
ESEA Flexibility Request



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U.S. Department of Education
Washington, DC 20202

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TABLE OF CONTENTS

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA’s flexibility request.

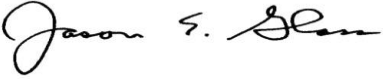
CONTENTS		PAGE
Cover Sheet for ESEA Flexibility Request		3
Waivers		4
Assurances		7
Consultation		9
Evaluation		11
Overview of SEA’s Request for the ESEA Flexibility		11
Principle 1: College- and Career-Ready Expectations for All Students		12
1.A	Adopt college- and career-ready standards	13
1.B	Transition to college- and career-ready standards	13
1.C	Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	38
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support		40
2.A	Develop and implement a State-based system of differentiated recognition, accountability, and support	40
2.B	Set ambitious but achievable annual measurable objectives	47
2.C	Reward schools	75
2.D	Priority schools	77
2.E	Focus schools	91
2.F	Provide incentives and supports for other Title I schools	101
2.G	Build SEA, LEA, and school capacity to improve student learning	101
Principle 3: Supporting Effective Instruction and Leadership		108
3.A	Develop and adopt guidelines for local teacher and principal evaluation and support systems	108
3.B	Ensure LEAs implement teacher and principal evaluation and support systems	123

TABLE OF CONTENTS, CONTINUED

For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	128
2	Comments on request received from LEAs (if applicable)	131
3	Notice and information provided to the public regarding the request	203
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	206
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	219
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)	237
9	Table 2: Reward, Priority, and Focus Schools	238
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Iowa Department of Education	Requester's Mailing Address: Grimes State Office Building 400 E. 14 th Street Des Moines, Iowa 50319-0146
State Contact for the ESEA Flexibility Request	
Name: Kevin Fangman	
Position and Office: Deputy Director and Administrator	
Contact's Mailing Address: Grimes State Office Building 400 E. 14 th Street Des Moines, Iowa 50319-0146	
Telephone: 515-281-3333	
Fax: 515-242-5988	
Email address: Kevin.Fangman@iowa.gov	
Chief State School Officer (Printed Name): Dr. Jason Glass	Telephone: 515-281-3436
Signature of the Chief State School Officer: X 	Date: February 28, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or

restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all

subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

- A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

The Iowa Department of Education convened an internal work team consisting of four work groups (27 individuals) to draft sections of the ESEA Flexibility Request. At varying points during the writing process feedback was solicited.

Stakeholder groups with specific content knowledge were identified and consulted throughout the waiver development process by the four work teams. These included such groups as the Superintendent Advisory Group, the Iowa Association of School Boards (IASB), the Iowa State Education Association (ISEA), the Iowa Council of Administrators in Special Education, the Urban Education Network, as well as superintendents and school board representation from districts recognized as exemplary and those designated persistently lowest achieving.

- A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Feedback was also requested from stakeholder groups in each of Iowa’s Area Education Agencies (AEAs), intermediary education agencies that support education in Iowa. The nine AEAs are state-mandated (IAC Chapter 72) entities legislated to provide support to public and accredited non-public schools in designated boundaries in matters of other educational services, media and technology, and special education. The AEAs were asked to hold meetings in their regions to solicit public input. Two teams of Department staff traveled to each of the nine AEAs. Participants had the choice to attend at the site where the presentations originated, as well as through Polycom and the Iowa Communications Network (ICN). Five short videos were shown, which were also available on the website, providing an overview of the Flexibility Request and detailing each of the three principles. Four to five presentations were held in each AEA including the following stakeholder groups: superintendents, administrators, school board members, students, teachers, parents, community members, supplemental education services (SES) providers, community agencies and organizations. Participants were given the opportunity to ask questions of the teams and to provide verbal feedback. In addition, participants were asked to respond to an electronic survey. All survey responses, including those from Local Education Agencies, are contained in Attachment 2.

Following is a list of each stakeholder session held:

ESEA Flexibility Request Stakeholder Meetings

December 2, 2011	Special Education Advisory Panel (SEAP)
December 9, 2011	Area Education Agency (AEA) Directors of Special Education
December 15, 2011	AEA Chiefs
December 16, 2011	AEA Collaborating for Kids Meeting
January 9, 2012	Iowa State Education Association (ISEA), School Administrators of Iowa (SAI), Iowa Association of School Boards (IASB), Teachers, Administrators
January 11, 2012	Iowa Core Steering Committee Meeting
January 12, 2012	AEA Director's of Special Education
January 16, 2012	Briefed Executive Director of ISEA
January 19, 2012	Education Committee Meeting (State Capitol)
January 23, 2012	AEA Collaborating for Kids Meeting
January 25, 2012	Iowa Assessment Network (IAN)
January 26, 2012	State Board of Education Meeting
January 27, 2012	AEA Chiefs
January 30, 2012	Iowa Assessment Network (IAN)
January 31, 2012	AEA 267 Regional Meeting*
February 1, 2012	Keystone AEA Regional Meeting*
February 2, 2012	Great Prairie AEA Regional Meeting*
February 3, 2012	Human Rights and Civil Rights Department Directors
February 4, 2012	ISEA Executive Board
February 6, 2012	Department of Education Division Staff Meeting
February 6, 2012	Department of Education Senior Staff
February 6, 2012	Mississippi Bend AEA Regional Meeting*
February 7, 2012	Grant Wood AEA Regional Meeting*
February 7, 2012	Heartland AEA Regional Meeting*
February 8, 2012	SAI Executive Council
February 8, 2012	Green Hills AEA Regional Meeting*
February 9, 2012	Nonpublic Advisory Board Meeting
February 9, 2012	AEA Joint Director's Meeting
February 9, 2012	Northwest AEA Regional Meeting*
February 9, 2012	Prairie Lakes AEA Regional Meeting*
February 10, 2012	Teacher Evaluation Taskforce
February 13, 2012	Teacher Quality Partnership Grant Team and United States Department of Education Program Officer
February 16, 2012	Parent Training Information Center (PITC)
February 22, 2012	SAI Leadership Partnership Committee
February 25, 2012	Teacher Evaluation Taskforce

*Regional Meetings included Superintendents, Administrators, School Board Members, Students, Teachers, Parents, Community Members, Supplemental Education Services (SES) Providers, and Community Organizations/Business/Board Members.

Changes were made to Iowa's Flexibility Request based on input from stakeholders. These changes are noted within the narrative of each of the principles of the Flexibility Request.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Implementing the requirements of NCLB, especially the equity inherent in the intent of the law, has taught federal and state policy makers, teachers, administrators, parents, community members, and institutions of higher education much about the benefits of accountability systems. Students from subgroups who had been excluded from the accountability system were counted, consistent standards and assessments were developed, and policy was set and monitored to determine if student achievement was increasing as expected. Iowa acknowledges the rigor and equity in NCLB and seeks this waiver to build on that work and create a more informed and unified system of education for all our students.

Therefore, the State of Iowa requests this Elementary and Secondary Education Act Flexibility waiver request being offered by the United State Department of Education to build upon this foundation and to enhance current and develop new and more effective ways of ensuring that (1)our students graduate college- and career-ready, (2) our schools receive the appropriate recognition, accountability, and support, and (3) that every teacher in every classroom and every administrator in every building is a world class educator.

To that end, Iowa will increase the rigor established under NCLB. We will use what has been learned through NCLB and our adoption of the Common Core to strengthen the Iowa Core and curriculum, instruction, and assessment across the state. Growth and other academic indicators for all subgroups will be used to judge performance of school-referenced trajectories toward a state

target. To that end, we will create a system of differentiated recognition, accountability, and support for schools as well as support teachers and administrators through a more comprehensive system of evaluation and professional development.

Our waiver request improves our existing accountability plan by incorporating growth, maintaining determinations at the subgroup level, and reducing the N size of the subgroups. More students are included in the accountability system and more comprehensive supports are articulated for Iowa's schools based on Iowa's needs. Our new system honors the important principles of equity inherent in the Elementary and Secondary Education Act, yet recognizes that sanctions only go so far. It gives Iowa more flexibility to support Priority and Needs Improvement (Focus) Schools and creates incentives through the reward school designation.

This request for waiver summarizes Iowa's plan to implement a universal system of school improvement to make sure ALL children in Iowa are growing academically, reaching proficiency, and graduating with the skills needed to compete and succeed in a global economy. A universal school improvement planning process and tool will be utilized and systems of recognition and support implemented to benefit all Iowa schools. Our new system will include multiple robust measures and will transform the current system, promoting collaboration and systemic supports to LEAs and schools in raising achievement and ensuring all students are college- and career-ready.

We seek approval to engage the State's authority to ensure there is a great teacher in every classroom to empower all students to achieve at least one year's growth in one year's time. Specifically, we will develop and implement statewide new guidelines for teacher and principal evaluation and support systems. Components of this new system will include direct observation, strong consideration of student-outcome measures to validate direct observation behaviors, integration of the InTASC standards and Iowa Standards for School Leaders (ISSL), and system applicability to teachers in all content areas.

These key elements and others within our waiver request create an accountability system capable of helping educators in our state monitor student progress and ensure all Iowa students are prepared to continue their education when they graduate from high school.

Our goal is to make sure that wherever a student in Iowa attends school, he or she receives the supports needed to maximize the opportunity to graduate college- or career-ready and that performance is not based on economic status or predicated on zip code. Iowa is committed to ensuring that each and every child has the right to be counted and supported – for children in all subgroups to be held to an equitable standard of college and career readiness. Further, the commitment of the Iowa Department of Education (IDE) is to support Area Education Agencies (AEA) and districts as they support schools in their important work in shaping the future of Iowa with an educated and productive workforce.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>1. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>2. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Overview of Principle 1B

Iowa has adopted college- and career-ready standards in reading/language arts and mathematics that are common to a significant number of states, consistent with part (1) of the definition of college- and career-ready standards. The evidence that the state has adopted the standards, consistent with the state’s standards adoption process is included in Attachment 4. Additionally, this section summarizes the history of standards-based reform in Iowa leading up to adoption of the Common Core in 2010, and describes:

- alignment work done with the Common Core and Iowa Core, the infrastructure in place for assuring teachers and administrators understand and can implement the Common Core,
- how the efforts ensure all teachers in the state understand applying the expectations embedded in the Common Core to students with language-learning needs and students with disabilities,
- specifically how the Common Core will be used to raise expectations for students with disabilities and students with language learning needs,
- how the current and future statewide tests align to college- and career-ready performance,
- enhancing work around teaching and administrative standards and evaluation, and
- the State’s role in strengthening partnerships with Institutes of Higher Education around pre-service preparation and ensuring students leaving Iowa high schools are ready to successfully complete college coursework without remediation.

Adopting College-and Career-Ready Standards in Iowa

Building Consensus as a State to Adopt State Standards: The *United States Constitution* defers most matters of education to states of the Republic; the Iowa Constitution, in turn, defers matter of education to local school boards. Historically decisions about content, instruction, and assessment have been made at the local level. However, the national and international educational landscaped had changed and beginning in the 1990s, we began our own metamorphosis.

- In 1997, the State of Iowa required local school boards to adopt comprehensive standards and benchmarks.
- In 2001, when the Elementary and Secondary Education Act (ESEA) was reauthorized, the requirements for testing and reporting were expanded to include not just one grade at each level of elementary, middle, and high school, but to include all students in Grades 3 through 8, and one grade at the high school level (of which Iowa chose Grade 11).
- When the regulations for what was called No Child Left Behind (NCLB) were released, educational leaders at IDE recognized the need to adopt state standards. However, to honor local control, Iowa developed global content standards to which local standards could be aligned. Iowa adopted
 - a framework called Iowa Core Content Standards and Benchmarks as the state standards to which local schools aligned their local standards, and
 - the Iowa Tests of Basic Skills as the state grade level assessment judged against grade level achievement standards and contracted with the University of Iowa to lead all school districts in the state in an alignment process to align the recently adopted local school board standards, to the State Core Content Standards and Benchmarks.
- In 2005, Iowa passed the Model Core Curriculum—a voluntary effort to further align their local standards to more rigorous high school content standards. The Model Core was designed
 - so that students in Iowa leave school ready to compete in a global economy, and
 - included rigorous, college-and-career ready standards not only in English/language arts and mathematics, but also in science, social studies, and 21st century skills of health literacy, financial literacy, civic literacy, technology literacy, and employability skills.
 The legislation for the Model Core was expanded in 2007 to include kindergarten through eighth grades in addition to high school.
- In 2009, the state developed universal constructs with the goal that students engage in the Iowa Core so as to become confident and competent at critical thinking, complex communication, creativity, collaboration, flexibility and adaptability, and productivity and accountability. The State provided \$28 million dollars to support schools writing standards aligned to the Model Core, and to teach teachers about the essential concepts and skills embedded in the standards.

- In 2009, the National Governor’s Association and the Council for Chief State School Officers embarked on an effort to create standards that states could adopt, rather than have states expend more resources on standards development. In Iowa, given the resources already put into place around the Iowa Model Core, the Legislative and Executive Branches agreed that rigorous standards were important for Iowa’s school-aged citizens. “Model” was dropped from the legislation, and the Iowa Core was required for all schools in Iowa, starting with implementation plans at the high school level in 2010 and expanding to all grades by 2015.
- In 2010, Iowa adopted the Common Core in literacy and mathematics and added some additional content.
- Throughout this timeframe, states developed state tests and state performance standards against which student performance was measured, but state-to-state comparisons difficult and national standards were planned.
 - Iowa joined the SMARTER Balanced consortium and later became a governing member.

Iowa’s is committed to adoption of and implementation of standards and assessments that will shape instruction in classrooms and result in all students in Iowa leaving school ready for college or career. This commitment is evidenced by our participation and leadership in the Council for Chief State School Officers (CCSSO) and several assessment consortia in CCSSO, being a member state in the CCSSO sponsored Implementing the Common Core Standards Collaborative, and becoming a governing member of the SMARTER Balanced Assessment Consortium. We are committed to rigorous content standards and fair and meaningful assessment systems designed to help teachers understand learning needs of students, evaluate and differentiate instruction for all learners including high performers, at-risk, language learners, and students with disabilities.

Alignment of the Common Core and Iowa Core: An alignment study was commissioned and completed by the Iowa Department of Education (IDE) in July 2010 to examine the degree of alignment of the Iowa Core (literacy and mathematics) to the Common Core State Standards (English/Language Arts and Mathematics).

The Achieve organization (<http://achieve.org/>), an independent, bipartisan, non-profit education reform organization based in Washington, D.C., developed a web-based alignment tool along with support documentation that was used to examine the alignment of the Iowa Core with the Common Core State Standards. The alignment tool was used to answer 3 questions:

- What is the degree of alignment between the Iowa Core and the Common Core?
- What portions of the Common Core are not covered by anything from the Iowa Core, and
- What portions of the Iowa Core are not matched to anything in the Common Core?

We examined alignment in two content areas, English/language arts (ELA) and mathematics, going in two directions, Iowa Core aligned to Common Core (what standards do we need to adopt that we don’t have?) and Common Core aligned to Iowa Core (how many of our unique standards can we keep without compromising alignment to the Common Core?).

The Iowa Core Standards matched 93% of the Common Core in ELA and 84% in mathematics. The information from the study was used to assure Iowa educators that the course that was set with the adoption of the essential concepts and skills of Iowa Core in 2008 was consistent with that articulated through the Common Core State Standards. Also, the results of the study were

used to inform the decision-making process regarding Iowa’s additional 15 %, the allowance given each state for the inclusion of additional standards. After identifying content included in the Iowa Core but missing in the Common Core, panels of teachers, administrators, and area education agency consultants were convened to assist IDE in identifying its additional standards. We have fully adopted the 7% of ELA standards in the Common Core not in the Iowa Core, and the 16% of mathematics standards in the Common Core not in the Iowa Core. In addition, the Iowa Core contained 12% unique standards beyond the Common Core for both ELA and mathematics, and Iowa has kept those standards as the allowed additions to the Common Core

Training Teachers on the Standards: In order to ensure all schools in the state have the resources needed to successfully implement the Iowa Core, IDE in collaboration with the Area Education Agencies (AEA) developed the Iowa Core Network. AEAs are intermediate service agencies that provide much of the professional development to educators in Iowa. The Network has administrators, content experts, school improvement specialists, and professional developers from each of Iowa’s AEAs. The Network is instrumental in assisting districts to develop and implement Iowa Core Implementation Plans. Teams from each AEA work with each school district in the state to ensure teachers and administrators have the information they need to effectively implement the Iowa Core. This network has been in place since 2009, and will be used to support training all teachers in the state about ensuring students learn the grade level standards through high quality instruction. Input from teachers as part of this waiver process suggests that schools in Iowa have engaged in understanding and unpacking the standards to varying degrees. About half of teachers report knowledge of the Core and a beginning level of awareness, the other half report little engagement yet with the Iowa Core and Common Core. Some teachers do report deep knowledge of the Core.

In addition, schools and AEAs report that teachers of students with disabilities and teachers of students who are English-Language Learners are being trained on the standards as part of school faculty, not in “separate” training, because schools are committed to “all students being general education students.”

To support school district’s Iowa Core Implementation Plans, IDE, in collaboration with the Iowa Core Network, is developing professional development materials that focus on engaging all classroom teachers in developing a deep understanding of the college- and career-ready standards in the Iowa Core. Additionally, professional development modules and materials have been developed for collaborative learning teams to study, practice, and implement formative assessment practices in instruction, which have been shown to reduce the learning gap for students with disabilities, English Language Learners, and low achieving students.

All of these professional development materials are stored on the Iowa Core Statewide Resources Moodle site, which was developed by the Iowa Core Network. The Moodle platform was chosen because it is available to all AEAs and LEAs and has the capacity to grow as more Iowa Core resources are developed. Included on the site are research briefs and literature reviews, professional development protocols, video segments, discussion guides, and organized learning sequences. Information and resources including podcast, video tutorials, online modules, and additional collaborative learning team professional development learning sequences and agendas will continue to be added to the site as they are developed.

Since the summer of 2011, Iowa has been working with Comprehensive Education Service Agency 7 (CESA 7) from Green Bay, Wisconsin. Iowa purchased the rights to a framework for unpacking the standards and then adapted them for use in our state by educators. Using this framework, IDE collaborated with the AEA's in developing a series of professional development opportunities called "Investigating the Standards for Iowa Core Mathematics and Iowa Core English Language Arts". The purpose for the investigations is to teach administrators and teachers how to navigate the standards documents, learning the structure and content. Training of these professional development modules has been delivered to the Iowa Content Leadership Teams, which comprises invited representatives of higher education, each AEA in the state, and the eight urban districts in Iowa. AEA content leaders in ELA and mathematics have been trained on unpacking the standards.

Qualitative data from these trainings suggest enthusiasm for the content, importance of the content, and high likelihood that helping teachers understand standards will impact achievement. In addition, results from surveys and public meetings to elicit input on this waiver, indicate a need for this kind of training. The unpacking of the standards has put the state in a good position to support teachers in Iowa in understanding the standards beginning in the 2011-2012 school year and continuing in 2012-2013 as described below.

The framework for IDE to coordinate training with AEA's and schools is through a Content Leadership Team. The team has representation from IDE, AEA's, and LEA's. Content Leadership Team workgroups are developing the materials and timeline on how these sessions will be delivered to LEA's throughout the state beginning in spring 2012. The materials will provide consistent professional learning opportunities for Iowa classroom teachers. It is expected that these Content Leadership Team from each AEA will support and monitor the implementation of the Iowa Core Standards. The Content Leadership Team has also developed a module for building administrators on understanding the standards and how to support teachers in implementing the standards. This module will be trained beginning in April of 2012, with the intent of all building administrators in Iowa being trained by end of school year 2012-2013.

Additional training on unpacking the standards is being supported in Iowa by an independent, non-profit assessment consortium called Mid-Iowa School Improvement Consortia (MISIC). MISIC purchased the unpacking the standards software from CESA 7 to assist in the independent of work being done by IDE and the AEA's. Four of Iowa's nine AEA's belong to MISIC, as well as 148 other K-12 entities including public schools, accredited non-public schools, the Bureau of Indian Affairs schools, and residential treatment facilities. MISIC leadership dialogues with and collaborates with IDE and AEA's to ensure consistent messaging throughout Iowa. Hence, in addition to training on standards provided by IDE and AEA's, some local schools will receive additional support through their membership with MISIC.

Universal Design for Learning: Universal Design for Learning (UDL) is a validated practice for providing all students with multiple means of representation, expression, and engagement. The Center for Applied Special Technology (CAST) is recognized as the national leader in promoting and supporting UDL.

Iowa has engaged in consultation with CAST for at least the last 10 years. Most recently, Iowa contracted with CAST to train AEA managers and leaders on UDL. Prior to that, Iowa

contracted with CAST to train the Assistive Technology Team leaders in the state on UDL. Principles of UDL have also been incorporated into the characteristics of effective instruction of the Iowa Core: teaching for understanding, teaching for learner differences, rigor and relevance, student-centered classrooms, and assessment for learning

The Iowa Core Content Leaders and the Response to Intervention workgroups all have members trained in UDL, who know that incorporating UDL principles into their respective work is efficient and effective. If these teams need additional support around UDL, a new contract with CAST will be implemented.

Also a cadre of AEAs is piloting training in UDL in three regions of Iowa in order to actively work together to construct knowledge about teaching and learning using the principles of UDL, which are embedded in the characteristics of effective instruction of the Iowa Core Curriculum. Their work can be used to inform generalization of UDL practices at the classroom level. The cadre supports a systemic approach to develop collective responsibility for all students through intensive professional development, coaching and collaboration with our district partners in the context of their communities.

Three AEAs are entering into a collaborative relationship for the purpose of promoting and establishing a high level of implementation of the UDL framework in their local schools. This collaborative effort will allow combining resources in effective and efficient ways to promote a common, clearly defined vision; focus efforts in coordinated ways, and develop clear definitions, guidelines, and criteria for strategic planning, implementation and monitoring efforts. The collaborative planning approach will also allow for efficient development and sharing of instructional planning tools, templates, and models, and will provide a vehicle for communication and support.

By “scaling up” the implementation of UDL across the three AEAs, all educators will have the strategies, tools, and instructional materials they need to effectively address the diverse learners in their classrooms thereby increasing learning outcomes. The AEAs have a three-year plan to support one urban, one medium, and one small sized district, integrate UDL into everyday practice of schools. After year three, a plan for further scale-up to more schools within those three AEAs, and the other six AEAs, will be implemented.

Addressing Language Learning Needs, Cultural Differences, and Students with Disabilities

Training of Teachers of Students with Language Learning Needs on the Iowa Core: The number of students in Iowa identified as eligible for Title III support (English Language Learners) has increased in Iowa since 2001:

- 2000-2001—62 of 374 districts reported 11,248 students as English Language Learners (2.29%)
- 2010-2011—81 of 359 districts reported 21,733 students as English Language Learners (4.38%).

Student achievement data for Iowa’s ELLs includes:

- Iowa Test of Basic Skills

- High participate rates (>98%) and
- 30% to 60% proficient, depending on grade level and content area assessed
- National Assessment of Educational Progress (2011)
 - Grade 4 Reading—ELLs
 - included appropriately,
 - 65% below basic,
 - 28% basic,
 - 7% proficient, and
 - 0% advanced.
 - Grade 4 Reading—students not in ELL programs
 - 29% below basic,
 - 36% basic,
 - 28% proficient, and
 - 7% advanced.

Iowa has a network of educators dealing with ELL supports for ten years. Each AEA and large school district has a designated consultant to organize ELL efforts in that region. The network determines what work needs to be done and how best to get the work done, given the unique composition of each region (e.g. rural, urban, sparsely or densely populated). They promoted evidence-based practices and ensured appropriate testing and that the ELL Content Standards are appropriately aligned to the Iowa Core.

In most Iowa schools, teachers of students with language learning needs and teachers of students with disabilities are being trained on the Iowa Core with all other faculty in that building. The ELL network determines what supplemental training is needed and how to best deliver that training to the teachers of students with language learning needs in their respective regions.

Understanding Needs of Teachers of Students with Disabilities: The data markers for students with disabilities in Iowa are mixed. School-aged indicators for Iowa’s annual performance report include the following data:

- Iowa has modest to high graduation rates for students with disabilities—80% in 2008-2009, for the 4-year cohort rate, below the target of 91%, most regions increasing over time,
- high dropout rates—4 year cohort rate in 2008-2009 of 19%, above a state target of 14% with most regions reporting higher than targeted rates for drop-out,
- high participation rates—historically above 99% all grades in reading and math,
- low performance rates—between 24% and 45% proficient in reading and math depending on grade level, well below state targets of 70% proficient or higher,
- few districts suspending students with disabilities at high rates,
- modest inclusion rates—60% of students in general education at least 80% of the school day,
- low exclusion rates—8% of students in general education less than 40% of the school day,
- reasonable outcomes upon preschool exit,
- modest rates of parent satisfaction—80%,
- low rates of disproportionality,

- children being evaluated within 60-days of consent being received by the public agency,
- high rates of children transitioning from Part C to Part B in timely manner,
- modest numbers of IEP goals for students aged 14 or higher that include appropriate post-secondary goals—trending upward from 2005 to 60% in 2008-2009 but well below the goal of 100%,
- high percentages of students competitively employed or enrolled in post-secondary education within one-year of leaving high school—84% in 2008-2009),
- noncompliance being identified and corrected,
- few due process hearings or mediations, and
- 100% compliance for federal reporting.

IDE has developed standards of practice against which schools and AEAs can be judged and where data help schools and AEAs understand their instructional needs.

Iowa expects 100% of school buildings to have at least 80% of students proficient in reading and math (currently 39.8% of buildings using reading proficiency on the Iowa Tests with proficiency set at the 41st percentile, pre-waiver levels). The State will require schools to analyze performance to judge if students who are not proficient are primarily from a different ethnicity or have language learning needs, which suggest that universal instruction is not sufficiently developed to address cultural differences or differences in prior exposure to middle-class academic language. In addition, the State is requiring schools whose IEP identification rates exceed 10%, to examine the extent to which targeted interventions are provided as part of the general education program, or if IDEA is being used as a supplementary resource for students who are low performers but not really disabled. Lastly, the State is requiring grade-reference IEP goals and evidence that goals are being monitored to support instructional changes when needed.

Training of Teachers of Students with Disabilities on the Iowa Core: During the process of preparing for this waiver application, Iowa sought input from multiple stakeholders on understanding and addressing needs of students with disabilities. The AEA Directors of Special Education (N=9), Directors of Special Education from local school districts including urban, suburban, and rural (N=30), Special Education Advisory Panel (N=26), and teachers of students with disabilities, including teachers of students with the most significant disabilities (N=40), were asked for suggestions on **(1)** why Iowa’s achievement gap between students with and without disabilities was among the largest in the country, **(2)** what evidence-based practices were being implemented in schools, **(3)** what Iowa’s special education teachers knew about the Iowa Core, **(4)** how the SEA could better support training in the Iowa Core, and **(5)** how Iowa might consider monitoring accommodations for students with disabilities.

Stakeholder Input

1. Iowa’s Achievement Gap. According to Iowa’s latest Annual Performance Report to the Office of Special Education Programs (February 1, 2012),

- Iowa Test of Basic Skills
 - 36% of students with disabilities in Grades 3-8 and 11 were proficient in reading on the Iowa Tests of Basic Skills
 - 42% were proficient in math,
 - Low inclusion rate—only 30% of students are assessed with accommodations, and
 - about 80% of students *without* disabilities are proficient in both reading and

math.

- National Assessment of Educational Progress (NAEP)—2009
 - 80% of students with disabilities in Grade 4 reading scored below basic,
 - high inclusion rate:
 - 78% of students with disabilities in Grade 4 assessed with accommodations

Educators in Iowa speculate that, Iowa’s average low performance of students with disabilities is due to:

- low expectations,
- general educators’ need of more skill in differentiation for students with disabilities included in general education,
- special educators’ needing more skill in content standards,
- balancing inclusion in grade level core with direct instruction to remediate skills,
- emphasis on work completion and credit completion over closing the gap, for high school aged students,
- identifying students too late,
- identifying students who are low performers but may not be disabled, hence watering down resources available to students with “real” disabilities,
- inefficient early literacy programs in which too many children are not achieving, and using special education as a support once children fall too far behind, and
- ineffective implementation of co-teaching and teachers not qualified to teach content areas to students with disabilities.

Stakeholder Input

- 2. Evidence-based Practices:** Iowa is currently engaged in a statewide effort to produce students competitive on the national and internationally level. *One Unshakable Vision: World Class Schools for Iowa* (October 2011) <http://tiny.cc/OneVision> followed Iowa’s unprecedented Education Summit (July 2011) and concurrent report entitled: *Rising to Greatness: An Imperative for Improving Iowa’s Schools* <http://tiny.cc/RisingtoGreatness>. Iowa educational leaders have worked with stakeholder groups to build commitment for system reform to transform education for students through high standards and rigorous assessments, quality teachers and administrators, and innovation. This waiver incorporates the work already evolving in the state.

Iowa’s Executive and Legislative Branches are working to legislate and fund many of the components needed to successfully implement activities in this waiver. One bold step included in the Governor’s vision is an effort to ensure all students leave third grade reading at grade level. The research from the Florida Reading Center and Florida’s early literacy effort has been studied extensively. Teachers PreK-Grade 3 will need reasonable class sizes, universal screening tools predictive of reading success, and tiered levels of effective reading strategies to ensure all children in Iowa have the supports and instruction they need to be readers. In addition, the State must provide standards of practice around reading materials and instructional engagement and support teachers with diagnostic tools and frameworks to understand reading problems and have the skills needed to differentiate for all learners to promote reading comprehension. Having proficient readers by Grade 3 drastically changes the landscape for teachers in Grade 4 and beyond, where

the focus can be on deeper understanding of content. IDE will work with stakeholder groups to ensure that the system is working together for children in Iowa, rather than in competition.

Iowa’s work to date on the Iowa Core and Iowa’s renewed commitment to high levels of implementation of Response to Intervention (RtI) in all schools in the state, starting with elementary reading, reflect the policy and resource decisions at the state level that promote high levels of learning for all children in the state.

The professional literature also describes effective ways to judge teacher effectiveness. For example, value-added measures, which were recently considered innovative, are now considered as part of a fair and rigorous accountability systems. (For more detail, see *Value-Added Assessment: An Accountability Revolution* in Marci Kanstoroom and Chester E. Finn, Jr. (Eds.), *Better Teachers, Better Schools*. Washington, DC: Thomas B. Fordham Foundation, 1999).

Value-added models have been implemented in several states. The general idea is to assess students’ most recent achievement gains and compare the gains to average gains achieved in prior growth periods. Teachers whose groups of students in general exceeded the growth obtained in the past, have “added value” to the achievement of students. Iowa’s move to an interval level growth metric is amenable to application of value-added models into teacher evaluation systems and state accountability and evaluation systems. Value-added models are important to investigate and thoughtfully incorporate into accountability systems because emerging evidence suggests value-added models remove bias of social influences and economic advantage, and add information about educational quality in classrooms, sites, even states. Iowa plans to add value-added into its accountability framework in 2013-14. These data will be the growth component as described in Principle 2 to be used in AYP determinations in 2014.

Educators reported that practices impacting achievement of students with disabilities at some sites in Iowa include:

- Response to Intervention,
- Positive Behavior Supports,
- direct instruction,
- co-teaching,
- coaching and consultation,
- Content Enhancement,
- using published supplemental curricular materials combined with effective classroom instruction, in both general education and special education settings,
- providing high school students with two paid work experience internships to increase employability after high school, and
- one school was successful with setting expectations that core instruction be enhance until at least 80% of students are successful without supplemental supports, that evidence-based targeted supports in general education are available to all students and that students with disabilities are exited from services when they can succeed in general education with our without accommodations.

Stakeholder Input

Reported barriers to implementing effective practices included:

- time,
- competing demands on paperwork,
- competing demands on professional development,
- a push for inclusion without considering effect,
- low expectations of others in the system, and
- lack of available work experiences in every school district in Iowa for every transition-aged student.

3. Special Educator Knowledge about the Iowa Core: Teachers and administrators reported a dichotomous finding in terms of knowledge of Special Educators of the Iowa Core. In about half the schools represented, work on unpacking the standards has been an integral part of the district’s professional development efforts for at least three years, and special education teachers have been included with all teachers in training. In about half the schools represented, work on understanding the Iowa Core has been at a minimal level, for both general educators and special educators. Teachers of students with disabilities at some of Iowa’s largest schools reported a basic level of exposure to the Iowa Core but not an in-depth understanding nor the application of the Iowa Core to their daily practices.

Stakeholder Input

4. State Support of Understanding the Core: Educators reported they prefer the Iowa Core Network train leaders in schools including partners from the AEAs, on understanding the Iowa Core, with the expectation that schools use their Iowa Core plans to describe how the school leaders and AEA support staff will then train all teachers in a school, including teachers of students with disabilities and paraprofessional staff, on aligning lessons to grade level content standards, characteristics of effective instruction—including formative assessment, and data-based decision making. The current infrastructure and action plan of the Iowa Core Network is consistent with what was described by school leaders and teachers of how the State should support understanding of the Iowa Core. The teachers reporting the most knowledge of the Iowa Core are in schools using Professional Learning Communities.

Stakeholder Input

5. Assessing Accommodations: Iowa educators comments about being required to validate accommodations were mixed. There was consensus that most accommodations are simply laundry lists of things that *might* be implemented, but understanding what has been implemented and its effect has not been done in the state. Other research in which the state was involved validated these concerns.

Stakeholder Input

Teachers and administrators, in our survey, also reported being unsure of the value of ensuring that accommodations are being implemented. They offered several suggestions on how we might monitor accommodations as a state. For example, Iowa’s current statewide, web-based IEP program already has a field in which accommodations needed for the child to access the general curriculum are listed as well as the accommodations needed during state or district wide assessments. The Special Education Advisory Panel

suggested that the SEA provide validated accommodations as a link from the web-based IEP program, that the SEA work with the AEA system to train teachers to select one or two accommodations and implement the accommodation well rather than list any accommodation that might be used. Then, to validate the use of accommodation, the SEA could implement any of: (a) survey the student, (b) having the IEP team indicate the following year at the annual review if the accommodation was used and how effective it was, and adding a field to the web-based IEP form to document the team's decision, or (c) having administrators trained to observe for accommodations during teacher evaluations.

Efficiently selecting accommodations and monitoring implementation will be tasked to SEA work group. We will work to put in basic monitoring of accommodations and technical assistance around selecting effective accommodations, but the SEA will direct the field to focus most of their energy and resource around standards-based IEPs and evidence-based practices in doses large enough to matter.

Ensuring High Standards for Students with Disabilities: Most recent NAEP data shows Iowa has one of the largest gaps between students with and without disabilities, among all states and territories. Iowa's leaders in Special Education, including Iowa's Special Education Advisory Panel, speculate that low standards and separate curriculum are impacting performance of students with disabilities in the state. As a result of work through the General Supervision Enhancement Grant Iowa received in 2007 to support development of an alternate assessment with modified achievement standards, Iowa is building compliance monitoring around:

- 100% of IEP goals aligned to grade level content and grade level performance standards,
- 100% of IEP goals having evidence of sufficient monitoring of progress and use of data to change instruction, and
- 100% of IEPs having evidence that services provided are evidence-based and sufficient for significantly impacting attainment of grade level performance.

We anticipate training will be ready statewide by 2014 and plan to align this work with the intensive interventions and valid progress monitoring of RtI.

Supporting Teachers of Students with Mild to Moderate Disabilities: The State is also working with the Special Education Advisory Panel and leaders in special education in the state around standards-based IEPs. The State expects 100% of IEP goals to be grade referenced with evidence that data are being used to change instruction and that the programs and services on IEPs are evidence-based and provided in time consistent with research.

The State is working with AEAs to develop data-analysis tools and technical assistance to schools around improving IEP goals, using data, and effective instructional strategies. The state Special Education Mega-Conference in June 2012 will have the theme, "Pursuing the Promise," and will highlight evidence-based instructional practices. Technical assistance to AEAs in 2012 and beyond will be on effective strategies and on instructional coaching, so that Iowa's AEA itinerant staff has the skills they need to support teachers in local schools.

We will work with the Iowa Core Network to ensure that teachers of students with disabilities are included in understanding the Iowa Core. This work has already been started in Iowa, but, as stated above about half the field is not yet engaged in work that supports deep knowledge of the Iowa Core. We will work with AEAs and school leaders on selecting evidence-based practices on which the entire state will be trained (AEA staff and teachers of students with disabilities). In 2012-2013 we will study achievement and identify sites with high achievement and organize professional development, and in 2013-2014 we will support literacy and post-secondary transition efforts for students with disabilities, as part of the renewed commitment to and expectation of high implementation of RtI statewide. For a detailed timeline see Appendix 1-A.

Supporting Teachers of Students with Significant Disabilities: Students with the most significant cognitive disabilities (.6%) are expected to have instruction in grade level content but have performance judged against alternate achievement standards. Iowa has an approved Alternate Assessment based on Alternate Achievement Standards (i.e. 7%) and has aligned its alternate assessment to Iowa’s Common Core Standards. Iowa has a Significant Disabilities Statewide Leadership Team (since 1998) that study data trends on the alternate assessment on alternate achievement standards to enhance rigor of the assessment and determine professional development needs of Iowa’s teachers of students with significant cognitive disabilities.

The Significant Disabilities State Leadership Group (N=30) represents administrators, teachers, AEA staff, and institutes of higher education from across the state. This group was also surveyed about extent to which teachers understand the Iowa Core. Since 2006 Iowa’s alternative assessment has focused on grade level content with alternative achievement standards, most teachers of students with significant disabilities have been working with grade level standards for several years. The State has provided support around child-based programming, grade level content, modified lessons, and assessing performance, since 2008. The Significant Disabilities State Leadership Group felt that the structure in place for teachers of students with significant disabilities could be extended to teachers of students with mild to moderate disabilities and that most teachers of students with significant disabilities have been engaged in unpacking the standards for at least two or three years.

The Iowa Core is appropriately aligned for students with significant cognitive disabilities. Iowa has historically been committed to ensuring all students have access to, participate in, and demonstrate performance of the general curriculum through learning progressions of skills ranging from least-to-most complex, so that every student in the state is being taught grade level academic content. This includes the small percentage of students who have their performance judged against alternate achievement standards through the Iowa Alternate Assessment 1%. This commitment to ensuring the general curriculum for ALL students is evident in that Iowa has never legislated, adopted extended or functional standards, or sanctioned a separate curriculum for students with significant cognitive disabilities.

With the adoption of the Common Core, and the need to ensure alignment between the Iowa Core and the Iowa Alternate Assessment 1%, Iowa joined the Dynamic Learning

Maps (DLM) Consortium in the development of a Next Generation Alternate Assessment through the General Supervision Enhancement Grant Race-to-the-Top Alternate Assessment with Alternate Achievement Standards. Iowa will use the 2011-2012 and 2012-2013 school years as a bridge to the DLM Next Generation Alternate Assessment by supporting DLM Consortium activities, study growth in its current alternate assessment, and introduce and provide training to Iowa's educational stakeholders on the Common Core Essential Elements, which are specific statements of the content and skills that are linked to the Common Core Standards grade level specific expectations for students with significant disabilities. The Iowa Significant Disabilities State Leadership Team will study current and future alternate assessment processes, plan for new assessment requirements, and create a state-wide professional development infrastructure that will support future Iowa Core and DLM professional learning opportunities for educators of students with significant cognitive disabilities.

Enhancing Instruction through Response to Intervention

Iowa is restructuring assessments from kindergarten through high school to enable educators to align instructional practices with student needs through a comprehensive, coordinated effort for schools in Iowa to implement the multi-tiered system Response to Intervention (RtI). IDE is actively managing introducing RtI statewide, with consistent expectations around evidence-based screening, instruction, and progress monitoring tools. The RtI effort, which is described throughout Principles 1 and 2 of this waiver application, is fueled by examination of all student achievement data and subgroup performance. The data show that:

- schools need to improve universal instruction,
- an unknown extent and effect of targeted instruction for students at risk,
- low levels of achievement by students with disabilities, and
- not enough Iowa students, including students belonging to subgroups, leave school college-or career-ready.

RtI is not new to Iowa; many in the professional literature attribute evolution of RtI to work in Iowa that began in the 1980s. RtI is a data-based decision –making framework proven in reading and mathematics, with strong evidence of effect at the elementary school level. Through universal screening data gathered at least three times per year, teacher and school data teams have information about the general effectiveness of universal instruction for all students. Depending on the data, either universal instruction is enhanced through pre-teaching, multiple means of representation, or other evidence-based practice with known effect at the classroom level, or evidence-based targeted interventions are provided for some students whose data suggest a need for more instructional support. Importantly, RtI is an initiative that aligns with the College and Career-Ready Standards of the Iowa Core and is part of a school's general education program.

Iowa began its work in RtI as a means for nontraditional identification of students with disabilities. In the 1990s, the professional staff members in Iowa who knew most about RtI were in the AEAs, and worked in the area of special education. In response to the newly approved NCLB Act, the RtI language proposed in IDEA, and the need to assist students who were struggling in general education, Iowa began a more widespread, state-led implementation of RtI in April of 2003 when we developed a process we called Instructional Decision Making (IDM).

During the summer of 2003, over 40 general educators, special educators, and administrators from across Iowa came together to create and articulate essential components of the IDM process: instruction and assessment. A manual was created and distributed to the assigned lead contact person at each AEA. From August 2003 to 2011, over 120 school buildings in Iowa received training in IDM.

However, given that AEAs varied in their capacity to support IDM and Iowa’s history of local decision making around curriculum, assessment, and instruction, IDM was implemented vary differently at every school site. In addition, IDE supported RtI as a discretionary practice that schools and AEAs could opt in and out of, part of a “menu” of supports available. Some AEAs, having more infrastructure around RtI, chose to train components of IDM differently from what was being promoted at the state level, and some AEAs, having less capacity and experience with RtI, had challenges supporting their LEAs that were engaged in IDM.

While the National RtI Center considers Iowa an “implementer of RtI,” we have little evidence how widespread RtI is statewide, and we have only pockets of schools that have been successful in integrating IDM into their daily practice. Part of the problem with scale-up is that the AEAs have varied in their capacity to support implementation. School leadership is also a factor, and the IDM training may not have targeted leadership development sufficiently. Finally, IDM was viewed in Iowa as a special education initiative, meaning the credibility of the ICM trainers to impact general education was not there.

As regions in Iowa described their successes with RtI, districts and states nationwide began implementing RtI. Iowa, having had the advantage of helping others not make the same mistakes, now has the advantage of learning from others nationally on how to make RtI “take” statewide. Since RtI is part of the Governor’s Blueprint on Education, we now have the high visibility at the State level which has been proven to be a key factor in statewide implementation. In addition, the significance of RtI as a general education initiative and a collaborative of all educators in this waiver is further evidence of how we are managing RtI differently.

In addition, the State has developed a management structure that is defining the roles of the IDE, AEAs, and LEAs in implementing RtI. Leaders in IDE, AEAs, local schools, and other key education stakeholders (e.g. School Administrators of Iowa, Iowa Association of School Boards) are working together to define roles in supporting RtI. A statewide implementation team with IDE and AEA representation (and plans to expand to schools, parent organizations, and other stakeholders) is overseeing work around standard indicators of “healthy” systems, core/targeted practices in reading that are evidence-based, valid screening and progress monitoring tools, communication, leadership, and data systems. The State is working together on implementation, agreeing to consistency in implementation.

The IDE Bureau of Teaching and Learning is involved to develop universal instruction. IDE’s Bureau of Student and Family Support Services works with AEAs and LEAs concerning students getting interventions including for how long and with what effect. School Improvement and Accreditation Bureau at IDE will be monitoring components of RtI as part of school improvement visits. They will be investigating the effectiveness of core instruction, if data suggest large numbers of students were not achieving well in universal instruction, if targeted supports were evidence-based and included as part of general education efforts, and if students with IEPs have ambitious goals, and if teams of people using data to make instructional decisions for the good of and children.

The State will use the data markers in this waiver, and others as the need becomes evident and they are collected and made available, to create “dashboards” for schools, AEAs, and the State to know:

- extent to which buildings are using valid screening tools,
- percentage of buildings in the state with a minimum proficiency of 80%,
- percentage of buildings with evidence of rigorous targeted supports provided as part of the general education program,
- percentages of students in each of the achievement grid described in this waiver, and
- the extent to which children who are not making a year’s worth of growth have evidence-based targeted supports.

Other measures of implementation, such as having a data team and use of professional learning communities, or faculty buy-in around change, will be considered based on the research base and the cost associated with gathering data on every building in the state.

Markers of successful implementation of RtI are being developed by an RtI work team. The State has some markers of successful implementation of RtI and current performance on these markers:

- 100% of school districts have engaged in quality alignment work to ensure the intended curriculum is enacted—currently at 47% of public school districts,
- 100% of school buildings having valid universal screening tools in reading, math, and behavior—currently at 63% of elementary school buildings,
- 100% of school buildings have 80% of students or more proficient—currently 38.9% of school buildings in the state in reading,
- 100% of school buildings have rigorous, targeted intervention support as part of their general education program—currently 27% of buildings in the state, and
- 100% of goals on Individualized Education Programs being grade referenced with evidence of progress monitored and instructional changes made based on data—currently at 65% statewide in Grades 3 and 4 reading.

Implementing RtI as a state will require state-led and state-supported training on understanding the standards, using data to understand the effectiveness of local instructional practices, and evidence-based practices to supplement universal instruction, provide targeted interventions that will impact learning, and for some students, provide intensive instruction designed to get *all* students to the performance level needed to engage grade level content and be successful on grade level achievement standards.

Alignment of Achievement Tests to College- and Career-Ready Standards

As a member of the SMARTER Balanced Assessment Consortium’s (SBAC) Formative Assessment Practices and Professional Learning Work Group, the Iowa Department of Education will assist in the development of formative tools and processes that will support teachers to guide all students, including English Language Learners, students with disabilities, and low-achieving students to meet the expectations of the college-and career-ready standards in the Common Core and Iowa Core. Included in the tools and processes will be professional development resources for teachers in the use of data to inform instructional decisions,

assessment literacy, and how specifically to collect and use information about student success in acquisition of the content embedded in the college-and career-ready standards.

The tools and processes developed by the SBAC Work Group will be used by teachers and students to (1) diagnose student’s learning needs from information collected through summative, interim, and formative assessment, (2) check for misconceptions, and/or (3) provide evidence of progress toward learning goals. Among the tools to be developed by this work group is an Interactive Digital Library for professional development. The Digital Library will be an interactive teacher professional development tool to monitor professional learning goals and will include documents, videos, guides, samples of summative and interim tests, model student responses and links to external resources. Discussion forums and self-reflections can be captured in the system to support deeper application of pedagogy and to capture portfolios of evidence that teachers could use as part of an evaluation system in which impact on student learning is assessed and upon which teacher certification is based.

