE: *Does the high school have a graduation rate greater than 66%?*

- If the answer to Question 1 is **NO** then the high school is identified in need of Comprehensive Support and Improvement.
- If the answer to Question 1 is **YES** – and for all public schools in the state receiving Title I, Part A funds- question two is pertinent, and the Department will then run the Accountability Index in order to establish whether the school is in the lowest 5 percent for all students across all indicators.

QUESTION TWO: *Across all indicators, is the school in the lowest 5% for all students?*

- If the answer to Question 2 is **YES**, then the school is identified in need of Comprehensive Support and Improvement.
- For all schools where the answer to Question 2 is **NO**, the Department will engage in Step Two to determine whether a school is in need of Targeted Support and Improvement.

STEP TWO - TARGETED. Accountability Index: Subgroups.

This step answers the question:

3. Across all indicators, is any subgroup performing at or lower than the lowest 5 percent of schools identified in need of Comprehensive Support and Improvement?

QUESTION THREE: *Across all indicators, is any subgroup performing at or lower than the lowest 5 percent of schools identified in need of Comprehensive Support and Improvement?*

- If the answer to Question 3 is **YES**, then the school is identified in need of Targeted Support and Improvement.

All schools regardless of status (no status, Comprehensive status or Targeted status) will continue to Step Three.

STEP THREE - REPORTING. Public Reporting.

This step is the public reporting of the ESSA Accountability Index results of all schools in the state. Data will be calculated and reported each year for all schools in the state for all students and subgroups as indicated in A.4.i.a, as well as students of military-connected families, and students who are migrant, homeless, and/or in foster care.

STEP FOUR - SUPPORT. School Support and Improvement.

This step is specific to schools identified in need of Comprehensive or Targeted Support and Improvement accessing all supports outlined in A.4.viii.e. In addition, each district with one or more schools identified in need of Targeted or Comprehensive supports will participate in a resource allocation review as described in A.4.viii.d. Data will be reviewed on an ongoing basis to ensure identified schools are making progress across indicators. A school that is identified as a Comprehensive school for more than 3 years will be required to engage in more rigorous interventions as described in A.4.viii.c.

b. Describe the weighting of each indicator in the state's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

The Department plans to build a comprehensive index as part of the accountability plan to meet ESSA requirements. Per the requirements, academic achievement and growth will make up the majority of the accountability score for Iowa schools. Significant input was received and through a consensus process the weighting of each indicator was determined. Each indicator and corresponding weight for Elementary/Middle Schools and High Schools in Year One, Year Two and Year Three can be found in Table 12. Each indicator measure and calculation is described in A.4.iv.a. through e., Tables 7-11. Measures in the index include:

- Participation in state assessments
- Proficiency
- Student Growth Percentile
- High School Graduation Rate
- English Language learner progress
- Average Scale Scores
- Conditions for Learning (scaled over three years)
- Postsecondary Readiness Index (scaled over three years)

Table 12. ESSA Indicators and Weights: Accountability Index.

YEAR ONE (2018-2019)			
Elementary/Middle School		**High School**	
Indicator	**Weight**	**Indicator**	**Weight**
Participation	10%	Participation	10%
Academic Achievement	14%	Academic Achievement	50%
Student Growth	47%	Progress in Achieving ELP	10%
Progress in Achieving ELP	10%	Average Scale Score	10%
Average Scale Score	14%	Conditions for Learning	5%
Conditions for Learning	5%	Graduation Rate	15%
		Postsecondary Readiness	0%
TOTAL	**100%**	**TOTAL**	**100%**

YEAR TWO (2019-2020)			
Elementary/Middle School		**High School**	
Indicator	**Weight**	**Indicator**	**Weight**
Participation	10%	Participation	10%
Academic Achievement	12%	Academic Achievement	42%
Student Growth	44%	Progress in Achieving ELP	10%
Progress in Achieving ELP	10%	Average Scale Score	10%
Average Scale Score	14%	Conditions for Learning	8%
Conditions for Learning	10%	Graduation Rate	15%
		Postsecondary Readiness	5%
TOTAL	**100%**	**TOTAL**	**100%**

YEAR THREE (2020-2021)			
Elementary/Middle School		**High School**	
Indicator	**Weight**	**Indicator**	**Weight**
Participation	10%	Participation	10%
Academic Achievement	12%	Academic Achievement	39%
Student Growth	36%	Progress in Achieving ELP	10%

Progress in Achieving ELP	10%		Average Scale Scores	10%
Average Scale Scores	14%		Conditions for Learning	8%
Conditions for Learning	18%		Graduation Rate	15%
			Postsecondary Readiness	8%
TOTAL	**100%**		**TOTAL**	**100%**

Each measure will be standardized to ensure the central tendency of each measure does not impact the overall score. The index will be calculated using the standardized score for each indicator multiplied by the weighting to calculate a score for each measure. If a school falls below 95 percent participation rate zero points will be assigned for that indicator. The score for each measure will be added together for an overall index score for each school. The lowest 5 percent of schools scoring on the index will create a benchmark cut to identify schools in need of comprehensive support.

The Iowa Department of Education will standardize the raw score of each measure to a T-score. The T-score will be multiplied by the weight of the indicator to determine points for the indicator. The points for each indicator will be added together for each school's overall index score.

This same process will be repeated for all subgroups within the school which will result in a subgroup score. A benchmark cut used to identify schools in need of comprehensive support will be compared to the subgroup score. Any subgroup scoring below this benchmark will identify the school as in need of targeted support.

Table 13. Example – Elementary/Middle School, Year One

INDICATOR	WEIGHT	FORMULA	EXAMPLE	SCORE
Participation	10%	All or none, if a school meets 95%, they get 10 points, if not they get 0 points	Met 95%	10
Academic Achievement - Proficiency	14%	Percent proficient standardized score x weighting	50	7
Growth	47%	Student growth percentile standardized x weighting	50	23.5

Progress toward ELP	10%	Progress score standardized x weighting	50	5
Average Scale Score	14%	Average Scale Score standardized score x weighting	50	7
Conditions for Learning	5%	Conditions for Learning score standardized x weighting	50	2.5
TOTAL	**100%**	**Participation + Academic Achievement + Growth + Progress toward ELP + Average Scale Score + Conditions for Learning**		**55**

Table 14. Example – High School, Year One

INDICATOR	WEIGHT	FORMULA	EXAMPLE	SCORE
Participation	10%	All or none, if a school meets 95%, they get 10 points, if not they get 0 points	Met 95%	10
Academic Achievement				
Proficiency	10%	Percent proficient standardized score x weighting	50	5
Growth	40%	Student growth percentile standardized x weighting	50	20
Academic Achievement Total	50%	Proficiency score + Growth	5+20	25
Progress toward ELP	10%	Progress score standardized x weighting	50	5
Average Scale Score	10%	Average Scale Score standardized score x weighting	50	5
Conditions for Learning	5%	Conditions for Learning score standardized x weighting	50	2.5
Graduation Rate				

Four-Year	7.5%	4-year graduation rate standardized x weighting	50	3.75
Five Year	7.5%	5-year graduation rate standardized x weighting	50	3.75
Graduation Rate Total	15%	4-year + 5-year graduation rate	50	7.5
Post-Secondary Index	0%	Post-Secondary Index standardized x weighting	50	0
TOTAL	**100%**	**Participation + Academic Achievement Total + Progress toward ELP + Average Scale Score + Conditions for Learning + Graduation Rate Total + Post-Secondary Index**		**55**

For Elementary/Middle Schools, the aggregated weight of Academic Achievement, Progress in Achieving ELP, and Student Growth (71%, 66% and 58%, respectively, across Years One, Two and Three) is at a much greater weight than the School Quality indicator – Average Scale Score, and Conditions for Learning (19%, 24% and 32%, respectively, across Years One, Two and Three)

For High Schools, the aggregated weight of Academic Achievement, Progress in Achieving ELP, and Graduation Rate (75%, 67% and 64%, respectively, across Years One, Two and Three) is at a much greater weight than the School Quality indicator – Average Scale Score, Conditions for Learning and Post-Secondary Readiness (15%, 23% and 26%, respectively, across Years One, Two and Three).

For schools in which an indicator cannot be calculated due to the minimum number of students, the weighting will be adjusted by distributing the difference proportionately across the remaining indicators with the exception of participation which will remain constant at a weight of 10%.

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

For Iowa's P-2 schools for which an accountability determination cannot be calculated, the determination will be based on the school to which the P-2 school has the highest feeder pattern. Therefore any given P-2 school will be assigned an equivalent status (No status, Comprehensive, or Targeted status) as the third grade school which has the highest feeder pattern from that P-2 school.

vi. Identification of Schools *(ESEA section 1111(c)(4)(D))*

a. Comprehensive Support and Improvement Schools. Describe the state's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the state for comprehensive support and improvement, including the year in which the state will first identify such schools.

Identification for Comprehensive Support and Improvement applies to all public high schools [specific to the graduation measure] and all public schools receiving Title I, Part A funds. A high school is automatically identified in need of Comprehensive Support and Improvement if the graduation rate is below 66%. For all other high schools and all elementary/middle schools receiving Title 1, Part A funds, the Department will run the *Accountability Index* in order to establish whether the school is in the lowest 5% for all students across all indicators. If a school is in the lowest-performing 5% across all indicators, then the school is identified in need of Comprehensive Support and Improvement. Identification of Comprehensive schools will start at the beginning of 2018-2019, and will continue every three years thereafter.

In regards to the lowest-performing five percent of schools receiving Title I Part A funds, the exit criteria and entrance criteria for Comprehensive schools are based on a school either being above the lowest 5% or [exit] or below the lowest 5% [entrance]. Full statewide exit criteria include:

- Performing above the lowest 5%,
- Graduation rate above 67.1%, and
- Consistent improvement on prioritized areas of need identified in the school action plan, including consistent improvement on the indicators related to the prioritized areas of need. As academics are at the greatest weight in the accountability index, prioritized areas will be focused on academics. For a description of how schools identify prioritized need, see section A.4. viii.e.

Any Comprehensive school that does not meet exit criteria will be considered an Extended Comprehensive site. At the conclusion of the three-year improvement cycle, any school identified as Comprehensive that meets exit criteria will no longer be considered a school in need of Comprehensive Support and Improvement.

b. Comprehensive Support and Improvement Schools. Describe the state's methodology for identifying all public high schools in the state failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the state will first identify such schools.

Identification for Comprehensive Support and Improvement applies to all public high schools [specific to the graduation measure] and all public schools receiving Title I, Part A funds. A high school is automatically identified in need of Comprehensive Support and Improvement if the graduation rate is below 66%. Identification of Comprehensive schools will start at the beginning of 2018-2019, and will continue every three years thereafter.

Any Comprehensive school that continues to show a graduation rate below 66% at the end of the three year improvement cycle will be considered an Extended Comprehensive site. Full statewide exit criteria include:

- Performing above the lowest 5%,
- Graduation rate above 67.1%, and
- Consistent improvement on prioritized areas of need identified in the school action plan, including consistent improvement on the indicators related to the prioritized areas of need. As academics are the greatest weight in the accountability index, prioritized areas will be focused on academics. For a description of how schools identify prioritized need, see section A.4. viii.e.

At the conclusion of the three-year improvement cycle, any school identified as Comprehensive that meets exit criteria will no longer be considered a school in need of Comprehensive Support and Improvement.

The Department will use both a four-year and five-year adjusted cohort rate. The 4-year adjusted cohort rate is the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and graduate in four years and subtracting any students who subsequently transfer out, emigrate to another country, or die.

The five-year adjusted cohort rate is the number of students who graduate in 5 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is

"adjusted" by adding any students who subsequently transfer into the cohort and graduate in five years and subtracting any students who subsequently transfer out, emigrate to another country, or die.

The four year and five year graduation rates will both be used and make up equal weighting in the calculation for this indicator. For example, in Year 1 (Fall 2018) graduation rate is 15 percent of the overall Accountability Index. In this year, the four year and five year graduation rates will contribute 7.5 percent each. The graduation rates will be standardized, similar to other indicators, and added to the overall Accountability Index.

c. Comprehensive Support and Improvement Schools. Describe the methodology by which the state identifies public schools in the state receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the state's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a state-determined number of years, including the year in which the state will first identify such schools.

Any school identified in need of Targeted Support and Improvement that has failed to meet exit criteria as described in A.4.viii.b. will be identified as a school in need of Extended Targeted Support and Improvement beginning 2021-2022.

d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the state will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Iowa will begin identifying schools for comprehensive support and improvement in the 2018-2019 school year and will do so every three years thereafter.

e. Targeted Support and Improvement. Describe the state's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the state to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

Identification for Targeted Support and Improvement applies to all schools. The definition of consistently underperforming subgroups is any subgroup performing at or lower than the lowest 5 percent of schools identified in need of Comprehensive Support and Improvement. Therefore, any school with a subgroup performing as low as the lowest-performing five percent in the state is identified in need of Targeted Support and Improvement.

Schools in need of Targeted Support and Improvement will be identified annually starting at the beginning of the 2018-2019 using the methodology already described. Support to schools who need Targeted Support and Improvement will be provided within a cohort model. Once identified, a Targeted Support and Improvement school will be provided support over a three-year period. These schools will continue to receive annual designations but school improvement supports will be provided over a 3-year period to schools once identified, so that their improvement planning and implementation for consistently underperforming subgroups can have a chance for success.

f. Additional Targeted Support. Describe the state's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the state's methodology under ESEA section 1111(c)(4)(D), including the year in which the state will first identify such schools and the frequency with which the state will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

Identification for Targeted Support and Improvement applies to all schools. Implementation of the ESSA Accountability Index will start at the beginning of 2018-2019 and annually thereafter. Schools in need of Targeted Support and Improvement will be identified within a cohort model. Once identified, a Targeted Support and Improvement school will be provided support over a three-year period. These schools will continue to receive annual designations but school improvement supports will be provided over a 3-year period to schools once identified, so that their improvement planning and implementation for persistently underperforming subgroups can have a chance for success.

Exit criteria and entrance criteria for Targeted schools are based on a school with one or more subgroups performing either above the lowest 5% [exit] or below the lowest 5% [entrance]. Full statewide exit criteria for Targeted sites includes:

- Any subgroup performing above the lowest 5%, and
- Consistent improvement on prioritized areas of need identified in the school action plan, including consistent improvement on the indicators related to the prioritized areas of need. As academics are the greatest weight in the accountability index, prioritized areas will be focused on academics. For a description of how schools identify prioritized need, see section A.4. viii.e.

Any Targeted school that does not meet exit criteria at the end of the three year improvement cycle will be considered an Extended Targeted site. Any school identified as Targeted that meets exit criteria will no longer be considered a school in need of Targeted Support and Improvement.

g. Additional Statewide Categories of Schools. If the state chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Not Applicable.

vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the state factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Participation Rate is included at a weight of 10% for Elementary/Middle Schools and High Schools. Iowa's participation rate across schools for all students and across subgroups has consistently been at or above 95% for the past 10 years. Therefore this indicator is either met 95% participation in assessments, or not met 95% participation.

viii. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A))*

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the state, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Full statewide exit criteria include:

- Performing above the lowest 5%,
- Graduation rate above 67.1%, and
- Consistent improvement on prioritized areas of need identified in the school action plan, including consistent improvement on the indicators related to the prioritized areas of need. As academics are the greatest weight in the accountability index, prioritized areas will be focused on academics. For a description of how schools identify prioritized need, see section A.4. viii.e

At the conclusion of the three-year improvement cycle, any school identified as Comprehensive that meets exit criteria will no longer be considered a school in need of Comprehensive Support and Improvement.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the state, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Exit criteria and entrance criteria for Targeted schools are based on a school with one or more subgroups performing either above the lowest 5% [exit] or below the lowest 5% [entrance]. Full statewide exit criteria for Targeted sites includes:

- Any subgroup performing above the lowest 5%, and

- Consistent improvement on prioritized areas of need identified in the school action plan, including consistent improvement on the indicators related to the prioritized areas of need. As academics are the greatest weight in the accountability index, prioritized areas will be focused on academics. For a description of how schools identify prioritized need, see section A.4. viii.e

Any school identified as Targeted that meets exit criteria will no longer be considered a school in need of Targeted Support and Improvement. Schools in need of Targeted Support and Improvement will be identified within a cohort model. Each cohort will be provided support over a three-year cycle. Though supports will be provided to schools within a cohort model, schools may be exited from Targeted status, based on exit criteria, starting in the 2019-2020 year.

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the state's exit criteria within a state-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Schools that are identified as needing Extended Comprehensive support (are identified as a Comprehensive school for more than 3 years), will be required to implement a state-approved strategy that aligns with district and building needs. These schools will choose from evidence-based strategies that have been identified by the Department, in collaboration with AEA and LEA partners, and organized under the conceptual areas of *Iowa's Differentiated Accountability and Support System*.

The school will further be required to direct the state's established Teacher Leadership and Compensation (TLC) coaching and professional learning resources toward the successful implementation of those evidence-based strategies.

d. Resource Allocation Review. Describe how the state will periodically review resource allocation to support school improvement in each LEA in the state serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

During the planning year, all districts with at least one school identified in need of Comprehensive Support and Improvement and/or Targeted Support and Improvement will participate in a resource allocation review. The review will be common across districts and focus on the equitable distribution of programs and personnel. For example, the review may consider equitable access to preschool programs, advanced coursework, and licensed teachers. The review will be facilitated by AEA and Department staff. A district leadership team will participate. Findings of inequity will be expected to be addressed within the school improvement plan developed during the planning year.

The Department will draft the review protocol and supporting materials that will then be vetted with Iowa's Statewide School Improvement Team (SSIT). Once finalized, the materials will be posted for all districts. See *Overview of Iowa's Supports to Students, Educators and Schools* (page 2) for a description of the Collaborative Infrastructure within which the Department, AEA and LEA periodically review, identify, and, to the extent practicable, address any identified inequities in resources.

e. Technical Assistance. Describe the technical assistance the state will provide to each LEA in the state serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The Department will ensure effective implementation of evidence-based interventions through the following activities and requirements:

Planning Support (Year 1: 2018-2019)

Data Review and Needs Assessment

- Online modules for reviewing ESSA data, as well as other state-identified indicators, will be required during the fall of the planning year. The modules will be required to be completed by a leadership team.
- Online modules for conducting a district and/or school level needs assessment will be required during the fall of the planning year. The results of the needs assessment – the Self-Assessment of MTSS Implementation (SAMI) - will direct LEAs toward areas of priority for system improvement. The modules will be required to be completed by a leadership team.

Identification of matched evidence-based strategies

- Once areas of priority are identified, regional learning opportunities for school and/or district teams will be offered for each potential priority area.
- Schools identified for Comprehensive support will be required to send teams to sessions for at least one priority area. Schools needing Targeted support will be invited to participate.
- Support for writing the improvement plan will be provided via regional technical assistance sessions during which LEAs will receive both formal and informal support for completing the plan.

Implementation Support (Years 2 and 3: 2019-2020 and 2020-2021)
During Years 2 and 3 of the school improvement cycle, schools with comprehensive support will receive the following implementation supports.

- *Monthly action plan data review:* Each school will receive a monthly data review focused on implementation and outcome data related to the evidence-based interventions being implemented in the school improvement plan. The review will be facilitated by the DE/AEA leads supporting the schools and the school and/or district level team will be required to participate.
- *Professional learning support:* Every year, a menu of available technical assistance across the state will be released. The learning will be focused around evidence-based practices in each conceptual area of the school improvement model. Schools will choose training to attend based upon their priority areas. The Iowa Professional Development Model will be used to support schools in using best practices in professional learning.
- *District Coach Support:* Ongoing technical assistance on coaching the implementation of evidence-based practices will be provided to district coaches.
- *Summer Institute:* Following each implementation year (years 2 and 3), a summer institute will be required for all Comprehensive Schools. The institute will focus on reviewing outcome and implementation data and reviewing action plan successes and needs.

State-Approved Evidence-Based Interventions
Schools will be required to indicate which of the interventions included in their action plans meet the evidence-based intervention requirements. For schools needing Comprehensive support, Iowa's AEAs will be responsible for providing the review and verification that the interventions meet the evidence-base standards.

- The Department will not have a list of approved interventions for use in Iowa schools. The Department will publish a white paper indicating the research base, including evidence-based

interventions, for each conceptual area of the school improvement model. The Department may provide all Iowa schools with information regarding interventions that meet the evidence-based standards, but will not require the use of interventions on a specific reviewed list for schools needing Comprehensive or Targeted Support and Improvement.

f. Additional Optional Action. If applicable, describe the action the state will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the state for comprehensive support and improvement and are not meeting exit criteria established by the state or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

Iowa will not implement additional optional actions.

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.[8]

As indicated in Iowa's 2015 Equity Plan and the Educator Equity Profile, low income and minority students in Iowa schools are currently not being disproportionately served by ineffective, out-of-field, or inexperienced teachers. Currently, Iowa does not need to intervene to correct problems of disproportionate access to ineffective teachers, but will continue to review a number of measures on an annual basis or as necessary.

Department staff will review, and will continue to review, the Basic Educational Data Survey (BEDS) and the Student Reporting in Iowa (SRI) submitted semi-annually to ensure that low-income and minority children enrolled in schools assisted under Title I, Part A will not be served disproportionately by ineffective, out-of-field or inexperienced teachers. The purpose of BEDS and SRI are to collect teacher, student and program information from public, accredited nonpublic schools, and AEAs. The Department will monitor and report school level data and/or information indicating the differences in the rates in which low-income and non-low income students and minority/non-minority students are

[8] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

taught by ineffective, out-of-field, and inexperienced teachers. In the case that disproportionalities are identified in the future, the Department will include and require as part of its continuous improvement process (Differentiated Accountability) a needs assessment to be conducted at the state, regional (intermediate agency) and district level. This assessment will include a root cause analysis regarding high probability reasons that may be causing the disproportionality. The Department will then require, as a part of implementation planning, strategies to address the proposed root causes to be adopted at the appropriate level(s) in the system (State, regional or local) to remediate the disproportionality. Progress in reducing any disproportionality identified will be monitored using the states ongoing data collection and reporting mechanisms described above.

As a clarification, for each yearly reporting cycle, Iowa will report the extent to which low-income and minority students in Title 1 schools are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. Iowa has state-adopted definitions of “ineffective teacher”, “out of field teacher”, and “inexperienced teacher”. Ineffective teachers are teachers who do not meet the Iowa Teaching Standards. Out of field teachers are those operating on a provisional license because they do not meet the licensure requirements in a particular content area. Inexperienced teachers are educators who have an initial two year license. These classifications will be reported and analyzed to meet this requirement during the 2018-19 school year, with the goal of ensuring students in high poverty and high minority schools are not disproportionately impacted by ineffective, out of field, or inexperienced teachers.
An analysis examining the 2016-17 school year, shows no meaningful differences in the rates of out of field or teachers with an initial license between high and low minority or high and low poverty Title 1 school (less than 2 percent). In this analysis, all Iowa schools, including Title I schools, were broken into quartiles by free or reduced lunch eligibility status and percent of minority students to determine high poverty and high minority schools. The purpose of this analysis is to examine the differences between high and low to ensure equity exists.

- Inexperienced teachers: Results show the range of teachers with an initial license between high minority and high poverty Title I when compared to high poverty and high minority non-Title I schools was less than 3 percentage points.
- Out of field teachers: Similar trends can be found when examining the range of out of field teachers between high poverty or high minority Title I schools compared to non-Title I high poverty and high minority schools. Results show a difference of less than 2 percent in the number of teachers with an initial license in high

poverty and high minority Title I schools compared to non-Title I high poverty and high minority schools.

- Ineffective teachers: An analysis examining the difference in ineffective teachers between high poverty and high minority Title I schools compared to non-Title I high poverty and high minority schools will be completed in the 2018-19 school year. The same methodology as described above will be used.

6. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

Iowa law prohibits bullying and harassment of students by other students, school employees, or school volunteers in school, on school grounds, at a school function, or at any school-sponsored activity (Iowa Code 280.28). Iowa law also prohibits corporal punishment and places limits on seclusion and restraint, including banning prone restraints (Iowa Administrative Code 281-103). This also includes not using seclusion and restraint for minor disciplinary infractions. Iowa has included the Conditions for Learning survey as part of the ESSA Accountability Index. This survey measures three domains:

- **Safety**. This domain includes the extent to which students are safe from physical harm while on school property, as well as safe from verbal abuse, teasing and exclusion.
- **Engagement**. This domain includes the extent to which students and adults demonstrate respect for each other's differences, that students demonstrate care for, respect for, and collaboration with one another, and the extent to which adults demonstrate caring and respect for students and acknowledge students' work.
- **Environment**. This domain includes the extent to which clear rules are delineated and enforced, and that facilities are adequate, clean and up-to-date.

A description of the full measure is provided in Appendix G, including information on the reliability and validity of the survey, and the process and timeline for adapting the survey to lower grades.

Used as part of the ESSA Accountability Index, such a measure promotes a statewide focus on overall conditions for learning. The survey was developed as part of a grant to expand Iowa's Learning Supports model and work. The Learning Supports model is grounded in Iowa's MTSS framework. Learning Supports developed Toolkits and professional learning directly related to each domain of Safety, Engagement and Environment. Examples of Toolkits include: Improving Adult and Student Relationships, Addressing Discipline, Addressing Bullying, Setting Clear Boundaries and Expectations, Improving Student-Student Relationships, and Dropout

Prevention. The Toolkit content and related professional learning help LEAs address bullying and harassment, discipline practices and aversive behavioral interventions that compromise student health and safety.

Iowa will use Title IV, Part A funds to support implementation of Iowa's Learning Supports model in order to help LEAs improve conditions for learning and to inform dropout prevention efforts. In addition, Learning Supports has also expanded its *Positive Behavior Intervention and Supports (PBIS)* network from early childhood through secondary. The primary mission of PBIS is providing professional learning and support toward a sustainable, MTSS framework focused on safe, healthy and caring learning environments. PBIS, as the behavior component of MTSS, supports the continuum of a student's education by providing evidence-based social-emotional-behavioral supports to students, measuring student progress toward self-sufficiency/success, and facilitating data-based decision-making throughout the system that directs changes in practice based on data. PBIS professional learning includes but is not limited to:

- Review of bullying and harassment data;
- Review of suspension/expulsion data;
- Identification and implementation of evidence-based practices to reduce incidences of bullying and harassment, and reduce the overuse of suspension/expulsion as a primary discipline practice; and
- Implementation of evidence-based practices to reduce the perceived need for and use of seclusion and restraint.

In regard to LEA-selected and implemented strategies, the Department supports local flexibility to address local context to serve student needs. Districts and schools may select evidence-based strategies that directly align to their needs and local contexts as defined in 4107(a).

7. School Transitions *(ESEA section 1111(g)(1)(D))*: Describe how the state will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the state will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Iowa typically serves approximately 25 middle schools and 4 high schools in Title I programs each year. Iowa has established seven (7) strategies integral to our educational system that support the continuum of a student's education from preschool through grade 12 and post-secondary options focused on ensuring equity of access and student success. All middle schools and high schools benefit from these strategies, however the Department works specifically with schools receiving Title I funds to ensure effective transitions and support dropout prevention. Further, there are several areas that should be highlighted as either required by Iowa Code, critical in successful programs, or both [item 8]. Item 8 does not provide an exhaustive list of all strategies within a well-rounded education critical to learner

success; the intention of this section is to outline those areas in which stakeholders have provided considerable input and examples to strengthen the work of Iowa's schools.

The Department's focus on evidence-based strategies and dropout prevention has resulted in Iowa's high school graduation rate increasing for the fifth year in a row, from 88.3 percent in 2011 to 90.8 percent in 2015. Concurrently, the dropout rate declined from 3.4 percent in 2010-2011 to 2.5 percent in 2014-2015. We will continue to support the below evidence-based strategies across all schools as well as directly with schools receiving Title I funds, as each directly supports the academic and non-academic needs of all students:

1. **Learning Supports**. Learning Supports are the wide range of strategies, programs, services, and practices that are implemented to create conditions that enhance student learning in order to promote (1) student learning in the Iowa Academic Standards, (2) healthy development, and (3) success in school and in life. The six content areas of Learning Supports form the structure for organizing, understanding, and selecting evidence-based interventions beginning in early childhood settings.
    - **Supports for Instruction** foster healthy cognitive, social-emotional, and physical development.
    - **Family Supports and Involvement** promote and enhance the involvement of parents and family members in education.
    - **Community Partnerships** promote school partnerships with multiple sectors of the community to build linkages and collaborations for early childhood programming and youth development services, opportunities, and supports.
    - **Safe, Healthy and Caring Learning Environments** promote school-wide environments that ensure the physical and psychological well-being and safety of all children and youth through positive youth development efforts and proactive planning for management of emergencies, crises and follow-up.
    - **Supports for Transitions** enhance the school's ability to address a variety of transition concerns that confront children, youth and their families as they enter, and continue in formal school programming.
    - **Child/Youth Engagement** promotes opportunities for youth to be engaged in and contribute to their communities.

    Iowa has developed professional learning and support documents around each of the six content areas, which include dropout prevention and intervention. Iowa Code section 257.39 defines potential and returning dropouts that is consistent with evidence-based indicators for students at risk for dropping out. The work provides access to evidence-based drop-out prevention strategies within LEAs around three main domains: (a) Staying in school, (b) Progressing in school, and (c) Completing school. The following resource Toolkits are available to support LEAs in using data to improve conditions for learning and to

inform dropout prevention efforts: Improving Adult and Student Relationships, Addressing Discipline, Addressing Bullying, Setting Clear Boundaries and Expectations, Improving Student-Student Relationships, and Dropout Prevention. In addition to drop-out prevention work, Learning Supports has also expanded its *Positive Behavior Intervention and Supports (PBIS)* network from early childhood through secondary. The primary mission of PBIS is providing professional learning and support toward a sustainable, multi-tiered system of support focused on safe, healthy, and caring learning environments. PBIS, as the behavior component of MTSS, supports the continuum of a student's education by providing evidence-based social-emotional-behavioral supports to students, measuring student progress toward self-sufficiency/success, and facilitating data-based decision-making throughout the system that directs changes in practice based on data.

2. **Multi-Tiered Systems of Support (MTSS).** MTSS in Iowa is embedded in our *Unified Differentiated Accountability and Support System*. MTSS is an every-education decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students. MTSS allows educators to judge the overall health of their educational system by examining data on the educational system as well as identifying students who need additional supports. Those supports are provided in both small group and individual settings, and are monitored to ensure they support all learners to transition across grades and leave school ready for post-secondary options. There are five critical components of MTSS (in bold) that are reflected in Iowa's *Unified Accountability and Support System*:
   - ***Assessment and Data-Based Decision-Making***. This includes established comprehensive assessment systems that support student learning (which includes **universal screening** and **progress monitoring**) and data-based decision-making practices at both the system and student level.
   - ***Evidence-Based Universal Instruction***. This includes standards-based instruction, resources, professional learning on Iowa Academic Standards and the building blocks that create the infrastructure of universal instruction, as well as research/evidence-based instructional practices to meet the needs of all students.
   - ***Evidence-Based Intervention System***. This includes the diagnosis and identification of specific learning needs of individual students (across all subgroups) as well as groups of students, how to design instruction to address identified student need(s), and how to effectively deliver instruction to maximize student engagement and achievement.

   Within this framework, instruction is provided on a continuum of intensities for all students with the goal of all students performing at high levels on Iowa's challenging academic standards. Instructional strategies are evidence-based and aligned directly to student need. MTSS supports the continuum of a student's education by providing evidence-based instructional supports to students, measuring student progress toward proficiency/success, and

facilitating data-based decision-making throughout the system that directs changes in practice based on data. Iowa's MTSS framework cuts across content areas (literacy, mathematics and behavior) as well as grades from preschool through grade 12, and is the ultimate equalizer in educational access and attainment of student success. The very foundation of MTSS is providing educators with the knowledge and skills they need to meet every student where they are at, and to support them to realize their academic and non-academic potential. Evidence-based instructional practices that support students as they transition from preschool through post-secondary options is determined by Iowa LEAs, facilitated by a range of evidence-based strategies as described in #7.

3. **Iowa Academic Standards**. The Iowa Academic Standards include the Iowa Early Learning Standards, Iowa English Language Standards, the Iowa Essential Elements, and the Iowa Required Standards and Iowa Recommended Standards. **Iowa Early Learning Standards** were adopted by the State Board in 2012 and are currently under revision. These are required to be used by districts and their community partners which operate state-funded preschool or provide early childhood special education services. The Iowa Early Learning Standards are descriptions of the knowledge, behaviors, and skills that children from birth through age five may demonstrate during the first 2000 days of life. The eight development/content areas of the standards include: physical well-being and motor development; approaches to learning; social and emotional development; communication, language and literacy; mathematics; science; creative arts; and social studies. **Iowa English Language Proficiency Standards** correspond to rigorous content standards in English language arts, mathematics, and science. **Iowa Essential Elements** are specific statements of knowledge and skills linked to the grade-level expectations identified in the Iowa Required Standards. The purpose of the Essential Elements is to build a bridge from the content in the Iowa Required Standards to academic expectations for students with the most significant cognitive disabilities. **Iowa Required Standards and Iowa Recommended Standards** include:
    - **English Language Arts and Mathematics:** In July of 2010, Iowa adopted the Common Core State Standards for ELA/literacy and mathematics. In November of 2010, Iowa adopted Iowa-specific additions to the ELA/literacy and mathematics standards. In November 2016, Iowa adopted revised ELA/literacy standards.
    - **Science:** In August of 2015, Iowa adopted standards for science, which are the Performance Expectations from the Next Generation Science Standards. Full implementation begins in the 2018-2019 academic year.
    - **Social Studies:** In May of 2017, the Iowa State Board adopted social studies standards. These standards were written by a team of Iowa educators based on the C3 Framework. Full implementation begins in the 2020-2021 academic year.
    - **21st Century Skills:** In addition to the Iowa Required Standards in ELA, mathematics, science, and social studies, students are required to

master standards in 21st Century Skills (civic literacy, financial literacy, health literacy, technology literacy and employability skills).

- **Recommended Standards:** Anticipated voluntary standards will be recommended for adoption in fine arts in 2017-2018. Recommended standards in computer science will begin development next, followed by physical education and health.

To ensure the Iowa Required Standards reflect optimal standards, the Department has established an ongoing review of the academic standards, providing an opportunity for all Iowans to have input into what students should know and be able to do as they progress toward graduation.

4. **Teacher Leadership and Compensation (TLC).** The overall purpose of TLC is to establish a framework within all districts across the state to recruit, retain, support, and promote excellence for all educators and leaders. TLC was established by the legislature in 2013, with the following major goals established 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.
    - Improve student achievement by strengthening instruction.

    All districts have local plans that create a framework within which educators may serve across a variety of critical roles essential for continued professional learning (e.g., model, mentor, lead, instructional coach, curriculum and professional development leader). The basic philosophy of TLC is that student learning, outcomes, and successes are directly impacted by the instruction they receive each day. Therefore, TLC supports the continuum of a student's education by improving the knowledge, skills, and abilities of the educators that work directly with him or her every single day.

5. **Early Literacy Progression**. The broad purpose of Iowa's Early Literacy Progression law, Iowa Code 279.68, is to support all students to read by the end of third grade. There are four essential components to Early Literacy Progression:
    - Universal screening to support early identification of student needs.
    - Early Intervention to prevent large achievement gaps.
    - Ongoing progress monitoring to support instructional changes.
    - Parent engagement in learning.

Building on the research that demonstrates that reading proficiency is a critical early indicator of student success in subsequent educational opportunities (including high school graduation), the Governor's Office, the Iowa State Board, the Iowa General Assembly, the Department, and the Statewide network of AEAs have come together to support Iowa Code 279.68. Though the law itself is focused on students in kindergarten through third grade, Iowa is committed to providing supports throughout a student's education, from preschool through grade 12 and post-secondary options through MTSS – supporting students across the continuum of their education.

6. **STEM and CTE**: Iowa has several programs that support the variety of needs students have in the sciences and career/technical education. The focus of these strategies are all students, and particularly students who have been historically under-represented in such areas. Iowa is a member of a NSF-funded grant with thirteen other states that are focused on building statewide capacity for ensuring equity in science/STEM education. The Department science and mathematics statewide leadership teams work in collaboration with local education agencies (LEAs), AEAs, higher education institutions, informal educators and the **Iowa Governor's Science Technology Engineering and Mathematics (STEM) Council** to provide professional learning for educators and instructional resources for STEM learners. The Iowa effort includes ways to purposefully include female students, minority students, low-income students, and other students who are underrepresented in STEM careers. STEM efforts in Iowa are supported by numerous stakeholders through the Iowa Governor's STEM Advisory Council. The Iowa STEM Council is led by Governor Kim Reynolds and Accumold President and CEO Roger Hargens. The STEM Advisory Council is a made up of leaders in higher education, business, preschool through in grade 12 educators, as well as state and local government officials. Council efforts have provided student experiences ranging from building robots and writing coding programs to conducting agriculture field experiences and learning about STEM careers. They have demonstrated an appeal to diverse youth, success in improving academic performance, evidence of integrating STEM concepts, and development of school-business-community partnerships. Another governor-initiated strategy that seeks to address the needs of all Iowans is **Future Ready Iowa**. Future Ready Iowa's intent is to build Iowa's talent career pipeline by ensuring citizens have access to education and training required for productive jobs and careers now and in the future. In order to realize this end, Future Ready Iowa is aligning what is needed in high-wage, high-demand occupations and trade industries to what is offered in Iowa's degree and credential programs. The work in Future Ready Iowa directly impacts our students' post-secondary options and access to success in life.

As stated on page 3, Iowa Code 256.11(3) details offer and teach requirements for grades 1 through 6, including English-language arts, social studies, mathematics, science, health, age-appropriate and research-based human

growth and development, physical education, traffic safety, music, and visual arts. Offer and teach delineates content required across grades 7 through 12 [Iowa Code 256.11(4) and 256.11(5)]. Science, mathematics are required across all grades, and career and technical education are included at the high school level.

The Department will collaborate with state-level organizations, such as the *Governor's STEM Council* and the *Iowa Association of Career and Technical Education* to create and disseminate exemplars of how STEM and CTE can promote high levels of achievement across all students, as well as identify and disseminate evidence-based practices in STEM and CTE [see page 4]. The Department will align professional learning to Iowa's *Unified Differentiated Accountability and Support System* and Teacher Leadership and Compensation framework, and support evidence-based professional learning, based on the needs of schools [see page 166].

7. **Local Flexibility to address local context and serve student needs**. Local flexibility to address local context and serve student needs is a foundation of Iowa's approach to education – and serves as one of our major guiding principles in the development of the ESSA plan. It is vital that districts and schools have the option within program requirements to select evidence-based strategies that directly align to their needs and local context. The variety and range of needs across Iowa reflect the diversity of geography, students and environment within which schools must function, including but not limited to a host of areas as defined in 4104(b) at the state level, and 4107(a) at the local level.

8. **Required by Iowa Code and/or Critical in successful programs**. Across all areas outlined below, the Department will align professional learning to Iowa's *Unified Differentiated Accountability and Support System* and Teacher Leadership and Compensation framework, and support evidence-based professional learning, based on the needs of schools/local contexts [see page 166].

   <u>Gifted and Talented</u>
   Every school district must offer a gifted and talented program (Iowa Code, 257.42). Pursuant to Iowa Code 257.44, gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any one or more of the following areas: (1) general intellectual ability, (2) creative thinking, (3) leadership ability, (4) visual and performing arts ability, and (5) specific ability aptitude.

   The Department establishes guidelines and offers guidance and technical assistance to educators, administrators, schools, and districts on: (1) Program goals, objectives, and activities to meet the needs of gifted and talented

children, (2) Student identification criteria and procedures, (3) Staff in-service education design, (4) Staff utilization plans, (5) Evaluation criteria and procedures and performance measures, (6) Program budget, (7) Qualifications required of personnel administering the program, and (8) Other factors the department requires.

The Department will improve the skills of teachers, principals, and other school leaders to both identify and serve the needs of students who are gifted and talented by collaborating with state-level organizations such as the *Iowa Talented and Gifted Association* to identify and disseminate exemplars of evidence-based practices for gifted and talented students within an MTSS framework[1].

Physical, Health Education and School Nurses.
As stated on page 3, Iowa Code 256.11(3) details offer and teach requirements for grades 1 through 6, including English-language arts, social studies, mathematics, science, health, age-appropriate and research-based human growth and development, physical education, traffic safety, music, and visual arts. Offer and teach delineates content required across grades 7 through 12 [Iowa Code 256.11(4) and 256.11(5)]. Physical education and health are required across all grades. Iowa Code 256.11(9B) requires school districts to have a school nurse who is endorsed for such purposes to provide health services to its students. The optimal ratio for quality nursing support is stated as one school nurse for every seven hundred fifty students in a district.

The Department will collaborate with state-level organizations, such as the *Iowa Association of Health, Physical Education, Recreation, and Dance* and the *Iowa School Nurse Organization* to create and disseminate exemplars of how physical education and health can promote high levels of achievement across all students, as well as identify and disseminate evidence-based practices in physical/health education[2].

Arts Education.
The Department supports Iowa Code 256.34, which established a fine arts beginning teacher mentoring program[3], with membership across six state fine arts organizations representing kindergarten through grade twelve, in the areas of general music, choral music, instrumental music, visual arts, and drama and theater arts. The program provides: (1) Activities and consultation in support of beginning fine arts teachers, (2) Coordination of retired and currently employed experienced fine arts mentor educators with beginning fine arts educators, and (3) Materials and advice specifically designed to prepare beginning fine arts teachers for success in the fine arts classroom and to prepare kindergarten through grade twelve students for school district fine arts performances and festivals. Further, the Department has developed fine arts standards that are on schedule for adoption in the 2017-2018 year.

The Department will actively collaborate with state-level organizations such as the *Iowa Alliance for the Arts Education* to create and disseminate exemplars of how fine arts can promote high levels of achievement across all students, as well as identify and disseminate evidence-based practices in fine arts[4].

Social Studies.
As stated on page 3, Iowa Code 256.11(3) details offer and teach requirements for grades 1 through 6, including English-language arts, social studies, mathematics, science, health, age-appropriate and research-based human growth and development, physical education, traffic safety, music, and visual arts. Offer and teach delineates content required across grades 7 through 12 [Iowa Code 256.11(4) and 256.11(5)]. Social studies is required across all grades. In addition, the Department recently revised social studies standards, and released a plan for implementation across the state.

The Department will collaborate with state-level organizations such as the *Iowa Council for the Social Studies* to create and disseminate exemplars of how social studies can promote high levels of achievement across all students, as well as identify and disseminate evidence-based practices in social studies education[5].

School Library Programs and Librarians.
Iowa Code 256.11(9) requires districts to have a qualified, licensed teacher librarian, who plans and implements a library program, working collaboratively with the district's administration and instructional staff. The library program includes: (1) Support of the overall school curricula, (2) Collaborative planning and teaching, (3) Promotion of reading and literacy, (4) Information literacy instruction, (5) Access to a diverse and appropriate school library collection, and (6) Learning enhancement through technologies.

The Department will collaborate with state-level organizations such as the *Iowa Association of School Librarians* to create and disseminate exemplars of how library services can promote high levels of achievement across all students, as well as identify and disseminate evidence-based practices in library services[6].

Social-Emotional-Behavioral Support.
Federal [Individual's with Disabilities Education Act, or IDEA] and state special education law [Iowa Chapter 41] requires districts and schools to serve and support students with disabilities, including students with social-emotional-behavioral needs. Further, federal and state law require that schools promote optimal conditions for learning, and provide environments for students that are free of bullying or harassment.

The Department will collaborate with various state-level organizations to create and disseminate exemplars of how optimal social-emotional-behavioral supports can promote high levels of achievement across all students, as well as identify and disseminate evidence-based practices in social-emotional-behavioral learning and support[7].

Early Childhood Education Programs.
The Department provides a broad scope of early childhood programs and services for children birth to five years of age, and their families, both defined in Iowa Code and in serving as contributing elements of our larger early childhood state system, Early Childhood Iowa. The Department supports the requirements of Iowa Code such as the following: Chapter 279.51 establishes programs for at-risk children and families, Chapter 256I creates Early Childhood Iowa to develop partnerships with communities to achieve desired results, Chapter 256C designs preschool programming for all four-year-old children. Additionally, Iowa has a strong partnership with the Iowa Head Start Association providing quality programming and opportunities for partnerships between Head Start Grantees and school districts. In accordance with federal and state law, the Department also ensures that the rights of young children with disabilities are addressed through the provisions of early intervention (IDEA Part C) and special education services (IDEA Part B, Section 619).

The Department will collaborate with state-level organizations such as *Early Childhood Iowa*, the *Iowa Association for the Education of Young Children*, and the *Council for Exceptional Children, Division for Early Childhood--Iowa Chapter*, to create and disseminate exemplars[8] and address professional learning opportunities and implementation of quality programming through early learning and program standards, evidence-based instructional practices, and appropriate assessment routines. Additionally, the Department will address transition policies and practices in support of young children as they move from early care and education settings to educational programming in kindergarten and early elementary grades.

School Counseling/School Counselors.
Iowa Code 256.11(9A) requires school districts to have a qualified licensed guidance counselor to provide guidance and counseling programming for students in kindergarten through twelve grade. The optimal ratio for quality programming is stated as one counselor for every three hundred fifty students in a district. The program delivery system components include: (1) School guidance curriculum, (2) Support of the overall school curriculum, (3) Individual student planning, (4) Responsive services, and (5) System support.

The Department will collaborate with state-level organizations such as the *Iowa School Counselors Association* to create and disseminate exemplars of how counseling services can promote high levels of achievement across all students,

as well as identify and disseminate evidence-based practices in guidance and counseling[9].