In addition to the work in the SMARTER Balanced Assessment Consortium, Iowa has adopted the Common Core Standards (i.e., Iowa Core) and will be moving from the Iowa Assessments[®] (formerly known as the Iowa Tests of Basic Skills ITBS and Iowa Tests of Educational Development ITEDs) to the SMARTER Balanced assessments by the year 2014 for grades 3 - 8.

As the work evolves from 2011-2012 to 2013-2014, both proposed tests (Iowa Assessments in the interim and the SMARTER Balanced when ready) are aligned with the college- and career-ready standards of the Common Core and the additional college- and career-ready standards carried over from the Iowa Core.

Currently, the State of Iowa uses the Iowa Assessments[®] from the Iowa Testing Programs at the University of Iowa to meet the testing requirements in the Iowa Accountability Plan. Iowa Testing Programs has gone through a process of aligning the Iowa Assessments to the Common Core Standards, including college- and career-ready standards, through the use of an adaptation of the research-based Webb alignment strategy. The following tables illustrate the alignment between the Iowa Assessments[®] and the Common Core Standards. Figure 1.B.1 summarizes alignment between the Common Core and Iowa Tests in English-Language Arts, while Figure 1.B.2 summarizes alignment between the Common Core and Iowa Tests in mathematics.

Figure 1.B.1: Alignment between Common Core ELA Standards and Iowa Tests by Grade

Domain	Grade						
	3	4	5	6	7	8	HS
Reading							
Key Ideas & Details	X	X	X	X	X	X	X
Craft & Structure	X	X	X	X	X	X	X
Integration of Knowledge and Ideas	X	X	X	X	X	X	X
Range of Reading & Level of Text Complexity	X	X	X	X	X	X	X
Language							
Conventions of Standard English	X	X	X	X	X	X	X
Knowledge of Language	X	X	X	X	X	X	X
Vocabulary Acquisition & Use	X	X	X	X	X	X	X

Key:
X = Iowa Assessments
Shading = Common Core
X/Shading = alignment

Source: Iowa Testing Programs, Assessment Brief – Alignment

All domains in ELA of the Common Core are adequately assessed at all grades.

Figure 1.B.2: Alignment between Common Core Mathematics Standards and Iowa Tests by Grade

Domain	Grade						
	3	4	5	6	7	8	HS
Counting and Cardinality	X	X	X				
Operations and Algebraic Thinking	X	X	X				
Number and Operations in Base 10	X	X	X				
Number and Operations – Fractions	X	X	X				
Measurement and Data	X	X	X				
Geometry	X	X	X	X	X	X	X
Ratios and Proportional Relationships				X	X		
The Number System				X	X	X	
Expressions and Equations				X	X	X	
Statistics and Probability				X	X	X	X
Functions						X	X
Number and Quantity							X
Algebra							X

Key:
X = Iowa Assessments
Shading = Common Core
X/Shading = alignment

Source: Iowa Testing Programs, Assessment Brief – Alignment

As reflected in Figure 1.B.2, depending on the grade, certain contain domains in mathematics are aligned to the content sampled in the Iowa Tests for that grade.

Alignment of Achievement Tests to College- and Career-Ready Performance Standards

ACT has long defined college and career readiness as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) without the need for remediation. ACT's definition of college and career readiness was adopted by the Common Core State Standards Initiative and provides a unifying goal upon which educators and policymakers must now act.

College- and career-ready means the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution without the need for remediation. The ACT is a college-admissions test. Pearson, publisher of the ACT, reports that the following cut scores on the ACT test, by subject, are considered to represent college and career readiness:

- English – 18
- Reading – 21
- Mathematics – 22
- Science - 24

Scores on individual Iowa Assessments have been mapped to the above targets of readiness on the ACT test and can be linked back from Grade 11 to Grade 5 (Iowa Testing Program, Assessment Brief – Readiness). According to Welch and Dunbar (2011), the following 11th grade National Percentile Ranks on the Iowa Tests represent readiness:

- English – 64
- Reading – 74
- Math – 81
- Science – 87

Iowa Testing completed additional studies to determine if test results prior to Grade 11 could be used to predict college readiness. As part of this study, Iowa Testing completed a linking study of mapped individual content test scores to defined targets of readiness and ACT benchmarks. The results of this study provide supporting evidence that if a student scores in the top quartile on the Iowa Tests, the student is on track of being college ready. At present, Iowa’s proficiency bar, being set at the 41st percentile, has resulted in about 80% of students being considered proficient in reading and in mathematics. Using a college-ready standard closer to the 75th percentile is a better indicator of college readiness; however it will dramatically lower the percentage of students designated proficient and, consequently, increase the percentage of schools in Iowa needing targeted technical assistance from IDE, AEAs, or other contracted provider selected by IDE or AEA system to support the work.

The framework described in Guiding Principle 2 defines classifications into which each school in the state will fall according to their proficiency, growth, participation, and other academic markers. Schools in Iowa will be classified as Distinguished (Exceptional for three or more consecutive years), Exceptional, High Performing, Commendable, Acceptable, Needs Improvement (Focus), and Unacceptable (Focus or Priority for three or more consecutive years). The ESEA waiver requires states to describe reward, priority, and focus schools, and in Iowa’s classifications, Distinguished and Exceptional are the same as reward, Needs Improvement and Unacceptable are the same as focus, and Priority and Unacceptable are the same as priority. Therefore, Iowa’s request for waiver is more expansive than what is being asked of the states in the waiver process because:

- all schools in the state will be rated;
- school improvement efforts will be provided to all schools based on their identified needs, and
- State involvement will target Needs Improvement (Focus), Priority, and Unacceptable (Focus or Priority for 3 or more consecutive years) as described in Principle 2.

Beginning in 2012, IDE will conduct an alignment study of the released NAEP items and the Iowa Core. The alignment study will assist in assessing the rigor of the Iowa Core standards as well as provide Iowa teachers with a test bank of aligned assessment items to use for classroom assessment and required high school end-of-course assessments as they begin implementing the Iowa Core. The intention of the IDE is to provide web-based access to the aligned test bank and professional development in their classroom use.

The state’s blueprint for education includes a number of other activities. Those specifically addressing the implementation of the Iowa Core standards include the following:

- raise the bar for the Iowa Core to put Iowa’s standards on par with the highest performing systems in the world,
- establish a standing state-level committee, made up primarily of teachers, to keep the standards up to date and make them a living document,
- use the AEAs as a unified, driving force, providing professional development to guide schools as they align curriculum to state standards and implement high expectations,
- design a rigorous “model” curriculum by July 2013 that can be used as a starting point for schools and teachers in strengthening their own core-subjects curriculum, and
- create high standards for critically important areas such as art, music, and world languages,

which help foster creativity and communication, among other key concepts vital to our children in this 21st century global economy.

Subgroup Performance and Implications for Training on College and Career-Ready Standards

The achievement gaps apparent in Figures 1.B.3 (2010 reading Grade 4) and 1.B.4 (2010 mathematics Grade 4) and Iowa's recent history on the NAEP have resulted in State Board priorities to address achievement gaps. The current performance standard is set at the 41st percentile.

Figure 1.B.3: Percent of Students Proficient in Reading, 2010-2011.

Grade	3	4	5	6	7	8	11
All Students	78.0	82.4	80.8	70.0	74.9	75.5	78.2
African American	52.6	57.4	57.1	40.8	47.4	47.9	51.9
American Indian	67.0	71.2	65.2	52.7	63.2	70.1	66.7
Asian	78.2	81.8	83.2	72.0	76.8	79.8	75.7
Hawaiian or Pacific Islander	45.0	79.1	72.3	62.8	62.1	60.0	73.1
Hispanic	63.4	67.0	64.3	50.6	56.1	58.9	61.4
White	81.3	85.6	84.1	73.9	78.4	78.7	80.6
Two or more races	74.0	79.9	77.4	60.2	69.7	66.1	71.0
Male+	75.6	80.9	79.6	67.4	72.7	73.5	74.5
Female+	80.5	83.8	82.0	72.7	77.3	77.6	82.0
Disability*	42.2	48.1	44.3	28.4	30.7	29.3	30.4
Migrant**+	53.2	58.7	45.9	48.6	29.3	46.8	30.0
English Language Learner	55.0	58.4	50.4	31.0	30.3	36.7	30.4
Low Socioeconomic Status	67.1	71.9	69.5	55.3	60.8	61.4	63.8

Source: State Report Card (2010-2011)

Figure 1.B.4: Percent of Students Proficient in Mathematics, 2010-2011.

Grade	3	4	5	6	7	8	11
All Students	78.6	82.2	80.4	75.2	80.0	77.7	77.8
African American	49.8	55.3	51.9	42.3	49.6	46.0	44.2
American Indian	60.9	65.4	65.2	48.4	64.7	61.6	64.3
Asian	82.4	82.3	84.2	81.8	85.1	82.0	77.1
Hawaiian or Pacific Islander	50.0	69.8	66.0	55.8	63.3	60.0	69.2
Hispanic	63.7	68.2	64.5	57.4	65.6	61.5	57.3
White	82.3	85.4	84.0	79.1	83.2	81.2	80.8
Two or more races	69.5	79.3	72.2	64.7	72.2	70.2	71.1
Male+	79.5	82.8	81.8	75.4	79.8	78.3	79.4
Female+	77.7	81.6	78.9	75.0	80.2	77.0	76.1
Disability*	49.8	52.0	46.3	36.6	40.3	35.6	34.6
Migrant**+	58.5	60.0	51.1	62.5	49.4	60.7	32.7
English Language Learner	59.3	59.4	51.6	41.5	47.1	46.1	33.9
Low Socioeconomic Status	67.4	71.6	69.2	61.1	67.5	63.7	61.4

Source: State Report Card (2010-2011)

The State commitment to RtI reflects the priority of the State to provide more equitable outcomes for all students. Re-setting the proficiency bar to more accurately reflect college readiness will change the percentage of students proficient in each subgroup and could actually magnify the achievement differences already grossly inequitable in Iowa. How the State will ensure high standards and teacher readiness for two subgroups in particular, English Language Learners, and Students with Disabilities, will be presented in the next two sections.

Additional Evidence of College and Career Readiness: As part of the State’s responsibility to ensure all students graduate from high school with skill levels that represent college and career readiness, Iowa is committed to implementation of the following by 2014:

- a series of end-of-course assessments aligned with the Iowa Core,
- a required college entrance exam, and
- an optional career readiness assessment.

A series of end-of-course assessments aligned with the Iowa Core will be developed and validated. Teachers considered content expert will be nominated by peers to support test development. Tests will be designed to assess higher order thinking, will use selection and production responses, and performance levels representing college and career readiness will be established. The State then will have data on demographics of students enrolled in coursework leading to readiness to engage content relevant to globally competitive employment, and competence of students as they exit these courses. These data will be added to the performance index. Iowa will model the data to USDE in our determination framework, when the data are available statewide (with a goal of including data statewide for the 2014-2015 AYP determinations).

At present, Iowa ranks second in the nation on ACT performance (a test of college and career readiness). However, Iowa’s ACT performance is based largely on students planning on attending a 4-year college. The demographics of students in Iowa taking the ACT is not representative of the State. To truly understand the extent to which all children in Iowa are graduating ready for college- or-career. Iowa would like to mandate a college entrance exam for all students in Grade 11. We can project college readiness today using the Iowa Tests of Educational Development, and we will use this proxy in our Performance Score described in Principle 2. When we have data on a college entrance exam on all students, we will use this in our Performance Score. Iowa needs to secure legislative authority and \$2.5 million funding in order to make this important goal a reality.

Iowa leaders understand that postsecondary participation will lead to globally competitive employment, but also not all students will pursue postsecondary education. All students will take the college entrance exam and will be given the option of taking a career readiness assessment.

Ensuring Alignment of English Language Proficiency (ELP) Standards to the Common Core

In 2007, the Iowa Department of Education contracted the Buros Center for Testing at the University of Nebraska to conduct a study of the linguistic demands and cognitive complexity of Iowa’s English Language Proficiency (ELP) standards. Because this study was conducted prior to Iowa adopting the Common Core State Standards College- and Career-Ready Standards in 2010,

it is the intent of the IDE to use the analysis of Iowa’s college- and career-ready standards to inform the development of corresponding ELP standards. IDE believes that corresponding ELP and college- and career-ready standards will ensure that English Language Learners (ELL) have the opportunity to achieve the state’s college- and career-ready standards on the same schedule as all students.

In October of 2011, IDE began partnering with CCSSO and a consortium of states to begin a process of developing college- and career-ready ELP standards and assessments that correspond to the Common Core State Standards. For the consortium, CCSSO has contracted with the Assessment and Accountability Comprehensive Center (AACC) and the Mid-Atlantic Comprehensive Center (MACC) to both develop common English language proficiency expectations that correspond to the Common Core State Standards and to conduct a systemic examination of current consortium state ELP/ELD standards to identify similarities and differences across the consortium states’ standards. The English language proficiency expectations and the results of the study will inform the development of common or coordinated ELP/ELD state standards aligned to the college- and career-ready standards of the CCSS.

In November 2011, IDE provided professional development on implementing the Iowa Core at the Iowa Culture and Language Conference. Classroom teachers and administrators conducted a cross walk of the ELP standards and the state’s college- and career-ready standards in the Iowa Core and learned how to use the ELP Standards in coordination with the ELA Standards of the Iowa Core.

Iowa’s AEAs have consultants dedicated to supporting students in their regions who have language learning needs. IDE coordinates meetings with these consultants and others in the state addressing English language acquisition for non-native speakers. IDE will use this already established network to support training of Content Standards, RtI, and evidence-based practices for teachers of students with language learner needs.

Although the current ESL assessment forms used by Iowa, English Language Development Assessment (ELDA) are only two years old, they were developed prior to the Common Core adoption. The State understands the need to develop an assessment more closely aligned to the Common Core. Currently, the State is working with the SCELA consortium to develop common English language proficiency standards aligned to the Common Core. The consortium is dedicated to procuring foundation or grant funding to develop a common ESL assessment based on these common standards and intends to have the work completed within three years. In the meantime, the state will conduct its own alignment study to determine the degree of alignment between the test items on the ELDA forms and the Iowa Core.

Aligning Teacher Evaluation and Principal Evaluation to Evidence of Implementation of College and Career-Ready Standards

Using Data to Target Professional Development: Iowa’s Blueprint for Educational Reform, *One Unshakable Vision*, transforms Iowa’s educational system through great teachers and leaders, high expectations, and innovation. As Iowa studies its performance, IDE is committed to ensuring that all students in Iowa make at least one year’s growth in one year’s time or are

receiving targeted or intensive instruction. The data reported above, suggest systemic issues in universal instruction in which the State, AEAs, local schools, Institutes of Higher Education (IHE), and other stakeholders, must coordinate and collaborate so that improvement efforts in the state are evidence-based and teachers and administrators have skills needed to support students in meeting even more rigorous achievement requirements. IDE will use data to identify high performing schools and will develop an Instructional Clearinghouse of effective strategies as resources for districts and schools across the state.

From 2009-2010 to 2010-2011, about 65% of students in Iowa’s assessment system made at least a year’s growth in a year’s time. The State expects 100% of students in the state to make at least a year’s growth, and if not, targeted (and intensive, if needed) interventions that were evidence-based, should be implemented for those students. Intervention can be individual or small group, talented and gifted, a language-learning program or part of an Individualized Education Program.

The State does not currently have the infrastructure in place to determine if the 35% of students who did not make a year’s growth, were receiving evidence-based targeted or intensive supports. However, the data system that will be built to support RtI will allow the SEA to examine

- growth for all students in the system, starting with elementary school reading,
- the extent to which whole class or small group supports are implemented when needed, and
- the effectiveness of general curriculum changes or targeted supports (including IEP services).

In order to support teachers, the State must work with AEA partners and others to ensure quality professional development to on using data to understand instructional needs, formative assessment, and effective instructional practices. In addition, data can be used at the school level to assess overall performance of a school building and to assess school culture and climate and readiness for change.

Iowa Teaching Standards: Iowa Code Chapter 284 titled *Teacher Performance, Compensation and Career Development* was first passed by the Iowa legislature during the 2001 legislative session to establish a student achievement and teacher quality program for the purpose of promoting high student achievement. The program at that time consisted of five major elements:

- a mentoring and induction program to provide support for beginning teachers,
- career paths with compensation levels that strengthen Iowa’s ability to recruit and retain teachers,
- professional development designed to directly support best teaching practices,
- team-based variable pay that provided additional compensation when student performance improved, and
- evaluation of teachers against the Iowa teaching standards.

Iowa has a comprehensive approach to education that includes teacher preparation. Teacher preparation institutions are required to include Iowa Teaching Standards and Iowa Core Curriculum as part of the program approval process. Information sessions have occurred over the years to ensure the updated information is communicated to Institutes of Higher Education (IHE). Programs must provide evidence of planning, implementation, and candidate performance. The State is working to increase PK-12 student achievement and growth by improving teacher

effectiveness on a continuum of development from the preparation through practicing teacher levels.

As a primary effort of reform, Iowa is making legislative proposals to change the current teaching standards, which have been in place since 2001, to the nationally developed Interstate New Teacher Assessment and Support Consortium (InTASC) standards in order to have a unified and consistent foundation for teacher effectiveness at all levels. In addition, the State is proposing policy changes to the existing teacher evaluation system that would make it more consistent and equitable as well as based on effective teaching research. After a field test, evaluator training and professional development is being aligned with these standards and expectations

Criteria and rubrics that clearly identify the performance levels for candidates and teachers from pre-service to the apprentice, career, mentor and master levels will accompany the standards. This will help to ensure teacher development for evaluative purposes and growth across the life cycle of the teacher from preparation through classroom practice. This attention to the life cycle of a teacher will allow for professional growth and change that will enhance the profession of each individual, as well as provide leadership roles that have not been afforded teachers in the past.

Wallace Leadership Grant: In 2001, Iowa was one of three states to be awarded the Wallace Leadership Grant. The leadership grant was implemented through the efforts of multiple partnerships including School Administrators of Iowa (SAI), the AEAs, the Urban Education Network (UEN), and IHEs. The major goal of the grant efforts was to develop, test and share useful approaches for improving the training of education leaders and the conditions that support their ability to significantly lift student achievement across entire states and districts, especially in high-needs schools by creating a cohesive leadership system. It was the vision of this grant to guarantee that quality leaders who will ensure that all children gain success as 21st century learners, earners and citizens will serve every child in every building in every district in every AEA in Iowa. The grant worked on the premise of a theory of action that included leadership standards, training, and conditions.

Partnerships with Institutes of Higher Education (IHE)

To ensure that the new Standards and Assessment system meets the needs of both K–12 and higher education, IDE will work with IHEs during the development of the assessment system. By spring of 2012, an initial group will be convened and the work to put more rigor and consistency into Iowa’s pre-service preparation programs will begin. The State plans to develop modules on validated practices in universal screening and progress monitoring as well as instructional routines for promoting literacy to be taught statewide by spring of 2013. The AEA Professional Development Network will deliver the content to LEAs.

Significant consultation and collaborative planning between K–12 and higher education is essential for the new assessments to become part of their placement decisions. Faculty from a range of institutions need to weigh in on test design and standard setting; registrars must be consulted about score reporting, and provosts and other academic leaders will need to manage a process of revising current placement policies, among many other efforts. IDE has been working with higher education on a statewide longitudinal data system (SLOS) with the goal of sharing data prekindergarten-career.

Iowa has an existing network of higher education partners training teachers of students with disabilities. This network has committed to working with IDE to develop a common message pre-service through in-service, on standards, unpacking the standards, using data to inform instruction, evidence-based practices, and getting students with disabilities out of high school ready for life. IDE will convene an IHE work group to build syllabi, content modules, and commitment to prepare all teachers in Iowa to enter the work force ready to support all learners to leave Iowa's schools ready for college or career.

Iowa's Senior Year Plus Program: Last year 38,280 high school students enrolled in community college credit coursework. IDE refers to these students as "jointly enrolled." The *Senior Year Plus* Act has been in place since 2008. This legislation brought together all of the different ways that students could take college credits while still in high school. Joint enrollment of high school students accounts for a quarter of total community college credit enrollment and more than an eighth of total credit hours. The Senior Year Plus Program is intended to:

- lessen time for conferment of an Associate's Degree or higher,
- help students acclimate to the expectations of college-level work (particularly at-risk students),
- reduce remediation and increase postsecondary participation and degree attainment rates,
- provide advanced learning opportunities and make the senior year more productive, and
- reduce the financial burden of postsecondary education on Iowa's families.

Joint enrollment in Iowa community colleges has steadily risen to a record high of 38,283 unduplicated students in fiscal year 2010. Since fiscal year 2003, joint enrollment has increased 114.7 percent or about 10.0 percent per year. In Iowa, delivery of programming to high school students is a part of the community colleges' mission (Iowa Code 260C.1) and, consequently, all 15 community colleges are committed to offering college credit opportunities to these students.

Iowa's career and technical high school programs are required to have developed and implemented a minimum of 75% of their career and technical education programs to align with the Iowa program of study template by September 2012. These programs of study consistently connect secondary and postsecondary education. Specific requirements of the program of study include content standards and benchmarks; a list of critical competencies identified by an advisory committee/council; approved technical skill attainment assessments, and a plan for annual review and continuous improvement of the program of study. Work is currently in place to develop technical skill attainment and assessments for secondary schools and community colleges with the 16 Federal Career Clusters. Models are being developed with partnerships of high schools and community colleges to focus efforts on adopting statewide standards, including recommending course sequence featuring career ladders that are attractive to students. These models will include review and development of agreed upon academic and technical standards in cluster/pathways areas that are aligned with the national industry standards if available and appropriate for use statewide and the review and development of competencies, assessments, and proficiency levels that are aligned with the agreed-upon standards.

See Appendix 1-A for detailed timeline.

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1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and</p>
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<p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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See Attachment 6.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

REDESIGNING IOWA’S SYSTEM OF RECOGNITION, ACCOUNTABILITY, AND SUPPORT

The new reality for our schools is that jobs which have traditionally sustained a quality, middle-class life style for our graduates have been outsourced or automated. Therefore, Iowa plans to implement a universal system of school improvement that will ensure ALL children and students in Iowa are growing academically, reaching proficiency, and graduating with the skills needed to become college- and career-ready so they can succeed in this new global, highly competitive environment.

Iowa’s Blueprint for Education, “One Unshakable Vision, World-Class Schools for Iowa,” released in October of 2011 calls for a new accountability system which aligns “the fractured systems of accreditation, compliance monitoring and school improvement at the Iowa Department of Education (IDE) to provide a system of unified supports and direction under a new system.” The work outlined in the Governor’s blueprint will be enhanced by the award of this flexibility request from the United States Department of Education (USDE). Both calls for action are focused on creating a statewide differentiated system of recognition, accountability, and support.

Restructuring to Focus on Differentiated Recognition, Accountability, and Support

Background: While Iowa’s current system of support and accountability has its strengths and silos of excellence, processes and tools for school improvement planning are not aligned. The focus has been on monitoring and compliance, rather than on school improvement strengthened by monitoring and compliance. Recognition of school success is not a priority. Initiatives for support and accountability are not systemic.

Accountability: Iowa’s new accountability system will include multiple robust measures. These measures will transform the current system, promoting collaboration and systemic supports to LEAs and schools in raising achievement and ensuring all students are college- and career-ready. Annual Measurable Objectives (AMOs) will be defined and trajectories set based on the distance between current school and subgroup performance and a Statewide Target. An Achievement Score that

includes growth as well as proficiency will be calculated for every school and combined with Other Academic Indicators (OAIs) for an overall school Performance Index. This Performance Index will be used as one measure to rank and classify schools into six different performance categories. Participation rates and graduation rates will be given high importance in this new accountability system. Also, a Closing Gap Score will be calculated as another measure to determine subgroup performance and to rank and classify schools. Significantly more students will be included in the accountability system as a result of reducing the N size of subgroups from 30 at the building level to 10 at the district level. These key elements and others within our waiver request create an accountability system capable of helping educators in our state monitor student progress and ensure all Iowa students are prepared to continue their education when they graduate from high school.

Our system of monitoring and compliance reporting will also be redesigned. Comprehensive site visits occur every five years to monitor accreditation standards and identified state and federal program components, as well as address elements of continuous improvement. However, the site visit process does not currently adjust to meet the unique needs of each district in order to specifically support continuous improvement. In addition, a variety of planning and monitoring systems are in place including the following:

- Comprehensive School Improvement Plan (CSIP)
- Annual Progress Report (APR)
- Iowa Core Implementation Plan is the LEA plan for implementing the Iowa Core.
- District Developed Service Delivery Plan (DDSDP) is an explanation of how special education and related services are structured in the LEA.
- Iowa Support Team process which supports Schools in Need of Assistance (SINA) and Districts in Need of Assistance (DINA) under the requirements of the Elementary and Secondary Education Act (ESEA).

Although we are developing a Consolidated Plan (C-Plan) for school reporting, the underlying processes and technical assistance to support the system remain confusing and disjointed:

- The site visit accreditation process for monitoring and school improvement is structured around an examination of the **Seven** Characteristics of Effective and Improving Schools and Districts (Seven Characteristics);
- The CSIP school improvement process currently utilized by all districts is framed around **four** Constant Conversation Questions;
- The Iowa Core planning process is founded on **six** outcomes, and
- Iowa Support Team process for supporting SINA and DINA focuses on **three** domains.

Aligning the System: Our redesigned system will **(1)** be founded on one set of principles, one tool, and one process for continuous improvement, **(2)** embed Response to Intervention (RtI) and Learning Supports to support all students, **(3)** align with universal systems of support and rewards for all schools, and **(4)** align with differentiated support for Needs Improvement (Focus), Priority, and Unacceptable (Focus or Priority for three or more consecutive years) schools.

1. **One set of Principles, One Tool, One Process:** Through a study of research, the Iowa Department of Education’s Bureau of Accreditation and Improvement Services identified Seven Characteristics (See Appendix 2-A): mission, vision, goals; leadership; collaborative relationships; learning environments; curriculum and instruction; professional learning, and

monitoring accountability. The Seven Characteristics will align the principles that guide school improvement for our state with the tool used for reporting and the process for support of schools across the state.

- **One set of principles, The Seven Characteristics for Effective and Improving Schools and Districts:** These principles are being used to unify, simplify, and coordinate currently existing initiatives with a set of principles aligned with the school improvement research. For example, these characteristics have been used to organize the current site visit process as well as the comprehensive site visit report. Efforts continue to align other work with and for schools with these characteristics.

A cross walk between the Seven Characteristics and the Turnaround Principles conducted by the Iowa Department of Education (IDE) demonstrates a strong correlation between the two (See Appendix 2-B). The Seven Characteristics have also been cross walked with the Six Outcomes of the Iowa Core and the Consolidated Plan for state reporting. Other components with which the characteristics will be cross walked in the future include the Iowa Core planning process.

The Seven Characteristics will now become the foundation for the district Self Study, analysis, planning, implementation, and evaluation process outlined in this flexibility request. All districts with schools classified as Needs Improvement (Focus), Priority, and Unacceptable (Focus or Priority for three consecutive years) schools will be assigned an Iowa Support Team, which will use the data from the Self Study to outline and monitor an improvement plan based on these characteristics to ensure all students graduate college- and career-ready . However, the Iowa Support Team will not be assigned to work with school classified as Needs Improvement (Focus), Priority, or Unacceptable (Focus or Priority for three consecutive years) solely due to participation.

- **One Tool, Consolidated Plan (C-Plan):** Efforts are underway to streamline the collection process of mandatory reports, data, planning, and progress for districts and schools. This process is titled the Consolidated Plan, or C-Plan. The goal is that elements of the C-Plan, which is organized around the Seven Characteristics, will be utilized by schools and districts as a “living” document used to guide continuous improvement. Implementation of the C-Plan will begin in the summer of 2012. Additional information about the C-Plan can be found on the Department’s website at <http://tiny.cc/CPlan>.
- **One Process for Continuous Improvement Planning:** Beginning in 2012-13 all Title I Needs Improvement (Focus) and Priority schools, and in 2013-14 all Title I schools, will be required to annually complete a Continuous Improvement Plan using the C-Plan tool and a Self Study of their Continuous Improvement Plan. Revisions in Iowa Administrative Code will be sought to require non Title I schools and districts, regardless of classification, to annually complete the Continuous Improvement Plan part of the C-Plan and Self Study as well. Schools and districts will be provided guidance and training in a process to design a Continuous Improvement Plan and the use of the new C-Plan. Work will begin in the spring of 2012 to develop this guidance on the continuous planning process, revise the current improvement plan for use by all schools and districts, and develop a Self Study

instrument.

Since school improvement is a systems issue, districts approve individual school improvement plans, and the State approves district level plans. However, for Title I Needs Improvement (Focus) and Priority schools the State will also approve school level plans. The plans of schools in their third years as Needs Improvement (Focus) or Priority and all schools classified Unacceptable will be approved by the State Review Panel.

- **Rewards:** Iowa has three areas of recognition for its Exceptional Schools (Reward) and Distinguished Schools (Exceptional for three or more consecutive years): (1) state recognition, (2) increased flexibility, and (3) opportunities for leadership. State recognition is described in 2.C.
2. **Response to Intervention (RtI) and Learning Supports for All Students:** Response to Intervention (academic support) and Positive Behavior Interventions and Supports (behavior supports) are composed of three levels and offer schools a systemic way to look at the intensity of intervention needs. Such systems include (a) universal instruction to meet the needs of all students, (b) selective or targeted interventions for students who continue to struggle even after high quality universal instruction is provided, and (c) individual or intense interventions for students not responding to the first two levels. The goal of such systems is to match the intensity of student need with the intensity of interventions (Farmer, Farmer, Estell, and Hutchins, 2007). In addition, these supports for student learning will be embedded into the continuing improvement process for all schools.
 3. **Universal Systems of Support of All Schools:** Universal Systems of Supports strategies and supports have been identified that provide the foundation of success for each and every Iowa student to become college- and career-ready. Each strategy is described in detail in 2.D.
 4. **Differentiated Support for Needs Improvement (Focus), Priority, and Unacceptable (Focus or Priority for three consecutive years) Schools:** As school improvement is a systems issue, the IDE will focus monitoring and support at the district level. Districts with schools classified as Needs Improvement (Focus), Priority, or Unacceptable (Focus or Priority for three or more consecutive years) and districts with schools having either classification will receive support from the Iowa Support Team in designing their continuous improvement plan. These supports are outlined in 2.D and 2.E.

The Iowa Support Team will lead districts through the five phases of the **System for Improving Student Success (SISS)** process. Phase I is an intense needs assessment for schools to focus on the collection and analysis of school data to identify strengths and areas of concern. Phase II is a completion of a gap analysis based on the comparison of the current reality with the desired state. In the planning phase (Phase III) schools develop a three-year action plan to address the prioritized areas of concern in order to increase student achievement through a multi-tiered system of support (RtI). The implementation and evaluation phases (Phase IV and V) build the capacity of teachers and leaders in the school to increase the achievement of all students. This process is explained further under the Priority Schools section of this waiver (2.D.iii).

Paradigm Shift

This redesigning of Iowa’s accountability system will necessitate paradigm shifts for educators, parents, students, and community members across the state. The major paradigm shifts include:

- Eliminating the belief that being “good” is “good enough” by developing a new, rigorous and comprehensive state accountability system that improves educational outcomes for all students, closes achievement gaps, increases equity, and improves the quality of instruction;
- Aligning a disjointed system of accreditation, compliance monitoring, and school improvement to provide a new system of unified supports and direction;
- Moving from a school improvement/accreditation process of “one size fits all” to a tiered system of school support for continuous improvement based on the new accountability system classifications (Distinguished to Priority). This tiered system allows IDE and other supports (AEA, LEA) to focus on the lowest performing schools and schools with the largest achievement gaps;
- Rating all schools on a scale from Distinguished to Unacceptable (See Figure 2.A.1):
- Providing incentives and supports for all schools;
- Providing a multi-tiered system of support, RtI, for students in which intensity of instruction and supports match student need, and
- Building capacity of all LEAs to provide needed support to their low performing school, thus holding LEAs accountable for the achievement of each and every student.

Figure 2.A.1: School Classifications

Federal Classification	Iowa’s Schools Classification
Reward	Distinguished (Exceptional for three or more consecutive years)
Reward	Exceptional
None	High Performing
None	Commendable
None	Acceptable
Focus	Needs Improvement
Focus	Unacceptable (Focus for three or more consecutive years)
Priority	Priority
Priority	Unacceptable (Priority for three or more consecutive years)

Theory of Action

These changes for education in Iowa will replace our fractured system with a system focused on differentiated recognition, accountability, and support.

- **Differentiated Recognition:** Iowa’s emerging unified system of rewards, supports, and interventions provides not only recognition for schools successful at raising student achievement and eliminating gaps, but also opportunities to replicate successes in other schools. (See Section 2.C.iii).

- **Differentiated Accountability:** Iowa’s new accountability system will include multiple robust measures. These measures will transform the current system, promoting collaboration and systemic supports to LEAs and schools in raising achievement, and ensuring all students are college- and career-ready.
- **Differentiated Support:** Iowa’s new system establishes universal systems and supports for all schools and districts, with a focus on providing specialized assistance to schools classified as Needs Improvement (Focus), Priority, or Unacceptable (Focus or Priority for three or more consecutive years) and districts with schools having these classifications. Since student achievement is a systems issue, our focus is on holding districts accountable for school performance and providing them with support to positively influence achievement in their schools.
- **Expectation:** Therefore, if Iowa (1) operates under on one set of principles, one tool, and one process for continuous improvement, (2) embeds Response to Intervention (RtI) and Learning Supports for all students, (3) aligns universal systems of support of and rewards for all schools, and (4) aligns differentiated support for Needs Improvement (Focus), Priority, and Unacceptable (Focus or Priority for three or more consecutive years) schools, then Iowa will meet our objective of improving the quality of all schools so that all Iowa students are ready for college and career.

Iowa Department of Education Role

IDE’s role in redesigning the system will be to provide leadership to (1) clearly define the roles of each agency (as a state, Area Education Agency, district, and individual school), (2) build the capacity to support the system; and (3) continuously monitor and adjust our plans. For more detail see Section 2.G.

Timeline

Planning for the implementation of our differentiated recognition, accountability, and support system will begin in the spring of 2012 with implementation beginning in 2012-13. See Figure 2.A.2 for an abbreviated timeline and Appendix 2-C for a detailed timeline.

Figure 2.A.2: Abbreviated Timeline

2011-12	<ul style="list-style-type: none"> • Design and implement SEA, AEA, LEA communication system for all elements of the approved ESEA Flexibility Request • Design system to evaluate fidelity of implementation of ESEA Flexibility Request and impact on student achievement • Begin process to seek needed changes to Iowa Administrative Code • Identify RtI assessment tools • Build statewide data system for RtI • Design and program tools for data analysis and reporting of new accountability model
2012-13	<ul style="list-style-type: none"> • Implement system to evaluate fidelity of implementation of ESEA Flexibility Request and impact on student achievement • Implement C-Plan for all districts and Continuous Improvement Planning Tools component for Title I schools • Revise District/School Continuous Improvement Plan for universal use • Develop and implement District/School Self Study of Continuous Improvement Plan • Refine Iowa Support Team school improvement planning process for use by all districts and schools • Finalize collaborative design of Clearinghouse • Pilot tiered system of accreditation • Detail structure of school recognition (Distinguished and Exceptional Schools) • Detail structure of interventions for Needs Improvement (Focus) and Priority Schools • Design system to measure the fidelity of implementation & impact of support/interventions for Needs Improvement/Priority schools and process to made adjustments as needed • Create consensus, infrastructure, PD model for RtI • Identify cohorts for LEA implementation of RtI • Develop research and evaluation plan for RtI • Schools identified as Priority begin implementation of Turnaround Principles (2-3 Principles) • Define and design elements of a value added model • Implement new accountability model • Analyze “Safe & Supportive Schools” suspensions and expulsions data to define measures to include in the accountability model
2013-14	<ul style="list-style-type: none"> • Implement tiered system of accreditation statewide • Schools identified as Priority in continue implementation of Turnaround Principles (add 2-3 Principles) • Define college and career readiness data elements and assessments and implement into Iowa’s accountability model • Analyze “Safe & Supportive Schools” student engagement, parent satisfaction and staff working conditions data to define measures to include in the accountability model
2014-15	<ul style="list-style-type: none"> • Implement • Schools identified as Priority fully implement Turnaround Principles (add final 2-3 Principles) • Implement additional assessments such as the Smarter Balanced Assessments, Dynamic Learning Maps and end of course exams • Study the use of at risk measures to build a school challenge index to possibly include in the accountability model • Analyze data to define Response to Intervention (RtI) measures to possibly include in the accountability model

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA includes student achievement only</p>	<p>Option B</p> <p><input type="checkbox"/> If the SEA includes student achievement on</p>
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<p>on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none"> • provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and • include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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Iowa is only including student achievement on reading and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

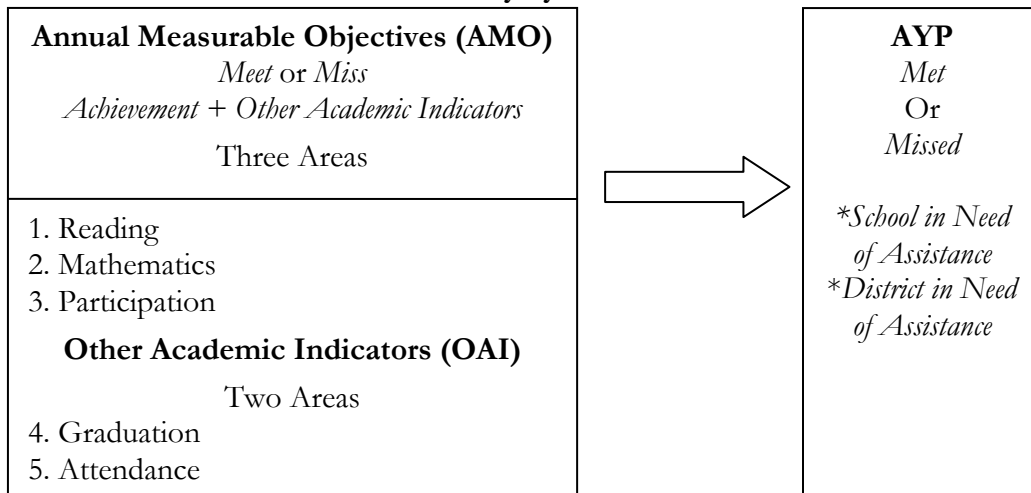
<p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p>	<p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <ol style="list-style-type: none"> 1) Provide the new AMOs and an explanation of the method used to set these AMOs. 2) Provide an educationally sound
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<p>AMOs.</p> <ul style="list-style-type: none"> • Provide the new AMOs and an explanation of the method used to set these AMOs. 	<ul style="list-style-type: none"> • Provide the new AMOs and an explanation of the method used to set these AMOs. 	<p>rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>3) Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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Iowa’s Current Accountability System

Iowa’s current No Child Left Behind (NCLB) accountability system (Figure 2.B.1) requires districts, schools, and subgroups to meet established Annual Measurable Objectives (AMOs) according to the approved accountability workbook (<http://tinyurl.com/AccWkBk>). In the current system, agencies are required to meet a 95% participation rate on the statewide assessments in mathematics and reading, have separate AMOs for mathematics and reading that are established at the state level, and include two Other Academic Indicators (OAI) - graduation rates for high schools and attendance rates for all other schools. Iowa also incorporates an approved growth model into its Annual Yearly Progress (AYP) system which allows non-proficient students meeting criteria to be counted towards proficiency in their schools, districts, and subgroups.

Figure 2.B.1: Iowa’s Current Accountability System



This current system of accountability does not allow for differentiation (you either make or miss

AYP in relation to the 5 indicators), excludes large numbers of students and schools from the system (n=30 at the school level for including subgroup in achievement or attendance rates; n=40 for including subgroups in test participation rates), does not allow for differences among schools (progress targets and trajectories are set at the state level and are the same for every school).

Iowa's Proposed Accountability System

The primary reason that Iowa desires to modify its current accountability system is to create a differentiated system that raises the bar for all schools and districts, includes more students in the accountability system, provides a more individualized approach to systemic improvement of teaching and learning, and makes significant improvements to the current system. Key improvements will include:

- an expectation of growth for all students - not just non-proficient students as currently exists,
- indicators of college readiness (or secondary and post-secondary success) as an OAI incorporated into the Performance Index at all grade levels,
- a reduction of the minimum n size for subgroups from 30 at the school level to 10 at the district level, enabling the inclusion of significantly more subgroups of students at the school and district level, and
- a statewide achievement target which, when combined with a new minimum n size, enables even more groups of students to count in the accountability system. This also creates a situation that requires schools that are underperforming to improve at a greater rate than schools that are already meeting achievement targets.

A comparison of the variables in Iowa's current system of accountability and Iowa's proposed system of accountability has been provided as Appendix 2-D.

Overview

Iowa's new accountability system will include multiple robust measures. These measures will create a "score card" for schools and districts and transform the current system, promoting collaboration and systemic supports to LEAs and schools in raising achievement and ensuring all students are college- and career-ready. The first measure, an **Achievement Score**, is a combination of reading and mathematics achievement accounting for growth as well as proficiency. The Achievement Score has two functions. First, it is utilized as an overall achievement score for schools as 80% of an overall Performance Index, which is then used to classify the lowest performing schools. Secondly, it is utilized as a subgroup achievement score for each school to classify schools with subgroup achievement gaps. The achievement score will be calculated for every school and will include **all** (including students with disabilities and English language learners) district full academic year students who take the regular assessment and the assessment based on alternate academic standards (one percent). Growth and proficiency will be given equal weight in the score. This achievement score is considered in relation to a statewide achievement target that all schools will strive to reach over the next ten years. Trajectories, providing a road-map for setting goals and monitoring progress, will be drawn for all schools and

all eligible subgroups based upon the distance between the current performance of the school/subgroup and the statewide target. Annual measurable objectives (AMOs) based on these trajectories will be defined for schools and the annual growth needed in order to reach the statewide achievement target in ten years. Even though the accountability system focuses primarily on the school level, achievement scores and trajectories can be calculated at any level (school, district, region, as well as the state) enabling a more comprehensive look at achievement and a more systemic approach to improvement.

Other Academic Indicators (OAI) include graduation rates for high schools, attendance rates, college readiness rates, and third grade reading proficiency and will be combined with the achievement score to generate an overall school **Performance Index**. The Performance Index will be scaled from 0 to 100 and be used as one measure to classify schools into categories of performance. The achievement score will account for 80 points of the performance index and OAI will account for 20 points.

A **Closing Gap Score** will be calculated as a measure of subgroup (including English Language Learners, students with disabilities, low socioeconomic status, African American, Asian, Hawaiian or Pacific Islander, Hispanic or Latino, Native American, White, and two or more races) performance in reading and mathematics, including proficiency and growth and will be also be used to rank and categorize schools. Trajectories will be drawn and Annual Measurable Objectives (AMOs) will be calculated for each subgroup in a school based upon the distance between their current performance and reaching the statewide achievement score target of 85 in ten years. The closing gap score will be measured as the percentage of eligible subgroups in a school that have met their AMO.

Participation Rates and Graduation Rates will serve as gatekeepers for the accountability system, which means that if a school falls below a 95% participation rate in reading and mathematics combined or below a 60% graduation rate for all students, it will automatically be classified as a Priority School. Schools that have a subgroup participation rate below 95% or graduation rate below 60% for at least one subgroup will be automatically classified as a Focus School. The subgroup graduation rates have an n size of 10 and subgroup participation rates have an n size of 20.

Stakeholder feedback change:
Participation Rate and Graduation
Rate calculations being utilized as
“gatekeeper” measures.

These measures will be combined as displayed in Figure 2.B.2 to create a tiered performance classification system for schools in Iowa.

Figure 2.B.2: Iowa's Accountability System Performance Categories

Iowa's Performance Category	Federal Category	Performance Index	Participation Rate	Graduation Rate	Closing Gap Score
Distinguished	Reward	Placed in the Exceptional category for three consecutive years			
Exceptional	Reward	79 or more	>=95% for all students and all subgroups	>=60% for all students and all subgroups	100
High Performing	N/A	69 to 78	>=95% for all students and all subgroups	>=60% for all students and all subgroups	100
Commendable	N/A	69 or more	>=95% for all students and all subgroups	>=60% for all students and all subgroups	1 to 99
Acceptable	N/A	57 to 68	>=95% for all students and all subgroups	>=60% for all students and all subgroups	1 to 100
Needs Improvement (Focus)	Focus	57 or more	>=95% for all students; <95% for one or more subgroup—automatic placement in Needs Improvement	>=60% for all students; <60% for one or more subgroup—automatic placement in Needs Improvement	0
Priority	Priority	56 or less All SIG schools	<95% for all students—automatic placement in Priority	<60% for all students—automatic placement in Priority	0 to 100
Unacceptable	Priority	Placed in the Priority category for any reason for three consecutive years			

Stakeholder feedback change: It is best to utilize multiple years of data to identify schools at the top (Distinguished) or bottom (Unacceptable) of the spectrum.

Data collection: For the initial implementation of the proposed accountability system, data will be utilized from existing data collections that are in place. This will not create any additional burdens for districts and schools. The transition plan to include additional future OAI's will include plans for implementing new data collections and will address any capacity issues for districts and schools to ensure that this information is able to be easily submitted.

Methodology

Iowa will use 2008-2009/2009-2010/2010-2011 data as baseline to pilot the new accountability system and transition to a value-added model with legislative appropriation. Several measures will be utilized in this new system of accountability:

1. Achievement Score
2. Other Academic Indicators Score
 - a. College Readiness Rates
 - b. Graduation Rates
 - c. Attendance Rates
 - d. 3rd Grade Reading Proficiency Rates
3. Performance Index (a combination of the achievement score and the score for other academic indicators)
4. Closing Gap Score
5. Gatekeeper Measures:
 - a. Participation Rates
 - b. Graduation Rates

Trajectories will be drawn and Annual Measurable Objectives (AMOs) will be calculated for each school and subgroup based upon the distance between their current performance and the statewide Achievement Score target of 85. Schools and subgroups will be monitored according to whether or not their annual growth indicates enough improvement each year to reach the statewide target of an Achievement Score of 85 within a ten year period (in other words, whether or not they are “on trajectory” for reaching the target score in ten years). Adequate annual progress for the subgroups is defined as the amount of improvement necessary each year to maintain their trajectory for reaching the statewide target of an Achievement Score of 85 within a ten year period.

As we develop a new accountability system, using historical data is our best way of modeling out expected results at any different cut score levels set. The impact of different achievement targets using historical data based on achievement targets of 85, 80, and 75 were modeled. While there were slight differences in numbers of schools in the various categories using different targets, there were not dramatic shifts. Using 85 as a target results in the inclusion of schools of different enrollment categories in all performance levels. This application for a waiver is not a retreat from the concept of accountability. Our set goal is a high, but achievable, target for our schools to achieve. The Iowa Department of Education believes a target of 85 is appropriate given our goal of high expectations and in reviewing historical data results.

Iowa’s proposed accountability model will be implemented beginning with the 2012-13 school year. Additional details outlining this timeline are included in Appendix 2-E.

1) The Achievement Score:

The first measure is the Achievement Score (Figure 2.B.3). The score indicates how close the school is to the statewide achievement target – a score that all schools and subgroups will work towards attaining within ten years. The Achievement Score combines performance on the reading and mathematics assessments. The grid for figuring a school's Achievement Score considers both proficiency and growth.

Figure 2.B.3: Achievement Score Grid

Proficiency	Yes	High/Low 0.5	High/High 1
	No	Low/Low 0	Low/High 0.5
		No	Yes
		Growth	

Proficiency: On the vertical axis is proficiency – whether or not students are currently proficient on the state reading or mathematics assessments using the current criteria of proficiency for 2010-11 and prior. In 2011-12, we will transition to the new Iowa Assessments and proficiency will be defined for each grade and subject. Iowa will engage in a standard setting process during the summer of 2012 to identify and define academic achievement standards (proficiency cut scores) for reading and mathematics.

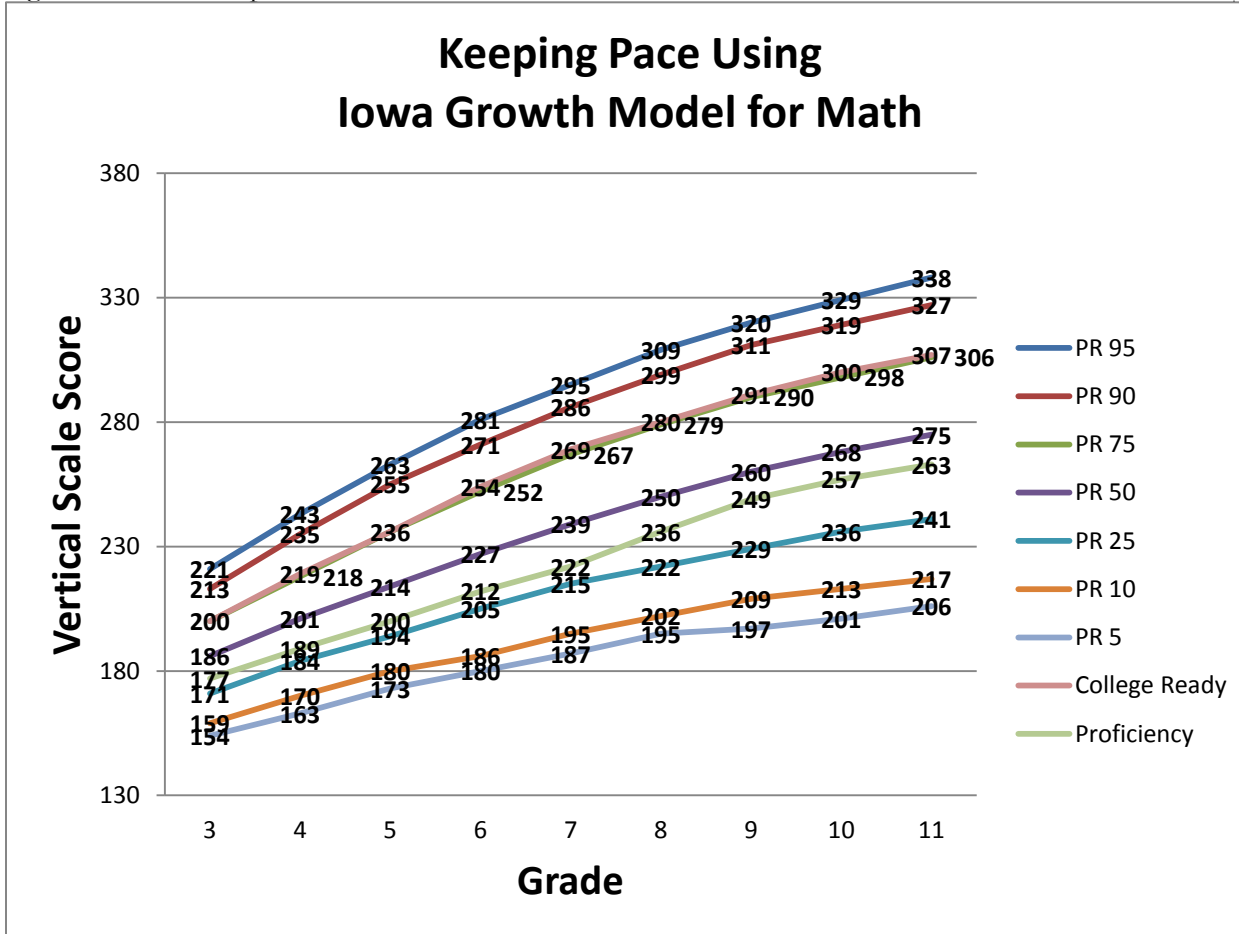
Growth: The horizontal axis represents growth. Growth is being defined differently for students at different levels of proficiency on the state assessments: students who are not yet proficient, students who are currently demonstrating proficiency, and students who are considered advanced.

Figure 2.B.4 shows model projections reflecting normal growth patterns of students at different achievement levels, according to the vertical scale developed for the statewide assessment. For the current proposal, non-proficient students who make growth will need to not only increase the scale scores to maintain (one year's) growth, but will also need to gain additional scale scores (one standard error) to make progress toward proficiency. Proficient students will need to increase their scale scores required to maintain growth (grow one year) to be counted as achieving growth. Because of the volatility of growth for advanced students, students in the advanced category will need to increase scale scores within a 1 SEM error band of the scale scores required to maintain growth (grow one year). This growth model ensures that all students are learning at an

appropriate pace, with non-proficient students learning the fastest in order to catch up with their proficient peers.

Stakeholder feedback change: The growth calculation was changed to measure growth differently for the various proficiency levels.

Figure 2.B.4: Example of Iowa’s Growth Model for Math



Calculating the Achievement Score: All students will fall into one of the four quadrants of the Achievement Score grid. The bottom left quadrant, in red, represents students who are not proficient and not growing on the state assessment (reading or mathematics). We have called this cell “Low/Low.” Diagonal to it in the upper right quadrant (in green) is the High/High cell for students who are both proficient and demonstrating growth. The other two cells (in yellow) are for students who are currently not proficient but are growing (lower right) or students who are currently proficient but not demonstrating growth (upper left).

To calculate the Achievement Score for any school, all students in grades 4-8 and 11 are placed in

the grid based on their performance (using multiple years of data for the growth component) in each reading and mathematics. A school receives 1 point for each student demonstrating both growth and proficiency (in the green High/High quadrant) in an assessment, ½ point for each student demonstrating growth or proficiency (in the yellow High/Low or Low/High quadrants), and no points for each student not growing and not proficient (in the red Low/Low quadrant).

For example, a school's students could be placed on the Achievement Score grid (Figure 2.B.5) as follows:

- 26 students/assessments in High/High = $26 * 1 = 26$
- 18 students/assessments in High/Low = $18 * 0.5 = 9$
- 25 students/assessments in Low/High = $25 * 0.5 = 12.5$
- 19 students/assessments in Low/Low = $19 * 0 = 0$
- Sum of calculated values from quadrants = 47.5
- Divide sum to calculate values from quadrants (47.5) by total number of students/assessments in grid (88) = Achievement Score = 54

Figure 2.B.5: Example of how to include reading and mathematics assessments in the Achievement Score grid

Proficiency	Yes	High/Low (0.5) 10 students reading 8 students mathematics 18 total students/assessments	High/High (1) 12 students reading 14 students mathematics 26 total students/assessments
	No	Low/Low (0) 9 students reading 10 student mathematics 19 total students/assessments	Low/High (0.5) 13 students reading 12 students mathematics 25 total students/assessments
		No	Yes
		Growth	

Or simply, you take the percentage of students in each quadrant and assign points for each percentage of students (0 points, 0.5 points, 1 point) and add them together to get the Achievement Score.

In summary, the process for calculating the Achievement Score is:

1. Determine number of students/assessments in each quadrant
2. Multiply the number of students/assessments in each quadrant times the weighting for that quadrant (0 points, 0.5 point, 1 point)
3. Sum the calculated values from each quadrant

4. Divide the calculated value by the total number of students/assessments

To calculate growth and proficiency for the Achievement Score, current year achievement results will be matched with the previous year's achievement results by a unique state student identifier (state ID number). Students with results in both the current and previous year (and who advance a grade level between the years) will be included in the Achievement Score. Since third graders do not have achievement results for the previous year, they will not be included in the Achievement Score. However, third grade students will be included in participation rates and third grade reading proficiency rates will be included in the model as an OAI. The majority of 11th graders in Iowa are assessed as 10th graders (over 85%). Eleventh grade assessment results will be included in the Achievement Score. Eleventh grade students who do not take an assessment in 10th grade will not have a growth measure and be placed in either the high/high quadrant (weight of 1) or low/low quadrant (weight of 0).

A trajectory for each school (district, subgroup, etc.) can be drawn indicating the increase needed each year for achieving the target score in ten years based on their current Achievement Score. The target score of 85 was determined using the current status of schools in the state and determining what would be both ambitious and realistic in terms of improvement.

The Achievement Score grid allows individual students to become visible within quadrants, providing educators a roadmap for aligning supports to eliminate gaps between subgroups and increase student achievement for all students. LEAs and schools will use Achievement Scores to examine gaps within quadrants and subgroups and monitor their progress towards the statewide achievement target of 85.

This matrix and Achievement Score can be used to look at our current status (and monitor progress) at all levels – grade, building, district, Area Education Agency, or the entire state. It can also be calculated for specific subgroups. All levels will be able to calculate their Achievement Score, generate a trajectory for reaching the target score 85 in ten years, set goals and monitor progress to ensure success.

The Achievement Score is later multiplied by .8 and weighted at 80 points of an overall Performance Index (100 points total).

Weightings for the Achievement Score Grid: This model weights proficiency and growth equally (each counts as 0.5 of a point on the Achievement Score grid). While we know there are advocates on each side that would say one variable (proficiency or growth) is more important than the other, it is our belief that either one measure without the other provides a distorted picture of achievement. Having both measures provides a more complete assessment of what is happening in a school and provides a more valid foundation for making judgments about school quality. For that reason, we chose to weight them equally.

Placement of Alternate Assessments (1%) in the Achievement Score Grid: Currently, Iowa does not have a measure of growth for students taking the alternate assessment. Therefore, these students will not count towards growth and be placed in either the high/high quadrant (weight of 1) or low/low quadrant (weight of 0). Iowa is currently exploring adding growth to our alternate assessment so we can use growth in the Achievement Score for these students.

Combining Reading and Mathematics for the Achievement Score: Reading and mathematics will be combined to calculate the achievement score for each school. By taking the number of students who are in each quadrant for reading and mathematics individually, and summing across quadrants, then dividing by the total number of students across reading and mathematics, it is possible to calculate an Achievement Score using both reading and mathematics assessments. If all students take both assessments, the denominator for the calculation will be twice the number of students tested.

Goals Related to the Achievement Score: There are three important goals related to the Achievement Score and Statewide target:

- 100% of the students in the High/High quadrant (long term goal),
- 0% of the students in the Low/Low quadrant (shorter term goal), and
- reach an overall Achievement Score of 85 or higher (ten year goal).

Supporting Information for Iowa’s Statewide Target of 85: The statewide target of 85 was established after reviewing the data to determine where schools are currently performing. Based on the data, 85 appeared to be an ambitious, yet achievable, target. We ran simulations based on Achievement Scores of 80, 75, and 70 and realized that a statewide target below 85 would enable far too many schools to have a large percentage of their students not proficient and not growing. The literature is very clear, schools that beat the odds and significantly improve the learning of their most difficult to reach students have set high expectations and demonstrated a strong belief that all students can achieve at high levels. As a state, we are committed to setting the bar high, increasing the urgency for meeting the needs of more of our students, and increasing our responsibility for the learning of all of our students. Both excellence and equity in the education of our young people must be a standard from which we will not waver. However, setting our sights too high in this waiver request would only leave schools and districts behind and create increased frustration. For that reason, it was important to us to establish a statewide target with clear evidence that it is also achievable.

The statewide data, based on more than 1,300 schools with grades 3 to 8 and 11 during the 2010-2011 school year, indicated:

- 25 schools (1.9%) have an Achievement Score of 85 or higher,
- 85 schools (6.5%) have an Achievement Score of 80 or higher,
- 271 schools (20.8%) have an Achievement Score of 75 or higher, and
- 587 schools (45.1%) have an Achievement Score of 70 or higher.

Another factor indicating the target is likely achievable by all schools is the fact that reaching the target is a ten year goal. For 94% of Iowa schools, they only have to increase 3 points per year for the next 10 years. This timeframe should provide time for schools/districts to define and take action to improve learning and to modify those actions as needed to meet their trajectory for the ten year target.

Annual Measurable Objectives (AMOs): AMOs will be calculated for each school, district, and eligible subgroups within a district. Schools will be measured on the annual amount that the

trajectory moves. Adequate annual progress for the subgroups is defined as the amount of improvement necessary to meet their trajectories over time for reaching the statewide target of an Achievement Score of 85 within a ten-year period.

The formula for calculating the AMO:

$$AMO = (85 - \text{baseline Achievement Score}) \div 10$$

(85 is the statewide target and 10 indicates the ten year period to reach the goal)

For example, this is the achievement grid for a current subgroup (low socioeconomic status) in an Iowa school in a district of approximately 200 students (Figure 2.B.6).

Figure 2.B.6: Example from a subgroup (Low Socioeconomic status students) in an Iowa School

Proficiency	Yes	High/Low 65 assessments	High/High 80 assessments
	No	Low/Low 35 assessments	Low/High 55 assessments
		No	Yes
		Growth	

The achievement score for this low socioeconomic subgroup in the school is:

$$((80*1) + (65*0.5) + (55*0.5) + (35*0))/235 = 60$$

This subgroup will need to increase their achievement score by 25 points over the next 10 years to reach the statewide target of 85. (85 – 60 = 25)

This subgroup in the school will need to increase their achievement score by at least 2.5 points per year (25 ÷ 10 = 2.5) to reach the statewide target of 85 in 10 years.

2) The Other Academic Indicators (OAI) Score:

The accountability system will include OAI in studying the current status of schools and districts in our state. The OAI are criterion referenced variables that will be utilized in the calculation of the Performance Index. OAI will include graduation rates, attendance rates, and college ready rates. All OAI will be scaled, assigned points, and collectively weighted as 20 points of the Performance Index. Schools will be measured on the following indicators:

OAI School Categories: Three categories of schools were formulated to apply points for OAI's:

- High schools: serve primarily grades 9-12
- Middle/Junior High schools: serve primarily grades 6-8 (includes some grades 7-8 schools)
- Elementary schools: serve primarily grades K-5 (includes some grades K-6 schools)

The specific OAIs that will apply to each type of school are listed below:

- High Schools
 - Graduation rates (10 points)
 - College ready rates (5 points)
 - Attendance rates (5 points)
- Middle/Junior High Schools
 - College ready rates (10 points)
 - Attendance rates (10 points)
- Elementary Schools
 - Attendance rates (10 points)
 - 3rd grade reading proficiency rates (10 points)

Iowa's model is built to allow additional OAIs to be added as data are defined and collected. Our goal is to ensure we are measuring schools on more than simply an assessment score.

Calculations for Other Academic Indicators:

College Ready Rates: High schools will include a measurement of college readiness using the 11th grade Iowa Assessment National Scale Scores (NSS) that translates to college readiness scores on the ACT as found in the Iowa Testing Programs study, *Establishing Validity Evidence to Assess College Readiness through a Vertical Scale* (Furgol, et. al. 2011). Middle/junior high schools will include the 6th, 7th, and 8th grade Iowa Assessment NSSs that translate to college readiness scores.

Based on data from Iowa Testing Programs:

- Spring NSS for college readiness(Iowa Assessment)
 - Grade 11
 - 306 – Reading
 - 306 – Mathematics
 - Grade 8
 - 279—Reading
 - 279—Mathematics
 - Grade 7
 - 266—Reading
 - 267—Mathematics
 - Grade 6
 - 253—Reading

- 252—Mathematics

Reading and mathematics college readiness will be combined by adding to total number of students at or above the college ready cut point in reading and mathematics and dividing that number by the sum of students assessed in each reading and mathematics. This calculation will include all students (including student with disabilities and ELLs) that took the Iowa Assessments who are full academic year in the district. High schools and middle/junior high schools will be assigned points for college readiness based on the following criteria (Figure 2.B.7).

Stakeholder feedback change:
The definition of full academic year was changed from school to district.

Figure 2.B.7: Criteria for College Readiness Points

Percentage of Students Attaining the Readiness Score	High School Points	Middle/Junior High School Points
86% - 100%	5 points	10 points
72% - 85%	4 points	8 points
58% - 71%	3 points	6 points
44% - 57%	2 points	4 points
30% - 43%	1 points	2 points
29% and below	0 points	0 points

Graduation Rates: One OAI for high schools will be graduation rates. Iowa will use both four-year and five-year cohort graduation rates in its accountability system. The four-year cohort graduation rate is calculated for the class of 2011 by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less (by the 2010-2011 school year) by the number of first-time 9th graders enrolled in the fall of 2006 minus the number of students who transferred out plus the total number of students who transferred in.

The five-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. This rate is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2009-2010 school year) by the number of first-time 9th graders enrolled in the fall of 2005 minus the number of students who transferred out plus the total number of students who transferred in. The five-year cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Iowa's accountability system will use the highest of each high school's four-year and five-year cohort rates. Schools will be assigned points for graduation rates based on the following criteria (Figure 2.B.8). Iowa's State Board of Education has identified a graduation rate of 95% as an end goal. Therefore, a school will need to reach the 95% goal in order to receive maximum points.

Figure 2.B.8: Criteria for Graduation Rates

Graduation Rate*	Points
95% - 100%	10 points
90% - 94%	8 points
85% - 89%	6 points
80% - 84%	4 points
75% - 79%	2 points
74% and below	0 points
*the higher of the four-year or five-year cohort rate	

Attendance Rates: Average daily attendance rates will be used as an OAI for all schools. These rates will be calculated for all students in grades K-12 enrolled in a school. Average daily attendance equals the aggregate days of student attendance divided by aggregate days of student enrollment in a school.

Schools will be assigned points for attendance rates based on the following criteria (Figure 2.B.9).

Figure 2.B.9: Criteria for Attendance Rates

Average Daily Attendance Rate	Points
95% - 100%	10 points
90% - 94%	8 points
85% - 89%	6 points
80% - 84%	4 points
75% - 79%	2 points
74% and below	0 points

3rd Grade Reading Proficiency Rates: An OAI for elementary schools will be grade 3 reading proficiency rates. There is significant evidence that 3rd grade reading levels predict success in secondary coursework, secondary course selection, attendance, graduation, postsecondary success, and other important outcomes (Fiester & Smith, 2010. Furgol, Fina, & Welch, 2011. Hanson & Farrell, 1995. Lesnich, Goerge, Smithgall, & Gwynne, 2010. Reschly, 2010. Snow, Burns, & Griffin, 1998). Grade 3 reading proficiency rates will be calculated by dividing the number of students proficient in reading by the number of students tested using the Iowa Assessments and the Iowa Alternate Assessment. This calculation will include students enrolled for a full academic year in the district. Schools will receive points according to Figure 2.B.10 based on the percentage of students who are proficient.

Stakeholder feedback change: 3rd grade reading proficiency rates were added to the OAIs.

Figure 2.B.10: Criteria for 3rd Grade Reading Proficiency Rate

Percent of Students Proficient	Points
87% - 100% proficient	10 points
73% - 86% proficient	8 points
59% - 72% proficient	6 points
45% - 58% proficient	4 points
31% - 44% proficient	2 points
30% proficient or less	0 points

The scores for the OAIs are combined with the Achievement Score and become part of the overall Performance Index for a school.

3) **The Performance Index:**

An overall Performance Index (PI) is calculated for each school using their Achievement Score as 80 points of the Performance Index and the score for the Other Academic Indicators as 20 points of the index. The resulting score (the Performance Index) is then used for ranking schools for accountability and support.

- The achievement score for each school is multiplied by 0.80 to determine points contributed towards the index.
- The Other Academic Indicators (OAIs) are summed for each school and comprise (as a whole) 20 points of the performance index, and the maximum sum of the OAIs is 20 points.
- The performance index is the sum of the achievement score times 0.80, plus the other academic indicator score. The total possible number of points to accumulate is 100.

$(\text{Achievement Score} \times .80) + \text{Other Academic Indicator Score} = \text{Performance Index}$

4) **The Closing Gap Score:**

Iowa defines “gap” as the distance between the Achievement Score of subgroups and the target Achievement Score of 85 (for an explanation of the Achievement Score measure, see the Achievement Score section above). An Achievement Score target of 85 represents Iowa’s commitment to raising the achievement of all students including subgroups. Student Achievement Scores will be aggregated at the district and school subgroup level. The state will set individual district and school subgroup trajectories annually based upon their gaps. Subgroup trajectories are calculated by subtracting the difference of their Achievement Score from the state target of 85 and dividing by the number of years remaining (ten years starting with the 2012-13 school year).

Closing Gap scores will be calculated for all ten subgroups:

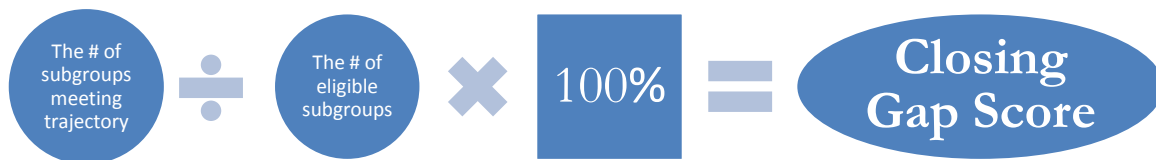
- 7 race/ethnicity categories
 - White
 - Hispanic or Latino

- Black or African American
- Asian
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaskan Native
- Two or more races
- Low Socioeconomic Status
- English Language Learners (ELL)
- Students with Disabilities

If a district has at least ten students in a subgroup, that subgroup will be an eligible (represented) subgroup for each school with at least one student belonging to that subgroup in the district. Schools that have at least ten students in a subgroup will have their own trajectories for each subgroup to achieve. If a school has at least one but less than ten students in an eligible subgroup (at least ten at the district level), the school's subgroup will work towards the district subgroup trajectory. If the district has less than ten students in a subgroup, that subgroup is not eligible. If the school has zero students in a subgroup, but the district has at least ten students in that subgroup, the subgroup is not eligible at that school.

Closing Gap Scores for schools will be calculated by dividing the number of subgroups meeting their specific subgroup school trajectory (or district if less than ten students) by the number of eligible subgroups represented at the school, and then multiplying by 100 (Figure 2.B.11).

Figure 2.B.11: Formula for the Closing Gap Score



Schools with a Closing Gap Score of zero will be categorized as Needs Improvement (Focus).

N Size: Iowa is proposing to change the minimum N size for subgroup inclusion in accountability calculations from 30 students at the school level to ten students at the district level. This represents a major change from the current method of monitoring the progress of subgroups and will significantly increase the number of students included in the accountability system. The rationale for recommending this action is to include more students in accountability determinations for schools and to monitor the progress of more subgroups of students.

Below is a link to Iowa's State Report Card for 2010-2011 and previous years (Attachment 8).

<http://tinyurl.com/IowaReportCard>

Our change in N size will include substantially more subgroups and students in school

determinations. To show the impact of changing the N size for subgroup inclusion, the 2010-2011 data were reviewed to show the number and percent of schools that would be excluded based upon the N size (Figure 2.B.12). This reduction in N size will have the greatest impact on inclusion rates for students with disabilities and Hispanic students.

Figure 2.B.12: The School Level Impact of N Size Changes on Inclusion Rates for Subgroups of Students

Subgroup	N of schools with the subgroup	If N=30 # of schools excluded	If N=10 # of schools excluded	If N=30 Percent of schools excluded	If N=10 Percent of schools excluded
Low SES	1324	193	30	14.6%	2.3%
IEP	1308	579	124	44.3%	9.5%
ELL	637	477	329	74.9%	51.7%
African American	794	615	442	77.5%	55.7%
Asian	726	648	489	89.3%	67.4%
Hispanic	1097	818	487	74.6%	44.4%
Native American	407	402	375	98.8%	92.1%
Pacific Islander	167	167	158	100%	94.6%
White	1334	37	20	2.8%	1.5%
Two or more races	822	760	516	92.5%	62.8%

For all subgroups combined, reducing the N size to 10 would yield a reduction of 20% in the rate of exclusions of subgroups for schools. Exclusion rates decreased by more than 30% for students with disabilities and Hispanic students. Exclusion rates decreased by more than 20% for English language learners, African American students, Asian students, and for students of two or more races.

Below (Figures 2.B.13 and 2.B.14) are some sample trajectories at the state level. Actual trajectories will vary by school.

Figure 2.B.13: Ten-Year State Reading Subgroup Trajectories Beginning with 2011-12

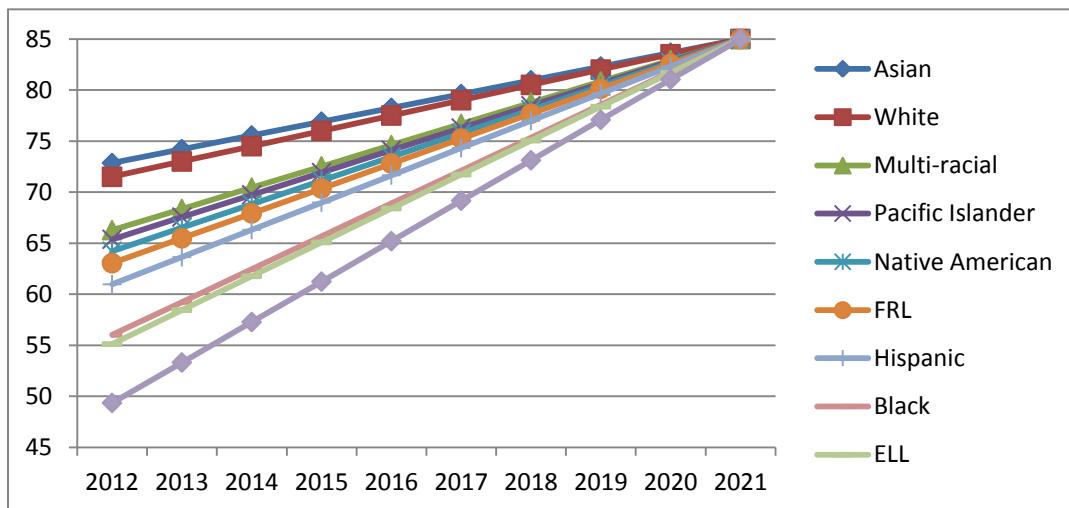
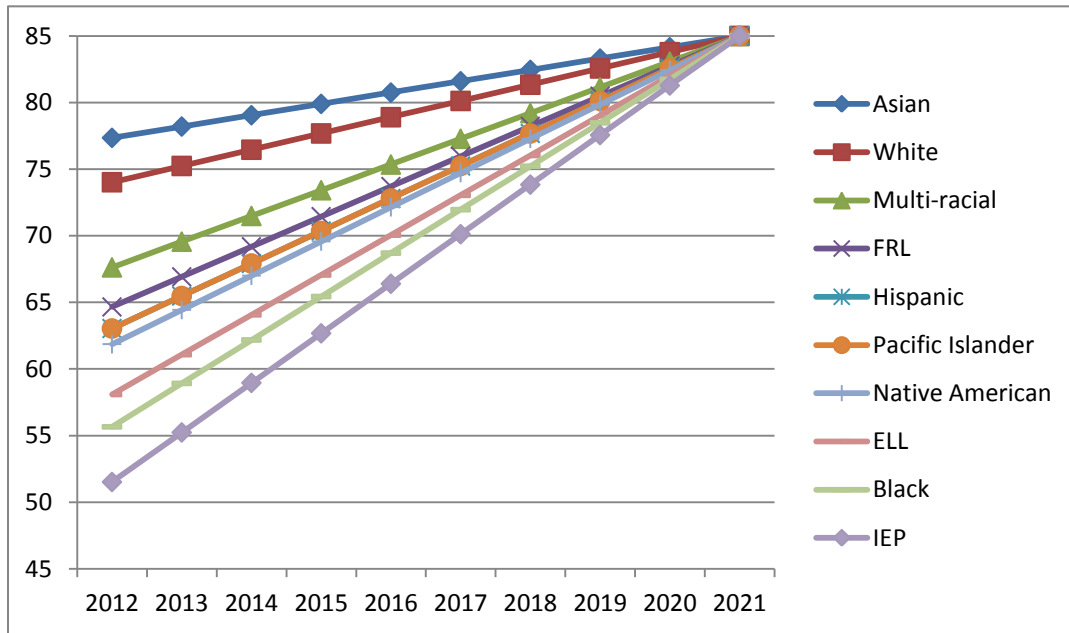


Figure 2.B.14: Ten-Year State Math Subgroup Trajectories Beginning with 2011-12



5) Gatekeeper Measures:

Test Participation Rates: The accountability model assumes that all eligible students are participating in the state assessment and included in the data. This participation rate measure will combine all grades (3-8 & 11) and reading and mathematics assessments.

$$\text{Participation Rate} = \frac{(\text{grade 3-8 \& 11 students assessed in reading} + \text{grades 3-8 \& 11 students assessed in mathematics})}{(\text{grade 3-8 \& 11 students enrolled at the time of the reading assessment} + \text{grade 3-8 \& 11 students enrolled at the time of the mathematics assessment})}$$

Any school with less than 95% of the students participating in the state reading and mathematics assessment will automatically be identified as a Priority School (see performance categories), regardless of their performance index and closing gap score, until their test participation rate meets the criteria of 95%.

Graduation Rates: Graduation Rates will be calculated as described in the Other Academic Indicators section above. Any high school with both four-year and five-year cohort graduation rates of less than 60% will automatically be identified as a Priority School (see performance categories), regardless of their Performance Index and Closing Gap Score, until their graduation rate meets the criteria of 60%.

Any high school with both four-year and five-year cohort graduation rates of less than 60% for

any subgroup (with a minimum n size of ten) will automatically be identified as a Needs Improvement (Focus) School (see performance categories), regardless of their Performance Index and Closing Gap Score, until their graduation rates for all subgroups meets the criteria of 60%.

In this way, graduation rate serves a gate keeping function by automatically identifying schools that fail to graduate at least 60% of their students, for all students and for each subgroup.

Iowa's Performance Categories

Iowa will rank schools annually based on their overall Performance Index, Closing Gap Score, Participation Rates, and Graduation Rates into categories. These categories will be used to define support.

1. Exceptional = Reward School (Distinguished = three or more consecutive years as Exceptional)
2. High Performing
3. Commendable
4. Acceptable
5. Needs Improvement = Focus School (Unacceptable = three or more consecutive years as Focus)
6. Priority = Priority School (Unacceptable = three or more consecutive years as Priority)

School Classification Extensions:

Reliability of longitudinal data validates a school's classification at either end of the spectrum. To account for this, we have two additional categories based on time in the Exceptional and Priority categories. Once a school has been identified as Exceptional for three consecutive years, it is designated as a Distinguished School with specific rewards and recognition being provided. If a school is identified as Priority for three consecutive years, it is designated as an Unacceptable School and additional supports or sanctions will be applied.

Every school will fit into one of Iowa's Performance Categories. We will use the following criteria (Figure 2.B.15) to categorize the schools.

Figure 2.B.15: Iowa’s Accountability System Performance Categories

Iowa’s Performance Category	Federal Category	Performance Index	Participation Rate	Graduation Rate	Closing Gap Score
Distinguished	Reward	Placed in the Exceptional category for three consecutive years			
Exceptional	Reward	79 or more	>=95% for all students and all subgroups	>=60% for all students and all subgroups	100
High Performing	N/A	69 to 78	>=95% for all students and all subgroups	>=60% for all students and all subgroups	100
Commendable	N/A	69 or more	>=95% for all students and all subgroups	>=60% for all students and all subgroups	1 to 99
Acceptable	N/A	57 to 68	>=95% for all students and all subgroups	>=60% for all students and all subgroups	1 to 100
Needs Improvement	Focus	57 or more	>=95% for all students; <95% for one or more subgroups—automatic placement in Needs Improvement	>=60% for all students; <60% for one or more subgroups—automatic placement in Needs Improvement	0
Priority	Priority	56 or less All SIG* schools	<95% for all students—automatic placement in Priority	<60% for all students—automatic placement in Priority	0 to 100
Unacceptable	Priority	Placed in the Priority for three consecutive years			
Unacceptable	Focus	Placed in the Focus for three consecutive years			

*School Improvement Grant

In summary, there is a five-step process for categorizing schools:

1. Calculate Performance Index, using the Achievement Score and OAI Score, for all schools
2. Calculate Closing Gap Score for all schools
3. Determine school participation rates and graduation rates for automatic Priority classifications
4. Determine subgroup participation rates and graduation rates for all school for automatic Needs Improvement (Focus) classifications
5. Define classification for the remainder of the schools based on their Performance Index and Closing Gap Score

These category determinations will be made for all schools each academic year.

The criteria for the categories were established by reviewing the current status of districts in the state using the measures described above and considering the percentages of Title I schools that must be included in the highest and lowest performing categories. Once the cut-points were established for the current year, those cut-points will become criteria and remain the same in future years making our accountability system a criterion referenced system. This provides schools an opportunity to “move-out” of low performing categories as the state improves performance in all schools. However, once a school has been placed in one of the two lowest performing categories, they will receive support for three years regardless of whether they move out of that category during that timeframe.

Support for Schools and Exiting Strategies

Schools will be classified into performance categories on an annual basis and will be labeled according to the criteria for categorizing Iowa schools based on performance (Figure 2.B.15). Supports for schools will be discussed in greater detail in the next section, but schools that are identified as Needs Improvement (Focus) or Priority will receive a minimum of three years of support regardless of annual school classifications. For example, in year one of the new accountability system, School A is classified as “Priority” and it will be noted they are in year one for support purposes. In year two, School A meets the criteria to be classified as “acceptable,” but will be noted as year two for support purposes. In year three, School A meets the criteria to be classified as “commendable,” but will be noted as year three for support purposes.

Based on the requirements of the waiver, utilizing 2010-11 data, Iowa currently has almost 18% of Title I schools categorized as Needs Improvement (Focus) and over 7% of Title I schools identified as Priority. Iowa’s accountability model is designed to be a criterion based model with identified cut points for schools to work toward. The Iowa Support Team, describes in 2.D and 2.E, will support schools to increase their performance and move out of the Priority and Needs Improvement (Focus) categories. With a statewide effort, we hope to see the number of Priority and Needs Improvement (Focus) schools decrease. A school list of Exceptional (Reward), Needs Improvement (Focus) and Priority schools in Iowa based on the 2010-11 data is included as Attachment 9, but a summary of the distribution of Iowa schools is listed in Figure 2.B.16.

It is Iowa’s goal to move away from an accountability model that blames and shames schools and toward a model that recognizes schools for their achievements and properly classifies them into performance categories while continuing to support them to ensure consistency with success.

Figure 2.B.16: Summary of distribution of Iowa schools

Iowa's Performance Categories	Performance Index	Closing Gap Score	N of All Schools	Districts for All Schools	% for All Schools	N Title I Schools	Districts for Title I Schools	% Title I Schools
Exceptional	79 or more	100	47	33	3.6	30	23	5.2
High Performing	69 to 78	100	92	65	7.1	49	44	8.5
Commendable	69 or more	1 to 99	506	226	38.9	241	170	41.7
Acceptable	57 to 68	1 to 100	286	179	22.0	112	74	19.4
Needs Improvement	57 or more	0	238	155	18.3	105	86	18.2
Priority	56 or less All SIG schools	0 to 100	132	71	10.1	41	17	7.1
Totals			1301	Duplicated count	100	578	Duplicated count	100

To summarize the Needs Improvement (Focus) and Priority numbers in Figure 2.B.16, see the following:

Needs Improvement (Focus) Schools include:

- 94 schools for missing subgroup participation rate (35 Title I),
- 5 schools for having a subgroup graduation rate of less than 60% (0 Title I), and
- 139 schools for having a Closing Gap Score of 0 (70 Title I).

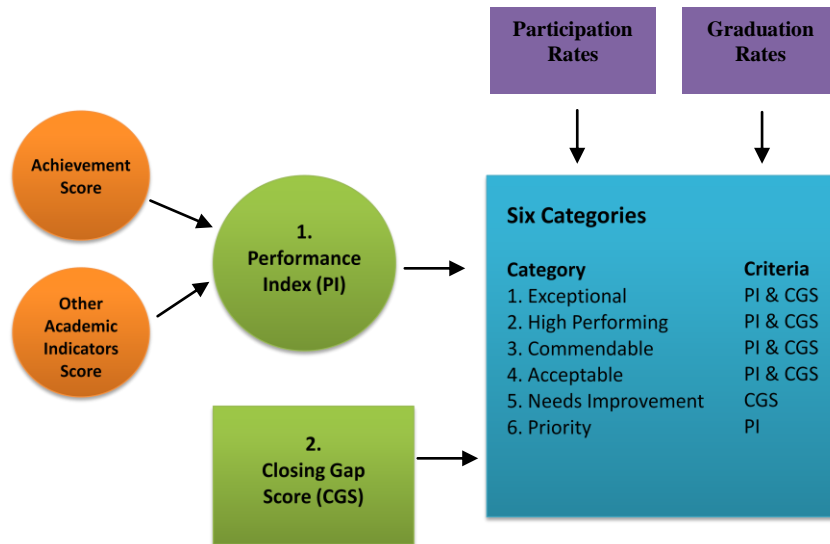
Priority Schools include:

- 9 SIG schools (all Title I),
- 25 schools for missing participation rate (4 Title I),
- 6 schools for having a graduation rate of less than 60% (1 Title I), and
- 92 schools for having a low Performance Index (27 Title I).

Summary of the Proposed Accountability Model: In summary, Iowa's proposed Accountability Model includes an Achievement Score (including proficiency and growth) and an Other Academic Indicators score (including graduation rates for high schools, attendance rates, college readiness rates, and third grade reading proficiency) (Figure 2.B.17) that are added together to create a Performance Index for the school. A Closing Gap Score is also calculated for every school based on the gap between the performance of subgroups and the statewide ten-year target (an Achievement Score of 85 for all subgroups). Specific criteria have been set for the Performance Index and Closing Gap Score which are then used to place all schools into one of six performance categories. Schools with participation rates of less than 95% and graduation rates of less than 60% for all students will automatically be placed in the Priority classification. Schools with participation rates of less than 95% and graduation rates of less than 60% for any subgroup will automatically be placed in the Needs Improvement (Focus) classification. Placement into the performance categories has implications for specific actions related to accountability and support. In addition, three or more years as an Exceptional School causes specific types of recognition and rewards to be provided to the school and three or more years as a Priority School causes the school to be labeled as Unacceptable with additional supports and sanctions being applied to that school.

As Iowa rolls out our new accountability system and has several years of data, there may be a need for adjustments and changes necessary to the specific measures and calculations of our model.

Figure 2.B.17: Summary of the Accountability Measures and School Categories



Data Collections and Reporting Performance Data to Schools and Stakeholders: During the initial implementation of the proposed accountability system, data will be utilized from existing data collections that are in place. This will not create any additional burdens for districts and schools. The transition to include future OAI will include plans for implementing new data collections and will address any capacity issues for districts and schools to ensure that this information is able to be easily submitted.

EdInsight, Iowa's educational data warehouse, continues its rollout with new data, reports and users delivering on the vision of Empowering Iowa Educators through Data. Over 2000 users have been trained and the system is actively being enhanced. The warehouse provides AEAs, districts, and schools with a system to evaluate individual students and group performance over time. There are over a dozen pre-formatted reports that have been developed and are available from three major data sets (assessment, students with disabilities and student level enrollment and curriculum data) with plans to extend in both reporting, data sets and training both now and in the future. With assessment data being updated monthly for all statewide locations, educators can more quickly assess students and compare with other locations.

All indicators, including Achievement Scores, Other Academic Indicators (graduation rates for high schools, attendance rates, college readiness rates, and third grade reading proficiency), participation rates, and the Performance Index score will be made available to schools and stakeholders through EdInsight. Public stakeholders will only be able to see summary results which meet a minimum n size of ten. However, school and district staff will have the ability to drill down to individual student results in order to perform targeted interventions. This timely availability of key data will facilitate data-based decision-making at the district and school levels.

Training is required for EdInsight access and is provided by EdInsight instructors through our nine Area Education Associations throughout the state and through some of our larger districts.

Communications to all EdInsight users is conducted via our listserv with each application release and when Assessment data is updated for the user’s location. EdInsight is presented through the IDE web site, meetings and training sessions with schools and districts.

Proposed Future Measures

There are other indicators of academic success and progress we would like to include in our accountability model; however data are not yet available for those indicators. Iowa has been focused on education reform starting with an Education Summit in the summer of 2011. Based on feedback received from the summit, a plan to reform education in Iowa has been written with many pieces being proposed in legislation. The future measures we plan to add to our accountability model align with Iowa’s Blueprint for Education Reform. Iowa’s potential future measures include the following:

- A value-added model for looking at achievement data that extends upon the growth model we are proposing in this system
- Additional Assessments
 - Smarter Balanced Assessment Consortium (SBAC)
 - Dynamic Learning Maps (DLM)
 - End-of-Course Exams
- Additional College and Career Readiness Indicators
 - College Entrance Exams
 - Post-Graduation Data
 - Career Readiness Exam
- Safe & Supportive Schools Indicators
 - Suspension and Expulsion Rates
 - Parent Satisfaction
 - Levels of Student Engagement
 - Staff Working Conditions
- A School Challenge Index (or measuring “At Risk” students) for weighting specific challenges schools and districts are facing that have an impact on the performance of their students
- Response to Intervention Measures

A Value-Added Model: A value-added measure (VAM) is not a test. Rather, it is a method of analyzing assessment data that accounts for student background, demographics, and prior performance in determining whether students are making expected growth from year to year. For the most part, Iowa uses an “achievement” method of determining school progress – meaning the measurement of whether students are able to score above the proficiency line. While the percentage of students who meet proficiency is important, we have to recognize that students

come to us from different starting points. In evaluating our schools and educational programs, we have to take student growth and background demographics into account when interpreting the data. Most econometric studies evaluating the effects of educational programs use VAM as the determinant variable on whether the program had any effect on student learning.

VAM is a powerful, sophisticated, and complex statistical approach to looking at student data. This measure would also be the backbone of how Iowa would measure student growth as part of our accountability system through the federal waiver process of the No Child Left Behind law. Pending legislative appropriation of \$1.5 million, Iowa proposes to add value-added modeling to its accountability framework in 2012-13.

Iowa's Blueprint for Education Reform, "One Unshakable Vision," includes a growth model as a part of the statewide reform efforts. When legislative approval and appropriations are enacted, Iowa will replace the growth model in this proposed accountability system with a value-added model. Iowa will use value-added analysis to measure *how much* of an impact the school has on student achievement. A scoring system and other measures are being developed and will be evaluated to determine the applicability of these variables into the accountability model.

Additional Assessments: There are various consortiums working on new assessments for Iowa. Additional details about these groups follow:

SMARTER Balanced Assessment Consortium

Iowa is a governing member of SMARTER Balanced Assessment Consortium (SBAC). The SBAC is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career, SBAC is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language, or subgroup status, have the opportunity to learn this valued content and show what they know and can do.

With strong support from participating states, institutions of higher education, and industry, SBAC will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development, and ensure an accurate measure of each student's progress toward career and college readiness.

Dynamic Learning Maps (DLM)

There is a growing need for new innovative assessments as states move to the new [Common Core State Standards \(CCSS\)](#). In 2010, the Dynamic Learning Maps Alternate Assessment System Consortium (DLM) was awarded a grant by the U.S. Department of Education, Office of Special Education Programs (OSEP). Through the grant, DLM will develop an exciting new kind of alternate assessment aligned to the new CCSS.

The DLM project is guided by the core belief that all students should have access to challenging grade-level content. The new DLM alternate assessment system will let

students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot. The DLM system is designed to map a student’s learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction. In this way, testing happens as part of instruction, which both informs teaching and benefits students. An end-of-the-year assessment will be created for states that want to include a summative test in addition to the instructionally embedded system.

Iowa is a governing member of the General Supervision Enhancement Grant (GSEG) 1% National Alternate Assessment Dynamic Learning Maps Consortium. Iowa will incorporate Alternate Assessment performance within AMOs and OAIs.

There are two types of assessments being developed as part of the DLM Consortium.

- An Instructionally Embedded Test- available August 2014
- A Stand-Alone Summative Test-available Spring 2015

It has not yet determined which assessments will be used in Iowa. That decision will be made following Iowa’s participation in a small scale pilot during the 2012-2013 school year.

End-of-Course Assessments

The inclusion of end-of-course assessments is currently part of *Iowa’s Blueprint for Education Reform*. Legislation has been proposed to put in place a suite of end-of-course assessments at a cost of \$2 million. The assessments will be for core subjects such as English (reading and writing), algebra, biology, and U.S. history or government in all Iowa high schools. As described in Principle 1, these tests will assess deeper application of content knowledge. Iowa teachers will assist in the development and standard setting of end-of-course assessments. These measures would set clear expectations for high school courses and provide a statewide systems check for student performance in core subjects. A cut-score for students to pass the end-of-course assessments would reinforce clear expectations and would be required for graduation. Significant remedial help would be provided for students who fail, along with multiple opportunities to retake the assessments. If passed, this legislation will be implemented by July 1, 2014.

College and Career Readiness: Iowa is looking at multiple measures to be used as indicators of college and career readiness. A few indicators can be included in the new accountability system immediately. Additional measures, described below, will be added as possible.

Current Plan for Predicting College and Career Readiness: College- and career-ready means the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution without the need for remediation. The ACT is a college entrance exam. Pearson, publisher of the ACT, reports that the following cut scores on the ACT test, by subject, are considered to represent college and career readiness:

- Reading – 21
- Mathematics – 22

Scores on individual Iowa Tests have been mapped to the above targets of readiness on the ACT test and can be linked for grades 5 through grade 11 (Welch & Dunbar, 2011. Furgol, Fina, & Welch 2011). The following 11th grade National Scale Scores (NSS) on the Iowa Tests represent readiness based on data from the Iowa Testing Programs:

- 11th grade NSS for college readiness (Iowa Assessment)
 - 306 – Reading
 - 306 – Math

College Entrance Exams: *Iowa’s Blueprint for Education Reform* includes college entrance exams for all 11th grade students. Legislation has been proposed that will require all 11th graders to take a college entrance exam (such as ACT or SAT) with the estimated \$2.5 million cost covered by the State. This measure would give Iowa data comparable to a number of other states, provide a screen for monitoring our students’ readiness for college or a career, and give every Iowa teenager one of the keys needed for pursuing higher education. Ensuring students are college- and career-ready is a critical component of our Blueprint for Education Reform in Iowa and of this waiver proposal.