[1]The information in this paragraph is included on pages 4 and 168 [developing exemplars of evidence-based practices in gifted and talented].
[2]The information in this paragraph is included on pages 4 and 168 [developing exemplars of evidence-based practices in physical education].
[3]The program is under a contract with an Iowa-based nonprofit organization.
[4]The information in this paragraph is included on pages 4 and 168 [developing exemplars of evidence-based practices in fine arts]
[5]The information in this paragraph is included on pages 4 and 168 [developing exemplars of evidence-based practices in social studies].
[6]The information in this paragraph is included on pages 4 and 168 [developing exemplars of evidence-based practices in library services].
[7]The information in this paragraph is included on pages 4 and 168 [developing exemplars of evidence-based practices in the area of social-emotional-behavioral learning and support].
[8]The information in this paragraph is included on pages 4 and 168 [developing exemplars of evidence-based practices in the area of early childhood education programs].
[9]The information in this paragraph is included on pages 4 and 168 [developing exemplars of evidence-based practices in the area of counseling].

B. TITLE I, PART C: EDUCATION OF MIGRATORY CHILDREN

1. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the state and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
    i. The full range of services that are available for migratory children from appropriate local, state, and federal educational programs;
    ii. Joint planning among local, state, and federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
    iii. The integration of services available under Title I, Part C with services provided by those other programs; and
    iv. Measurable program objectives and outcomes.

To address all statutory and regulatory requirements in the Department Consolidated State Plan, Iowa will ensure all Title Programs are monitored through the *Unified Differentiated Accountability and Support System*. This includes all requirements for Title I, Part C. All districts, preschools, nonpublic schools, and AEAs will submit audit information annually to the Department through the Universal Desk Audit online data collection system. Any identified state or federal noncompliance issues must be corrected within the designated timeframe indicated within code. Districts and schools assisted under Title I, Part C will be supported using common tools, a unified action plan aligned to state and federal law, and technical assistance in areas of need. The specific requirements for migratory children are described in this section (Section B), and will be embedded into Iowa's *Unified Differentiated Accountability and Support System.* Note that an overview of Iowa's *Unified Differentiated Accountability and Support System* is provided on page 6. The information within Table 12 details the ESSA Accountability Index used to identify schools for support for Title I, Part A. All compliance will be monitored within this system, including any measure or criteria required to identify a school for additional support, and any required support as detailed within each Title section (i.e., Title I, Part A; Title I, Part C; Title I, Part D; Title III, Part A, Subpart 1; Title IV, Part A; Title IV, Part B; Title V, Part B, Subpart 2; Title VII, Subtitle B).

The Iowa Title I, Part C (Migrant Education Program (MEP)) has regional recruiters and a statewide identification and recruitment coordinator. State recruiters are charged with identifying qualifying migrant families and students for both Migrant Education Projects and non-project areas. To facilitate the recruitment of migrant students age birth to 22 across the state in both project and non-project areas, the Department has set up five state Identification and Recruitment (ID & R) regions and has a regional recruiter assigned to each region. Within the Title I application, each LEA is required to identify a migrant liaison who is responsible for ensuring a state-developed Migrant Education Parent Form (available in multiple languages) is included in all registration packets, assisting parents in completing the Migrant Parent Education Form, and submitting them to the ID & R coordinator. The ID & R coordinator distributes the

Migrant Parent Education Forms to the appropriate regional recruiter. Regional recruiters follow up with all Migrant Education Parent Forms that indicate a family move within the last three years and agriculture employment. In addition to the Migrant Education Parent form screening tool, the state MEP conducts local and community-based identification and recruitment activities through networking with area partners and agencies such as the Iowa Migrant and Seasonal Farmworker Coalition, Proteus, Iowa Workforce Development, among others.

Regional recruiters determine and establish eligibility for migratory students less than 22 years of age via a face-to-face interview with parent/guardian or young adult that usually occurs at the family residence or place of employment. Eligibility is documented via an approved electronic Certificate of Eligibility (COE) which is completed by the regional recruiters, reviewed by our data specialist, and reviewed and approved by the ID & R coordinator. The Department data specialist sends monthly migrant eligibility lists to districts with migrant students allowing districts a window of time to verify the residence of each child and determine if a withdrawal form is needed. If a district is unable to verify the residency of migrant students not currently of school age, the data specialist sends the list of migrant students to the ID & R Coordinator who then distributes the lists to the regional recruiters. The regional recruiters are responsible for making home visits to determine if those students still reside in the state of Iowa.

Each year, fifty-two students are selected in a stratified random sample, and they or their parents/guardians are re-interviewed to determine if the original qualification data was correctly recorded. Every third year, the Department contracts with another state to conduct external re-interviews. Re-interview protocols follow those developed by the US Department of Education Office of Migrant Education. In addition, once a month, the local MEPs and regional recruiters review and indicate whether each student is still enrolled, resides in Iowa, or has a date of withdrawal.

MEP funds must be used to address the unmet needs of migrant children that result from migrant children's lifestyle to permit them to participate effectively in school. The children of migrant, mobile agricultural workers have unique needs due to high poverty, high mobility, and interrupted schooling. It is important to understand the unique needs of migrant students as distinct from the English learners or other special populations who are not mobile, so that these distinct needs are addressed in the service delivery planning process.

To ensure we have the most effective process to serve the needs of migrant children, the Department convenes a Comprehensive Needs Assessment Committee (CNA) every three years. Membership of the Iowa CNA includes Department staff, parents, community agencies, teachers, administrators and other school staff. The purpose of this committee is to review Iowa's migrant data and provide recommendations for improvement. To do this, the Iowa CNA follows the process outlined in the Migrant

Education Comprehensive Needs Assessment Toolkit: A Tool for State Migrant Directors (2012), which includes a three-phrase model:

- Phase I: What is a Comprehensive Needs Assessment?;
- Phase II: Gathering and Analyzing Data; and
- Phase III: Decision Making.

The CNA reviews data related to migrant student achievement, attendance, mobility, and migrant activities. Data analysis and descriptions of the procedures are recorded in the CNA reports. During CNA meetings, concern statements are reviewed and revised along with needs indicators and needs statements. Results of the review form the basis of the development of strategies and measurable program outcomes (MPOs) developed during the Service Delivery Plan process.

A Service Delivery Plan designed to address the needs identified in the CNA guides the implementation of the MEP. Each year, local projects provide services specified in the plan in communities where migrant families are living. Supplemental education and support services are provided to respond to the unique needs of migrant children and youth. Further, to continue to address the needs of Iowa's migrant population, Iowa joined the Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY) consortium in 2014 and hired an OSY/Non MEP coordinator. The consortium is designed to build capacity in states with a growing secondary-aged migrant out-of-school youth populations. The goal of GOSOSY is to design, develop, and disseminate a system to identify, recruit, assess, and develop/deliver services to migrant out-of-school youth, provide professional development to support these activities, and institutionalize GOSOSY services within state plans to elevate the quantity and quality of services to this large, underserved population. A student profile is completed for each out-of-school (OSY) youth and a learning plan is established in order to meet the needs of this population.

Each year, local programs are expected to review their data, evaluate their migrant program, and determine if program changes are needed. Every three years, the Department contracts with an outside agency to complete a statewide evaluation. This evaluation examines a full range of services available for migratory children, joint planning, and the integration of services available.

The Migrant Education Program's State Coordinator collaborates and coordinates with other programs, bureaus, and divisions within the Department which provide specific supports, such as Title I Programs, Special Education, Gifted and Talented Education, Preschool Programs, Career and Technical Education, and other programs and initiatives relevant to the needs of migrant children and youth.

The Department's Migrant Education Program ensures that migrant children and out-of-school youth have the same access to the provision of early childhood, special education and language instruction educational programs by working collaboratively with internal teams within the Department, such as the Division of Learning and

Results Early Childhood Team, the Title I Program, Title II, Title III and others to provide information, resources, and support for LEAs. Collaboration will continue with Title III staff on a regular basis by meeting quarterly to discuss shared data.

Where State Performance Targets are designed to establish target performance for all students, Measurable Program Outcomes (MPOs) indicate the specific growth expected from the migrant services provided. They are intended to tie service delivery to growth, and as such form a useful basis for developing Service Delivery Strategies that support State Performance Targets. The Iowa Service Delivery Plan committee drafted MPOs for three areas of focus (reading, math, and high school graduation) to measure the extent to which the proposed solutions address the State Performance Targets.

The draft Service Delivery Plan includes the measurable program outcomes listed in Table 15.

Table 15. Service Delivery Plan Draft.

Focus Area	State Performance Target	Measurable Program Outcome (MPO)
Reading	By 2020, the average scale score of migrant students in Grades 3-8 on the Iowa Assessment for Reading will increase 1 percentage point each year from the baseline year data to align with stated ESSA state targets across subgroups in the area of reaching and mathematics.	Grade 3-8 migrant students identified as Priority For Service (PFS) that receive one or more instructional sessions per week will achieve an average Reading Student Growth Percentage of (to be determined using baseline established in 2018 and reexamined in 2019).
Mathematics	By 2020, the average scale score of migrant students in Grades 3-8 on the Iowa Assessment for Mathematics will increase 1 percentage point each year from the baseline year data to align with stated ESSA state targets across subgroups in the area of reading and mathematics.	Grade 3-8 migrant students identified as PFS that receive one or more instructional sessions per week will achieve an average Mathematics Student Growth Percentage of (to be determined using baseline established in 2018 and reexamined in 2019).
Graduation	By 2020, the four-year cohort graduation rate for migrant students will	At least 50 percent of secondary migrant students will pass Algebra I by the end of Grade 10; 80 percent

	reflect the stated ESSA state targets across subgroups.	will pass Algebra I by the end of Grade 11.

Service Delivery Strategies & Implementation

To achieve State Performance Targets and facilitate adequate progress toward Measurable Program Outcomes, the SDP committee, with sign-off from the migrant PAC, identified Service Delivery Strategies across all areas of focus and identified need. The group further outlined the activities required to achieve service delivery, as well as what data points would be used to measure implementation. Lastly, the committee suggested additional approaches and resources as a way to ensure that the unique needs of migrant students and families are met.

Table 16. Required Activities, Measures and Resources.

Required Activities	Implementation Measures	Other Suggested Approaches and Resources
Service Delivery Strategy - <u>Reading:</u> **1.1 Provide supplemental reading instruction**		
1.1.1. All K-8 PFS migrant students will receive supplemental reading support informed by data analysis and student needs, likely outside of the academic day, averaging one instructional session per week or more. 1.1.2. Support for PFS students in reading may include but not be limited to communication with educational support staff, monitoring student progress, tutoring, home visitation, or referrals with follow up.	Number of migrant students identified as below benchmark in reading by program. Percent of K-8 PFS migrant students receiving one or more instructional sessions per week.	Use college students or volunteers/ tutors/ regional recruiters/ retired teachers to teach, mentor, and monitor supplemental instructional activities. Collaborate with community partners to conduct instructional home visits tailored to migrant student needs Use evidence-based, cloud-based instructional programs and strategies.
Service Delivery Strategy - <u>Mathematics:</u> **2.1 Provide supplemental math instruction**		
2.1.1. All K-8 PFS migrant students will receive supplemental math support, informed by data analysis and student needs, likely outside of the	Number of migrant students identified as below benchmark in mathematics by program.	Use college students or volunteers/ tutors/ regional recruiters/ retired teachers to teach, mentor, and monitor supplemental instructional activities.

academic day, averaging one instructional session per week or more. 2.1.2. Support for PFS students in mathematics may include but not be limited to communication with educational support staff, monitoring student progress, tutoring, home visitation, or referrals with follow up.	Percent of PFS migrant students receiving one or more instructional sessions per week.	Collaborate with community partners to conduct instructional home visits tailored to migrant student needs. Use evidence-based, cloud-based instructional programs and strategies.
Service Delivery Strategy - <u>High School Graduation:</u> **3.1 Support timely Algebra completion** **3.2 Involve parents early in the MEP** **3.3 Communicate with sending school in a timely manner** **3.4 Improve access to activities** **3.5 Promote knowledge of graduation requirements and post-secondary options**		
3.1.1. Migrant students who do not complete Algebra I successfully by the end of Grade 9 will receive support in Grade 10. 3.1.2. Migrant students who do not pass Algebra I by the end of Grade 10 will receive supplemental instructional sessions designed in consultation with their Algebra or math instructors. 3.2.1. Migrant liaisons or staff, as appropriate to each site, will speak to migrant parents within 90 days of their child's enrollment about issues that may include but not limited to graduation requirements and postsecondary options. 3.3.1. Upon completion of a COE, consult with MSIX,	Percent of high school students who did not pass Algebra I by grade 9 who receive assistance. Percent of migrant families contacted within 90 days of student enrollment. Target: 80 percent. Percent of migrant students reporting that transportation is not a barrier to participation in extracurricular activities. Percent of migrant high school students who participate in a college readiness activity.	Connect parents to community resources and partners. Quarterly parent outreach to parents. Provide schools and districts with guidance on appropriate school and course placement. Provide attire, equipment and pay fees for activities with MEP funds. Provide a continuously updated list of programs, groups and activities that migrant students can be involved in at each school. Connect with community resources and partners to provide services.

review transcripts if available, and contact sending schools if clarification is needed to ensure students are placed in correct classes. 3.4.1. Facilitate alternate forms of transportation for students by identifying and communicating options. 3.5.1. Share graduation plans among migrant parents, students, OSY and migrant staff. 3.5.2 Share College Assistance Migrant Program (CAMP) information and other resources that encourage or enable college attendance (e.g. imfirst.org), with high school students and their parents.		Pay for third-party student transportation. Arrange ride sharing with community partners. Look for opportunities to share resources and/or costs with other community agencies. Plan college visits Hold college application day and FAFSA night. Provide information about admissions requirements and tuition. Include College Readiness checklists in all welcome bags. Disseminate College Readiness checklist via ID&R staff. Provide OSY/PK-12 Coordinator access to each student's graduation plans. Help parents access online portals to monitor student progress.
Service Delivery Strategy - <u>Early Childhood:</u> **4.1 Collaborate with agencies to offer home-based services to preschool migrant students (aged 3-5) not enrolled in school** **4.2 Encourage parents/families to access HQ preschool programs** **4.3 Partner with parents/families to engage children and bolster school readiness expectations** **4.4 Offer early detection and referral for developmental delays** **4.5 Connect parents/families with community agencies based on parent/family home needs and expressed barriers (e.g., nutrition, health, transportation)**		

4.4.1 Refer migrant students with potential developmental delays to an Area Educational Agency or Early ACCESS (IDEA Part C). 4.5.1 Assess needs and identify barriers through family assessment surveys.	Percent of migrant families at MEP-funded sites with preschool eligible students receiving information on HQ facilities and registration dates. Percent of preschool migrant students at MEP funded sites enrolled in HQ preschool programs. Percent of kindergarten migrant students who are kindergarten ready per FAST screener. Percent of migrant families with completed home assessment surveys	Conduct home visits. Provide educational materials to support school readiness. Provide lists of high quality preschools. Offer transportation to increase preschool attendance when feasible. Facilitate direct registration for Pre-K enrollment. Contact parents directly about pre-school registration dates and locations. Educate parents on school readiness expectations. Provide educational materials to support school readiness. Accompany families to referral agencies. Provide interpreter support (in person; via language phone line). Make appropriate referrals. Follow up to determine if needs were met and barriers reduced.
Service Delivery Strategy – <u>Out of School Youth (OSY)</u>: **5.1 Timely identification of and services for OSY needs**		

5.1.1 Complete an OSY Profile for each OSY. 5.1.2 Provide instruction for OSY if supported by student profile needs. 5.1.3 Connect OSY with community organizations to address unmet needs and/or provide direct instruction.	Percent of OSY with completed profiles. Percent of OSY profiles completed within 30 days of identification. Percent of OSY who express an interest in services who receive them.	None provided

2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the state will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the state will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

To ensure the educational continuity for migrant populations, the Department is committed to primarily two major supports: (1) ensuring the quality and accuracy of data exchange within MIS2000, and (2) Implementing activities developed and supported through two migrant Consortium Incentive Grants.

MIS2000 is the state-based migrant data system used in Iowa. Information in MIS2000 uploads nightly to the Migrant Student Information Exchange (MSIX) in order for school records and the migrant Minimum Data Elements (MDEs) to be transferred in a timely manner. The *MSIX Data Quality Initiative Grant* was used during the 2016-2017 academic year to ensure all required MDEs were uploaded accurately and timely. MSIX has a notification feature that enables the Department to communicate with other states about the movement of students, which enables others to be notified when a student arrives to or leaves one school system (either intra- or interstate). In addition, we receive notifications from other states, which enhances our ability to recruit and enroll students in a timely fashion. There are flags for students on Individualized Education Programs (IEP), English learners, Priority for Services, and Health within the MSIX database.

Iowa's interstate collaboration is accomplished primarily through activities conducted as requirements within the *Identification and Rapid Response (IRRC)* and *Graduation and Outcomes for Success for Out of School Youth (GOSOSY)*. Through the IRRC recruitment efforts, Iowa is partnering with interstate recruitment teams to identify additional migrant students during onsite recruitment efforts. The GOSOSY consortium is designed to build capacity in states with a growing secondary-aged migrant out-of-school youth population. The goal of GOSOSY is to design, develop, and disseminate a system to identify, recruit, assess, and develop/deliver services to migrant out-of-

school youth, provide professional development to support these activities, and institutionalize GOSOSY services into state plans to elevate the quantity and quality of services to this large, underserved population. We participate on both the Steering Team and the Technical Support Team for this Consortium Incentive Grant.

Other examples of intra- and interstate communication include collaboration with the Migrant and Seasonal Farmworker Coalition on identification and recruitment, health clinics, and advocacy efforts for migrant students and families. Through these collaborations, we have been able to expand and extend our services.

3. Use of Funds *(ESEA section 1304(b)(4))*: Describe the state's priorities for the use of Title I, Part C funds, and how such priorities relate to the state's assessment of needs for services in the state.

The state of Iowa receives MEP funds from the United States Department of Education, Office of Migrant Education, to carry out the Federal Title I, Part C law which requires that priority must be given to students who are failing, or most at risk of failing, to meet state academic content standards and student achievement standards and whose education has been interrupted during the performance period.

Two criteria were used to determine PFS: Educational Disruption and At-Risk Status. Until ESSA, Educational Disruption was determined by the presence of a school year move. With ESSA, it is determined by a move during the last twelve months (prior to the Qualifying Arrival Date), regardless of whether the move occurred during the regular school year or not. At-Risk Status is determined by any of the following criteria being present for a student:

- Below benchmark on a math or reading universal screener.
- Student is NOT ON TRACK TO GRADUATE, as defined in Iowa MEP (no credit for Algebra I (Math 1) by end of 10th grade. These data are in MIS2000.
- For OSY, student has dropped out of high school (grades 9-12). These data are gathered during the interview with the OSY and are found on the student profile section in MIS2000

C. TITLE I, PART D: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

1. Transitions Between Correctional Facilities and Local Programs *(ESEA section 1414(a)(1)(B))*: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

To address all statutory and regulatory requirements in the Department Consolidated State Plan, Iowa will ensure all Title Programs are monitored through the *Unified Differentiated Accountability and Support System*. This includes all requirements for Title I, Part D. All districts, preschools, nonpublic schools, facilities, Iowa Department of Human services (DHS), the Iowa Department of Corrections (DOC), and AEAs submit audit information annually to the Department through the Universal Desk Audit online data collection system. Any identified state or federal noncompliance issues must be corrected within the designated timeframe indicated within code. Districts and schools assisted under Title I, Part D will be supported using common tools, a unified action plan aligned to state and federal law, and technical assistance in areas of need. The specific supports to assist in the transition of children and youth between correctional facilities and locally operated programs are described in this section (Section C), and will be embedded into Iowa's *Unified Differentiated Accountability and Support System.* Note that an overview of Iowa's *Unified Differentiated Accountability and Support System* is provided on page 6. The information within Table 12 details the ESSA Accountability Index used to identify schools for support for Title I, Part A. However all compliance will be monitored within this system, including any measure or criteria required to identify a school for additional support, and any required support as detailed within each Title section (i.e., Title I, Part A; Title I, Part C; Title I, Part D; Title III, Part A, Subpart 1; Title IV, Part A; Title IV, Part B; Title V, Part B, Subpart 2; Title VII, Subtitle B).

The Department will collaborate with DHS, DOC, and locally operated programs to create seamless transitions for youth in Iowa. The three agencies will work collaboratively to provide quality programming at each stage of a youth's transition:

- Entry into secure care
- Residence
- Exit from secure care
- Aftercare

The Department will facilitate on-going communication of all agencies by having quarterly meetings to discuss standard operating procedures, shared programming, resources and staff training opportunities. Focus areas include, but are not limited to,

Inter-agency Collaboration

- Create a Memorandum of Understanding (MOU) for standard operating procedures, information sharing, finances and roles and responsibilities.

- Create common definitions of terms to provide clarity and mutual understanding regarding key objectives, benchmarks and timelines as part of the student transition process.
- Establish protocols for including youth voice and family engagement for all stages of transition.
- Coordinate creation and operationalization of a transition plan for each student.

Re-entry Policies, Procedures and Practices (educational programming)

- Encourage each facility to dedicate a staff member as the transition coordinator/liaison.
- Create policies and procedures for the transition process.
- Engage multiple partners in the decision-making process for creating appropriate educational pathways.
- Encourage the use of standardized assessments (Iowa Delinquency Assessment or IDA), intake and discharge forms created by the Juvenile Re-entry Systems Grant (JRes) teams.
- Encourage the use of the Youth Transition Decision-Making (YTDM) model and complete the transition interview protocol for preparing to return to the local community.

Aftercare Supports

- Engage multiple partners for establishing appropriate supports and services for returning to their community (e.g., vocational rehabilitation, Workforce Innovation and Opportunity Act (WIOA), community college, and Medicaid eligibility).
- Review the effectiveness of the transition process and outcome measures based on recidivism rates.

Professional Development/Training

- Agencies will establish coordinated efforts for professional development of staff, in areas of transitions, transition requirements for DHS, Juvenile Court System (JCS), locally operated programs, and special education.
- Create a joint staff development plan to address the unique needs.

2. Program Objectives and Outcomes *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the state that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

The overarching goal of the program is to provide both educational services and supports to youth who have been placed in secure state institutions. This includes providing supplemental services to promote student success at meeting the state's rigorous academic and career-technical standards and to help youth transition to productive members of society without recidivating back into a juvenile or adult secure-care setting.

The Department will assess the effectiveness of programs that serve neglected and delinquent children and youth by monitoring and evaluating data related to improving academic, career, and technical skills. Neglected and delinquent programs will be designed with the expectation that children and youth will have the opportunity to meet the same challenging state academic content and academic achievement standards that all children in the state are expected to meet. To the extent feasible, evaluations will be tied to standards and assessments (system) that the state or school district has developed for all students.

The program objectives and outcomes established to assess the effectiveness in improving the academic, career, and technical skills of youth served will be included in the application to the Department. Program objectives will include, but not be limited to, the following:

- Youth in secure state institutions are provided with high-quality academics and the same state-aligned curriculum and instructional time as would be provided in traditional public schools.
- Upon arrival at all juvenile justice placements, a youth's educational needs and levels are assessed, with input from the youth and parents or other authorized education decision-maker.
- Youth are provided meaningful and thorough due process protections before any exclusion from school, including meaningful manifestation reviews for youth with disabilities to ensure that they are not punished for conduct relating to their disability or the school's failure to follow their IEP.
- Youth receive full information about educational opportunities available to them, and are regularly asked about their educational preferences and needs. Youth preferences, strengths, and needs are central to curricular and placement determinations.
- Youth are supported by trained professionals, including school staff, behavioral health staff, and facility staff, to gain access to high-quality education and career/technical programs. Youth receive assistance from interagency liaisons and/or transition specialists who get to know the youth and forge an ongoing relationship.
- Youth receive meaningful career exploration, career planning, guidance and job training services, as well as comprehensive social-emotional and "21st Century" skills to identify, obtain, and sustain employment. Youth have access to career/ technical education programs that offer industry-recognized credentials and certificates.
- Youth are exposed early to postsecondary education opportunities, receive academic and other support to achieve their future education goals, and are supported by a culture that reinforces their ability to attend and succeed in higher education or training.
- Youth have trained transition coordinators and multi-disciplinary transition teams to help them re-enroll in their next school and obtain needed supports before and upon re-entry. The transition coordinator ensures that youth receive appropriate school programming when transitioning between school settings,

sitting for appropriate exams, obtaining transcripts reflecting credits awarded and academic mastery, and registering for appropriate coursework.

- Records promptly follow youth to any new school or placement, and kept private and are shared only with necessary individuals working with the youth. Record transfers, lack of records or a delay in receipt of records do not bar a student from enrolling in school (either in a placement school or a school in the community).
- Youth are involved in an assessment of whether to return to their original school. If it is not safe or appropriate for a student to return to their school of origin, placement staff assist with options and procedures to transfer to another school in the community.

Student outcomes will be measured by:

- Earned passing grades for 80 percent of the classes taken;
- Completion of 80 percent of the courses started while in the facility; and
- Annually, 25 percent of students between the ages of 17-21 will complete their high school diploma or it equivalence.

D. TITLE II, PART A: SUPPORTING EFFECTIVE INSTRUCTION

1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the state educational agency will use Title II, Part A funds received under Title II, Part A for state-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

The Department intends to use Title II, Part A funds to support implementation of effective Multi-Tiered System of Supports (MTSS) within Iowa's *Unified Differentiated Accountability System*. The funds will be used to support assessment and data-based decision making, universal instruction, intervention systems, and leadership/infrastructure through (a) regional professional learning for schools implementing MTSS, (b) direct site visits for schools identified as Comprehensive, (c) ongoing technical assistance to district coaches on the implementation of evidence-based practices, (d) summer institutes to review outcome and implementation data to inform action plan successes and needs, and (e) strategies to improve Institutes of Higher Education (IHEs) with EPPs will contribute to the professional development efforts across the system, from pre-professional through in-service educators, and will include establishing partnerships between the Department, AEAs, LEAs and EPPs.

MTSS is a data-based decision-making framework that identifies needs across the system - from the student level, to educator level, and all the way through to systems at the school, district, AEA and state levels. As John Hattie (2016) indicated in his extensive meta-analyses across interventions – MTSS ranked sixth on the list of interventions with the greatest impact on student achievement, especially with students who were struggling, at an effect size above 1.07. Therefore MTSS is a critical framework to support all students as it creates an optimal environment of access and equity of academic and nonacademic success for all by taking into consideration each student's current performance, analyzing their needs, and matching their needs to evidence-based instruction. It is also a critical framework for systems, continuous improvement, and family/community engagement. MTSS uses common data, processes, planning and practices to identify system-level needs at the educator, classroom, school, and district levels. This also allows for professional learning, support and school improvement efforts that are tailored to local needs. Identification of needs and matching solutions to those needs occur within each level being analyzed (student, educator, classroom, school, district, AEA, state). Professional learning on MTSS is essential in order to facilitate effective identification of needs and the professional learning that is appropriate to meet those needs. In addition, within Iowa's preservice education, this enables educator preparation programs to align instruction with Iowa's system for providing support to students, educators and schools, including those schools that are determined to need Targeted or Comprehensive Support and Improvement as part of ESSA – thereby directly impacting educator efficacy to meet the needs of all students. Supporting educator efficacy is critical - as mentioned, Hattie (2016) developed a way of ranking various influences in different meta-analysis related to learning and achievement according to their effect sizes. Hattie ranked teacher efficacy as the number one indicator of student

success. Teacher efficacy is broad and includes such things as: (a) advanced teacher influence - which involves teachers assuming specific leadership roles (i.e. TLC) and increased opportunities for decision making related to curriculum, professional learning, and collective efficacy, (b) goal consensus - establishing a clear set of goals that are measurable and appropriately challenging to achieve purposeful results, and (c) responsiveness of leadership - school leaders who act consistently, help other carry out their duties effectively, show concern and respect for staff, provide materials and learning opportunities, demonstrate awareness of personal aspect and protect teachers from issues and influences that detract from teaching time or focus.

The above aligns with the purpose of Title II: *"to provide grants to state educational agencies and subgrants to local educational agencies to— "(1) increase student achievement consistent with the challenging state academic standards; "(2) improve the quality and effectiveness of teachers, principals, and other school leaders; "(3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and "(4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.*

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

Based on data submitted in the 2015 Equity Plan, equitable access is not a significant issue within the state of Iowa. The root cause analysis concluded that there is no correlation between teacher characteristics and gaps observed in all Iowa students and the four priority student groups identified in the Equity Plan. Due to these findings, the Department does not plan to use Title II, Part A funds for equitable access to effective teachers.

3. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the state's system of certification and licensing of teachers, principals, or other school leaders.

In order to be eligible for an Iowa teaching license, applicants must meet the following requirements:

- Graduates from Iowa institutions:
    - Baccalaureate degree from a regionally-accredited institution.
    - Completion of a state-approved teacher preparation program in Iowa, including the required assessments.
    - Recommendation for licensure from the designated recommending official where the program was completed.
- Graduates from non-Iowa institutions:

- Baccalaureate degree from a regionally-accredited institution.
- Completion of a state-approved teacher preparation program, including the coursework requirements for a content area teaching endorsement, coursework in pedagogy, and a student teaching (or internship) placement.
- Recommendation for licensure from the designated recommending official where the program was completed.
- Valid or expired license from another state.
- Completion of the required Iowa assessments. The assessments are not required if the applicant completed his or her teacher preparation program prior to January 1, 2013, or if the applicant has three years or more teaching experience on a valid license in another state. Assessment requirements can be found on the Department of Education Practitioner Preparation & Teacher Education page.

Initial License: The initial license is granted to new graduates and those from out-of-state with less than three years of experience. It is valid for two years and may be renewed twice. There is no coursework required to renew the initial license other than the mandatory reporter training for child and dependent adult abuse. The second (and final) renewal of an initial license also requires proof of contracted employment that will lead to the standard license.

Standard License: The standard license is valid for five years. To convert from the initial to the standard license, applicants will need to teach for two years on a valid license within their endorsement area(s) in an accredited Iowa public school, or for three years in any combination of public, private or out-of-state accredited schools (or Head Start). Iowa public school teachers will participate in the mentoring and induction program and meet the Iowa teaching standards. The mentoring and induction requirement may be fulfilled in one of three ways: (1) the successful completion of a beginning teacher mentoring and induction program approved by the State Board of education, (2) two years of successful teaching experience in a school district with an approved TLC Program designed to support mentoring and induction needs of new teachers, or (3) three years of teaching in another program specified in Iowa Code such as an accredited nonpublic school or a qualifying preschool program. The standard license renewal requires six renewal credits and the mandatory reporter training for child and dependent adult abuse.

Master Educator: The master educator license is valid for five years. To convert from the standard to the master educator license, applicants must have a master's degree in a recognized endorsement area, or in curriculum, effective teaching, or a similar degree program which has a focus on school curriculum or instruction, five years of teaching experience, and meet the renewal requirements for the standard license (six credits). The master educator license renewal requires four renewal credits and the mandatory reporter training for child and dependent adult abuse.

Iowa Administrator Licenses and Renewal Requirements for Principals and Special Education Supervisor: In order to be eligible for an Iowa principal endorsement, applicants must meet the following requirements:

1. Hold or be eligible for an Iowa teaching license.
2. Verify three years of teaching experience.
3. Complete the requirements for a principal/special education supervisor endorsement, including Iowa Evaluator Approval - Evaluation of a Teacher.
4. Completion of a master's degree.

Initial Administrator License: The initial administrator license is valid for one year and may be renewed twice. There is no coursework required to renew the initial license other than the mandatory reporter training for child and dependent adult abuse. The second (and final) renewal requires proof of contracted PK-12 employment as an administrator.

Professional Administrator License: The professional administrator license is valid for five years. To convert from the initial to the professional administrator license, applicants will need serve as administrators in Iowa public schools for one year, or for at least two years in private or out-of-state schools. Iowa public school administrators will participate in a mentoring program. The professional administrator license renewal requires four renewal credits (which must include an approved evaluator training course) and the mandatory reporter training for child and dependent adult abuse.

Iowa Administrator Licenses and Renewal Requirements for Superintendent and AEA Administrator: In order to be eligible for an Iowa superintendent/AEA administrator endorsement, applicants must meet the following:

1. Have had three years of administrative experience.
2. Hold at a minimum a Specialist Degree or higher.
3. Program will include 30 hours of specific administrative content and complete a practicum in Pk-12 administration.
4. Completion of Iowa Evaluator Approval-Evaluation of an Administrator.

4. Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Iowa has established a sustainable system to support induction, career development, and advancement for teachers, and school leaders. For example, Iowa Code Chapter 284 created the Student Achievement and Teacher Quality Program, which requires attendance center plans, establishes professional growth systems for teachers and administrators, and creates Teacher Quality Committees. The Department plans to improve the instructional skills, knowledge, and disposition of teachers and leaders by:

- Providing and supporting the established Iowa Professional Development Model framework for local districts to use in implementing the district and individual career development plans required by the Iowa Teacher Quality Program legislation. The model is intended to support professional learning that translates into improved student learning. The model is developed around professional learning standards and uses a cycle that provides a process for studying student data, setting goals, determining content and providers, designing training/learning opportunities, using data to measure targeted outcomes and guide training decisions, and evaluating the professional development program.
- Providing and supporting professional development through established district Teacher Quality Committees that are responsible for providing additional professional development opportunities for educators, to monitor district teacher evaluation requirements, developing model evidence for the Iowa Teaching Standards and Criteria, monitoring use of professional development funds, and monitoring building level professional development to determine that each of these components are focused on meeting student and staff needs based on student achievement data.
- Reviewing and providing technical assistance for District and Attendance Center Professional Development Plans; these plans directly support best teaching practice in the classroom, and emphasize the collective work of teachers to address student learning goals.
- Reviewing and providing technical assistance to ensure that all licensed educators have the required Individual Professional Development Plan in place. This plan is designed to promote individual and professional learning and is developed collaboratively with the educator's evaluator. This plan must address the district and building level goals by extending collective learning to refine the educator's knowledge and skills.
- Providing technical assistance for all areas listed above, with the goal of increasing academic outcomes for all students.

Table 17. Teacher and Administrator Quality.

Teacher Quality	Administrator Quality
Iowa Teaching Standards and Criteria that serve as a common language to build teacher capacity and facilitate a system of accountability for effective teaching practices. They are also intended to enhance communication, and prioritize district goals in an effort to support the educator's role in improving achievement for all students.	Iowa Standards for School Leaders are intended to serve as a framework for professional growth and performance for school administrators by defining a system of accountability for effective leadership practices and expectations, enhancing communication, and prioritizing district goals in an effort to support the administrator's role in improving achievement for all students. A mentoring and induction program for beginning administrators is sponsored by School Administrators of Iowa (SAI). This one year program supports the Iowa Standards for School Leaders (ISSL), as well as beginning administrators' professional and personal needs.
Mentoring and Induction (M&I) where beginning teachers are supported through one of three options as they move beyond additional licensure as described on page 98: 1. Successful completion of a beginning teacher mentoring and induction program approved by the State Board of Education, 2. Two years of successful teaching experience in a school district with an approved TLC Program designed specifically to support mentoring and induction needs of new teachers, or 3. Three years of teaching in another program specified in Iowa Code such as an accredited nonpublic school or a qualifying preschool program. Completing an M&I program is a condition of standard licensure in Iowa.	The Mentoring and Induction program for beginning administrators provides support, professional development, and access to various resources to ensure leadership focuses on improved teaching and student learning.
Teacher evaluation systems that include the procedures for	Administrator evaluation systems that include the procedures for determining

determining whether beginning teachers meet the Iowa Teaching Standards in order to be fully licensed and a performance review process that supports growth and determines the efficacy of career teachers on the Iowa Teaching Standards. This includes a model framework that LEA's can choose to use to design local teacher and principal evaluations. Educators with evaluator responsibilities are required to take an evaluator approval course.	whether beginning administrators meet the Iowa Standards for School Leaders in order to be fully licensed and a performance review process that supports growth and determines the efficacy of career administrators on the Iowa Standards for School Leaders. This includes a model framework that LEA's can choose to use to design local administrator evaluations.
Peer review: Iowa Code sections 284.6(8) and 284.8(1) require educators to engage in practitioner collaboration and peer reviews.	

In addition, the Teacher Leadership and Compensation System (TLC) and the Teacher Leadership Supplement (TLS) were established in 2013, with approval of total of $150 million per year for TLC to supplement existing state allocations to districts. TLC rewards effective teachers with leadership opportunities and higher pay, attracts promising new teachers with competitive starting salaries and more support, and fosters greater collaboration for all teachers to learn from each other. Through the system, teacher leaders take on extra responsibilities, including helping colleagues analyze data and fine tune instructional strategies as well as coaching and co-teaching.

Further, the Department continues to be committed to high-quality mentoring and induction programs to support beginning teachers. Iowa Teaching Standards and Criteria outline criteria that ensure new educators receive the supports they need to be successful in teaching students what they need to know and be able to do. Mentoring and Induction supported through:

1. **The Beginning Teacher Mentoring and Induction Program**. This is a two-year program sequence that supports the Iowa teaching standards and beginning teacher professional and personal needs as well as mentor training that includes, at a minimum, skills of classroom demonstration and coaching, and district expectations for beginning teacher competence on Iowa teaching standards; placement of mentors and beginning teachers; the process for dissolving mentor and beginning teacher partnerships; district organizational support for release time for mentors and beginning teachers to plan, provide demonstration of classroom practices, observe teaching, and provide feedback; structure for mentor selection and assignment of mentors to beginning teachers; a district facilitator; and program evaluation.

2. **Teacher Leadership and Compensation Plan** for Supporting New Teachers through two years of teaching in a district with an approved career paths, leadership roles, and compensation framework, or approved comparable system as provided in Iowa Code section 284.15 that specifically addresses the needs of beginning teachers.
3. **Other programs** that provide for mentoring an induction as specified in Iowa Code [e.g., accredited nonpublic school or a qualifying preschool program].

Given the sustainable structures for induction, career development, and advancement for teachers, and school leaders, we intend to use Title II, Part A funds to increase the professional learning opportunities in content knowledge and instructional skills across the system to support a Multi-Tiered System of Supports within Iowa's *Unified Differentiated Accountability System.* The Iowa Professional Development Model is a vital framework to unite the educational system to focus on evidence-based practices that have the greatest positive change for all Iowa's learners, all educators and our educational system as a whole. The Iowa Professional Development Model is the vehicle to ensure fidelity of MTSS implementation which supports professional learning, and school improvement efforts that are tailored to, and focused on, local needs through the use of common data, processes, planning and practices to identify system-level needs at the student, educator, classroom, school and district, AEA and state levels. Therefore funds will be used to support assessment and data-based decision making, universal instruction, intervention systems, and leadership/ infrastructure through (a) regional trainings for all schools implementing MTSS, (b) direct site visits for all schools, including but not limited to, those identified as Comprehensive, (c) ongoing technical assistance to district coaches on the implementation of evidence-based practices, and (d) summer institutes to review outcome and implementation data to inform action plan successes and needs. Professional learning will be prioritized by schools identified in need of Targeted or Comprehensive supports.

Table 18. Strategy, Timeline and Funding Source.

Strategy	Timeline	Funding Sources
Develop and provide professional learning opportunities to increase educator knowledge, skill and dispositions to successfully implement efforts like MTSS that support teaching all student groups, including but not limited to students from major racial and ethnic groups; economically disadvantaged students; students with disabilities; English learners, gifted and talented students; students with low literacy levels, children and youth in foster care, migrant children, homeless children, immigrant children and neglected, delinquent,		Title II A

and at-risk students, and students whose parent(s) serve(d) in the Armed Forces. MTSS Intervention System includes the diagnosis and identification of specific learning needs of individual students (across all subgroups) as well as groups of students, how to design instruction to address identified student need(s), and how to effectively deliver instruction to maximize student engagement and achievement.		
Provide professional learning and support to all educators' knowledge, skill and dispositions to successfully implement efforts like MTSS and specifically in the areas of Assessment and Data-Based Decision-Making, Universal Instruction, Intervention Systems, Leadership, and Infrastructure. Continued professional learning and support may include any of the areas listed within 2103(b)(2), contingent on the preponderance of districts with common needs identified as a result of MTSS implementation statewide.		Title II A, Title I, TDA, ELI, Part B

5. Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the state will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

The data collected and analyzed as part of the monitoring process will be used annually by the Department to determine efficacy, in collaboration with stakeholders (and identified schools) as part of Iowa's Collaborative Infrastructure (*Figure 1. Collaborative Infrastructure: Development, Delivery and Support*). The review will include a focus on improving the quality and effectiveness of all teachers, principals, and other school leaders, increasing the number of educators who are effective in improving student academic achievement in schools; and using a multi-tiered statewide scaling and implementation system, including coordinated plans and implementation leading to improved student outcomes. In addition, external consultation will occur with Department personnel who have the expertise in Title IIA programming and activities designed to meet the purpose of this federal program. Membership will include parents, community partners, other organizations, educators, principals and other school leaders/personnel. Consultation discussions will include:

- Review of activities;
- Review of the impact of activities on targeted outcomes; and
- Improvement discussion leading to identified improvements to state activities.

Feedback from the consultation discussions will be used to make annual improvements to the implementation and outcomes of the state's activities in Title II,

Part A, ensure continuous improvement efforts related to effective educational practices, as well as inform the work within our collaborative infrastructure and Iowa's *Unified Differentiated Accountability and Support System*.

6. Teacher Preparation *(ESEA section 2101(d)(2)(M))*: Describe the actions the state may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the state, as identified by the SEA.

The Department intends to use Title II, Part A funds to support and improve educator preparation programs by increasing involvement of IHEs in statewide collaborative partnerships with LEAs, AEAs, and Department (see *Overview of Iowa's Supports for Students, Educators and Schools*). Collaborative partnerships will provide parallel professional development for Educator Preparation Programs faculty as well as opportunities for pre-service teachers to learn, practice, and apply skills essential for successful instruction and effective practices within the PK-12 system.

Participation in professional learning opportunities will include current and research based effective data-based decision-making, robust universal instruction, evidence-based interventions for students in need of additional supplemental or intensive supports, and effective leadership and infrastructure practices. Additionally, options on effective Multi-Tiered System of Supports (MTSS) within Iowa's Unified Differentiated Accountability will be included to enhance the delivery and effectiveness of MTSS.

E. TITLE III, PART A, SUBPART 1: ENGLISH LANGUAGE ACQUISITION AND LANGUAGE ENHANCEMENT

1. Entrance and Exit Procedures *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the state, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the state.

All students who may be English learners are assessed for English learner status within 30 days of enrollment in an Iowa school. In Iowa, a statewide English learner Leadership Team has established, and supports, implementation of standardized entrance and exit procedures. Membership of this team includes representatives across Iowa's AEAs and large urban districts. This team has determined Iowa will implement the following:

- Entrance criteria to be considered an English learner includes results of the Home Language Survey and ELPA21 Screener at a score of non- or limited-proficiency.
- Exit criteria to be considered exited out of English learner status is that the student achieves the required score for proficiency on the ELPA21.

Monitoring of English learner Proficiency may continue for up to 4 years after exit.

2. SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:
   i. The state-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the state's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
   ii. The challenging state academic standards.

The Department will assist eligible districts and schools to support students to engage in Iowa's Academic Standards and achieve proficiency on ELPA21 and Iowa Assessments by providing the following opportunities as needed and/or required, through the *Unified Differentiated Accountability and Support System*:

- *Data Review and Needs Assessment.* Professional learning via online modules focused on review of ESSA data, as well as other state-identified indicators, and conducting district and/or school level needs assessment. The results of the needs assessment – the Self-Assessment of MTSS Implementation (SAMI) - will direct LEAs toward areas of priority for system improvement.
- *Identification of matched evidence-based strategies.* Regional professional learning on evidence-based practices focused on identified priority areas, including support for writing an improvement plan. Improvement plans will be based on a three-year cycle of improvement. Evidence-based strategies include effective instructional curriculum and practices that allow English learners to be successful in Iowa Academic Standards.

- *Monthly action plan data review.* Support focused on implementation and outcome data related to the evidence-based interventions being implemented in the school improvement plan.
- *Continued professional learning support:* Every year, a menu of available technical assistance across the state will be released. The learning will be focused around evidence-based practices in each conceptual area of the Differentiated Accountability Model. Schools will choose training to attend based upon their priority areas. The Iowa Professional Development Model will be used to support schools in utilizing best practices in professional learning.
- *District Coach Support.* Ongoing technical assistance for district coaches on coaching the implementation of evidence-based practices.
- *Summer Institute.* Professional learning within a summer institute focused on reviewing outcome and implementation data and reviewing action plan successes and needs.

3. Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*: Describe:
   i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
   ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

To address all statutory and regulatory requirements in the Department Consolidated State Plan, Iowa will ensure all Title Programs are monitored through the *Unified Differentiated Accountability and Support System*. This includes all requirements for Title III, Part A, Subpart 1. All districts, preschools, nonpublic schools and AEAs will submit audit information annually to the Department through the Universal Desk Audit online data collection system. Any identified state or federal noncompliance issues must be corrected within the designated timeframe indicated within code. Districts and schools assisted under Title III will be supported using common tools, a unified action plan aligned to state and federal law, and technical assistance in areas of need.

If strategies funded under Title III, Part A are not effective by the end of the third year of implementation, the district will be required to implement a state approved strategy that aligns with district and building needs, which will include but not be limited to practices across each of five domains of Language, Culture, Instruction, Assessment and Professionalism. The district may also be required to participate in a resource allocation review.

F. TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

1. Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for state-level activities.

Of the five percent of Title IV, Part A, Subpart 1 set-aside funds, the state will use one percent for administrative costs, and the remaining four percent on developing the materials and professional learning necessary to support the Conditions for Learning survey. A description of the full measure is provided in Appendix G. The Conditions for Learning survey measures three domains:

- **Safety**. This domain includes the extent to which students are safe from physical harm while on school property, as well as safe from verbal abuse, teasing and exclusion.
- **Engagement**. This domain includes the extent to which students and adults demonstrate respect for each other's differences, that students demonstrate care for, respect for and collaborate with one another, and the extent to which adults demonstrate care for and respect for students and acknowledge students' work.
- **Environment**. This domain includes the extent to which clear rules are delineated and enforced, and that facilities are adequate, clean, and up-to-date.

State level activities will include the development, implementation, and ongoing outcome evaluation of professional learning in the following areas:

- Survey administration;
- Data analysis and use;
- Identification of priority areas of need;
- Identification and implementation of evidence-based practices and interventions to address priority areas of need; and
- Monitoring progress and adjusting implementation of practices and interventions across LEAs receiving Title IV, Part A funds.