If passed, this legislation will be implemented by July 1, 2014.

Post-Graduation Data: Iowa is planning to pursue measures on post-graduation data such as Indicators C11 and C12 from the State Fiscal Stabilization Fund data reporting requirements. The C11 indicator is the number of students who enroll in an institution of higher education within 16 months of high school. The C12 indicator is the number of students who enroll in an institution of higher education within 16 months and complete at least one year’s worth of college credit within two years of enrollment.

In addition, Iowa’s “I Have a Plan Iowa” website provides tools to assist students starting as early as middle school to prepare for college. The link to the website is:

<https://secure.ihaveaplaniowa.gov/>

Through this website, parents and educators can assist students with career and college planning, including such things as:

- Career planning
- College planning timeline
- Learning about colleges and universities
- Learning about paying for college
- Exploring eligibility for financial aid

Iowa plans to explore utilizing these measures in the future as part of the accountability model.

Safe & Supportive Schools: A wealth of school culture research exists regarding risk and protective factors for children and youth. Results are clear – ignoring school safety; student, staff and parent engagement; as well as connectedness to school and the environment within which all school activities and interactions occurs leads to significant deficits in school culture support

systems. Even with significant investments in curriculum and instruction, Iowa’s trend lines for reading and math are essentially flat and achievement gaps for poor, minority, disabled, and English language learners are not closing. Therefore, it is essential to identify measures that provide critical data on indicators of school culture and either promote conditions for learning or remediate barriers to learning. Nationally, policy is supportive of state measurement systems for conditions for learning that are equally as robust as those linked to student academic achievement in core content areas. As achievement across the country begins to hit a ceiling, educators and policy makers are starting to understand the clear link between academic achievement and students’ strong connection and engagement to learning that is maximized within a safe and supportive environment – an environment that includes students, parents, and school personnel.

Iowa Safe and Supportive Schools (IS3) is the first step in understanding optimal conditions for learning and leveraging resources toward maximum benefit for students, their families, and the school personnel who support them.

As part of our future accountability model, we plan to:

- Utilize suspension/expulsion data to look at incidents per population and determine measures to include this as part of the OAI.
- Include data from a student survey for grades 6-12. We will also be looking at the possibility of extending this survey down to 4th grade.
- Include parent and staff survey data as part of this index.

Challenge Index: We have been studying the use of at-risk measures to build a School Challenge Index to possibly include in our accountability model. These measures would weight specific challenges schools and districts are facing that have an impact on the performance of their students.

Response to Intervention: The State is in the process of defining indicators of a healthy system, additional measures for monitoring student progress, and universal screeners. As these things are developed and implemented statewide, we plan to implement them into our model of accountability.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Classifying Exceptional (Reward) Schools

Iowa used annual data from 2010-11 for identification of Reward Schools. Iowa’s model includes two scores for looking at achievement: 1) proficiency (highest-performing) and 2) growth (high-

progress). A school that has an overall Performance Index of 79 or higher and is meeting 100% of its subgroup trajectories based on their Closing Gap Score is classified as an “Exceptional” school.

Federal Classification	Iowa’s Classification	Performance Index (PI)	Closing Gap Score
Reward	Exceptional	79 or above	100

2.C.ii Provide the SEA’s list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Distinguished and Exceptional Schools

Exceptional Schools meet the ESEA definition of Reward Schools; however, Iowa has made a further distinction for schools that remain in the Exceptional classification for three or more consecutive years. These schools earn the status as Distinguished School. A statewide committee will be established in the spring of 2012 to further define the structure of each reward and to develop a plan to measure the impact of the recognition.

Iowa has designed three areas of recognition: **(1)** state recognition, **(2)** increased flexibility, and **(3)** opportunities for leadership. (See Figure 2.C.1)

1. State Recognition: The State will recognize Title I and non Title I schools.

Distinguished and Exceptional Schools status recognition includes:

- A Governor’s award recognizing the distinction,
- A logo specifying Exceptional School classification for use on the school’s website and in other communications, and
- Increased publicity from the Iowa Department of Education highlighting the school’s classification as a Distinguished or Exceptional school including identifying and profiling these schools on the Department’s website, in press releases, and in other publications.

In addition, Distinguished School status recognition includes:

- Enhanced logo specifying Distinguished School status
- A day of recognition by state officials, which may include a proclamation from the Governor and/or a joint resolution from the Legislature. Schools may have staff and students participate in this recognition at the state capitol or may choose to have state officials visit their school and community.

2. Increased flexibility in compliance monitoring and decision-making: Distinguished and Exceptional Schools will follow the universal school improvement process as is required for all schools. However, the new tiered system of accreditation and compliance monitoring will provide them with increased autonomy. These schools will identify areas for consultation and feedback through their Self Study, rather than have them prescribed by the accreditation team. In addition the accreditation team will use this process to identify potential strategies or initiatives for inclusion in the Clearinghouse.

- 3. State of Iowa Studio Schools:** A Distinguished School may apply to be a Studio School. Studio Schools are those proven to be effective in eliminating achievement gaps and increasing levels of high achievement and are willing to mentor other schools. Identified Needs Improvement (Focus) and Priority Schools will be encouraged to seek mentorship from Studio Schools.

Studio Schools will add this distinction to their Distinguished School logo.

Figure 2.C.1: Differentiated Recognition

<p>Differentiated Rewards: (1) state recognition, (2) increased flexibility, and (3) opportunities for leadership</p>
<p>Exceptional Schools</p> <ul style="list-style-type: none"> • Governor’s award • Increased publicity • Flexibility in monitoring and decision-making • Logo for school use on letterhead and website
<p>Distinguished Schools—Classified Exceptional for three or more consecutive years</p> <ul style="list-style-type: none"> • All of the rewards for Exceptional schools • Enhanced logo • Day of recognition by state officials • May apply to become an Iowa Studio School—effective at eliminating achievement gaps and increasing high achievement <ul style="list-style-type: none"> ○ Mentor Needs Improvement (Focus) and Priority schools ○ Add this distinction to their Distinguished School logo

Stakeholder Input

(1) The classification to recognize schools that are high achieving over time was suggested by Iowa educators at a stakeholders’ meeting. (2) Initially the State titled the classification Iowa Reward School, but later a stakeholder group suggested changing from Iowa Reward School to Distinguished School as the classification for these schools to indicate the status rather than what they received. (3) Surveys completed after statewide presentations to a variety of stakeholder groups indicated a preference for public recognition and mentor rewards rather than rewards that require expenditure of funds better used to support struggling schools.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g.

based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Iowa calculated a Performance Index for all schools using an Achievement Score and a score for Other Academic Indicators. Priority Schools are schools with a performance index of 56 or below. Even though this cut-point was identified to ensure that at least 5% of the lowest performing Title I schools would be included in the “Priority” category, this cut-point will now become the criteria for this category creating a criterion referenced system for categorizing schools. It is anticipated that as schools improve the performance of all of their students, there will be less than 5% of Title I schools that are identified as “Priority” in future years. In addition, all schools that received School Improvement Grants (SIG) were included in this category.

In the future, any school that remains in the Priority category for three consecutive years will be labeled Unacceptable and additional supports and sanctions will be applied to this school.

Federal Classification	Iowa’s Classification	Performance Index (PI)	Closing Gap Score
Priority	Priority	56 or below All SIG schools	Various

2.D.ii Provide the SEA’s list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Iowa is committed to building SEA, AEA, LEA, and school capacity to educate all students to high standards. Our state will improve the quality of instruction and student learning and eliminate achievement gaps through aligning our fractured system of accountability and support. Our redesigned system will support implementation of Turnaround Principles in Title I Priority Schools as well as school improvement efforts in non Title I Priority Schools. The unified system (1) is founded on one set of principles, one tool, and one process for continuous improvement, (2) implements Response to Intervention (RtI) and Learning Supports with fidelity, (3) aligns universal systems of support for all schools, and (4) aligns differentiated support for Needs Improvement (Focus), Priority, and Unacceptable (Focus or Priority for three or more consecutive years) Schools.

Differentiated Support: Support for Needs Improvement (Focus), Priority, and Unacceptable (Focus or Priority for three or more consecutive years) Schools will include (1) all the universal supports outlined below, (2) a more rigorous site visit protocol including comprehensive monitoring as outlined above in the newly designed tiered process, (3) the Iowa Support Team to guide the System for Improved Student Success process, and (4) interventions and sanctions. Revisions in Iowa Administrative Code will be sought to require these in non Title I schools.

Universal Supports

All schools will engage in school improvement through the Seven Characteristics of Effective and Improving Schools, the C-Plan, and the System for Improving Student Success. All schools will be supported in the following ways.

Response to Intervention (Turnaround Principles: strengthening school’s instructional program and using data to inform instruction): From 2003 to 2011 Iowa implemented a process called Instructional Decision-Making (IDM) which was a prototype of Response to Intervention (RtI). IDM was developed by a team of Iowa general educators, special educators, and administrators and information was disseminated to a contact person in each Area Education Agency (AEA). With this train-the-trainer model (AEA contacts provided training to individual schools), IDM was not implemented consistently across the state. In some schools where IDM was in place, it was not integrated into practice as an on-going approach to improving learning. Because of the lack of success of IDM, it became apparent a more concentrated and prescriptive approach to RtI implementation was necessary.

As presented in Principle 1, RtI is a multi-tiered framework by which schools use data to identify the academic supports each and every student needs to be successful in school and leave school ready for life. In their review of 13 studies investigating the impact of RtI on academic achievement or performance, Hughes and Dexter (2011) found some level of improvement in all studies, primarily on early reading and math skills.

The critical components of RtI include:

- robust universal instruction,
- universal screening to identify learning difficulties early,
- evidence-based, targeted instruction and intensive interventions matched to student needs,
- progress monitoring tools to adjust instruction to improve student learning outcomes, and
- data-based decision making tools to evaluate the overall health of their system and determine which of the evidence-based practices and interventions are effective with their students.

The comprehensive school improvement planning process includes the implementation of RtI to specifically address the individual needs of each and every student and eliminate achievement gaps for English Language Learners, students with Individualized Education Programs (IEPs), low income students, and minority students.

In order for all Iowa’s students to meet proficiency and become college- and career-ready, it is imperative that RtI be implemented with fidelity in each Iowa school. With renewed emphasis on this approach as a general education initiative, the state will address the lessons learned from implementation of the IDM process. Iowa is now in the process of implementing RtI in a way that will ensure consistency and fidelity across the state. The initial focus of RtI in Iowa is on providing evidence-based instruction in reading for kindergarten through third grades and on selection of universal screening and progress monitoring tools. In the future RtI will expand to mathematics as well as to other grade levels. This implementation process is described in the detailed timeline in Appendix 2-C.

Learning Supports (Turnaround Principles: addressing non-academic factors that impact student achievement and mechanisms for family and community engagement): We will continue to implement our system of Learning Supports to develop a comprehensive and cohesive system of supports to remove barriers to learning and teaching and re-engage disconnected students. Research-based strategies such as Positive Behavior Interventions and Supports (PBIS) and the Olweus anti-bullying program are currently being implemented in schools throughout the state. Results of research suggest a reduction in school bullying and an increase in behavioral supports will result in improved student learning and other positive behavioral and emotional outcomes for all students.

These learning supports encompass the need for creating the right environment for learning and teaching through (1) a cohesive system that provides classroom-based strategies designed to enhance engagement and re-engage disconnected students, (2) safe, healthy and caring learning environments, (3) community partnerships, (4) student engagement and involvement, (5) supports for transition, and (6) family supports and involvement.

These interventions-emphasize families and communities as critical partners at all levels, as well as alignment at school, district, regional, and state levels. Learning Supports interventions use a three-tiered system that parallels the three tiers in RtI and include: (1) promoting healthy development and preventing problems (universal); (2) intervening as early after onset of a problem and implementing proactive supportive interventions (targeted), and (3) providing intensive interventions for those with severe, pervasive, and chronic problems (intensive).

IDE will continue to align state resources to support these programs, which reduce behavior problems, dropouts, and disproportionality in discipline; increase graduation rates; close achievement gaps, and help schools prepare students to be college- and career-ready. The ten Iowa high schools that received the Safe and Supportive Schools grant (S3) are now looking at their data and planning interventions, and 24 percent of Iowa's schools are implementing PBIS. In order to ensure fidelity of implementation, we will continue to recruit schools for implementation of these initiatives at the current rate, with the plan that once RtI is fully implemented throughout the state, the focus will widen to include PBIS and other learning supports in statewide implementation.

Tiered system of accreditation and compliance monitoring: Iowa school districts are reviewed on site every five years based on standards present in Iowa Administrative Code (IAC) 281.12. A school improvement site visit based on the Seven Characteristics occurs as a part of this continuing accreditation process. Elements of continuous improvement, including needs assessment, diagnosis, planning, implementation, and evaluation occur each year.

Continuous improvement will occur differently in our new system. How needs assessment, planning, implementation, and evaluation (SISS) are implemented in the new tiered system is dependent upon the classification of the school, and in-turn, the classification of the LEA regardless of Title I status. The primary focus is on school and district continuous improvement planning for recurring implementation and evaluation of programs and services. The Seven Characteristics anchor the entire cycle of continuous improvement planning.

The tiered accreditation and compliance monitoring process is described in more detail in section 2.D.iii.

In addition to the accreditation system, districts and schools are monitored through State approval of the C-Plan, including Continuous Improvement Plans, as well as Title I and School Improvement Grant (SIG) monitoring processes.

Iowa Core (Turnaround Principle: strengthening the school’s instructional program): The Iowa Core identifies the skills needed to be successful in Iowa’s new reality: the critical learnings—knowledge and skills—that students will need to succeed in a rapidly-changing, technology-rich, information-dense 21st century. The State Board of Education adopted the Common Core in literacy and math. The Iowa Core, which now includes the Common Core in math and literacy, is centered on a well-researched set of standards in literacy, math, science, social studies, and 21st century learning skills (civic literacy, financial literacy, technology literacy, health literacy, and employability skills) and directly relates to college and career readiness.

The vision for the Iowa Core is to ensure the success of each and every student by providing a world-class curriculum. The Iowa Core is designed to improve achievement of all students, preparing them for the world of work and lifelong learning. It identifies the essential content and instruction of critical content areas that all students must experience.

To support the Iowa Core and a shift from a culture of teaching to a culture of learning, the Seven Characteristics, the characteristics of effective instruction, and the professional development initiatives were developed to help educators create student-centered classrooms focused on students and learning rather than teachers and teaching. Iowa teachers are expanding their knowledge of learning and pedagogy as they develop the content of the Iowa Core into rigorous and relevant lessons that help them teach for understanding and for learner differences. The IDE and educators across Iowa continue to investigate more informative, effective, and authentic assessment for learning to guide instruction.

The shift from a culture of teaching to a culture of learning also requires a change in focus and environment requires that content, instruction, and assessment be aligned to develop the competencies and habits of mind that are essential for future success in college, careers, and citizenry in an increasingly complex and global society. IDE identified the following six “universal constructs” as the building blocks for success in the 21st century:

- critical thinking,
- complex communication,
- creativity,
- collaboration,
- flexibility and adaptability, and
- productivity and accountability.

School districts that implement the Iowa Core with integrity increase the likelihood that all students become life-long learners, productive adults, and engaged citizens. Once educators understand the interplay among the content of the Iowa Core, the Seven Characteristics, the characteristics of effective instruction, and the universal constructs, they will be better equipped to create educational environments and experiences that prepare students for college, career, and citizenry in the 21st century.

System for Improving Student Success (SISS): Currently the Iowa Support Team works with all Title I Schools in Need of Assistance (SINA) and Districts in Need of Assistance (DINA) guiding them through the five phases (explained below) of the System for Improving Student Success. All schools and districts will use SISS; however, districts with schools classified as Needs Improvement (Focus) or Priority will continue to have Iowa Support Team guidance through the phases of the system. Plans are in place to request changes in Iowa Administrative Code to require all schools and districts, Title I and non Title I, to annually complete the School or District Continuous Improvement Plan as well as a Self Study of the previous year's plan. The template for the current planning tool is included in Appendix 2-D. The process is explained further under Priority Schools (2. D. iii)

Instructional Clearinghouse: Iowa's blueprint for education, *One Unshakable Vision* released by Governor Terry Branstad and Lt. Governor Kim Reynolds on October 3, 2011, describes plans to establish an "Iowa Center for Literacy Education" to act as a clearinghouse for best practices and research-based information (p.10). (<http://tiny.cc/OneVision>)

While still in the planning stages, work has begun to determine criteria for evaluating strategies to be included. The vision of the center is to develop a library of evidence-based strategies and routines that will improve student learning and assist students in becoming college- and career-ready. In addition, Iowa is a recipient of a federal Safe and Supportive Schools (S3) grant designed to support statewide measurement of and interventions for school safety, engagement and environment. As part of this grant, to ensure implementation of evidence-based interventions, programs in the learning support area are being rated according to the scale in Appendix 2-E. This rating system was developed as part of the S3 grant and will be expanded to include academic interventions and programs with scores made available to districts through the Clearinghouse.

The Clearinghouse will provide information on a variety of evidence-based practices including information regarding standard implementation capacity, evidence of success, professional development, and replication. These interventions will be rated as potential, promising, or exemplary. Strategies and practices in each of the critical components of RtI will be identified from this rigorous evaluation process.

Funded through existing state funds, the Clearinghouse will provide information, access to professional development, and ratings of best practices, including interventions aligned with the Turnaround Principles. This Instructional Clearinghouse will be expanded to support Needs Improvement (Focus) and Priority Schools. Lessons learned from schools, specifically those with School Improvement Grants engaged in dramatic reinvention and focused attention to eliminating achievement gaps, will be detailed so other schools may replicate proven and promising strategies. Specific to subgroups, resources and information for reducing the achievement gap for students with IEPs, minority students, students in poverty, and English Language Learners will be provided.

Family and Community Engagement (Turnaround Principle: ongoing mechanisms for family and community engagement): A key finding in the research on family involvement and engagement suggests the continuity of family involvement appears to have a protective effect on children as they progress through our complex education system. The more families support their children's learning and educational progress, the more the children tend to do well in school and continue their education beyond high school. Family and Community Engagement is one of the

Turnaround Principles required for implementation by Title I Priority schools. Family and Community Engagement is one of the Seven Characteristics and is, therefore, included in the School Continuous Improvement Plan.

Other Statewide, Data-Driven Decision Making Initiatives: Data-driven decision making is an embedded component of many of the statewide initiatives that are focused on improving teaching and learning at the Pk-12 level and at the universities and colleges throughout Iowa. Content area initiatives like Every Child Reads and Every Student Counts have data components that focus on implementation of practice and student learning results. These initiatives model a school wide action research process.

Programs of practitioner (teacher and administrator) preparation leading to licensure in Iowa are subject to approval by the State Board of Education per 281-IAC 79.1. Practitioner preparation programs include teacher, principal, superintendent, school guidance counselor, school social worker, speech/language pathologist, and school psychologist.

There are six standards as part of the seven-year cycle of program approval: Governance and Resources, Diversity, Faculty, Assessment System and Unit Evaluation, Clinical Practice, and Curriculum (knowledge, skills, and dispositions). Programs must submit documentation for all six standards and be subject to an onsite review.

Teacher education candidates must demonstrate acquisition of the knowledge, skills, and dispositions of the professional core. Competency must be exhibited in assessment, both understanding methods of assessing student performance and in using data in instructional decision making. “The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction” (281 IAC - 79.15).

Additionally, at the PK-12 and higher education level, the Iowa Evaluator Approval courses use a data-driven decision making process that asks participants to gather and use implementation and student achievement data in the evaluation of teachers as they craft an individual professional growth plan. At the institutions of higher education, Chapter 79 of the Iowa Code requires all teacher and administrator preparation programs to have a data-drive decision making component woven into the curriculum standard.

Differentiated Support

All schools will engage in school improvement through the Seven Characteristics of Effective and Improving Schools, the C-Plan, and the System for Improving Student Success. Iowa offers the following differentiated support for schools. (Also see Figure 2.D.2. below.)

Tiered Accountability and Site Visit: Currently site visits for accreditation and compliance monitoring occur on a five-year cycle and follow the same format for all districts. The primary focus has been compliance with no formal structure or accountability for infusing school improvement planning into the process. The new accreditation and compliance monitoring system will continue to occur on a five-year cycle, but it will be tiered according to school classification and the Self Study

data to meet the school improvement needs of individual districts. IDE plans to seek revision to Iowa Administrative Code to require all schools, Title I and non Title I, to comply with all aspects of the new accreditation monitoring system, such as the annual School Continuous Improvement Plan and Self Study.

Our new plan for site visits provides more/better support to schools and districts by:

- replacing the one-size-fits-all site visits with three levels of site visits,
- providing support based on the district or school student achievement data, (the needier the school/district, the more support provided rather than an environment of equal support for all schools/districts),
- matching the type of support to the needs of the school/district,
- including site visit IDE team members whose expertise can provide meaningful support to address the needs of the school/district rather than simply by who is available,
- expanding the Iowa Support Team to assist non-Title schools, which are the most in need of assistance, rather than being restricted to Title-only schools, and
- aligning collaborative work of the Iowa Support Team and the school improvement consultants, rather than working in isolation.

Components of the site visit process include a desk audit, School Continuous Improvement Plan review, accreditation team composition, Document Review Checklist, interview protocol, district overview, and follow up visits. The new tiered system of accreditation and compliance monitoring will have three levels, dependent upon the classification history of the schools within the district and the Self Study. The Bureau of Accreditation and Improvement Services will consult with the district regarding the level of the visit and make the final decision.

This process will be piloted during the 2012-13 school year in up to 10 percent of districts with accreditation visits during that year, including districts of varying sizes and characteristics. Full implementation will begin during 2013-14. During the spring of 2012, the Bureau of Accreditation and School Improvement will collaborate with the Bureau of Information and Analysis to articulate the business rules for determining the level of an accreditation visit, including considerations for accreditation visits involving districts that are engaged in *Whole Grade Sharing, as well as the impact of N size on classifications of smaller districts and the potential need to consider multiple years of data to make accreditation visit decisions.

*Whole Grade Sharing: Iowa districts that are still legally two or more districts but house different grade levels in among the participating districts. Usually participating districts continue to house an elementary school with one middle school and one high school centrally located. Districts partnered in Whole Grade Sharing engage in their site visits concurrently.

Site Visit Components by Level:

- All Levels:
 - Document Review Checklist is required for all levels.
 - Desk Audit is required and occurs annually. It requires completion of the C-Plan with the ability to revise and update continually throughout the school year. The C-Plan includes the following components: Continuous School Improvement Plan, Annual Performance Report, SINA/DINA plan, District Developed Service Delivery Plan, and Iowa Core Plan (state and federal assurances).
- Differentiated components are outlined in the Figure 2.D.1 below.

Figure 2.D.1: Tiered Site Visits

	Level I	Level II	Level III
School Continuous Improvement Plan Review	Annual IDE certification of C-Plan.	<ul style="list-style-type: none"> Annual IDE certification of C-Plan Completion of District and School Continuous Improvement Plans (CIP) District completion of CIP Self Study Focus on district identified characteristics from the Seven Characteristics based on Self Study 	<ul style="list-style-type: none"> Annual IDE certification of C-Plan Completion of District and School CIPs Plans District completion of Continuous Improvement Plan Self Study Focus on all Seven Characteristics
Site Visit Accreditation Team	Leadership: School Improvement Consultant Team Membership*: IDE, LEA, AEA staff *Number on team depends on district size.	Leadership: 1 School Improvement Consultant Team Membership*: Title I: 1 Title I Consultant IDE, AEA, LEA staff Non Title I: IDE, LEA, AEA staff *Number on team depends on district size..	Leadership: Title I: 1 School Improvement Consultant 1 Title I Consultant Non Title I: 2 School Improvement Consultants Team Membership*: Title I: IDE, AEA, LEA staff Non Title I: IDE, AEA, LEA staff *Number on team depends on district size.
Interview Groups	None IDE peer review of School CIP and District Self Study	<ul style="list-style-type: none"> All stakeholder groups Seven Characteristics addressed and Self Study determine need to interview multiple groups in any interview category 	<ul style="list-style-type: none"> All stakeholder groups Self Study determines need to interview multiple groups in any given interview group category
Interview Protocol	None Desk audit and IDE peer review of School Continuous Improvement Plan and District Self Study	<ul style="list-style-type: none"> Characteristics addressed and Self Study determine: <ul style="list-style-type: none"> Questions selected for each interview group Amount of time for interview Any additional questions needed Visit length anticipated to be 2-3 days 	<ul style="list-style-type: none"> All protocol across all Seven characteristics Visit length anticipated to be 3-5 days
District Overview	<ul style="list-style-type: none"> Address all Seven characteristics Provide summary of District Continuous Improvement Plan including: <ul style="list-style-type: none"> District process for collecting data regarding CIP implementation 	<ul style="list-style-type: none"> Address all Seven Characteristics Provide summary of District CIP including: <ul style="list-style-type: none"> District process for collecting data regarding CIP implementation District process for monitoring CIP action steps (Did you do what you said you were going to do?) Data collected regarding fidelity of CIP implementation School level data regarding goal attainment And the connection of each of these to future CIP planning 	<ul style="list-style-type: none"> Address all Seven characteristics Provide summary of District Continuous Improvement Plan including: <ul style="list-style-type: none"> District process for collecting data regarding CIP implementation District process for monitoring CIP action steps (Did you do what you said you were going to do?) Data collected regarding fidelity of CIP implementation School level data regarding goal attainment And the connection of each of these to future CIP planning
Follow-up Visits	None	<ul style="list-style-type: none"> Scheduled, as needed, at the discretion of School Improvement Consultant May be on-site, electronic (i.e., Polycom or Skype) or desk audit Team consists of 1-2 IDE and AEA district contact 	<ul style="list-style-type: none"> Required Title: <ul style="list-style-type: none"> On-site Scheduled at least annually or more often at the discretion of the School Improvement and Title consultants (SIG scheduled quarterly) Team consists of School Improvement and Title Consultant and AEA district contact Required Non Title: <ul style="list-style-type: none"> On-Site Annually at a minimum 1 IDE and AEA district contact

System for Improving Student Success (SISS): The Iowa Support Team guides the school or district through the five phases of SISS—a needs assessment phase, analysis phase, planning phase, implementation phase, and evaluation phase.

- **Needs Assessment:** Review of school data to identify Areas of Concern: This phase focuses on the collection and analysis of district/school data to identify strengths and areas of concern in order to design the action plan to increase student achievement. The team will:
 - collect and analyze district/school data,
 - develop a district/school profile, and
 - determine the strengths and area(s) of concern based on the preliminary analysis in preparation for a more focused review by the district/ school.

- **Analysis Phase: Completion of a gap analysis based on the comparison of the current reality with the desired state:** The team reviews prioritized areas from the needs assessment summary. Through a comparison of the current reality with the desired state, a gap analysis is completed. The root causes that are contributing to the area(s) for further study are identified. If/then statements and/or a theory of change based on possible solutions are created as a final step to set the stage for the goals or action plan steps in the design phase.

- **Planning Phase:** Development of a three-year action plan based on if/then statements and supporting evidence. This phase provides for the development of an action plan to address the prioritized areas of concern in order to increase student achievement. The district/school collaborates with the support team to design a three-year action plan that:
 - increases the proficiency of their students in the identified area(s) of concern, incorporates the Iowa Professional Development Model to provide teachers with additional or enhanced skills within the area(s) of concern,
 - develops the capacity of leadership within the district/school,
 - integrates state-wide initiatives/programs where appropriate,
 - demonstrates how resources (e.g., time, dollars, expertise) are dedicated to the achievement of the plan,
 - aligns with the district’s Comprehensive Plan (C-Plan),
 - provides both formative and summative evaluation strategies,
 - includes strategies for increasing the involvement of parent engagement, and
 - incorporates actions for appropriate primary elements for the characteristics based on the identified areas of concern.

Each school will select interventions and supports which best meet the needs of their students and staff to implement Turnaround Principles.

- **Implementation Phase:** Delivery of the intervention with ongoing assessment of student achievement: This phase provides the professional learning that develops the capacity of teachers and leaders in the school to provide opportunities that increase students’ achievement. The District Continuous Improvement Plan is designed to support implementation of the school plan; therefore, the school and district leadership teams:
 - assure the delivery of the intervention,
 - facilitate ongoing support to the building/district staff members,

- provide for ongoing formative assessment and data collection; and
- build the capacity of the district/school for ongoing school improvement.

LEAs and schools will invest in the skills of staff through these phases by implementing imbedded professional development focusing on the turnaround principals incorporated into the Seven Characteristics. Professional development will be on-going, informed by teacher evaluation, and will reflect both teacher and student needs.

- **Evaluation Phase:** Formative and summative evaluations and updating of action plan based on student achievement data: This phase provides for the evaluation of the effectiveness of the intervention(s) for student achievement and provides the support for recommendations that assure sustainability. The building/district leadership team:
 - evaluates the effectiveness of the intervention(s);
 - reports findings and recommendations to district/school, their stakeholders, and IDE, and
 - determines recommendations for adjustments to the action plan

AEAs are critical players in this process, coordinating the school support teams and providing content-level and special education expertise. They work directly with district and building leadership teams in all phases of the action plan, often leading and always supporting the building. A systemic approach, focusing on the district, is utilized to build capacity and promote sustainability within the identified school.

The Iowa Support Team has fairly consistently implemented the audit (looking at data), diagnosis (analyzing data) and design (writing the SINA/DINA plan) but needs to review what has changed within education in Iowa (e.g. we have better access to data) since the roll out of the SISS and based on those changes, modify the audit and diagnosis phases of our process. In addition, we will revisit how we are working with districts/schools to implement and monitor their plans and monitor and assess that their plans are having an impact on student achievement. We will define and implement consistent processes and procedures. This team has historically focused on supporting schools; however the proposed change within the waiver will focus support on districts to provide a systemic approach, the SISS team will need review and plan how to switch the focus from supporting schools to supporting districts.

Interventions and Sanctions: In addition to the SISS process, the following will also be required of all Title I Needs Improvement (Focus), Priority (Priority), or Unacceptable (Focus or Priority for three or more consecutive years). Revisions in Iowa Administrative Code will be sought to require these of non Title I schools.

- **Parent Notification:** Needs Improvement (Focus), Priority (Priority), or Unacceptable (Focus or Priority for three or more consecutive years) schools will be required to notify parents of school status and share the interventions implemented through their School Continuous Improvement Plans.
- **Turnaround Principles:** Meaningful interventions designed to improve the academic achievement of students in Title I Priority schools must be aligned with all of the Turnaround Principles delineated in ESEA Flexibility guidance. These principles have been

cross walked with the Seven Characteristics. (See Appendix 2-A.) The state will support graduated implementation of the Turnaround Principles in the 3 Title I Priority schools beginning in 2012-13 and ensure full implementation of the principles by 2014-15. Selected interventions aligned with each Turnaround Principle will be implemented for at least three years. The State will develop a plan to monitor implementation of Turnaround Principles. The plan will include accreditation follow-up visits as well as other mechanisms for monitoring. The state will also encourage and provide technical assistance and guidance to non Title I Priority Schools choosing to implement Turnaround Principles.

- **Technical Assistance for Waivers:** Schools in this classification will be provided IDE assistance to investigate innovations that have been proven to increase student achievement and to determine the need to request any waivers from Iowa Administrative Code. This intervention was suggested by Iowa educators at our stakeholders' meeting.

Stakeholder Input

- **Charter Options:** As an option to address a school's focus or priority status, a district might choose to pursue charter status per Iowa Code 256F by converting the entire school or a part of the school (school-within-a-school) to address the low achievement. The charter application shall clearly describe the innovation(s) which are based on need as indicated by the school's student achievement data.
- **State Review Panel:** A State Review Panel will be established to review and approve school improvement plans for districts with schools in their third consecutive year as Needs Improvement (Focus) or Priority schools, as well as, districts with Unacceptable (Focus or Priority for three or more consecutive years) schools. The panel will also review and approve the plans for the individual schools with those classifications. A rubric will be designed to guide the panel in this review and approval process.
- **Set-aside of Title I Funds – Needs Improvement (Focus), Priority Schools, and Unacceptable (Focus or Priority for three consecutive years):** Districts with schools classified as Needs Improvement (Focus), Priority, Unacceptable (Focus or Priority for three consecutive years)—except those classified for participation—that receive Title I funds will be required to set-aside 20% of their district Title I allocation for:
 - implementation of Turnaround Principles (takes precedence in Priority Schools),
 - Extended Learning Opportunities (ELO) for students
 - professional development

Extended Learning Opportunities include such things as tutoring or summer school for students. These Extended Learning Opportunities will be designed by districts and schools to meet the unique needs of the students they serve.

Districts will be provided flexibility in prioritizing any Extended Learning Opportunities made available to ensure students most in need are provided services.

Revisions made to the School Continuous Improvement Plan in the C-Plan will include a component for districts to assess the impact of these services on student achievement.

Figure 2.D.2: Differentiated Supports

Differentiated Supports
<p>All Schools</p> <ul style="list-style-type: none"> • Universal principles, tool, and process for School Improvement Planning • Instructional Clearinghouse • Response to Intervention • Learning Supports • Tiered system of accreditation and compliance monitoring • Iowa Core • System for Improving Student Success • Extended Learning Opportunities • Family and Community Engagement
<p>Priority Schools</p> <ul style="list-style-type: none"> • All of the above • Pilots for RtI (elementary level) • Iowa Support Team • Parent Notification • Gradual Implementation of all Turnaround Principles • Technical assistance for identifying promising innovations and the exemptions from Chapter 12 necessary to implement with fidelity • More focused School Improvement Site Visit with more extensive follow up • Title I set-aside funds • Schools in their third year in this classification will have their school improvement plan reviewed and approved by the State Review Panel
<p>Unacceptable Schools—Priority for three or more consecutive years</p> <ul style="list-style-type: none"> • All of the above • State Review Panel review and approval of district and school improvement plan

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

See Figure 2.D.3 for an abbreviated timeline including implementation of the Turnaround Principles in Priority Schools by 2014-15 the school year. IDE will allow schools to implement interventions aligned with two to three of the Turnaround Principles each year to ensure fidelity of implementation. For a detailed timeline of implementation see Appendix 2-C.

Figure 2.D.3: Abbreviated Timeline

2011-12	<ul style="list-style-type: none"> • Design and implement SEA, AEA, LEA communication system for all elements of the approved ESEA Flexibility Request • Design system to evaluate fidelity of implementation of ESEA Flexibility Request and impact on student achievement • Begin process to seek needed changes to Iowa Administrative Code • Identify RtI assessment tools • Build statewide data system for RtI • Design and program tools for data analysis and reporting of new accountability model
2012-13	<ul style="list-style-type: none"> • Implement system to evaluate fidelity of implementation of ESEA Flexibility Request and impact on student achievement • Implement C-Plan for all districts and Continuous Improvement Planning Tools component for Title I schools • Revise District/School Continuous Improvement Plan for universal use • Develop and implement District/School Self Study of Continuous Improvement Plan • Refine Iowa Support Team school improvement planning process for use by all districts and schools • Finalize collaborative design of Clearinghouse • Pilot tiered system of accreditation • Detail structure of school recognition (Distinguished and Exceptional Schools) • Detail structure of interventions for Needs Improvement (Focus) and Priority Schools • Design system to measure the fidelity of implementation & impact of support/interventions for Needs Improvement/Priority schools and process to made adjustments as needed • Create consensus, infrastructure, PD model for RtI • Identify cohorts for LEA implementation of RtI • Develop research and evaluation plan for RtI • Schools identified as Priority begin implementation of Turnaround Principles (2-3 Principles) • Define and design elements of a value added model • Implement new accountability model • Analyze “Safe & Supportive Schools” suspensions and expulsions data to define measures to include in the accountability model
2013-14	<ul style="list-style-type: none"> • Implement tiered system of accreditation statewide • Schools identified as Priority in continue implementation of Turnaround Principles (add 2-3 Principles) • Define college and career readiness data elements and assessments and implement into Iowa’s accountability model • Analyze “Safe & Supportive Schools” student engagement, parent satisfaction and staff working conditions data to define measures to include in the accountability model
2014-15	<ul style="list-style-type: none"> • Implement • Schools identified as Priority fully implement Turnaround Principles (add final 2-3 Principles) • Implement additional assessments such as the Smarter Balanced Assessments, Dynamic Learning Maps and end of course exams • Study the use of at risk measures to build a school challenge index to possibly include in the accountability model • Analyze data to define Response to Intervention (RtI) measures to possibly include in the accountability model

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Once a school meets a Performance Index of 56 or above, they will be removed from the “Priority” list. See Figure 15 “Criteria for Classifying Iowa Schools” above. Schools will be classified into performance categories on an annual basis and will be labeled according to the criteria for categorizing Iowa schools based on performance (Figure 15) above. Supports for schools will be discussed in greater detail in the next section, but schools that are identified as Needs Improvement (Focus) or Priority will receive a minimum of three years of support regardless of annual school classifications. For example, in year one of the new accountability system, School A is classified as “Priority” and it will be noted they are in year one for support purposes. In year two, School A meets the criteria to be classified as “Acceptable,” but will be noted as year two for support purposes. In year three, School A meets the criteria to be classified as “Commendable,” but will be noted as year three for support purposes.

It is Iowa’s goal to move away from an accountability model that blames and shames schools and toward a model that recognizes schools for their achievements and properly classifies them into performance categories while continuing to support them to ensure consistency with success.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Schools that are classified as “Needs Improvement (Focus)” are defined by subgroup gaps. Those schools that have none of their subgroups meeting their trajectories have been classified in this group. To determine which schools are on the “Needs Improvement (Focus)” list, we first ranked schools based on their Performance Index to identify schools in the “Priority” category. We then calculated the Closing Gap Score for each remaining school by taking the total number of subgroups the school has meeting their trajectory divided by the number of eligible subgroups x 100% and identified those schools that met 0% of their subgroup trajectories as the “Needs Improvement (Focus)” schools.

2.E.ii Provide the SEA’s list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA’s focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Needs Improvement (Focus) Schools will follow all processes and timelines for Priority (Priority) Schools outlined in 2.D. Implementation of RtI, as outlined above, will support work to eliminate achievement gaps. See Figure 2.E.3 below.

In addition, Needs Improvement (Focus) schools will receive targeted assistance related to working with diverse populations and assistance related to the specific achievement gap(s) indicated by student data (e.g. English Language Learners, Students with Disabilities, Race, Ethnicity, Social Economic Status).

Schools that remain in the Needs Improvement (Focus) classification for three or more consecutive years will be classified as Unacceptable.

Sub-group Achievement Gaps

All schools and districts will continue to be held accountable for decreasing achievement gaps. All schools now have access to and are required to use disaggregated student achievement data through the EdInsight Pk-12 data warehouse. Development of the data warehouse, in addition to training educators in using this warehouse and developing reports, occurred through a Statewide Longitudinal Data System Grant received from the US Department of Education in 2009. In addition to on-going data reviews, the following initiatives will be implemented to close the achievement gap.

Response to Intervention: IEP and ELL students who are not proficient or not growing academically require:

- early screening to avoid on-going failure and future low-expectations for success from others,
- high-quality, evidence-based interventions so instructional time is not wasted on strategies that are not effective,
- high-quality instruction that regularly uses formative assessment,
- regularly monitored and adjusted instruction, based on student performance, and
- an intensity of instruction (universal, targeted, intensive) based on data matched to individual student need.

RtI provides a way for schools to meet these needs. It is a primary process for improving the achievement of low-performing subgroups and decreasing/eliminating achievement gaps. RtI is “a general education response to delivering effective instruction for all students struggling in schools” (Bender, 2009). When implemented with integrity, an RtI system allows the individual needs of all students to be effectively addressed. In his meta-analysis of studies on the factors which influence student achievement, John Hattie (2012) found RtI as one of the most effective, ranking third of 150 approaches assessed, with an effect size of 1.07.

The foundation of RtI is a sound, data-based decision-making process to define the problem, generate and validate assumed causes, determine a course of action, implement the action, and evaluate the outcome. This approach differs from past models of assessing and helping students as RtI integrates assessment and instruction into a data-based system with built-in decision stages (Fletcher, Coulter, Reschly, & Vaughn, 2004). In the past it was assumed students were learning unless identified otherwise; however, with RtI, assumptions about student learning are confirmed with data.

While it is recognized the number of students requiring academic support may differ from school to school, it is estimated that up to 25% of students nation-wide experience some level of reading difficulty (IRIS Center at Vanderbilt). In addition, students who struggle in reading in the early grades often continue to struggle in later grades. Benefits of RtI as a way of providing early intervention include:

- focuses on prevention,
- provides immediate support to students who are beginning to struggle,
- provides intervention before a student is identified as having a disability,
- depends on high-quality general education instruction,
- reduces inappropriate referral for special education,
- ensures high-quality instruction, so a lack of instruction is not the cause for poor achievement, and
- uses data-based decision making to determine if students need more intensive supports.

In summary, RtI is a multi-tiered system of support to assist students at risk for reading difficulties due to factors such as disabilities, socioeconomic disadvantage, or limited English proficiency before they fall behind (Coyne & Harn, 2006; Bursuck & Blanks, 2010). The RtI approach is designed to meet the needs of individual student and will have a strong and lasting impact on eliminating gaps for all subgroups, therefore, providing children at risk the chance to become a part of shaping Iowa’s positive future. As Sugai and Horner (2009) conclude: “Response to Intervention is about closing the achievement gap.”

A detailed RtI timeline is included in the timeline in Appendix 2-C.

Technical assistance in outreach to diverse populations: Iowa has experienced significant demographic changes over the past ten years. The 86,512 minority students represent 18.5 percent of the student body, yet only 2 percent of Iowa’s public-school teachers belong to a recognized subgroup. These demographic changes present considerable challenges to Iowa and its education system.

As in many other states, race, ethnicity, poverty, and disability have been demonstrated to be significant predictors of student achievement. In Iowa, students from social economic, linguistic, and culturally diverse backgrounds often do not fare well in the education system that resulting in disproportionality in achievement, identification in special education, suspensions, drop-out rates, and graduation rates (Grinstead, 2011). (Achievement Gaps in Iowa: <http://tiny.cc/IowaGaps>)

Research indicates varying cultural factors lead to different learning styles and differences in performance (Boykin & Bailey, 2000) in addition, when academic knowledge and skills are situated within the student’s experiences and frames of reference, student learning is more thorough, personally meaningful, and has higher interest appeal (Gay, 2000). As a result, the academic achievement of ethnically diverse students improves when they are taught through their own cultural and experiential filters (Au & Kawakami, 1994; Foster, 1995; Gay, 2000; Hollins, 1996; Kleinfeld, 1975; Ladson-Billings, 1994, 1995).

Despite LEAs and AEAs having federally mandated equity coordinators tasked with ensuring the LEA is annually monitoring and orchestrating the LEA's response to achievement gap data, many have felt the need for additional assistance in fulfilling those responsibilities

IDE provides professional development to AEAs and LEAs based on evidence-based, best practices aimed at instructional strategies that have proven effects for all students, across time and settings. Working from the assumption that these strategies are applicable for all students; differences among student groups should be minimized or eliminated. However, IDE has been remiss in evaluating the long-term effects of the professional development on student achievement.

When seeking input from equity coordinators regarding Iowa's waiver application, equity coordinators indicated a key barrier to achievement for minority students was inadequate preparation and knowledge of how to interact effectively with people and environments that differ from each other. Equity coordinators suggested a better understanding of the hidden rules within different economic and cultural structures is warranted in order to have productive relationships with students.

Iowa's State Board of Education has made elimination of achievement gaps one of their stated priorities, stating as their goal the promotion of collaboration among districts, AEAs, the Iowa Department of Education and other appropriate agencies to recognize and address racial disparities in education, developing cultural competence, and implement necessary systemic changes.

Recently, IDE has provided staff resources to identify and address needs that are specific to different groups of students affected by achievement gaps. These resources will be used to integrate and transform knowledge about diverse groups of people into specific standards, policies, practices, and attitudes used in appropriate settings enabling the school or person to interact effectively in a diverse environment; thereby producing better student outcomes.

This development enables IDE to provide specific and relevant technical assistance to the AEAs for the purpose of modifying local strategies based on data, as well as literature. IDE is working with state civil rights agencies in developing materials in assisting in outreach to diverse populations for use by the LEAs and AEAs.

The new accountability system and closing gap score analysis also provides an opportunity for IDE to revise the targeting plan on file with the US Department of Education's Office of Civil Rights for equity visits based in part on schools with large gap scores. This opportunity allows IDE in partnership with the AEAs to prioritize targeted technical assistance to schools designated as Needs Improvement (Focus) in a variety of topics including:

- research in understanding of diverse environments,
- implementation strategies,
- family and community engagement,
- multicultural education,
- principles and concepts for educating citizens in a global society, and
- guided assessment and learning over educating citizens in a global society.

Addressing Specific Subgroups

Iowa is committed to improve the achievement and college and career readiness for students represented in subgroups.

Discussions of how to best address the achievement gaps for students represented in subgroups resulted in the following questions for an informal survey of a small sample of special education directors, special education teachers, special education support staff, equity coordinators in Area Education Agencies and school districts, and ESL teachers:

- Why are IEP (or minority or ELL) students not achieving at higher levels?
- What are the barriers to higher levels of achievement for IEP (or minority or ELL); and
- What evidence-based strategies are effective for IEP (or minority or ELL) students to achieve at high levels?

Although the survey included small sample size with an open-ended question format, these results may be reviewed as possible indicators of the barriers facing subgroup achievement. The survey results also reinforced our need to look more closely at the barriers to learning as well as the interventions which are likely to have the biggest impact on subgroup achievement.

Minority Students: Minority enrollment in Iowa’s public schools has increased annually, from 10 percent in 2000-2001 to 18.5 percent in 2010-2011. Although our data show that we have raised achievement of all subgroups except reading for African American 4th graders during that time, the data continue to reveal unacceptable gaps for all subgroups. See Figure 2.E.1 and 2.E.2.

Figure 2.E.1: 4th Grade Reading: Percent Proficient on ITBS Reading Comprehension Test

Race	2004-2006	2009-11
African American	55.2	54.7
Hispanic	58.0	63.2
American Indian	64.20	67.9
Caucasian	81.3	83.6

Figure 2.E.2: 8th Grade Reading: Percent Proficient on ITBS Reading Comprehension Test

Race	2004-2006	2009-11
African American	44.1	46
Hispanic	47.0	57.6
American Indian	58.4	64.4
Caucasian	74.1	77.5

Interventions for Needs Improvement (Focus) schools must be those which are likely to have the greatest achievement impact for minority students and lead to career and college readiness. Specific guidance and support for implementing Response to Intervention, in addition to training in working with diverse populations, will be provided by IDE or AEAs for the districts that have schools with minority student achievement gaps.

Response to Intervention was selected for statewide implementation largely due to its potential impact for specific student groups. For example, the achievement gap for Blacks has been a particular concern in Iowa schools as well as schools across our country. Marks, Woodruff, and Pigatt, (2012) state: “Effective implementation of RTI, therefore, can be a useful and effective tool to reduce disproportionality, narrow the achievement gap, and decrease dropout and unemployment rates among Black and Hispanic at-risk youth” (p. 39). Reports from districts implementing RTI, such as New Hanover County, North Carolina, indicate that disproportionality may be significantly reduced through this framework (Abernathy, 2008). At least one study has further demonstrated that culturally responsive intensive instruction has improved both academic skills and behavior with Black, Latino, and IEP students at the high school level (Schellenberg & Grothaus, 2011).

Students with Disabilities: Students identified for special education services comprise 13 percent of Iowa’s certified public enrollment. Special education and related services are provided to identified students by the district or the area education agency. Overall, students with disabilities have the lowest achievement in both math and literacy of all other subgroup.

In their review of 18 studies, Wanzek and Vaughn (2010) found positive outcomes (i.e. higher reading achievement scores) for students with reading difficulties and disabilities who received intensive interventions in the early grades. Response to Intervention provides for such intensive early intervention and other tiered supports, in addition to quality core instruction. Students with IEPs are involved with all three tiers of instruction as needed: universal, targeted, and intensive.

Results from our brief survey (described above) showed that students with IEPs are not achieving because

- More emphasis in middle and high school on tutoring and homework than on specially designed instruction;
- Core curriculum not made accessible through general education;
- An overall culture of low expectations,
- Lack of consistent, intensive instruction, and
- A low level of rigor in this instruction

Interventions for Needs Improvement (Focus) schools must be those which are likely to have the greatest achievement impact for students with disabilities and lead to career and college readiness. Specific guidance and support for implementing Response to Intervention, in addition to training in working with diverse populations, will be provided by IDE or AEAs for the districts that have schools achievement gaps for students with IEPs. (Note: Individual interventions will continue to be determined by the student’s IEP team.)

English Language Learners (ELL): Iowa’s ELL student population increased from 2.3 percent in 2001 to 4.5 percent in 2011 with Spanish the most frequent language spoken. ELL students are among the lowest achieving subgroups and have lower graduation and school attendance rates than the all-students group. In the past 10 years the overall student population increased by about 2% but the ELL population increased by 150%.

When we asked teachers and ESL coordinators why English Language Learners are not achieving

at higher levels, respondents most frequently cited the following needs:

- Pre-service and in-service professional development on research-based strategies to modify instruction and provide access to the general education curriculum,
- administrators skilled in monitoring and supporting ESL teachers,
- more knowledge of effective ESL programs, and
- better formative assessment to reflect growth and direct instruction

Survey respondents also identified some strategies that are effective in increasing achievement of ELLs. Some of these strategies include cooperative learning, age and grade appropriate instruction differentiated for language, vocabulary development, Response to Intervention, and scaffolding instruction.

These survey results and current research, specifically in the area of early reading, supports an RtI framework to close the achievement gap for English Language Learners (Healy, Vanderwood, & Edelston, 2005; Vaughn, Mathes, Linan-Thompson, & Francis, 2005; Gerber, et.al, 2004) concluding that supplemental, intense interventions can be effective for this subgroup. As cautioned by Brown & Sanford (2011), additional factors for EL learners, such as first and second language acquisitions, and methods and programs for instruction in the native language, must be considered beyond RtI.

Interventions for Needs Improvement (Focus) schools must be those which are likely to have the greatest achievement impact for English Language Learners and lead to career and college readiness. Specific guidance and support for implementing Response to Intervention, in addition to training in working with diverse populations, will be provided by IDE or AEAs for the districts that have schools achievement gaps for English Language Learners.

High Poverty: The percent of students living in poverty range from 7.8 percent to 78.6 percent in districts across the state. Overall 38.2% of Iowa’s students are eligible for free or reduced priced meals. The achievement for this subgroup is one of the lowest performing.

The RtI approach is designed to meet the needs of individual students and will have a strong and lasting impact on eliminating gaps among subgroups.

Interventions for Needs Improvement (Focus) schools must be those which are likely to have the greatest achievement impact for students living in poverty and lead to career and college readiness. Specific guidance and support for implementing Response to Intervention, in addition to training in working with diverse populations, will be provided by IDE or AEAs for the districts that have schools achievement gaps for students living in poverty.

Figure 2.E.3: Differentiated Supports

Differentiated Supports
<p>All Schools</p> <ul style="list-style-type: none"> • Universal principles, tool, and process for School Improvement Planning • Instructional Clearinghouse • Response to Intervention • Learning Supports • Tiered system of accreditation and compliance monitoring • Iowa Core • System for Improving Student Success • Extended Learning Opportunities • Family and Community Engagement
<p>Priority Schools</p> <ul style="list-style-type: none"> • All of the above • Pilots for RtI (elementary level) • Iowa Support Team • Parent Notification • Gradual Implementation of all Turnaround Principles • Technical assistance for identifying promising innovations and the exemptions from Chapter 12 necessary to implement with fidelity • More focused School Improvement Site Visit with more extensive follow up • Title I set-aside funds • Schools in their third year in this classification will have their school improvement plan reviewed and approved by the State Review Panel
<p>Needs Improvement (Focus)</p> <ul style="list-style-type: none"> • All of the above • Targeted assistance related to working with diverse populations • Specific assistance related to the achievement gap (e.g. English Language Learners, Students with Disabilities, Race, Ethnicity, Social Economic Status)
<p>Unacceptable Schools—Focus or Priority for three or more consecutive years</p> <ul style="list-style-type: none"> • All of the above • State Review Panel review and approval of district and school improvement plan

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Schools are eligible to be removed from the Needs Improvement (Focus) category based on their Closing Gap Score. Once a school has at least one of their subgroups meeting their trajectory and a Performance Index of 57 or higher, they can be reclassified into another category. However, once a school is identified as Needs Improvement (Focus), they will receive at least three years of support. Schools will be identified annually and categorized where they fall based on the criteria

we have set, but we will note their support level (Support 1, 2 or 3).

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
See Attachment 9				C	
					H
			A		
					F
					G
TOTAL # of Schools:					

Total # of Title I schools in the State: _____

Total # of Title I-participating high schools in the State with graduation rates less than 60%: _____

Key	
<p>Reward School Criteria:</p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p>Priority School Criteria:</p> <ul style="list-style-type: none"> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years <ul style="list-style-type: none"> 6. Tier I or Tier II SIG school implementing a school intervention model 	<p>Focus School Criteria:</p> <ul style="list-style-type: none"> 7. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate 8. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate 9. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Supports for Other Title I Schools

Title schools not classified as Needs Improvement (Focus), Priority (Priority), or Unacceptable (Priority or Focus for 3 years or more consecutive years) will be given all the universal supports outlined for all schools in 2.D. See Figure 2.F.1

Figure 2.F.1: Support for All Schools

Supports for All Schools
<ul style="list-style-type: none"> • Universal principles, tool, and process for School Improvement Planning • Instructional Clearinghouse • Response to Intervention • Learning Supports • Tiered system of accreditation and compliance monitoring • Iowa Core • System for Improving Student Success • Extended Learning Opportunities • Family and Community Engagement

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Agency Roles in Building Capacity and Monitoring and Adjusting Our Plans

All agencies—schools, local education agencies (LEA)/districts, AEAs, and IDE—have roles and responsibilities in this new system which will ensure the success of the system. (See Figure 2.G.1.) Infrastructure and resources to provide these supports are:

What exists:

- LEAs – Iowa Core Lead Teams charged with implementation of the Iowa/Common Core
- AEA – School Improvement Consultants who support LEA school improvement planning
- AEA – Content specialists who provide LEA professional development
- IDE – Content specialists who provide support for AEA content specialists

What can be repurposed:

- LEA accreditation teams staffed according to school need rather than availability
- AEA – Iowa Support Team broadened to service non-Title I Schools
- IDE – The Seven Characteristics used as a framework for all school improvement efforts for schools in all three designations
- IDE – Alignment and shared responsibility of School Improvement Consultants and the Iowa Support Team to address the needs of low performing schools

What must be created:

- AEA – Support for Turnaround Principles
- AEA – Instructional Clearinghouse
- IDE – Instructional Clearinghouse

Figure 2.G.1 Agency Roles

Agency Roles – System of Differentiated Recognition, Accountability, Support			
<p>All Agencies:</p> <ul style="list-style-type: none"> • Espouse philosophy of school improvement as the focus of all our work • Embed Seven Characteristics in all our work • Utilize universal school/district continuous improvement planning process (System for Improving School Success) • Utilize universal school/district continuous improvement planning tool (School Continuous Improvement Plan - SCIP) • Promote and support statewide implementation of Response to Intervention 			
School	LEA (District)	AEA	IDE
<ul style="list-style-type: none"> • Accountable for improving student performance 	<ul style="list-style-type: none"> • Accountable for turning around low performing schools • Leverage federal, state, and local funds to ensure support for implementation of interventions 	<ul style="list-style-type: none"> • Partner with IDE and LEAs to create a Clearinghouse of successful Iowa interventions and strategies • Support LEAs through technical assistance in 	<ul style="list-style-type: none"> • Leverage federal, state, and local funds to ensure support for implementation of interventions • Partner with AEAs and LEAs to create a Clearinghouse of

	<ul style="list-style-type: none"> • Held accountable for ensuring low performing schools are implementing Turnaround Principles with fidelity 	<p>the planning process, support for schools/districts, research-based strategies (through AEA participation on the Iowa Support Team and through individual AEA consultant work with districts)</p>	<p>successful Iowa interventions and strategies</p> <ul style="list-style-type: none"> • Support AEAs through technical assistance in the planning process, support for schools/districts, research-based strategies • Enhance procedures for timely and comprehensive monitoring and technical assistance for LEA implementation of interventions in low achieving schools • Ensure LEAs implement meaningful interventions aligned with Turnaround Principals for at least 3 consecutive years
Agency Tasks – Implementation of System of Continuous Improvement			
School	LEA (District)	AEA	IDE
<ul style="list-style-type: none"> • Implement the School Continuous Improvement Plan (SCIP) with a cycle for review, revision, and appropriate professional development for all staff • Follow the locally determined schedule for formative evaluation of school programs and initiatives, including outcome and process data. • Follow the locally determined schedule for summative evaluation of school programs and initiatives • Sustain improvement efforts resulting from the Self Study of the SCIP, site visit recommendations and 	<ul style="list-style-type: none"> • Implement the District Continuous Improvement Plan (DCIP) with a cycle for review, revision, and appropriate PD for all staff • Follow the locally determined schedule for formative evaluation of programs and initiatives as noted in the DCIP, including outcome and process data. • Follow the locally determined schedule for summative evaluation of programs and initiatives as noted in the DCIP. • Sustain improvement efforts resulting from the District Self Study of the DCIP, site visit recommendations and non-compliance corrective actions. <ul style="list-style-type: none"> ○ Documentation of 	<ul style="list-style-type: none"> • Align AEA professional development supports with the DCIP and SCIPs. • Assist LEA in conducting formative evaluation of programs and initiatives, including outcome and process data. • Assist LEA in conducting scheduled program and initiative summative evaluations. • Provide support as appropriate for implementation of Turnaround Principles • Assist LEA in sustaining improvement efforts resulting from the District Self Study of the DCIP, site visit recommendations and non-compliance 	<ul style="list-style-type: none"> • Provide guidance and technical assistance regarding continuous improvement efforts, including implementation of Turnaround Principles, at the LEA and AEA levels. • Provide support of LEA efforts to sustain improvement efforts resulting from site visit non-compliance corrective actions and recommendations. • Certify C-Plan • Provide follow-up to LEAs regarding site visit non-compliances appropriate to the statement of accreditation in site visit reports. • Offer opportunity to LEA, AEA, and IDE staff to participate as

<p>non-compliance corrective actions.</p> <ul style="list-style-type: none"> ○ Collect data regarding SCIP plan implementation ○ Monitor SCIP action steps ○ Collect data regarding fidelity of SCIP implementation ○ Collect and analyze data regarding school goal attainment ○ Triangulate data to inform revisions to SCIP <ul style="list-style-type: none"> ● Engage the community, through the School Improvement Advisory Committee (SIAC) and other committees and groups in on-going conversations, data analysis, and problem solving regarding major educational needs. ● Make revisions to SCIP 	<p>allocation of adequate district resources to ensure implementation of SCIPs</p> <ul style="list-style-type: none"> ○ Collect data regarding SCIP plan implementation ○ Monitor SCIP action steps ○ Collect data regarding fidelity of SCIP implementation ○ Collect and analyze data regarding school goal attainment ○ Triangulate data to inform revisions to SCIP and DCIP <ul style="list-style-type: none"> ● Engage community, School Improvement Advisory Committee (SIAC) and other committees and groups in on-going conversations, data analysis, and problem solving regarding major educational needs. ● Make revisions to DCIP and approve SCIPs ● Certify DCIP and SCIPs 	<p>corrective actions.</p> <ul style="list-style-type: none"> ● Coach and consult LEAs in the review and revision of its Improvement Plans, programs, and initiatives. ● Assist LEA in engaging its community, SIAC, and other committees and groups in ongoing conversations, data analysis, and problem solving regarding major educational needs. ● Communicate with LEAs through administrative team or LEA leadership team meetings. 	<p>team members on a comprehensive site visit.</p> <ul style="list-style-type: none"> ● Provide technical assistance and guidance on any new State, Federal, or program requirements.
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Summary

An Aligned System Focused on Differentiated Recognition, Accountability, and Support: Our redesigned system will (1) be founded on one set of principles, one tool, and one process for continuous improvement, (2) embed Response to Intervention (RtI) and Learning Supports to support all students, (3) align with universal systems of support and rewards for all schools, and (4) align with differentiated support for Needs Improvement (Focus), Priority, and Unacceptable (Focus or Priority for three or more consecutive years) schools.

1. One set of principles, one tool, one process

- One set of principles: The Seven Characteristics for Improving Schools and Districts
- One tool: Consolidated Plan (C-Plan)
- One process for continuous improvement planning:

2. Response to Intervention (RtI) and Learning Supports to Support All Students: Supports for student learning will be embedded into the continuing improvement process for all schools.

3. Current and developing universal systems of support of all schools:

- Tiered system of accreditation and compliance monitoring, including State approval of the C-Plan, Title I and SIG monitoring, and the Iowa Support Team
- Iowa Core,
- Response to Intervention (RtI),
- System for Improving Student Success (SISS),
- Clearinghouse,
- Support for Cultural Proficiency
- Learning Supports, and
- Focus on Sub-group Achievement Gaps: Racial Equity, Special Populations, and English Language Learners (ELL).

4. Differentiated support for Needs Improvement (Focus), Priority, and Unacceptable schools including support by the Iowa Support Team.

Since Iowa is a local control state, the selection of professional development providers is a local district decision. Districts will be guided to refer to local district policies, to utilize data from their district/school improvement plans, and to evaluate the effectiveness of services when selecting vendors. Schools using Title I funds for extended learning opportunities will be required to include a process to evaluate the impact of these services on student performance.

These changes for education in Iowa will replace our fractured system with a system focused on differentiated recognition, accountability, and support.

Therefore, if Iowa (1) operates under on one set of principles, one tool, and one process for continuous improvement, (2) embeds Response to Intervention (RtI) and Learning Supports for all students, (3) aligns universal systems of support of and rewards for of all schools, and (4) aligns differentiated support for Needs Improvement (Focus), Priority, and Unacceptable (Focus or Priority for three or more consecutive years) schools, then Iowa will meet our objective of improving the quality of all schools in order to provide an excellent education for all students.

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PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> • the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; • a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and • an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> • a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; • evidence of the adoption of the guidelines (Attachment 11); and • a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Iowa’s Plan to Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems

Historical Perspective and Current Practice: Both teacher and administrator evaluation in Iowa have historically been viewed as a function supporting personnel decisions. Iowa also has a long history of “local control” allowing districts to shape their own professional criteria for teaching based on a broader set of standards from the state level. The Iowa Department of Education (IDE) developed Iowa’s Teaching Standards in 2001. In 2003, the Iowa State Legislature sought to improve evaluation by implementing the Iowa Teaching Standards based on the work of Charlotte Danielson’s *Framework for Teaching*. In the Model Framework for Designing a Local Staff Evaluation System (Iowa Department of Education, 2003) it states:

Teacher evaluation should provide opportunities for teachers at different developmental

stages to be involved in processes and activities appropriate to their experience and expertise. In addition, teacher evaluation should be heavily focused on the formative aspects of evaluation, using staff-directed activities for the purpose of promoting professional development, especially development focused on improving student achievement as determined by district achievement goals.

Additionally, the 2003 legislation established the Teacher Quality Program incorporating a mentoring-induction program for new teachers. Iowa Code 281-83.1 states:

The goal of the teacher quality program is to enhance the learning, achievement, and performance of all students through the recruitment, support, and retention of quality Iowa teachers. The program will contain specific strategies that include a mentoring and induction program for beginning teachers, teacher evaluations, and district and building support for professional development that includes best practice aimed at increasing student achievement.

During the 2007 legislative session, districts were directed to develop and implement an evaluation system for administrators based on the six Iowa Standards for School Leaders (ISSL). The minimum requirement of Iowa law is that persons new to administration have a comprehensive evaluation during their initial year of employment. Best practice is for administrators who assume a new administrative position is to have a summative evaluation during their first year in the new position. After the initial comprehensive/summative evaluation the law requires an annual formative assessment around the principal's Individual Professional Development Plan (IPDP). The three-year summative evaluation requires documentation of competence on the six ISSL, meeting of district expectations drawn from the district's Comprehensive School Improvement Plan (CSIP) and building improvement plan, IPDP attainment, and other supporting documentation.

In 2007, legislators addressed leadership standards in Iowa by requiring the Department of Education to devise a comprehensive administrator performance review process. The legislation specified the following actions (Iowa Department of Education, 2007):

- Align with the Iowa School Leadership Standards and Criteria
- Be intended to acknowledge and improve performance
- Connect academic, social, emotional and developmental growth for all students in the building/system
- Recognize the importance of a principal's role in improving the culture of the learning community
- Have research-based criteria about effective principal behaviors which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate and useful
- Provide opportunities for personal and professional growth as a facilitator/leader of learning
- Be ongoing and connected to school improvement goals
- Align building and district goals with community members' vision for education

While the State of Iowa's history reveals a commitment to the development of effective teachers and administrators, the past ten years indicate that leaving much of the implementation to the discretion of local districts has resulted in marginal gains in educator effectiveness. Although so much has improved since 2003 much work remains if Iowa intends to have an effective administrator leading

every school and district and an effective teacher in every classroom. In order to improve Iowa’s evaluation system, IDE has targeted specific goal areas:

Probationary Teachers and Administrators

- Requiring three annual evaluations for all probationary teachers and administrators
- Promoting professional learning by having a trained instructional coach assist probationary educators in designing, revising, and implementing professional growth plans
- Establishing differentiated performance tiers to specific performance rubrics for both teacher and administrator evaluation models (See Appendix 3-A)

Career or Non-Probationary Teachers and Administrators

- Requiring a three-year professional review cycle for teachers resulting in a summative evaluation by a trained evaluator
- Requiring annual performance evaluations for administrators
- Supporting teacher development with peer reviews during non-evaluative years of professional review cycle
- Establishing differentiated performance tiers tied to specific performance rubrics for both teacher and administrator evaluation models (See Appendix 3-A.)

Current law poses significant barriers to accomplishing the goals above:

- Probationary teachers are evaluated at least twice a year.
- Probationary administrators are evaluated once a year.
- Career teachers and administrators are evaluated at least once every three years.
- Currently evaluations contain only a “meets” and “does not meet” criteria.

In order to best serve and involve Iowa teachers in the change process, proposed legislation recommends the creation of a task force composed primarily of practitioners to accomplish the goals stated above. The task force will provide guidance in terms of how the peer reviews might function including such issues as frequency, observation instrument, qualifications, and training. Only certified and trained evaluators will perform summative evaluations.

An equity task force will also consider the potential role of artifacts, collected electronically, as a measure of effectiveness for teacher evaluation.

Current Legislative Action: As a primary effort of reform, Iowa is making legislative proposals to change the current teaching standards, which have been in place since 2001, to the nationally developed InTASC standards in order to have a unified and consistent foundation for teacher effectiveness at all levels. In addition, the state is proposing policy change to the existing teacher evaluation system to one that is consistent, equitable, and based on effective teaching research. Intensive training for evaluators is planned to support these policy changes, as is professional development for all educators, following a field test and pilot to determine viability of the new system. Accompanying the standards will be criteria and rubrics that clearly identify the proficiency levels for candidates and teachers from pre-service to the apprentice, career, mentor and master levels. This will help to ensure teacher development for evaluative purposes and growth throughout the career of the teacher pre-service preparation to the classroom. This will support professional

growth and change that will enhance the profession of each individual, as well as provide leadership roles that have not been afforded teachers in the past. InTASC link: <http://tiny.cc/InTASC>

Currently, Iowa Legislators are debating SSB 3009 (<http://bit.ly/wvwOlp>)/HSB 517 (<http://bit.ly/xxGmuK>). This omnibus education reform bill supports the enhancement of Iowa's teacher and administrator evaluation systems. Section 9 of the proposed bill specifically addresses the improvement of Iowa's evaluation systems by recommending:

- A statewide teacher and administrator evaluation system that school districts, charter schools, and accredited nonpublic schools will use to standardize the instruments and processes used to evaluate teachers and administrators throughout the state
- The components of the statewide teacher and administrator systems that will include but not be limited to the following:
 - Direct observation of classroom teaching or building leadership behaviors
 - Strong consideration of student outcome measures, when available for tested subjects and grades, to validate direct observation behaviors.
 - Integration of the InTASC and Iowa Standards for School Leaders (ISSL).
 - System applicability to teachers in all content areas taught in school.
- Adoption of a teacher and administrative evaluation plan that, at minimum, requires frequent performance reviews based upon InTASC or ISSL and individual professional development plans.

Section 15 of SSB 3009/HSB 517 establishes a statewide educator system task force appointed by the Director of Education. The task force, at a minimum, will include in its recommendations and proposal a tiered evaluation system that differentiates ineffective, minimally effective, effective, and highly effective performance by teachers and administrators. The task force will submit its findings, recommendations, and a proposal for each system to the state board of education by October 15, 2012.

Section 112 of SSB 3009/HSB 517 establishes the use of a value-added assessment system as a method to measure gains in student achievement by conducting statistical analysis of achievement data that reveals academic growth over time for students and groups of students. A value-added system will be established and implemented by IDE not later than July 1, 2013, to provide for multivariate longitudinal analysis of annual student test scores to determine the influence of a school district's educational program on student academic growth and to guide school district improvement efforts. The system provider will, at a minimum, meet all of the following criteria:

- Use a mixed-model statistical analysis that has the ability to use all achievement test data for each student, including the data for students with missing test scores, that does not adjust downward expectations for student progress based on race, poverty, or gender, and that will provide the best linear unbiased predictions of school or other educational entity effects to minimize the impact of random errors.
- Have the ability to work with test data from a variety of sources, including data that are not vertically scaled, and to provide support for school districts utilizing the system.
- Have the capacity to receive and report results electronically and provide support for districts utilizing the system.
- The system provider will create a mechanism to collect and evaluate data in a manner that reliably aligns the performance of the teacher with the achievement levels of and progress of

the teacher’s students. School districts will report teacher-to-student alignment data to the system provider as directed by IDE.

Adaptive Change and Intelligent Accountability: The IDE seeks to adhere to the very instructions put forth in the ESEA Waiver: “Does the SEA’s plan include sufficient involvement of teachers and principals in the development of guidelines?” Before addressing any specific percentage of student achievement in the evaluation process, IDE plans to collaborate with LEAs in order to mobilize practices that promote clarity within the process and reveal a commitment to fairness in evaluation measures. Nevertheless, the IDE considers value-added as one of the options available for addressing student achievement as a part of the evaluation process, but other options will also be considered through the process, though the IDE recognizes these to be less statistically sophisticated and accurate. In moving forward IDE wishes to respect concerns about statistical validity and reliability yet reinforce that Iowa should not merely discard or ignore the data but rather improve the data.

By employing the use of value-added measures, a school district will have complete access to and full utilization of its own value-added assessment reports and charts generated by the system provider at the student level for the purpose of measuring student achievement at different educational entity levels. The IDE will provide overt guidance on how to utilize student achievement as part of the evaluation process recognizing both the inferential power as well as the limitations.

Where student outcome measures are available, the outcomes will be considered by the district to validate a teacher’s observational evaluation. Student outcomes measures which are a component of a teacher’s evaluation are not public records for the purposes of Chapter 22.

Consequently, the IDE recognizes the need to involve the field in researching best strategies for negotiating fair and equitable practices of gauging student achievement for the approximately 70% of untested subjects. IDE will convene an advisory group, primarily consisting of practicing teachers and administrators, to develop and assess alternative measures of student achievement. Current research and practices across the nation include:

- Participating in on-site arena scoring for untested subjects utilizing common performance tasks or student portfolios
- Examining student performance on pre-tests compared to end-of-course/unit tests
- Incorporating a school-wide measure of student growth
- Using norm-referenced tests such as the Stanford-10, ACCESS, or Terra Nova
- Utilizing interim assessments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or Measures of Academic Progress (MAP)
- Developing student learning objectives (SLOs) from teacher and district goals

The process will examine appropriate options for non-tested academic courses and non-tested performance courses (e.g. music, art, physical education). The following questions (based on the work of Dr. Laura Goe and Lynn Holheide (<http://tiny.cc/MeasuringTeachers>)) will anchor the advisory group’s work:

- What measurements reflect progress towards college and career readiness and mastery of subject?

- Does the measurement assess between two points in time?
- Is the measurement comparable across classrooms within a district or within a state?
- Are content standards in place in order to formulate the basis on which measures can be either identified or developed?
- Can the measures be applied to all student populations?
- Is there a standardized means of evidence collection?
- Should the IDE approve all measures used by districts?
- Do districts have the capacity to implement processes for assessing student growth?
- How might the IDE encourage districts to work cooperatively by region?

Information about student academic growth will be used by the school district, including school board members, administration, and staff, for defining student and district learning goals and professional development related to student learning goals across the school district. A school district will submit its academic growth measures in the annual report submitted pursuant to section 256.7, subsection 21, and may reference in the report state level norms for purposes of demonstrating school district performance.

The IDE will use student academic growth data to determine school improvement and technical assistance needs of school districts, and to identify school districts achieving exceptional gains. Beginning January 15, 2013, and by January 15 of each succeeding year, IDE will submit an annual progress report regarding the use of student academic growth information in the school improvement processes to the general assembly and will publish the progress report on its website.

In order to foster communication, the IDE plans to gradually implement value-added data with a three year rollout plan.

Spring 2013	Initially, value-added data will be available at the building and district level.
Fall 2013	Value-added data will be tracked at the teacher and student levels.
Fall 2014	Full implementation of value-added based on two full years of data

During the 2012 and 2013 years the IDE will work closely with districts and education stakeholders to produce specific guidelines concerning how value-added data will be used in the professional learning and evaluation of teachers and administrators. While no firm process has been established possible configurations include setting a specific percentage, establishing data goals, and working toward validation. In addition, during the first two years a validating process will be developed in order to gauge the effectiveness of the value-added data. (See Figure 3.A.1)

Figure 3.A.1: Validating the Effectiveness of Value-Added Data



Prior to the fall of 2014, IDE will provide guidance to the field related to how and why value-added measures will be used as a component of teacher and administrator evaluation.

It is projected that school districts will use the value-added assessment system established by IDE pursuant to Subsection 1 no later than the school year beginning July 1, 2013.

Iowa Investments in Administrator and Teacher Effectiveness

In spite of shortcomings in implementation, Iowa has invested a great deal of time and resources since 2003 in order to address administrator and teacher quality. Two significant efforts illustrate Iowa's work in these two areas:

Iowa Teacher Quality Partnership Grant

Iowa was the only SEA awarded a federal Teacher Quality Partnership grant by Education Secretary Arne Duncan in March of 2010. The grant, for \$9,035,380.00, is funded by the American Recovery and Reinvestment Act (ARRA) for five years. The grant creates innovation through technology which will result in a definition of effective teaching and a system for evaluation of teachers and teacher candidates based on research-based effective teaching criteria. This will create statewide change to the teacher preparation and the active teaching profession. Higher education teacher preparation programs in Iowa and across the country use the InTASC standards to assess student progress. The InTASC standards for teaching are being proposed to the 2012 Iowa legislature to replace the existing Iowa teaching standards which were developed in 2001. This change will create a unified system of standards across preparation and the teaching profession. It will also create consistent criteria upon which evaluators will determine the effectiveness of PK-12 teachers and teacher candidates across the system of education.

The mission of the Iowa Teacher Quality Partnership Grant is to increase the learning and achievement of Iowa PK-12 students by continuously developing more highly effective teachers from pre-service through the entire teaching career. The initiative will achieve this mission by 1) defining emerging attributes of effective teaching and integrating those attributes into both pre-service programs and professional development for beginning teachers and 2) examining and integrating a diverse set of teacher and student artifacts to document content knowledge of academic major and effective teaching featuring teacher work samples supported by an integrated technology platform. The purpose is to enhance and support the professional development of prospective and current teachers in Iowa.

In order to enhance the quality of beginning teachers entering the profession, the Iowa initiative provides a series of measurable and sustainable objectives that will achieve three major project goals: 1) emerging attributes of effective teaching will be examined, identified and defined in preparation for integration into a partner institution of higher education pre-service program and into partner local education agency professional development; 2) pre-service faculty will integrate the attributes of effective teaching into pre-service programs, which will be documented through prospective teacher-created digital artifacts to be placed into an integrated technology platform, and 3) partner local education agencies will integrate the attributes of effective teaching into professional development, which also will be

documented through teacher-created artifacts to be placed into an integrated technology platform.

The Teacher Quality Partnership Grant specifically identifies resources to support effective teaching for English Language Learners in Iowa schools by supporting annual training for K-12 and preparation candidates and educators through the *Our Kids* initiative.

A key innovation related to this project is the development and implementation of an integrated technology platform that will be used to collect and store student and teacher artifacts, in multiple formats (written, observed, video, etc). These data or artifacts will be used by the evaluator and the teacher to determine the effectiveness of teachers and their potential growth targets that will ultimately benefit student learning. This web-based system will enforce research-based design principles for performance tasks for candidates and teachers. As a result, the State of Iowa will increase teacher effectiveness at a broader scale by exposing educators and evaluators to tasks that deepen their learning of effective instructional strategies and provide feedback on their application of these strategies in the classroom. To make designing tasks more efficient and valid, this system will enable the Stanford Center for Assessment, Learning, and Equity (SCALE), a Stanford University partner in this work, to author and share performance tasks with both pre-service programs to enable improvement in those institutions, and in school districts. It will also leverage the system to certify mentor and master teachers in the design of the task and ongoing evaluation of teacher practice.

Wallace Leadership Grant

In 2001, Iowa was one of three states to be awarded the Wallace Leadership Grant. The leadership grant was implemented through the efforts of multiple partnerships, such as School Administrators of Iowa (SAI), the Area Education Associations (AEA), the Urban Eight Network (UEN), and institutions of higher education (IHE). The major goal of the grant efforts was to develop, test and share useful approaches for improving the training of education leaders and the conditions that support their ability to significantly lift student achievement across entire states and districts, especially in high-needs schools by creating a cohesive leadership system. It was the vision of this grant to guarantee that quality leaders who will ensure that all children gain success as 21st century learners, earners and citizens will serve every child in every building in every district in every AEA in Iowa. The grant worked on the premise of a theory of action that included leadership standards, training, and conditions. As a result the following efforts were accomplished:

- Establishment of six Iowa Standards and 35 Criteria (approved by State Board in 2007);
- Licensure of all beginning administrators linked to demonstrated proficiency in ISSL;
- Requirement that all leadership preparation programs be aligned to ISSL to receive approval;
- Review process for all leadership preparation programs aligned to ISSL;
- Mentoring and Induction programming guidelines aligned to ISSL,
- Evaluation of all administrators tied to ISSL with requirement for professional growth plans linked to increasing student achievement and ISSL;

- Development of model evaluation resource guides for principals, superintendents, and central office personnel contain standards, criteria, descriptors, possible artifacts to demonstrate proficiency and SMART goal samples;
- Increased numbers of hours required for clinical experience (400 hours) for aspiring administrators;
- Increased focus in preparation programs on application of the theory to the work of increasing student achievement;
- Regular professional development opportunities provided to Iowa Council of Professors of Educational Administration (ICPEA) to learn together which has resulted in a professional learning community that transcends the reality that they still are all in competition for students;
- Inclusion of ICPEA members in leadership academy work, task forces and committees, as SAMs data collectors, etc. has increased collaboration between higher education and the field resulting in more “real world” connections between higher education and LEAs;
- Mentoring and Induction Program for principals and superintendents supported by state funds;
- Mentoring and Induction Program for Assistant Principals underwritten through the Wallace Leadership grant;
- Iowa Leadership Academy programming of the Superintendents Network (using an instructional rounds model based on the work of Dr. Richard Elmore and colleagues from Harvard) and co-delivered by all of Iowa’s AEAs has 1/3 of all Iowa superintendents participating;
- Iowa Leadership Academy Principal Center in existence for three years with over 500 different principals participating—plans underway to redesign the center to focus on high school leadership teams to coincide with ICC implementation;
- UEN/DINA Central Office Redesign initiative has supported training at the local level and collectively in assisting central office staff to be leaders for school improvement, cultural competencies, data analysis, implementation of the Iowa Core and fierce conversations;
- Three years of two-day summer trainings for all AEA leaders to gain coherence about leadership standards, the Iowa Core Curriculum and 21st century skills;
- Dissemination and application of best practices rubrics for governance, data analysis, human resource allocation and financial resource allocation;
- Creation of 45 SAM/Principal teams in Iowa through a combination of Wallace support and ARRA funds;
- Policies enacted that have established leadership standards, higher education preparation program review process, mentoring and induction programs, and evaluation of administrators;
- Awareness by school boards of the important role they play in creating the conditions in which leaders work, and
- Recognition that second only to the quality of the teacher in the classroom, leadership is the most important factor that influences the level of learning for each student.

Iowa's Process to Involve Teachers and Principals in the Teacher Evaluation Improvement Process

Standards Revision Process

On November 10th, 17th, and 21st in 2011, a group of education stakeholders met to examine the Iowa Teaching Standards and consider revisions and recommendations for improvement.

The group included practicing and retired teachers, representatives from the Iowa State Education Association (ISEA), School Administrators of Iowa (SAI), and Iowa School Board Association (IASB). Other groups included AEAs, IHEs and IDE.

A special group of practicing teachers met on November 19th to also discuss the Iowa Teaching Standards. This group was specially convened to garner teacher input on current practices and its impact on teacher performance and development. The group also reviewed the work and recommendations of the primary task force and provided feedback for the next meeting. IDE remains committed to seeking input from the field in order to insert practicality into the decision making process. The sub-committee assembled on this day provided valuable insight to flaws within current practices and how the suggestions coming from the primary task force might help or hinder forward movement.

The charge to this committee of diverse stakeholders was to come to agreement on a recommendation for Iowa's future teaching standards (not the criteria or delineators).

1st Meeting (November 10) – Allowed individuals to discuss and comment on Iowa's current teaching standards. Conducted an in-depth look at the current standards using a set of focusing questions, reviewed additional resources on standards from other states, national initiatives, and researchers, and conducted a crosswalk of key Iowa programs.

2nd Meeting (November 17) – Allowed individuals to present any resources they wished to contribute. Several members wanted to speak to the group about the importance of and scope of the work that would be generated by our recommendation – everyone was given an opportunity to be heard. Added additional resources for review, including the InTASC Standards. Key themes and possible new standards were suggested and compared to the national InTASC Standards.

3rd Meeting (November 19) – Sub-committee of Teachers – followed same processes as delineated above. As a final process each teacher was asked to write a message they would like to send to the stakeholder group charged with making the standard's recommendation. (Four teachers who were members of the large group crossed over to this sub-committee to assure accurate information was presented and would be taken back.)

4th Meeting (November 21) – The four teachers mentioned above presented what they had heard, seen, and helped develop during the sub-committee meeting. Each of the messages written by the subcommittee members was copied and presented to the large group. A discussion ensued regarding the merits of keeping Iowa's current standards or adopting the InTASC Standards. Every member was given an opportunity to voice his or her opinion. A

decision-making ballot was presented, and the majority of the group expressed a desire to recommend a move to the InTASC Standards.

Two side issues repeatedly surfaced during the four days, so a final response form gave members an opportunity to explain their concerns and suggestions related to implementation of the standards and the transformational nature of the standards.

Full-day working meetings were scheduled for stakeholder input on the design of an evaluation system for teachers:

1st Meeting (January 31st)---The task force convened and received the initial charge concerning the development of an improved teacher evaluation system. Show Evidence, a partner with Stanford University, presented the integrated technology platform as the vehicle to connect evaluation to InTASC and Iowa’s Teacher Quality Partnership Grant.

2nd Meeting (February 10th)---The task force reviewed comments and thoughts regarding the suggestion to move to frequent if not annual evaluations. The National Institute for Excellence in Teaching presented the Teacher Advancement Project model and Centers of Best Practice. The task force discussed how this might work in Iowa as well as bringing up potential barriers.

3rd Meeting (February 25th)---This meeting is dedicated to the separate sub-committee of **teachers only** to review the work and recommendations of the primary committee and in turn provide valuable feedback as well. As in the standard revision process, IDE seeks to be practical in determining next step. Input from practicing teachers helps ground the work.

4th Meeting (March 2nd)---TBD

Those invited to become a member of the task force are responsible for designing the teacher evaluation system and include leaders of statewide professional organizations, teachers, principals, higher education teacher preparation faculty, human resources administrators, and AEA consultants. This group will represent a broad range of those impacted by the teacher evaluation system both on the input and output side.

Teacher Evaluation System Design

The next step on Iowa’s plan will include forming a group to design an evaluation system and its implementation based on the new standards, with supporting criteria. A proposal for the integrated technology platform will be developed by the Stanford Center for Assessment, Learning, and Equity (SCALE).

- Design teacher evaluation system plan, January through March, 2012.
- Convene stakeholders who will be impacted by the new evaluation system design to give input on the development of the system and its implementation at the local level, training of evaluators, etc. These full day meetings have been/will be held on January 31, February 10 and 25, and March 2.
- Design new system and come to consensus on recommendations.
- Submit design and recommendations to IDE for consideration.
- Provide training on new system during the summer of 2013 for pilot districts.

- Fall 2013, pilot new system in multiple districts statewide.
- Collect implementation data - ongoing.
- Revisions made as needed based on data, in fall and spring 2013-2014.
- New design incorporated in to policy recommendations for legislative session, 2013.
- Policy enacted in spring of 2014 by Iowa legislature.
- July 1, 2014, new evaluation design goes in to effect officially, statewide.
- Training scaled up, statewide, for evaluators.
- All LEAs implement new evaluation design, fall of 2014.

Communication Plan for Teaching Standards and Evaluation System Design Work

In working closely with our agency director of communication, a plan is in development to create a presence on the IDE website homepage, as well as information for the January 2012 School Leader Update that is distributed electronically to stakeholders statewide. In addition, other communication tools including an FAQ (Frequently Asked Questions) document which will be continually updated as questions from the field are collected and responded to, letters to school/AEA administrators, a note to staff and a video message from IDE Director Jason Glass will also be made available to all stakeholders and the general public.

Dates are being identified for several day-long work group meetings to develop the Teacher Evaluation System Design beginning in January and continuing through March of 2012. The group will be comprised of teachers, administrators, professional organization representation, higher education teacher preparation faculty, and others as appropriate.

A representative of Stanford Center for Assessment (SCALE), a national non-profit, with whom IDE is contracting through our grant partner Stanford University and Dr. Ray Pecheone, will come to Iowa early in the development of the evaluation system design to demonstrate the electronic platform, rubric designs, and other components of the system to the work group.

In addition, IDE will bring in other national leaders and researchers on teacher and administrator evaluation that may include such people as Charlotte Danielson, Robert Marzano, and Douglas Reeves, all representatives from the National Institute for Excellence in Teaching.

The following resources serve as a guide for the task force related to the development of a state teacher evaluation model. This list is not exclusive, yet serves as a starting point:

- Teacher Evaluator Training & Certification: Lessons Learned from the Measures of Effective Teaching Project: (<http://tiny.cc/Daniels>)
- Making Teacher Evaluation Work for Students: Voices from the Classroom (<http://tiny.cc/TeacherEvaluation>)
- Transforming Teaching: Connecting Professional Responsibility with Student Learning 9 (<http://tiny.cc/Transforming>)
- The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness (<http://widgeteffect.org/>)
- Getting It Right: A Comprehensive Guide to Developing and Sustaining Teacher Evaluation and Support Systems (<http://tiny.cc/GettingItRight>)
- A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

(<http://tiny.cc/PracticalGuide>)

- Teacher Evaluation Work Group 1.0: Report and Recommendations
(<http://tiny.cc/WorkGroup>)

Administrator Evaluation Improvement

In the spring of 2012 a task force (similar in scope to the teacher evaluation task force) representing various stakeholders including, teacher and administrator association representatives, administrators, teachers, institutes of higher education and other organizations, will convene to do the following:

- Review and make any necessary recommendations to the Iowa Standards for School Leaders,
- Consider and examine state and national models proven to effectively evaluate administrators,
- Consider how administrators maintain high standards for student growth and achievement, quality instruction, a culture of high expectations, rigor and relevance of the curriculum, and overall impact as a leader,
- Recommend a tiered performance system for administrator evaluations,
- Serve as a guide for administrators as they reflect upon and improve their effectiveness as school leaders,
- Inform higher education programs in developing the content and requirements of degree programs that prepare future administrators,
- Focus the goals and objectives of districts as they support, monitor and evaluate their administrators,
- Guide professional development for administrators, and
- Contribute to the development of coaching and mentoring programs for administrators.

The evaluation model will include an annual evaluation and emphasize the administrator’s instructional capacities, organizational management, and professional growth. The model will fortify the leader’s ability to inform instructional practices, provide supervision, and perform evaluations that represent both formative and summative practices.

The administrator evaluation task force will provide recommendations regarding the use of longitudinal data and school-wide academic growth data as an evaluation component along with district achievement goals and targets. The task force will recommend how these data will be represented in the administrator’s evaluation. Most importantly, the task force will help to link the evaluation process with the professional growth process so that the two work in unison to inform the administrator’s growth plan.

The following research related to the development of a state administrator evaluation model will be used to guide the task force:

- Evaluating School Principals (<http://www.tqsource.org/>)
- Interstate School Leaders Licensure Consortium (<http://tiny.cc/LeaderLicensure>) New Leaders (<http://www.newleaders.org/>)

- National Institute for School Leadership (<http://www.nislonline.org/>)
- Vanderbilt Assessment for Leadership in Education (<http://www.valed.com/>)
- The Wallace Foundation (<http://tiny.cc/Wallace>)

Ensuring Inclusion and Equity in the Process

The task forces include teachers and administrators who interact daily with English Language Learners and students with disabilities. Iowa recognizes the critical nature of meeting the needs of each and every student, and this work will include the unique perspectives of those directly involved with diverse learners. As the work progresses in both teacher and administrator evaluation, feedback will be collected that includes the perspectives of teachers and administrators who interact with and teach English Language Learners and students with disabilities.

In order to solicit feedback IDE will utilize a variety approaches including:

- Posting an announcement on the IDE website seeking input,
- Posting a survey on the IDE website,
- Collecting comments and feedback during task force meetings, and
- Contacting associations that represent students with disabilities and English Language Learners
- Evaluation rubrics and evaluator training will address the education of English Language Learners and students with disabilities.

Along with the perspectives of those working with special populations, both task force groups will also seek input related to non-tested subject areas. The challenges of fairly gauging student achievement for these non-tested areas poses a significant challenge to evaluation processes and the work must readily recognize the concerns of those representing the field.

The following resources will help guide the task force in discussing student data in non-tested subjects:

- A Survey of Approaches Used to Evaluate Educator in Non-Tested Grades and Subjects (<http://tiny.cc/NonTestedGrades>)
- Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects (<http://tiny.cc/TeacherContributions>)
- Alternative Measures of Teacher Performance (<http://tiny.cc/AlternativeMeasures>)
- Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer (<http://tiny.cc/StudentGrowth>)

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

LEA Implementation of Teacher and Principal Evaluation and Support Systems

Transition to the New Evaluation Systems (See Figure 3.B.1)

The teacher task force and administrator task force, in consultation with respected experts, will provide recommendations for processes to monitor the implementation of state and locally developed evaluation models. Final strategies for monitoring the implementation process for both teacher and administrator evaluation models will be developed by IDE based on input from scholars and those piloting the models in the field. Items to be addressed will include but are not limited to, timelines for implementing an evaluation model, use of an IDE developed or approved implementation rubric/plan, adequate training of evaluators and teachers, a data collecting process that supports monitoring the effectiveness of the evaluation model, and periodic audits of LEA evaluation practices and processes.

The following timeline gives a truncated snapshot of the implementation timelines for teacher and administrator evaluation models. For a more thorough timeline please reference Appendix 3-A.