In regards to local use of funds, the Department is committed to LEA flexibility to address local context and serve student needs. It is vital that districts and schools have the option within program requirements to select evidence-based strategies that directly align to their needs and local context. The variety and range of needs across Iowa reflect the diversity of geography, students and environment within which schools must function. The programs that LEAs may need to strengthen include, but are not limited to, a host of areas as defined in 4107, 4108 and 4109 at the local level:

1. Access to, and opportunities for, a well-rounded education for all students (see ESSA, Section 4107);
2. School conditions for student learning in order to create a healthy and safe school environment (see ESSA, Section 4108); and

3. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology (see ESSA, Section 4109).

2. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The Department will use a formula to distribute awards across LEAs consistent with ESEA section 4105(a)(2). No LEA will receive an award less than $10,000 unless the SEA is able to ratably reduce LEA allocations per section 4105 (b).

G. TITLE IV, PART B: 21ST CENTURY COMMUNITY LEARNING CENTERS

1. Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for state-level activities.

Iowa 21st Century Community Learning Centers (21CCLC) provides support for at-risk students to gain proficiency in reading and math through tutoring, homework help, and enrichment activities with embedded learning. Increasing attendance and reducing incidents of behavior are also important goals of the program. Iowa will use 2 percent of funds for the administrative costs of carrying out the responsibilities of this grant, running a competition, conducting a peer review, and issuing awards.

Iowa will use 5 percent of funds for state activities:

- Monitoring and evaluating programs (site visits, risk assessments, technical assistance).
- Providing capacity building, training, state, regional conferences, workshops, webinars, committees, and meetings to develop a community of practice.
- Conducting a comprehensive state evaluation of the effectiveness of programs and activities assisted and collection of local evaluations.
- Providing training and technical assistance to eligible entities that are applicants for or recipients of awards.
- Developing a statewide data system to provide more accurate data, reports and facilitate federal reporting.
- Developing and sharing a list of community partners to assist local sub-grantees in the operation and sustainability of the program.

2. Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging state academic standards and any local academic standards.

Eligible entities submit applications for review and potential award that includes criteria focused on ensuring that participating students meet challenging state and local academic standards. Criteria components include:

- A student needs assessment:
    - Data on free and/or reduced price lunch eligibility and description of student needs;
    - Data on achievement gaps in priority areas [mathematics and reading], and description of student needs;
    - Data on other student needs [e.g., family engagement, additional areas of support such as behavior, mental health, and so on] and description of student needs; and
    - Prioritization of student needs to be met by the funds.
- Academic Assistance;

- Educational Enrichment; and
- Family Engagement

Applications must include each component, and evaluation of student and program progress. Activities must be aligned to federal guidelines, which focus on remedial education activities/academic enrichment learning programs that provide additional assistance to students to improve academic achievement to meet challenging state and local academic standards.

Applications are reviewed using a peer review procedure that includes, but is not limited to, the following:

- Identify Peer Reviewers by-
    - Receiving peer reviewer applications late fall;
    - Identifying reviewers based on experience:
        - Writing or reviewing grants with multiple scoring criteria;
        - In youth development, education, parent supports and/or related field;
        - In 21st Century Community Learning Centers; and
        - Writing constructive comments for grant scoring criteria.
- Review Procedures:
    - Obtain conflict of interest assurances from each identified peer reviewer;
    - Train peer reviewers on scoring criteria components;
    - Assign 4-6 applications per reviewer;
    - Review applications based on a well-defined rubric (criteria components) with additional points awarded based on ESSA status starting in the 2019 award year (i.e., Comprehensive or Targeted);
    - Determine awards based on peer reviewer consensus scores and rank as well as adherence to statutory compliance and state/federal guidelines, reporting of facts, and assurances; SEA does a pre-award risk assessment check of high scoring applicants.
    - Announce and post award notices on the Department's website that includes the peer review rank, amount awarded, contact person, type of site, and number of sites and children served.

To address all statutory and regulatory requirements in the Department Consolidated State Plan, Iowa will ensure all Title Programs are monitored through the *Unified Differentiated Accountability and Support System*. This includes all requirements for Title IV, Part B.

H. TITLE V, PART B, SUBPART 2: RURAL AND LOW-INCOME SCHOOL PROGRAM

1. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging state academic standards.

The Department will use funds available from the Rural Low-Income School Program to support the evidence-based implementation of a Multi-Tiered System of Supports (MTSS) in Iowa's rural schools and communities facing high levels of poverty. These funds will enable small schools with fewer resources to engage in the state's continuous improvement system while addressing challenges such as staffing shortages. Specific activities that may be funded are:

1. **Professional Learning for Staff**, including payment for substitute teachers so staff can attend professional learning opportunities in the areas of Data-Based Decision-Making, Universal Instruction, Intervention Systems, Leadership, and Infrastructure;
2. **Curriculum and Instructional Materials** that support evidence-based work in Assessment and Data-Based Decision-Making, Universal Instruction, Intervention Systems, Leadership, and Infrastructure

Measurable Program Objectives/Outcomes include:

1. An increase in the number of teachers, teacher-leaders, and administrators in rural, low-income schools who are able to effectively implement MTSS.
2. An increase in the number of rural, low-income schools that have curricula and instructional materials that are evidence-based and aligned to the Iowa Required Standards.

2. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

To address all statutory and regulatory requirements in the Department Consolidated State Plan, Iowa will ensure all Title Programs are monitored through the *Unified Differentiated Accountability and Support System*. This includes all requirements for Title V, Part B, Subpart 2. All districts, preschools, nonpublic schools and AEAs will submit audit information annually to the Department through the Universal Desk Audit online data collection system. Any identified state or federal noncompliance issues must be corrected within the designated timeframe indicated within code. Districts and schools assisted under Title V, Part B, Subpart 2 will be supported using common tools, a unified action plan aligned to state and federal law, and technical assistance in areas of need. The Department will assist eligible districts and schools to support students to engage in Iowa's Academic Standards by providing the following opportunities as needed and/or required, through the *Unified Differentiated Accountability and Support System*:

- *Data Review and Needs Assessment.* Professional learning via online modules focused on review of ESSA data, as well as other state-identified indicators, and conducting district and/or school level needs assessment. The results of the needs assessment – the Self-Assessment of MTSS Implementation (SAMI) - will direct LEAs toward areas of priority for system improvement.
- *Identification of matched evidence-based strategies.* Regional professional learning on evidence-based practices focused on identified priority areas, including support for writing an improvement plan. Improvement plans will be based on a three-year cycle of improvement. Evidence-based strategies include effective instructional curriculum and practices to attain success in Iowa Academic Standards.
- *Monthly action plan data review.* Support focused on implementation and outcome data related to the evidence-based interventions being implemented in the school improvement plan.
- *Continued professional learning support:* Every year, a menu of available technical assistance across the state will be released. The learning will be focused around evidence-based practices in each conceptual area of the Differentiated Accountability Model. Schools will choose training to attend based upon their priority areas. The Iowa Professional Development Model will be used to support schools in utilizing best practices in professional learning.
- *District Coach Support.* Ongoing technical assistance for district coaches on coaching the implementation of evidence-based practices.
- *Summer Institute.* Professional learning within a summer institute focused on reviewing outcome and implementation data and reviewing action plan successes and needs.

I. TITLE VII, SUBTITLE B: EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM, MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

1. Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the state and to assess their needs.

To address all statutory and regulatory requirements in the Department Consolidated State Plan, Iowa will ensure all Title Programs are monitored through the *Unified Differentiated Accountability and Support System*. This includes all requirements for Title VIII, Subtitle B. All districts, preschools, nonpublic schools and AEAs will submit audit information annually to the Department through the Universal Desk Audit online data collection system. Any identified state or federal noncompliance issues must be corrected within the designated timeframe indicated within code. Districts and schools assisted under Title VIII, Subtitle B will be supported using common tools, a unified action plan aligned to state and federal law, and technical assistance in areas of need. The specific requirements for homeless children and youth are described in this section (Section I), and will be embedded into Iowa's *Unified Differentiated Accountability and Support System.*

The local school district has the responsibility of locating and identifying students experiencing homelessness. Each LEA, whether or not it receives a McKinney-Vento sub-grant, is required to appoint an appropriate staff person to serve as the LEA homeless education liaison. The appointed homeless education liaison serves as the primary contact between homeless families and school staff, district personnel, shelter workers, and other service providers. The homeless education liaison will have the responsibility of locating, identifying, and determining if the children and youth fit the definition in Chapter 33, 281 Iowa Administrative Code (IAC). Once identification has been completed, the liaison shall determine what special needs are required in order for the homeless student to be successful in school. When children and youth have been determined to meet the homeless definition, the liaison shall coordinate services to ensure that the homeless children and youth are enrolled and have the opportunity to succeed academically. Local liaisons ensure that the homeless students have access to the protections under the McKinney-Vento Act.

During each school year, required data elements are reported by the LEA to the Department via the Student Reporting in Iowa (SRI) data system. These data include information regarding a student's homeless status, primary night time residence at the time of identification, and whether or not the student is unaccompanied homeless youth. These and other academic data elements are used to assess student needs and determine areas of improvement relating to identifying and educating homeless children and youth throughout the state.

Chapter 33, 281 IAC serves as a baseline for the local communities to plan and implement support for homeless children and youth. The Chapter will be revised in 2017-2018 to assist local administrations and others to meet the intent of the McKinney-Vento Act. The revisions will be made known to all education associations in Iowa to assist in dissemination and review.

2. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The Department has developed a dispute resolution procedure that provides a parent, guardian, or unaccompanied youth the opportunity to dispute a LEA decision on eligibility, school selection, and enrollment. Chapter 33, 281 IAC identifies the specific process to be used for resolution of disputes regarding placements. The specific provisions for dispute resolution follow:

281—33.9(256) Dispute resolution. If a homeless child or youth is denied access to a free, appropriate public education in either the district of origin or the district in which the child or youth is actually living, or if the child or youth's parent or guardian believes that the child or youth's best interests have not been served by the decision of a school district, an appeal may be made to the Department as follows:

33.9 (1) If the child is identified as a special education student under Iowa Code chapter 281, the manner of appeal shall be by letter from the homeless child or youth, or the homeless child or youth's parent or guardian, to the department of education as established in Iowa Code section 256B.6 and Iowa Administrative Code rule 281-41.508. The letter shall not be rejected for lack of notarization, however. Representatives of the public school district where the child or youth desires to attend and the corresponding AEA, as well as the child, youth, or parent or guardian of the child or youth, shall present themselves at the time and place designated by the department of education for hearing on the issue. The hearing shall be held in accordance with the rule **281-41.508**. The timeline is contained in Chapter 41.508 and specifics can be found at the following link https://www.legis.iowa.gov/docs/iac/agency/281.pdf. A letter of appeal shall be considered timely if it is postmarked within a 60 day period of the district's decision.

281-41.508(4) Sufficiency of complaint.

a. General. The due process complaint required by this rule must be deemed sufficient unless the party receiving the due process complaint notifies the administrative law judge and the other party in writing, within 15 days of receipt of the due process complaint, that

the receiving party believes the due process complaint does not meet the requirements in subrule 41.508(2).

(1) Determination. Within five days of receipt of notification under 41.508(4)“a,” the administrative law judge must make a determination on the face of the due process complaint of whether the due process complaint meets the requirements of subrule 41.508(2), and must immediately notify the parties in writing of that determination.

(2) Amending due process complaint. A party may amend its due process complaint only if:

b. The other party consents in writing to the amendment and is given the opportunity to resolve the due process complaint through a meeting held pursuant to rule 281—41.510(256B,34CFR300); or

c. The administrative law judge grants permission, except that the administrative law judge may only grant permission to amend at any time not later than five days before the due process hearing begins.

d. Timelines after amendment. If a party files an amended due process complaint, the timelines for the resolution meeting in subrule 41.510(1) and the time period to resolve in 41.510(2) begin again with the filing of the amended due process complaint.

33.9 (2) If the child or youth is not eligible for special education services, the manner of appeal shall be by letter from the homeless child or youth or the homeless child or youth's parent or guardian to the director of the department of education. The appeal shall not be rejected for lack of notarization, however. Representatives of the public school districts denying access to the homeless child or youth and the child, youth or parent or guardian of the child or youth shall present themselves at the time and place designated by the department of education for hearing on the issue. The provisions of 281- Chapter 6 shall be applicable insofar as possible; however, the hearing shall take place in the district where the homeless child or youth is located or at a location convenient to the appealing party. A letter of appeal shall be considered timely if it is postmarked within a 60 day period of the district’s decision.

281—6.3(290,17A) Manner of appeal.
6.3(1) An appeal shall be made in the form of an affidavit, unless an affidavit is not required by the statute establishing the right of appeal, which shall set forth the facts, any error complained of, or the reasons for the appeal in a plain and concise manner, and which shall be signed by the appellant and delivered to the office of the director by United States Postal Service, facsimile (fax), or personal service. The affidavit shall be considered as filed with the agency on the date of the United States Postal Service postmark, the date of arrival of the facsimile, or

the date personal service is made. Time shall be computed as provided in Iowa Code subsection 4.1(34).
6.3(2) The director or designee shall, within five days after the filing of such affidavit, notify the proper officer in writing of the taking of an appeal, and the officer shall, within ten days, file with the board a complete certified transcript of the record and proceedings related to the decision appealed. A certified copy of the minutes of the meeting of the governmental body making the decision appealed shall satisfy this requirement.
6.3(3) The director or designee shall send written notice by certified mail, return receipt requested, at least ten days prior to the hearing, unless the ten-day period is waived by all parties, to all persons known to be interested. Such notice shall include the time, place, and nature of the hearing; a statement of the legal authority and jurisdiction under which the hearing is to be held; a reference to the particular sections of the statutes and rules involved; and a short and plain statement of the matters asserted. A copy of the appeal hearing rules shall be included with the notice.
The notice of hearing shall contain the following information: identification of all parties including the name, address and telephone number of the person who will act as advocate for the agency or the state and of parties' counsel where known; reference to the procedural rules governing conduct of the contested case proceeding; reference to the procedural rules governing informal settlement; and identification of the presiding officer, if known. If not known, a description of who will serve as presiding officer (e.g., director of the department or administrative law judge from the department of inspections and appeals).
6.3(4) and 6.3(5) Rescinded IAB 5/5/99, effective 6/9/99. 6.3(6) An amendment to the affidavit of appeal may be made by the appellant up to ten working days prior to the hearing. With the agreement of all parties, an amendment may be made until the hearing is closed to the receipt of evidence.

Timeline for Dispute Resolution for Homeless Education
At A Glance

1. If the parent/guardian or unaccompanied youth believes that the child or youth was denied access and wishes to dispute the LEA's decision, a written letter of appeal should be sent to the Director of the Iowa Department of Education within 60 days of the date on which the LEA made its decision or took action.
2. The letter or notice of appeal must contain the following information: name of student, and student's parent/guardian, name of School District, date of decision or action appealed from: (why it is believed the District's decision is wrong).

3. Within five (5) days of receipt of the letter or notice of appeal, the Department shall notify the LEA of the appeal. The Director or the Director's designee shall also contact both the appellant and the LEA to arrange a time and place of the hearing.
4. The hearing shall be held as soon as possible, either by phone or at a location convenient to the appellant. The appellant may present witnesses and evidence, and may give testimony. The appellant has the right to be represented by an attorney, but does not have the right to have the LEA or the State provide an attorney for the appellant.

The appeal provisions for 281-6 shall apply.
The appeal provisions of 218-41.508 shall apply

33.9 (3) At any time a school district denies access to a homeless child or youth, the district shall notify in writing the child or youth, and the child or youth's parent or guardian, if any, of the dispute, and shall document the notice given. The notice shall contain the name, address, and telephone number of the legal services office in the area.

33.9 (4) This chapter shall be considered by the presiding officer or administrative law judge assigned to hear the case.

33.9 (5) Nothing in these rules shall operate to prohibit mediation and settlement of the dispute short of hearing.

33.9(6) While dispute resolution is pending, the child or youth shall be enrolled immediately in the school of choice of the child's parent or guardian or the school of choice of the unaccompanied youth. The school of choice must be an attendance center either within the district of residence or the district of origin of the child or youth.

3. Support for School Personnel *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

The Department will provide ongoing training to school personnel on the requirements of the McKinney-Vento Homeless Education Program. A variety of training sessions will be available each year to appointed homeless education liaisons and other school officials, as appropriate. The trainings will be designed to increase awareness and address specific needs of runaway and homeless children and youth. Support sessions may include in-person meetings, annual regional meetings, webinars, regular listserv communications, email and phone technical assistance, resources

available on the website, and other program needs as determined by the Homeless Education Program State Coordinator.

In addition to the ongoing training and technical assistance provided to LEAs and charter schools, the Department provides training to other divisions and agencies that intersect with homeless education to ensure all barriers to academic activities, including extracurricular activities, are addressed and removed for children and youth experiencing homelessness. The education website for Iowa includes a special section under programs and services that addresses homelessness. The page will continue to be updated for reference by LEAs and others. In particular the page includes PowerPoint presentations on the major issues of identification, curriculum and instruction, and data information on homelessness in Iowa to assist with staff development activities. The page also links others to national sources of information to assist in quick reference and research on relevant topics regarding improving the education of runaway and homeless children and youths.

4. Access to Services *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:
    i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the state;
    ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies; and
    iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the state and local levels.

The Department's Homeless Education Program ensures that young children experiencing homelessness have the same access to the provision of early childhood and special education services by working collaboratively with internal teams within the Department such as the Division of Learning and Results Early Childhood Team, the Title I Program, and the Migrant Education Program to provide information, resources, and support for LEAs and charter schools in working with young homeless children and their eligibility in public preschool programs. Collaboration will continue with external early childhood stakeholders, organizations, and agencies.

The State Coordinator for Education of Homeless Children and Youth also collaborates with the Iowa Head Start State Coordination Office to ensure that homeless children are prioritized for services within Head Start Programs.

The Department works collaboratively with LEAs to develop locally driven policies and procedures to support children and youth experiencing homelessness and youth separated from public schools to ensure that barriers are removed that may prevent them from receiving appropriate credit for full and partial coursework satisfactorily completed while attending a prior school. Further, the Department works with LEAs to ensure homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

Additionally, proposed rule changes include new language in Iowa Administrative Code 281-33.3(3).
281-33.33(3) The board shall examine and revise, if necessary, existing school policies or rules that create barriers to the enrollment of homeless children or youth, consistent with these rules. This includes identifying and removing barriers that prevent such children and youth for receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. This also includes ensuring that homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the state and local levels. School districts are encouraged to cooperate with agencies and organizations for the homeless to explore comprehensive, equivalent alternative educational programs and support services for homeless children and youth when necessary to implement the intent of these rules.

The Department's Homeless Education Program provides ongoing training and technical assistance to LEAs, ensuring all barriers, including transportation to academic and extracurricular activities are removed and addressed for children and youth experiencing homelessness. The Department is in continued communication with the Iowa High School Athletic Association (IHSAA) and Iowa Girls High School Athletic Union (IGHSAU) to ensure understanding of the current amendments to the McKinney-Vento Act which now include full participation in extracurricular activities for students that are homeless.

New rule changes to Iowa Administrative Code 281-36.15(280) for eligibility requirements now state that a student who is found by the attending district to be a homeless child or youth as defined by rule 281-33.2(256) shall be considered except from standard transfer rules of the 90 day waiting period for extracurricular activity. Therefore, homeless students would be considered eligible to compete in extracurricular activities without the 90 day waiting period.

Chapter 33, Iowa Administrative Code rule provides the state and school districts the guidance necessary to ensure that homeless children and youths are able to

participate in federal, state, and local food programs as well as other programs as provided. Homeless children and youth are categorically eligible for free school meals. The specific language from Chapter 33 lists the school services that will be made available to homeless students. Proposed rule changes include **281-33.11(1)(j)** that adds the provision of school counseling services to advise homeless students and prepare and improve the readiness for college.

281—33.11(256) School services.

33.11(1) The school district designated for the homeless child's or youth's enrollment shall make available to the child or youth all services and assistance, including but not limited to the following services, on the same basis as those services and assistance are provided to resident pupils:

a. Compensatory education;
b. Special education;
c. English as a Second Language;
d. Career and technical education courses or programs;
e. Programs for gifted and talented pupils;
f. Health services;
g. Preschool (including Head Start and Even Start);
h. Before and after school child care;
i. Food and nutrition programs.
j. School counseling services to advise homeless students and prepare and improve the readiness of such students for college

The Department's Homeless Education Program will continue to collaborate with the Food and Nutrition Bureau and the National School Lunch Meal Eligibility Program to ensure all children and youth experiencing homelessness receive free meals while enrolled in and attending school.

Additionally, the state homeless education program provides ongoing training and technical assistance to LEAs to include information on the categorical eligibility for children and youth experiencing homelessness in the National School Lunch Program.

5. Strategies to Address Other Problems *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:
   i. requirements of immunization and other required health records;
   ii. residency requirements;
   iii. lack of birth certificates, school records, or other documentation;
   iv. guardianship issues; or
   v. uniform or dress code requirements.

The Department regularly examines laws, regulations, practices, and policies that may act as a barrier to the identification, enrollment, attendance, and success of a

homeless child or youth. Additionally, phone and email technical assistance, training, monitoring, and other educational resources to LEAs in removing barriers to the enrollment and the retention of children and youth to attend school are conducted regularly. Barriers with residency requirements, enrollments or discipline procedures, outstanding fees or fines, absences, immunizations, and other documentation typically required for enrollment are reviewed regularly by local liaisons and local school districts to eliminate delays and retention of homeless students. Local liaisons and local school district are encouraged to work with homeless students with other urgent needs, such as assistance to meet school dress code requirements and obtaining needed school supplies to facilitate retention of homeless students.

Chapter 33, Iowa Administrative Code addresses primary barriers to the education of homeless children and youths. Barriers with residency requirements, enrollment or discipline procedures, outstanding fees or fines, absences, immunizations, and other documentation typically required for enrollment are reviewed regularly by local homeless liaisons and local school districts to eliminate delays and retention of homeless students. In Iowa, proof of guardianship is not required for enrollment because guardianship is irrelevant to residency.

The Homeless Education Program's state coordinator collaborates and coordinates with other programs, bureaus, and divisions within the Department which provide specific supports, such as Migrant Education, Title I Program, Special Education, Gifted and Talented Education, Preschool Programs, Career and Technical Education, and other programs and initiatives relevant to the needs of homeless children and youth. Collaboration also occurs with the Iowa Head Start State Collaboration Office to ensure children experiencing homelessness between the ages of three to five are referred to Head Start where they are categorically eligible for Head Start services.

6. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the state have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the state, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

It is the policy in Iowa that homeless children and youth will be immediately enrolled in the school of choice of the child's parent or guardian or the school of choice of the unaccompanied youth. The school of choice must be either an attendance center within the district of residence or the district of origin of the child or youth. (Iowa Administrative Code rule 281—33.9(6)(256)

Included in Chapter 33, 281 IAC rule as primary barriers to be removed for homeless children and youth are immunization requirements (281-33.5(256), Residency of homeless child or youth (281-33.8(256), Waiver of enrollment requirements (281-33.7(256). Specific to Iowa Code 282.6, guardianship does not affect residency.

Additionally, 281-33.6 Waiver of fees and charges encouraged. If a child or youth is determined to be homeless as defined by these rules, a school district is encouraged, subject to state law, to waive any fees or charges that would present a barrier to the enrollment or transfer of the child or youth, such as fees or charges for textbooks, supplies, or activities.

A homeless child or youth, or the parent or guardian of a homeless child or youth, who believes a school district has denied the child or youth entry to or continuance of an education in the district on the basis that mandatory fees cannot be paid may appeal to the department of education using the dispute resolution mechanism in rule 281-33.9.

Districts in Iowa are encouraged to waive absentee policies if absences are due to a child or youths homeless status.

The SEA and LEAs have developed policies to remove barriers to identification, see IAC rule 33.3(3). The SEA and LEA will review policies to remove barriers to identification, enrollment, and retention, including but not limited to beyond outstanding fees, fines and absences. This is required of LEAs by 281 IAC rule 33.3(3). The SEA periodically reviews all state rules and policies, including rules and policies regarding homeless children and youth, as required by Iowa Code section 17A.7.

7. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

Chapter 33, Iowa Administrative Code lists examples of the school services that will be made available to homeless students. Proposed rule changes include 281-133.11(1)(j) that adds the provision of school counseling services to advise homeless students and prepare and improve the readiness for college.

281—33.11(256) School services.

33.11(1) The school district designated for the homeless child's or youth's enrollment shall make available to the child or youth all services and assistance, including but not limited to the following services, on the same basis as those services and assistance are provided to resident pupils:

a. Compensatory education;
b. Special education;
c. English as a Second Language;
d. Career and technical education courses or programs;
e. Programs for gifted and talented pupils;
f. Health services;
g. Preschool (including Head Start and Even Start);
h. Before and after school child care;
i. Food and nutrition programs; and

j. School counseling services to advise homeless students and prepare and improve the readiness of such students for college

Additionally, Iowa Administrative Code rule **281—49.3 (279)** states that all students will complete an individualized career and academic plan. School counselors help identify the student's postsecondary education and career option and goals as part of this plan.

281—49.3 (279) Individualized career and academic plan

b. Identify the student's postsecondary education and career options and goals.

School counselors in Iowa will provide resources and will advise homeless youth in preparation for going to post-secondary institutes. They will provide a variety of resources which may include resources from the American School Counselor Association (ASCA), the National Center on Homeless Education (NCHE), the National Association for the Education of Homeless Children and Youth (NAEHCY), the Free Application for Federal Student Aid (FAFSA), along with other local resources such as specific contacts in financial aid and registrar offices at post-secondary institutions. They will also ensure that students continue to update their Individual Career and Academic Plan that provides a suitable vision for the individual student's path toward college and career readiness. This is the student's individual plan for how they will prepare through middle and high school in preparation for success after high school.

APPENDICES

APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the state's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the state's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

Table 19. Measurements of Interim Progress for Meeting Long-Term Goals: Reading/Language Arts and Mathematics (percent proficient).

	READING/LANGUAGE ARTS							MATHEMATICS						
	Baseline	Measurements of Interim Progress					Goal	Baseline	Measurements of Interim Progress					Goal
Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All students														
3	76.0	76.5	77.0	77.5	78.0	78.5	78.5	78.7	79.2	79.7	80.2	80.7	81.2	81.2
4	74.8	75.3	75.8	76.3	76.8	77.3	77.3	77.9	78.4	78.9	79.4	79.9	80.4	80.4
5	76.0	76.5	77.0	77.5	78.0	78.5	78.5	75.6	76.1	76.6	77.1	77.6	78.1	78.1
6	74.4	74.9	75.4	75.9	76.4	76.9	76.9	76.0	76.5	77.0	77.5	78.0	78.5	78.5
7	75.0	75.5	76.0	76.5	77.0	77.5	77.5	82.9	83.4	83.9	84.4	84.9	85.4	85.4
8	74.7	75.2	75.7	76.2	76.7	77.2	77.2	74.6	75.1	75.6	76.1	76.6	77.1	77.1
11	77.9	78.4	78.9	79.4	79.9	80.4	80.4	81.7	82.2	82.7	83.2	83.7	84.2	84.2
Economically disadvantaged students														
3	63.6	64.6	65.6	66.6	67.6	68.6	68.6	67.6	68.6	69.6	70.6	71.6	72.6	72.6
4	62.7	63.7	64.7	65.7	66.7	67.7	67.7	65.8	66.8	67.8	68.8	69.8	70.8	70.8
5	64.6	65.6	66.6	67.6	68.6	69.6	69.6	62.7	63.7	64.7	65.7	66.7	67.7	67.7
6	61.3	62.3	63.3	64.3	65.3	66.3	66.3	62.1	63.1	64.1	65.1	66.1	67.1	67.1
7	61.1	62.1	63.1	64.1	65.1	66.1	66.1	71.0	72.0	73.0	74.0	75.0	76.0	76.0
8	60.6	61.6	62.6	63.6	64.6	65.6	65.6	59.4	60.4	61.4	62.4	63.4	64.4	64.4
11	63.4	64.4	65.4	66.4	67.4	68.4	68.4	67.9	68.9	69.9	70.9	71.9	72.9	72.9
Children with disabilities														
3	36.9	37.9	38.9	39.9	40.9	41.9	41.9	48.6	49.6	50.6	51.6	52.6	53.6	53.6
4	35.2	36.2	37.2	38.2	39.2	40.2	40.2	44.0	45.0	46.0	47.0	48.0	49.0	49.0
5	34.7	35.7	36.7	37.7	38.7	39.7	39.7	35.3	36.3	37.3	38.3	39.3	40.3	40.3
6	29.7	30.7	31.7	32.7	33.7	34.7	34.7	30.6	31.6	32.6	33.6	34.6	35.6	35.6
7	28.4	29.4	30.4	31.4	32.4	33.4	33.4	42.1	43.1	44.1	45.1	46.1	47.1	47.1
8	26.3	27.3	28.3	29.3	30.3	31.3	31.3	26.5	27.5	28.5	29.5	30.5	31.5	31.5
11	28.1	29.1	30.1	31.1	32.1	33.1	33.1	38.1	39.1	40.1	41.1	42.1	43.1	43.1
	READING/LANGUAGE ARTS							MATHEMATICS						
	Baseline	Measurements of Interim Progress					Goal	Baseline	Measurements of Interim Progress					Goal

Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
English learners															
3	48.2	49.2	50.2	51.2	52.2	53.2	53.2		58.1	59.1	60.1	61.1	62.1	63.1	63.1
4	42.9	43.9	44.9	45.9	46.9	47.9	47.9		52.9	53.9	54.9	55.9	56.9	57.9	57.9
5	40.0	41.0	42.0	43.0	44.0	45.0	45.0		42.5	43.5	44.5	45.5	46.5	47.5	47.5
6	32.0	33.0	34.0	35.0	36.0	37.0	37.0		36.4	37.4	38.4	39.4	40.4	41.4	41.4
7	33.1	34.1	35.1	36.1	37.1	38.1	38.1		51.6	52.6	53.6	54.6	55.6	56.6	56.6
8	28.4	29.4	30.4	31.4	32.4	33.4	33.4		31.4	32.4	33.4	34.4	35.4	36.4	36.4
11	21.4	22.4	23.4	24.4	25.4	26.4	26.4		38.1	39.1	40.1	41.1	42.1	43.1	43.1
American Indian or Alaska Native															
3	62.8	63.8	64.8	65.8	66.8	67.8	67.8		69.0	70.0	71.0	72.0	73.0	74.0	74.0
4	64.6	65.6	66.6	67.6	68.6	69.6	69.6		58.3	59.3	60.3	61.3	62.3	63.3	63.3
5	64.8	65.8	66.8	67.8	68.8	69.8	69.8		60.9	61.9	62.9	63.9	64.9	65.9	65.9
6	64.0	65.0	66.0	67.0	68.0	69.0	69.0		64.5	65.5	66.5	67.5	68.5	69.5	69.5
7	59.8	60.8	61.8	62.8	63.8	64.8	64.8		73.5	74.5	75.5	76.5	77.5	78.5	78.5
8	58.7	59.7	60.7	61.7	62.7	63.7	63.7		52.0	53.0	54.0	55.0	56.0	57.0	57.0
11	59.8	60.8	61.8	62.8	63.8	64.8	64.8		63.4	64.4	65.4	66.4	67.4	68.4	68.4
Asian															
3	78.1	78.6	79.1	79.6	80.1	80.6	80.6		82.9	83.4	83.9	84.4	84.9	85.4	85.4
4	75.8	76.3	76.8	77.3	77.8	78.3	78.3		79.0	79.5	80.0	80.5	81	81.5	81.5
5	80.0	80.5	81.0	81.5	82.0	82.5	82.5		80.6	81.1	81.6	82.1	82.6	83.1	83.1
6	75.7	76.2	76.7	77.2	77.7	78.2	78.2		79.7	80.2	80.7	81.2	81.7	82.2	82.2
7	80.2	80.7	81.2	81.7	82.2	82.7	82.7		87.7	88.2	88.7	89.2	89.7	90.2	90.2
8	75.7	76.2	76.7	77.2	77.7	78.2	78.2		78.2	78.7	79.2	79.7	80.2	80.7	80.7
11	71.2	71.7	72.2	72.7	73.2	73.7	73.7		81.6	82.1	82.6	83.1	83.6	84.1	84.1
Black or African American															
3	49.0	50.0	51.0	52.0	53.0	54.0	54.0		49.4	50.4	51.4	52.4	53.4	54.4	54.4
4	49.0	50.0	51.0	52.0	53.0	54.0	54.0		48.3	49.3	50.3	51.3	52.3	53.3	53.3
5	51.2	52.2	53.2	54.2	55.2	56.2	56.2		45.2	46.2	47.2	48.2	49.2	50.2	50.2
6	47.7	48.7	49.7	50.7	51.7	52.7	52.7		44.1	45.1	46.1	47.1	48.1	49.1	49.1
7	46.6	47.6	48.6	49.6	50.6	51.6	51.6		52.4	53.4	54.4	55.4	56.4	57.4	57.4
8	46.0	47.0	48.0	49.0	50.0	51.0	51.0		38.5	39.5	40.5	41.5	42.5	43.5	43.5
11	48.6	49.6	50.6	51.6	52.6	53.6	53.6		52.9	53.9	54.9	55.9	56.9	57.9	57.9

	READING/LANGUAGE ARTS							MATHEMATICS						
	Baseline	Measurements of Interim Progress					Goal	Baseline	Measurements of Interim Progress					Goal
Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Hispanic														
3	60.9	61.9	62.9	63.9	64.9	65.9	65.9	66.5	67.5	68.5	69.5	70.5	71.5	71.5
4	56.5	57.5	58.5	59.5	60.5	61.5	61.5	62.0	63.0	64.0	65.0	66.0	67.0	67.0
5	59.4	60.4	61.4	62.4	63.4	64.4	64.4	58.2	59.2	60.2	61.2	62.2	63.2	63.2
6	60.1	61.1	62.1	63.1	64.1	65.1	65.1	61.0	62.0	63.0	64.0	65.0	66.0	66.0
7	60.1	61.1	62.1	63.1	64.1	65.1	65.1	72.0	73.0	74.0	75.0	76.0	77.0	77.0
8	62.2	63.2	64.2	65.2	66.2	67.2	67.2	59.3	60.3	61.3	62.3	63.3	64.3	64.3
11	62.0	63.0	64.0	65.0	66.0	67.0	67.0	67.6	68.6	69.6	70.6	71.6	72.6	72.6
Multi-Race														
3	70.4	71.4	72.4	73.4	74.4	75.4	75.4	71.8	72.8	73.8	74.8	75.8	76.8	76.8
4	70.9	71.9	72.9	73.9	74.9	75.9	75.9	71.3	72.3	73.3	74.3	75.3	76.3	76.3
5	73.0	74.0	75.0	76.0	77.0	78.0	78.0	68.3	69.3	70.3	71.3	72.3	73.3	73.3
6	70.0	71.0	72.0	73.0	74.0	75.0	75.0	70.5	71.5	72.5	73.5	74.5	75.5	75.5
7	72.1	73.1	74.1	75.1	76.1	77.1	77.1	77.2	78.2	79.2	80.2	81.2	82.2	82.2
8	68.0	69.0	70.0	71.0	72.0	73.0	73.0	65.0	66.0	67.0	68.0	69.0	70.0	70.0
11	81.9	82.9	83.9	84.9	85.9	86.9	86.9	74.2	75.2	76.2	77.2	78.2	79.2	79.2
Native Hawaiian or Pacific Islander														
3	41.7	42.7	43.7	44.7	45.7	46.7	46.7	43.2	44.2	45.2	46.2	47.2	48.2	48.2
4	58.2	59.2	60.2	61.2	62.2	63.2	63.2	48.4	49.4	50.4	51.4	52.4	53.4	53.4
5	50.6	51.6	52.6	53.6	54.6	55.6	55.6	34.9	35.9	36.9	37.9	38.9	39.9	39.9
6	49.3	50.3	51.3	52.3	53.3	54.3	54.3	51.4	52.4	53.4	54.4	55.4	56.4	56.4
7	52.9	53.9	54.9	55.9	56.9	57.9	57.9	64.3	65.3	66.3	67.3	68.3	69.3	69.3
8	38.9	39.9	40.9	41.9	42.9	43.9	43.9	43.3	44.3	45.3	46.3	47.3	48.3	48.3
11	56.9	57.9	58.9	59.9	60.9	61.9	61.9	58.3	59.3	60.3	61.3	62.3	63.3	63.3
White														
3	80.6	81.1	81.6	82.1	82.6	83.1	83.1	83.2	83.7	84.2	84.7	85.2	85.7	85.7
4	79.7	80.2	80.7	81.2	81.7	82.2	82.2	83.0	83.5	84.0	84.5	85.0	85.5	85.5
5	80.3	80.8	81.3	81.8	82.3	82.8	82.8	80.7	81.2	81.7	82.2	82.7	83.2	83.2
6	78.5	79.0	79.5	80.0	80.5	81.0	81.0	80.7	81.2	81.7	82.2	82.7	83.2	83.2
7	78.9	79.4	79.9	80.4	80.9	81.4	81.4	86.6	87.1	87.6	88.1	88.6	89.1	89.1
8	78.7	79.2	79.7	80.2	80.7	81.2	81.2	79.5	80.0	80.5	81.0	81.5	82.0	82.0
11	81.9	82.4	82.9	83.4	83.9	84.4	84.4	85.3	85.8	86.3	86.8	87.3	87.8	87.8

B. Graduation Rates

Table 20. Measurements of Interim Progress for Meeting Long-Term Goals: Four-Year and Five-Year Adjusted Cohort Graduate Rate

	4 YEAR ADJUSTED							5 YEAR ADJUSTED						
	Baseline	Measurement of Interim Progress					Goal	Baseline	Measurement of Interim Progress					Goal
Subgroup	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All students	91.3	92.0	92.8	93.5	94.3	95.0	95.0	93.3	94.0	94.8	95.5	96.3	97.0	97.0
Economically disadvantaged students	83.9	86.1	88.3	90.6	92.8	95.0	95.0	88.5	90.2	91.9	93.6	95.3	97.0	97.0
Children with disabilities	69.5	74.6	79.7	84.8	89.9	95.0	95.0	84.5	87.0	89.5	92.0	94.5	97.0	97.0
English learners	80.8	83.6	86.5	89.3	92.2	95.0	95.0	88.6	90.3	92.0	93.6	95.3	97.0	97.0
Race/Ethnicity								Race/Ethnicity						
American Indian or Alaska Native	80.6	83.9	87.2	90.4	93.7	95.0	95.0	90.2	91.6	92.9	94.3	95.6	97.0	97.0
Asian	91.5	92.6	93.7	94.8	95.9	95.0	95.0	96.7	96.8	96.8	96.9	96.9	97.0	97.0
Black or African American	79.7	83.2	86.6	90.1	93.5	95.0	95.0	85.0	87.4	89.8	92.2	94.6	97.0	97.0
Hispanic	84.5	87.0	89.5	92.0	94.5	95.0	95.0	87.8	89.6	91.5	93.3	95.2	97.0	97.0
Multi-race	83.9	86.5	89.1	91.8	94.4	95.0	95.0	87.6	89.5	91.4	93.2	95.1	97.0	97.0
Native Hawaiian or Pacific Islander	88.1	89.9	91.7	93.4	95.2	95.0	95.0	93.2	94.0	94.7	95.5	96.2	97.0	97.0
White	92.9	93.7	94.5	95.4	96.2	95.0	95.0	94.4	94.9	95.4	96.0	96.5	97.0	97.0

C. Progress in Achieving English Language Proficiency

Table 21. Measurements of Interim Progress for Meeting Long-Term Goals: English Learners.

Baseline	Measurements of Interim Progress				Goal
2016-2017	2017-18	2018-19	2019-20	2020-21	2021-22
55.6	56.6	57.6	58.6	59.6	59.6

APPENDIX B

Public and Stakeholder Outreach and Input

• Structure for Input • Meetings and Membership: Fall and Winter Tours and Issue-Specific Forums •

Structure for Input

A graduated development and input structure was established to maximize outreach and engagement in every aspect of building Iowa's ESSA plan. Such a structure enabled the layering of input opportunities from the most detailed areas of the plan to broad systems thinking across the education system and the community. There were six distinct groups that served vital functions in Iowa's ESSA plan development as shown in Figure 2.

Figure 2. Iowa's Graduated Development and Input Structure

Each of these groups, their function and meeting frequency are described below. Refer to Tables 22 and 23 for membership and meeting information for the large stakeholder groups (Multi-Issue Listening Tours and Issue-Specific Forums) and Appendix C for membership and meeting information within the working groups (Department ESSA Work Teams, Expert Groups and Advisory Committee).

- **Department ESSA Work Teams**. These teams were commissioned to design an ESSA plan to support, (1) an effective system infrastructure that aligns policy and funds into one consolidated plan, (2) districts and schools to implement evidence-based curriculum, instruction, assessments and interventions within Iowa's Differentiated Accountability and Supports model, (3) educators and leaders to support all students and their families, and finally (4) all students to be successful in school and in life. To accomplish the development of the ESSA plan, the following work teams were established in February of 2016: Leadership, Policy and Communications, Finance, Accountability, School Intervention, Educator Excellence, Legal Foundations, Early Childhood, Standards and Assessment, Well-Rounded Education, and Program Specific Requirements. Work Teams met every week on variable schedules that fit

team needs. The intention is to continue to meet within the Department as a leadership team over the next three years to ensure effective and consistent implementation of ESSA. Team purpose and membership is in Appendix C.

- **Expert Groups**. Expert Groups were established for specific work teams in the summer of 2016. The purpose of these groups was to review Department ESSA Work Team products and provide essential expert feedback on critical issues, as well as provide overall feedback on all areas of the work within their focus areas. Expert Groups met as Work Teams determined the need for input/feedback throughout ESSA plan development.
- **ESSA Advisory Committee**. The ESSA Advisory Committee was established August 2016. The purpose of this committee was to provide input on key components of Iowa's plan to meet the federal Every Student Succeeds Act. Members included superintendents, educators, local school board members, education associations, university representatives, Iowa's AEA representatives, business representatives and parent representatives. The committee membership was expanded subsequent to the August 2016 meeting to better reflect the diverse backgrounds of Iowa students. The committee convened across the 2016-2017 year: August, October, December, February, and July.
- **Issue-Specific Groups**. Issue-specific groups provided targeted opportunities for input. Issue-specific groups included: gifted and talented, special education, English learners, library support, counselors in schools, well-rounded education, early childhood, and other state agencies. There were nine total Issue-Specific Forums.
- **Multi-Issue Listening Tour sessions**. Multi-issue Listening Tours were open to both the public and stakeholders, and scheduled at three critical points in Iowa's ESSA development:
    - ***Spring 2016*** to (A) educate the public and stakeholders about ESSA, and (B) obtain just-in-time input on issues that required immediate decisions: Iowa's ESSA Transition Plan, Title IA SES and Choice options for Schools in Need of Assistance.
    - ***Fall 2016*** to (A) educate the public and stakeholders about ESSA, (B) educate the public and stakeholders about Iowa's current ESSA plan of development, and (C) obtain input on ESSA to be considered as ESSA is developed.
    - ***Winter 2017*** to (A) educate the public and stakeholders about Iowa's draft ESSA plan, and (B) obtain input on Iowa's ESSA draft plan.
- **The General Public**. The general public were included as key members of the multi-issue listening tours. In addition, the ESSA plan was posted for public comment, winter, spring and summer of 2017. All comments were considered in the final revision of Iowa's ESSA plan.

The following stakeholders and entities were included in outreach and input efforts:

- **The governor or appropriate officials from the governor's office**. The ESSA Plan was presented to the Governor's office for review and approval.
- **Members of the State legislature**. State legislators were represented on Iowa's ESSA Advisory Committee.
- **Members of the State Board of Education, if applicable.** The Department provided regular updates throughout the development of the plan.
- **LEAs, including LEAs in rural areas**. District personnel were represented across all external ESSA Teams in Figure 2: Expert Groups, ESSA Advisory Committee, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.

- **Representatives of Indian tribes located in the state**. We will reach out to the Sac and Fox tribes within the Meskwaki Settlement School to engage and collaborate with representatives regarding the ESSA Plan.
- **Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals**. Education personnel and organizations were represented across all external ESSA Teams in Figure 2: Expert Groups, ESSA Advisory Committee, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **Parents and families**. Parents and families, and organizations that represent parents and families, were represented across all external ESSA Teams in Figure 2: Expert Groups, ESSA Advisory Committee, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **Community-based organizations**. Community-based organizations were represented within the ESSA Advisory Committee, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students**. These organizations were represented within Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **Institutions of higher education (IHEs).** IHEs were represented within the ESSA Advisory Committee, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **Employers**. Employers were represented within Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **Representatives of private school students**. Non-public school personnel were represented across all external ESSA Teams in Figure 2: Expert Groups, ESSA Advisory Committee, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **Early childhood educators and leaders**. Early Childhood personnel were represented across all external ESSA Teams in Figure 2: Expert Groups, Issue-Specific Forums, Multi-Issue Listening Tours and General Public.
- **The public** had the opportunity to provide feedback at scheduled Multi-Issue Listening Tours, as well as winter, spring and summer posting windows of the ESSA online survey, and via email at essa@iowa.gov.

The Department obtained input from approximately 1000 public and stakeholder members across nine Fall Listening Tours (N=287), nine Winter Information Tours (N=201), nine Issue-Specific Forums (N=115), four ESSA Advisory Committee meetings (N=35), ESSA online survey (N=205), email/traditional mail (N=55) and countless work team and expert group meetings (N=214). Details regarding meeting type, date, number of participants, representation and members, is provided in Tables 22-23.

The Department ESSA Work Teams considered all stakeholder input across all meetings in the development of Iowa's ESSA Plan. All the feedback across all meetings was summarized in Appendix D (e.g., specific summary themes, number of comments by section) and raw data are provided in a companion stakeholder feedback document.