Transition to Improved Teacher Evaluation System

- 2011-2012 Model Development
 - Revise teaching standards and competencies
 - Define model instruments (rubrics for practice, staff/community surveys, observation tools, growth measurement tools)
 - Present recommendations to the legislature
 - Allocate funds for task force work
- 2012-2013 Model Refinement
 - Design evaluator training
 - Enhance state data systems
 - Establish IDE approval process of LEA models
- 2013-2014 Pilot Year
 - Select schools to participate in the new evaluation process and training
 - Review and revise in accordance with pilot feedback
 - Monitor initial fidelity of implementation
 - Random audits of pilot districts
 - Require SIG schools to participate in pilot using state model or approved model
- 2014-2015 Statewide Implementation

- Implementation in all LEAs
- Create opportunities for LEAs to share promising practices and challenges
- Select random districts, particularly those in the Priority and Needs Improvement (Focus) categories, for random audits
- Provide ongoing professional development, training, and support
- 2014-2016 Implementation Refinement
 - Adjust evaluation systems and strategies based on lessons learned

Transition to Improved Administrator Evaluation System

- 2011-2012 Model Development
 - Revise leadership standards and competencies
 - Define model instruments (rubrics for practice, district surveys, feedback tools, growth measurement tools)
 - Present recommendations to the legislature
 - Allocate funds for the task force work
- 2012-2013 Model Refinement
 - Design superintendent/evaluator training
 - Enhance state data systems
 - Establish IDE approval process of LEA models
- 2013-2014 Pilot Year
 - Select schools to participate in new evaluation process and training
 - Review and revise in accordance with pilot feedback
 - Monitor initial fidelity of implementation
 - Random audits of pilot districts
 - Require SIG schools to participate in pilot using state model or approved model
- 2014-2015 Statewide Implementation
 - Implementation in all LEAs
 - Create opportunities for LEAs to share promising practices and challenges
 - Select random districts, particularly those in the Priority and Needs Improvement (Focus) categories, for random audits
 - Provide ongoing professional development, training, and support
- 2015-2016 Implementation Refinement
 - Adjust evaluation systems and strategies based on lessons learned

Process to Ensure LEA Teacher and Principal Evaluation Systems are Consistent with Iowa's Newly Developed Guidelines

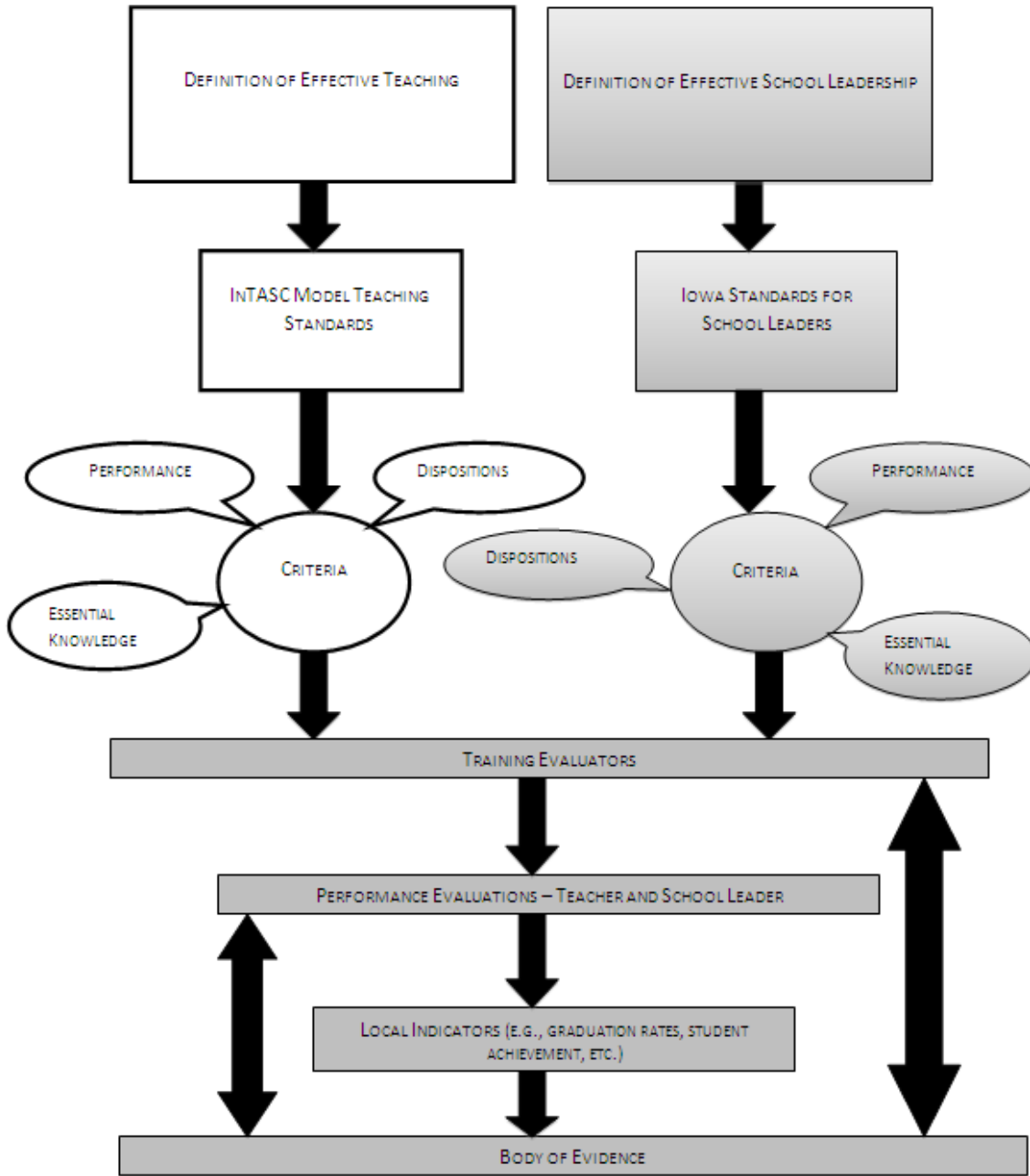
An IDE review/approval process will be established for the LEA's teacher and administrator support systems to ensure teacher and administrator evaluation models are consistent with the IDE guidelines and result in successful implementation. The exact process will be part of the work carried out by the evaluation task forces. The review and approval process will be part of the piloting process in the 2013-2014 school year. Each task force will recommend a rubric to be utilized by IDE for determining LEA plan viability.

Iowa's Process for Ensuring LEAs Implement Teacher and Principal Evaluation Systems with Stakeholder Involvement

Evaluation models must have the capacity for individual input to fully garner support in the field. Iowa will delve into the task of developing guidelines and models that involve collective bargaining organizations, incorporate professional growth and align with personnel decision-making processes and procedures related to teachers and administrators.

Figure 3.B.1: Effective Teachers and School Leaders

CREATING EFFECTIVE TEACHERS AND SCHOOL LEADERS IN IOWA—FIGURE 3.B.1



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SAMPLE FORMAT FOR PLAN

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the *ESEA Flexibility*.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
See Appendix 3-A					



A MONTHLY JOURNAL
FOR IOWA EDUCATORS

School Leader Update

January 2012

Enrollment figures show slight decline

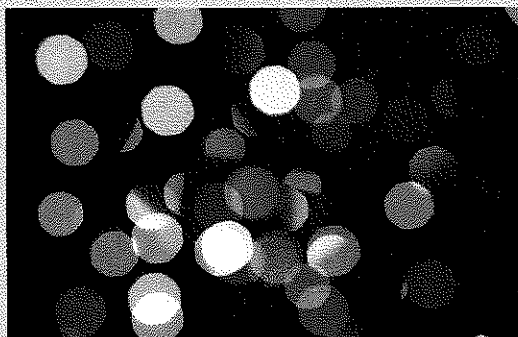
The number of students who enrolled in Iowa's public schools for the 2011-12 school year decreased slightly from the year before, according to the official certified enrollment report released by the Iowa Department of Education.

A total of 473,213 students in kindergarten through 12th grade enrolled in public schools statewide. That represents a decrease of 0.06 percent, or 280 students, from the 2010-11 school year.

This is the 14th consecutive year that enrollment has declined in Iowa's public schools. Enrollment peaked in the 1972-73 school year, with 645,000 students.

Of Iowa's 351 school districts, 218 (62 percent) reported an enrollment decrease in the 2011-12 school year, while 129 districts (37 percent) reported an increase.

continued on page 4...



In This Issue

- NCLB waiver request ... 3
- Teacher of the Year nominations ... 5
- New student advisory council ... 7

New year marks new beginning in education

With students coming back to school after winter break and our entry into this new year of 2012, we are reminded of new beginnings – an opportunity to move education forward in Iowa through bold, meaningful change in this next legislative session.

For me, this new year is special because it also marks my first full year as an Iowan. When Gov. Branstad and Lt. Gov. Reynolds asked me to come to Iowa, it was to work on making Iowa's schools among the best in the world. This unshakable vision for educational excellence drives and inspires me, and everyone at the Department of Education, every day.



Jason Glass, Director

Last summer, we held an education summit in Des Moines, where we brought in a number of state, national and international education leaders to discuss ideas on how Iowa might undertake this journey toward being a world-class school system. In October, an education blueprint was released, which was the starting point for discussion. Since then, I have traveled the state with members of the Branstad-Reynolds administration to get input and refine our proposals. Based on your feedback, we have changed some elements and added others.

Final recommendations to the 2012 Legislature will stay true to the blueprint's three target areas of highly effective educators; high expectations for all students with fair measures for results; and an innovative spirit that pushes our education system to take on new approaches.

continued on page 2...

Response to Intervention is coming to Iowa

We all know we need to do better in our classrooms. Consider:

- 61 percent of our schools have not reached the point where 80 percent of students are proficient in reading.
- 35 percent of our children in grades 4 and 8 have not made at least one year's worth of growth in reading in a year's time.
- All students who did not make a year's worth of growth should receive targeted intervention, but we lack a way to verify that students received the support they needed.

To that end, Iowa will move to Response to Intervention (RtI) statewide, with the goal of it being in every Iowa classroom. What is RtI? It is a process for teachers/building teams to produce the most efficient and effective outcomes for student learning. Teachers will use research-based reading programs to ensure that every child has access to a high-quality universal curriculum. Teachers will assess all students at least three times a year, using a valid screener, to determine which students need more targeted instruction. Teachers then provide that instruction through evidence-based interventions.

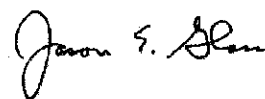
Watch for more updates on the Iowa Department of Education's website. The Department also will develop a section of Frequently Asked Questions to be posted on the website. Please send questions to consultant Tina Ross at tina.ross@iowa.gov. Read the RtI guidance document [here](#).

Director Glass continued from page 1...

Some highlights from our final recommendations will include:

- An innovation acceleration fund, with dollars made available to school districts on a competitive basis;
- Eliminating requirements around seat time for academic credit, which will allow school districts to advance students based on their mastery of subjects;
- A state clearinghouse of online courses taught by Iowa certified teachers;
- More rigorous standards for gaining entry into teacher preparation programs, including a 3.0 grade-point average and passing a cognitive and pedagogical knowledge assessment;
- Widening the pathway for starting charter schools;
- Widening the pathways to alternative teacher licensure with a number of quality assurance checks;
- An elementary literacy program that focuses on intensive reading instruction;
- Requiring an entrance exam for every 11th grader;
- A statewide job posting and hiring system for education jobs so that we can better recruit and screen talent for Iowa schools;
- And task forces to study critically important long-term issues like teacher leadership, compensation and questions on time and calendars in schools.

You'll hear a lot more about these final recommendations and our complete set of legislative proposals in the coming months. We will continue to engage Iowa's educators, students, parents and citizens in this ongoing discussion and count on the collective wisdom of our democracy to guide us to the best answers for our state and our kids. Once again, Happy New Year and, as always, thank you for your courage and commitment to students and to Iowa.



How to send written comments

The Iowa Department of Education is seeking public input on its decision to request a waiver from requirements of the No Child Left Behind Act. Written comments may be sent to wilma.gajdel@iowa.gov until 4 p.m. on Jan. 31.

Public meetings set for input on NCLB waiver request

The Iowa Department of Education will make a series of stops across the state to gather input on the decision to seek a waiver from the requirements of the federal No Child Left Behind Act.

The Department will submit a waiver request in mid-February to move beyond the accountability measures of No Child Left Behind. While NCLB has advanced some important reforms (including accountability for all students and disaggregation of results), it also has created some unrealistic measures. For example, the law evaluates schools based on whether students meet proficiency without regard to growth or improvement from year to year.

States that apply for flexibility must provide rigorous and comprehensive state-developed plans to improve education outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction.

States must address the following principles in their waiver applications: College and career-ready expectations for all students; state-developed systems for differentiated recognition, accountability and support; and support for effective instruction and leadership, including new guidelines for local teacher and principal evaluation and support systems.

The Department will come to all Area Education Agencies between Jan. 31 and Feb. 9 to share Iowa's waiver application and to gather input from teachers, administrators, parents, students and community leaders. The Department will be in the AEAs on the following dates:

Jan. 31	AEA 267 Regional Meetings	Feb. 7	Grant Wood AEA Regional Meetings
Feb. 1	Keystone AEA Regional Meetings	Feb. 7	Heartland AEA Regional Meetings
Feb. 2	Great Prairie AEA Regional Meetings	Feb. 8	Green Hills AEA Regional Meetings
Feb. 6	Mississippi Bend AEA Regional Meetings	Feb. 9	Northwest AEA Regional Meetings
		Feb. 9	Prairie Lakes AEA Regional Meetings

More detailed information regarding meeting times and locations will be sent to superintendents and posted on the Department website by Jan. 10.

NCLB waiver details to be outlined at State Board meeting

Members of the State Board of Education will hear a presentation about Iowa's plan to request a No Child Left Behind waiver at a meeting Jan. 26 in Des Moines. At the meeting, State Board members also are expected to:

- Discuss education issues in a work session with legislators at the State Capitol
- Hear an update about competency-based education
- Receive the annual Condition of Community Colleges report

Watch for a complete agenda at www.educateiowa.gov.

Comparison Report - Feb 10, 2012

Survey: Iowa ESEA Flexibility Waiver Application Feedback

What assistance will administrators and teachers need to engage students, especially students with disabilities and English language learners, in mastery of the Iowa Core Standards in areas of mathematics and English language arts?

What is your relationship to K-12 education in Iowa?

Count Comment

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	qualified educators shouldn't need any additional assistance
	1	Lessons and/or examples of real life applications of Math and English Language Arts
	1	They need to have the necessary tools as well as the educational background to effectively achieve this.
	1	Time, Strategies, Best Practices, Technology, Finances, TIME, TIME
	1	I believe we need to tailor the education to the student. We have block scheduling in our school and it requires a longer attention span than most kids possess. Kids with below average ability and mediocre teachers get left behind very quickly.
	1	I feel the administrators and teachers would be the best ones to address this question.
	1	I believe that parents, students, and teachers will need training and understanding of the Iowa Core Standards. There are so many words out there like standards, benchmarks, ITBS, ITEDs, and No child left behind it is hard to understand it all. Can an average parent identify what the standards are for these areas? Does my student know what the standards are. We need to educate people that these are the standards first and this is what we are truly trying to teach before looking at needs for teachers and schools.
	1	Support and guidance of those implementing the policies. Keeping the educators motivated and focused on the goal for each individual student.
	1	More teachers and more training for teachers on these issues. You can't put 30 kids in a class where 5 are ELL, 5 are gifted, 10 have IEPs, and 10 are "average" and expect one teacher with basic training to be able to teach well to all. Education in Iowa needs also to foster and embrace parent involvement. You will find you get lots of assistance from parents if they understand the issues, know where they can help, and feel that their help is welcomed and wanted.
	1	Our school already has sufficient teachers for students with disabilities and plans to add another teacher to the 3 already employed to help English learners master Core standards. If English learners were penalized gradewise, the same as English speaking students, they would be more encouraged to learn English faster, eliminating the need for these "extra" teachers. Then there could be more attention given to All students, by the existing teachers or the "extra" teachers could benefit ALL the students!
	1	Support in training
	1	Our school already has plans to hire an extra teacher for English language learners, although we already have several. We seem to have enough teachers for students with disabilities. Perhaps if there was more grade penalizing of non English speaking students (akin to those for English speaking students) and less coddling of them, they might learn English sooner. This would eliminate the need for those "extra" teachers, and allow the ones we already have to give more one-on-one attention to ALL the students. Imagine how much ALL English speaking students could benefit from all those "extra" teachers.
	1	More teachers in the classroom.
	1	More preparation and collaboration time.
	1	a low staff to student ratio so that students are able to have relationships and connections within the schools They also need to not be penalized because they are not learning in the same amount of time. Learning and being prepared for life are more important than being on the exact level as everyone else at each step.
	1	Immediate and intensive training and education on differentiated teaching and tailoring instruction to individual students. Too much classroom instruction is teacher lecture, students take notes, and paper

Teacher

- 1 Opportunities to apply in real life settings.
- 1 More a
- 1 smaller number of students in the class rooms to provide a better teacher to student access.
- 1 Help (para educators, resource teachers) in the classroom for those students needing the extra help.
- 1 Parents willing to work with students at home.
- 1 Many if not most ELL students need sustained support in both of these areas throughout their education.
- 1 money to support their learning and possible additional staff
- 1 They will need additional aides. We have direct experience where our elem student was asked to guide an ELL student with no English vocabulary throughout the school and through the day because her classroom had over 40% ELL students with.
- 1 Funding, smaller class sizes
- 1 Parental support, time to plan and collaborate with each other.
- 1 smaller class sizes and more collaboration time with colleagues.
- 1 I think we need more resources to schools from the state that requires districts to hire more teachers in order to lower class size and increase teacher salaries across the board.
- 1 Our school already has plans to hire an extra teacher for English language learners and has enough teachers for students with disabilities.
- 1 I am not sure what assistance they might need.
- 1 smaller class sizes to give more individual attention
- 1 Training and materials support for regular classroom teachers as well as ESL specialists.
- 1 Paraprofessionals to help with older students who are fluent in a home language.
- 1 observations by principals. SAM for principals to free them up for instruction, anti-poverty programs such as first resources/DHS/preschool education/after school tutoring/flexible hours so teachers can tutor/money for books for students to read at their instructional level.
- 1 more technology to engage students
- 1 Staff for the positions of ELL, Special Education, and Assets. We are spread thin in this area. These are our most needy students when it comes to learning, and we spread the staff thin, and can't serve them appropriately. Assistance in a clear vision of the Iowa Core Standards for math and English.
- 1 Appropriate staffing =====appropriate funding!!! Students need repeated practice in smaller groups to master concepts.
- 1 How to modify, accommodate, and co-teach/ plan effectively with special educators to bring forth the lesson plans within Iowa Core so that students may be apart of core instruction.
- 1 Training on SIOP strategies and their alignment to Iowa Core as well as time to collaborate w/ fellow colleagues on best practices.
- 1 We have those things in place. There is Title I and special education classes. Teachers also have many tools to engage learner. Co-teaching is also an option - having two teachers in a classroom really helps. Small class sizes help also.
- 1 More funding for training, after school tutoring, summer school, additional personnel, updated technology, more time for collaboration.
- 1 Time to collaborate with special education teachers about the needs and accommodations of individual special education students.
- 1 models for effective instruction and tasks
- 1 The goals need to be attainable for each student's ability. We will never turn an apple into a pear no matter how hard or what strategies we use. We need to teach to them rather than frustrating them so much they simply don't care anymore.
- 1 Improved technology, curricular adaptations provided by school districts.
- 1 Teachers will need time to work with students who are not proficient in the Iowa Core Standards. This may mean allowing for flexible scheduling, shared planning time, or "mandatory" remedial/support opportunities to close the achievement gap.
- 1 funding for Saturday sessions and summer school, staff development time, additional personnel, updated technology, curricular materials, more time in the day for collaboration, parental and student accountability
- 1 More familiarity with the Iowa Core and how our curriculum and standards correlate with them.

1 collaborate. I know some high school teachers have expressed the desire to have a teaching team
1 due to its effectiveness with students.

1 I think we need to be able to work with the parents. Many times these students are not fluent in their
1 native language which causes problems with poor reinforcement of language in the home, often times
1 negating what the student learned at school.

1 Those students need extra instruction outside of the general education setting by someone who
1 specializes in the area of need - special education teacher or ELL teacher.

1 Professional development and a deeper understanding of their students' needs.

1 More money---funding-----updated technology---more hours in the day---

1 Time to work, guidance,

1 More resources / teachers. We need to have a better teacher:student ratio.

1 training on how to involve the families in education differentiation between serving students in the sp ed
1 classroom & the gen ed. and how best to meet student's needs. inclusion isn't the end all be all to sp
1 ed. often needs cannot be met with the inclusion model.

1 The engagement of students would greatly be enhanced by the support and involvement of parents in
1 their child's education and respect for learning.

1 Better resources to monitor students progress towards goals.

1 We will need more funding, additional people, updated technology, more hours in day, parental
1 involvement and want to help in the home outside of school. Support!

1 Time to actually work on it! Less mandated professional development that takes much time away from
1 students and teachers. And funding is a huge issue, you cannot do 25 new initiatives (which is way too
1 many) for zero dollars and expect good results, you are setting us up for failure.

1 Assistance from resource teachers and ESL teachers

1 We need enough working technology to teach our students and training in those applications. We need
1 a clear set of expectations or Core teaching standards that will be around a while so we can be
1 effective teachers of them. We need collaboration time to discuss how to best teach.

1 More bonding to the school with families--more programs to engage students with disabilities in the
1 schooling process, smaller class sizes

1 Class specific curriculum, and the time to develop and implement it and the lessons associated with it.

1 Funding for extra teachers/aids.

1 Parents, more Associates, support from the state of Iowa.

1 Training on ESL and how to address this population in the classroom. Smaller school districts are
1 going to need assistance because the population of ESL students isn't very large and most do not
1 have a teacher that specializes in ESL.

1 Each child is different and responds to different styles and strategies. Please don't fence us in with
1 specifics on how to teach.

1 training in how to teach using higher order and differentiated instruction.

1 Curriculum materials and professional development

1 More pd about how to modify learning for all students.

1 Smaller Class sizes and people to work with them in small groups.

1 Teachers need to have an extra set of hands to work with students in small groups or to work with
1 students on on on.

1 Just having more man-power to allow our resource/special education staff in the classrooms and do
1 more co-teaching would be helpful.

1 We will need resources that currently are not available to us due to budget constraints. These include
1 skill building curricula.

1 Less regimentation in identifying students with more intensive needs. Fewer students per teacher to
1 enhance student learning. More money for teacher associates.

1 More access to highly trained individuals to train them on the most up-to-date processes and skills
1 (especially those RTI) to get students up to date.

1 time to extend their education to help them to know how to best reach those students. Students with
1 disabilities should be kept in the classroom for the socialization. This also takes time to revamp their
1 plans to be successful. Remembering that success breed success.

1 Any info available for ELL. We have had none.

1 Requiring teachers to produce more paperwork in the name of aligning with the Iowa Core does not

collaboration, and working with associated staff members.

1 I feel that the AEA will provide trainings to help all to get the background for this area. Also classes from our colleges and universities. Mentors of other teachers with successful programs can be shared.

1 More financial support to invest in teachers and paras and perhaps adaptive assists for these students. This will be very labor intensive work.

1 More "in the classroom trained staff ". Developing engaging, worthwhile lessons takes time. Implementing, using data, and follow up on instruction takes even more time - we are given no extra time. Given our small prep times and growing number of students this is becoming more and more difficult. More office bureaucrats and policies are not going to change test scores.

1 Clear vision to parents what the expectations are in order for them to understand the importance in their role to assist in meeting these standards. Flexibility to meet individual needs.

1 SOME STUDENTS ARE WORKING TOWARDS THEIR ABILITY AND BY THE TIME THEY REACH 11TH GRADE WILL NOT BE ABLE TO TAKE THE ACT. NOT ALL STUDENTS WANT TO GO TO COLLEGE. TOO MUCH EMPHASIS IS PUT ON A TEST TAKEN IN ONE DAY. ARE THEY ALL ALIGNED WITH IOWA CORE STANDARDS AND BENCHMARKS?

1 funding additional personnel updated technology more collaboration with peers

1 Time to plan quality lessons, time to analyze data, time to implement current initiatives, time to collaborate on effectiveness of initiatives and make adjustments, personnel to reduce class size which allows teachers more time to zero in on specific learning needs of individual students.

1 collaboration and planning time

1 Less students per teacher. Co-teaching or smaller class sizes.

1 affordable instructional interventions

1 These students need more 1:1 or small group instruction.

1 increased funding for additional staff, updated technology, more collaboration time for collaboration for staff

1 More understanding with the Iowa Core and how our standards and curriculum align with them.

1 Personal, more one-on-one instruction to get these students to a regular classroom level.

1 Students that have a disability or are ELL should have additional instruction outside the general education classroom. That instruction should be given by a teacher that specializes in the area of concern. Classroom teachers are not special education teachers nor do they necessarily speak a second language. The general education classroom meets the needs of general education students.

1 how to differentiate curriculum

1 Funding will be needed for tutors, assistants, educational supplies, updated technology and added support.

1 Time to collaborate with special education teachers about the special needs and accommodations of individual students.

1 More funding to provide proper resources. Smaller class sizes to meet their diverse needs.

1 Small class sizes, time to plan and collaborate.

1 Texts and supplies, personnel

1 more funding for additional personnel, updated technology, summer school, tutoring

1 Schools need more qualified certified teachers and a lower student to teacher ratio. With the cut backs from the state funding, teachers are being cut and kids are not getting the services they need. In the last 10 years in our school many of the teachers who have left have not been replaced.

1 It takes year for ELL students to master the English Language and be at mastery as their native English counterparts. Many of these students come to school with rich language in their native tongue and it is only fair to provide necessary accommodations for these students.

1 We need additional TRAINED teachers & additional training for gen ed teachers/administrators- not coming out of teacher's pockets or free time!

1 Less time spent teaching only ITBS skills, ELDA, ESL assessment material, core standards. All fall was spent preparing for Dec. ESL assessment, then ELDA in Feb, then ITBS throughout the yr, ending with spring ESL assessment. My ESL students are tested beyond belief. It doesn't help to be in a persistently low achieving school with so much pressure on our ESL students to perform better.

1 Additional one on one tutoring and outside of school programs available for all students especially those with disabilities and ELL students. Not all students require "college prep" in the 4-year traditional sense. Career-Ready must be emphasized as well which may mean prepping for careers in the

1 Administrators and teachers will need funding for extended learning opportunities, updated technology and additional persons.

The education system needs an understanding from the government that not everyone can learn everything and that proficiency for everyone in everything is crazy talk. If everyone could play basketball like LeBron James or play piano like Billy Joel, then they would, but they can't, so why does the government have this crazy notion that all students can learn all things just as well as the next guy? Natural selection doesn't work that way--you learn what you are capable of learning and then focus your time & strength on what you're good at. That's why we have the creativity and inventiveness that makes America unique. Why did Chile contact the US to get its miners out? Because the guys in charge of the drilling companies realized that they were good at that and focused their life's work there, not by becoming proficient in 17 different things. WE DON'T WANT TO BE CHINA!!

1 They would need specific instruction in the areas of difficulty possibly in and out of the regular classroom, through guided reading groups, leveled readers, differentiated math groups, etc.

1 I feel we will need more development on aligning both vertical and horizontal standards. Need a data system that is readily available and easy to navigate for all.

1 Special training and time to develop a program that meets their individual needs.

1 Time, flexibility

1 rules, fair treatment of all students, parent "universities" which help parents guide their students, more time receiving 1:1 services, more assistance in the ELL and special education programs, smaller class sizes, less paperwork

1 More staff trained in helping these students. Clear direction concerning what level is expected from these students.

1 time to give good thought to process be aware of specific info for students (504s, IEPs, etc.) support from administration to accomplish needed mastery

1 Smaller class sizes and/or more one on one experiences.

1 Quality instruction with language appropriate materials. TIME,

1 We will need adaptive materials to ensure understanding of math concepts. In English, especially literature, we will need low level readability materials for the novels. Most importantly, we need planning time with the general education teachers to help them plan differentiated lessons to meet the needs of the various levels of students in each classroom.

1 Funding

1 We will need funding for ELL teachers. Also PDD time for teachers to collaborate on how best to reach those students.

1 More staff - especially people that can be in the gen ed classroom with them - not para professionals, but trained professionals.

1 ELL interpreters

1 more certified staff, more time for training, more administration, incentives like increasing the base pay so teachers are paid more for what they are already doing

1 It will be imperative that more time is allowed for students to begin to meet the "assigned" goals. It is almost a given that special education students could meet the federal standards eventually but may not meet them at all. It seems a much better plan to assure that all students are making growth rather than setting a "pie in the sky" goal that ALL students/schools must attain.

School Administrator

1 on line training

1 Schools need more personnel to meet individual needs of students. Personnel to meet behavior, social, mental-emotional needs of students besides teaching Core Standards.

1 Financial assistance and student/parent accountability.

1 Increased funding for both special education students and ELL students. District needs more than 4 years of funding for ELL students.

1 Assistance with Differentiated Instruction, Assistance with RTI district wide, Flexibility with Carnegie Units, Funding for Professional Development, What is meant by the Indicators, Assistance in developing formative assessments and other kinds of assessments, definition of what is truly meant by mastery, PD for effective feedback,

1 Simply put, we must have the funds to adequately implement the measures needed. Unfunded laws and mandates only further hinder the schools ability to educate our students.

Rich understanding of the Core standards and the expectations as to achievement capacities with ELL

1 Training in Iowa Core Workshops where teachers can work together on lessons to implement the Iowa Core into their classrooms.

1 Time to collaborate with gen ed teachers. The general teacher in the process of working with 70 to 100 student learners during the day needs this opportunity to work with the special ed teacher coordinate the lesson for the special learner.

1 Extra time. 4 years in ELL program, if the student spoke little to no English is not long enough

1 Professional support from the AEA

1 financial support

1 More time in instruction More staff to provide support for teachers in the implementation of research based strategies More PD in research based strategies More time for collaboration

1 Teachers will need the extra time to work with these struggling learners. Administrators will need the funds to higher additional teachers so they have adequate time to work with individuals.

1 More funding

1 Research-based strategies and funding to provide intermediate & intense supplemental assistance.

1 Good examples of classroom strategies and curriculum that meet the standards and benchmarks because they can be interpreted in different ways.

1 I believe we would need additional flexibility from the DE regarding the use of MAG-Drop Out Prevention to generate local dollars to meet the needs of those students that tend to be unengaged. We would also need help in organizing and implementing ways to better communicate and engage parents and guardians.

1 New rubrics that will help to entice students to "want to improve" and as a support for the classroom teacher.

1 clear expectations, sample outcomes or products, and TIME to plan/do/act

1 Our biggest challenge is in helping students see the relevance. Those older students with absolutely no interest or desire to attend college struggle with our expectations.

1 Engage in discussions about the intent of the Iowa Core, paying careful attention to the requirements of the Essential Concepts and skills. Professional development around reponse to intervention, especially classroom management and differentiation.

1 Additional training and programs that support the gaps students have with grade level peers. Some may never be there yet do not qualify for the alternative assessment.

1 Planning for and improving collaboration amongst the professionals who will assist these children. improvement of the RTI process.

1 Time, patience, professional development are all important. High expectations!

1 Additional time to learn about the new system and new learning

1 They will need more time!! We continue to try to make everyone fit the same mold in the same time frame. When are we going to accept that people learn at different rates? We need a longer school year too!!! Let's go to competency based and throw out the old model that was designed to sort and select!

1 Knowledgeable "experts" that, when they come to a district, convey the same message. Sounds simple, but it is anything but that. Leaders that will walk the talk, even though they are not personally invested in a district, they behave as if they are invested in EVERY district.

1 We will need support from our local AEA.

1 Educators will need assistance with research-based interventions designed to assist this population in higher levels of learning.

1 Districts will need many resources if all students, especially those with disabilities will be able to be at the 85%. Are districts with a high number of special education students at a disadvantage with this tiered system?

1 More professional development, assistance from the AEA, (instructional coaches, etc).

1 Assistance in the area of reading.

1 Extra individualized support beyond the traditional classroom setting.

1 Content area experts with knowledge on research-based instructional strategies to provide training. Not just a "train the trainer" model. The Iowa Core resources and website have so much "stuff" and we are supposed to be experts in it. CESA 7 will just be more "stuff" that we won't receive training on, but will be expected to know.

1 Access to resources and professional development in the areas of specific, focused, research-based interventions

	1	More intense instruction and time.
Student	1	Do more classroom activities or take time to review something in class before giving it as homework. It gives us a better understanding of what to do.
School Board Member	1	English language learners must have an ESL teacher. Students with disabilities should be in classes that have a small number of students and should have one on one help.
	1	funding for extra support personal
	1	Obviously added training and inservicing.
	1	English language learners will definitely need an ESL teacher. Students with disabilities will need to be in classes that have a small number of students and a lot of one on one help.
	1	unknown
Community Agency or Organization	1	A coordinated and integrated approach of school and community based services that meet the individual students (and possibly families) needs. With a process that measures the outcomes and progress of that students individual success plan.
	1	I think the question is limited in its scope. The Iowa Core is not about math and English only. It is about the integration of learning and mastery of student outcomes across the curriculum. Efforts should also include arts, physical/motor development, recreations, socialization skills, social studies, etc. - the whole child concept; not just one or two subjects.
	1	Quality teachers and excellent curriculum. We need to expect ALL children are capable of academic excellence.
	1	What is considered "mastery" for a disabled student? The assistance is to look at where a student presently is and then to evaluate if there was growth. It should also be taken into consideration the attendance of the student, the present abilities of each student, the size of the classroom for each student, the parents participation/support with the students academics at home. (Do they attend parent-teacher conferences, is there adult supervision for the child when they go home, do they have access to a computer at home).
	1	A full understanding of the content and expectations for all learners. A recognition that all learners may not have the capacity for "mastery" of Iowa Core Standards; SPED and ELL students will require more assistance one-on-one than regular education students.
	1	Include the arts in all disciplines within their education. Utilize the three legged learning stool: literacy, numerology and imagery
	1	I think it would be important to ask those who are closest to the work what they might need to achieve this expectation. Ask teachers - and then ask administrators - as their answers may be different.
	1	Availability to experience learning core areas through real-life experiences. Flexibility to go on field trips, youth voice to provide choices and activities that they like.
	1	Teachers need more time to work with colleagues, not more assessments.
Area Education Agency	1	The first step will be finding ways for teachers to be able to gain better awareness of Iowa Core. Many teachers lack awareness, unfortunately.
	1	- curriculum planning - assessments - remediation
	1	Teachers at all levels will need to understand and have a depth of knowledge of the common core.
	1	Professional development Additional staff
	1	Allocation of time and resources; collaborative relationships need to be nurtured... models of what professional learning looks like in a system; tools need to be provided to extend the learning for students that are not on target
	1	On going PD to increase teachers' knowledge and confidence in both of these areas. Also, on going PD on how to screen and provide appropriate matched instruction for students who are struggling with skill demonstration.
	1	- curriculum support - assessment support -
	1	A clear understanding of what skills kids need to learn and the high level of rigor
	1	continued professional development on alignment, content, instruction an assesemnt focused on work in the classroom.
	1	Extensive technical assistance to include on-site coaching and feedback at bldg and teacher level around effective instructional practices and how to structure the system to get different results (Data teams who meet frequently at bldg level) Standards-based system assessment system versus

	1	human capital (teachers and school leaders) & support allocation of such time How to implement classroom focused improvement process frequently using data plus School principals will need SAMS (student assistant managers) to enable them to have time for instructional leadership. Chapter 12 & 72 needs overhauled to allow public schools flexibility to meet needs and not be tied to requirements that do not have a bang for their buck. Total new understand about HOW to teach mathematics
	1	Provide appropriate instruction to ensure all students are proficient in these areas to the best of their abilities.
Iowa Department of Education	1	A student needs assessment
Higher Education	1	Professional Development and TIME for students as well as teachers.
	1	Ongoing professional development in a few key research-based strategies. Not one-shot workshops...ongoing over years, modeled and practiced with students and peer-critiqued by other teachers.
Other	1	To "engage" all students, including students with disabilities and English language learners, teachers must develop positive relationships with them. Once the relationship is strong, the students will learn the materials because they want to be in the class and they "like" the teacher. Some teachers have the skills to do this without additional supports. Others need some assistance, so providing positive youth development/youth-adult partnership trainings for teachers is a first step.
	1	Extended day and year learning and individual supports
	1	certified paraeducators
	1	I'd like the state to look to community based organizations and parents to help support students to reach proficiency, including bringing industry into the schools or encourage schools to go out into the community.
	1	a deeper understanding of the standards; collaboration with content area colleagues to plan for lessons involving these standards.
	1	training and time
	1	The financial support to reduce class sizes, that will allow for more one on one instruction and the give teachers the ability to differentiate instruction to ensure each child gets the help and opportunities they deserve
	1	They will need to teach to their level and may need a Para-educator to add additional help in these areas.
	1	Professional development on research-based practice; clear outcomes and simple measures of accountability, flexibility and more funding for extended day programs, summer programs and smaller teacher to student ratios during the year.
	1	Math coaches would be helpful for K-8 teachers to improve their understanding of the curriculum/standards and the pedagogy needed. Teachers (& pre-service teachers) need to learn how to support English language learners. If qualified teachers are hired, they need to be allowed to use their ability/knowledge to determine the differentiation needed in their classroom. How can people who do not know the students dictate this in some formulaic way?
	1	Financial support to hire and/or train staff to teach ELL students while they are learning English
	1	More than one year, research indicates at least 7 years is needed.
TOTAL	202	

Teachers and administrators in my school district have a deep understanding of the Iowa Core Standards.

What is your relationship to K-12 education in Iowa?	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know
Parent	9	14	1	2	9
Teacher	11	59	26	8	7
School Administrator	0	22	21	0	0
Student	0	0	1	0	0
School Board Member	0	5	0	0	0
Community Agency or Organization	2	4	2	0	2

Local Education Agency	0	1	2	3	4	5
Iowa Department of Education	0	1	0	1	0	0
Higher Education	0	1	0	0	0	1
Other	2	7	3	0	0	0
TOTAL	24	113	63	12	0	20

Question 3 Comments

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	They just need to follow the procedures in place and adhere to them properly, to make sure ALL students are helped to master those skills. There is too much slacking on the part of teachers, such as having students correct each others papers. Recently several correct answers on one of my son's papers were marked incorrect by another student who is educationally challenged. A student could also have someone who is angry with him correcting his paper and mark correct ones as wrong, just for spite. How is this helping ANY student learn Core Standards?
	1	I think there is a confusion out there with all the language like standards, benchmarks ect. For the special education teacher you have to add language like goals and objectives.
	1	Since the Iowa Core is not fully implemented yet, I can only answer Don't Know at this point.
	1	There are notes and meetings to inform me. Although some standards seem to be unrealistic for the grade level.
	1	I think they know it, and they are trying some new things, but they are afraid of thinking outside of the box. I could see a partnership with other organizations being helpful to them to bring real life in to help them meet the core standards.
	1	Our district sees the IA Core as a list of facts or skills students must know. Teachers seem intent on pushing the core curriculum down to younger and younger students as well. Kindergarten has become second grade and high school has become college.
	1	Amazing principals at Clarke elementary!
	1	I'm not sure I've heard anyone put talk about the "Iowa Core Standards" in "parent speak". If you can't communicate it to others, how can we be assured you know what it is yourselves.
	1	I am not familiar with the Iowa Core.
	1	In my opinion, the teachers and administrators should be communicating the Iowa Core Standards and how they are connected to the assignments and/or assessments.
Teacher	1	We are all working on it, but the standards seem to be a moving target.
	1	so open ended and can it be taught one year above or below the recommended level
	1	There have been many changes. MISIC has helped in understanding but it is VERY time consuming and takes away from planning for time with students
	1	We need to quit renaming the same thing!
	1	3 years ago there was small teams that participated in Iowa Core curriculum and shared within their buildings, but the standards have yet to be fully implemented within all subject areas. Not all Iowa Core standards are listed on Web IEP.
	1	We are in the current state of "unwrapping" each standard to better understand the Iowa Core.
	1	Teachers in my district need a set of standards that are not changing from year to year. Something they can look at and understand what is expected of them.
	1	It seems difficult to jump on board with the Iowa Core Standards when the state has not finalized assessments for these standards
	1	Teachers have not had the time nor been required to study these.
	1	it feels like another band wagon we jump on for our annual ride, then jump off the next year. this makes it difficult to take the new initiative seriously.
1	Inservices have target the Iowa Core	
1	We are and will continue to receive timely and continue inservice that our district professional development team has designed that fits our district.	

1 as professionals.

1 We continue to perfect our understanding of the Iowa Core but by no means have a deep understanding.

1 Study of the Iowa Core has begun, but to say a deep understanding would not be accurate.

1 we are fully aware of core standards

1 We have monthly Iowa Core Staff Development.

1 I know that I don't have a strong grasp of them yet.

1 our school district employees are fully aware of the Iowa Core Standards

1 We have been working on this for a couple of years, but it is slow. Where is it going?

1 Teachers at our school are just beginning to look at them and see how they fit into our curriculum.

1 We have been hearing about it for awhile. We need time to get it all implemented. It is hard when you are teaching.

1 Everyone is working constantly with the Iowa Core, but with constant changes made and revisions it takes time for deep understanding. We have teachers who teach social studies and that is still in just grade spans.

1 Teachers and administrators do, but the legislature that passed it had no clue of the future issues it would cause. Much more work and the same time and pay to do it in.

1 Everyone's aware of the standards and uses them effectively.

1 We have been shown the Iowa Core Standards, but haven't been given any time to see how they apply to our curriculum area.

1 The standards can be interpreted differently by different teachers, i.e., standards do not necessarily create better education.

1 As a teacher I have seen an introductory power point on the Iowa Core - I've gone on line to read about it and printed it off myself. After teaching in another core standard state I know it is not the end all cure all. There was still great deal discrepancy from district to district.

1 Special education teachers implementing the Iowa Alternate Assessment have a good understanding of the Iowa Core.

1 There is a severe lack of time to have a deep understanding. We are aware of and are working towards the DEEP understanding. There is a lot there and teachers are still trying to teach using new strategies.

1 We haven't worked with the Iowa Core enough. This is not something that happens overnight. Teachers need PD time to learn these things.

1 I have, personally, been to the AEA training in the Write to Learn portion. I did not feel like it did anything to assist me in understanding the Core Standards.

1 There does not seem to be a consensus about what we are all to be doing. We are to be using technology and our school cannot afford to buy technology. We have 1 computer lab and 1 mobile lab and that simply isn't enough. We are told this will be coming with Iowa Core and this will be coming or is in place with something else. We can't keep everything straight much less relay that information with fidelity to our students.

1 DEEP is the operative word. Our building is moving forward to ensure that teachers are connecting their assessments with the Iowa Core Standards.

1 The IA Core Standards are not even finished so how can teachers and admin. have a deep understanding???? The state has not even told us what they want.

1 The Iowa Core/ Common Core needs to stay consistent and not keep changing.

1 The basics have been discussed, but so much of the information is still focused on the National Standards and No Child Left Behind.

1 We have been working toward this goal but I can not say that there is a "deep" understanding.

1 We are a small K-8 school (approx. 200 students) with administrators that keep us informed and involved.

1 I would not say all staff have a "deep understanding" since it is still relatively new and most people have had little professional time given to delve into them. It is fairly hit and miss on how much each individual really knows at this point.

1 We are currently going through the Iowa Core Standards implementing the I-CAT individually and then will collaborate with grade level teachers.

1 our school teachers are fully aware of the need for the Iowa Core and make it a part of the daily

School
Administrator

- 1 Most teachers are engaged in Iowa Core during monthly staff development meetings.
- 1 Teachers are currently completing the Iowa Core Standards using I-CAT individually and then will collaborate together by grade levels.
- 1 Our school district has had extensive professional development opportunities regarding the Iowa Core Standards
- 1 Not when dealing with language acquisition and the rate in which students grow and how to accommodate these children in a fair and equitable manner! I feel most principles (in the Council Bluffs area could care less in the bigger scheme of things)
- 1 The Iowa Core Standards are in their infancy as far as being delivered to the schools. The "rules" are ever changing and our AEAs are having trouble keeping up with the demands to service our schools. No one, from our legislators, to our administrators and teachers, seems to have a good handle on what the Iowa Core Standards actually cover.
- 1 All teachers at our school district are aware of the need for Iowa Core and have studied it extensively. We get bombarded with changes all the time. We spent so much time working on the last set of standards, and now we are told all that work was for nothing, and we are going with Iowa Core. It's hard to believe and buy into this set staying around.
- 1 We have some excellent educators who have made the Iowa Core a priority and we have others that have not. We have provided PD, Moodle classes, etc. But the Iowa Core is way too big for anyone to fully comprehend.
- 1 I would say the Iowa Core Leadership team has a better understanding
- 1 We are just beginning to teach them. We know them on a knowledge level, but are not sure we understand what each of the standards are asking of us as educators and of our students as learners.
- 1 Our staff have a general overview of the standards. We are beginning the work of determining the learning progressions in math and literacy which will help provide the deep understanding necessary to fulfill these standards.
- 1 The understanding will continue to grow as staff continue to work with the Iowa Core.
- 1 This past year things slowed down with the uncertainty of direction of the new State admin. We probably lost a good part of a year during the transition.
- 1 The District Iowa Core Team has been spending a lot of time working with teachers on the Iowa Core. We are slowly getting there. Professional development time has been built in to this year and next years calendar so teachers and administrators can continue our Iowa Core work.
- 1 There are pockets of deep understanding. How does preschool fit in? Will they be fine tuned to be GRADE level, not grade bands?
- 1 We need a common way to lay out the core.
- 1 The state's "roll-out" of this was not a positive.
- 1 Teachers have an understanding, have knowledge of essential concepts and skills but have a hard time understanding what is meant by the indicators. They are written in such a general format that it is hard to know how they play out in the classroom.
- 1 It will take a lot of professional development time to process the standards, develop learning goals and success criteria. There are many initiatives from the state and simply not enough time to do them all well.
- 1 Our district has been studying ICC and CC standards as well as the Effective Instructional Strategies. While 100% of our teachers are not at the 'deep' level, a good portion are.
- 1 Need the standards and benchmarks explained or a list of what meets the requirements.
- 1 The Iowa Core Standards implementation has been a long and messy process. The very name presents public misconceptions. Its evolution over time has also taken away from its central purpose.
- 1 The core was brought on in a very knee-jerk manner. The trainers did not know their information, and hence the attitude for attending such training session was hard to support.
- 1 All of us are still in the process of learning about the Common Core.
- 1 We have just begun to dig into creating learning progressions, learning goals and success criteria for the Iowa Core standards. We have been following the guidelines from the AEA regarding Iowa Core timelines. When this work is completed, the understanding will be there.
- 1 Most school districts have an understanding, however not deep understanding. The understanding varies from primary to secondary with secondary having the greatest understanding.
- 1 We have been working with them for quite some time.

	1	standards and benchmarks for staff. They are working diligently to get the Iowa Core work done.
	1	They have an understanding, but not a deep understanding.
	1	We are working on them in conjunction with our Pro. Dev. on CGI.
	1	We are just working on this--full implementation for K-8 is 2 years away. Even at the high school level, it was emphasized that implementation meant working on our plan. I believe most districts are a couple of years away from "deep understanding"
School Board Member	1	
	1	we have dedicated some of our professional development days so our staff understands
Community Agency or Organization	1	What do you mean by "deep"?
	1	Our district has no real system in place to test whether the core standards are implemented effectively and consistently. There is no teacher accountability.
Area Education Agency	1	I would say they have a surface knowledge base of the Iowa Core Standards
	1	I am not sure about this. I would use more inservice. I don't think until you actually start working with it, you can get a deep understanding. I don't see it a lot different than our current way of following standards and benchmarks.
	1	Teachers are aware that their are national standards, but do not use them to teach. We need to embed the core into our daily bases. We need to post learning goals, objectives and success criteria, so everyone is on the same page.
	1	This varies significantly from district to district
	1	Knowledge and implementation of the Iowa Core Standards is an ongoing process
	1	Even though there has been overviews, I think there still needs to be more training.
	1	Many are just beginning to become more aware. Curriculum consultants have a deeper awareness I think the majority of teachers are at an awareness level.
	1	In the schools I serve, teachers are beginning to become familiar with language of the standards, but they do not yet have a deep understanding of what it looks like in student performance, or the type of instruction necessary to ensure that ALL students actually MEET the standards.
Higher Education	1	I know that teachers and administrators have attended in-services, but I don't know if this equates to a "deep" understanding -- that takes time and support.
Other	1	Districts have begun to scratch the surface, but the teachers still don't have a deep understanding of the standards and how the curriculum will change because of it.
	1	Only the leadership group in each district has a strong understanding
	1	The core standards are fine, but we need to understand that every child will progress at different rates and these benchmarks are only a snap shot in time.
	1	My concern, relative to the district where I live, is that teachers focus on their achieving students and lower the bar or disregard the low achieving/low SES students. They focus on the high percentage of higher achieving students by being proud and yet they still do not really challenge this group.
	1	As long as the state/feds don't keep changing the standards they can develop and gain proficiency. Education bureaucrats tend to change targets so nothing can be internalized.
	1	There are elements in the Iowa Core that should be core to all education.
	1	right now, certification for paraeducators is voluntary and paid for by the paraeducator
TOTAL	104	

Please share any additional comments or feedback you have regarding Principle 1: College- and Career-Ready Standards for All Students.

What is your relationship to K-12 education?
 Count Comment

Parent	1	Testing for all students is misguided at best. There will be many students who don't prepare/don't care to take a college entrance exam and this will squew the resulting measure into meaninglessness.
	1	We need kids to be proficient at a level that is appropriate to their career or continuing education choice.
	1	There is no one size fits all education. I think the sad thing that is being left out of the standards is in the area of daily living. Given the crisis that we face today in financial matters I find it hard to believe that we are still focusing on Algebra equations instead of basic money management skills. This is what has happened since no child left behind. It seems that all courses are taught with the intention of students going to college. I personally would like to see more career and vocational choices for students instead of just college bound courses.
	1	Achievement of students should not be put on the backs of educators alone. Parents need to have an accountability piece and should be addressed when they aren't fulfilling their roles.
	1	Not all students need to attend a 4 year college. Unfortunately some of the programs in schools that would help prepare students for technical fields have been cut in recent years. Also, the standardized test emphasis does not help with what happens in the classroom up to the point of the tests. We have cut programs and staff that were instrumental in providing early intervention and small group interventions. We don't need to invest additional funds in tests, we need to invest in programming and staff.
	1	This doesn't come from sitting in a desk. All youth need opportunities to build relationships, network, address soft skills, etc so they can not only be ready, but be connected. Success isn't what you know, but who you know. Their teacher isn't going to be getting them a job unless they are going into education.
	1	The video was hard to understand. The voice level was low, and I had my volume at 100%, normally I run it at 50%. Also, it would cut in and out throughout. I feel the students need to be offered the higher levels of math, physics, chemistry at the high school level.
	1	The students in our school are already college and career ready. If proper teaching methods were utilized, these students would be even better prepared for college and careers.
	1	I feel our school is already able to fulfil the needs of these students.
	1	Our schools operate as if all students will attend a four year university after college. They ignore and denigrate technical or vocational training for students.
	1	Should there be such an emphasis that all students go to college. We have 6 children. They each have different talents and abilities. Though all of them are intelligent, not all of them are academic. As research indicates, there are many types of intelligence. We do a disservice to only emphasize academics.
	1	The materials are so global. They sound good, and yet I'm worried that they truly mean something. When you talk about parent involvement, what do you mean? If you mean you are going to make all decisions and then tell us how it will be, then we are not really involved. We must be involved at all levels in a meaningful way.
	1	Requiring ALL 11th graders to take the ACT is the WRONG approach to take. Not all students are meant to be college ready. Some students will take paths to vocational ed. Forcing those students into taking the ACT may only increase dropout rates.
	1	All careers do not need college. I want my children prepared to go to college, but that is not the only path.
	1	I think the overall proposal is great, but they need to have the funds available to have the resources/staff to help the students meet/exceed the standards
	1	The proposed plan for working with secondary educators is excellent. These students need to know what is expected of them academically.
	1	Our school already fulfils the needs of those students.
Teacher	2	N/A
	1	There are all types of students and not all students will enter college upon high school graduation. The money spent on college-entrance testing for all high school students would be better spent on remedial services or advanced placement classes for all high school students.
	1	My concern is that not all students need to go to a 4 year college per se. We have many students who will do well in vocational education and technical post high school training. There should be similar career assessment tools for these students as well. Additionally, what is the cost to administer the ACT to all Iowa students? We already have financial problems without adding to them.
		I think that we all need more time in our day. Expanding curriculum, creating new lesson plans, trying

this work and also attend other professional development duties.

If the state requires all 11th graders to take the ACT test, then the state should fully fund this and should not take money away from other necessary programs to do so. High school should be given support in providing courses which give students the vocational training so that students who are not college bound leave school with employable skills.

We are in need of two different kinds of high schools college and trade school bound courses.

I am confused why we are adamantly moving to Smarter Balance if it is not fully developed yet. Also I would like to know if there are specific "career-ready" standards to go along with "college-ready" ..if so, what are they, if not, who will develop these and how will they be assessed?

It's a great idea. English language learners need more time in an ELL classroom than they get. They still need to be in regular ed classrooms, but they need support to get them beyond the hallway discussions into academic English. We also need to realize the differences needed for college vs. trade schools vs. jobs.

students should have the choice of whether they would like to pursue college-bound career path or technical careers at the high school level

I think we are DRIVEN to meet the needs of the college bound. I think our skills at providing career ready students (young adults who earn more than minimum wage and receive benefits) is lacking. you know, until you change the welfare system and the fact that the government gives a free ride to those who don't hold down a steady job and allows that poison to perpetuate through generations, there will be no reason for some students to become career ready as they see their career as collecting the monthly welfare check. Stop trying to fix the education system and focus on fixing the social structure of the way society works and doles out the tax dollars.

Not everyone needs a college degree for what they will be doing.

Not all students will go to college. Many will need a trade school. Going to college does not mean you will get a job. I think it is good to teach career skills to students.

I think that we need to get ALL students ready for whatever they do after high school. I think that we should be pushing Science literacy as well, just not English and Math.

Students still need to be informed and to set goals for their future.

I do not agree that all students will be ready for college without any remediation after high school. Teachers cannot control genetics or home environment. The expectations are unreasonable for students with disabilities. When do they get life skills taught?? Their success and growth will look different than a general education student. Right now, level II and III students on IEP's are sitting in my classroom for 45 minutes of math and reading core and the associate with them does ALL the work because they are completely unable to understand the content being taught. What a waste of their time! They should be with a special education teacher that specializes in meeting their needs most if not all day!

Some students need a lot more help than others.

Keep in mind, not ALL students are capable or willing to attend college or train for a career. Students need support from school teachers, guidance counselors and most of all family. Not all of our students have the luxuring of coming from a supportive home.

We focus on college ready and we only focus on our special needs students for career ready areas. Many electricians, plumbers, or other service area workers are needed for the future and they need to be well trained and experienced in tech. areas. We often leave this population out.

I do not believe that ALL student need to be college ready. I think that we are naive in believing that all students can/should be career ready. Some students need life skills training in hopes that they will be able to be productive in a small way to live an independent life.

Our students are NOT college ready! I think HS need to have better training in what the students will face in college to make better college students. If a student needs to stay out of college a year or so they should not be penalized in the income they made during that year. Some kids need time to grow up before going to college, but then they can't afford it, because they worked they don't get aid. Colleges also need to be penalized or take some blame if a student that got good grades in HS doesn't accomplish those in college. The college professors might need to take some of the blame.

In regards to "College and Career Ready", schools should not only focus on information related to college and potential employment, but also skills they will need (i.e. responsibility, respect, etc.)

Students come to school with needs far beyond the rigor of learning, they need food, manners, to feel safe, schools are overwhelmed with these needs as well as teaching

The absence of a need to re-teach students any materials as they enter college is a lofty goal. I see

levels...I'm interested in learning more about the "Smarter Balance".

1 All 11th graders should NOT be required to take the ACT tests. This is a waste of time and money. Not all students intend to go on to post-secondary education.

1 How does this fit with the alternate plan for instructors from other fields that has been proposed in the Governor's plan?

1 I think this is necessary since are kids just don't seem prepared to enter a 4- year college

1 I think this is a admirable goal for us to aim for but it will take some additional time and work on all shareholders' parts.

1 Not everyone needs a 4 year college degree for the area they are interested in

1 It should read "College OR Career-Ready Standards..." Not all students are meant to go to college.

1 I understand the concept of making the opportunity for all students to have an avenue to go to college, tech school, or in to the work force; but how will the special needs students fit in to this vision? How will you go about preparing them without setting them up for failure?

1 No comment

1 I think SAT/ACT should be a choice. The money spent on those tests would be better used elsewhere. We need vocational training for students who are not college bound. Europe has very effective job training for those who won't be going to college.

1 How will the we pay for administering the ACT to all students? Which program will lose funding in order to give these tests?

1 We are a K-6 district Parents need guidance on providing their child with opporutnities to make their own decisions regarding future career choices

1 When we realigned our curriculum 5 years ago, we already had this in mind so we are very positive and on board with it

1 Not every kid is college bound!! I have 5 children of my own. One has his master's, one is working on her master's, one was a hands on learner, therefore, was a jeweler until health issues took him out of the work force and one is a full time mother and loves every minute of it. We need garbage collectors just as much as we need auto mechanics, teachers, doctors and lawyers. Let's meet students future needs!

1 We need to let students and parents have the opportunity to work toward their goals of 8-2 years of college or trade school.

1 Special education students (especially level II and III) should be getting life skills that meet their needs and move them forward in their learning. Their success will look different than a general education student without special needs. Teachers do the best they can, but are not miracle workers and can not change genetics or home environment.

1 Many students receive special education services when they really need longer time in ELL services. State laws require students to be in ELL class for only 3 years, then they end up in special education due to a language disability. This takes away from students with learning, mental and behavior disabilities.

1 I teach in an alternative school with students who are far behind in necessary academic and social skills. They need more time devoted to appropriate social behaviors if they are to be "Career-Ready"

1 Why is it necessary for ALL students to take the ACT?? Not all students will go to school beyond high school. What about students in special education??

1 Why will all students be required to take the ACT if they KNOW they desire a career path that does not include college

1 Not every student has the abilities or the desire to go to college. Remember that helping each student to reach their potential is our responsibility, not making the state look good to whomever it is that "grades" our state education.

1 Not all students are going to go to college, however, all students will need to survive and be able to function in society. These are the skills we need to make sure our students possess before they graduate.

1 I don't think giving each junior the ACT will answer any questions about whether they are ready. The ones that are not interested will not rry and therefore scew the results, low aneeds to come up with a test that they need to pass before graduation but have them start in 8th grade trying. Look at MN model.

1 none

No all student will be attending college. In rural Iowa, many see this requirement as a road

School
Administrator

School
Board
Member

1 Someone needs to define exactly what is meant by College-Career Ready.

1 There is a perception that college readiness is expected for all students. Many teachers, parents and students know the reality that some are not college bound and this mis-match creates a lack of belief in the system from the beginning. I can't say what would a better way to state this principle.

1 We have been following the recommended timeline, which means that we are just now getting into the specifics of the standards. My only concern is that there isn't time for any of the instructional groundwork to be laid prior to the accountability piece being into place.

1 The key component is high-quality assessments. I agree we need an assessment that really notes how successful a student is in obtaining the skills.

1 It is very difficult to get all students to the college readiness standards identified by ACT.

1 The assessment piece does not look different that NCLB. You can call it by another name - or dress it up differently, but the fact remains that high stakes testing to "label" schools is not a positive motivator for improvement.

1 Businesses and schools need to have opportunities to work together to provide real world experiences for students in the college and career areas.

1 Common Core standards for all subject areas will need to be developed.

1 We have a hard time understanding the need to require all juniors to take the ACT. Don't want it to become an unfunded mandate.

1 In theory this is a great target. In the practical sense the DE will pass the buck and make the AEA's do their work. The AEA's will do their best to create something for the DE...but will it be what the DE wants? I doubt so.

1 It is nearly impossible to improve for for district ELL and IEP numbers when the students who reach proficiency are then taken out of the program. You are not then measuring growth

1 These standards, if mastered, will insure that our students will have the knowledge and skills to be successful in the workplace and/or in college.

1 I felt it was well conceived and communicated. I do worry that it may present a tilted slant towards high schools. Furthermore, it also may present a perspective that education is solely about career/college readiness. This could be a dangerous, slippery slope.

1 If all juniors are required to take the ACT, it will prove to be very costly to the state. I think this money would be better served in other areas.

1 I believe there is a need for students to have access to a Compass like test in addition to the ACT option. How does this differ from the Gov's position on Preschool in terms of the wealthy having the test paid for, as well as those with financial difficulties??

1 Research demonstrates that not all kids learn at the same rate. Somehow we need to move past the assembly line approach for student learning. Some kids need more than 13 years to have all the necessary skills to be college or life ready. Completion and graduation rates should be a piece of the accountability setting but I believe there needs to be additional time allowances for those students that need this. Then we should mandate the ACT requirements for college readiness requirements for all students, just give us the time without penalty or public humiliation.

1 Not all students in the eleventh grade should be forced to take the ACT. My guess is that the purpose is to quickly drive down Iowa's average score from 21 or so to 18. When that becomes "fact" the right wing will have more evidence for vouchers, etc. They will continue their attacks on public schools with "evidence" of failure!

1 I do have a concern about the ACT, but if we are not giving ITEDs 9th, 10th, and 11th grades may be worth the change.

1 We try to add career ed to many lessons here, however our students go to the public school for guidance classes.

1 Students should be given the opportunity to take either the ACT/SAT or the COMPASS test.

1 Please keep supporting us to implement Iowa Core. We've had nothing for a year now--just the front loading for administration. Training is needed!

1 Not all studnts are going to college and I hope "career ready" has these students' needs in mind as well.

1 Not all students are going to college so hopefully "career ready" includes students who are not going to college.

I do believe this part is a good thing. It is very important for each district to be able to measure all

Community Agency or Organization	1	Is it feasible that all students will or should seek college educations? Much of the governor's blueprint ignores vocational programs so "career-ready" standards are not being forwarded by the governor or the DE.
	1	It is an area overlooked and does not begin early in a child's development. Traditionally we wait till middle or high school to introduce these concepts. We need to do it at the elementary levels with more intentionality and purpose.
	1	Not all students are college bound. Where is the support for those going into the skilled labor fields? In requiring all students to take the ACT's is a waste of time. Some of these students haven't taken the curriculum to prepare them for the tests, some students really have no desire to go onto college, some students don't have the funds to go onto school (University of Iowa costs around \$16,500 a year) Let's be realistic, the only thing that will come out of forcing every kid to take the ACT is that the results will lower the overall average. Don't kid yourself that "they may surprise us". There will be no surprise and it's a total waste of time.
	1	Career Ready and College ready should not be confused...and you seem to be doing it here. Ready for additional continuing education (college or vocational or internship or specific skill development training) would be more appropriate. Like the skill/career assessment element, but frankly not all kids and their skills are served by traditional college.
	1	We all wish for students to be ready for the workforce and/or college upon graduating from high school. I appreciate the opportunities for high school students to obtain college credit for classes prior to high school graduation.
Area Education Agency	1	Developing standards for non-core academic areas such as the arts, foreign language, physical education, etc. will help bring those teachers into the conversation.
	1	n/a
	1	I think there needs to be more planning for special education students to help with transition from high school to life.
	1	Continue to stress college and career ready. Certainly need increased parent engagement starting and understanding at birth and along each child's educational journey
	1	I think our special education students need more focus on transition. I also think our non-college bound students need more focus on transition.
	1	We need to make sure that our curriculum is geared up to that first year of college. College level also needs to understand that students are not just another number and understand the learning of each individual.
Other	1	What do the Smarter Balance assessments look like? What HS end-of-course exams will be used? Will that be a district/school decision?
	1	why "and" there are students who know and want to go into the trades. Those going into the trades need the basics concepts in math, reading, geometry etc.
	1	At Polk Elementary each grade level works on this daily with all our students.
	1	Career-Ready does not make sense. Our country needs people who can be successful at the technology jobs out there. This work often needs at least community college prep, which includes good math skills. We do not know how to teach math. We dismiss the non-4-year college bound student with respect to math and yet this is a group that often is made up of good problem solvers who could do the math if they were taught correctly.
	1	Great idea - as long as everyone realizes that not all students are suited for College and we support FULLY the non college career path choices of students and prepare them for a non-academic program, where necessary.
	1	We can't bunch student into one category. Not every student will go to college. So standards need to be set to distinguish what would be the best path for success for every student. No one size fits all test is going to be an accurate measure of every child taking the test
	1	There needs to be a clearer message and understanding that taking a college track is a path that allows one or more jobs (careers) and still allows for higher education. It is not one or the other.
TOTAL	108	

The accountability model that was presented was easy to understand.

Teacher	3	41	23	5	11
School Administrator	2	20	12	3	1
Student	0	0	0	0	1
School Board Member	0	4	0	1	0
Community Agency or Organization	0	1	2	3	2
Area Education Agency	0	8	0	0	1
Iowa Department of Education	1	1	0	0	0
Higher Education	0	1	1	0	0
Other	0	3	4	1	1
TOTAL	7	91	47	18	20

Comments on Question 5

What is your relationship to K-12 education in Iowa?

	Count	Comment	
Parent	1	why do you need the waver -- this is not addresses . why?	
	1	There are details to work out, however it appears to be a good start.	
	1	I have not seen it. If we are taking about accountability we need to really start to look not only about student accountability, but parent and STUDENT responsibility.	
	1	It's confusing.	
	1	I understand it but I have a masters degree in education. People without a background in the field would not necessarily understand it. Accountability should not be a driver to change.	
	1	Where was this information at?	
	1	The program in force at this time is sufficient if it is properly adhered to. If schools shouldn't be held accountable, who should?.	
	1	Sigh. Just more hoops! I believe in accountability, but I believe it is best handles on the local level. Big government makes wide sweeping mandates that are easy to put tally marks by, but which don't always produce the desired results.	
	1	Families will not understand that or how they can influence it. That needs to be futher developed and trained upon.	
	1	Way too complicated for average lowan to understand.	
	1	I am not sure what presentation you are referring to.	
	Teacher	1	I don't know about this.
		1	Easy to understand but not attainable
		1	Where did the .8 percent come from? More sessions need to be presented so more educators will have the time to attend sessions
		1	Easy to understand but other problems with the model.
1		Using a printed copy of the powerpoint made it easier to understand.	
1		I know nothing about this.	
1		Maybe to the designer	
1		I don't fully understand the model. Are districts already ranked? If so, by whom?	
1		What instrument(s) will be used to assess the achievement levels? Why is a second measure required, but not recognized today?	
1		I am not sure of what accountability model of which we speak. This shows a lack of understanding that needs to be clarified as I consider myself to have some idea of the principles.	
1	What accountability model? DON't know what that is.		
1	I see many good teachers struggle with knowing we don't teach a test we teach subjects, but as we get penalized for poor performance I know good teaching may not win out as the right strategy...		
1	I've never seen the accountability model.		

1 evaluation works. There are about 70% of educators in non-tested areas. How will value added models apply to these teachers. I attended a Waiver meeting at Prairie HS a few days ago. By the end of the presentation, state officials were answering "I don't know" far to often. If I presented an educational plan to my school board and had as many unanswerable questions, they would think I was unprepared.

1 I DISAGREE THAT LOW END STUDENTS WILL HAVE TO INCREASE ONE YEAR AND REQUIRED TO GROW ADDITIONAL TO CATCH UP WITH THE OTHERS. WHAT ABOUT THE STUDENTS WHO SCORE 99% AND THEN THE NEXT YEAR DROP. THEIR SCORES WILL HURT THE SCHOOL CONSIDERABLY.

1 I would like to know if student growth is an integral part of the new plan for student achievement in Iowa, how do we measure growth at the third grade level when testing does not begin until third grade?

1 I feel I understand the model adequately.

1 Easy to understand, not considered to be an

1 It is understandable. Not sure yet how the ELL, IEP, and other groups are in this design. Subgroup or something else.

1 I believe students and parents must be a large part of this equation. Do all parties involve believe this is important?????????

1 It is clear that teachers will be punished under this new model, it's just unclear HOW they will be punished.

1 This needs to be really understood by all involved. Is it fair to have students move to a lower level just because they don't do as well as the year before if they are proficient. Should the school be punished for that? That is a lot of weight on ONE assessment, ONE day, during One year.

1 How can we check our school right now?

1 I thought it was too vague.

1 It is just like most information from the State, which is very vague and open to interpretation.

1 did broad overview and didn't see how evaluated

1 I am not familiar with this model.

1 What accountability model are you talking about?

1 The presenter at the ICN session I attended explained it clearly.

1 Broad terms were used with little details as to implementation.

1 It was easy to understand, but will be difficult to achieve. There are other problems facing students that cannot be improved by teachers and cannot be assessed by a single test.

School
Administrator

1 the new categories are confusing.

1 I'm ready to stick with No Child Left Behind!

1 I do like the four quadrants of performance.

1 I understand how to get the achievement score. When factoring in the attendance, participation, graduation rate, and college readiness is that an average of those 4 percentages? To find the total score do you multiply the achievement by .8 and then multiply the average of the other 4 scores by .2 and then add together to get the score?

1 Hard for the public to understand this concept. Complicated formulas are hard for the public to understand and grasp. What is the State doing to assist the LEA's to inform the public and educational personnel?

1 It takes a level of thinking that is a bit more complex.

1 The new accountability model is rather comprehensive in scope and not easily understood in a 2 hour meeting to discuss

1 The way it was laid out in the presentation was understandable. The question will be is it providing us the information we need to determine that our students are learning.

1 Somewhat easy to understand, but we don't have the norm tables yet to know what expected growth is. It is hard for teachers to set goals if they don't know the expectations. What resources will you make available to make the expectations clear and easily accessible

1 What is the formula to calculate the student achievement score? Totally unclear

1 Overall, the measures used to determine the ranking of the school was clear.

1 Will a State ranking of buildings and/or Districts create more harm than good? Will it serve similar purpose as the "in need of assistance" designation through NCLB??

	1	improvement. We work for the kids, not a label. Measuring the quality of a school based on lower order thinking skills is beneath or state. School's in Iowa focus on High Order Thinking Skills. Our assessments are not aligned and therefore should not be used to "Rate" schools.
	1	Need more details.
	1	I would need more explanations of the point basis for getting to the 85 points needed for proficiency.
	1	It is just another numbers game the DE is playing. I understand it, but parents, community members, board members and teachers will have a hard time.
	1	I think there are still lots of questions, but I think that, overall, this accountability model is more in line with my personal educational philosophy and solves a lot of the "issues" educators have had with NCLB.
	1	Seems to be easy up front. Once we start calculating it with our own data, I am sure the questions will surface!
	1	Would like to see what the district-specific data says now.
	1	I understood the model and in theory, agree with it. It does provide students and school districts alternatives to satisfying AYP. However, reporting mechanisms need to be simple, streamlined, and efficient. When presented to our local school board, the consensus seemed to be that it was a very bureaucratic, inefficient tool that was extremely difficult to communicate to the public at large.
School Board Member	1	Most of the model was easy to understand.
	1	Most of the model was easy to understand.
Community Agency or Organization	1	The State of Iowa has successfully developed an accountability model that is just as confusing and unfriendly as the NCLB model.
	1	Where's the accountability for parents?
	1	Why
Area Education Agency	1	Is the model run separately for reading and math? Must a student be proficient and making growth in both math AND reading to receive one point in the model? What about the student who falls into different quadrants for each subject?
	1	Good information for all educators
	1	Generally speaking. It will be helpful to provide some examples and scenarios on the DE website.
	1	Need efficient and effective data systems funded by the State that also includes a dashboard so data is at our fingertips and easy to access and utilize
	1	I am not as familiar with the models. Therefore, it is difficult to answer until I can become more immersed.
	1	Administrative need to make sure they understand it is going from N=30 to N=10, be aware it is for all schools, and lastly I was wondering if the Achievement score is a combine score for math and literacy or is a separate score for both of these?
Higher Education	1	It is understandable.
	1	Not sure about the quadrant's % and points.
Other	1	understand--yes; agree with--no
	1	It sets Districts up not to succeed from what I could see.
	1	The formula seems to be a complicated way to place a school in a performance category.
	1	Accountability is a very poor measure of ability or success. Students come into the classroom with a broad range of skills and experiences. Holding student and teachers to preset standards that only measure what the test wants to measure is not an accurate way to assess ability or potential of either teachers or students.
TOTAL	79	

The accountability model provides a fair appraisal of student proficiency and improvement.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	1	9	4	6	6

School Administrator	0	18	10	5	4
Student	0	0	0	0	1
School Board Member	0	3	1	0	1
Community Agency or Organization	0	2	0	3	3
Area Education Agency	1	6	0	0	2
Iowa Department of Education	1	1	0	0	0
Higher Education	0	0	1	1	0
Other	0	0	3	3	1
TOTAL	3	56	45	37	37

Comments on Question 6

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	It only allows schools 10 more years to come up with ways to defeat the system. The accountability should lie with the schools to get their "houses clean", by making sure that teachers are actually TEACHING, not just babysitting.
	1	Too generic and too many "good" categories 4/6 (exceptional, high performing, commendable, acceptable). Should be 5 categories high performing, commendable, acceptable, needs improvement and priority
	1	Puts too much accountability on teachers and none on parents. Lack of parent support needs to be addressed, parents need to attend parent-teacher conferences, sign their child's planner that acknowledges they know what homework their child has, and should be called out by the administration when they aren't fulfilling their parental duties.
	1	One high stakes test, one day. Same thing, different day. High performing students can be viewed as not meeting standards if they fall a few percentage points from year to year on that one test.
	1	Accountability measures are inherently biased and subjective. Measuring kids to death isn't helping them successfully prepare for adulthood.
	1	Tests of Iowa Basic Skills have done a good job telling us what we need to know.
	1	Research shows that retaining students is not a correct principle. Rather than having a negative reactions, why not invest in the positive. Retention is very expensive. Let's use the money for smaller class size- more teachers per students etc.
	1	I would have to understand how the calculations and weighting were arrived at to know that.
	1	It still leans way too heavily on standardized test scores.
	1	Where was this information at?
Teacher	1	It seemed alright as far as student proficiency is concerned, but bad in that teachers will be punished for students not achieving. Soon you would run out of teachers...
	1	You are still only using ONE assessment? Nothing else is being taken into account.
	1	IEP students will never catch up. I like the fact that growth is taken into account, but these children may keep falling behind.
	1	As to the portion of the model considering attendance, etc... This fails to take into account many facets of our students- home issues, DHS involvement, illness/legitimate reasons for absence, etc... Requiring administration to apply for "waivers" for these things seems punitive, costly, and not an efficient use of time.
	1	Too many details are omitted to arrive at a precise opinion.
	1	I like how it focuses on GROWTH!!!
	1	I think that the stakeholders may not have been considered when the model was developed. Are the rank and file teachers being asked for their input?
	1	goals were unrealistic
	1	Crazy to think that you can "pin-hole" all students / schools in to the same model.
	1	we are feeling these goals are going to be hard to reach for every child

Students performing at upper high levels may possibly not make a year's growth. Students in subgroups may not make a year's growth and it has NOTHING to do with the general education teacher. General education teachers should focus on the general education students. Other students not proficient should get additional support, but not at the burden of the classroom teacher that is already trying to meet the needs of 25+ students. Train and/or hire more special education teachers and pull out students not proficient to receive extra targeted instruction.

The achievement that you require is not attainable for all students.

I like the idea of keeping track of student achievement and improvement, but standardized test scores should only be a part of that assessment.

This is not reality---unattainable goals

When students are proficient at a high level there should be allowed some movement within a band of scores that do not set them in the low performance score.

Everyone wants every child to grow. Levels of growth are expected of all. However, children live a "real world" with many distractions that may affect that one day that "you" want a test to determine their future.

We don't have any experience with the Smarter Balanced Assessments that Iowa is considering.

In this model, there will always be a school-in-need-of-assistance. There's always a school that will be at the bottom because the accountability is based on comparing schools to each other, not the progress individuals have made in academics.

Students are evaluated using one test which they typically don't care about. How dare the government evaluate the effectiveness of student learning on a test that doesn't even measure their learning but more so their ability to read and reason.

I do not think it is fair and accurate for students with disabilities

Those who score at the top are not going to show improvement and those who struggle with learning might not be able to show much improvement.

The rating of students needs to be looked at more carefully. I truly believe it is wrong to think a student is only worth 1/2 a point if they achieve in the 90's but may not necessarily have a full year of growth. I strongly feel that if a student is achieving at the 90th percentile or better they deserve a full point in the scale. We are doing a disservice to those students who are going well above the norm but may not have a full year's growth from the previous year even though they are well above where they should be.

Student improvement and proficiency is not something that is easy to calculate.

There isn't anything in concrete so I don't know.

First of all, I assume that the 6 school ranking categories have already been hypothetically applied to Iowa schools to see how the rankings would be distributed on a possible bell curve. Additionally, the federal government requires only three. Additionally, the Smarter-Balanced Assessment has not been developed yet. I have heard from Kevin Fangmann that the actual development will be let out on a bid type process. I can see big \$\$ for Pearson or ACT. Again, the devil is in the details, and the materials provided to the public in the ICN Waiver meetings was sketchy.

I have concerns if we are jumping into all 11th graders taking the ACT and assuming that alone is a sufficient measure of "college-readiness."

The accountability model was not a fair appraisal because it did not take into account student's disabilities, home life, and other problems. We are feeling that these are unreachable goals. Level of growth is going to be different for each student. Some students will not make a year's growth.

the measures were not clear. I do approve of the growth model.

How is every child going to make a year's growth? You do not take in to account the family demographics, economy, and school demographics. We strive for every child to have growth but to expect all children to grow one year is not realistic. One test-no change from No Child Left Behind.

It still relies on out-of-context testing. Students see little personal relevance or motivation for showing their best effort. Current testing is annual rather than continuous and does not provide timely feedback to the teacher or student.

might work in a perfect world but not in this world---does not take into account that we are humans and not robots! Not attainable!

Students will not always grow, but for some they will maintain and this should not be held against the school

In a perfect world I agree with wanting every child to succeed but the student life is not taken into account. There is only so much time in a school day and what is achievable by every child no matter the circumstances. The goals that are required for growth, etc. are unrealistic.

1 see on standardized assessments due to their scores topping out regularly. Also, there does not seem to be recognition that not all students put their best effort forward. Schools and teachers are being held to standards that we do not have control over. Parent and student accountability needs to be knitted into the requirements. If students do not participate in the learning process, their learning suffers regardless of how many assessments we give them or how many regulations schools and teachers adhere to.

1 These goals cannot be reached. Not all students can succeed at high rates each year, especially special needs students. Also, how can a student that is at the highest level keep improving by a full year's growth?

School
Administrator

1 see other comments

1 This model allows for those districts with minimal sub-groups to be held as "star-models" and is biased against larger more diverse districts with all 10 sub-groups. How is that fair? Many homogeneous districts already are at the 85% and will stay there due to their demographic and not growth year after year.

1 Like the fact that they are not just relying on the standard assessment results. We are concerned with the sub groups of just 10. Too easy to identify students in those sub groups. How is this going to be a usable plan in the next four months?

1 Again, it is a numbers game you are playing. Either we do or we don't make AYP. Having the different performance categories is a joke.

1 Appreciate efforts made to address both proficiency and growth; not sure that 6 categories are necessary to measure how districts are performing

1 It is better than the current model, but still too much weighs on the separate sub-groups. What about students in more than 1 sub-group. A minority, ELL, low SES person still counts 3 times against the district/building. Each student should not count more than once

1 I agree. It seemed more fair/honest that simply stating "not proficient" or "not meeting AYP."

1 Primary emphasis should be on growth vs. achievement

1 I disagree with the subgroups N size of 10 for a district. For a smaller district, one student can skew results by a large amount (say, 10% if they are 1 out of 10) vs. a larger district where that same student would affect their results in a minimal way (say 1 out of 30 for 3%). That's unfair to small districts. It also makes it impossible for a school with, perhaps 1 student in a subgroup, to receive a high ranking in classification because they are "thrown in" with the district's subgroup. It seems that this plan is as rigid as NCLB, it simply pushes the target date back. Another downside to this N size is that, in a small district, students in certain subgroups are easily identifiable. If they are the reason for which a school or district receives a lower classification, there could be unintended negative consequences for those students and their families for others in the community.

1 I don't feel that testing children to death is the way to improve education.

1 Need more details.

1 Growth and proficiency is optimal. I am not clear on how we measure proficiency with students who have disabilities.

1 This system makes it much more difficult for small districts to be categorized as a successful school due to the n size of 10. For example, if there is 1 student out of 10, that is 10%. However, 1 student out of 30 is 3%. That's a significant difference!

1 This is tough because of the sub group labels. For example, once an ell student is proficient, we stop counting them in the ell subgroup. Thus, as we do a good job of exiting students from the program (either esl or special ed), we are changing our level of proficiency in that sub group to the negative. I think that's what makes the accountability model unfair--just the subgroup trajectories.

1 Quit comparing one school to the other. Every community is different and the population that lives there is different. Some communities attract lower performing students because of available housing and employment. Some schools gain a better population of students because of proximity to larger districts that struggle academically, or athletic opportunities are better in the other district near by. The main factor looked at should be growth.

1 IT appears to be a better indicator of student progress towards career and college ready.

1 How would we know, show us a rubric but don't have the valid answers to how it works? Regional meeting for administrators was highly unorganized

1 It is never fair to base the majority of students' proficiency on one assessment- especially a norm-referenced test.

	1	I believe those students that score in the mid to upper 90th percentile, should not be scored as a .5 if they continue to score in the 90th percentile. I also believe that the high/low and low/high areas should be scored somewhere between .66 to .75.
School Board Member	1	for the most part I do agree. But, what about those schools/students who are at the top right now. How do they grow from there? They would have a low growth and high efficiency, right? So for those schools who have a high number of students at the top they would only get half a point for them. Just doesn't seem right.
Community Agency or Organization	1	Implementation is too early to assess accurately the longitudinal results of the accountability model regarding proficiency and improvement outcomes.
Area Education Agency	1	Including information about the percent of students who are on track for college readiness helps to raise the bar beyond minimum proficiency. It is better to have a higher standard of growth for students who are not yet proficient, as a year's growth may not be enough for them to ever close the gap.
	1	If it will truly effect change and increase achievement, I guess it will be a good thing. However, if it merely gives schools a fresh set of rules and a fresh start it may just be more smoke and mirrors.
	1	n/a
	1	I did agree with Jon about giving students more recognition for scoring a full year + 1 standard error.
Higher Education	1	It seems to be a relatively "better" model, but I have some concerns that expect 70% for some schools may be too high without REAL support for both teachers and students. We need to recognize (not make excuses) the real challenges for students who have little or no support outside of school.
	1	Some of the best schools will never be able to be regarded as the "best."
Other	1	Too much emphasis is placed on the closing gap score.
	1	Again the one size fits all is a lousy way to measure every student. We need to be able to take students from where ever they are and find ways to help them be successful. tests don't teach and are lousy measurement tools for potential.
	1	We need to make sure that accountability is expanded beyond academics. A lot of students just don't excell on standardized or other assessments.
	1	With the mobility we have in this country, with the influx of immigrants, particularly persons from semi-literate homes, not all schools demonstrate the improvement/proficiency. If we compare districts who have different SES groups and different mobility stats, the comparisons make no sense and become UNFAIR.
	1	I do not believe that every child will be able to read at grade level and the model expects that student will develop at the same rate, We Know That is Not the Case!
TOTAL	78	

Student growth and proficiency should be weighted equally in the accountability model.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	1	9	2	9	4
Teacher	3	19	27	18	13
School Administrator	3	13	14	2	6
Student	0	0	0	0	1
School Board Member	0	0	2	0	1
Community Agency or Organization	0	2	2	1	3
Area Education Agency	1	5	2	0	1
Iowa Department of Education	1	1	0	0	0
Higher Education	0	0	1	1	0
Other	0	2	2	1	3
TOTAL	9	51	52	32	32

Comments on Question 7

What is your

K-12 education in Iowa?	Count	Comment
Parent	1	Growth is most important.
	1	The unintended consequence of artificially weighting growth (although important) is that it will create an incentive to depress the baseline or benchmark.
	1	Same as above.
	1	Need more ways of measuring student growth and proficiency.
	1	Growth for some kids is huge. Some kids will never be proficient. Likewise, some kids should be growing who aren't, but may never get picked up because of where they start. Don't know if your system accounts for these dynamics.
	1	All students need to grow, grow, grow. But not all come to a school on the same level. Growth would be the best for accountability for most students. There are some who will not be proficient, but not because teachers and schools aren't being diligent and working.
	1	I don't think a doctor is held accountable if their patients do what they prescribe. I don't think firefighters are held accountable if someone's house is on fire. I don't think police officers are held accountable if there's more crime. AIG gave bonuses to managers that failed to do their job properly during the financial crisis. Having my daughters scores determine if a teacher is doing their job is just scary to me. She may be having a bad day, doesn't care about the test, get frustrated and quit and a teacher should be held accountable for the attitude of my child that day of a test is just plain stupid.
	1	If a student is 98% proficient one year and then 97% the following, they have not shown growth but they sure are proficient, so of course growth and proficiency should be weighted differently
	1	I have been reading about how growth and proficiency models are not adequately applied to educators. There are too many variables, and frankly I see value added methods to be psuedo-science. Show me how it actually works!
	1	I think that the student should be given credit for showing growth. There has to be a way to show all the hard work spec. ed. students do in a year even though they may not be proficient or may drop in % but may personally make growth.
Teacher	1	Looking at my student population, we can't get all students proficient. For some, growth is a major accomplishment.
	1	Not all students can be proficient in all subjects. One single test cannot be the only measure of a student's proficiency. Not all students will make the same amount of growth from year to year. There should be more areas to measure growth and more than one test to measure proficiency.
	1	If a student is highly proficient, yet only show minimal growth from one year to the next, why should they be punished with a lower score?
	1	Student growth should be weighted more.
	1	Accountability measures should be numerous. There should be more than one test measures a student's academic performance.
	1	As a special education teacher, a lot of my students are not proficient. They can show growth though.
	1	Needs to take into consideration home life-----lack of parental commitment---Life is more than a test---needs more areas to measure growth---not just one test--- Growth may not be attainable for all students---they are not clones of each other.
	1	I think that schools get a full credit (1 point) for students that show either exceptional growth or high proficiency, not only for those who show both.
	1	There needs to be numerous accountability measures not just a test and attendance for elementary. One years growth rate is not always obtainable for the lower and higher end of the student population.
	1	a year of academic growth may not always transfer to standard test proficiency growth.
	1	We need more areas to show growth. Attendance and a test aren't enough.
	1	In the model they are not equal. Not sure what you mean by this. High/ high get a full point. 2 areas get 1/2 points.
	1	Student growth should be weighted more heavily.
	1	Some students, such as students with IEPs, are unlikely to make a full year's growth in an academic year. The reasons for this are many and do not always reflect a deficit in the teacher or school.
	1	Proficiency is not a fair account for students with disabilities.
1	Seemed just fine.	

1 grader was working at the Iowa grade equivalent of 7.5 and then the next year scores an Iowa grade
equivalent of 8.0 does this really mean we have failed that student because of a one time test taken
throughout the year. I am not in favor of this.

1 growth is more important in my opinion

1 Learners are unique, not the same.

1 There should be more ways to measure growth. Growth, as in a year's growth, may not be attainable
for the lower and higher ends of the student population.

1 If a teacher starts with a class in the bottom 10%, then brings them up to 75%, that should be
considered a successful year in anyone's book.

1 But only for unidentified students. Those with IEP's should be held accountable only to their IEP
specifications.

1 There should be more ways to show a years growth than just one test and attendance.

1 Proficiency should not be the only deciding factor in a district's success.

1 Again I state; you will never turn an apple into a pear!

1 The growth should be weighed on various elements.

1 Testing isn't the end all/be all for accountability and testing shouldn't be the only thing reported
too much stress on testing---accountability measures should be numerous, rather than based on one
day or one hour of that child's life

1 Growth should be the goal. It is not reasonable to expect all students to make one year's growth in one
year. There are valid reasons why some students fall behind.

1 Accountability measures should be numerous. One test should not continue to determine your future.
Even some of our great leaders have not been successful in college. Growth should be an
accumulation of measures.

1 There is no equality here, students are all individuals and must be accepted as such

1 The fact of the matter is that not all students developmentally are going to be able to be proficient in
these areas. There needs to but subgroup with exemptions.

1 Some students growth is not as much as others, if they are already knowledgeable of a subject. Their
growth will not be as large.

1 growth only

1 Showing growth with students performing below proficiency levels can be significant to both students
and teachers. It is important to acknowledge the effort students put into high-stake tests.

1 Some students will never be proficient, but they are making growth. Some are proficient, but not making
growth. We need the flexibility to look at individual children as well as the whole school.

1 Proficiency and student growth could very well NOT be equal. Once again, I prefer to see a model of
student growth for all and it is hoped that proficiency might then follow.

1 It's harder to show growth when you are highly proficient. What about the student who is scoring at
97%, then scores at 96% the following year? That's only worth 1/2 of a point?!

1 Student growth toward proficiency is what we are about....perhaps weigh growth more.

1 growth in the area of reading should be considered differently than in the area of math and sci.

1 I agree that it is helpful that we are focusing on more than just the non-proficient students. Again, we
need much better information on how teachers/parents/students will clearly understand what the target
for growth is

1 There are students who make the growth that they can each year and still do not reach proficiency.

1 What are you requiring for growth, year or year or more, what about those students who are
performing at the highest levels and it is not possible to perform a years growth

1 A student can make a year's growth but not be proficient. This progress should be noted.

1 I do not want to see a school negatively affected when a student drops from a 93% to a 90%.

1 Because the student did not show growth, they shouldn't be penalized because they are still far above
the proficiency level.

1 A student is remains highly proficient but doesn't maintain one year's growth should not drop from 1
point to .5 point.

1 I believe growth should be scored at a higher level. Given the fact that kids grow and mature differently,
the weighting should not be the same.

1 Not all children can learn at high levels. Growth should carry more weight than proficiency.

School
Administrator

	1	would not need to grow. Otherwise, how fair is this system?
	1	If a student is lacking in areas, excellerated growth would be a priority over proficiency.
	1	I am not sure if requiring students with identified special needs to make more than 1 year's growth is fair. Students are identied with special needs for a reason. Making 1 year's growth is difficult at times, making more than 1 year may be unreasonable.
	1	Not sure if equal weighting is necessary, but it should not be an all or none distribution
	1	Growth should be the main factor. Even that is misleading because we all know that kids learn at a different pace no matter how good the instruction.
	1	This is especially important for the subgroups.
	1	Once a student is proficient and maintains proficiency, shouldn't this be enough?
	1	Growth should be weighted more
	1	I disagree with a student at a high proficiency rate (for example, 98%) who the following year scores slightly lower (97%) being categorized as high/low (and thus earn 1/2 point) because they didn't show growth. That's an unreasonable expectation. I also think that a student who makes a year's growth should not be categorized as low/high (thus earning 1/2 point). Being highly proficient should earn a point, showing high growth should be worth a point, and students falling in between could earn the partial points.
	1	We have to find a way to connect K-2 in math and reading with a common state model in preparation for 3rd and to build a systemic approach.
	1	Every educator knows that students grow and learn at different levels.
School Board Member	1	I would think proficiency is the goal but certainly growth is very important as well.
	1	I think proficiency would be the goal although growth is important and should be considered as well.
	1	They do to some point. But as stated above, how can a student continue to grow when they are already at the top?
Community Agency or Organization	1	In many instances it is equally important for a student to show growth from one year to the next. This is specifically important for those students who have special needs and may not have the ability to be "proficient" as defined for regular education students.
	1	see comments under #6 above
Area Education Agency	1	I think "proficiency" is too broad of a term and is difficult to measure accurately.
	1	How will growth be calculated for 3rd and 11th grade when there is no testing required for the previous grade? What about students taking the alternate assessment? How would their growth be determined?
	1	need to give more credit to students that make more than a year +1 growth if we really want to close the gap
Higher Education	1	I think that student growth should account for more weight in the model. We take students where they are AT, and this is not often recognized in the current NCLB models.
	1	There should be a stronger emphasis on growth. And if this growth is measured within the year rater than from year to year, perhaps we could reduce the impact of mobility on this data.
Other	1	I still believe the model does not take into account the variability from one district/school to the next. One size cannot fit all.
	1	I would like to see some research to at least provide a rationale on how it should be weighted.
	1	Student growth on an annual basis should have the most weight.
	1	Every classroom will be a different situation. In high poverty areas and even in rural areas, students need to be taught the skills they need to succeed, but we will find that every area has unique needs that need to be addressed. Student growth will look very different in high poverty areas than in richer urbañ communities.
TOTAL	83	

What other factors need to be considered as part of the accountability model, such as parent surveys, staff climate survey, etc?

relationship to
K-12
education in
Iowa?

Count Comment

Parent

1

Parent surveys and staff surveys should also be considered. There are so many factors that are out of a school's control that weigh in on student performance.

1

independent or youth survey of the climate. School climate dictates so much for a student, including what they actually learn. I think engagement opportunities for youth outside of the classroom should be measured as well. Are they provided and are they quality?

1

Whenever we can involve parents in their childrens education the better. They need to understand these policies. Parent education is very important. Knowing where the teachers stand is always to be considered as well. If they aren't accepting of the policies they aren't helping the school.

1

Parental involvement, poverty levels etc.

1

Both parent and teacher surveys

1

Climate is of sublime importance! Steven Krashen has showed over and over how our "Affective Filter" impedes our learning. Much scientific research indicates that how a student feels about the school, teacher, classroom, and classmates dramatically affects their ability to learn.

1

Parent surveys should be ALWAYS a part of evaluating education. Think about the discussion of school in Finland at the Summit. There, the school is the hub of the community. Here, it is not always that way. Parents must know enough to share and feel welcome to share and school systems need to listen to what parents think to better shape what they do and how they include communities in their work. Parent surveys should not be completed by school or AEA staff. Too many parents do not trust those entities.

1

Student readiness to learn

1

If parent surveys are included, the results and the percentage of parents that completed the survey should be included in the accountability model. Also the school should be held accountable or demonstrate how they are actively engaging parents in their child's or children's education.