Meetings and Membership: Fall Listening Tour, Winter Information Tour and Issue-Specific Forums.

The following public and stakeholder meeting information is provided in this Appendix:

1. **Fall Listening Tour (Fall Listening)**. The purpose of this statewide, nine-session tour was to (A) educate the public and stakeholders about ESSA, (B) educate the public and stakeholders about Iowa's current ESSA plan of development, and (C) obtain input on ESSA to be considered as ESSA is developed. Information about this is provided in *Table 22. Fall Listening & Winter Information Tours: Location, Number of Participants, Date/Time & Representation.*
2. **Winter Information Tour (Winter Information)**. The purpose of this statewide, nine-session tour was to (A) educate the public and stakeholders about Iowa's draft ESSA plan, and (B) obtain input on Iowa's ESSA draft plan.
3. **Issue-Specific Forums**. The purpose of issue-specific forums was to provide targeted opportunities for input across nine sessions across the following areas: Counselors, English learners, Gifted/Talented, Library Support, Other State Agencies, and Special Education. Information about this, including issue, number of attendees, date/time, and name/agency representation is provided in *Table 23. Issue-Specific Forums: Issue, Number of Participants, Date/Time and Attendees/Agency.*

Table 22. Fall Listening and Winter Information Tours: Location, Number of Participants, Date/Time and Representation.

AREA EDUCATION AGENCY	Location	Feedback Origin	Number	Date From 5-7pm	Representation
267	Cedar Falls	Fall Listening	85	November 9, 2016	Librarians, community, educators (e.g., physical education, early childhood) Iowa Work Force Development, Institutes of Higher Education
	Marshalltown	Winter Information	16	January 19, 2017	
GRANT WOOD	Cedar Rapids	Fall Listening	50	November 2, 2016	Librarians, educators (e.g., special education, preschool, arts), students, Institutes of Higher Education, parents, school board
	Coralville	Winter Information	42	January 9, 2017	
GREAT PRAIRIE	Ottumwa	Fall Listening	33	November 7, 2016	Educators (e.g., gifted and talented, physical education, science, arts) superintendents, parents, school board
	Fairfield	Winter Listening	24	January 11, 2017	
GREEN HILLS	Council Bluffs	Fall Listening	13	September 27, 2016	Librarians, Superintendents, principals, educators (e.g., gifted and talented), AEA personnel
	Red Oak	Winter Information	15	January 9, 2017	
HEARTLAND	Johnston	Fall Listening	30	September 26, 2016	Librarians, educators (e.g., gifted and talented, special education, social studies), AEAs, community, students, parents
	Ames	Winter Information	45	January 12, 2017	
KEYSTONE	Elkader	Fall Listening	20	October 11, 2016	Educators (e.g., reading), superintendents, AEAs, Institutes of

	Oelwein	Winter Information	20	January 18, 2017	higher education, school boards, parents
MISSISSIPPI BEND	Bettendorf	Fall Listening	19	October 25, 2016	Educators, (e.g., gifted and talented, social studies, early childhood), librarians, superintendents, AEA personnel, principals
	Clinton	Winter Information	10	January 23, 2017	
NORTHWEST	Sioux City	Fall Listening	27	October 20, 2016	Educators (e.g., English learners, gifted and talented, arts) parents, school counselors, school nurses, librarians, institutes of higher education, AEA personnel
	Lemars	Winter Information	25	January 17, 2017	
PRAIRIE LAKES	Storm Lake	Fall Listening	10	October 26, 2016	Librarians, educators (e.g., general, gifted/talented, special education), AEAs, city council, coaches
	Pocahontas	Winter Information	4	February 2, 2017	
TOTAL N	All Regions	Fall Listening	287	Fall 2016	AEA personnel, city council representatives, community, counselors, Iowa Work Force Development, institutes of higher education, librarians, parents, principals, school board representation, school nurses, students, superintendents, and educators across the following content areas: arts, early childhood, English learners, general, gifted and talented, physical education, reading, science, social studies, and special education.
	All Regions	Winter Information	201	Winter 2017	
	ALL REGIONS	**ALL TOURS**	**488**	**FALL & WINTER**	

Table 23. Issue-Specific Forums: Issue, Number of Participants, Date/Time and Attendees/Agency.

Issue	Number	Date From 3-5pm	Attendees, Agency
School Librarians	10	November 30, 2016	• Val Ehlers, IASL President Elect • Dixie Forcht, IASL Past President • Sarah Staudt, IASL President (unable to attend) • Becky Johnson, IASL Executive Board member
Gifted and Talented	6	December 1, 2016	• Chad Hageman, PACT Facilitator K-12, Cedar Rapids CSD; Chair of UEN TAG Directors • Mary Schmidt, Gifted Education Consultant and Advocate; Professional Learning and Leadership Consultant/Gifted Education Consultant at Heartland AEA (retired); ITAG Past-president • Doreen Underwood (possible), Diverse Learner & TLC Consultant at Great Prairie AEA; ITAG President

			• Susan Wouters, ELP Teacher, Waukee Middle School, Grades 6-7; ELP Teacher, Prairieview School, Grades 8-9; ITAG President-elect • Mike Heller, Attorney-at-law • Maureen Marron, Executive Director, Iowa Talented and Gifted Association
Counselors	16	December 6, 2016	• Jaclyn Dehner, Findley Elementary School Counselor, Des Moines • Nyla Mowery, King Elementary School Counselor, Des Moines • Heather Korte, K-5 Counseling Coordinator, Des Moines • Jennifer Blumberg, 5-8 Counseling Coordinator, Des Moines • Casey McMurray, Bondurant CSD • Aimee Hospodarsky, Monticello CSD • Dave Ford, Mississippi Bend AEA • Corey Trainer, Oskaloosa CSD • Susan Langan, Cedar Falls, CSD • Trista Thompson, Fort Dodge CSD • Sheryl Cline, Linn-Mar CSD • Lacey Cherniss, Indianola CSD • Janae Griffith, Ankeny CSD
Well-Rounded	15	December 8, 2016	• Nancy Elliott, Executive Director, Iowa Council for the Social Studies • Bob Mantell, Executive Director, Iowa Council on Economic Education and Jump$tart Vice-President • Alex Oberle, Coordinator, Iowa Geographic Alliance • John Wheeler, Director of Education, Iowa State Bar Association • Helen Duranleau-Brennan, Chapter Director of Iowa Thespians, Mississippi Bend AEA Quality Learning & Literacy consultant • Ben Heinen, art teacher, Implementation Coordinator of Turnaround Arts Program, Arts Integration Specialist • Kendra Leisinger, president of the Iowa Music Educators Association • Martha Kroese, IAAE Executive Board member • Larry Murphy, IAAE lobbyist • Leon Kuehner, IAAE Executive Director • Jodi Larson, Ankeny CSD • Ben Robinson, Clear Creek Amana CSD • Joss Teed, Ottumwa CSD
Other State Agencies	11	December 14, 2016	• Beth Townsend, Iowa Workforce Development • Sarah Reisetter, Iowa Department of Public Health • Bob Donley, Iowa Board of Regents • Emily Wharton, Iowa Department for the Blind • San Wong, Iowa Department of Human Rights

			• Jeff Weld, STEM • Andy Duffelmeyer, Iowa Civil Rights • Laurie Phelan, iJag • Christina Sibouih, Iowa College Aid • Ryan Page and Julie Allison (per Erin Clancy), Iowa Department of Human Services
Early Childhood	10	December 15, 2016	• Ryan Page, Iowa Department of Human Services • Julie Allison, Iowa Department of Human Services • Jeff Anderson, Iowa Department of Management • Shanell Wagler, Iowa Department of Management • Karen Thompson, ASK Resource • Sheila Hanson, Child & Family Policy Center • Julie Smith, Council Bluffs Community School District • Heather Donoho, Des Moines Public Schools, Early ACCESS • Julie Lang, MATURA Head Start • Michelle Stover Wright, BUILD Initiative
English Learners State Leadership Team	17	March 9, 2017 April 13, 2017	• Sarah Brincks- Keystone AEA • Annalisa Miner- AEA 267 • Lisa Wymore- AEA 267 • Sherri Anderson- NWAEA • Kathy Brenny- Prairie Lakes AEA • Lynn Tiemann- Grantwood AEA • Tony Hiatt- Mississippi Bend AEA • Helen Brennen- Mississippi Bend AEA • Kathy Learn-Mississippi Bend AEA • Terry Parker- Mississippi Bend AEA • Stephaney Jones-Vo- Heartland AEA • Janet Hiatt- Heartland AEA • Joe Worecek- Green Hills AEA • Michelle Dickey- Great Prairie AEA • Chantelle Brandt- Council Bluffs • Amy White- Waterloo • Pablo Ortega- Des Moines Public • Jobi Lawrence, Iowa Department of Education
Special Education Advisory Panel	30	April 7, 2017	• Valerie Baker, Prairie Lakes Area Education Agency • Craig Barnum, College Community School District • Carma Betz, Parent, Spencer, Iowa • Kurtis Broeg, Williamsburg Community School District • Kate Cole, Great Prairie Area Education Agency • Jan Collinson, Muscatine Community School District • Billy Jo Cowley, Upper Iowa University • Donita Dettmer, Waverly-Shell Rock Community School District • Margaret Joan Ebersold, Council Bluffs Community School District

			• Susan Etscheidt, University of Northern Iowa Department of Education • Aryn Kruse, Simpson College • Amy Liddell, Green Hills Area Education Agency • Larry Martin, Waterloo Community School District • Joseph McAbee, Des Moines, Iowa • Christina McFadden, Parent, Dubuque, Iowa • Melanie Patton, Parent, Mount Pleasant, Iowa • Amy Petersen, University of Northern Iowa • Beth Rydberg, Disability Rights Iowa • Mary Stevens, Area Education Agency 267 • Karen Thompson, ASK Resources • Erin Toruella, Cedar Falls • Kathleen Van Tol, Dordt College • Kelly Wallace, Great Prairie Area Education Agency • Jason Yessak, Keokuk Community School District • Kenda Jochimsen, Iowa Vocational Rehabilitation Services • Ruth Frush, Iowa Juvenile Corrections • Julie Aufdenkamp, Iowa Department for the Blind • Sandra Smith, Iowa Department of Corrections • Joel Weeks, Iowa Department of Human Services, Eldora State Training School • Doug Wolfe, Iowa Department of Human Services

Total Issue-Specific Group N: 115

APPENDIX C

Public and Stakeholder Outreach and Input

• MEETINGS & MEMBERSHIP: ESSA Work Teams, Expert Groups and Advisory Committee •

Meetings and Membership: ESSA Work Teams, Expert Groups, Advisory Committee

The Iowa Department of Education has three critical teams working directly with the details of Iowa's ESSA Plan:

- **ESSA Work Teams**. These teams are charged to develop sections of the ESSA Plan. Teams were commissioned to develop the plan to ensure (1) an effective system infrastructure that aligns policy and funds into one consolidated plan, (2) districts and schools implement evidence-based curriculum, instruction, assessments and interventions within Iowa's Differentiated Accountability and Supports model, (3) educators and leaders support all students and their families, and finally (4) all students are successful in school and in life. Each team and their members are listed in *Table 24. Iowa Department of Education Work Team Membership*. Leads of teams are in bold lettering. Work Teams meet bi-weekly at a minimum. Input from these teams is not documented, as it's the express purpose of teams to develop sections of the plan.
- **Expert Groups**. Expert Groups were established for specific work teams. The purpose of these groups is to review Department ESSA Work Team products and provide essential expert feedback on critical issues, as well as overall feedback on all areas of the work within their focus areas. Expert Groups meet as work teams determine the need for input/feedback. Each expert team and their members are listed *in Table 25. Expert Group by Work Teams*. Feedback and input from expert groups is highly specific, detailed, rooted directly in work team products or decisions, and used directly by the work teams to guide their work. Therefore feedback is not delineated separately as a stakeholder group.
- **ESSA Advisory Committee**. The ESSA Advisory Committee was established July 2016. The purpose of this committee is to provide input on every aspect of Iowa's plan to meet the federal Every Student Succeeds Act. Members are listed in *Table 26. ESSA Advisory Committee Membership and Affiliation*. Feedback from this group is on a much different scale than large stakeholder input as it is more detailed in nature. Input from this committee is in Appendix E in Tables 32 through 44.

Table 24. *Iowa Department of Education Work Team Membership*. (Team leads listed in **bold**. All teams meet bi-weekly at a minimum).

Leadership Team. Provides leadership and coordination of the ESSA Plan development and implementation.	• Linda Carroll, Bureau Chief, Educator Quality • Erika Cook, Bureau Chief, Standards and Curriculum • Tom Cooley, Bureau Chief, Finance, Facilities, Operation and Transportation Services • Tom Deeter, Lead Consultant, Bureau of Information and Analysis Services • Dee Gethmann, Consultant, Bureau of Standards and Curriculum • Staci Hupp, Bureau Chief, Communications & Information Services • Pradeep Kotamraju, Bureau Chief, Career and Technical Education • Thomas Mayes, Attorney, Division of Learning and Results • Geri McMahon, Administrative Consultant, Bureau of School Improvement

	• Brad Niebling, Consultant, Bureau of School Improvement • **Barbara Ohlund**, Administrative Consultant, Division of Learning and Results • Jay Pennington, Bureau Chief, Information and Analysis Services • Nicole Proesch, Attorney, Iowa Department of Education • **David Tilly**, Deputy Director, Iowa Department of Education • Kimberly Villotti, Administrative Consultant, Bureau of Standards and Curriculum • Amy Williamson, Bureau Chief, School Improvement • **Ryan Wise**, Director, Iowa Department of Education
Policy and Communications. Ensure internal and external communications are accurate, complete and coordinated, and coordinate all large stakeholder meetings (Advisory, Listening Tours, Issue-Specific Forums and General Public).	• Staci Hupp, Bureau Chief, Communications & Information Services • Barbara Ohlund, Administrative Consultant, Division of Learning and Results • **David Tilly**, Deputy Director, Iowa Department of Education • **Ryan Wise**, Director, Iowa Department of Education
Finance. Ensure critical funding decisions coordinate with state law with a focus on flexibility to benefit programs and services.	• Tom Cooley, Bureau Chief, Finance, Facilities, Operation and Transportation Services • **David Tilly**, Deputy Director, Iowa Department of Education
Accountability. Ensure Iowa's accountability system is designed in a way that best leverages school improvement in Iowa.	• Jennifer Adkins, Consultant, Bureau of School Improvement • Rick Bartosh, Consultant, Bureau of School Improvement • Janelle Brandhorst, Administrative Consultant, Bureau of School Improvement • Cindy Butler, Administrative Consultant, Bureau of School Improvement • Dianne Chadwick, Administrative Consultant, Bureau of Information and Analysis • Tom Deeter, Lead Consultant, Bureau of Information and Analysis • Eric Heitz, Consultant, Bureau of School Improvement • Connor Hood, Consultant, Bureau of School Improvement • Rachel Kruse, Consultant, Bureau of Information and Analysis • Geri McMahon, Administrative Consultant, Bureau of School Improvement • Brad Niebling, Consultant, Bureau of School Improvement • Barbara Ohlund, Administrative Consultant, Division of Learning and Results • **Jay Pennington**, Bureau Chief, Information and Analysis Services • Xiaoping Wang, Administrative Consultant, Bureau of Information and Analysis • **Amy Williamson**, Bureau Chief, School Improvement
School Intervention. Ensure regulatory practices used in Iowa have the	• Kathy Bertsch, Consultant, Bureau of Learner Strategies and Supports • Jillian Dotson, Consultant, Bureau of School Improvement

highest probability of improving performance and achievement in Iowa's lowest performing schools.	• Greg Feldmann, Consultant, Bureau of Learner Strategies and Supports • Barb Guy, Administrative Consultant, Bureau of Learner Strategies and Supports • Sandy Johnson, Consultant, Bureau of School Improvement • **Geri McMahon**, Administrative Consultant, Bureau of School Improvement • **Brad Niebling**, Consultant, Bureau of School Improvement • Barbara Ohlund, Administrative Consultant, Division of Learning and Results
Educator Excellence. Ensure that our Teacher Preparation, Evaluation and Equity plans are aligned with our expectations for in-service teacher performance.	• Isbelia Arzola, Consultant, Bureau of Educator Quality • Larry Bice, Administrative Consultant, Bureau of Educator Quality • **Linda Carroll**, Bureau Chief, Educator Quality • Fred Kinne, Consultant, Bureau of School Improvement • Matt Ludwig, Consultant, Bureau of Educator Quality • Lora Rasey, Consultant, Division of Policy and Communications • Carole Richardson, Consultant, Bureau of Educator Quality • Marietta Rives, Consultant, Bureau of Educator Quality • Becky Slater, Consultant, Division of Policy and Communications • Joanne Tubbs, Administrative Consultant, Board of Educational Examiners
Legal Foundations. Ensure the final ESSA Plan adheres to federal and state law.	• **Thomas Mayes**, Attorney, Division of Learning and Results • **Nicole Proesch**, Attorney, Iowa Department of Education
Early Childhood. Ensure that our education system for our youngest learners is of high quality and designed to foundationally prepare these learners to be successful in preschool, elementary, secondary and post-secondary education.	• **Kimberly Villotti**, Administrative Consultant, Bureau of Standards and Curriculum • **Dee Gethmann**, Consultant, Bureau of Standards and Curriculum • Jennifer Adkins, Consultant, Bureau of School Improvement • Tom Rendon, Consultant, Bureau of School Improvement • Melissa Schnurr, Consultant, Bureau of Educator Quality • Susan Selby, Consultant, Bureau of Learner Strategies and Supports • Amy Stegeman, Consultant, Bureau of Learner Strategies and Supports • Cindy Weigel, Consultant, Bureau of Learner Strategies and Supports • Amanda Winslow, Consultant, Bureau of Learner Strategies and Support
Standards and Assessments. Ensure that Iowa's academic standards represent high expectations for all Iowa learners and that our assessment system matches these expectations in both content and rigor.	• Colleen Anderson, Consultant, Bureau of Standards and Curriculum • Dianne Chadwick, Consultant, Bureau of Information and Analysis Services • **Erika Cook**, Bureau Chief, Standards and Curriculum • Tom Deeter, Lead Consultant, Bureau of Information and Analysis Services • Barb Guy, Administrative Consultant, Bureau of Learner Strategies and Supports • Kris Kilibarda, Consultant, Bureau of Standards and Curriculum • **Pradeep Kotamraju**, Bureau Chief, Career and Technical Education • Jobi Lawrence, Consultant, Bureau of Educator Quality • Rosanne Malek, Consultant, Bureau of Standards and Curriculum • Rita Martens, Administrative Consultant, Bureau of Standards and Curriculum • **Jay Pennington**, Bureau Chief, Information and Analysis Services • April Pforts, Consultant, Bureau of Standards and Curriculum • Emily Thatcher, Consultant, Bureau of Standards and Curriculum

	• Path Thieben, Administrative Consultant, Bureau of Career and Technical Education • Janette Thomas, Consultant, Bureau of Career and Technical Education • Eric St. Clair, Consultant, Bureau of Career and Technical Education • Stephanie Wager, Consultant, Bureau of Standards and Curriculum • Xiaoping Wang, Consultant, Bureau of Information and Analysis Services
Well-Rounded Education. Ensure that Iowa's approach to well-rounded education centers around offer and teach, areas represented in the definition of well-rounded, and maximizes opportunities.	• Staci Hupp, Bureau Chief, Communications & Information Services • Barbara Ohlund, Administrative Consultant, Division of Learning and Results • **David Tilly**, Deputy Director, Iowa Department of Education • Ryan Wise, Director, Iowa Department of Education
Program-Specific Requirements. Ensure that programs adhere to federal and state law, are aligned with accountability, support evidence-based practices, and are coordinated.	• Vic Jaras, Consultant, Bureau of Standards and Curriculum • Sandy Johnson, Consultant, Bureau of School Improvement • Geri McMahon, Administrative Consultant, Bureau of School Improvement • Thomas Mayes, Attorney, Division of Learning and Results • Barbara Ohlund, Administrative Consultant, Division of Learning and Results • Nicole Proesch, Attorney, Iowa Department of Education • **David Tilly**, Deputy Director, Iowa Department of Education • Amy Williamson, Bureau Chief, School Improvement • Ryan Wise, Director, Iowa Department of Education

Total Iowa Department of Education personnel involved in the development of the ESSA Plan: 57

Table 25. *Expert Group by Work Teams* (Expert groups were convened as needed) (ESSA Leads listed in **bold**)

Accountability and School Intervention Expert Group Outside Iowa Department of Education N=37	• Jen Adams, Iowa Department of Education • Jennifer Adkins, Iowa Department of Education • Holly Barnes, Iowa Department of Education • Paul Beatty, Mississippi Bend AEA • Larry Bice, Iowa Department of Education • Teri Bowlin, Lynnville-Sully CSD • Janet Boyd, Iowa Department of Education • Janell Brandhorst, Iowa Department of Education • Sarah Brown, Iowa Department of Education • Martha Bruckner, Council Bluffs CSD • Brad Buck, Cedar Rapids CSD • Terri Bush, Green Hills AEA • Cindy Butler, Iowa Department of Education • Barb Byrd, Iowa Department of Education • Elizabeth Calhoun, Iowa Department of Education • Buffy Campbell, Iowa Department of Education • Linda Carroll, Iowa Department of Education

	• Sue Chartier, Northwest AEA • Stacey Cole, Fort Dodge CSD • Mark Crady, Heartland AEA • Sue Daker, C4K • Andrea Danker, Green Hills AEA • Karla Day, Heartland AEA • Tabitha DeMey, Prairie Lakes AEA • Kris Donnelly, Grant Wood AEA • Becky Durand, Bondurant CSD • Destiny Eldridge, Iowa Department of Education • Greg Feldmann, Iowa Department of Education • Wilma Gajdel, Des Moines CSD • Kelly Gallagher, AEA267 • Mary Grinstead, Des Moines CSD • Ed Grondlund, Mississippi Bend AEA • Barb Guy, Iowa Department of Education • Michelle Haberman, AEA267 • Myra Hall, Grant Wood AEA • Sarah Harbaugh, Mississippi Bend AEA • Eric Heitz, Iowa Department of Education • Alicia Helle, Keystone AEA • Connor Hood, Iowa Department of Education • Cory Johnson, Great Prairie AEA • Kelly Jones, Grant Wood AEA • Fred Kinne, Iowa Department of Education • Carla Lee, Northwest AEA • Sarah Lehmann, Keystone • Cindy Lewis, Mississippi Bend AEA • Jane Lindaman, Waterloo CSD • Linda Linn, Prairie Lakes AEA • Rita Martens, Iowa Department of Education • Evan McCormick, Great Prairie AEA • Cindy McDonald,Waukee CSD • **Geri McMahon**, Iowa Department of Education • **Brad Niebling**, Iowa Department of Education • Barbara Ohlund, Iowa Department of Education • Carolyn Paulaitis, Iowa Department of Education • **Jay Pennington**, Iowa Department of Education • Beth Popowski, Mississippi Bend AEA • Marietta Rives, Iowa Department of Education • Terri Schofield, Centerville CSD • Marty Shudak, Council Bluffs CSD • Kate Small, Iowa Department of Education • Pam Spangler, Iowa Department of Education • Amy Stegeman, Iowa Department of Education

	• Stacie Stokes, AEA267 • Jillian Townsell, Iowa Department of Education • Kimberly Villotti, Iowa Department of Education • Tina Wahlert, Green Hills AEA • Amy Wichman, Heartland AEA • **Amy Williamson**, Iowa Department of Education • Lisa Wunn, West Delaware CSD
Educator Excellence. Expert Group Outside Iowa Department of Education N=17	• **Isbelia Arzola**, Iowa Department of Education • Jan Beatty, Iowa State University • **Larry Bice**, Iowa Department of Education • William Bird, West Des Moines CSD • Drew Cumings-Peterson, Waukee CSD • Julie Davies, AEA267 • Heidi Doellinger, Iowa State University • Trent Grundmeyer, Drake University • Kim Hermsen, Nonpublic School Advisory Committee • Kim Huckstadt, University of Northern Iowa • Kelly Krogh Faga, Wartburg College • **Fred Kinne**, Iowa Department of Education • Michelle Krogulski, Drake University • **Matt Ludwig**, Iowa Department of Education • **Lora Rasey**, Iowa Department of Education • **Carole Richardson**, Iowa Department of Education • **Marietta Rives**, Iowa Department of Education • Dana Schon, School Administrators of Iowa • Jane Schmidt, Teacher of the Year • **Becky Slater**, Iowa Department of Education • Bev Smith, Waterloo CSD. • Cindy Swanson, Iowa State Education Association • **Joanne Tubbs**, Board of Educational Examiners • Jeff Weld, STEM Council • Ryan Zonnefeld, Dordt College
Early Childhood Expert Group Outside Iowa Department of Education N=138	**Dee Gethmann** and **Kimberly Villotti**, Iowa Department of Education Early Childhood State Leadership Team (Early Childhood and Early Childhood Special Education) • Angie Squires, Keystone AEA 1 • Penni Gaul, Keystone AEA 1 • Ann Hagensick, Keystone AEA 1 • Deb Molitor, AEA 267 • Alison Bell, AEA 267 • Marcie Lentsch, Prairie Lakes AEA 8 • Jessica Hawkins, Prairie Lakes AEA 8 • Jennifer Jansen, Mississippi Bend AEA 9 • Mary Shihadeh, Mississippi Bend AEA 9 • Mary Airy, Grant Wood AEA 10 • Jeanie Wade-Nagle, Grant Wood AEA 10 • Melanie Reese, Grant Wood AEA 10

	• Brianna Sayre Geiser, Heartland AEA 11 • Joyce Vermeer, Northwest AEA 12 • Mary Groen, Northwest AEA 12 • Cindy Chettinger, Northwest AEA 12 • Pam Elwood, Green Hills AEA 13 • Vickie Parker, Great Prairie AEA 15 • June Morgan, Great Prairie AEA 15 • Dawn Johnson, Great Prairie AEA 15 • Marta Hershner, Cedar Rapids CSD • Colleen Fangman-Rider, Cedar Rapids CSD • Angela Constable, Des Moines CSD • Susie Guest, Des Moines CSD • Beth Pattschull, Des Moines CSD • Kim Burrack, Sioux City CSD • Angela Conway, Sioux City CSD Early ACCESS Regional Leadership (IDEA, Part C) • Angela Constable, Des Moines Public Schools • Angie Hance, Green Hills AEA • Ann Hagensick, Keystone AEA • Annie Volker, Heartland AEA • Cindy Chettinger, Northwest AEA • Dawn Kruger, AEA 267 • Diane McDonald-Goetzmann, Child Health Specialty Clinics • Gale Randall, Prairie Lakes AEA • Gina Greene, AEA 267 • Heather Donoho, Des Moines Public Schools • Jeanie Wade-Nagle, Grant Wood AEA • Jennifer Sammons, Prairie Lakes AEA • Jennifer Seuntjens, Green Hills AEA • Kathy Bartling, Mississippi Bend AEA • Linda Boshart, Great Prairie AEA • Lorry Wilson, Mississippi Bend AEA • Mark Draper, Green Hills AEA • Mary Shihadeh, Mississippi Bend AEA • Maureen Lonsdale, Green Hills AEA • Rachel Charlot, Child Health Specialty Clinics • Rae Miller, Child Health Specialty Clinics • Susan Brennan, Iowa Braille School • Shari Huecksteadt, Mississippi Bend AEA • Shawn Stringer, Great Prairie AEA • Teresa Alesch, Prairie Lakes AEA • Teresa Hobbs, Northwest AEA • Teri Mash, Department of Human Services • Wendy Trotter, Iowa Department of Education • Kimberly Villotti, Iowa Department of Education

	• Cindy Weigel, Iowa Department of Education • Kate Small, Iowa Department of Education • Meghan Miller, Iowa Department of Public Health • Melissa Schnurr, Iowa Department of Education • Marsha Gunderson, Iowa School for the Deaf Early Childhood Iowa (ECI) Professional Development Early Learning Component Group • Dawn Powers, Child Care Resource & Referral (CCR&R) of Southwest Iowa • Shannon Wilson, Iowa State University Extension and Outreach • Lora Patton, CCR&R of Central Iowa • Stacey Walter, Iowa AEYC • Katie Champlin, Des Moines Area Community College • Johnna Haggerty, Iowa AEYC • Rick Roghair, Iowa AEYC • Melissa Schnurr, Iowa Department of Education • Erin Clancy, Iowa Department of Human Services • Amanda Winslow, Iowa Department of Education • Angie Van Polen, Iowa Department of Education • Lisa Stange, Iowa Department of Education Iowa Association for the Education of Young Children (AEYC) Executive Board • Brian Kingrey, Sigourney CSD • Mary Airy, Grant Wood AEA • Brandy Smith, National Program for Playground Safety • Tom Rendon, Iowa Department of Education Early Childhood Workforce Advisory Committee • Nancy Merryman, Mount Mercy University • Amanda Winslow, Iowa Department of Education • Wendy Hoogeveen, DHS • Kelli Soyer, Child and Family Policy Center • Tracy Ehlert, Family Child Care provider • Laurie Wernli, Perry Child Development Center • Amanda Magie, DMACC • Kristine Corey, Iowa Department of Human Rights • Cheryl Clark, ISU Extension and Outreach • Leslie Stonehoeker, CCR&R • Katie Austin, Lil Scholars Too • Melissa Heston, UNI • Vicki Williams, Oak Academy • Shahrzad Hamid, Oak Academy • Shanell Wagler, DOM/ECI • Kimberly Villotti, Iowa Department of Education • Barb Merrill, Iowa AEYC Office

	• Stacey Walter, Iowa AEYC Office • Ashley Otte, Iowa AEYC Office • Johnna Haggarty, Iowa AEYC Office • Jocee Kelly, Iowa AEYC Office • Lauren Linnenbrink, Iowa AEYC Office • Dara Madigan, Iowa AEYC Office • Pam Ellis, Iowa AEYC Office • Pam Mahoney, Iowa AEYC Office Early Childhood Iowa (ECI) Area Directors • Kris Schlievert, Early Childhood North Central Iowa • Laurie Kristiansen, FMC • Michael Bergan, HAWC Partnerships for Children • Erin Monaghan, Building Directions for Families • Shawna Lebeck, Together 4 Families • Elizabeth Stanek, Linking Families and Communities • Annette Koster, Crawford, Sac & Buena Vista • Diane Foss, Monona, Harrison & Shelby • Cindy Duhrkopf, Partnerships 4 Families • Marion Kresse, BooST Together for Children • Carrie Kube, Iowa River Valley ECI • Heidi Schminke, Tama & Benton • Chris Kivett-Berr, Linn • Sherri Hunt, Jones & Cedar • Diane Martens, Scott County Kids • Tangie Viner, Muscatine • Laurie Nash, Johnson • Tasha Beghtol, Washington, Louisa, Henry, & Des Moines • Tammy Wetjen-Kesterson, Iowa, Keokuk, & Jefferson • Deb Schrader ,4RKids • Staci Scroggie, Corner Counties • Vicki Sickels, Adams, Union, Taylor, & Ringgold • Jack Maletta, 4 Counties for Kids • Pat McReynolds, Mahaska & Wapello • Ginger Knisley, Children First • Shanell Wagler, DOM/ECI • Jeff Anderson, DOM/ECI • Amanda Winslow, Iowa Department of Education • Tami Foley, DHS Iowa Head Start Association • Tami Holmes, Comm Action of Eastern Iowa • Laura Waddick, Comm Action of Eastern Iowa • Kalisha Lutz, Comm Action of SE Iowa • Kathy Scott, Comm Action of SE Iowa • Royce Hickie, MICA

	• Laura Abbe, MICA • Kelli Wood, Mid-Sioux Opportunity • Melissa Harvey-Johnston, NEICAC • Tonya Weber, New Opportunities • Angela Lensch, New Opportunities • Melissa Nelson, NICAO • Kristie Parks, NICAO • Brenda Sullivan, Operation New View • Betsy Wiebke, Operation New View • Electa Richards, SIEDA • Elizabeth Fairchild, SIEDA • Angela Syhlman, Tri-County Child and Family • Pauline Jones, Tri-County Child and Family • Lavennia Coover, WCCA • Michelle Carden, YOUR • Marjorie Wonderlich, YOUR • Tom Rendon, Iowa Department of Education • Amy Stegeman, Iowa Department of Education • Betsy Lin, Iowa Department of Education • Amanda Winslow, Iowa Department of Education
Standards and Assessments. Expert Group Outside Iowa Department of Education N=22	• Jen Adams, Iowa Department of Education • Austin Beer, Grant Wood AEA • Leigh Bellville, Indianola CSD • Larry Bice, Iowa Department of Education • Kathy Brenny, Prairie Lakes AEA • Kim Buryanek, Sioux City CSD • David Canaday, Iowa Department of Education • Dianne Chadwick, Iowa Department of Education • Stacey Cole, Fort Dodge CSD • **Erika Cook**, Iowa Department of Education • Mariann Culver, Heartland AEA • Tom Deeter, Iowa Department of Education • Jennifer Denne, Iowa Department of Education • Destiny Eldridge, Iowa Department of Education • Lowell Ernst, Pella CSD • Greg Feldmann, Iowa Department of Education • Harry Heiligenth, Iowa Association of School Boards • Liz Hollingworth, University of Iowa • Sherry Huffman, Green Hills AEA • Staci Hupp, Iowa Department of Education • Jan Jensen, Norwalk CSD • Kris Kilibarda, Iowa Department of Education • Marcia Kruse, Keystone AEA • Sara Larkin, Iowa Educational Services for the Blind and Visually Impaired • JoEllen Latham, Southwest Polk CSD

	• Jobi Lawrence, Iowa Department of Education • Evan McCormick, Great Prairie AEA • Jon McKenzie, AEA267 • Dr. Charles McNulty, Waterloo CSD • Angela Olsen, Xavier Saints • Mike Pardun, Denison CSD • **Jay Pennington,** Iowa Department of Education • Roger Peterson, Iowa Department of Education • April Pforts, Iowa Department of Education • Maggie Pickett, Iowa Department of Education • Marty Shudak, Council Bluffs CSD • Tammy Wawro, Iowa State Education Association • Xiaoping Wang, Iowa Department of Education • Jason Wester, Muscatine CSD

Total number experts reviewing and vetting content for the ESSA Plan: 214

Table 26. *ESSA Advisory Committee Membership and Affiliation*. (Advisory meets bi-monthly at a minimum; N=35)

• Tom Ahart, Superintendent, Des Moines Public Schools • Perla Alarcon-Flory, Sioux City School Board Member • Lisa Bartusek, Executive Director, Iowa Association of School Boards • Mike Beranek, teacher, West Des Moines Schools • Amber Boyd, Iowa City Community Schools • Tod Bowman, State Senator • Margaret Buckton, Iowa School Finance Information Services • Mary Jane Cobb, Executive Director, Iowa State Education Association • Bill Decker, Administrator, Mississippi Bend Area Education Agency • Sandy Dockendorff, School Board Member, Danville Community Schools • Mark Felderman, Deputy Director, Legislative Affairs, Professional Educators of Iowa • Kevin Fiene, Superintendent, Interstate 35 Community Schools • Jim Hawkins, Senior Director, Professional Educators of Iowa • Jennykaye Hampton, Cedar Rapids Schools • Roark Horn, Executive Director, School Administrators of Iowa • Terri Lasswell, University of Northern Iowa • Josie Lewis, Director of Policy and Legal Services, Iowa Association of School Boards • Charles McNulty, Assoc. Supt., Educational Services, Waterloo Community Schools • Sam Miller, Administrator, Area Education Agency 267 • Jill Morrill, School Board Member, Johnston Community Schools • Tom Moore, State Representative • Robert Nishimwe, Student State Board Member • Bob Olson, Superintendent, Clarion-Goldfield-Dows Community Schools • Melissa Peterson, Government Relations Specialist, Iowa State Education Association • Jill Philby, teacher, Lynnville-Sully Community Schools • Dan Ryan, Superintendent of Schools, Diocese of Sioux City • Dana Schon, Professional Learning Director, School Administrators of Iowa

- Amy Sinclair, State Senator
- Scott Slechta, 2016 Iowa Teacher of the Year, Fairfield Community Schools
- Daniel Spikes, Professor, Iowa State University
- Bryan Stearns, Assoc. Principal, West Des Moines Schools
- Dani Trimble, Superintendent, Alburnett Community Schools
- Tammy Wawro, President, Iowa State Education Association
- Justin Wagner, Superintendent, Harlan Community Schools
- Thatcher Williams, Iowa PTA

APPENDIX D

Input Summaries

• Across Stakeholder Groups • Stakeholder Input and Impact •

The new ESSA Template provided by USED narrowed requirements for public input to Sections A.3.iv and A.4.ii.c. only. Iowa exceeded these minimum requirements by conducting outreach and obtaining input across all components of the ESSA plan and providing a summary of how concerns and issues were addressed and/or led to direct changes in the plan. Though this was not required, the Department considered stakeholder input critical to the development of Iowa's ESSA Plan. Using the *Graduated Development and Input Structure*, the Department layered input opportunities from the most detailed areas of the plan to broad systems thinking across the education system and the community (See Appendix B).

Across Stakeholder Groups.

Input was gathered through (1) extensive note-taking to capture individual speaker input across large stakeholder meetings (Fall Listening and Winter Information Tours), (2) written comments provided by individual stakeholders at statewide tours and issue-specific forums, as well as email and traditional mail, and (3) directly from stakeholders through the ESSA online feedback form. Input from notes and individually written feedback from stakeholder sessions and the online feedback form was analyzed by ESSA Plan section. Major themes – and categories if applicable- were established as shown in Table 27. *Theme by Section and Feedback Type: Notes, Written and Online*. The table organization includes:

- **Section**. This area indicates the ESSA section the input is related to so that Work Teams may easily review and consider the input as sections are developed and refined. The section 0.Overall ESSA will be considered by the Department Leadership Work Team as input across the ESSA Plan. Sections represented by stakeholder feedback include the following sections:
    0. Overall ESSA. This includes feedback about ESSA in general or to the overall ESSA plan.
    1. Long-Term Goals. This includes all feedback focused on setting long-term goals.
    2. Monitoring and Technical Assistance. This includes all feedback regarding stakeholder input, feedback, representation and monitoring and technical assistance.
    3. Academic Standards and Assessments. This includes all feedback related to describing Iowa's assessments and subgroup descriptions.
    4. Accountability and School Support. This includes all feedback related to Iowa's accountability system, measures and models used to identify schools as well as school supports provided by the state.

5. Educator Quality. This includes all feedback regarding educator equity and quality within ESSA such as professional learning and supports for educators (leaders, teachers, personnel), including recruitment, retention, quality and support across the system.
6. School Conditions, Transitions and Programs. This includes feedback specific to well-rounded education, school conditions, transitions and program specific feedback.

- **Theme**. This column describes the coded themes applied to individual speaker contributions and written feedback. Sections 3, 4, 5 and 6 have major categories indicated within which themes are grouped.
- **Notes**. This column represents the frequency of the summary themes from the notes taken across the Fall Listening and Winter Information Tours and Issue-Specific Forums.
- **Written**. This column represents the frequency of the summary themes from written feedback across statewide tours, forums, email and traditional mail on the ***first*** draft. The (number) in parenthesis represents the number of summary themes coded based on written emailed feedback on the ***second*** draft. The [number] in brackets represents the number of summary themes coded based on written emailed feedback on the ***third*** draft.
- **Online**. This column represents the frequency of the summary themes from Iowa's ESSA Online Feedback form. The number represents the number of summary themes coded based on feedback on the ***first*** draft. The (number) in parenthesis represents the number of summary themes coded based on feedback on the ***second*** draft. The [number] in brackets represents the number of summary themes coded based on feedback on the ***third*** draft.
- **Total**. This column represents the total of the notes, written and online frequency of summary themes.

Table 27. Theme by Section and Feedback Type: Notes, Written and Online.

OVERALL COMMENTS					
Section	**Theme**	**Notes**	**Written**	**Online**	**TOTAL**
Overall	**A**: Align ESSA with other efforts in Iowa/state law.	4	8	8	20
Overall	**B**: Caution to not make the plan too big/like "Race to the top"/too focused on accountability/rush to get it done and lose focus on students.	2	2	0	4
Overall	**EC:** Include early childhood intentionally throughout the plan.	3	2	1	6
Overall	**F**: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.	9	10	10 (1) [1]	31
Overall	**GC**: General concern: stress on the system to implement all the things we are implementing/ESSA implementation/assessments that educators have to do, or leaving the plan too flexible/open to local control.	1	3 (1)	0 (1)	6
Overall	**OA:** Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.	5	3 (2) [1]	10 (2) [4]	27
Overall	**OT**: Other – such as Clarifications and/or focus on state law (e.g., what about the Lau plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).	8	12 (1) [2]	35 [4]	62
Overall	**P**: Ensure there is more recess, child-directed play.	1	2	0	3
Overall	**R:** Keep in mind the resources needed to support students, families and educators.	3	2	0	5
Overall	**RT**: Take this opportunity to rethink education completely.	1	0 (1)	3 (2)	7
Overall	**SC**: Continue to support small class sizes.	3	0	1	4
Overall	**SF**: Provide adequate special education funding.	2	1	2	5
Overall	**SQ-GTA:** Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.	18	17	2 [7]	44
Overall	**SS**: Concern regarding supplement not supplant decisions- use funds as intended.	2	1	0 [1]	4
TOTAL OVERALL		**62**	**71**	**95**	**228**

1. LONG-TERM GOALS					
Section	**Theme**	**Notes**	**Written**	**Online**	**TOTAL**
1	**1.CTE:** Concern that CTE is not included in long-term measures.	4	0	0	4
1	**1.D:** Include definitions (e.g., children with disabilities, English learner, special education, gifted/talented, etc.)	1	0	0	1
1	**1.GA:** General appreciation of the long-term goal areas, way of setting goals, assessments, measures (e.g., 95% graduation rate; input on goals, etc.)	9	0	0	9
1	**1.GA-EL:** General appreciation of the long-term section, specifically mention of English learner.	2	0	0	2
1	**1.GC:** General concerns or questions about the long-term goals and whether they will be attainable, how long-term goals will be set, and/or goals like the graduation cohort (4/5 year) or 95% goal.	8	0	0	8
1	**1.GOALS:** Set realistic goals across measures and detail what will happen if a district does not meet the goals set (e.g., growth specifically)	4	0	0	4
1	**1.GRAD:** Concern that the graduation long-term goal should be based on cohort through 21 or districts will push to graduate students rather than ensuring they understand the content.	3	0	0	3
1	**1.OC:** Concerns or questions about other content areas – like science and social studies, not included in the long-term goals.	3	0	0	3
TOTAL LONG-TERM GOALS		**34**	**0**	**0**	**34**

2. MONITORING AND TECHNICAL ASSISTANCE					
Section	**Theme**	**Notes**	**Written**	**Online**	**TOTAL**
2	**2.C:** Establish a communication plan to disseminate/support this plan that makes sense to the greater population.	5	0	1 [1]	7
2	**2.CF**: Establish effective community and/or family engagement/partnerships.	1	2	9	12
2	**2.F:** Establish issue-specific forums or feedback sessions for indicated areas: English learner Experts; Special Education Experts.	19	0	3	22
2	**2.T:** Include the following voices across the ESSA Teams and/or Advisory: Early Childhood, Students, and representation of wellness (e.g., physical education, health, wellness, nutrition)	1	6	1	8
2	**2.TY**: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.	6	7	11 (1)	25
2	**2.EV:** Expand input and representation across stakeholders, community, parents, universities, teacher prep, subgroups, etc.	4	0	0	4
2	**2.V**: Establish a vision for education in Iowa.	0	0	1	1
TOTAL MONITORING AND TECHNICAL ASSISTANCE		**36**	**15**	**28**	**79**

3. ACADEMIC STANDARDS & ASSESSMENT

Assessment					
Section	**Theme**	**Notes**	**Written**	**Online**	**TOTAL**
3	**3.DLM:** Include Dynamic Learning Maps as our alternate assessment for proficiency in ESSA, goals, reporting and/or accountability.	10	0	0	10
3	**3.F**: Concern about funds to support assessments – who will support all the testing?	3	1	1	5
3	**3.GC**: General concern about Iowa's summative assessment and/or the amount of testing required of students (alignment, what assessments will be used).	20	10	8	38
3	**3.I**: Establish assessments to impact efficacy of instruction for all students.	0	1 (4)	2 (5)	12
3	**3.M:** Appreciation for the advanced mathematics coursework information and/or highlighting AP.	2	0	0	2
3	**3.SB:** Concern about Smarter Balance not being the summative assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's summative assessment. (this is also indicated for any respondent that talks about G/T and ceiling effects)	36	0	0 (4)	40
	Total Assessment	**71**	**16**	**20**	**107**
Subgroup					
3	**3.DS:** Define subgroups – confusion or concern about subgroup delineation or definition and why some groups are not identified as a subgroup.	9	0	2 [2]	13
3	**3.EL:** Concern or confusion on the definition of "languages other than English that are present to a significant extent…" and/or EL information in this section as a whole.	12	0	0	12
3	**3.S-G:** Establish gender as a subgroup for reporting and accountability.	1	1	0	2
3	**3.S-GT**: Establish Gifted and Talented as a subgroup for reporting and accountability.	20	3 (4)	5 (5)	37
3	**3.S-L:** Establish LGBT as a subgroup for reporting and accountability.	0	0	0 (1)	1
3	**3.S-MH:** Establish mental health/illness as a subgroup for reporting and accountability.	1	0	0 (1)	2
	Total Subgroup	**43**	**8**	**16**	**67**
TOTAL ACADEMIC STANDARDS & ASSESSMENT		**114**	**24**	**36**	**174**

4. ACCOUNTABILITY & SCHOOL SUPPORT					
Model					
Section	**Theme**	**Notes**	**Written**	**Online**	**TOTAL**
4	**4.G**: Establish a growth model using Iowa's summative assessment for accountability purposes.	7	2	9	18
4	**4.P**: Establish a proficiency model using Iowa's summative assessment for accountability purposes.	0	1	2	3
4	**4.SS:** Average scale score is appropriate to use.	4	0	0	4
	Total Model	**11**	**3**	**11**	**25**
DA, ESSA, IRC					
4	**4.DA:** The desk audit embedded into the common supports is a good idea.	0	0	2	2

4	**4.DAS:** Provide clarity regarding alignment of state/federal measures and mandates and one-process – provide clarity on accountability/continuous improvement in general, and/or what this looks like for all schools, e.g., charters, home school, online.	6	0	2	8
4	**4.N**: General concern about the N size for accountability and what this means for subgroups (e.g., English learners, Gifted and Talented, Special Education). How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.	36	7	16	59
4	**4.IRC:** Provide clarity on the alignment between the Iowa School Report Card and its relation to ESSA; either align to IRC; or do not align to IRC.	5	0	4	9
	Total DA-ESSA-IRC	**47**	**7**	**24**	**78**
Measures					
4	**4.M:** Clearly describe measures, calculations, etc.	1	0 (4)	2 (1)	8
4	**4.M-ACT**. Establish measures for reporting and accountability that include ACT, SAT, college and career ready and/or AP.	0	4 [1]	3	8
4	**4.M-BL:** Establish measures for reporting and accountability that include the number of students who are bilingual.	0	1	0	1
4	**4.M-CS:** Some concern about the 4th measure – will students take it seriously, will parents complete it, is it available in different languages, is it online or paper.	9	0	3 [1]	13
4	**4.M-EC**: Establish measures for reporting and accountability that include Early Childhood data.	2	1	2	5
4	**4.M-EL:** Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.	24	0	0 [1]	25
4	**4.M-FAM:** Establish measures for reporting and accountability that include fine arts and music.	0	1	1 (14) [3]	19
4	**4.M-G:** Separate proficiency from growth at the high school level.	0	0	3	3
4	**4.M-Grad:** Concern about how subgroups affect graduation rate (special education, G/T, transient population) – is a five year cohort rate sufficient?	1	0	5	6
4	**4.M-L:** Establish measures for reporting and accountability that include library services/access.	0	1	1	2
4	**4.M-NT**: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.	16	13	14 (5)	48
4	**4.M-PE:** Establish measures for reporting and accountability that include PE/health/wellness metrics.	2	5 [1]	3 [2]	13
	Total Measures	**55**	**32**	**64**	**151**
Identification and Support					

4	**4.F:** Provide clarity about the set aside funds and how they are calculated and used; use funds to support programs; use funds to support specific areas/groups; use funds to support targeted as much as comprehensive; revisit the funds.	2	0	2	4
4	**4.ID:** Provide clarity on how targeted and comprehensive sites are identified.	0	1 (4)	3 (1)	9
4	**4.S:** Describe or make clear supports for targeted and comprehensive sites, what support looks like in a continuous improvement process, (e.g., is the summer institute required; how support is provided to educators/schools; how this might impact subgroups).	3	3	1	7
4	**4.W:** Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth (increase to some # more than .75).	8	1	9	18
	Total Identification and Support	**13**	**9**	**16**	**38**
TOTAL ACCOUJNTABILITY & SCHOOL SUPPORT COUNT		**126**	**51**	**115**	**292**

5. EDUCATOR QUALITY					
Professional Learning					
Section	**Theme**	**Notes**	**Written**	**Online**	**TOTAL**
5	**5.PL**: Support effective Professional Learning for educators (regardless of content).	4	2	5 (8) [5]	24
5	**5.PL-EC**: Support effective Professional Learning for Educators (and describe what it looks like)– Early Childhood.	2	2	1	5
5	**5.PL-EL**: Support effective Professional Learning for Educators (and describe what it looks like)– EL.	37	0	6 [3]	46
5	**5.PL-FA:** Support effective Professional Learning for educators (and describe what it looks like)– Fine Arts.	2	0	0 (20) [10]	32
5	**5.PL-GT**: Support effective Professional Learning for educators (and describe what it looks like)– Gifted and Talented.	10	5 (5) [4]	9 (2) [4]	39
5	**5.PL-IHE**: Support effective Professional Learning for educators (and describe how Iowa will work with IHEs)– Institutes of Higher Education.	5	1	0	6
5	**5.PL-L**: Support effective Professional Learning for educators (and describe what it looks like)– Librarians.	0	5	3 [2]	10
5	**5.PL-MTSS**: Support effective Professional Learning (and describe what it looks like)– on MTSS (appreciate the focus on MTSS).	7	0	5	12
5	**5.PL-Para:** Support effective paraprofessionals – their professional learning, and the professional learning of educators who work with them to effectively direct them in the classroom.	1	1	2	4
5	**5.PL-PE:** Support effective Professional Learning for educators (and describe what it looks like)– PE, health, wellness.	1	4	0 (1)	6
5	**5.PL-R:** Support effective Professional Learning for educators (and describe what it looks like)– Reading.	3	1	5	9
5	**5.PL-SE**: Support effective Professional Learning for educators (and describe what it looks like)– Special Education.	5	2 [2]	3	12
5	**5.PL-TI:** Support effective Professional Learning for educators (and describe what it looks like)– Trauma-informed.	9	5	2 (9)	25
5	**5.PL-V:** Support effective Professional Learning for educators (and describe what it looks like)– on Violence/Sexual Abuse.	0	0	0 (7)	7
	Total Professional Learning	**86**	**39**	**112**	**237**
Recruitment, Retention, Quality and Support					
5	**5.D:** Provide clear definitions (e.g., definition of minority student).	6	0	0	6
5	**5.E**: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).	29	3	10 (1)	43

5. EDUCATOR QUALITY					
5	**5.EE**: Develop a new educator evaluation plan or system – consider how to evaluate different educators in their roles (e.g., school counselors evaluated by other school counselors).	8	1	1	10
5	**5.QE:** Concern about one test to determine the quality of an educator and whether an individual can become a teacher or not.	0	0	1	1
5	**5.RR:** Describe and fund activities specific to recruitment and retention of teachers, ensuring diversity/quality of educators in the field; focus on shortage areas (e.g., deaf/blind/visually impaired, special education, early childhood, gifted and talented, school counselors, etc.).	5	4	2	11
5	**5.TLC:** Describe how TLC provides the structure for educator support/connect TLC; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas (e.g., special education, EL, gifted/talented, admins).	14	4	2	20
	Total Recruitment, Retention, Quality and Support	**62**	**12**	**17**	**91**
TOTAL EDUCATOR QUALITY		**148**	**51**	**129**	**328**

6. SCHOOL CONDITIONS, TRANSITIONS & PROGRAMS					
Support All Content Areas (Standards)					
Section	**Theme**	**Notes**	**Written**	**Online**	**TOTAL**
6	**6.AC**: Support all content areas and/or standards across content areas (e.g., include Early Learning/Iowa required standards/Essential Elements in the plan and/or the ELS/Iowa required standards/Essential Elements as a focus of professional learning).	29	3	10 (3) [1]	46
6	**6.AC-AP:** Support access to AP courses for students.	0	1	2	3
6	**6.AC-CTE**: Support all content areas and/or standards across content areas – Career and Technical Education.	3	3	3	9
6	**6.AC-FA**: Support all content areas and/or standards across content areas – Fine Arts.	2	11	8 (34) [7]	62
6	**6.AC-L**: Support all content areas and/or standards across content areas – Languages/World Languages.	0	1	0	1
6	**6.AC-M**: Support all content areas and/or standards across content areas – Music.	1	5	1 [1]	8
6	**6.AC-PE**: Support all content areas and/or standards across content areas – Physical Education, health, wellness.	4	10 [1]	10 [19]	44
6	**6.AC-SS**: Support all content areas and/or standards across content areas – Social Studies.	7	5	8 [2]	22
6	**6.AC-STEM**: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics.	3	6 [1]	4 (1)	15
	Total All Content Areas	**49**	**47**	**114**	**210**

Equity					
6	**6.ECol**: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students.	3	3	5	11
6	**6.E-GT**: Promote equity of instructional opportunity for all students - Gifted and Talented.	8	6 (4) [5]	11 (5) [6]	45
6	**6.E-I**: Promote equity of instructional opportunity for all students.	8	2 [2]	15	27
	Total Equity	**19**	**22**	**42**	**83**
Support for Programs					
6	**6.S-BL**: Support bilingual education (in preschool; in school; to support families).	1	1	1	3
6	**6.S-EC**: Support quality Early Childhood/Preschool programs.	2	6	8	16
6	**6.S-L**: Support strong libraries/library programs; and effective, certified librarians.	14	15	22 [2]	53
6	**6.S-May**: Support the “mays” through block grants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.	10	8	3 (4)	25
6	**6.S-MH**: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.	15	11	7 (3)	36
6	**6.S-N**: Support school nurses.	0	5	1	6
6	**6.S-PE:** Support quality programs for schools/educators to help students in all things related to health, wellness, physical education content.	0	0	4	4
6	**6.S-SC**: Support quality school counselors, school guidance programs.	3	9	8	20
	Total Support for Programs	**45**	**55**	**63**	**163**
Other					
6	**6.B**: Promote business interactions with schools/students and/or career exploration programs (e.g., tours, visits, career exploration, how to prepare for the workforce).	0	2	2	4
6	**6.MTSS:** Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports.	14	0	2	16
6	**6.PR:** Program requirements need to be explicit, across all programs (entrance/exit, homeless, migrant, title I, etc.)	10	0	0	10
	Total Other	**24**	**2**	**4**	**30**
TOTAL SCHOOL CONDITIONS, TRANSITIONS & PROGRAMS		**137**	**126**	**223**	**486**

Figure 3 shows the frequency of feedback elicited across each of the seven ESSA sections.

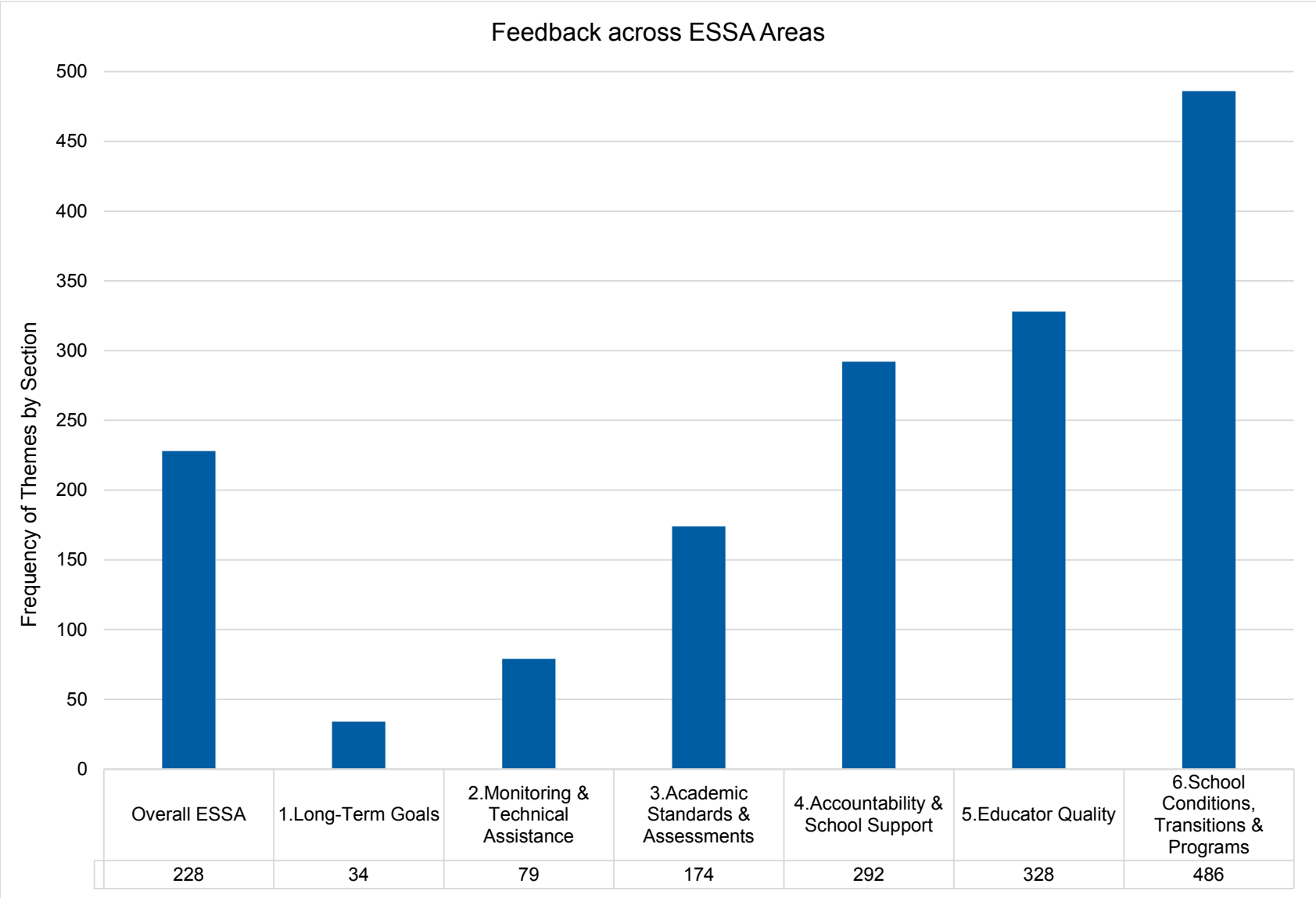


Figure 3. Frequency of Feedback by ESSA Section.

Figures 4 through 8 illustrate the frequency of themes across each of the seven sections. Although all feedback was reviewed and considered in the development and revision of the ESSA Plan – those themes with the highest frequency were considered most critical to be considered in revisions (e.g., a frequency of 10 themed codes or more).

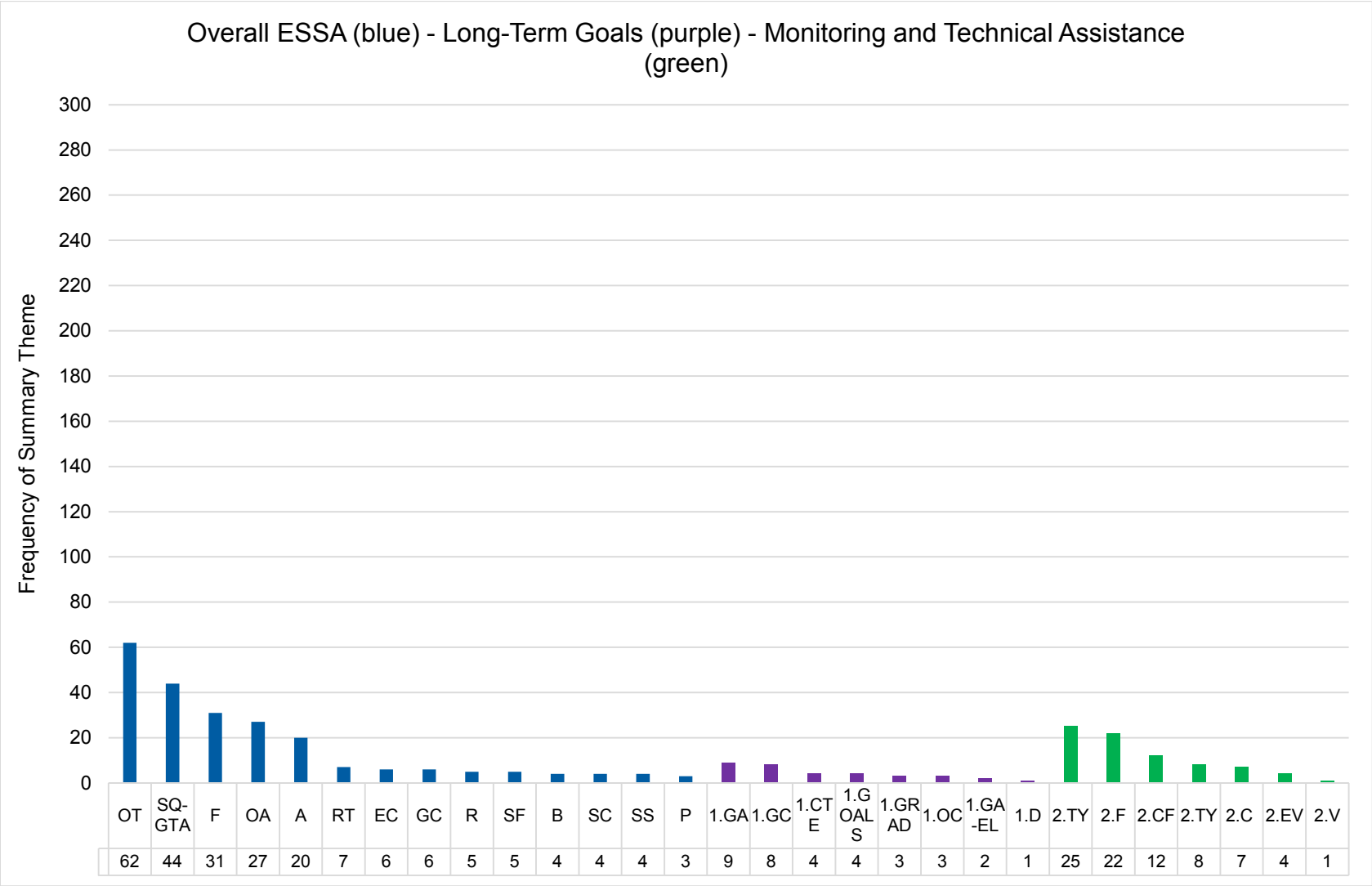


Figure 4. Frequency of summary themes: Overall ESSA, Long-Term Goals and Monitoring and Technical Assistance

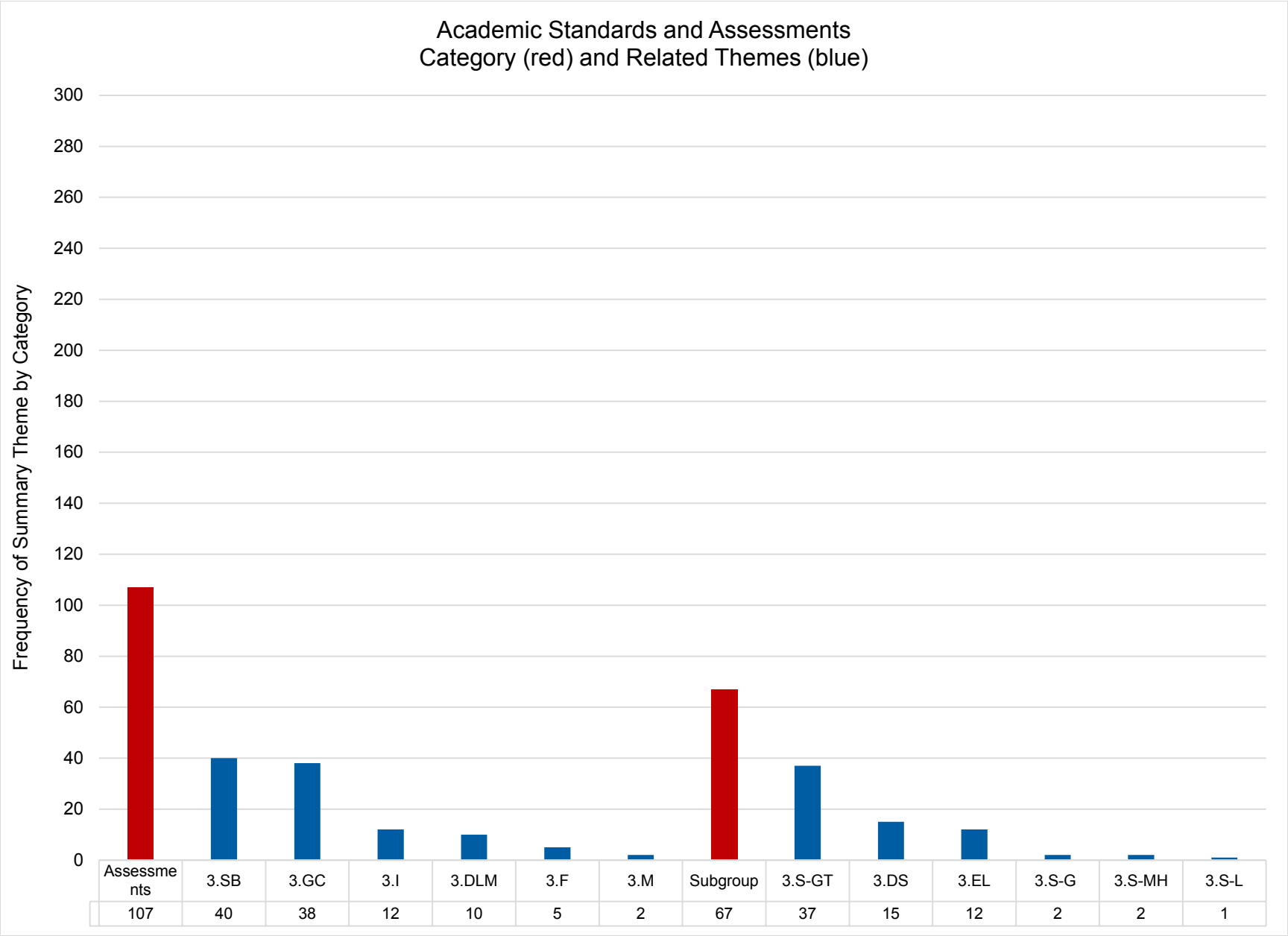


Figure 5. Frequency of categories and related summary themes: Academic Standards and Assessments.

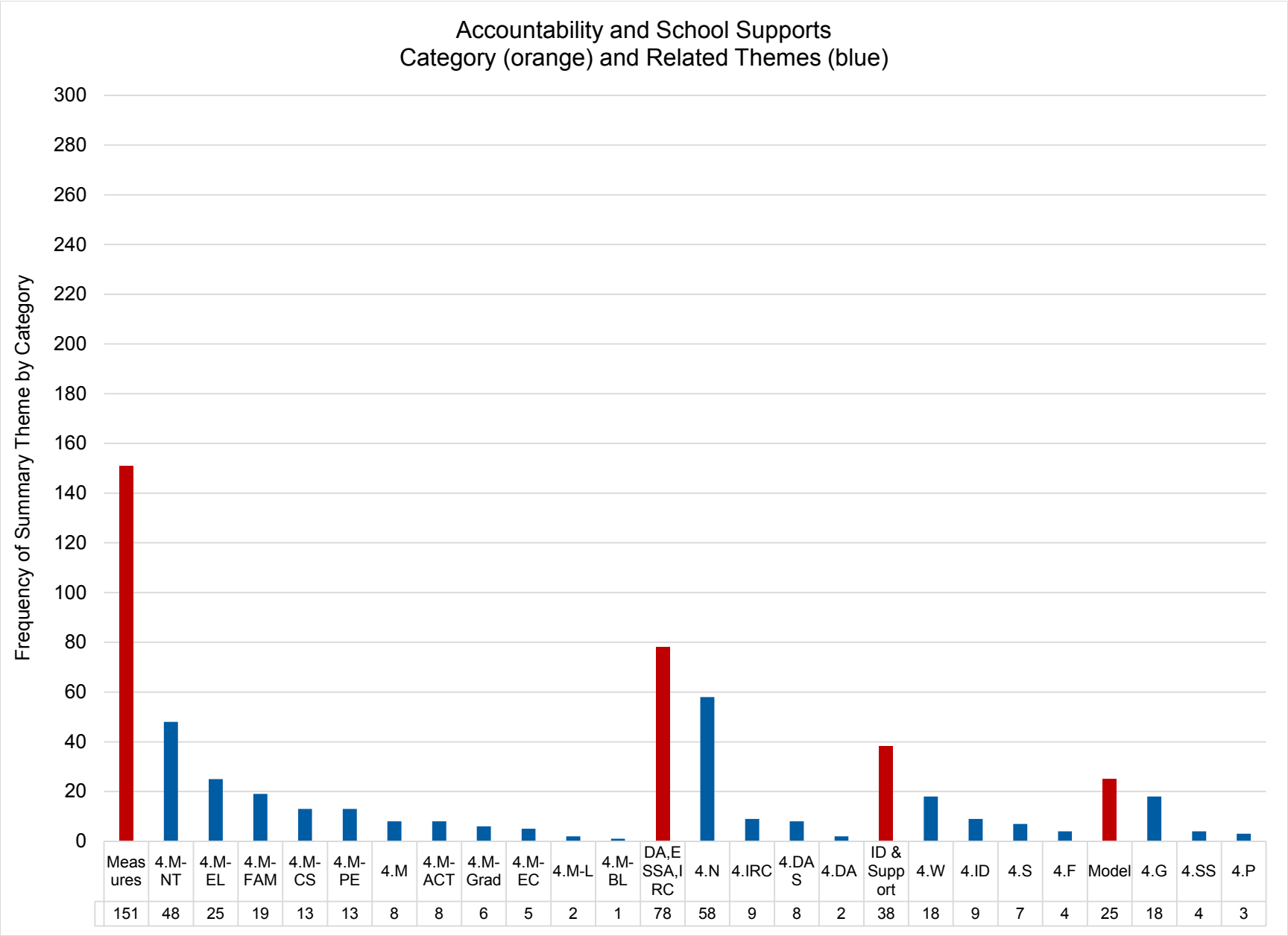


Figure 6. Frequency of categories and related summary themes: Accountability and School Supports.

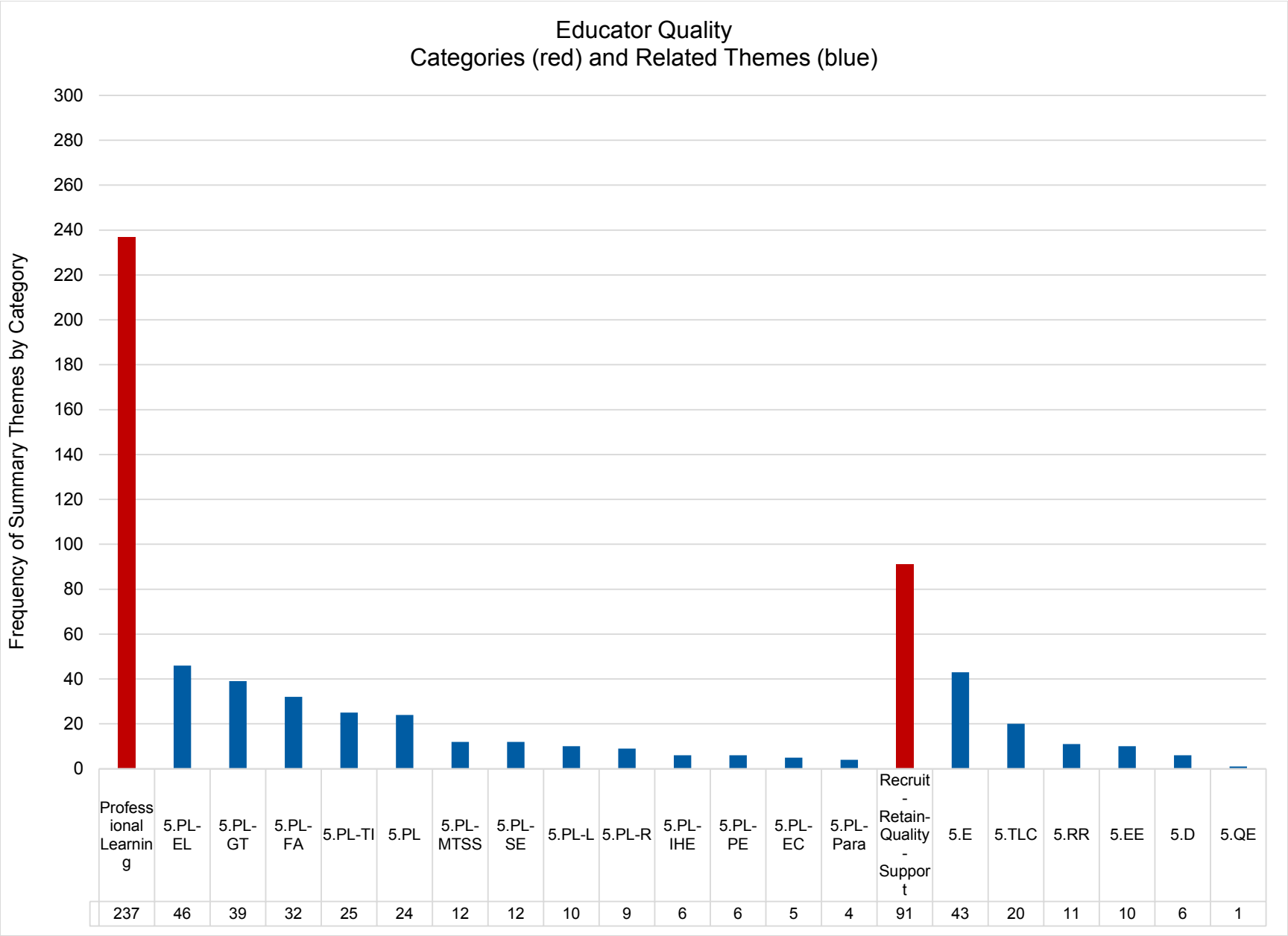


Figure 7. Frequency of categories and related summary themes: Educator Quality.

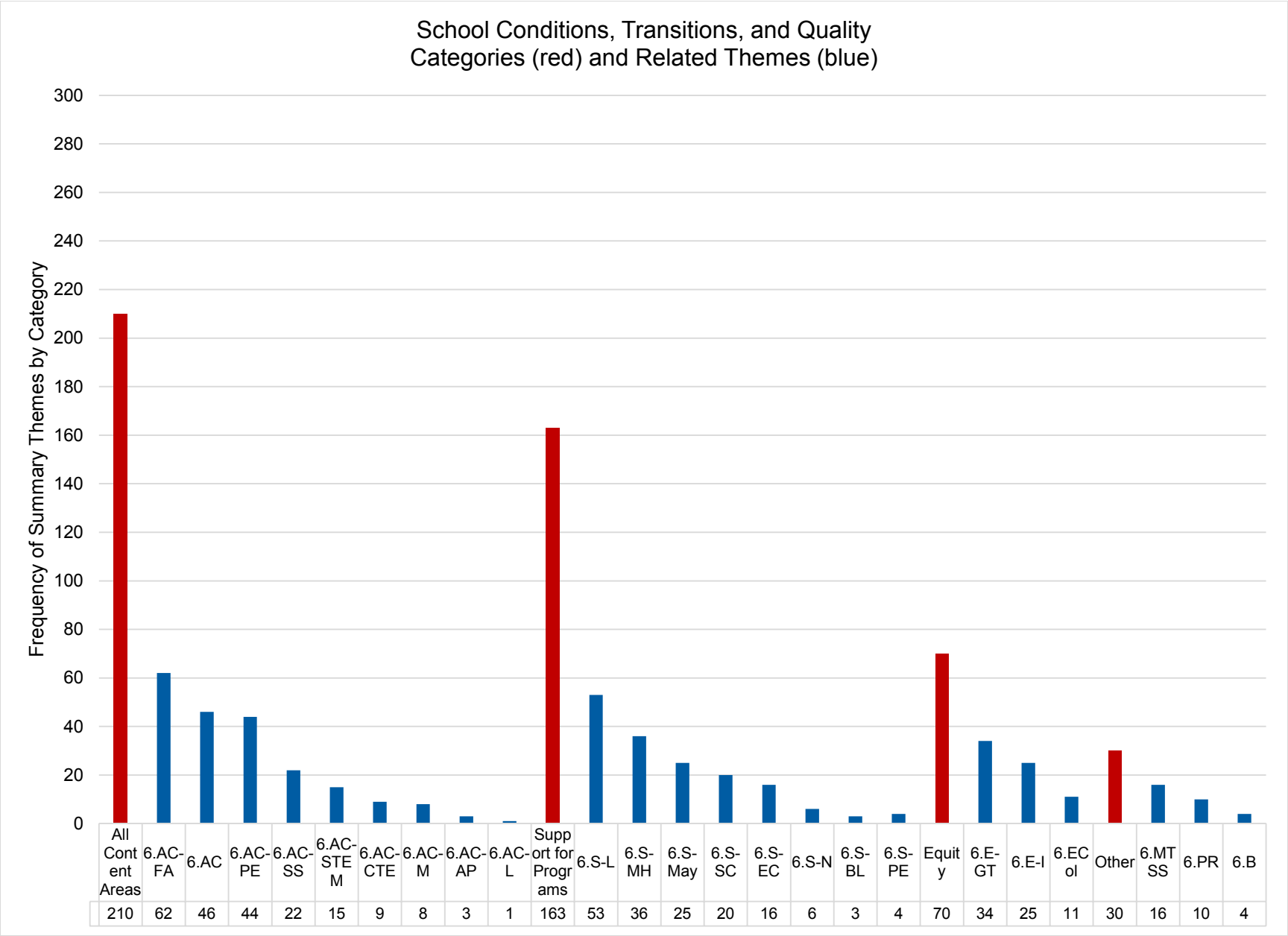


Figure 8. Frequency of categories and related summary themes: School Conditions, Transitions and Programs.

Stakeholder Input and Impact.

Table 28 provides a broad overview of Iowa's public and key stakeholder input – including input and recommendations from the ESSA Advisory Committee - and the impact of this input on the ESSA plan. Note that feedback was gathered using the previous template and therefore had to be restructured in order for work teams to use the information in the current template format.

The N referred to throughout Table 30 is the number of occurrences of a themed code. Although all feedback was reviewed and considered in the development and revision of this ESSA plan across work teams– those themes with the highest frequency were considered most critical to be considered in revisions (e.g., a frequency of 10 themed codes or more). Any theme with a frequency of nine or less is described as, "a few stakeholders."

Table 28. Public and Key Stakeholder Input Summary and Impact by Section.

0. Overall. This includes feedback about ESSA in general or to the overall ESSA plan.	
Input Summary	**Impact on ESSA Plan**
Several stakeholders indicated: • Questions or concerns related to areas outside of the ESSA plan, and therefore were not applicable to the plan in general (N=62). For example, there were many concerns about the Lau plan (a civil rights issue and therefore not included in the ESSA plan), special education procedures and/or law (the Individuals with Disabilities Education Act-IDEA), and some confusion surrounding universal screening requirements and third grade retention (related to Iowa Code 279.68 and therefore not referenced in the ESSA plan). • Specific questions or comments that will be addressed in subsequent guidance or technical assistance (N=44). • Statements that indicated the Department should include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds (N=31). • Comments that indicated the Department should align ESSA with other efforts in Iowa/state law (N=20). • Overall appreciation of the plan or indication that the plan is liked/appropriate (N=27) Further, a few stakeholders also asked that we keep the following in mind: • Include early childhood intentionally throughout the plan	To address the input provided, the Department intends to: • Develop support documents that outline what the Every Student Succeeds Act law entails, and what it does not, in order to provide clarity on state and federal requirements. • Consider all input as we develop guidance and technical assistance throughout 2017-18 and beyond, • Continue to commit to supporting flexibility of ESSA, including equity and flexibility in use of funds and we will seek to illustrate this throughout guidance and technical assistance. • Continue to intentionally align statewide work within the state ESSA Plan. Some examples include Teacher Leadership and Compensation as the framework within which professional learning may be supported, the *Unified Differentiated Accountability and Support System* that aligns state and federal requirements, a consolidated action plan, STEM, and Future Ready Iowa. Finally, we will continue to keep first and foremost in the work that everything we do is to increase student outcomes and success – and believe we have put forth a plan that is as streamlined, efficient, equitable, flexible, and supportive as possible.

• A caution to not make the plan too big/like “Race to the top”/too focused on accountability/rush to get it done and lose focus on students, • Keep in mind the resources needed to support students, families and educators. • General concerns about the stress on the system to implement all the things we are implementing/ESSA implementation/assessments that educators have to do, or leaving the plan too flexible/open to local control. • Ensure there is more recess, child-directed play. • Take this opportunity to rethink education completely. • Continue to support small class sizes. • Provide adequate special education funding; and • Concerns regarding supplement not supplant decisions- use funds as intended.	
1. Long-Term Goals. This includes all feedback focused on setting long-term goals	
Input Summary	**Impact on ESSA Plan**
A few stakeholders expressed a general appreciation of the long-term goal areas, the description of setting goals, the assessments within the plan as well as the measures (e.g., 95% graduation rate; input on goals, etc.) with specific appreciation English learners were mentioned in this section. However, there were also general concerns or questions about the long-term goals and whether they will be attainable, how long-term goals will be set, and/or goals like the graduation cohort rate (4-year and 5-year extended) or 95% goal). In addition, a few stakeholders asked the Department to think about: • Concerns that Career and Technical Education is not included in our long-term measures; • Setting realistic goals across measures and detailing what will happen if a district does not meet the goals set (e.g., growth specifically); • Specific concerns about the graduation rate, in that the long-term goal should be based on cohort through 21 as there were concerns that districts would push to graduate students rather than ensuring students understand the content;	The new ESSA template necessitated several changes to this section. We were required to set long-term goals rather than provide a description of the process to set long-term goals. The Department will develop support documents for ESSA, clarification of long-term goals as goals that USED requires in the areas of ELA, mathematics and English learner progress. Long-term goals are not required for the identified ESSA measures within Iowa’s *Unified Differentiated Accountability and Support System*.

• Concerns or questions about other content areas – like science and social studies, not included in the long-term goals; and • Including definitions such as children with disabilities, English learners, special education, gifted/talented, and so on.	
ESSA Advisory Committee feedback in this area is below. In regards to long-term goals, the ESSA Advisory Committee was in general agreement that the established long-term goals were appropriate given our current circumstances. It was recommended that the Department over-communicate (create a companion document) that once the new state summative assessment is selected, there will be a process to bring together stakeholders to establish new long-term goals.	
2. Monitoring and Technical Assistance. This includes all feedback regarding stakeholder input, feedback, representation and monitoring and technical assistance	
Input Summary	**Impact on ESSA Plan**
Stakeholders were appreciative of the opportunity to provide input to be considered in the development of the ESSA plan (N=25). At the same time, feedback pointed to a need to establish effective community and/or family engagement/partnerships (N=12), and establish issue-specific forums or feedback sessions for English learner Experts and Special Education Experts (N=22). A few stakeholders indicated a need to include following voices across the ESSA Teams and/or Advisory: Early Childhood, Students, and representation of wellness (e.g., physical education, health, wellness, nutrition), and in general expand input and representation across stakeholders to include more representation from the community, parents, universities, teacher preparation programs, subgroups, and so on. Input from a few stakeholders focused on the need to establish a communication plan to disseminate/support the plan that makes sense to the greater population and that the Department should establish a vision for education in Iowa beyond what was already detailed in the plan.	We engaged with stakeholders throughout development of the ESSA Plan, obtaining feedback via the ESSA Online Feedback form. We intentionally included at least one student voice on ESSA Advisory Committee – and included the statewide English Language Learner Leadership Team and the Special Education Advisory Panel as issue-specific-forums. The ELL Leadership Team provided specific recommendations that have been included in the Title III entrance and exit criteria. Further, input was gathered from across the state in the Winter Information Tour; participants included community members, school board members, parents, university personnel, educators, and representatives of specific populations (e.g., special education, English learners, Gifted/Talented). Finally, our vision for education in Iowa aligns to our state board vision. Once the plan has been approved by USED, the Department will create a comprehensive communication plan.
3. Academic Standards and Assessments. This includes all feedback related to describing Iowa's assessments and subgroup descriptions	
Input Summary	**Impact on ESSA Plan**
Stakeholder input was focused on assessment (N=107) and subgroup definition, designation and/or support (N=67). In the **Assessment** category, the primary feedback centered around concerns regarding Smarter Balance (SB) being the summative assessment for Iowa – and concerns on the opposite – concern that SB may not be Iowa's assessment and what this may mean for Iowa (e.g., there are no	In regards to input surrounding **Assessment**, in the 2017 Iowa Legislative session, SF 240 passed which directed the Department to issue a RFP for a new statewide general education assessment to be given in the 2018-19 school year. While the Department understands the concerns regarding the summative assessment, current circumstances dictate the continued use of the Iowa Assessments in reading, mathematics and science for the 2017-18

ceiling effects and so the assessment accommodates Gifted and Talented students). There was some general concerns about testing overall, Iowa's summative assessment and/or the amount of testing required of students, and a call to include Dynamic Learning Maps as our alternate assessment for proficiency in ESSA, goals, reporting and/or accountability. Finally, some stakeholders asked that the Department establish assessments to impact efficacy of instruction for all students, and take into consideration the ability of the measure to indicate growth of all students. A few stakeholders indicated: • Concerns about funds to support assessments and asked the question - who will support all the testing; and • A general appreciation for the advanced mathematics coursework information and/or highlighting AP. In the **Subgroup** category, the majority of the feedback recommended that the Department establish Gifted and Talented as a subgroup for reporting and accountability, followed by some concern or confusion on the definition of "languages other than English that are present to a significant extent…" and/or English learner information as a whole, and a recommendation to provide definitions of subgroups. A few stakeholders recommended the addition of gender as a subgroup (N=2) mental health/illness as a subgroup (N=1) and LGBT (N=1) for reporting and accountability.	school year. On July 1, 2017, the Department issued a RFP for the new statewide general education assessment as required by SF 240. Dynamic Learning Maps has been included in the plan as our alternate assessment in the plan. In response to concern regarding Iowa's summative assessment and the amount of testing required of students, funds to support required assessments, and need to ensure assessments are implemented that impact efficacy of instruction, the Department will conduct an internal assessment audit. Once completed, results of the assessment audit will be shared across stakeholders. For details, see Appendix F. To address concerns expressed in the **Subgroup** category, the Department: • Included only the required subgroup designations, and the required assessments for reporting and accountability. • Included specific language around EL entrance and exit criteria developed and supported by the statewide EL Leadership Team. • Will continue to encourage districts and schools to disaggregate data that makes sense within their local context, such as gifted and talented and early childhood.

ESSA Advisory Committee feedback in this area is below.

- **Gifted and Talented as a subgroup in Accountability**. There was some agreement that if we added gifted and talented as a subgroup, it would ensure that this population would be a higher priority (data reporting, review and be responsible to this population above what is currently occurring). However there was a general understanding that the law does not require gifted and talented as a subgroup. Further, equity issues were a concern (e.g., if we delineate G/T as a subgroup though it is not required by law, but not other populations, this becomes an equity issue). There was an additional concern around the rationale for having gifted and talented as a subgroup (i.e., what would we do with the data as a state). It was generally agreed that gifted and talented could be data disaggregated at the local level.
- **Science as an additional assessment piece in reporting and accountability**. There was some discussion that if we added science as an additional measure we would ensure focus in this area, align with the state's emphasis on STEM efforts, as well as align what we assess (ELA, math, science) - to what we include in accountability (ELA, math). However there was a general understanding that the law does not require science as an accountability measure. Further discussion focused on the rationale for including science as the grades included are different,

and a concern was raised regarding the rationale for putting science into accountability (i.e., does it add to our knowledge of what schools need). Finally, some considered additional measures beyond what is required an increase in data burden.

- **Nationally recognized assessments in high school as an assessment option**. There was some discussion that ACT is relevant for some high schools students, and that districts should be able to use ACT as a measure within district. A larger portion of the discussion focused on the high cost of ACT, that the tool measures college readiness, but does not apply to students taking other avenues after high school, that it doesn't measure growth and is not used to change instruction or educator practices with several expressing concerns about equity and access.
- **Issue-specific group feedback**. Advisory was in general agreement that the Department and Advisory should continue to adhere to the guiding principles of not adding more to the plan than what is required. Some recommended to ensure districts and schools understand that they may go beyond requirements in disaggregation of data, support of programs and content areas, and professional learning for staff.

4. Accountability and School Support. This includes all feedback related to Iowa's accountability system, measures and models used to identify schools as well as school supports provided by the state

Input Summary	Impact on ESSA Plan
Stakeholder input in this area centered on clarity around the measures used within accountability (N=151), general concerns about ESSA, Differentiated Accountability or the Iowa Report Card (N=78), input on the identification of and support for schools (N=38), and models for selected measures (N=25). In the **Measures** category, the most significant feedback was to ensure that we established measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) and a general support for the 4th measure, the IYS: Conditions for Learning Survey. Other significant input included some expressed concern about the measures for English learners, in that the measures should include student characteristics, some concern about the Conditions for Learning Survey and whether students will take such a survey seriously, its availability in other languages, the ease of parent access to the survey and how best to scale the survey that is most supportive to districts, as well as a recommendation to include PE/health/wellness metrics in accountability measures. An additional recommendation was to include a measure for reporting and accountability in the area of fine arts and music. A few stakeholders indicated: • Accountability measures should include one of the following: ACT, SAT, college and career ready and/or AP, Early Childhood, fine arts and	To address concerns expressed in the **Measures** category, the Department: • Included IYS: Conditions for Learning as part of the reporting and accountability measures. The Department, will work to provide supplemental documents constituents may use that describe the survey, its importance, and how results will be used to support school improvement; • Will work with the statewide English Language Learner Leadership Team to define and include English learner student characteristics as a consideration in the measures as guidance and/or technical assistance is developed. • Will continue to encourage districts and schools to review offerings across well-rounded content areas to help strengthen student's experience and success in a well-rounded education. To address concerns about N-size in the **General Concerns** category, the Department described the N-size and rationale within the ESSA plan. In addition, the N-size was discussed across stakeholder groups and issue-specific forums to provide clarity to how this N-size is optimal for accountability purposes. To address concerns in the **Identification and Support** category, the weighting was revised to percent-weighting only, and does not include points.

music, library services/access, and/or the number of students who are bilingual; • Some concern the 4 year and 5 year graduation cohort rate; • A recommendation to separate proficiency from growth and clearly describe measures and/or calculations. In the category of **General Concerns**, most of the feedback was focused on the N size within accountability (N size of 20) and what this may mean for subgroups. A few stakeholders indicated: • A recommendation to provide clarity on the alignment between the Iowa School Report Card and ESSA as well as the alignment of state and federal measures and mandates; and • An appreciation of embedding a desk audit within common supports. In the category of **Identification and Support** for schools, the primary feedback was around the required weighting of the ESSA measures (e.g., use either weights or points, not both; increase the weight of Conditions for Learning), with a few stakeholders recommending clarity around what school supports looks like, funding and identification of comprehensive and targeted sites. Finally, in the **Model** category, stakeholders recommended using a growth model for accountability, and a few stakeholders recommended using a proficiency model, and indicated that an average scale score is appropriate to use within the ESSA measures. Specific feedback on the Post-Secondary Readiness indicated the Department should: 1. Include a Post-Secondary Readiness indicator, and 2. Not use *remediation* as the single Post-Secondary Readiness indicator. Further feedback on this indicator from the ESSA Advisory Committee is below.	To address concerns in the **Model** category, measures were clearly described within the ESSA plan. In regards to concerns about the Post-Secondary Readiness measure, the Department will work across both experts and key stakeholders to establish a Post-Secondary Readiness Index (PSRI) that will be included in the ESSA Accountability Index by completing the following steps in 2017-2018: 1. **Establish Post-Secondary Readiness Task Team**. Establish team charged with the task to develop the PSRI that reflects college and career readiness. Members of this team will include experts in college and career readiness measures and outcomes. 2. **Obtain Stakeholder Feedback**. Obtain and use stakeholder feedback throughout the development of the PSRI. Key stakeholders will include, but not be limited to, representatives across universities, community colleges, business leaders, educators/education leaders, community, parents and students. 3. **Pilot and/or Model the PSRI**. Depending on the measures included in the PSRI, either pilot the index (if using any new measures) or model the PSRI (if using existing measures only). 4. **Scale the PSRI within the Accountability Index**. Scale the final PSRI into the Iowa's Accountability Index beginning in 2018-2019
ESSA Advisory Committee feedback in this area is below. • Iowa's *Unified Differentiated Accountability and Support System* is appropriate and effective model to use as it aligns and unifies state and federal requirements and simplifies continuous improvement to focus on evidence-based supports for schools.	

- Iowa's graduation measure should include an extended rate of at least 5 years, if not until the student graduates.
- Iowa's reporting N size should be N=20
- For the 4th measure – There was a general appreciation of the Conditions for Learning survey as it expands measures from academic-only measures to looking at culture and climate within a school. There were concerns about students taking this measure seriously, using the student-only results and not adding in the teacher and/or guardian responses to the score, and the need for more communication about the purpose and use of the survey. Some indicated that the points or weighting for Conditions for Learning should be equal to academic points or weighting, and some indicated it should be less.
- There was a great deal of conversation about weighting of measures, which focused primarily on points, percents, weights, which culminated in a recommendation that the team use only one way of indicating a measure as having more significance than another measure.
- The recommended three-year cycle of identification and school intervention and supports allows schools the time to develop, implement, monitor and adjust their working action plans – and allow the system the ability to focus support. In addition, there was general understanding and appreciation of the plan to use common tools, layering supports for schools, and providing all schools access to one, unified action plan.
- The recommended title of Extended Comprehensive School is appropriate for schools that do not exit Comprehensive status after three school years.
- There was overall agreement that If a Post-Secondary Readiness (PSR) measure was included in Iowa's ESSA Accountability Index, that it needed to be multiple measures within an index. Further, Advisory indicated that more work and discussions are warranted before any such measure is included.
- Advisory was concerned about the weighting of participation, PSR, Conditions for Learning and Progress in Achieving ELP. It was recommended to decrease the weighting Conditions for Learning and Progress in Achieving ELP, removing PSR from the index until there is agreement on how to measure readiness, and establishing a more nuanced way weight participation.

5. Educator Quality. This includes all feedback regarding educator equity and quality within ESSA such as professional learning and supports for educators (leaders, teachers, personnel), including recruitment, retention, quality and support across the system.

Input Summary	Impact on ESSA Plan
Stakeholder input in this area was in two areas – professional learning (N=237) and Recruitment, Retention, Quality and Support (N=91). In the **Professional Learning** category, the most significant feedback was to that the state support effective Professional Learning for educators who work with English learners and Gifted and Talented populations, as well as special education populations. There was also a recommendation to support professional learning for educators as a whole, regardless of content, focus learning on MTSS, and include trauma informed training, as well as training in fine arts and library services. A few stakeholders indicated professional learning for educators should focus on one of the following areas: early childhood, paraprofessionals, PE/health/wellness, reading and describe how Iowa will work with Institutes of Higher Education.	To address feedback in the **Professional Learning** category, the Department will align professional learning to Iowa's *Unified Differentiated Accountability and Support System* as well as to the Teacher Leadership and Compensation framework. The Department will support evidence-based professional learning across **all content areas** and subgroups, based on the needs of schools – including educators and leaders. Content areas include but are not limited to: Physical Education/Health, Science/Mathematics [STEM], Social Studies, World Languages, School Library Programs, Talented and Gifted Education Programs, Early Childhood Education Programs, Counseling, and Fine Arts Programs.

In the **Recruitment, Retention, Quality and Support** category, a significant amount of the feedback focused on a need to support our educators, mentor in shortage areas, and/or include such support as part of Teacher Leadership and Compensation (TLC) – as well as a recommendation to describe how TLC provides the structure for educator support with some concern about the efficacy of TLC. In addition, feedback recommended the development of a new educator evaluation plan or system that takes into consideration different educators roles (e.g., school counselors evaluated by other school counselors), and to describe and fund activities specific to recruitment and retention of teachers, ensuring diversity/quality of educators in the field; focus on shortage areas (e.g., deaf/blind/visually impaired, special education, early childhood, gifted and talented, school counselors, and so on. A few stakeholders asked that clear definitions be included in the plan, and there was a concern that one text is used to determine the quality of an educator and whether an individual can become a teacher or not.	To address feedback in the **Recruitment, Retention, Quality and Support** category, the Department continues to support educators through Teacher Leadership and Compensation, and will work to provide clarity in how such support is provided. Further, recruitment and retention of a high quality and diverse educator work force continues to be a priority, including shortage areas. In addition, the Department will strengthen partnerships with Institutes of Higher Education and preparation programs and focus professional learning on effective implementation of Multi-Tiered System of Supports.

ESSA Advisory Committee feedback specific to partnering with universities and supporting a Multi-Tiered System of Supports is provided below.

Overall, advisory indicated that we should partner with universities, and added a partnership with the School Administrators of Iowa (SAI) as well. There were discussions on exactly how to partner, with several ideas to review as we support the work statewide. Advisory also indicated a critical need to implement MTSS with fidelity and ensure everyone understands it is a framework of tiered support and not as a deficit model. To this end, it was recommended there are explicit examples of what MTSS is and is not in order to address misconceptions, and support such a tiered support framework (for all kids, gifted/talented, English learners, special education, etc.).

6. School Conditions, Transitions and Programs. Quality. This includes feedback specific to well-rounded education, school conditions, transitions and program specific feedback (all Title program feedback).

Input Summary	Impact on ESSA Plan
Stakeholder input in this area included a focus to support all content areas (N=210), programs (N=163) and equity issues (N=83), and a general "other" area (N=30). In the **Support all Content Areas** category, input focused primarily on a need to support all content areas and/or standards across content areas (e.g., include Early Learning/Iowa Required Standards standards/Essential Elements in the plan and/or the ELS/Iowa Required Standards/Essential Elements as a focus of professional learning). Other significant input included a need to support specific content areas such as fine arts, physical education/health/wellness, social studies, or Science, Technology, Engineering and Mathematics (STEM). A few	To address feedback in the **Support for Programs** and **Support all Content Areas** categories, the Department intends to support districts to creatively leverage and coordinate well-rounded opportunities that best support local context and needs. In response to feedback indicating a need to support all content areas, and statewide evidence-based work (e.g., programs, services, initiatives), the Department will support evidence-based professional learning across **all content areas** and subgroups, based on the needs of schools – including educators and leaders. This includes identifying and disseminating exemplars of evidence-based practices in specific content areas, as well as a web-based clearinghouse of those strategies that districts might incorporate into Title IV

stakeholders recommended a need to support Career and Technical Education, world languages, and music, and to support access to AP courses for students. In the **Support for Programs** category, feedback was most heavily focused on supporting strong libraries, programs and the certified librarians who work within them. Significant feedback also pointed to a need to support quality programs to help schools and educators work with students and families with social-emotional-behavioral, mental health needs, as well as needed support for quality school counselors and guidance programs, and early childhood/preschool programs. Stakeholders recommended that the state support the "mays" in the law through block grants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded. A few stakeholders notes a need to support school nurses, quality programs to help students in health, wellness, and physical education content, and support bilingual education (in preschool; in school; to support families). In the **Equity** category, stakeholders recommended that the plan promote equity of instructional opportunities for all students, and/or specifically for students who are Gifted and Talented. Additionally, it was recommended that the plan promote equity of collaboration among districts across the state to increase instructional opportunities for all students. In the **Other** category, stakeholders indicated that the focus on MTSS will help to improve student outcomes. Stakeholders also indicated the plan needs to be explicit, across all programs (entrance/exit, homeless, migrant, Title I, etc.). A few stakeholders recommended that the plan promote business interactions with schools/students and/or career exploration programs (e.g., tours, visits, career exploration, how to prepare for the workforce).	Part A plans to meet local needs. Content areas include but are not limited to: Physical Education/Health, Social Studies, Science/Mathematics [STEM], World Languages, School Library Programs, Talented and Gifted Education Programs, Early Childhood Education Programs, Counseling, and Fine Arts Programs. Further, the ESSA plan has intentionally incorporated and described Iowa Academic Standards as the foundation of this work. To address **Equity** and **Other** categories, the ESSA plan has further described all Title programs, which promote equity across students, educators and schools.
ESSA Advisory Committee feedback specific to including Iowa Academic Standards in the plan and how to develop exemplars across areas is provided below. In general, advisory indicated that language about the Iowa Academic Standards should be infused throughout the plan, though some indicated that this could be accomplished at a later date after the plan has been approved. In addition, advisory agreed that developing exemplars (maybe exemplar, mentor or model schools) across areas would be beneficial for the state – however there was a caution that it would be necessary to set up criteria that would indicate what an exemplar means so that we ensure we have quality information represented at the state level.	

APPENDIX E

• ESSA Advisory Committee: Raw Data and Summaries across Meetings •

The ESSA Advisory Committee is the primary input group for specific decision-points for the Department Work Teams. The ESSA Advisory meeting dates, times and outcomes are listed in Table 29. A summary of input is provided below, followed by notes from each meeting specific to the topics discussed.

- **Section 1: Gifted and Talented as a Subgroup**. Discussion at the February 2017 meeting focused on the benefits and challenges of designating gifted and talented as a subgroup for accountability purposes in Iowa. There was some agreement that if we added gifted and talented as a subgroup, it would ensure that this population would be a higher priority (data reporting, review and be responsible to this population above what is currently occurring). However there was a general understanding that the law does not require gifted and talented as a subgroup. Further, equity issues were a concern (e.g., if we delineate G/T as a subgroup though it is not required by law, but not other populations, this becomes an equity issue). There was an additional concern around the rationale for having gifted and talented as a subgroup (i.e., what would we do with the data as a state). It was generally agreed that gifted and talented could be data disaggregated at the local level.
- **Section 1**: **Including Science as Part of Iowa's Accountability Measures**. Discussion at the February 2017 meeting included the option of science as a measure as a part of Iowa's Accountability system. There was some discussion that if we added science as an additional measure we would ensure focus in this area, align with the state's emphasis on STEM efforts, as well as align what we assess (ELA, math, science) - to what we include in accountability (ELA, math). However there was a general understanding that the law does not require science as an accountability measure. Further discussion focused on the rationale for including science as the grades included are different, and a concern was raised regarding the rationale for putting science into accountability (i.e., does it add to our knowledge of what schools need). Finally, some considered additional measures beyond what is required an increase in data burden.
- **Section 3: Using Nationally Recognized Assessments in High School.** The February discussion also focused on the pros and cons of using nationally recognized assessments in high school. There was some discussion that ACT is relevant for some high schools students, and that districts should be able to use ACT as a measure within district. A larger portion of the discussion focused on the high cost of ACT, that the tool measures college readiness, but does not apply to students taking other avenues after high school, that it doesn't measure growth and is not used to change instruction or educator practices with several expressing concerns about equity and access.
- **Section 3: Long-term Goals**. One of the topics in the July meeting was the Academic Achievement long-term goals. All states are required to set long-term goals on the state summative assessment. Iowa is in a transition from the current assessment to an assessment to be identified through a Request for Proposals process. As the requirement still stands, the Department set a five-year long-term goal of an annual .5 percent increase in proficiency in reading and mathematics for all students, and 1

percent increase in proficiency across subgroups. Advisory members were in general agreement that this long-term goal for reading and mathematics was appropriate, given Iowa's current circumstances.

- **Section 4: Iowa's Unified Differentiated Accountability and Support Model**. Discussions across two meetings in this area focused on what was effective and what was challenging in unifying all state and federal compliance and accountability into one model. There was a general agreement that the Unified Accountability and Support Model makes sense in that (1) unifying state and federal requirements under one umbrella is efficient, (2) the model is better and more collaborative than past practices, (3) it aligns and simplifies accountability, and (4) it is the direction the state needs to go. There was some concern or clarification needed about sustainability, alignment of state and federal efforts (Iowa Report Card, ESSA, Differentiated Accountability), how accountability works across grade levels, time spent on anything other than instruction and support for students, educators and schools, and that what we have designed may be what we must do (ESSA driving our system) instead of what we should do (Iowa and our needs driving our system). Next steps included a continued discussion, clarification and refinement of Iowa's *Unified Differentiated Accountability and Support Model*. Overall Advisory understood the model, and had some appreciation of building this into the ESSA plan.
- **Section 4: Measuring proficiency using (a) Percent proficient, (b) Average scale score, or (c) Proficiency index**. Discussions across two meetings in this area were around the best way to measure proficiency in reading and mathematics for grades 3-8 and 11. There was no strong general agreement on which was the best measure. There were proponents of percent proficient and proponents of scale score. There was some discussion on complications of communications if the measure selected turns out to be difficult to explain. However it was generally agreed that it is more important to do what is right for students, and if communication is an issue, to address it after the right decision is made. The committee honored the expertise of the work teams to establish the technical aspects of measures for the ESSA plan, and therefore supported the team's recommendations in this area.
- **Section 4: Growth Models: (a) Student growth percentile, (b) Value-added model, or (c) No growth for one year**. Discussions across two meetings in this area centered on the best growth models to use in reading and mathematics for grades 3-8 and 11. This decision will be in place for one year, and then revisited after Iowa establishes a new state summative assessment. There was no strong general agreement on this. There were strong proponents of no growth until we establish the new state summative assessment – there were strong proponents of growth as districts want to ensure this information is available for them and the public. There were proponents of value-added. The committee honored the expertise of the work teams to establish the technical aspects of measures for the ESSA plan, and therefore supported the team's recommendations in this area.
- **Section 4: Graduation rate (4-year or extended year)**. Discussion ended in a general agreement that it would be a good thing to use an extended year graduation rate, at least a 5-year, and many indicated extended year for however long it takes a student to graduate.

- **Section 4: N size**. Discussion led to a general agreement that of N=20 is appropriate and makes sense. There was some concern that there will always be a small number of schools that will never be held accountable. However all schools will be invited to take part in all activities and supports provided within Iowa's *Unified Differentiated Accountability and Support Model*.
- **Section 4: Measures of School Quality and Student Success**. The discussion results in Advisory providing thirty-four suggestions for this measure and two measures that should not be part of this measure: (1) No chronic absenteeism. Things kids can't control, and (2) We don't like AP. Should be concurrent enrollment.
- **Section 4: The 4th Measure and Joining All Measures.** Overall, participants appreciated the 4th measure as the Conditions for Learning as it expands measures from academic-only measures to looking at culture and climate within a school. There were concerns about students taking this measure seriously, using the student-only results and not adding in the teacher and/or guardian responses to the score, and the need for more communication about the purpose and use of the survey. Some indicated that the points or weighting for Conditions for Learning should be equal to academic points or weighting, and some indicated it should be less. There was some discussion about using a different measure like AP/dual enrollment, but overall advisory was positive about the 4th measure as the Conditions for Learning measure. There was a great deal of conversation about weighting of measures, which focused primarily on points, percents, weights, which culminated in a recommendation that the team use only one way of indicating a measure as having more significance than another measure.
- **Section 4: Post-Secondary Readiness (PSR)**. In general, participants were hesitant to include a Post-Secondary Readiness measure in the plan, and fairly considerable agreement that a single indicator is not an appropriate way to measure this complex construct. A proposal of developing a more comprehensive Post-Secondary Readiness Index to include in the ESSA Accountability Index was presented and discussed. There was general agreement that an index would provide a better indication of readiness than a single measure. Participants were split on the utility of including a Post-Secondary Readiness Index in Iowa's plan, however. It was clear that this requires further development and discussion before it is included fully in Iowa's ESSA Plan.
- **Section 4**: **The ESSA Accountability Index**. Overall, participants appreciated the ESSA Accountability Index Decision-Making Matrix (see Appendix H). Several recommendations were suggested to provide clarity around the Matrix that will be implemented when guidance is developed. There were several concerns discussed regarding the ESSA Accountability Index weights: (1) Participation. There was a concern that this indicator was an all or nothing weight – either a school is at 95 percent and receives the full weighting, or they receive 0 percent if participation is below 95 percent, (2) Post-Secondary Readiness. Feedback was variable with some not in favor of including a Post-Secondary Readiness indicator – some with the belief it is a necessary indicator. There was considerable agreement that a single PSR indicator should not be used to measure this construct, (3) Conditions for Learning. There were concerns about effectively scaling this measure in a way that ensures the supports schools need to effectively implement an annual student survey. A few members were concerned that a student survey was the school quality measure and no other indicators such as the number of guidance counselors available to a school, ad (4) Progress in Achieving ELP. Participants were concerned about the overall weight of this indicator, especially given that Iowa has a large number of rural public schools and a relatively small population of English learners. There was a

general apprehension that many schools would not have this indicator represented in reporting or accountability, and therefore the indicated weighting would be adjusted by equally distributing the weight of this indicator across the remaining indicators.

- **Section 4.3: Plan for School Intervention Support**. Discussion focused on the plan for using common tools, layering supports, and providing all schools access to one, unified action plan. Advisory was overall positive about the school intervention/supports plan, that it integrates the system, provides support to schools, and is embedded in differentiated accountability. There were some concerns or suggestions regarding capacity to sustain such efforts, whether the model provides enough incentive and support for schools to engage and change their trajectory, and whether the plan allows schools to focus on the whole learner, outcomes, and learning needs of everyone (students, educators, leaders). Over the course of meetings, Advisory generally appreciated the supports for schools within the three year improvement cycle, and offered no further recommended changes.
- **Section 4.3: Three year Cycle of Improvement**. Discussion centered on the identification of schools (comprehensive and targeted) every three years, to allow schools the time to develop, implement, monitor and adjust their working action plans – and allow the system the ability to focus support. There was a general agreement that the three-year cycle makes sense and would provide appropriate supports for schools. There was some concern that three years may be too long to identify the lowest 5%, however the many countered that it takes at least 3 years to see change.
- **Section 4.3: Resource Allocation Plan**. Discussion did not end in a general agreement; there were more questions regarding resource allocation, and many conversations were about activities, programs, or supports that schools might implement, rather than the overall resource allocation plan. The discussion of resource allocation continued across meetings, and there was a general understanding that resource allocations were appropriate, and that statewide feedback would provide more information to review and consider in the next iterations of the plan.
- **Section 4.3: Extended Comprehensive Schools**. The discussion about what to call schools that continue to be identified as comprehensive after 3 years ended in general agreement that the term Extended Comprehensive Schools was appropriate. Discussion about what is required of these schools focused primarily on various issues such schools might encounter or need to know/do in order to improve. There were continued discussions on requirements for Extended Comprehensive Schools, which will likely impact guidance rather than the ESSA plan.
- **Section 5: Partnering with Universities and Supporting Multi-Tiered System of Supports as our Evidence-Based Framework**. Overall, Advisory indicated that we should partner with universities, and added a partnership with the School Administrators of Iowa (SAI) as well. There were discussions on exactly how to partner, with several ideas to review as we support the work statewide. Advisory also indicated a critical need to implement MTSS with fidelity and ensure everyone understands it is a framework of tiered support and not as a deficit model. To this end, it was recommended there are explicit examples of what MTSS is and is not in order to address misconceptions, and support such a tiered support framework (for all kids, gifted/talented, English learners, special education, etc.).

- **Section 6: Including Iowa Academic Standards and How to Develop Exemplars across Areas.** In general, Advisory indicated that language about the Iowa Academic Standards should be infused throughout the plan, though some indicated that this could be accomplished at a later date after the plan has been approved. In addition, advisory agreed that developing exemplars (maybe exemplar, mentor or model schools) across areas would be beneficial for the state – however there was a caution that it would be necessary to set up criteria that would indicate what an exemplar means so that we ensure we have quality information represented at the state level.
- **Section 6: Issue-specific Feedback**. Overall, feedback centered on the need to follow the original guiding principles established at the outset of developing the plan, and not add additional requirements outside what is mandated in the law. Therefore, establishing additional indicators, or subgroups, or mandated professional learning in specific content areas, or in any way exerting authority beyond the law has not been supported within ESSA Advisory.

Table 29. ESSA Advisory Meeting Dates/Times and Outcomes.

Date	Outcomes
August 18, 2016 10am – 3pm	• Participants will have an understanding of the "big ideas" and opportunities contained in the Every Student Succeeds Act. • Participants will understand how the Department of Education is organized to develop Iowa's Every Student Succeeds Act consolidated plan. • Participants will provide input on the Department's initial theory of action related to developing Iowa's ESSA plan • Participants will understand the "Big Picture" questions that will be answered as a part of Iowa's ESSA plan
October 19, 2016 10am – 3pm	• Participants will understand and provide feedback on the Department's detailed plans for ESSA plan creation. • Participants will review and provide input on a revised Theory of Action based on last meeting's input. • Participants will provide input on initial thinking regarding accountability concepts and directions • Participants will provide input on initial thinking regarding school intervention concepts and directions
December 8, 2016 10am – 3pm	• Participants will understand current status of input on Iowa's ESSA Plan. • Participants will understand how feedback was incorporated into the current Accountability section, and provide continued input to this section. • Participants will provide input on the School Intervention and Standards & Assessment sections of the ESSA Plan. • Participants will understand current status of the Foster care work within ESSA and have an opportunity to ask clarifying questions (lunch presentation)
February 17, 2017	• Participants will understand the current status of the work, timeline and input sessions. • Participants will review, discuss and provide input on the ESSA Plan draft sections one through six. • Participants will provide input on critical decisions with the ESSA Plan.
July 25, 2017	• Participants will understand the major changes in Iowa's ESSA Plan • Participants will review, discuss ad provide input on specific areas of the ESSA Plan.

Date	Outcomes
	o Long-term goals o Post-Secondary Readiness o ESSA Accountability Index o Issue-Specific Group Input

Table 30. Feedback on February 17, 2017: Section 1 – Gifted and Talented as a Subgroup and Science as an Accountability Measure.

Feedback on Gifted and Talented as a Subgroup	Feedback on including Science as an Accountability Measure
PROS. • There would be an additional spotlight on a group of kids we track anyway. It would keep gifted and talented a higher priority. • It's another opportunity indicator for us. • Whatever goes in the plan, LEAs will have to collect data and file reports. What gets measured gets done. • Anytime we specify a group, it will guarantee responsibilities to include them. There are gifted and talented students-it showcases things. CONS. • Having gifted and talented as a subgroup is not federally required. • We could report out gifted and talented as a group, but not designated this as a subgroup for ESSA. • This would add a level of complexity to what we do now. • One of our principles has been to not put in items above what is required. • Not sure there are pros and cons here - The question becomes what would we do with the data? Some schools do not have robust G/T programs as others; not sure what we would do with that information? • We would need a strong rationale to have the legislators to say okay to add G/T. Perhaps we need to encourage this at the local level rather than the state level. • Can become an equity issue if we leave out other groups.	PROS. • There would be an additional spotlight on science, bigger emphasis, more responsibility on meeting targets in science. • It is confusing that it isn't included as an accountability measure (when reading and math are included) • Adding science as an accountability measure aligns with the emphasis on STEM. • Adding science will make what we assess (ELA, math, science) and what we include in accountability (ELA, math) aligned. • STEM is large and integral part to everything. CONS. • ESSA requires reading and math, not science. • One of our principles has been to not put in items above what is required. • Does adding science as a measure get us something helpful? Not sure it does – wondering why would we put more measures in accountability. • We should provide a minimum federal plan. • This would be an increase in data-burden – is this a critical measure for accountability reasons? • One more thing in accountability, but doing it anyways

Feedback on Gifted and Talented as a Subgroup	Feedback on including Science as an Accountability Measure
• Where is the start and stop point (what about other groups that believe they need to be a subgroup beyond what ESSA requires)? Is it necessary?	
SUMMARY: There was some discussion that if we added gifted and talented as a subgroup, it would ensure that this population would be a higher priority (data reporting, review and be responsible to this population above what is currently occurring). However there was a general understanding that the law does not require gifted and talented as a subgroup and equity issues if we delineate G/T as a subgroup but not others and some discussion of subgroups and the rationale for doing so (i.e., what would we do with the data as a state). Some thoughts on having gifted and talented used at the local level.	**SUMMARY: There was some discussion that if we added science as an additional measure we would ensure focus in this area, align with STEM efforts, and align what we assess (ELA, math, science) to what we include in accountability (ELA, math). However there was a general understanding that the law does not require science as an accountability measure some discussion of the rationale for putting science into accountability (i.e., does it add to our knowledge of what schools need) and would increase data burden.**

Table 31. Feedback: Section 2-Submission Dates.

Feedback on submission date: April 3, 2017	Feedback on submission date: September 18, 2017
• Earlier would allow planning, make a statement that we think this path is the right one. • Parent perspective (PTA): I want to know what to expect as early as possible. Prefer to go early. • District perspective: Submit early even if things change. It says this is the right thing, even if we have to defend it. • More opportunities for feedback and for schools to know what will be expected of them in April. • Have it done in April, and maybe learn from feedback other states are getting to inform our planning, but wait to submit until September • Could put schools at a disadvantage because they would be information about expectations and requirements later • If there is lead time that is required for schools to implement ESSA, then the plan should be submitted in April.	• Wait because there are transitions at state and federal level. Also a lot of state-level change happening with CTE, TIER, SBAC, NGSS, Differentiated Accountability. • Support for Sept. Will be an interesting 9 months at federal and state level. Better to wait; might see additional changes. • Support for Sept. We have a lot of state issues to deal with, CTE, ACR, TIER, transition to SBAC and NGSS, Differentiated Accountability. • Given the changes at the National level - it may be a good idea to wait until Sept for submission. • Perhaps a major draft done in April, but wait until Sept to submit. • Things can change quickly so if we work on it on earnest and be ready to revise - we think Sept. • Changes in Federal administration might lead to needing to make changes that we wouldn't have to make if we submitted in September.

Feedback on submission date: April 3, 2017	Feedback on submission date: September 18, 2017
	• There have been changes already in what we are supposed to do - so we anticipate more changes to come so submitted this date seems premature. • If there is not a lot of lead time required for schools to implement ESSA, then the plan should be submitted in September • If the federal government is going to change things, then it's best to wait so that we don't have to redo the plan. • Would we have additional information collected between April and September that might influence our recommendation now? It may be best to wait.
SUMMARY: Approximately 65-35 split in favor of submitting the plan in September. Most were in favor of having a substantial part of the plan drafted prior to the end of the 2016-2017 year, if possible, with an understanding that it may change prior to official submission.	

Table 32. Feedback on February 17, 2017: Section 3 – Using Nationally Recognized Assessments for High School.

Nationally Recognized Assessments for High School	
PROS. • ACT is more relevant test for kids. At the high school level, there are times where taking statewide assessment is not viewed as relevant by students. • Allow districts to do what they want. Vast majority our students take ACT already, it means a lot more. That would make a lot of sense for us. • If it is the assessment, I think we'll have schools pushing students to be in the classes that are asked to be taken. I don't have an issue saying it's a district prerogative. • Districts should have that option. • When results are returned could have a different impact on instruction. • Should defer to local control and that a local district could use it, or not, or something else.	CONS. • You have some kids who are not going to college and think taking ACT is irrelevant • In one sense, we're saying, let's push them toward that (ACT), then that is the natural assessment----but not everybody is going to take it. • But could be counterproductive - because if everyone is pushing toward college readiness, equipping (students) to take ACT, (it could) get them (the students who aren't going to college) disenfranchised. • Does the ACT really measure what we need? I think there is an issue with this - our summative assessment would reduce bias, and ACT isn't a great measure for that • If ACT is the test, it costs and we will not have equity in who has access to it • ACT doesn't measure growth so we can't use it unless we have students take it more than once. • But is this just a measure for students going to college and not other avenues? • Hard time putting much stock in ACT - it won't measure growth; what data will be provided to teachers that you can use in instruction? I don't think anything.

• What about a partnership to take both the NCRC and the ACT. $42.50 for ACT, $45.00 for SAT - may use both • May be better to use ACT or SAT	Teachers won't change their practice based on ACT results. ACT is how well I can take the text - not how much I know the materials. It's learning how to take the test. • Our answer is no, but we do need to find a way to support kids who need to take it and can't afford it and provide time during the school day to do it. • What happens for grades 9 and 10 for the nationally recognized assessment? • Cost and travel implications. • Who pays for it? • ACT - Culturally un-biased? Is Iowa Assessment culturally biased. Some concerns. • How will the ACT assess students with interests in farming? • Equity and access to the ACT (is a concern) • What about measuring growth?
SUMMARY: There was some agreement that ACT is relevant for some high schools students, and that districts should be able to use ACT as a measure within district. A larger portion of the discussion focused on the cost of ACT, that the tool measures college readiness, but does not apply to students taking other avenues after high school, that it doesn't measure growth and is not used to change instruction or educator practices with several expressing concerns about equity and access.	

Table 33. Feedback on February 17, 2017: Section 4 – The 4th Measure and ESSA Accountability: Joining All Measures.

The 4th Measure and ESSA Accountability: Joining All Measures.
• The Conditions for Learning is a total thumbs up. • Would a lack of participation be a challenge in the Conditions for Learning measure? • We need to increase communication on the use of the assessments across audiences; students don't really know what the Iowa Youth Survey is and why they should take it. • How do we make (the Conditions for Learning survey data) as influential as academics; this was a focus in DC about measuring things other than academics. • Can we increase the point/weight of the Conditions for Learning survey results? • Variables should have the same scores in both the ESSA plan and the ARC. The relative distance should be the same for both. • Like the idea about including conditions for learning. Maybe should add an item about teacher-to-teacher relationships. • Appreciation for conditions for learning. Experience shows that the results will go down as the students get older. So, is it a good measure? The weighting needs to be less. Should they count parental responses? • Are the measures the right ones? Conversations around AP/dual-enrollment, community-based programs made us question what would be the variable.

- Is there a way to measure diversity of opportunities?
- Maybe would want to get to a round number. What's 165.5 out of ?
- A good baseline.
- One question is, level 1, 2, 3, is it normative, or is there a criteria for level 1, 2, 3, and if you hit it you're up there and we can have nothing in level three if everyone met criteria? Liking that. If you've gotten to a certain level but in the bottom third, pretty demoralizing.
- The question for me is what do people want, a target everyone can get over, or somebody perpetually in bottom third because somebody has to be. ACR criticism is someone is always at the bottom and folks don't like that.
- What is the logical reason behind why you wouldn't want to go a third- a third-a third and have always someone at bottom completely understand there's going to be a bottom 5 percent, and that's good because we're talking about support. If everyone can get a one, then intervene with bottom 5 percent of the ones, and there's nothing wrong with that.
- 10 or 100 is easier to understand vs. 150 or 200. Shoehorn it into 100-point scale. And it statistically wouldn't be different.
- You really would put that much weight on graduation?
- Would love to see growth over on high school side.
- Growth and academic achievement are to me more valuable than ELP and probably participation. Then conditions for learning and graduation also important factors. Not to say ELP is not important, but you have a lot of districts that don't have it and statewide it's 6 percent.
- Is there a threshold of participation below which you would say, we can't do anything for you here. We've rarely had participation issues, but occasionally subgroup where participation wasn't what it should be. We probably should give it a couple of levels. You gave example of 75-85, that is way down there. I could see 95 to 100 and then 90 to 95, but in my experience we don't have this big opt-out movement. In Iowa, if you're not getting 90 percent, you're not trying very hard.
- Levels and Points. Perhaps the levels are different across the measures. We have thought about academics in three levels, so that makes sense - but not sure how to do that with growth.
- Do we take the 100% of districts and force them into the three categories, or do we set a criteria and say anyone can meet it.
- Think 3 is good; more levels makes those at the bottom really stand out
- How does ELP % affect ratings, compared to a school who doesn't have any, and their weighting and proportions are redistributed. Need to model that out.

SUMMARY: Overall, participants appreciated the 4th measure as the Conditions for Learning as it expands measures from academic-only measures to looking at culture and climate within a school. There are concerns about students taking this measure seriously, using the student-only results and not adding in the teacher and/or guardian responses to the score, and the need for more communication about the purpose and use of the survey. Some indicated that the points or weighting for Conditions for Learning should be equal to academic points or weighting, and some indicated it should be less. There was some discussion about using a different measure like AP/dual enrollment, but overall advisory was positive about the 4th measure as the Conditions for Learning measure. There was a great deal of conversation about weighting of measures, which focused primarily on points, percents, weights, which culminated in a recommendation that the team use only one way of indicating one measure as having more significance than another.

Table 34. Feedback: Section 4- Iowa's Unified Differentiated Accountability and Support Model.

Iowa's Unified Differentiated Accountability and Support Model.
• We've come a long way in accountability. This is such an improvement over old way. • Like almost everything. • ESSA taking into consideration ELL, economic situations. • ESSA does a better job assessing ELL students than NCLB did. • A lot of credit to DE for taking legislation on School Report Card and make it something that's useful. Intent of legislation by those who championed it was to sort and select, i.e., they're the best, worst. The way department put it together was good. A lot of credit to Department communications and leadership. Heard almost no negativity - seemed to be very little of that. • DA process very powerful. Targets you to be supportive of areas making progress in and reflect on areas stagnant. • Old approach, site visits every five years, was not as effective. It was same old approach. Big production every five years. • If can take federal legislation and follow on things we've learned, that's huge. • The positive is that it is being aggregated into a single plan. • Schools need to still meet basic accountability requirements. Take everything else at the top part and consolidate it into a single piece. • It's on track. When we get to the accountability systems… the bottom 5 percent will not always be a supportive process if things don't change. • Like that we are trying to align and simplify • This conversation/model fends off a lot of the criticism about the plan. • We need to be sure that the indicators are measured the same way. • For DA: how would it be implemented? To be supportive is great. What is the philosophy about how they view the school as implementing and assess the local context before stepping in with solutions? Don't walk in with a solution before you understand the nature of the problem. • Caution amount of time we spend on accountability vs. instructional practice. Don't have it be 50-50 balance, where we're testing/talking about testing, but not talking about how to get them where they need to go. • It is concerning to let ESSA drive how we design the system. • Don't let ESSA drive the accountability system. The ISRC wasn't right the first time. Maybe that needs to be redone. ISRC is the biggest fail. Implies that code corrections need to be made. We have an opportunity work design the system that is most important for our schools. Make intentional adjustment to our plan for efficiency. • Funding issue. There are systemic things that are happening at the same time. Decisions need to be made about priorities. • Consider using colored font to indicate where measures overlap (e.g., graduation rate is the same color throughout the document). • Having different levels/categories for different models is confusing. • Appreciate what you are trying to do. • Is it time to create a clear vision of what we want? And start there instead of retrofitting things backwards. • How do we ensure that we are designing the system we want, as opposed to the system we have to "comply with?"

Iowa's Unified Differentiated Accountability and Support Model.
• Concerned about where the indicators for other areas such as secondary literacy, behavior etc. • Does every teacher need to know intricacies of DA? • Is it sustainable? • When a school has very few minority students, for example, how will this affect their designation? • How will size or number of students play a part in support? • With kids that move around often, how will this be handled in this accountability system? • Do we have to have a separate ACR? • Do we have the flexibility to change how we measure growth in the ACR to align with ESSA? • When you look at the various indicators, can we tailor the state requirements to meet the federal requirements? • Since ES and HS are measured differently, why are they grouped together for accountability purposes? • How does a K-2 building participate in ESSA accountability?
SUMMARY: General agreement that the Unified Accountability and Support Model makes sense and the direction the state needs to go. There was some concern about sustainability, alignment of state and federal efforts (Iowa Report Card, ESSA, Differentiated Accountability), how accountability works across grade levels, time spent on anything other than instruction and support for students, educators and schools, and that what we have designed may be what we must do (ESSA driving our system) instead of what we should do (Iowa and our needs driving our system).

Table 35. Feedback: Section 4- Measuring Proficiency using (a) Percent proficient, (b) Average scale score, or (c) Proficiency index.

Measuring proficiency using (a) Percent proficient, (b) Average scale score, or (c) Proficiency index.
• If we're standards-based, proficiency is key. It's where the cut is that counts. Still always going to be normed on a group of students in particular time and place. If we're going to norm, big bell curve, whether between 33 percent and 40 percent is correct. That's maybe 5 questions. The notion of proficiency is key. The mastery of standards is key. • I'm much more for choosing a scale score that goes closer to one standard deviation from average. • Consider median proficiency as opposed to an average proficiency • Percent proficient is generally easy to understand • Maybe still not sold yet that this is a better choice than average scaled scores. Pros and cons to both, want more time to chew on it. Would be good to bring this back to the group for further discussion. • Need to be focused on what is best for students. So need to spend more time exploring the pros and cons. • A helpful resource for the discussion would be to get the data and stories on 10 students with a variety of factors in their lives/situations, and paint a picture of the implications of both approaches on each other them. • Bell curve is arbitrary. Static.

• Percentile ranks: used in education all the time in horrific ways. A measure of how you did against peers on particular assessment • Averages is a baseline. Not enamored with averages. • Proficiency Index - If students are just below proficiency, they don't "get credit" - Spend more time on how you got the index than talking about what students know. • Concern with prof index is to easily explain that to parents and public. It might be better measure, but we need to be good communicators - i.e., what does that mean? • How the system is set up and how it is communicated will have a big impact on how it is received, interpreted, and used. We need to be thinking about this part of the decision and plan accordingly • How do you measure proficiency in standards-based environment because proficiency and mastery don't always mean the same thing? • Can we identify the power standards we have and just measure those? • If average scaled score is more complex to explain, are there examples of people explaining it well?
SUMMARY: No strong general agreement. There were proponents of percent proficient and proponents of scale score. Generally it was agreed that it is more important to do what is right for students, and if communication is an issue, to address it after the right decision is made. However in order provide appropriate input, more discussion is required. Next steps are to bring back more information to this group for consideration/input.

Table 36. Feedback: Section 4- Growth Models: (a) Student growth percentile, (b) Value-added model, or (c) No growth for one year.

Measuring growth using (a) Student growth percentile, (b) Value-added model, or (c) No growth for one year.
• Vote no growth in year one. • Maybe year 1 you do no growth, then you do pilot schools to do different models. • Value Added is what this table seems to agree upon. Then, consider changing it after we have more data. Pro: takes where student's start into account. • It doesn't matter on size of school, but if you have growth, you like to have it included. If you don't have opportunity to have that recognized, that's disappointing. • If no growth at all, proficiency index becomes more heavily weighted. • We want to reward and acknowledge extraordinary growth. Beyond the predicted growth. • I'm for no growth – want to know, are we measuring what we're supposed to teach? • Doesn't mean that teachers aren't aggressively tracking. Still pressing forward. For reporting purposes, maybe there's no growth, but obviously educators are sprinting on the ground with lots of measure they can use. • From PR perspective, gives exhale on public beating - hard to explain we're doing well, and then data come out and you're in the middle third. Gives time to look at and make sure it's valid and reliable. • When SBAC comes out, there's going to be implementation dip. Breathing room would be nice.

- Legislators have indicated that the first year of Smarter Balanced should be a baseline year, and then the next year would be the year you could do growth. - so the no growth model.
- I have to keep sorting out in my mind “what’s best for an accountability system, and whats best at the local level?”
- Doesn’t have to be the same. People are worried that we might be using different tools at different levels in the system.
- What gets measured, gets done. What we measure does impact what people do.
- In terms of whatever we propose, is intended to not restrict what we’re doing.
- The thing I’m processing, is the growth process and how does it work. I want our end system to have a mix of indicators that give us a rich picture that somehow appropriately takes into account that rating of school that’s taking into account the characteristics of the schools.
- There was discussion of how to weigh various student groups’ assessments as the accountability index is created.
- The growth model makes sense
- Growth needs to be included in the accountability system, especially for schools with fewer students proficient and other challenging factors that are making gains.
- Good nuance to % proficient; complicates things, but in a good way. Would want to test it in multiple models.
- We need to go in the direction that provides the least disruption to the system. Could the Department do some analysis and bring forward the implications of each option for consideration.
- To think about:
    - We need to turn this into the real numbers ($$$$$) to have a discussion.
    - We fully support a well thought out allocation to support school districts in this process.
    - There are a number of different dimensions related to this decision. Precision; Robustness across different school size; Fairness to schools, students. It says easily understood from the public and practitioners - what does this tell us about a student?
    - Who decides what demographic information goes into the regression formula for the value-added option?
    - Can we just see if a student makes at least a year’s growth in a year’s time?
    - How do we determine what an acceptable level of growth is?
    - How does this decision fit with implementation of SBAC?
    - Does one model work better for schools of different sizes?

SUMMARY: No strong general agreement. There are strong proponents of no growth until we establish the new state summative assessment; strong proponents of growth as districts use growth and want to ensure this information is available for them and the public; and strong proponent of value-added. All understand this decision will be revisited after the first year of implementation, given that we will have established one year of state summative assessment data at that time. Next steps are to bring back more information to this group for consideration/input – consider the items under “To think about”

Table 37. Feedback: Section 4- Graduation rate (4-year or extended year).

Graduation rate (4-year or extended year)
The effort we put into having students graduate period - not just in 4 years - alternative schools and etc - this seems to be devalued if we go with the 4 year instead of 5 years. If graduation is the goal - it seems that putting an artificial 4 year deadline defeats the goal and devalues the effort for students. Schools are going to continue to have programming to support all students to graduate in 4 years, 5 year or however long it takes. The increase you see for IEP student is significant so this would make you want to include an extended rate. We don't think there are any negative consequences to an extended year rate. We set the rates, and we can use this as an opportunity to communicate across the state about how the additional years are important for our students with special needs. If the targets are very realistic then we would want to include an extended rate. If we believe that learning is the constant and time is the variable, we have to at least go with 6 years. More important that you graduate than how long it takes. We are working with kids that are more and more discrepant - we need more time with that student - the student deserves more time.
Feedback on measures: Graduation rate (4-year or extended year)SUMMARY: Use an extended year graduation rate, at least a 5-year, and many indicated extended year for however long it takes a student to graduate.

Table 38. Feedback: Section 4- N Size.

N size
N=20 is fine There is a concern that there will be some schools that will never be held accountable if the N size is 20 and not 10.
SUMMARY: N of 20 is fine for accountability purposes – however there is a concern that some schools will never be held accountable given that N.

Table 39. Feedback: Section 4-Measures of School Quality and Student Success.

Measures of School Quality and Student Success.
• Concurrent courses, • Dual enrollment courses, • National board certifications, • Life skills (e.g., balance checkbook; cook own meals) • Access to CTE Courses • 21st century skills

- Safe and secure school
- PBIS
- Civil rights-social justice
- Suspension/expulsion rates
- Equity
- Credit recovery programs.
- Alternative school programs
- Universal preschool
- Comprehensive before and after care/ Participation in After School Programs
- Strong educational leadership
- Good personalized and individualized PD.
- Positive attendance rather than absenteeism
- Measures of Post-Graduation success
- Survey kids on what schools did to prepare them for their future (maybe 5 years after graduation)
- Are the students self-sufficient in 5 years?
- Open enrollment- how many took up the open enrollment option
- Rather than how many complete Algebra 2, consider who complete Algebra 1 by the end of 9th grade.
- How many kids graduate bilingual?
- Students who participate in any activities
- Participating in Fine Arts
- Wrap around services
- Access to school nurse
- Counselor/Student ratio
- Relationships
- Class size
- Play, access to recess and play
- Equitable discipline
- Wellness
- No chronic absenteeism. Things kids can’t control.
- We don’t like AP. Should be concurrent enrollment

Table 40. Feedback on School Intervention (1) Plan for Support Intervention Support, (2) Three-year cycle of improvement, (3) Resource allocation plan, and (3) Extended Comprehensive School.

Plan for School Intervention Support	Three-year cycle of improvement	Resource allocation plan	Extended Comprehensive School
• This is on-track – no red flags • The general public might see this as not as accountable but practitioners like it. • System of school improvement is now about collaboration vs. DE coming in to say, here's what you're going to do. • Is this enough? Will it motivate improvement, will it provide enough to make an impact for students? • It's better than the previous system. If districts were motivated before, they will be motivated. If not, they won't be motivated by this. • Is there enough capacity in the system to address the level of needs within the system? • I was hoping that we would do something very different. ESSA gives us an opportunity to take a different look at what is important for students.	• Three years is a long time. Is the three year cycle appropriate? • If your school is struggling, assuming people want to work hard and do right thing- if your son or daughter is in that school, is three years too long? • If you've ever been at a school that fell apart, it takes a year to bring it back together. That third year is where you see it coming back together. • Three-year system of support is appropriate. • This makes sense…..	• Let's serve a broader populace more effectively. CTE courses would be effective, learning math/English classes that engage them in their interests. • Schools in bottom 5 percent – would rather see resources going to core basic support than AP courses. • Whenever you talk about lowest 5 percent, biggest impact outside of school is poverty. Have to try to neutralize poverty. We know summer is key for students in poverty, losing gains. Also, No. 1 impact in school is teacher. • AEA needs to have funding to continue to work. How can we build capacity in a new fashion?	• Instead of a fixed regimen, try looking at what worked in other districts and use those approaches. • What's state's involvement in the leadership of those schools? Will state require change in leadership, for example? • There could be barriers that the DE is not in a position to help the building improve. • Extended comprehensive is "nice" language. • Does the intervention matter? • Maybe the school has made a lot of growth over that period. But is still not "over the hump" • Intensive conversation about what worked, what didn't work in schools. What do we keep, what do we try that is entirely different. • There is a fine line of keeping doing the same thing versus staying the course. • The TLC plan is geared toward the district goals.

• Are there different ways to think about a support system? • Make the system adjust to the school versus make the school adjust to the system. • If I have a chronic absenteeism problem - How does this system help support that local issue? • How can we take existing resources to bare to create the support system we need? • Need to think about the whole child and build a system which looks at this information. • How will local schools know that they can do more than the minimum? • Opportunity in this model far outweighs any issues. • Appreciate that it is integrated and cohesive. • Have not heard a single negative thing about differentiated accountability. • Should superintendent just be a required member? It is an important piece. • How do we look at the learning needs of school		• How much support is realistic for those that are comprehensive and targeted? • Like that it shows AEA involvement. • Like that we could share resources across AEAs if necessary to serve schools where it is needed.	There weren't any TLC plans? • How long are your on extended comprehensive? • Why not make writing support into the TLC plan one of the first steps rather than waiting for after the third year? • Need to think about scaling re- resource allocation. E.g. we can do this at the scale we have now, but need to put more resources in it to scale further • There should be different strategies for a district that didn't implement their plan v. a district that implemented and didn't get results. • If I was a teacher in one of these schools, I would want to show the data on those kids who are no longer with us - how are they doing now? • It's important for schools to understand where they are starting in comparison to other schools so they know how much they have grown

leaders across the state given this work? • Sounds very logical - sounds like what we do and that's good practice. • Makes sense			
General Agreement: Overall positive about the school intervention/supports plan, that it integrates the system, provides support to schools, and that its embedded in differentiated accountability, however there were some concerns or suggestions regarding capacity to sustain such efforts, whether the model provides enough incentive and support for schools to engage and change their trajectory, and whether the plan allows schools to focus on the whole learner, outcomes, and learning needs of everyone (students, educators, leaders).	**General Agreement: A three-year cycle makes sense. There was some concern that three years may be too long to identify the lowest 5 percent, however the discussion indicated that it takes at least 3 years to see change.**	**General Agreement: No strong general agreement; discussion centered on activities, programs, or supports that schools might implement, rather than the overall resource allocation plan.**	**General Agreement: No strong agreement; the term extended comprehensive was generally appreciated; discussion centered on various issues such schools might encounter or need to know/do in order to improve.**

Table 41. Feedback on February 17, 2017: Section 5 – Partnering with Universities and Supporting Multi-Tiered System of Supports as our Evidence-Based Framework.

Partnering with Universities	Supporting Multi-Tiered System of Supports
• Between now and September we should make a specific effort to sit down with the universities, get their input, make sure they can live with what's there rather than telling them later that we wrote a plan. • Create normal opportunities for communication; regular times for them to look at the data and give us their feedback.	• There needs to be explicit examples and exemplar models of MTSS; the concerns expressed here are not relevant in a well-implemented model. MTSS helps high-achieving kids, as well. • AEAs should be funded well enough to help districts with MTSS implementation - they have MTSS expertise.

• Collaborate with them though and be clear. • Collaborate with SAI's executive leaders. They are convening superintendents and IHE instructors together • How do we help teacher prep programs understand what is in the ESSA plan? • Is there an audit conducted across teacher prep programs to see how well they address this? • Maybe we ask universities how we can best partner with them - we hear that they want to be involved but in which piece? Maybe have a conversation between teacher prep programs and university staff to make those connections about what is needed. • Virginia sends a mentor from IHE to schools. Somehow, bring IHE into the discussion so there is transference of knowledge and experience. Professors need to know what's going on at the DE or maybe they need to collaborate across districts. Need to educate people to build cultural competence. Also, mental health issues need to be dealt with. • Keep trying to create situations where we are all at the same table. We need to create a partnership. • The relationship building portion is critical. • Should we include colleges and universities?	• The systems are all in place for adequate PD - they need to be resourced well. • Whether you are talking about G/T or MTSS, we have excellent resources available - scaling across the state is a resource issue. • When it was RTI we can see how that sounds like a deficit model, but MTSS does not, and is not, a deficit model • Accentuate the movement away from NCLB whenever you are speaking about MTSS • There isn't fidelity of MTSS - statewide, although it seems that it's an assumption. • Educating people is critical on the system. • We can always do more PD to improve the system. • Differentiated PD for different district issues?
SUMMARY: Overall, advisory indicated that we should partner with universities, and added a partnership with the School Administrators of Iowa (SAI) as well. There were discussions on exactly how to partner, with several ideas to review as we support the work statewide.	**SUMMARY: Advisory indicated a critical need to implement MTSS with fidelity and ensure everyone understands it is a framework of tiered support and not a deficit model. To this end, explicit examples of what MTSS is and is not in order to address misconceptions and support such a tiered support framework (for all kids, gifted/talented, English learners, special education, etc).**

Table 42. Feedback on February 17, 2017: Section 6 – Including Iowa Academic Standards and How to Develop Exemplars across Areas

Iowa Academic Standards	Developing Exemplars across Areas
• Standards should be infused throughout the plan. • The plan is complex as it is, and additional things could be linked in as opposed to being added as more sections. • When standards are infused people will look at them, even people who typically ignore standards when they are by themselves (e.g. a separate standards section). • There needs to be a section about the core, but also the section of the core that talks about engaging learners in different ways and exemplars for that. • Yes, include standards. Include it with section 3. • You can speak to the standards across ESSA as well because some sections relate to standards. • Define the standards in the plan that align with the required assessments • In a world without academic standards, teachers have more flexibility to teach what they believe is necessary. • Yes. Spread around across all areas. We are not just teaching to a test.	• If there is a tie between this work and future ready students/innovative work that is being done it would be good (to create exemplars). • Yes, we need exemplars – but are we going to take everyone's word for it regarding their evidence-base? How do we ensure that whatever is brought to the table is evidence-based? We need a brief reviewer standard that whatever it is can demonstrate that is considered to be evidence-based. • Should we have mentor and model schools? Demonstration schools? Might not need to be defined within this document. • Identify exemplars through results. Could be shared through a Spotlight type of recognition
SUMMARY: In general, advisory indicated that language about the Iowa Academic Standards should be infused throughout the plan, though some indicated that this could be accomplished at a later date after the plan has been approved.	**SUMMARY: Overall, advisory agreed that developing exemplars (maybe exemplar, mentor or model schools) across areas would be beneficial for the state – however we do need to set up criteria that would indicate what an exemplar means.**

Table 43. Feedback on July 25, 2017: Section 3 – Long-Term Goals, Post-Secondary Readiness, ESSA Accountability Index and Issue-Specific Feedback

Long-Term Goals	Post-Secondary Readiness	ESSA Accountability Index	Issue-Specific Group Feedback
• There was a concern that USED was inconsistent in its expectations.	• There was concern of adding a Post-Secondary Readiness (PSR) indicator as a single measure.	• There were four issues that were commonly discussed across participants: (1) **Participation**. Feedback	• There was limited time to engage in this conversation, however the general tenor of

• Some concern that we may get "locked into" having to be accountable to the long-term goals as written – either because they were established or because the state will not have a new summative assessment. [As the Department is required to identify a new summative assessment, this is highly unlikely] • There was an additional concern that the ELP goal is a difficult measure and difficult goal to easily communicate to the public. • There was a suggestion to decrease the long-term goals to 1 or 2 year goals rather than the 5 year timeframe currently in the plan in order to best transition to the new state summative assessment. • In the group discussion, most participants understood the current circumstances and were generally supportive of the long-term goals as stated in the ESSA plan. • Several discussions centered on growth vs proficiency; there was an overall belief that growth is a better indicator than proficiency • There was a recommendation to create a companion document that assures stakeholders there will be a process to engage stakeholders to establish targets	• Some did not want the addition of PSR as an indicator in the ESSA Accountability Index and pointed to our guiding principles to not add anything beyond what is required by law. • The discussion on what might be part of a PSR Index included several iterations of indicators, with no one combination of measures a better fit than another. • Some indicated that the PSR as presented was really a college readiness measure and did not include measures of the established definition of readiness adopted by the Iowa State Board of Education. • Several participants stated that Iowa needs more discussion on the PSR before including it in any state accountability. • There was some unease at including a PSR Index in the plan at this time, and that Iowa needs time	focused on the binary nature of the weight. If a school is at 95 percent participation in Iowa's summative assessment, then the school would receive the full 10 percent weight, (2) **Post-Secondary Readiness** Feedback indicated an uneasiness about this measure. There was considerable agreement that a single PSR limits the complexity of measuring the knowledge, skills and strategies needed for student success after high school. (3) **Conditions for Learning**. Although feedback on this indicator was quite positive across stakeholders, there were concerns in Advisory bout effectively scaling this measure in a way that ensures the supports schools need to effectively implement an annual student survey. There were also some concerns that this measure is a survey and not other measures such as the number of guidance counselors available within a school. It was recommended	the conversation was that establishing additional indicators, or subgroups, or mandated professional learning in specific content areas, or in any way exerting authority beyond the law is supported.

after we identify the new state assessment.	to develop an appropriate way to measure college and career readiness.	that the weight decrease to address these concerns, and (4) **Progress in Achieving ELP**. There were concerns regarding the overall weight of this indicator as Iowa has a significant number of rural public schools and a relatively small population of English learners. The concern was that many schools would not have this indicator represented in reporting or accountability, and therefore the indicated weighting would be adjusted by equally distributing the weight of this indicator across the remaining indicators. It was recommended that the weight decrease to address these concerns.	
SUMMARY: Advisory was in general agreement that the established long-term goals were appropriate given our current circumstances. It was recommended that the Department over-communicate (create a companion document) that once the new state summative assessment is selected, there will be a process to bring together stakeholders to establish new long-term goals.	**SUMMARY: There was overall agreement that If a PSR was included in Iowa's ESSA Accountability Index, that it needed to be multiple measures within an index. Further, Advisory indicated that more work and discussions are warranted before any such measure is included.**	**SUMMARY: Advisory was concerned about the weighting of participation, PSR, Conditions for Learning and Progress in Achieving ELP. It was recommended to decrease the weighting Conditions for Learning and Progress in Achieving ELP, removing PSR from the index until there is agreement on how to measure readiness,**	**SUMMARY: Although there was limited time for this discussion, Advisory was in general agreement that the Department and Advisory should continue to adhere to the guiding principles of not adding more to the plan than what is required. Some**

		and establishing a more nuanced way weight participation.	**recommended to ensure districts and schools understand that they may go beyond requirements in disaggregation of data, support of programs and content areas, and professional learning for staff.**

APPENDIX F

Assessment Audit

In response to general concerns regarding Iowa's summative assessment and the amount of testing required of students, funds to support required assessments, and need to ensure assessments are implemented that impact efficacy of instruction, the Department will conduct (1) an internal assessment audit, and (2) district assessment audit within Iowa's *Universal Differentiated Accountability and Support System* as part of best practices of our Assessment and Data-Based Decision-Making (ADBDM) activities.

The internal audit process will include the following steps:

1. **Conduct Internal Assessment Audit**. The Department will compile the following information:
   - Identification of Legal Citation. All legal citations that indicate assessments required within schools across preschool through grade 12.
   - Determination of Requirement and Interpretation. Description of all requirements and interpretation of those requirements related to identified code.
   - Identification of Funds Available. List of funds that are required to be used, or may be used, to support the required assessments.
   - Assessment Type. Identification of the type of assessment the requirement is within a comprehensive assessment system.
2. **Establish Results**. The compiled information will be documented and written in a document to be disseminated subsequent to stakeholder feedback.
3. **Obtain Stakeholder Feedback**. The draft document will be shared across stakeholders to obtain input on format and clarity of information.
4. **Publish and Share Results**. Input will be used to revise the document, and the final document will be published, posted on the Department website, and shared across stakeholders.

The District Assessment Audit within Assessment and Data-Based Decision-Making includes the following steps:

1. **Conduct Internal Assessment Audit**. District leadership teams will complete the ADBDM assessment audit rubric to determine what assessments are required, implemented and used across the district and within individual schools.
2. **Match to Comprehensive Assessment System**. Once results are compiled within the ADBDM assessment audit rubric, the leadership team will determine what assessments are required, duplicative, and/or are actually used to change instruction or system efficacy and which assessment types are not represented within the rubric.
3. **Rectify Audit to Comprehensive Assessment System**. The leadership team will use this information to rectify their current assessment system to streamline assessments to match assessment type and instructional use.

APPENDIX G

Conditions for Learning Survey

The Department identified the Conditions for Learning student survey as an indicator within the ESSA Accountability Index. The Conditions for Learning survey was designed as part of an index (Iowa Safe and Supportive Schools Index, or IS3 Index) to measure conditions for learning in schools as part of a grant from the Office of Safe and Supportive Schools awarded in 2010. Within this measure, we will use the student survey portion of the index, in those areas within the survey that were used to calculate the full index. The Conditions for Learning survey has been part of a larger Iowa Youth Survey given to students bi-annually in grades 6, 8 and 11. Appendix G contains information regarding:

1. An overview of the full index, including the Conditions for Learning survey;
2. **The process and timeline to adapt, administer and use the survey;** and
3. Technical information on the development of the survey [reliability and validity].

1. Overview of the Iowa Safe and Supportive Schools Index.

Iowa's Safe and Supportive Schools Index relies on surveys of students, staff, and parents, as well as data on events such as suspensions. The index measures three domains of conditions for learning: Safety, Engagement, and Environment. Conditions for learning refer to all aspects of the learning environment, including:

- School safety;
- The quality of relationships (e.g. the level of engagement and connectedness) among students, parents, and school personnel;
- The established and practiced norms and values;
- The processes and procedures used; and
- The overall physical environment within which all school activities and interactions occur.

Conditions for Learning and critical because:

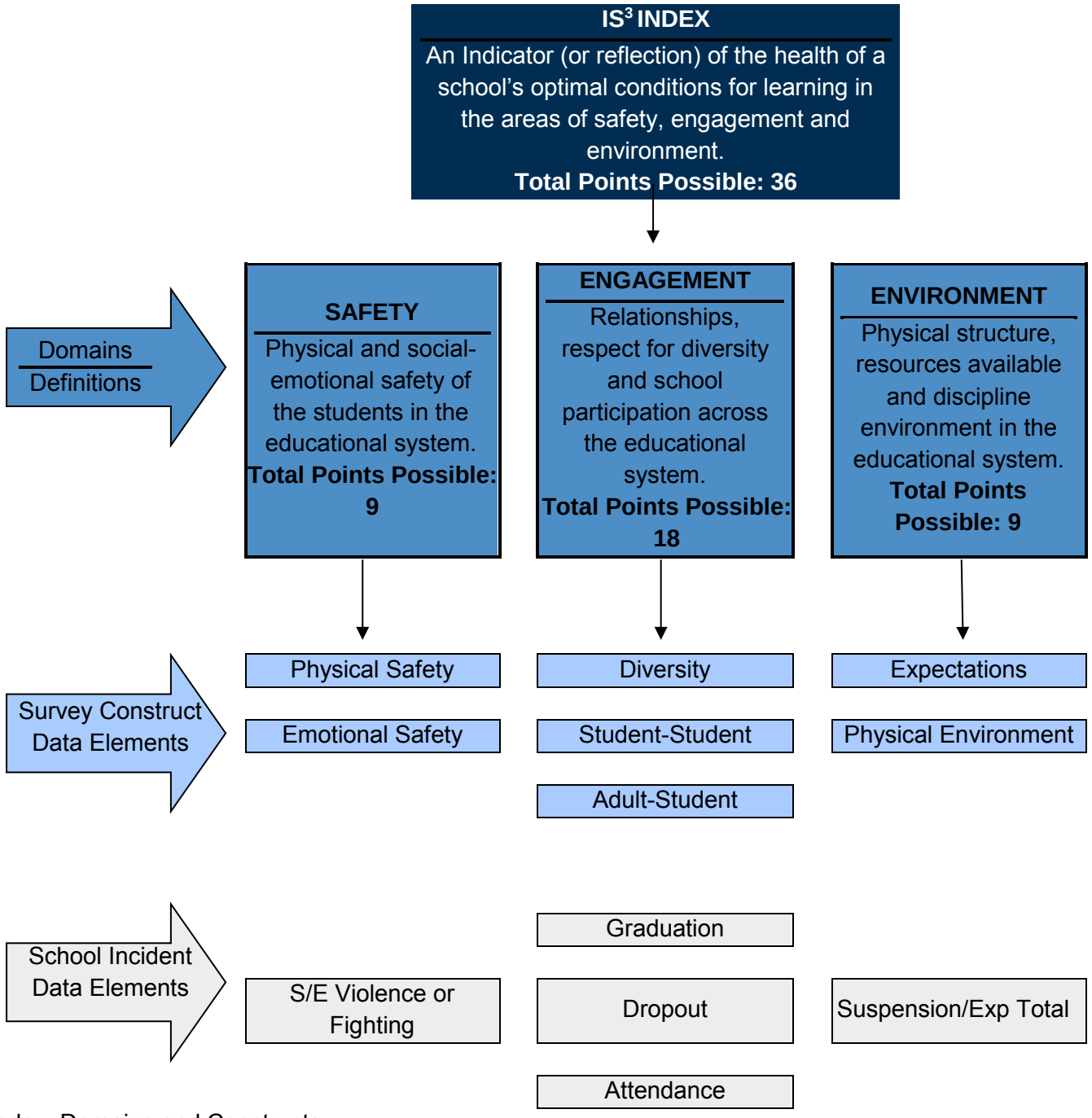
- Research regarding risk and protective factors for children and youth shows that ignoring conditions for learning leads to deficits in learning supports systems (Osher, et al., 2008).
- Healthy conditions for learning contribute to students' academic achievement and overall healthy development (Osher & Kendziora, 2010; Cohen, McCabe, Michelli, & Pickeral, 2009).
- A national study showed that improving skills such as solving problems, working out conflicts and working with other people in a group has led to **double-digit increases** on achievement test scores, improved classroom behavior and improved attitudes (Durlak, Weissberg, & Pachan, 2010).

The IS3 Index is an indicator (or reflection) of the health of a school's optimal conditions for learning in the areas of safety, engagement and environment. Data included in the IS3 Index include:

- Student survey data and school incident data are included in the Index. *For the purposes of ESSA, survey constructs only would be used for the School Climate indicator.*
- School personnel and parent results are shown in reports and can be used to give a school a more complete picture of the conditions for learning.

The IS^3 Index is comprised of three domains, each of which measures part of a school's overall conditions for learning: **Safety**, **Engagement** and **Environment**. Within each domain, there are data elements. For example, the Safety Domain includes three data elements: Physical Safety, Emotional Safety and Suspensions/Expulsions for Fighting or Violent Behavior without Physical Injury. Each data

element is assigned points from zero (0) to three (3), where zero indicates intensive need and three indicates optimal conditions for learning. The sum of the points for the data elements provides the total points for each domain; the sum across domains provides the total points for the IS^3 Index. The figure below illustrates the IS^3 Index, comprised of the 3 domains and 12 data elements.



IS^3 Index, Domains and Constructs.

IS^3 Data Element Thresholds

Index Point(s)	Survey Constructs (Weighted Mean)	Attendance & Graduation	Dropout*	S/E Violent-Fighting & S/E Total
3	=3.25	=95%	=1.25%	<5%
2	3.0 – 3.24	87.5 – 94.99%	1.26 – 1.5%	5 – 12.49%
1	2.75 – 2.99	80 – 87.49%	1.51 – 1.75%	12.5 – 19.99%
0	<2.75	<80%	>1.75%	=20%

***Dropout** is determined using an annual calculation; multiplying the dropout annual percentage by 4 provides a 4-year reflection of dropout rate (e.g., 1.25 x 4 = 5%) which is inversely related to Iowa's 4-year cohort graduation rate.

IS^3 Index Range and Description

Index Range	Description
30-36	Schools with an IS^3 Index in this range are creating healthy school climates with optimal conditions for learning in the areas of safety, engagement, and environment. There still may be room for improvement.
23-29	Schools with an IS^3 Index in this range need some targeted support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.
17-22	Schools with an IS^3 Index in this range need intensive to targeted support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.
0-16	Schools with an IS^3 Index in this range need intensive support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.

Table 3 below outlines the broad definition of the data elements across the three domains of **Safety**, **Engagement**, and **Environment**. *For the purposes of ESSA, survey constructs only would be used for the School Climate indicator.*

Table 1. Broad Definition of Data Elements

	Data Element	Broad Definition
	Safety Domain	
Survey Constructs	Physical Safety	The extent to which students are safe from physical harm while on school property.
	Emotional Safety	The extent to which students feel safe from verbal abuse, teasing, and exclusion.
School Incident	Suspensions & Expulsions without Physical Injury	The percentage of 9-12th grade students who received at least one suspension or expulsion for fighting or violent behavior without injury during a given school year.
	Engagement Domain	
Survey Constructs	Diversity Engagement	The extent to which students and adults demonstrate respect for each other's differences (i.e. appearance, culture, gender, race, learning differences, sexual orientation, etc.).
	Adult-Student Engagement	The extent to which adults demonstrate care for students, respect for students, and acknowledgement of students' work
	Student-Student Engagement	The extent to which students demonstrate care for, respect for, and collaboration with one another.
School Incident	Graduation Rate	The percentage of 12th grade students who graduate during a given school year.
	Dropout Rate	The percentage of 9-12th grade students who drop out of school during a given school year.
	Attendance Rate—Grades 9 to 12	The percentage of school days that 9-12th grade students are present at school during a given school year.
	Environment Domain	
Survey Constructs	Expectations/Boundaries Environment	The extent to which clear rules are delineated and enforced.
	Physical Environment	The extent to which the school facilities are adequate, clean, and up to date.
School Incident	Suspensions & Expulsions	The percentage of 9-12th grade students who received at least one suspension or expulsion during a given school year.

2. Process and Timeline to Adapt and Use the Conditions for Learning Survey.

The process and timeline to **adapt** the Conditions for Learning Survey for students in grades 3 and 4 is as follows:

- **Expert Team Established**. The team will include experts in working with elementary aged children and families, the Iowa Youth Survey, Conditions for Learning, and survey development.
- **Conditions for Learning Survey for grades 5-12 adapted**. The current survey will be reviewed and adapted for grades 3 and 4.
- **Focus Group Feedback**. Focus groups will be conducted to provide extensive feedback on the adapted survey. Focus group member will include experts in school quality, education, the Iowa Youth Survey, leadership, survey development, administration and use, as well as parents, families, community members and representatives of districts and schools.
- **Sample Selected**. A sample of schools serving grades 3 and 4 will be identified across Iowa using the following criteria:
    - Free and reduced lunch rate
    - Percent minority
    - ESSA Accountability Index indicators: Academic Achievement and Student Growth

  Data from these indicators will be divided into 3 strata – high, medium and low. Schools will be selected in each AEA within each stratum.
- **Survey Administration, Data Cleaning and Analysis**. The adapted survey will be piloted in 2018, results analyzed, and the survey revised accordingly.
- **Survey Finalized**. The survey will be finalized and ready for statewide use by 2019.

The process and timeline to **adapt** optional companion surveys for school personnel and parents/families is as follows (note that the school personnel and parent/family surveys are not included in the school quality indicator, but are optional companion surveys):

- **Expert Team Established**. The team will include experts in working with elementary aged children and families, the Iowa Youth Survey, Conditions for Learning, and survey development.
- **Conditions for Learning Survey for school personnel and parents/family adapted**. The current school personnel and parent/family surveys will be reviewed and adapted for grades 3 and 4.
- **Focus Group Feedback**. Focus groups will be conducted to provide extensive feedback on the adapted survey. Focus group member will include experts in school quality, education, the Iowa Youth Survey, leadership, survey development, administration and use, as well as parents, families, community members and representatives of districts and schools.
- **Sample Selected**. A sample of schools serving grades 3 and 4 will be identified across Iowa using the following criteria:
    - Free and reduced lunch rate
    - Percent minority
    - ESSA Accountability Index indicators: Academic Achievement and Student Growth

  Data from these indicators will be divided into 3 strata – high, medium and low. Schools will be selected in each AEA within each stratum.
- **Survey Administration, Data Cleaning and Analysis**. The adapted survey will be piloted in 2018 or 2019, results analyzed, and the survey revised accordingly.
- **Surveys Finalized**. The survey will be finalized and ready for statewide use by 2019 or 2020.

The timeline for survey **administration and use** is as follows:

- **Spring 2018**. The Conditions for Learning survey will be administered to all students in schools with grades 5 through 12. Results from this administration will be disaggregated by the following subgroups: Low Socio-Economic Status, English learners, Students with disabilities, White, Black/African American, Asian, Hispanic, Native American, Hawaiian/Pacific Islander, Multi-racial, and for reporting purposes, Military connected families, migrant, foster care and homeless. Results will be used as one measure to identify schools in need of Comprehensive or Targeted Support and Improvement in 2018-2019.
- **Spring 2019 and thereafter**. The Conditions for Learning survey will be administered to all students in grades 3 through 12. Results will be disaggregated by the following subgroups: Low Socio-Economic Status, English learners, Students with disabilities, White, Black/African American, Asian, Hispanic, Native American, Hawaiian/Pacific Islander, Multi-racial, and for reporting purposes, Military connected families, migrant, foster care and homeless. Results will be used as one measure to identify schools in need of Comprehensive or Targeted Support and Improvement in 2019-2020, and annually thereafter.

Survey constructs and items, as well as construct scores, are provided below. Prior to standardization, the score for Conditions for Learning is the percent of students responding positively to all items across constructs. The calculation for the Accountability Index will be the Conditions for Learning score standardized multiplied by the weight assigned to that measure [5% Year One].

Constructs [Cronbach's Alpha] and Items

CONSTRUCT [CRONBACH'S ALPHA]	ITEMS
Physical Safety [.814]	In the past 12 months, how often have you…… • E1: Carried a gun, knife, club, or other weapon to school • E4: Had your things (clothing, books, bike, car) stolen or deliberately damaged on school property • E5: Been disciplined at school for fighting, theft, or damaging property • E6: Been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property • E7: Damaged property just for fun (like breaking windows, scratching a car, etc.) • E8: Beaten up on or fought someone because they made you angry • E9: Used a weapon, force, or threats to get money or things from someone • E10: Verbally threatened to physically harm someone • E11: Stolen something [Response Scale: 0 times, 1-2 times, 3-5 times, 6 or more times]
Emotional Safety [.860]	In the last 30 days, how many times have you been bulled at school in the ways listed below: • E12: I was called names, made fun of, or teased in a hurtful way • E13: Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored • E14: I was hit, kicked, pushed, shoved around, or locked indoors

	• E15: Other students told lies, spread false rumors about me, and tried to make others dislike me • E19: Other students made sexual jokes, comments, or gestures that hurt my feelings • E20: I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from pager text messaging, in an internal chat room, or in instant messaging • E21: Something hurtful has been shared about me on social media (Facebook, Twitter, Snapchat, etc.) [Response Scale: 0 times, 1 time, 2 times, 3-5 times, 6-10 times, 11+times]
Adult-Student Relationships [.900]	• E43: My teachers care about me. • E44: My teachers are available to talk with students one-on-one • E45: My teachers notice when I am doing a good job and let me know about it • E46: Adults in this school respect differences in students (for example, gender, race, culture, etc.) • E48: Adults who work in my school treat students with respect • E56: There is at least one adult at school that I could go to for help with a problem [Response Scale: Strongly Agree, Agree, Disagree, Strongly Disagree]
Student-Student Relationships [.869]	• E38: Students in this school respect each other's differences (for example, gender, race, culture, etc.) • E49: Students in my school treat each other with respect • E58: Students have friends at school they can turn to if they have questions about homework • E59: Students have friends at school they can trust and talk to if they have problems • E60: Students generally work well with each other even if they're not in the same group of friends • E61: Students have friends at school to eat lunch with • E62: Students try to make new students feel welcome in the school [Response Scale: Strongly Agree, Agree, Disagree, Strongly Disagree]
Expectations/ Boundaries [.819]	• E33: There are clear rules about what students can and cannot do • E34: The principal and teachers consistently enforce school rules • E35: If I skipped school, at least one of my parents/guardians would be notified • E36: Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period • E37: If I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action • E50: I feel safe at school • E55: My school lets a parent/guardian know if I've done something wrong [Response Scale: Strongly Agree, Agree, Disagree, Strongly Disagree]

3. Technical Information on the Development of Conditions for Learning survey [Reliability and Validity].

This technical information provides details regarding the creation of the Conditions for Learning survey that has been part of a larger Iowa Youth Survey. A summary of survey methodology and key findings are presented. The technical report is divided into three sections following this introduction:

A. Description of the survey design process and sampling methodology.
B. Development of the Conditions for Learning for Students
C. Development of aligning Parent and Staff Conditions for Learning surveys

A. Survey Design Process and Sampling Methodology

Survey Selection

The state of Iowa has administered the Iowa Youth Survey (IYS), a survey designed to measure school climate, since 1999. The IYS is administered every other year to all 6th, 8th, and 11th grade students in school districts across the state that choose to participate. Therefore, trend data exists across school climate items and constructs, for both individual school districts and the state as a whole. However, in 2010, as part of a grant [the Iowa Safe and Supportive Schools Grant] the survey was adapted to (1) include additional constructs [e.g., student-student relationships and physical environment], (2) expand administration across grades [e.g., grades 5 through 12], and (3) develop companion surveys for school personnel and parents/guardians.

To do this, Iowa worked directly with the National School Climate Center, and adapted the Comprehensive School Climate Inventory (CSCI) as it was the only valid and reliable survey in the nation with a strong research base that also contained the additional constructs needed, additional grades, and companion school personnel and parent/guardian surveys.

It is important to note that because of Iowa's longstanding history with the Iowa Youth Survey, and as a result of stakeholder feedback, it was determined that IYS items would take precedence when adapting survey items. In other words, whenever possible, items from the IYS would be maintained "as-is" in the new survey, and CSCI items added to the new survey would be adapted to best align with the IYS items. Table 1 contains a summary of the audience, domains, and reliability data for both the IYS and CSCI.

Table 1: Survey Selection Statistics

Survey	Audience	Domains	Cronbach's Alpha	References
Iowa Youth Survey (IYS)	**Student** (6th, 8th and 11th)	• **Safe and Supportive Schools** 1. School Expectations/Boundaries 2. (Nonviolent) School Environment 3. Perceived to be Safe 4. School Staff/Student Support 5. Student Norms 6. Social Pressure to Use Substances • **Bullying** • **Current Alcohol Use**	 .63 .28 NA- only 1 item .76 .87 .84 .77 .86	Iowa Department of Public Health's Division of Behavioral Health

Comprehensive School Climate Inventory (CSCI)	**Student** (Elementary grades 3-5 Middle/High School grades 6-12) **Faculty** **Parents**	• **Safety** 1. Rules & Norms 2. Sense of Physical Security 3. Sense of Social-Emotional Security • **Teaching and Learning** 4. Support for Learning 5. Social and Civic Learning • **Interpersonal Relationships** 6. Respect for Diversity 7. Social Support –Adults 8. Social Support – Students • **Institutional Environment** 9. School Connectedness-Engagement 10. Physical Surroundings • **Staff Only - Climate** 11. Leadership and Professional Relationships	.82 .72 .64 .86 .88 .74 .86 .66 .82 .77 .96	Center for Social and Emotional Education, (2005)

Sample Selection

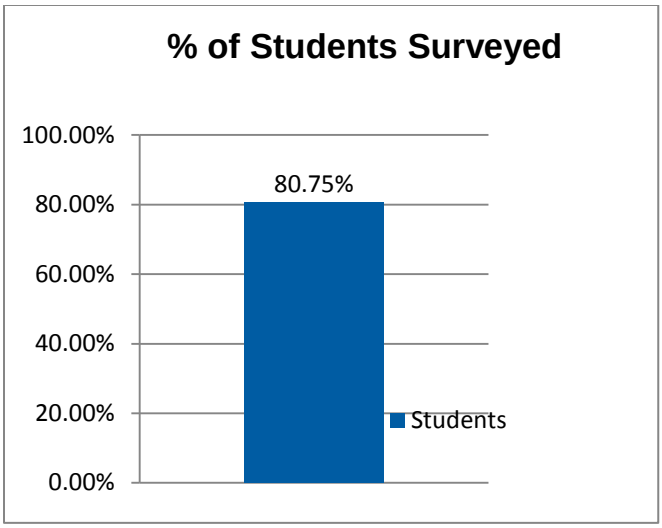
A subset of 9-12th grade schools from across Iowa were chosen to participate in the study. Criteria for school participation was developed using the follow data.

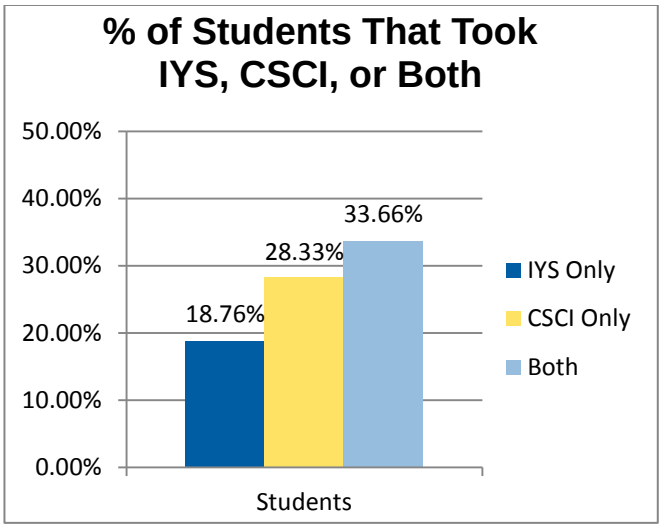
- Free and reduced lunch rate
- Percent minority
- Dropout rate
- Current 30-day alcohol use
- IYS Bullying Construct
- Suspensions rate
- Math and Reading Scores

Using these data by school (or district, used as duplicate information for multiple high schools in a district), a score was assigned to each school. Scores were divided into 3 strata – high, medium and low at-risk score. Schools were selected in each Area Education Association (AEA; a region of the state) within each stratum.

A total of 60 high schools were selected and invited to participate. Once a school was invited, it could choose to extend the invitation to all high schools within its district (public and private). A total of 47 schools from 41 districts chose to participate in the first year of survey administration.

Participating schools were asked to survey all students in grades 9-12. Students took the CSCI, IYS, or both surveys. The following graphs and table detail the participation rates.





	IYS Only	CSCI Only	Both IYS and CSCI
# of participants	8,515	5,640	10,118
# in population	30,059	30.059	30,059
% of student population surveyed	28.33%	18.76%	33.66%

B. Development of the Condition for Learning for Students

Survey Administration

Survey administration took place between April and May 2011. The National School Climate Center (NSCC; creators of the CSCI) was responsible for survey administration and data collection. Schools were assigned to one of two administration groups.

- **Group 1** consisted of 13 schools, in which all students were to complete the paper versions (in English) of both the CSCI and the IYS.
    - These schools received shipments of paper surveys, along with pre-paid return shipping labels.
        - For ease of administration and tracking, both surveys were combined into one stapled survey packet for each student to complete.
    - All schools were to supervise the administration of the surveys to students.
    - Several questions arose about survey administration for non-English speakers.
        - In these instances, schools were urged to follow their school's protocol developed for when other, similar events arise with everyday school work.
    - Paper surveys were placed back in the original box, and the pre-paid shipping labels were used to send them back to NSCC, where they were then scanned into the computer.
- **Group 2** consisted of the remaining 34 schools, in which all students were to complete either the CSCI or the IYS online (in English).
    - Each school received an individualized link to access the survey.
    - This link randomly assigned students to either the CSCI or the IYS, without the students' knowledge.
        - Students simply clicked on a link and began a survey; the programming randomly directed them to either the CSCI or the IYS.

- As each survey was completed, the data automatically compiled online by school.
- All schools were to supervise the administration of the surveys to students.
- In instances where students did not speak English, schools were urged to follow their school's protocol developed for when other, similar events arise with everyday school work.

Survey Analyses

Data from students who took *both the CSCI and the IYS* (10,018 students) were used to determine items for the Conditions for Learning survey (**Goal 1**: a measurement system to monitor the conditions for learning across students, parents, and staff), as well as the IS^3 Index (**Goal 2**: an Index that identifies areas in which school have/lack optimal conditions for learning). Because each student in this sample took both the CSCI and the IYS, the reliability and validity of all survey items from both surveys could be simultaneously examined.

Data Cleaning

The data were cleaned to help ensure reliability and validity. The following data cleaning techniques were utilized.

1. Data were examined for outliers. Those outliers beyond the scope of the survey scale were classified as human error and were omitted (e.g. an item was coded as missing if it was an outlier beyond the scope of the survey scale).
2. Cases with > 30% of survey items missing were omitted.
3. Cases with no variability in either or both surveys were omitted.

Once these data cleaning techniques were implemented, 236 cases were omitted, leaving 9,782 cases in the final analyses. The differences between omitted cases and remaining cases could not be further examined and analyzed, as the majority of omitted cases contained little to no data or no variability. Cases with little to no data occurred because a student clicked on the link, then closed it, or because a student began answering a few questions, decided not to continue, and exited out of the survey.

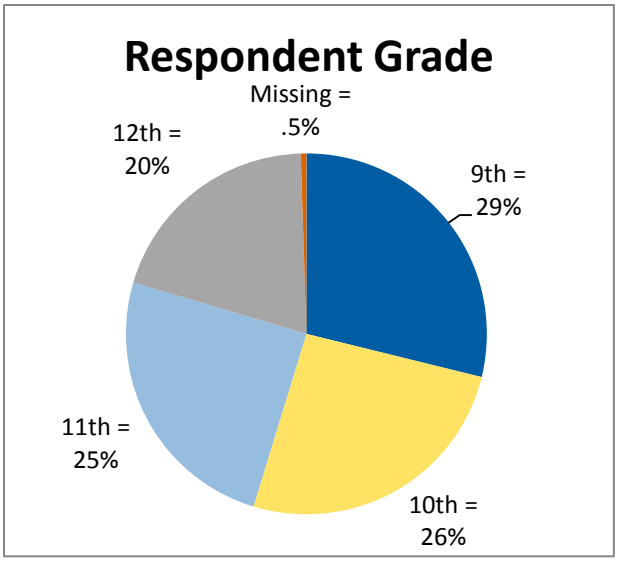
Demographic Characteristics of the Student Sample

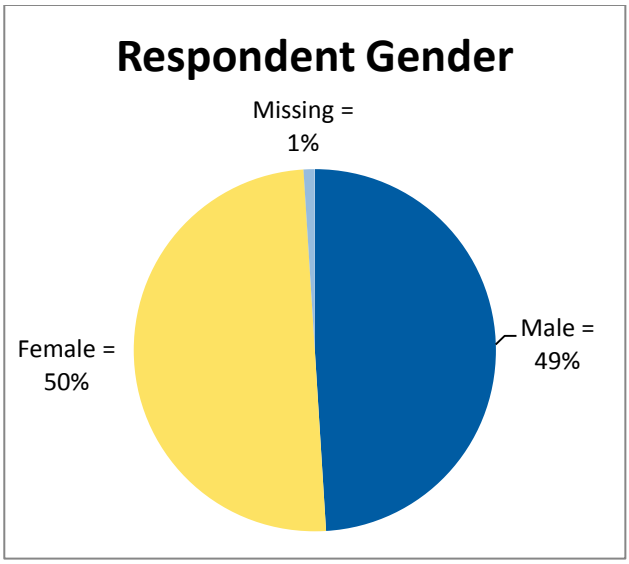
In the survey, respondents were asked a series of questions about themselves, including: grade, ethnic background, sex, IEP status, English as a first language status, living situation, and if a parent was in the military. These results are presented below to define the characteristics of the sample.

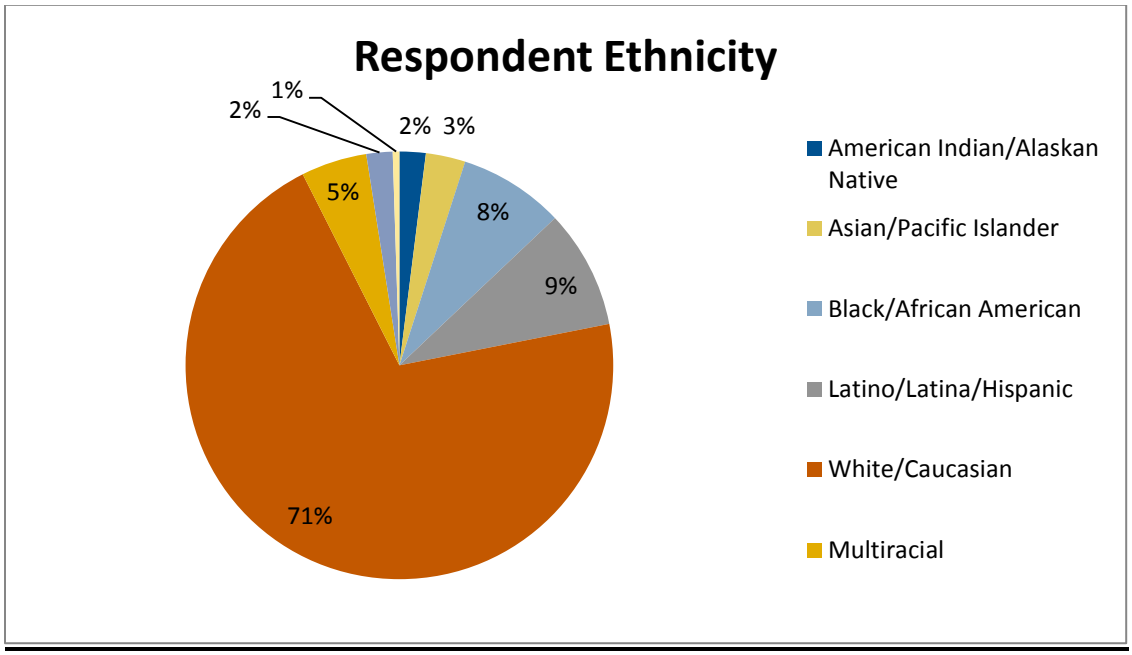
Student Respondent Demographics	**N = 9,782**
Gender	n (%)
Male	4,826 (49%)
Female	4,884 (50%)
Missing	72 (1%)
Grade	
9th	2,811 (29%)
10th	2,573 (26%)
11th	2,398 (25%)
12th	1,977 (20%)
Missing	23 (<.5%)
IEP	

Yes	1,228 (13%)
No	7,960 (81%)
I don't know	510 (5%)
Missing	84 (1%)
Ethnicity	
American Indian/Alaskan Native	174 (2%)
Asian/Pacific Islander	315 (3%)
Black/African American	733 (8%)
Latino/Latina/Hispanic	871 (9%)
White/Caucasian	6,965 (71%)
Multiracial	513 (5%)
Other	151 (2%)
Missing	60 (.5%)
English as first language	
Yes	8,931 (91%)
No	792 (8%)
Missing	59 (.5%)
Living situation	
With parent/s	8,962 (92%)
With grandparents or other relatives	315 (3%)
With foster parents	80 (1%)
In shelter care	50 (.5%)
In a residential group or home	19 (<.5%)
Independent living	111 (1%)
Other	159 (2%)
Missing	86 (1%)
Military parent	
Currently away from home serving	148 (2%)
Returned home from service last year	146 (2%)
Do not have a parent in military	6,035 (62%)
None of the above	3,233 (33%)
Missing	220 (2%)

**Percentages are rounded to the nearest whole percent.*







Data Coding

All negative items were reverse coded, making all low scores indicative of negative responses and high scores indicative of positive responses. Next, in order to represent the survey data from both surveys in a way that was comparable across all items and constructs, and to most closely align with the final representation of the data in the IS^3 Index, the items were weighted on one scale. Because the majority of items were IYS Likert items with the following 4-point response option: "Strongly Disagree, Disagree, Agree, and Strongly Agree," and because alignment with the IYS was a priority based on stakeholder feedback, the decision was made to weigh all items on a scale ranging from 1 to 4, allowing for manipulation of the fewest number of items possible.

Since it was known that the neutral response option (a feature of CSCI items only) would be omitted in future survey administrations to align with the IYS response options, analyses were run without the "neutral" response option (in other words, the neutral response was coded as missing). However, this

created a large amount of missing data and was no longer representative of the sample that took the survey. As a result, the neutral option remained in validity and reliability analyses in year 1, coded as you see in the second table below.

1	1.5	2	2.5	3	3.5	4
6 or More Times		3-5 Times		1-2 Times		None
30 Days	20-29 Days	10-19 Days	6-9 Days	3-5 Days	1-2 Days	0 Days
11 or More Times	6-10 Times	3-5 Times	2 Times	1 Time		0 Times
Strongly Disagree		Disagree		Agree		Strongly Disagree

1	1.75	2.5	3.25	4.0
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Survey Results

Cronbach's Alpha analyses were run on CSCI and IYS items from "like" constructs. For example, items from the IYS construct "School Expectations/Boundaries" were examined with items from the CSCI construct "Rules and Norms." Items from both of these constructs garnered information about the school rules and enforcement of these rules, and were therefore examined together.

Using the Cronbach's Alpha analyses, items were considered for omission if the "Cronbach's Alpha If Item Deleted" revealed that the overall construct would be strengthened if the item was deleted. Priority for inclusion in the final construct was given to IYS items (e.g. if analyses revealed that omission of both an IYS and a CSCI item would improve the overall reliability, the CSCI item was deleted first, and the analyses re-run). Items were also considered for omission if a CSCI item and an IYS item appeared to be measuring the same underlying concept, indicated by a high correlation above .800. In this instance, items were examined for face validity, and the CSCI item was deleted when necessary.

The constructs were based on Cronbach's Alpha analyses. After the development of the constructs, Confirmatory Factor Analyses were run.

Student Survey Construct	Cronbach's Alpha	Confirmatory Factor Analyses	
		CFI	RMSEA
Physical Safety	.864	.958	.067
Emotional Safety	.862	.926	.096
Diversity	.731	.634	.268
Adult-Student Relationships	.821	.977	.072
Student-Student Relationship	.739	.847	.148
Boundaries/Expectations	.809	.950	.095
Physical Environment	.803	.966	.103
Values	.787	.947	.081
Commitment to School/Learning	.760	.999	.013
Supports for Learning	.875	.971	.060
Social and Civic Learning	.893	.967	.069

Perceived Peer Emotional Safety	.765	.991	.065

Further Cronbach's Alpha analyses were run on Conditions for Learning survey for grades 6 and 8 in 2016. Student demographics are shown below.

Student Respondent Demographics: Grades 6 & 8	58414 (100%)
Gender	
Male	29556 (51%)
Female	28301 (48%)
Missing	557 (1%)
Grade	
6th	29275 (50%)
8th	29139 (50%)
Ethnicity	
White	42806 (73%)
Black or African American	3057 (5%)
American Indian or Alaska Native	629 (1%)
Asian/Pacific Islander	1705 (3%)
Hispanic or Latino	4681 (8%)
Mixed or Multiple Races	4013 (7%)
Some Other Race	762 (1%)
Missing	761 (1%)

Additional Cronbach's Alpha results for students grades 6 and 8 are shown below

Student Survey Construct	**Cronbach's Alpha**
Physical Safety	.789
Emotional Safety	.849
Diversity	.752
Adult-Student Relationships	.879
Student-Student Relationships	.864
Boundaries/Expectations	.773
Physical Environment	.794
Values	.697

Focus Group Feedback

After analyses were run, and survey items and constructs determined for the student version of the Conditions for Learning survey, focus groups were conducted with students, parents, and staff. The goal of the focus groups was to garner input on the face validity of items and constructs, and to gather suggests for improvement. Focus group feedback was collected for:

1. Conditions for Learning ***Student*** survey
2. CSCI: ***Parent*** survey
3. CSCI: ***School Personnel*** survey

At this point in time, parent and school personnel versions of the Conditions for Learning survey had not been created. However, because the CSCI had parent and school personnel versions, focus group feedback was collected on these survey constructs and items. In doing so, input was gathered on preferred verbiage and interpretation of verbiage for parent and school personnel items. Also, when a CSCI item was used in the student version, there was an aligning parent and school personnel item; this method allowed for collection of focus group feedback on these aligning items which would eventually be included in the Conditions for Learning parent and school personnel surveys.

The table below summarizes the results of the focus group feedback, and the action(s) taken as a result of this feedback. The exact changes made to each item as a result of focus group feedback can been seen in red.

Item	Suggestion	Change(s) Made	New Item
E.g. Students in this school respect each other's differences (for example, gender, race, culture, etc.).	Define diversity areas: add learning differences and sexual orientation	Added these examples to items that listed examples of diversity	Students in this school respect each other's differences (for example, gender, race, culture, learning differences, sexual orientation, etc.)
My teachers notice when I am doing a good job and let me know about it.	Do teachers let students know what they can improve on? And how they can improve on it?	An additional set of questions was added	E.g. My teachers give me useful feedback on my work. E.g. My teachers show me how to learn from my mistakes.
E.g. There are clear rules about what students can and cannot do.	Ask more specific questions about clear rules/boundaries	Added specific questions to adult survey In student survey, this is in IYS item that will be revisited at end of grant	E.g. In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping). E.g. In my child's school, there are clear rules against insults, teasing, harassment, and other verbal abuse.
E.g. My child's school building is kept in good condition.	Change "my child" to "my student"	This wording is the verbiage established by a valid and reliable survey of school climate; may revisit at end of grant	
E.g. My child has been insulted, teased, harassed, or otherwise verbally abused more than once at this school.	Change "more than once" to "at least once"	New safety items were created for parents/staff to align with the student items from the IYS; items with "more than once" were omitted	
Many students at my child's school go out of their way to treat other students badly	Change "many students" to "students"	New safety items were created for parents/staff to align with the student items from the items; items with "many students" were omitted	
	Add an item that says, "I have had an occasion to report an incident"	Added an item	In the current school year, how many times have you filled out and turned in a Bullying/Harassment Report Form to this school?
	Add a question asking what happens when a bullying incident is reported	Added an item	When you turned in a Bullying/Harassment Report Form to the school, how

			many times did you receive a communication back from the school letting you know that the report was received and followed up on?
E.g. There are many students in my child's school who seem to be made fun of a lot by other students. E.g. There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.	Felt some items in Emotional Safety were redundant	New safety items were created for parents/staff to align with the student items from the items; these items were omitted	

Some suggested changes were not possible. The Iowa Youth Survey (IYS) has been used in Iowa for more than a decade; therefore changes to these items were not amended to allow for direct comparison of results from year-to-year. However, these suggestions were noted. These suggestions can be found below.

Item	Suggestion
I was hit, kicked, pushed, shoved around, or locked indoors.	Move this from Emotional Safety to Physical Safety
Had your things (clothing, books, bike, car) stolen or deliberately damaged on school property	Need to more clearly define "school property"
Carried a gun, knife, club, or other weapon to school	Get rid of "carrying" – boys carrying knives is not always seen as threatening
E.g. Carried a gun, knife, club, or other weapon to school E.g. Been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property	Felt these were redundant and one needed to be deleted
I was made fun of because….	Add an item, "I was made fun of because of my sexual orientation."
E.g. My teachers care about me.	Ask students about all adults, not just teachers

Several suggestions were made requesting an item/question be added. Because participants only had a portion of the survey, oftentimes these items already existed in other parts of the survey. These suggestions and items are listed below

Item	Suggestion
Add an item that says, "I am proud to be attending my high school."	I care about my school.
Add a question about extracurricular activities	On average during the school year, how many hour per week do you spend… • Working in a paid job • Volunteering… • Participating in extra-curricular activities…
Add an item about cyberbullying	I have received a threatening or hurtful message from another student in an e-mail, on a website, on a cell phone, from pager text messaging, in an internet chat room or in instant messaging.
Add an item that says, "I feel I have someone to talk to at school"	E.g. There is at least one adult at school that I could go to for help with a problem

	E.g. Students have friends at school they can trust and talk to if they have problems
Add the item, “Are you worried about something getting stolen?”	E.g. In the past 12 months, how often have you had your things stolen? E.g. In the past 12 months, how often have you stolen something?
Finally, some items were not addressed for particular reasons, as noted below.	
Item	**Suggestion**
Add a parent items that says, “Does your child suffer from emotional distress you see linked to the school?”	This can be difficult to judge; instead, it is more accurate to say what has occurred to the child at school that may affect emotional wellbeing – Several questions in Emotional Safety ask what occurred to the child that may affect his/her wellbeing
Add a parent question that says, “I believe my child feels comfortable talking to me”	This is beyond the control of the school, and was therefore not added to the survey
Add item that says, “Is there an adult you feel unsafe around?”	Was not added in order to avoid schools attempting to track down individuals; may be asked on a follow-up survey if the school decides
Add items about narcotics, drugs, and other substances	These questions are still on the IYS and will be asked every other year

C. Development of Parent and Staff Conditions for Learning Surveys

Aligning Parent and Staff Items

Once the student items and constructs were finalized, in order to meet goal 1 of the grant (to develop a measurement system to monitor the conditions for learning across students, ***parents, and staff***) aligning parent and staff items were created and/or finalized.

Because a parent version of the IYS does not exist, but parent and staff versions of the CSCI do exist, the follow procedures were followed in order to establish survey items for parents and school personnel. (An example of each of the procedures is shown in the table below.)

1. When a CSCI item was used in the survey, this item already existed across all 3 populations. As a result, the aligning parent and school personnel items were utilized.
2. When an IYS item was used in the Index and a similar CSCI item existed (based on face validity and correlation analyses), this CSCI item was used in the parent/school personnel surveys
3. When an IYS item was used in the Index and a similar CSCI item did not exist, the IYS item was adapted to a format suitable for parents and school personnel.

	Student/Index Survey Items	**Parent/*School Personnel* Survey Items**
1.	There is at least one adult at school that I could go to for help with a problem.	If my child needs to talk to an adult in school about a problem, there is someone he/she trusts who he/she could talk to. (*There are adults in this school that students would trust enough to talk to if they had a problem*.)

2.	There is at least one adult at school that I could go to for help with a problem.	If my child needs to talk to an adult in school about a problem, there is someone he/she trusts who he/she could talk to. (*There are adults in this school that students would trust enough to talk to if they had a problem*.)
3.	My school lets a parent/guardian know if I am doing a good job.	My child's school lets me know when he/she does a good job. (*This school lets parents know when their child does a good job.)*

Index Constructs

Survey of Origin	Items in Physical Safety		
	Students	Parents	School Personnel
IYS	In the past 30 days, on how many days have you had at least one drink of alcohol (glass bottle or can of beer; glass of wine, liquor or mixed drink)	NO ITEM	NO ITEM
Stem	In the past 12 months, how often have you…	In the past 12 months, how often has your child…	
IYS	Been disciplined at school for fighting, theft, or damaging property	Been disciplined at school for fighting, theft, or damaging property	NO ITEM
IYS	Had your things (clothing, books, bike, car) stolen or deliberately damaged on school property	Had personal property (clothing, books, bike, car) stolen or deliberately damaged on school property	NO ITEM
IYS	Been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property	Been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property	NO ITEM
Stem		In the past 12 months, how often have you seen or heard that students…	In the past 12 months, how often have you seen or heard that students…
IYS	Damaged property just for fun (like breaking windows, scratching a car, etc.)	Damaged personal or school property on school grounds (for example, breaking windows, scratching a car)	Damaged personal or school property on school grounds (for example, breaking windows, scratching a car)
IYS	Stolen something	Stole personal or school property on school grounds (for example, books, clothing, cars)	Stole personal or school property on school grounds (for example, books, clothing, cars)
IYS	Carried a gun, knife, club, or other weapon to school	Carried a gun, knife, club, or other weapon to school	Carried a gun, knife, club, or other weapon to school
IYS	Beaten up on or fought someone because they made you angry	Beat up on or fought someone	Beat up on or fought someone

IYS	Used a weapon, force, or threats to get money or things from someone	Used a weapon, force, or threats to get money or things from others at school	Used a weapon, force, or threats to get money or things from others at school
IYS	Verbally threatened to physically harm someone	Verbally threatened to physically harm others at school	Verbally threatened to physically harm others at school
Survey of Origin	Items in Emotional Safety		
	Students	Parents	School Personnel
IYS	I feel safe at school	My child feels safe at school.	Students feel safe at school.
Stem	In the past 30 days, how many times have you been bullied at school in the ways listed below:	In the past 30 days, how many times has your child been bullied at school in the ways listed below:	In the past 30 days, how many times have you seen or heard of students being bullied at school in the ways listed below:
IYS	I was called names, made fun of, or teased in a hurtful way	My child was called names, made fun of, or teased in a hurtful way	Called names, made fun of, or teased in a hurtful way
IYS	Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored	Other students left my child out of things on purpose, excluded him/her from groups of friends, or completely ignored him/her	Left out of things on purpose, excluded from groups of friends, or completely ignored by other students
IYS	I was hit, kicked, pushed, shoved around, or locked indoors	My child was hit, kicked, pushed, shoved around, or locked indoors	Hit, kicked, pushed, shoved around, or locked indoors
IYS	Other students told lies, spread false rumors about me, and tried to make others dislike me	Other students told lies, spread false rumors, and tried to make others dislike my child	Other students told lies, spread false rumors, and tried to make others dislike particular students
IYS	I was made fun of because of my race or color	My child was made fun of because of his/her race or color	Made fun of because of their race or color
IYS	I was made fun of because of my religion	My child was made fun of because of his/her religion	Made fun of because of their religion
IYS	Other students made sexual jokes, comments, or gestures that hurt my feelings	Other students made sexual jokes, comments or gestures that hurt my child's feelings	Other students made sexual jokes, comments, or gestures that hurt other students' feelings
IYS	I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from pager text messaging, in an internal chat room, or in instant messaging	My child received threatening or hurtful messages from other student(s) in an email, on a website, on a cell phone, from pager text messaging, instant messaging or in any electronic manner	Received threatening or hurtful messages from other student(s) in an email, on a website, on a cell phone, from pager text messaging, instant messaging or in any electronic manner
Survey of Origin	Items in Diversity		
	Students	Parents	School Personnel
CSCI	Students in this school respect each other's differences (for example, gender, race, culture,	Students in my child's school respect each other's differences (for example,	Students in this school respect each other's differences (for example, gender, race, culture,

	learning differences, sexual orientation, etc.)	gender, race, culture, learning differences, sexual orientation, etc.)	learning differences, sexual orientation, etc.)
CSCI	Students in this school respect differences in adults (for example, gender, race, culture, learning differences, sexual orientation, etc.)	Students in my child's school respect differences in adults (for example, gender, race, culture, learning differences, sexual orientation, etc.)	Students in this school respect differences in adults (for example, gender, race, culture, learning differences, sexual orientation, etc.)
CSCI	Adults in this school respect differences in students (for example, gender, race, culture, learning differences, sexual orientation, etc.)	Adults in my child's school respect differences in students (for example, gender, race, culture, learning differences, sexual orientation, etc.).	Adults in this school respect differences in students (for example, gender, race, culture, learning differences, sexual orientation, etc.).
CSCI	Adults in this school respect each other's differences (for example, gender, race, culture, learning differences, sexual orientation, etc.)	Adults in my child's school respect each other's differences (for example, gender, race, culture, learning differences, sexual orientation, etc.).	Adults in this school respect each other's differences (for example, gender, race, culture, learning differences, sexual orientation, etc.).
IYS	I am accepting of those different than myself (racially, culturally, socio-economically)	My child is accepting of those different than him/herself (for example, gender, race, culture, learning differences, sexual orientation, etc.)	NO ITEM
IYS	It is wrong to discriminate against someone because of her/his race, appearance, culture, religion, etc.	NO ITEM	NO ITEM
Survey of Origin	Items in Adult-Adult Relationships Construct		
	Students	Parents	School Personnel
CSCI	Adults who work in my school treat students with respect	Adults who work in my child's school treat students with respect.	Adults who work in this school treat students with respect.
IYS	My teachers care about me.	Adults in my child's school are interested in getting to know my child.	Adults in this school are interested in getting to know students.
IYS	My teachers are available to talk with students one-on-one	Adults who work in my child's school are willing to listen to what students have to say.	Adults in this school are willing to listen to what students have to say.
IYS	My teachers notice when I am doing a good job and let me know about it	My child's teachers let him/her know when he/she does a good job.	Teachers let students know when they do a good job.
IYS	My school lets a parent/guardian know if I am doing a good job	My child's school lets me know when he/she does a good job	This school lets parents know when their child does a good job
IYS	There is at least one adult at school that I could go to for help with a problem	If my child needs to talk to an adult in school about a problem, there is someone	There are adults in this school that students would trust enough to talk to if they had a problem

		he/she trusts who he/she could talk to.	
Survey of Origin	Items in Student-Student Relationships Construct		
	Students	Parents	School Personnel
CSCI	Students have friends at school they can turn to if they have questions about homework	Students have friends at school they can turn to if they have questions about homework.	Students have friends at school they can turn to if they have questions about homework.
CSCI	Students have friends at school they can trust and talk to if they have problems	Students have friends at school they can trust and talk to if they have problems.	Students have friends at school they can trust and talk to if they have problems.
CSCI	Students generally work well with each other even if they're not in the same group of friends	Students in my child's school work well with each other even if they're not in the same group of friends.	Students in this school seem to work well with one another even if they're not in the same group of friends.
CSCI	Students have friends at school to eat lunch with	Students have friends at school to eat lunch with.	Students have friends at school to eat lunch with.
CSCI	Students try to make new students feel welcome in the school	Students try to make new students feel welcome in the school.	Students try to make new students feel welcome in the school.
IYS	Students in my school treat each other with respect	Students at my child's school treat each other with respect	Students in this school treat each other with respect.
Survey of Origin	Items in Expectations/Boundaries Constructs		
	Students	Parents	School Personnel
IYS	There are clear rules about what students can and cannot do	In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping).	In this school, there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping).
		In my child's school, there are clear rules against insults, teasing, harassment, and other verbal abuse.	In this school, there are clear rules against insults, teasing, harassment, and other verbal abuse.
IYS	The school principal and teachers consistently enforce school rules	Adults in the school are fair about making sure that all students follow the rules against physically hurting other people.	Adults in the school fairly enforce rules regarding physical violence
		Adults in the school are fair about making sure that all students follow the rules against insults, teasing, harassment, or other verbal abuse.	Adults in the school fairly enforce rules against insults, teasing, harassment, or other verbal abuse.
IYS	If I skipped school, at least one of my parents/guardians would be notified	If my child skipped school, the school would notify me	If a student is absent from school without prior approval, the school notifies the parents

IYS	Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period	Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular school activity for some time period	Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular school activity for some time period
IYS	If I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action	If my child got in trouble at school for breaking a rule, I would support the school's disciplinary action	When students get in trouble at school for breaking a rule, parents are supportive of the school's disciplinary actions.
IYS	My school lets a parent/guardian know if I've done something wrong	My child's school contacts me if my child has done something wrong	This school contacts parents if a student has done something wrong
Survey of Origin	Items in Physical Environment Construct		
	Students	Parents	School Personnel
CSCI	My school building is kept clean	My child's school building is kept clean.	This school building is kept clean.
CSCI	My school has up to date computers and other electronic equipment available students	My child's school has up-to-date computers and other electronic equipment available to students.	This school has up-to-date computers and other electronic equipment available to students.
CSCI	My school is physically attractive (well designed, nicely decorated, etc.)	My child's school is physically attractive (well designed, nicely decorated, etc.).	This school is physically attractive (well designed, nicely decorated, etc.).
CSCI	We have space and facilities for extracurricular activities at my school	My child's school has space and facilities for extra-curricular activities.	We have space and facilities for extra-curricular activities at this school.
CSCI	My school building is kept in good condition	My child's school building is kept in good condition.	This school building is kept in good condition.
Survey of Origin	Items in Perceived Peer Emotional Safety		
	Students	Parents	School Personnel
CSCI	~~Most~~ students in my school act in a way that is sensitive to the feelings of other students.	~~Most~~ students in my child's school act in a way that is sensitive to the feelings of other students.	~~Most~~ students in this school act in a way that is sensitive to the feelings of other students.
CSCI	Students at my school will try to stop students from insulting or making fun of other students	Students at my child's school will try to stop students from insulting or making fun of other students.	Students at this school will try to stop students from insulting or making fun of others.
CSCI	Very few students insult or make fun of other students.	Very few students at my child's school insult or make fun of other students.	Very few students at this school insult or make fun of other students.
CSCI	~~Most~~ students in my school try to treat other students the way they'd want to be treated.	~~Most~~ students in my child's school try to treat other students the way they'd want to be treated.	~~Most~~ students in this school try to treat other students the way they'd want to be treated.

Survey of Origin	Items in Values Construct		
	Students	Parents	School Personnel
IYS	Even if it is dangerous, I like to do exciting things	NO ITEM	NO ITEM
IYS	It is important to help other people	NO ITEM	NO ITEM
IYS	I care about other people's feelings	NO ITEM	NO ITEM
IYS	I feel sorry for people who have things stolen or damaged	NO ITEM	NO ITEM
IYS	Violence is the worst way to solve problems	NO ITEM	NO ITEM
IYS	It is important to tell the truth	NO ITEM	NO ITEM
IYS	I can say "no" when someone wants me to do things I know are wrong or dangerous	NO ITEM	NO ITEM
IYS	I believe working hard now will make my life successful in the future	NO ITEM	NO ITEM
Survey of Origin	Items in Commitment to School Construct		
	Students	Parents	School Personnel
IYS	I care about my school	NO ITEM	NO ITEM
IYS	I try to do my best in school	NO ITEM	NO ITEM
IYS	I plan to finish high school	NO ITEM	NO ITEM
IYS	I do the homework that is assigned	NO ITEM	NO ITEM
Survey of Origin	Items in Supports for Learning		
	Students	Parents	School Personnel
CSCI	My teachers encourage me to try out new ideas (think independently)	My child's teachers encourage him/her to try out new ideas (think independently).	Teachers encourage students to think independently.
CSCI	If I am feeling confused about something in class, I feel comfortable saying so	If my child is feeling confused about something in class, he/she feels comfortable saying so.	Students feel comfortable letting their teachers know when they are confused
CSCI	Teachers give me an opportunity to show them what I know and can do in a variety of ways (for example, papers, presentations, projects, tests)	Teachers give my child an opportunity to show what he/she knows and can do in a variety of ways (for example, papers, presentations, projects, tests).	Teachers give their students opportunities to show what they know and can do in a variety of ways (for example, papers, presentations, projects, tests).
CSCI	In school, I feel challenged to do more than I thought I could	My child is challenged to do more than he/she thought he/she could in school.	Teachers challenge students to exceed their expectations

CSCI	My teachers give me useful feedback on my work	My child's teachers give him/her useful feedback on school work.	Teachers give their students useful feedback on their work.
CSCI	My teachers encourage us to see mistakes as a natural part of the learning process.	My child's teachers encourage him/her to see mistakes as a natural part of the learning process.	Teachers encourage their students to see mistakes as a natural part of the learning process.
CSCI	My teachers show me how to learn from my mistakes	My child's teachers show him/her how to learn from his/her mistakes.	Teachers show their students how to learn from their own mistakes.
CSCI	My teachers help me figure out how I learn best	My child's teachers help him/her figure out how he/she learns best.	Teachers help their students figure out how they learn best.
CSCI	My teachers give me individual attention on schoolwork	My child's teachers give him/her individual attention on schoolwork	Teachers give their students individual attention on schoolwork.
Survey of Origin	Items in Social and Civic Learning		
	Students	Parents	School Personnel
CSCI	In my school, we talk about ways to help us control our emotions.	In my child's school, he/she talks about ways to help control his/her emotions.	Adults in this school talk with students about strategies for understanding and controlling their emotions
CSCI	In my school, we have learned ways to resolve disagreements so that everyone can be satisfied with the outcome.	In my child's school, students have learned ways to resolve disagreements so that everyone can be satisfied with the outcome.	In this school, we teach ways to resolve disagreements so that everyone can be satisfied with the outcome.
CSCI	In my school, we talk about the way our actions will affect others.	In my child's school, he/she talks about the way his/her actions affect others.	Adults in this school help students think about how their actions will affect others
CSCI	In my school, we discuss issues that help me think about how to be a good person.	In my child's school, he/she discusses issues that help her/him think about how to be a good person.	Adults in this school discuss issues that help students think about how to be a good person.
CSCI	In my school, we discuss issues that help me think about what is right and wrong.	In my child's school, he/she discusses issues that help him/her think about what is right and wrong.	In this school, we discuss issues that help students think about what is right and wrong.
CSCI	In my school, we have learned skills that help us plan our time so that we can get our work done and still do other things we enjoy.	My child has learned skills that help him/her plan time effectively to get work done and still do other things he/she enjoys.	In this school, we teach skills that help students plan their time so they can get their work done and still do other things they enjoy.
CSCI	In my school, we talk about the importance of understanding our feelings and the feelings of others.	In my child's school, he/she talks about the importance of understanding his/her feelings and the feelings of others.	Adults in this school encourage students to understand the importance of their feelings and those of others.
CSCI	In my school, we work on listening to others so that we	In my child's school, he/she works on listening to others so	Adults in this school help students listen to others so that

	really understand what they are trying to say.	that he/she really understands what they are trying to say.	they really understand what they are trying to say
CSCI	I feel that I am better at working with other people because of what I learned in my school.	My child feels that he/she is better at working with other people because of what he/she learned in school.	NO ITEM
Survey of Origin	Additional Items – Not in a Construct		
	Students	Parents	School Personnel
IYS	During the past 12 months, did you ever feel so sad or hopeless almost every day for 2 weeks or more in a row that you stopped doing some usual activities?	NO ITEM	NO ITEM
IYS	During the past 12 months, did you ever seriously consider attempting suicide?	NO ITEM	NO ITEM
IYS	During the past 12 months, did you make a plan about how you would attempt suicide?	NO ITEM	NO ITEM
IYS	During the past 12 months, how many times did you actually attempt suicide?	NO ITEM	NO ITEM
IYS	If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?	NO ITEM	NO ITEM
NEW	When students physically hurt each other (for example, pushing, slapping, or punching), how often do the teachers or other adults at school put a stop to it?	When students physically hurt each other (for example, pushing, slapping, or punching), how often do the teachers or other adults at school put a stop to it?	When students physically hurt each other (for example, pushing, slapping, or punching), how often do the teachers or other adults at school put a stop to it?
NEW	When students insult, tease, harass, or otherwise verbally abuse other students, how often do the teachers or other adults at school put a stop to it?	When students insult, tease, harass, or otherwise verbally abuse other students, how often do the teachers or other adults at school put a stop to it?	When students insult, tease, harass, or otherwise verbally abuse other students, how often do the teachers or other adults at school put a stop to it?
IYS	When a student is being bullied at school, how often do the teachers or other adults at school try to put a stop to it?	When a student is being bullied at school, how often do the teachers and other adults at school try to put a stop to it?	When a student is being bullied at school, how often do the teachers or other adults at school try to put a stop to it?
NEW	In the current school year, how many times have you filled out and turned in a	In the current school year, how many times have you filled out and turned in a	In the current school year, how many times have you filled out and turned in a

	Bullying/Harassment Report Form to this school?	Bullying/Harassment Report Form to this school?	Bullying/Harassment Report Form to this school?
NEW	When you turned in a Bullying/Harassment Report Form to the school, how many times did you receive a communication back from the school letting you know that the report was received and followed up on?	When you turned in a Bullying/Harassment Report Form to the school, how many times did you receive a communication back from the school letting you know that the report was received and followed up on?	When you turned in a Bullying/Harassment Report Form to the school, how many times did you receive a communication back from the school letting you know that the report was received and followed up on?
NEW	I feel safe from insults, teasing, harassment, and other verbal abuse at school.	My child feels safe from insults, teasing, harassment, and other verbal abuse at school.	Students feel safe from insults, teasing, harassment, and other verbal abuse at school.
NEW	I feel physically safe on school grounds (including all areas of the school building and the schoolyard).	My child feels physically safe on school grounds (including all areas of the school building and the schoolyard).	Students feel physically safe on school grounds (including all areas of the school building and the schoolyard).
NEW	Students treat adults who work in this school with respect.	Students treat adults who work in my child's school with respect	Students treat adults who work in this school with respect

Adult Only Constructs

Survey of Origin	Parent-School Connection	
	Parents	School Personnel
ISTAR	The school gives parents the help they need to play an active role in their child's education	
ISTAR	The school explains what options parents have if they disagree with a decision of the school	
ISTAR	I have been asked for my opinion about how well education services are meeting my child's needs.	
ISTAR	The school has a person on staff who is available to answer parents' questions.	
ISTAR	Teachers are available to speak to me.	
ISTAR	School personnel consider and listen to all of my concerns and recommendations for my child.	
ISTAR	Parents and family members feel comfortable talking to teachers.	
ISTAR	I think parents/guardians feel welcome at my child's school.	
ISTAR	My child's school tries to get all families to be part of school activities.	
ISTAR	I am satisfied with my child's education at this school.	
	Professional Relationships	Staff
CSCI		The administration at this school involves staff in decisions about instruction.
CSCI		The administration at this school is accessible to teachers and staff.

CSCI		The administration at this school involves staff in decisions about the school discipline policy.
CSCI		The administration at this school places a high priority on developing staff expertise.
CSCI		The administration at this school effectively communicates a strong and compelling vision for what they want the school to be.
CSCI		The administration at this school is fair in the way they allocate resources.
CSCI		The administration at this school provides teachers with opportunities to work together collaboratively.
CSCI		Most teachers at this school feel comfortable asking for help from the administration.
CSCI		The administration at this school places a high priority on curriculum and instructional issues.
CSCI		The administration involves teachers in planning professional development activities.
CSCI		The work I do at this school is appreciated by the administration.
CSCI		The administration at this school communicates openly with teachers and staff.
CSCI		The administration at this school is supportive of teachers and staff members.
	Professional Relationships	Staff
CSCI		Most staff in this school are good at the work they do.
CSCI		Most staff in this school are generous about helping others with instructional issues.
CSCI		Most staff seem comfortable asking for help from their colleagues.
CSCI		Staff in the school seem comfortable sharing ideas at staff/faculty meetings.
CSCI		Staff in this school try to learn from one another.
	Additional Items – Not in a Construct	Staff
CSCI		I have seen staff insult, tease, harass or otherwise verbally abuse other staff in this school
CSCI		Staff members are recognized for their accomplishments.
CSCI		Advanced students are given appropriately challenging work.
CSCI		Teachers use activities and assignments designed to help determine which teaching methods work best for each student.
CSCI		Students can get extra help if they need it.

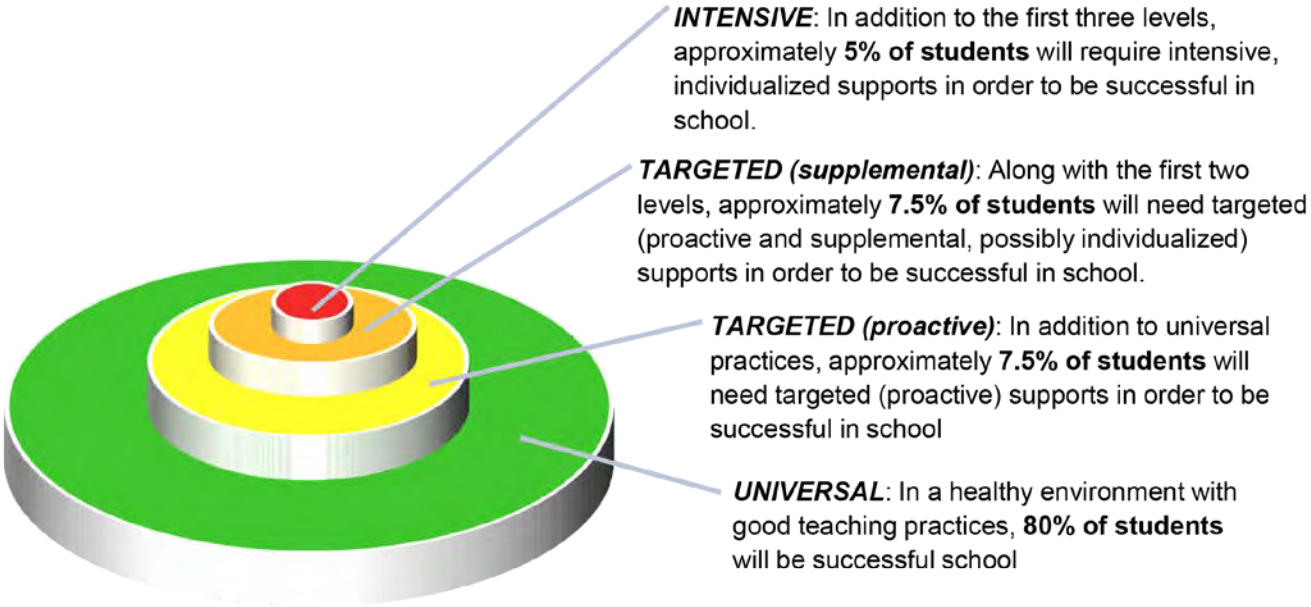
Using the below Learning Supports Framework, constructs were classified as follows:

- green = data indicates a healthy construct
- yellow = data indicates some targeted support needed

- orange = data indicates intensive to targeted support needed
- red = data indicates intensive support is needed

Based on the Learning supports model/graphic, we would expect 5% of students to have a pretty strong negative reaction, 15% to have a negative reaction, and 80% to have a generally positive reaction to the questions being asked. If the percentages fell out like this on the 4 point scale, we would see:

- 5% of students = 1
- 15% of students = 2
- 80% of students = 3.5 (for the majority of questions, this means they are in the agree/strongly disagree area)



Using this information, we would expect schools to have a mean element score of 3.15 in order to meet the Learning Supports model. Along with this, research shows that student survey data is accurate, with a slightly positive view. For example, when asked what their average GPA is, students with a B average typically answer they have a B+ average. Taking this into consideration, it was determined that element means of 3.25 and above would be considered green (healthy). From there, the distribution of the data was examined, along with the means and standard deviations. This information was used to determine that remaining cutoffs would be 3.0-3.24=yellow (some targeted supports needed), 2.75-2.99=orange (targeted supports needed) and less than 2.75=red (intensive supports needed).

The data from students in each school was used to calculate item means. Next, a survey construct mean was calculated by taking the overall mean of all the item means. Calculating the survey construct means in this way gave equal weight and importance to all items within a construct. Based on the survey construct means, schools fell into one of these ranges for each area (survey construct) of conditions for learning.

Survey Score	Description
≥3.25	Healthy
3.00 – 3.24	Some targeted supports needed
2.75 – 2.99	Targeted to intensive supports needed
<2.75	Intensive supports needed

In 2012, the combined IYS and CSCI survey was named the Conditions for Learning. All students in grades 9-12 at funded and participating non-funded IS[3] grant schools took this survey, totaling 12,670 students. Data were cleaned using the same techniques as year 1 (2011), and 12,537 cases were examined in the final analyses.

It is important to note that in 2012, the "neutral" option was omitted from all CSCI items in order to align with the IYS items. Because of this, analyses were re-run, and results are represented below. The table below summarizes the results of the student data analyses from 2011 (white) and 2012 (grey).

Student Survey Construct	Cronbach's Alpha		Confirmatory Factor Analyses			
	2011	2012	2011 CFI	2011 RMSEA	2012 CFI	2012 RMSEA
Physical Safety	.864	.862	.958	.067	.943	.079
Emotional Safety	.862	.864	.926	.096	.928	.097
Diversity	.731	.796	.634	.268	.815	.197
Adult-Student Relationships	.821	.841	.977	.072	.955	.103
Student-Student Relationship	.739	.822	.847	.148	.887	.159
Boundaries/Expectations	.809	.793	.950	.095	.902	.131
Physical Environment	.803	.834	.966	.103	.939	.154
Values	.787	.789	.947	.081	.964	.063
Commitment to School/Learning	.760	.699	.999	.013	.996	.042
Supports for Learning	.875	.899	.971	.060	.979	.058
Social and Civic Learning	.893	.927	.967	.069	.938	.115
Perceived Peer Emotional Safety	.765	.827	.991	.065	.999	.025

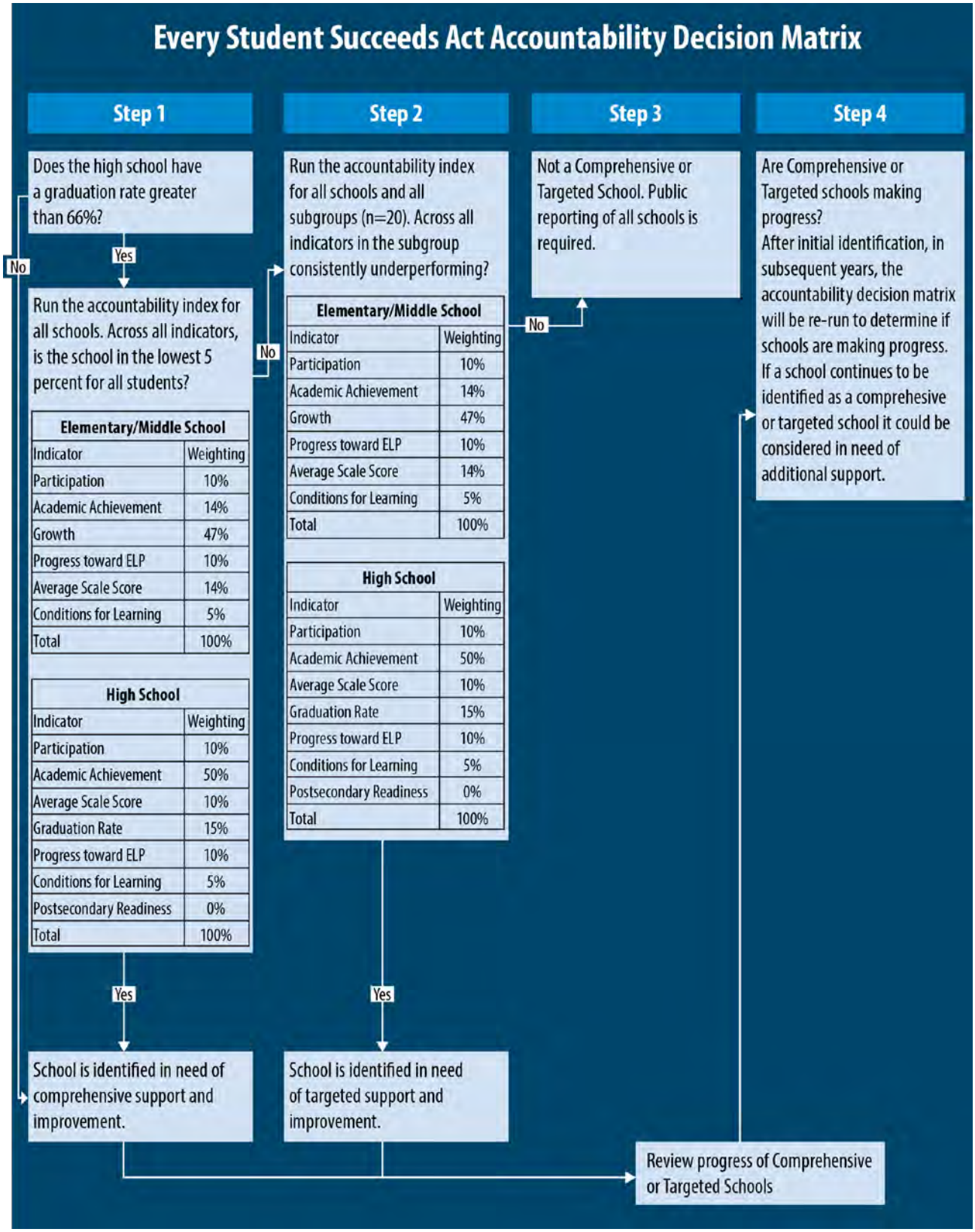
2012 Survey Analyses

Survey Construct	Cronbach's Alpha			Student		Staff		Parent	
	Student	Staff	Parent	CFI	RMSEA	CFI	RMSEA	CFI	RMSEA
Physical Safety	.862	.834	.816	.943	.079	.932	.126	.860	.124
Emotional Safety	.864	.878	.799	.928	.097	.918	.105	.892	.120
Diversity	.796	.765	.808	.815	.197	.822	.322	.868	.225
Adult-Student Relationships	.841	.804	.882	.955	.103	.974	.070	.982	.074
Student-Student Relationship	.822	.787	.850	.887	.159	.765	.239	.816	.228
Boundaries/ Expectations	.793	.839	.873	.902	.131	.925	.096	.914	.122
Physical Environment	.834	.786	.822	.939	.154	.948	.129	.936	.156
Perceived Peer Emotional Safety	.827	.837	.856	.999	.025			.995	.066
Supports for Learning	.899	.891	.926	.979	.058	.971	.064	.984	.056
Social and Civic Learning	.927	.894	.924	.938	.115	.987	.050	.951	.101
Adult Support	.865	.848	.901						
Leadership		.943				.934	.094		

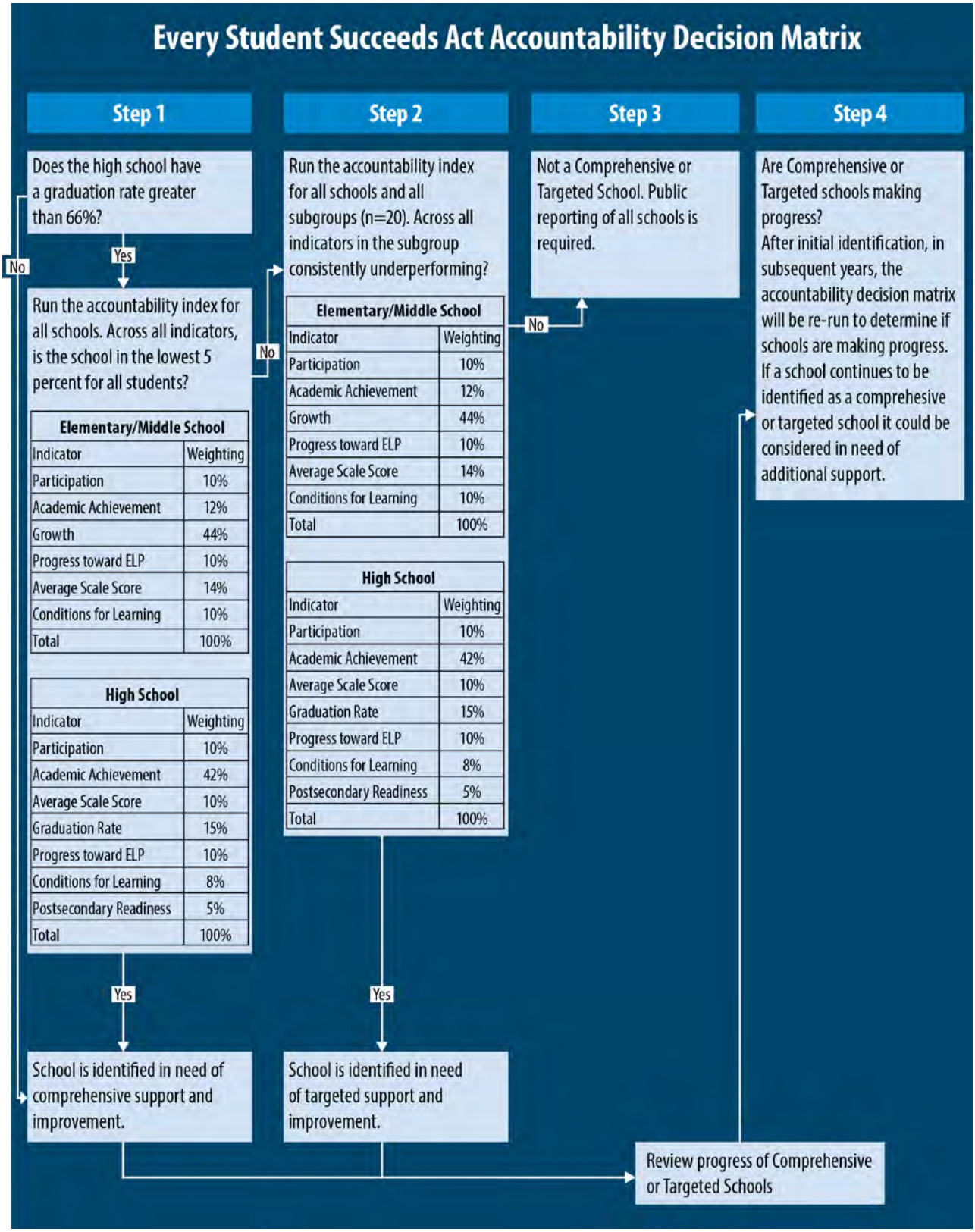
Professional Relationships		.777				.984	.065		
Values	.772			.964	.063				
Commitment to Learning	.699			.996	.042				
Parent-School Connection			.927					.974	.066
NEW – PHYSICAL SAFETY	.868			.942	.088				
NEW – EMOTIONAL SAFETY	.875	.883	.860	.925	.113	.918	.121	.893	.137
NEW – FEEL SAFE	.820	.821	.880						
NEW – ADULT-STUDENT	.850	.799	.887	.947	.098	.960	.074	.979	.070

APPENDIX H

Accountability Index Decision-Making Process: Year One Identification and Reporting of Schools, Spring 2018.



Accountability Index Decision-Making Process: Year Two Reporting of Schools, Spring 2019.



Accountability Index Decision-Making Process: Year Three Reporting of Schools, Spring 2020.

Every Student Succeeds Act Accountability Decision Matrix

Step 1

Does the high school have a graduation rate greater than 66%?

Yes

No

Run the accountability index for all schools. Across all indicators, is the school in the lowest 5 percent for all students?

No

Elementary/Middle School	
Indicator	Weighting
Participation	10%
Academic Achievement	12%
Growth	36%
Progress toward ELP	10%
Average Scale Score	14%
Conditions for Learning	18%
Total	100%

High School	
Indicator	Weighting
Participation	10%
Academic Achievement	39%
Average Scale Score	10%
Graduation Rate	15%
Progress toward ELP	10%
Conditions for Learning	8%
Postsecondary Readiness	8%
Total	100%

Yes

School is identified in need of comprehensive support and improvement.

Step 2

Run the accountability index for all schools and all subgroups (n=20). Across all indicators in the subgroup consistently underperforming?

Elementary/Middle School	
Indicator	Weighting
Participation	10%
Academic Achievement	12%
Growth	36%
Progress toward ELP	10%
Average Scale Score	14%
Conditions for Learning	18%
Total	100%

High School	
Indicator	Weighting
Participation	10%
Academic Achievement	39%
Average Scale Score	10%
Graduation Rate	15%
Progress toward ELP	10%
Conditions for Learning	8%
Postsecondary Readiness	8%
Total	100%

No

Yes

School is identified in need of targeted support and improvement.

Step 3

Not a Comprehensive or Targeted School. Public reporting of all schools is required.

Step 4

Are Comprehensive or Targeted schools making progress?
After initial identification, in subsequent years, the accountability decision matrix will be re-run to determine if schools are making progress. If a school continues to be identified as a comprehesive or targeted school it could be considered in need of additional support.

Review progress of Comprehensive or Targeted Schools

APPENDIX I

General Education Provisions Act (GEPA) Section 427.

The Iowa Department of Education is committed to compliance with section 427 of the General Education Provisions Act. To this end, the Department will ensure to the fullest extent possible that all individuals, regardless of gender, race, national origin, color, disability or age, will have equitable access to fully participate in all federally supported programs, services and activities, and to achieve high standards. The Department include assurances to hold LEAs accountable for ensuring equal access and providing accommodations to meet the needs of any program beneficiary.

As applicable, the steps taken at the state and local level to ensure equitable access and participation in federally-assisted programs for students, teachers and other program beneficiaries may include, but are not limited to:

- Printing in multiple languages,
- Providing assistive technology to access materials, including supports for individuals who are deaf or hard of hearing and/or blind;
- Supporting positive behavioral interventions and supports/multi-tiered systems of support;
- Using adapted transportation services;
- Using strategies that allow for awareness and inclusion across gender, race, national origin, color, disability and age; and
- Using outreach strategies that are culturally sensitive and disseminated via multiple modalities