1

no comments

1

Whatever happened to the old-fashioned PTA meetings? Now we have Parent Committees wherein the teachers can't be "ganged up on" and called to task. at the committee meetings, school staff quickly embarasses or otherwise stifles anyone who disagrees with a plan they want implemented. Surveys are a waste of time and paper. Most people don't even bother to fill them out.

1

Parent input on things like surveys has been given lip service by schools for years. I have little faith that information from surveys will be used for improvement or change.

1

One major challenge for accountability with teachers will be the sheer number that report to administrators. Who will administer reviews that provide indepth feedback for improvement....and how is teacher performance measured. It will be time consuming.

1

If you are talking about accountability some student input would help.

1

MAKING PARENTS ACCOUNTABLE FOR THEIR CHILDS ACTIONS AND SCORES. IF A PARENT IS NOT ATTENDING PARENT-TEACHER CONFERENCES THERE SHOULD BE REPERCUSIONS FOR THAT LACK OF SUPPORT. STUDENTS SHOULD NOT HAVE TO PAY FOR THEIR PARENTS LACK OF SUPPORT, IT SHOULD BE AIMED DIRECTLY AT PARENTS. REQUIRE THEM TO ATTEND PARENTING CLASSES, REQUIRE THEM TO GO TO THE LOCAL LIBRARY WITH THEIR CHILD ONCE A WEEK, REQUIRE THEM TO PAY MORE IN REGISTRATION FOR THE EXTRA HELP THAT WILL BE REQUIRED.

Teacher

1

I'm not sure.

1

student, teacher ratio length of time a teacher has taught staff climate survey community survey

1

Parent surveys and climate surveys are both good ideas, but a school or district should not be penalized if the parents won't participate.

1

Yes, parents need to get more involved. Without their support schools cannot be successful. Teachers are already DOING all they can. Parents need to help out and be a large influence on their students.

1

I think the ability of the child needs to be considered. Some children can't, because of a disability, learn as much as other students.

1

Language Levels for ELL students

1

Some parents are not doing their part at home. I see teachers going above and beyond whats necessary to fill in the gaps that parents leave. I see good teachers struggling to do it all. Be teacher, parent, disciplinarian, nurse, counselor...

1 Parent surveys and climate surveys are important information. Keep in mind that student effort and
perceived importance in education play a factor in accountability as well.

1 I think that parent surveys are often based on teacher popularity rather than teacher effectiveness.
Teachers need to be popular and effective! I'm not sure what you mean by staff climate survey.

1 Parent surveys are OK, however "Parent Trigger" models again need to be further looked at.

1 How would staff climate surveys be used?

1 surveys would be good, just don't rely on testing as the only measure

1 school size target groups ELL population

1 students different ability levels should be taken into considerations

1 I believe that a more accurate picture of the school would be presented if the school could drop one
student in each classification. With stratifications of only 10 students as opposed to the 30 in ESEA,
one student can disproportionately skew the results.

1 The size of school districts should be considered

1 That this will not work. We are professionals, why don't you treat us as such! Only I know what's best in
my classroom!

1 Much more parent involvement.

1 School size

1 If a student consistently performs well, that student should not be penalized if their score is within range
of past percentages, but a percent lower than the previous year. Ex. Year one - 97% Year two- 95%
Our schools perform well and should not be punished while still in great score ranges.

1 This will depend on how much of the Governor's plan is adopted.

1 one year's growth may not be fully attainable for every child in Iowa, yet every child in Iowa may be able
to grow to some degree

1 I do think both of the fore-mentioned surveys would be very beneficial.

1 It seems that this model requires more specific data analysis than is currently being done. Who will do
this analysis? When will they be trained? Will the state fully fund the need for the additional staff or the
additional time needed to meet this requirement? Would schools and teachers have the opportunity to
respond to parent surveys, especially concerns which may be unreasonably stated due to the parent's
attitude toward school? How would staff climate survey's be handled? Would funding be provided to
correct issues? Would administration be retaliatory making it difficult for staff to state concerns? Would
there be safeguards for these possibilities?

1 School size - small schools will have a more difficult time reaching goals.

1 I think the accountability model needs to have factors that we can control. Attendance for example, is
not something that we, as a school, can control. It was very confusing on the video.

1 As long as anything which is totally outside of the classroom teachers control is NOT considered, any
other factors are fine.

1 Staff climate surveys and parent surveys should be considered. Need to look at the whole picture of the
school.

1 Social-economics. Just as a dentist cannot control what happens out of their office with his/her
patients, school and teachers cannot control what happens out of schools. Also cannot control
genetics, etc.

1 A staff climate survey would be helpful.

1 Student attendance should also be considered.

1 Education of the staff should be taken into account.

1 I am concerned about attendance. My daughter was just diagnosed with Diabetes this last month. She
is a very strong student who excels in all categories scoring very high. She now has missed 6 days of
school because of the hospital stay and doctor appointments that we need to travel a good distance
to. What about all the cases with students who miss because of an extended illness or something else
that could cause an absence. I think graduation rate would be a better tool because if they aren't
coming to school wouldn't you likely find the graduation rate having an adverse effect.

1 What about administrators? Morale and leadership comes from the top. As educators many of us feel
like we are just puppets. We have so many demands on us we don't know which one to work on first.

1 parent involvement interventions tried

1 I think there should be a parent survey and a staff survey.

1 I think teacher input should be included

School
Administrator

1 Yes, parent surveys and staff climate surveys. Classroom teachers are already overworked and underpaid with unrealistic expectations of 100% of their students having to be proficient in reading in math! Targeted instruction should be given by someone other than the classroom teacher. Their job is to teach the core to the general education students.

1 School size, student's disabilities, size of subgroups,

1 The staff needs to be behind the model in order for it to work. So the benefits need to be discussed, in order to achieve this.

1 The staff climate survey needs to be a part of the program evaluation. There can be many factors that effect student growth. Leadership can play a large role.

1 parent meetings, school size needs to be factored in as far as the subgroups

1 Parents need to have an input, however, the fact that teachers cannot control the students environment or their actions after they leave their classroom also needs to be considered.

1 yes all of the about and more, why change what we already have in place?

1 Parents needs to be involved, concerned and active in their children's life. School size factors into the equation.

1 I hesitate as a teacher to take into account parent surveys because you have the potential to have parents that don't like one thing and are not looking at the big picture. And at times they can be very vocal. This can also happen with staff.

1 Parent surveys don't always show a clear overview of a district. Parents with issues are usually sure to fill those out. Others are not.

1 School size and target group size of 10 for subgroups is not realistic for a small school.

1 Do NOT move into a Value-Added Model. There are far too many variables at work there and a possibility of lack of transparency in this process.

1 Climate surveys would muddy the waters. Sometimes leaders have to make things uncomfortable in order to promote change with teachers. Sometimes leaders have to make difficult decisions about students that might make parents unhappy.

1 I suppose that, over time, these qualitative measures have impact. I would stress the 'over time' aspect.

1 Put some type of requirements on parents for lack of growth or proficiency.

1 Those may be important for internal use but not sure about the accountability model use.

1 The only parent survey's that you'll get are those that are involved....which is not the majority of parents.

1 SES of the district. I think that the failure of the ESEA is the inability of state/federal officials to carefully examine the sociological factors that weigh on a school district and thus, student achievement.

1 Safe School - suspensions & expulsions should play a role.

1 Parent surveys.

1 SES factors from school to school. The accountability piece for SES should be shared by all school districts. Iowa should have one collective model that Iowa is rated on. It is not equitable for districts that have 50% SES and districts that have less than 10% to be compared or put on a list of poorly performing schools.

1 Parental involvement in the school and the lives of their children, AND, do the children live with their actual two birth parents! The parent/guardian is KEY to children valuing education!

1 I don't think the response from surveys is a viable accountability data point.

1 Making sure that every district is doing the same thing. Needs to be consistency across the State of Iowa.

1 Student mobility, Homelessness

1 There is already too many variables being considered; the more efforts to incorporate additional components the more clutters and less understood it will become

1 I think we need to look at student surveys

1 I think surveys are far too subjective to use in an accountability model. They should provide useful information to the administration and board, but not be used to determine accountability. Instead you might consider some aspect of the sight visit and compliance to state guidance and appropriate policies. That would allow for more even implementation across the state and not allow a few grouchy patrons to fill up comment boxes

1 Many factors contribute to success so all of those factors should be measured...parent involvement, climate/culture, etc.

1 there are too many factors that influence a child's success. Yes we want to do what is best for every child, but I don't think we can tie everything to a number that gives a school a score.

1 Most parents feel that their school is performing adequately. So I do not believe that there should be a lot of weight placed upon this criteria. With all the change taking place and the increase in expectations, climate surveys may not be indicative of what is actually happening in school buildings.

1 Parent surveys are a good idea, but depending on the return percentage are not always representative of the broader community and/or those without social capital.

1 All stakeholders need to be a part of the plan. It is difficult to get all parents involved. If there is a way to include parents, that would be great!

1 Where do we factor in student behavior, readiness to learn, and parent accountability?

1 All of the above.

1 Other assessments--I still don't like one measure of accountability for achievement and/or growth. Parent satisfaction, staff satisfaction are great too...

School Board Member 1 I think the accountability model should include parent and community involvement.

1 At the high school level we have students who are taking college credit classes. Where do you take into factor these courses? You could have a 4.0 senior taking college courses but not succeeding in them like they would in a high school class. There has to be something somewhere that would consider what type of courses these students are taking.

1 Surveys are dependent upon the mood of the survey taker, as such, at best they have a tendency to be unreliable often as a guide for appropriate action

1 It would be good to have input from parents and community members.

Community Agency or Organization 1 Parent participation in their child's academic life at home. Is there an adult at home to supervise and support homework? Where is accountability for those students that don't consistently come to school?

1 The level of community partnerships and collaborations in decision making, participation, involvement, and sustainability of and support for public policy formation.

1 availability of technology; professional development available to insure fidelity of instruction; staff turnover in buildings

1 Any factor should be considered.

Area Education Agency 1 Unsure -- how could this be done in an unbiased way that doesn't accidentally create an incentive for schools to engage in unethical behavior?

1 student surveys

1 I think the best teachers can teach well, but unless the students are willing to put forth the effort you may not see results - Therefore climate survey is a consideration.

1 Staff climate survey

1 Provide the money resources needed to implement with fidelity

1 I think climate survey for sure - Even with the test teachers, if the students aren't motivated to learn, you won't get the best results.

1 if you truly want to make this about the community, we need to find ways to get input from ALL stakeholders.

Higher Education 1 Parents, climate, school community atmosphere

1 Mobility rates.

Other 1 How about the school's community?

1 Input from all stakeholders is critical. But there needs to be a clear understanding that no teacher picks who is going to walk into their classroom on day one. THEY HAVE TO TEACH WHOEVER THE SCHOOL ASSIGNS THEM. Accountability needs to be fair and reasonable for everyone in the educational system.

1 It needs to be simple and build on the work that has already been done, not a complete re-do

1 The schools should seek input from community organizations and other entities that are committed to student success.

1 First, we must understand that variables differ from one school community to the next. I still feel treated that we can test or survey to document learning. If we test let us look at the nature of the test. Multirple

model for students to demonstrate learning if they need to take a test.

1

I would be careful with parent surveys unless they were not weighted much. I think staff climate surveys are important, but am not sure how they would be scored.

1

Community and other organizational engagement to provide support and understanding of the systems and then the role of teachers and administrators as they work to address accountability.

TOTAL 115

The waiver should require low-performing schools to offer some form of extended learning opportunities, such as tutoring or summer school.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	7	10	2	3	1
Teacher	15	50	10	0	4
School Administrator	9	16	6	1	4
Student	0	1	0	0	0
School Board Member	1	4	0	0	0
Community Agency or Organization	2	3	1	1	0
Area Education Agency	1	4	2	1	1
Iowa Department of Education	1	1	0	0	0
Higher Education	1	1	0	0	0
Other	4	2	0	0	0
TOTAL	41	92	21	6	10

Comments on Question 9

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	If teachers can't get their job done in 9 1/2 months of the year, why should any student have to relenquish their summer vacation? Extra help programs should be offered during the regular school year only.
	1	I would like to see that lower performing schools switch to a year round schedule. I think this would help students to continually get help improving their skills.
	1	PARENTS SHOULD SHOULD ALSO BE REQUIRED TO ATTEND SUMMER AND AFTER SCHOOL CLASSES WITH THEIR CHILD. IF YOU DON'T MAKE IT UNCOMFORTABLE FOR PARENTS, THEY AREN'T GOING TO CHANGE.
	1	But where is the funding for these programs? Reallocating funds is not the complete answer.
	1	Making a child attend more school does not mean the child will be more productive. I would not be in favor of my child have more than 8 hours of school. Then I might as well send my child to boarding school. She would never be home. I am shocked that people are actually in favor of longer days. If the child was an adult then they would be receiving over time. I think it is irresponsible and a easy fix. think about team teaching in more classrooms. This would be a better fix, because they more one-on-one teaching time-especially in an elementary setting.
	1	These components should already be incorporated into a quality afterschool program, if one is available. Tutoring or summer school options should look at application of learning concepts in an experiential and focused way, typically found in high quality programs.
	1	But someone's going to have to pay for it
	1	"Low performing" schools should receive intensive help to assist them in improving teaching during the regular school day. If they cannot teach well during the time they have, it makes no sense to extend "poor teaching" into after school or summer hours
	1	As always- from whence will come the funding?

fit neatly in a box. It depends on the causes and the best ways known to fix each issue.

I agree with this based on the premise that all of the extended learning opportunities will be provided through the school district and not with public dollars going to private entities.

We like the provider that the school brought in to the building. We would like to have our daughter have the same provider next year. She enjoyed the lessons and had good growth.

The funding for these extended learning opportunities should be through grants or based on the number of children involved. The extended learning opportunities should include meals and snacks, and opportunities for field trips that include math, science and the arts.

I think all schools should be required to offer this. Just because a school isn't considered "low-performing" doesn't mean there aren't students who need extended learning opportunities. I think if a student performs below the standard, they should be required to utilize the extended learning opportunities.

If the students are already not performing up to snuff, grinding them down further isn't probably the best answer. Fix society, not the schools...if parents don't have a vested interest in education, neither will their kids. Get the parents to parent and go to work and then their kids tend to pick it up a notch

Will need more funding sources

There are many different ideas to improve teaching, not just extended learning time

This would be okay if funding is given to the schools to help pay for the extended hours.

With additional funding-----

Let's face it, No Child Left Behind sounds great, but is really poor for most everyone involved. Make a clean break, start from scratch and don't try to sugar coat with "specials".

But funds must be provided for this with transportation and food part of the equation.

Funding?

BUT WHO IS GOING TO FUND IT. OUR SCHOOL DISTRICT IS SMALL. WE CAN'T AFFORD TO FUND IT.

This is a great idea, but there needs to be funding for this. Transportation, educators, materials, etc. will need to be paid for somehow.

It is not the fault of the teachers if students are low-performing. Teachers can only do so much. Even after summer school or tutoring some students will still be behind. That will never change. Not every student will grow up to be a CEO. There are a lot of other factors that determine a student's success in the world.

We need these schools to go "above and beyond"

Let's help them get better without the threat of punitive action. We are in the profession of educating. Let's educate!

Consider relooking at how initial instruction is provided- these kids are already struggling- why extend their day? They are not more ready to learn at the end of a long day.

Offering and having student participate are two very different things. Right now many schools offer after school programs and summer school, but getting the students in need to attend has been a challenge.

If this is the case, the state will need to provide the funding resources to assist with this plan. Obviously these districts will more than likely be low economic districts where funds are available locally.

I agree, however it should be a fully funded proposal.

The dynamics of the school district should be considered. A school that has a significantly higher percentage of special needs students should somehow be looked at differently compared to a school that has a significantly higher number of gifted and talented students.

I would agree with this slightly if I knew a sufficient amount of money would be provided for such a plan. That would include proposing for ALLOWABLE GROWTH.

With additional funding!

I agree if there is a way to accomplish this without punishing schools. And if funding is provided to help. It shouldn't be mandatory if there isn't going to be help offered.

As long as the instructors for such a program meet the same high quality standards as teachers, and get paid the same.

I agree as long as funding would be made available to these schools to offer tutoring or summer school as well as hiring additional staff to help these students.

How will this be funded????

Parents need to help out in these areas. Why are you punishing the schools when they are already

Teacher

1 as long as the funding is available to the district
1 It should be based on a case by case basis. That should be left up to your local school district I feel.
Who is required to pay for the requirement? Also, if tutoring is outside of the school day how are you
1 going to guarantee that kids will come to tutoring or summer school? Interventions must be a part of
the school day so that the educators are in control of what students are participating. Is there any
1 requirements for staff? Maybe the staff isn't on board with new skills, or how best to reach kids.
1 These need to have additional funding provided by the state
1 These tutoring or summer school should be taught by teachers who are also high performers.
Many kids would benefit from tutoring or from summer school. Many students need one on one and we
1 have 25 or 30 kids in our class rooms that makes it very difficult to give each student the time they
deserve. There is nothing I would like more than to work with just a few kids who really want to learn
1 and excel. Effort can take a person beyond their intellect but if we have to put off 1 student 1 time they
may never feel comfortable coming back for help.
1 Funding must be provided.
1 Students need the opportunity to catch up with peers.
Why is it always the schools? This is a joint effort. The IEP form I fill out for students includes gen. ed.,
1 sp. ed. and community. Let's get all the stakeholders involved. It's like beating the dog for wetting on the
carpet because the master didn't let it outside.
1 All schools, low performing & high performing should always offer extended learning opportunities for
their students.
1 too often in low performing schools there are families who do not become involved in the education of
their children. therefore extended learning opportunities are essential.
1 How are these school going to afford this? Shouldn't all school be able to offer such programs? Where
does that money come from?
1 All students should be given the opportunity for extended learning and tutoring, why not give the
average and gifted learners more opportunities to improve?
1 All this needs to come with ample money and support. Good teachers can sometimes have low
performing students. We need the states/administration support to help these students. Sometimes the
1 students aren't doing their work at home and it is out of the teachers control.
1 How would such services be funded?
1 This should be fully funded, if required, and students or parents who choose to opt out should be
required to give written reasons for opting out of the additional learning opportunity. Students who
1 participate need to do so without disrupting others. This would not improve education unless parents
and students are also held accountable.
1 the schools should provide ways to help those students to improve
1 Where does the parent accountability for these under-performing students come in? What if students
who need the extra services don't/won't participate?
1 Extended learning opportunities are important as long as they are high quality and provided by trained
teachers.
1 funding?
1 Of course, where is the money for this? Certainly not at the local level. There budgets are already
stretched thin.
1 Depends on whether or not it will be funded. If it is like anything else, it will be an unfunded mandate.
1 I strongly agree- however, it must be compulsory and fully funded.
1 The state and feds should put their money where their mouth is. Our teachers are working hard and all
we hear is how bad we are from the media on down to the Gov and director.
1 Use the existing SES approved providers list that the DE maintains...do not ask or expect smaller
districts to come up with "research based" tutoring programs, we have enough to do and would rather
just use the providers on the approved list that we have already had success with and that our parents
1 like.
1 if funded.
1 I marked "I don't know" because in our district it would be difficult to get some of the students who need
the most help to attend tutoring and/or summer school. Transportation is a problem in rural schools.
1 In order for a school to improve it is going to need to provide more opportunities for students than the

School
Administrator

1 Although tutoring and extended learning opportunities should be offered/mandated, there has to be training so instructors understand that this can not be just reteaching but has to be provided the time to drill down within student data (error analysis) to identify the interventions the student needs in order to correct the deficiency.

1 ONLY if additional funding is given to schools to do this and not required without additional funding
1 Require if there is funding...taking it out of the Title One budget as a set-aside takes away from Title One teachers that can be supported throughout the year. Why would I want to cut 2 Title one teachers that are working throughout the year to provide funds for supplemental programs. Another funding stream needs to be sought.

1 Again, how to get the parent buy in is important. How to get the parents to get the students to attend is also important

1 Only when the research supports that those will help. Improving the core instructional part of the day should be the first step along with tutorial supports within the current school day.

1 Use the current system of SES tutoring utilizing the DE list of approved providers. Require tutoring to be provided from providers on the approved DE list. Do not ask districts to "reinvent the wheel" and come up with their own research-based tutoring program, especially since one is already in place and has over seven years of research to support its effectiveness.

1 My viewpoint is that shouldn't we be looking at causes before remedies are applied? how would we know the remedy fit the cause? That is the reason I disagree. Just putting another mechanism in place doesn't insure positive change

1 I would like for schools to have control over the type of extended learning opportunities they offer. It is easier to provide continuity in programming if it is a school or district directed program.

1 But we already do that, who supports this financially?

1 We need to be looking at summer programs in all schools and not just low-performing.

1 Not unless it is funded by the state.

1 Where is the money to support it and what if teachers don't want to teach summer school or outside of contracted time?

1 Additional funding from the State should assist with this vs. repurposing existing funds from Title, SpEd, etc.

1 Cost, transportation, and parents committing to their child's participation in these programs are issues that would need to be addressed.

1 Programs fully funded by the state. Not put the financial burden on a school.

1 With funding to adequately provide services. However, I believe if schools were staffed adequately children could learn efficiently during the day and have opportunities for creative play outside of the school day.

1 Yes! But "repurposing" title funds is no way to handle it. There would have to be additional dollars provided to schools to provide the remediation services.

1 This will be good to require as long as there is additional funding to support this requirement.

1 Funding of this is an issue.

1 This makes far more sense than punitive actions currently in the scope of the law

1 The interventions need to be during the school year and offered during the school day so it is seen as an intervention and not a punishment.

1 Additional funding needs assist with this.

School
Board
Member

1 Low performing schools should get as much help as they need to improve including tutoring and summer school as well as other help these schools deem to be necessary to improve. Money should be available for these schools to do these things.

1 We need to give our students help in everyway possible.

Community
Agency or
Organization

1 However, the "Extended Learning Opportunities" should not offered during the school day (more of the same), but rather before and after school or in the summer.

1 I am not sure the Department clearly understands the difference between before, after, and summer learning programs vs extended learning opportunities as a part of the regular instructional day. Before, after, and summer learning programs has a documented field of research and student data results (e.g PPICS) through national, state, and local student achievement results which are double digit. What research base and results does ELT have ? 21st CCLC are based in low-achieving schools already --

		strategies that have created the initial student failures.
	1	How does the DE propose to "require" participation in those extended learning opportunities and summer school? Students in low performing schools may also have socio-economic challenges that contribute to the ability to learn.
	1	Including arts enrichment which encourages students to stay in school, address a variety of learning styles, and serves the whole child
	1	Non-traditional forms of extended learning opportunities should also be considered, as the traditional school environment does not work well for all learners.
Area		
Education Agency	1	I guess that would depend on what specific reasons and areas the school is low-performing
	1	Again - How active are the students in their learning? Requiring low performing students to go to school longer, when it isn't easy to begin with or they haven't put in the energy needed to achieve, isn't a good idea.
	1	State funding needs to support this, too
	1	Unless there is additional funding to the districts, this shouldn't happen. You can't really assess student motivation - which is often the underlying factor in low-performing schools. Even with the best curriculum and best teachers, motivation is a MAJOR part.
	1	I raise the question--- if we are truly teaching to the needs of students will tutoring and summer school change anything. Teachers need to understand formative assessment, learn to change their instruction, have peer conversations and feedback.
Iowa Department of Education	1	We do not have sufficient federal 21st Century funds to provide for all districts in Iowa, however, TITLE I tutoring could provide assistance to districts.
Higher Education	1	Summer learning loss is a documented fact for students. We need to support children as sometimes school is their only "safe place" where they can receive support and 3 months without this is too much time away from learning focused activities.
	1	But make these to be perceived as OPPORTUNITIES rather than PUNISHMENTS. And FUND them sufficiently.
Other	1	I probably agree, but I still do not like a "one size fits all" approach. It becomes to much of a penalty. All schools need to show how they are make it possible for ALL students to grow. The focus cannot be on just the low-achievers or just on the high-achievers.
	1	It can be offered, but will the students take advantage of it and will it not be considered extra for the dumb kids. We don't need to put that stigma on students.
	1	After-school initiatives addressing learning and social interaction, food, and extended year are essential for all schools.
	1	Extended learning must be modeled after the current 21st century community learning centers - these programs provide academically-based enrichment that is engaging and hands-on. Students enjoy attending these programs. If rigor is ensured and sufficient, these programs should be expanded and fully funded as part of the schools overall improvement strategy.
	1	If the money and personnel are present, the opportunities should exist for the students who need extra help.
	1	As I have already said, differentiating a child's learning and instruction will help them succeed. Giving teacher the resources and time to plan individually and collaborate with their peers will only help every teacher and student succeed. Providing more quality resources to help every student will improve education in Iowa dramatically.
TOTAL	110	

What ideas do you have for recognizing high-performing schools, especially those schools that are consistently high-performing?

What is your relationship to K-12 education in Iowa?	Count	Comment

Parent

1 they are going to be in a relatively wealthy and educated populace.
1 Do they need extrinsic motivation? Isn't being high-performing reward enough?
1 tutoring of low performing schools
1 PARENTS OF THOSE STUDENTS SHOULD BE ASKED TO SHARE WHAT THEY DO AT HOME TO
1 SUPPORT THEIR CHILDS ACADEMICS AND THE PARENTS OF LOW-ACHIEVEING STUDENTS
1 SHOULD HAVE TO TAKE A TRAINING FROM THESE PARENTS.
1 Put them in the paper.
1 Subsidies from technology companies whether it is electronic books, hardware and/or software.
1 none
1 public recognition - no additional money however as, clearly, it isn't needed there
1 They will be recognized by the career acheivements of their students. That should be what teaching is
1 all about.
1 Love the idea of a mentoring model that shares best practices. Competition is absolutely necessary,
1 and keeping score is a great way to measure the learning environment for kids.
1 Give them the opportunity to share what they are doing with other schools. However, "high performing"
1 schools often perform well on standardized tests not because they are teaching so much better than
1 others, but because they have higher socioeconomic bases. Be careful about rewarding schools for
1 something beyond their ability to control.
1 They could keep the traditional summer out schedule. It would be nice to exchange some of the top
1 teachers to lower performing schools to see if they could have the same success rate.
1 Public announcement through news channels that highlights what they are doing well (which will most
1 likely include that they are including families and that should be highlighted).
1 I don't think labeling schools like that is useful at all.
1 I think that is dangerous. Teachers, especially in the elementary do what they do because they love
1 kids-are you sure that teachers would still choose to work somewhere that is known for "poor
1 teaching" as is generally blamed for poor performance.
1 I would recognize those schools that have diverse, difficult populations that are high-performing. OR,
1 those schools that have made the most growth, particularly those with rapidly changing demographics.
1 Bonuses
1 I believe the better question is about those making the most improvement. It is much easier to stay at
1 the top than to get to the top.
1 Some type of achievement award for the students

Teacher

1 Not sure. I think care needs to be taken to make sure that growth is recognized. Schools don't pick their
1 students and schools in low SES need to be rewarded as much as those in the richest neighborhoods.
1 How are you going to keep socio-economic status of schools out of the equation? Of course, well-to-
1 do neighborhood schools will perform better than struggling/poverty schools. And how do you know
1 that the integrity of the testing is true? There have been many "award" schools touted in the national
1 news that have been found to have cheated in some way, not deserving of the accolades given.
1 They probably don't have many poor families or students on IEP's or ethnic diversity!!!!!! High performing
1 schools don't necessarily have the best teachers or curriculum. Why should they get rewarded when it's
1 just the right mix of students with few extra needs outside of the general education setting.
1 use the money that you would use to recognize these high-achieving schools as far as
1 advertisements, dinners to train teachers about strategies they use to create a high-performing school
1 environment
1 Grants for educational field trips, money that is no longer available in many districts. Commercial
1 advertising to promote the school districts for parents moving and/or businesses that want to be in the
1 area with that performance standard.
1 NO ideas at this time.
1 It seems to me they are already recognized.
1 Instead of using the money to recognize high performing schools---put the money back into struggling
1 schools.
1 better pay
1 I'm don't know.I think putting schools in competition with each other for a prize is not a good idea. I think
1 as educators we are all in this to do our best for students so I'm not sure about this. We don't get to
1 pick the students that come through our doors OR our budgets that give us our resources to work with.

1 Let them send ideas online to other schools in the form of webinars.

1 Use the money you would spend on all of that and give it to schools in low economic areas with 50% free and reduced!

1 Simply recognize them. Why do they need more for doing their job? Let their administrators share their secret to success.

1 Your idea was a good one.

1 Give them a sticker. The money spent for recognition could go towards struggling/low income schools for technology, summer schools, etc.

1 Putting a dollar amount to high performance should not be an option. Districts with a lot of tax base should already be high performing.

1 Before I would look at them at all, I would have to define high performing. At this point my idea of high performing is slightly different from Branstad or Glass.

1 Increase in funding per student

1 Spotlights in the papers or local news channel.

1 Have lower performing schools be mentored by them. Give teachers flexibility to go to a lower performing school and help them. Let the lower performing school teachers go to the higher performing schools and observe. Sometimes schools need better resources in order to have better achievement. Reward the teachers with a few more personal days :)

1 More flexibility in offering programs, easier to process waivers for the district, anything that would reduce "red tape."

1 e-mail: share what has allowed such success

1 When I look at our high functioning schools I see that they are often located in or near college campuses. This would lead me to believe that they are high functioning because of the type of student (parent) they draw in. I think that might be invalidating the data.

1 In my observation, high performing schools tend to higher socio-economic schools, with a few lower socio-economic stand-outs sprinkled in. Teachers working in struggling lower socio-economic school have a tough row to hoe, and it should be carefully considered how singling out high performing schools for special recognition, when in fact stakeholders in lower performing schools make be working much harder.

1 They already have the name of being a high performing school that is a Reward in itself.

1 Diversity of learning oportunities, number of students attending college,

1 IT IS NOT FAIR TO THE LOW SES SCHOOLS. PARENTS HAVE TO ACCOUNT FOR SOME RESPONSIBILITY TO THEIR CHILDS PROGRESS. YOU CAN'T FORCE A CHILD TO LEARN IF THEY PARENTS DIDN'T GRADUATE AND THEY CONTINUE TO UNDERMIND THE CHILD IN SCHOOL. WE ARE TALKING 3RD GENERATION POVERTY.

1 Be conservative in external awards and extend their successes through virtual mentorship to struggling schools.

1 Just because students' test scores are high or improving does not always mean that the school is better. For instance, there are schools that have a higher percentage of underprivileged or at-risk students who require a more demanding level of performance by the teachers.

1 That their time will be ending soon. Everyone will soon be on the PLAS list.

1 put articles in the newspaper, on the Iowa education website, give certificates of achievement to teachers/staff/students to recognize them

1 Don't spend extra money on promoting these schools! Use that money towards helping the schools that are lacking. Have the high achieving districts share their ideas with other schools in the state.

1 I'm not sure that they need recognition beyond what they consistently receive today!

1 I don't think you need any recognition if you are doing your job. I don't teach for the recognition.

1 Relaxation of reporting; for example return to 3-year evaluation cycle.

1 Use the money involved to help lower income student get added support for their educational goals.

1 Support them more financially!

1 a pat on the back and public recognition-they should be happy already

1 The high-performing schools, like the high performing students, do not do what they do for recognition. Let's put our energy where it will best be used - where things aren't going well. Let them intrinsically celebrate their achievements.

education of the children in Iowa. Funding needs to be directed to the proper areas

As an educator, I really don't care what recognition by school gets for being high-performing. What I care about is recognizing the students for being high-performing. We need to equip the schools with the tools, technology and support and let the students be our reward.

No ideas

Invite them to go to share their ideas and successes with all of the state, we all should have the opportunity to benefit from their successes.

Use that money to fund technology, extra tutoring, and teacher training.

teacher incentive pay

Public recognition and an article that recognizes what they are doing well so others can learn and adopt some of the good ideas. The article should be distributed to all school districts so we all have access to it and can use it in our professional dialogue.

Rewards always work: financial, recognition, better equipment, better buildings, praise, etc.

Make sure when recognizing them to give equal accolades to home life/parents in those schools.

Some schools simply don't have the outside support needed for teachers. Eventually, teachers won't want to teach at those schools because they constantly get sanctioned for lack of improvement.

Why do they need to be recognized? Time would be better spent identifying why these schools perform high & share that knowledge with others.

Bonuses provided by state funding.

I don't see why high performing schools need to be recognized - how does this benefit the students?

Are they truly high-performing schools or do they just have more opportunity in the community they are located in.

I would focus our attention on the high performing school instead of the low performing school. Maybe do newspaper or media days expressing your admiration for the best of the best schools. The low performing I am not sure publicly humiliating them is wise. I would just focus more intervention and help with those schools.

give them a nice banner for their gym

bonuses to teachers

Look to see how much generation poverty there is in those schools. My guess is that they have less generation poverty, more parent support, good housing for all, etc. I also think recognition doesn't help nonperforming schools. Most teachers want to succeed and training is the key, not rewards and recognition of schools elsewhere.

I think extra funding would be great

We are too busy teaching to worry about this. Most of us would rather spend the time with our students.

Make available certain grants and programs to those schools.

I think some of these school are high-performing because of the students they teach. Schools that are low-performing usually have high free and reduced lunch numbers and high ELL numbers.

Use the money planned to recognize these schools and spend it on schools and students who are low performing for technology, additional staff, and tutoring.

Funding to doing even more for students. (Technology, textbooks and materials, TAG programs, non-athletic extra curricular activities,

?

Just that...recognition by the media...in communities and statewide

Newspaper articles.

Waive the 5 year site visit.

I believe the high performing schools should be partnered with a low performing school of similar demographics to help the low performing school initiate a systemic change to turn their performance around.

Stipends for achieving & maintaining a high performing school status. Recognition is good but some special perks are also beneficial.

NONE- this is not a contest. Parents in states with these ranking systems make inappropriate comparisons of schools and districts based on stars, labels, etc.

make it an easy way for the state to place them on their website, positive pr for local newspapers

The label would be adequate for my students, families and staff

School
Administrator

1 recognition for what they are doing well.
1 We like the ideas that were presented. Additional financial support to continue programs would be beneficial.
1 I think they should be video taped so their actions can be duplicated. My concern is that this waiver propagates the haves and the have nots in the state of Iowa and academic achievement is based heavily on demographic profiles.
1 Not sure a parade environment is necessary; perhaps a placque for the school building to display
1 Some award such as Blue Ribbon School Award
1 Method of recognition for students, teachers, administrators, board and the community as all play a part and they are likely all working together well if you do have a consistently high performing district
1 I would recognize the schools that show the most growth.
1 Simple recognition. I don't believe that high-performing schools obtain that level due to better instruction, etc. Again, sociological issues weigh heavily. No extrinsic rewards, etc., should be used.
1 None...they have the parents and families that actually are motivated by assessments and grades.
1 What was suggested was fine. Growth and achievement should be recognized
1 Some of your lowest performing schools may have the best teaching and learning going on. Contrary to the thought that schools performing highly. Not big on rewards that distinguish one over the other.
1 Identifying the socioeconomic status of their students!
1 This is not an area of concern for me.
1 Publicity, logos are good ideas.
1 Special recognition events featuring DE and Governor recognition.
1 I think recognition is enough. People do not respond well to rewards and punishments.
1 I think public recognition would be all we would want to recognize. As with students we should recognize learning for learning's sake
1 We stress in our classrooms that we want students to have the INTERNAL drive to achieve. I honestly don't think school that perform SHOULD have perks - isn't it our mission, or directive as educators to set students up for success post-secondary?

School
Board
Member

1 Rewards are nice, but achievement may be its own reward.
1 Most of the time when someone or something succeeds they want to be recognized in the public eye. That is what gets everyone's attention.

Community
Agency or
Organization

1 I don't believe high performing schools need special recognition for doing what they are supposed to do any more than I believe in penalizing schools that struggle.
1 Use as a model. Invest in programs that are not offered at the low performing schools that are at high performing schools.
1 Additional funds or additional freedom to spend funds in a way that works best for them individually.
1 When you review the difference between High performing and low performing, the main difference is social economic. It goes back to parent support at home.
1 Teacher merit pay.
1 Recognition should be based upon best practice.
1 They should be able to receive funding to provide enrichments and to expand STEM, art and music programs. Partner with community based organizations.

Area
Education
Agency

1 High performance in a school should not be rewarded with a "carrot" type of reward system: praise, etc. We need to build a sense of intrinsic motivation in students and staff.
1 student scholarships
1 I think we should not point fingers in either direction - high or low performing, We cannot choose the students who are in our districts. We need to celebrate our successes in our own district only for there it is meaningful.
1 May want to highlight them in Iowa tv commercials..."Performing High in Iowa" ...positive advertisement in regards to what is going well in Iowa
1 I think you shouldn't recognize high or low performing schools outside the school district. The schools

effects outcomes.

	1	continue to work on meeting the needs of all students. Don't think that this is the end when you reach the 85 mark. You need to continue with a rigor curriculum.
Higher Education	1	Schools should share their strategies but also do a self-evaluation on factors that place them as "high-performing." Is it by virtue of the experience their home life/community provide? Are they really recognizing all needs--not just "average" high-performance. Are there some students who are getting "lost" in the sea of high performance?
	1	I don't believe that recognition for those schools that serve an advantaged population deserve as much recognition as those school that serve an underprivileged population and show remarkable progress given interventions and extra opportunities.
Other	1	Public sharing of what works to make these schools high-performing.
	1	Living in an area where one district feels they are superior to the other districts in the area, I think this needs to be done very carefully. The students in the "better" school are not respectful to students coming into their district.
	1	Recognition in the community and state. Students and teachers should be given a good amount of recognition - consider financial recognition for students
	1	If the high achieving schools are in a high SES community, I want to scream. You need to be sure those students are growing. More and more data are showing the differences between low SES and high SES. It is about growth for ALL.
	1	I really think they only need public mention. An article in the Register and something locally. A certificate or plaque might be good
	1	Recognition is nice, but fully funding every school no matter where they are will be the greatest challenge to making this plan fair and successful
	1	successes should be shared broadly so others can learn from strategies that worked
TOTAL	132	

What ideas do you have for interventions or sanctions for low-performing schools, especially those schools that are consistently low-performing?

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	Create meaningful jobs that provide economic opportunities for parents to pull themselves out of poverty.
	1	I do not believe in sanctions. I do not believe staff in those schools are not trying to improve. Interventions might be trying to make students and parents more accountable. Have year round school, and after school work. More time in the classroom.
	1	PARENTS OF LOW-PERFORMING STUDENTS SHOULD HAVE TO TAKE THE TESTS THEIR CHILD ARE DOING POORLY ON TO SEE IF THEY THEMSELVES HAVE THE KNOWLEDGE TO SUPPORT THEIR CHILDREN. EDUCATING PARENTS AND PUTTING MORE PRESSURE ON THESE PARENTS TO SUPPORT AND GET INVOLVED IS THE KEY TO IMPROVING SCHOOLS.
	1	More state resources dedicated to helping parents support their children in school, more teachers in those districts, and better administrators.
	1	Change the principal.
	1	Monitor the use of technology. Check the active engagement of administration in the classrooms and the teaching staff with each other. Surprise visits from the Department of Education for a true picture versus a staged picture.
	1	I think an assessment should be done to evaluate if they have the proper tools to enhance their students learning or the funding to purchase the tools before any sanctions are handed out.
	1	strong assistance teams to come in and help staff analyze the data and change teaching to ensure all kids can do well
	1	Some type of outside education assistance to the teachers to better understand the standards and what they can do to help students achieve them
	1	When a bank or corporation has problems, an auditor or organizer comes in and tells them what

1 Look at the population. Look at where the students begin as opposed to blame everything on the teacher, principal etc. The affect of a students' first five years determines much of their future success.

1 No sanctions! Punishing schools for low test scores assumes that these schools just aren't trying hard enough. Sanctions/punishment does nothing to help teachers or schools get better - it simply demoralizes everyone.

1 I liked the options listed in the presentation as long as the outcomes are tailored to each school's needs vs from a standard menu that may not fit the bill for fixing that school's issues.

1 No sanctions. That is punitive and soon everyone loses hope. More support and opportunities instead of sanctions.

1 Provide enough staff to get the job done effectively. Keep the teacher-student ratio small. Parent education is key but very much out of school's control. Generally, the parents who need to have additional education are not the ones who tend to participate in opportunities for help.

1 I think staff turn over needs to be looked at in the building. Is the building constantly training new staff? What could be done to support the staff to stay and be a seasoned staff with high standards. Sanctions will not do anything to help those children. I think training staff and supporting a high standard is key.

1 Interventions: additional services. Make them partner with providers. Provide additional staff training on the pieces that attributing to school climate and classroom environment. When I have spoken to school administrators, these are the pieces they need assistance with. They know how to teach in a traditional manner, but they don't know how to implement strategies like project based learning that will help create more youth-centered approach to learning and they don't know how to deal with issues related to school climate. Yanking the principal or other staff is ineffective and eliminates stability within a struggling school.

1 Evaluation as to why? Might be discipline issues, might be curriculum reform, might be higher percentage of kids in Title 1 and/or resource.

1 The parents in these districts need to be sent letters about it. Knowing that your school is doing poorly will make many parents work harder at home. If the information is in the paper. That isn't always enough. They need to see and understand the severity of the situation. Give them the information and tools to help these kids.

1 If a school is low-performing, there is a high likelihood that a number of teachers are low-performing also. Rotate low-performing teachers out of their positions.

1 A comprehensive look at the district needs to be done. Are they improving, but still low performing? As poverty rates drastically risen? Those types of questions tell a lot about the student body and how well they are performing on a test.

1 Figure out the problem and fix that. I think teachers and schools are often blamed for low-performances, but maybe socio-economic status needs to be looked at. Maybe environment needs to be looked at. Parents play a huge role in students and maybe we need programs to help parents be better parents.

1 Low performing schools should get extra support and lower class sizes for more individualized instructional opportunities. They should not be punished for being in the wrong part of town with tough families and kids. A classroom teacher can only do so much and should not be punished if students don't make as much growth.

1 We would love an RT12 person in every building/school to help with the low-performing schools. Funding, more money for help.

1 I don't believe in sanctions. Get to the root of the problem and get some added assistance where it is needed.

1 No ideas at this time other than to provide adequate financial support for teachers and interventions needed.

1 It's so frustrating concerning ESL students. I don't think enough are required to go to summer school to help them out and those who really need the help in my classes go home to MX for the summer and return in the fall not ready to improve their education skills at a new level or even the level they did not qualify to move out of.

1 Extra funding for educators, summer schools, etc. Teachers in the schools would be willing to teach summer classes, but they need to be paid for it.

1 more resources for students and staff. additional training for teachers.

1 I think we should look at why they are low performing. AGAIN, we as professionals are in this to do our best for these kids. We need to pinpoint why these schools are low performing and HELP them NOT

Teacher

1 NO SANCTIONS!!! Look at who the students are that they are serving FIRST! Why do you see a need to punish those who struggle???

1 Classroom coaches and mentors that are available for the entire school year.

1 Models of what has worked in the past, time to implement a model with a limit to show improvement.
Background checks. Why are they poor? Is the environment poor? What role does the community play? Are parents involved? Find out what they need and then get them the help. Punishing them by putting sanctions on them is just stupid. If outside variables are not at the cause then get rid of the administrators or teachers that are at the cause.

1 I am not sure what would be needed.

1 Professional development plans that fit that district with local control so the people that are working there have the highest degree of investment to make the changes that are possible.

1 - not all schools and all communities are equal as far as opportunities. Each school should be dealt with on a individual basis giving them what they need - just as each student should be.

1 I think training is the key! Teachers in these low performing schools should be offered classes or trainings. Their inservices should be directed at areas in need. Students should also be offered test taking strategy lessons.

1 I think possibly setting up tutor programs or technology based programs

1 That depends on why they are low-performing. If they need funds to improve technology, then support them through that funding. If they need smaller class sizes due to an impoverished population which tends to be more needy, then support them with funding. I'm sure that whatever the improvements are that are needed will cost money. Unfortunately it is a constant refrain.

1 provide additional funding for title teachers, interventionists, reading coaches, document parent involvement

1 Schools need a better school to student ratio. Involve ESL parents more with the skills the schools are teaching.

1 RTI2 compatible services for our schools. Schools such as ours, have every teacher stretched to maximum responsibilities and yet the state is expecting more growth. This is added stress to already capacity-full teachers.

1 Quality training sessions using scientific research-based strategies as well as extended learning opportunities for students in need of assistance. Assistance with strengthening the at-risk programs.

1 require extra reading personnel

1 Schools should be provided the funds for summer school, tutors, curriculum leaders, academic paraeducators, after school academic programs.

1 Having more RTI resources available to all districts

1 Assistance in helping them implement extended learning programs.

1 Aid should be made available to those schools, to both figure out why they are low performing, and how to remedy that.

1 REMOVE THE STUDENTS FROM THE PARENTS HOME. MOST OF THE BATTLE IS WITH THE PARENTS NOT KNOWING HOW TO READ, NO JOBS, POVERTY.

1 Having an RTI person available at every school for added support

1 I believe the current laws are fair for those schools that consistently do not meet a number of requirements.

1 More teachers and smaller class sizes.

1 bring in outside sources....maybe teachers or staff from high performing schools

1 provide more funding to these districts, which would make more technology available, more trained personal, more learning tools which would better benefit the low performing students and schools

1 The State or the Federal departments of education need to put their money where their mouths are. I believe there needs to be a way to weed out low performing teachers, but that is not the only problem.

1 I prefer interventions. As teachers, we try and try to meet the needs of our students. I think our education departments (national and state) need to try to meet the needs of the schools at-risk. It would be an entirely different story if the schools make no attempt at attaining a growth or proficient curve upward for student achievement.

1 Require parent involvement. Allow educators from low performing schools to observe and learn first hand what the high performing schools are doing that allows their students to be successful. Keep in mind- students are not created equal. Socio economic status has great influence on a student's ability

1 An actual RTI person would be of great value. We are stretched to thin and para-professionals are obviously not trained teachers. They end of "helping" kids way toooooo much. Struggling schools need trained professionals.

1 Get rid of teacher unions and seniority!

1 more time for professional learning/planning to help educate educators on how to teach more productively in their specific school

1 work closely with families. REQUIRING their participation in the ed of their child. I believe that lack of family and human values are a great cause of poor functioning students.

1 There should be a clear, mandated program that addresses these schools' issues. Support, NOT sanction. Let's allow teachers that are struggling to make visits to successful schools. I would encourage administration be mandated to visit other schools also.

1 Parent universities, more assistance with students whether volunteer or paid, smaller class size, mandatory summer school for underachievers, more AEA intervention

1 Do a little research. Is it the schools? When I have a young lady in my room who has just missed her period and is worried about if she is pregnant at the age of 13 or 14 how interested do you think she is going to be about Shakespeare or grammar or WWII of Math? Not very! The kid who is going to go home tonight to a drunk, abusive parent or no parent at all, no food in the house or maybe his/her parents' druggie friends or their own druggie friends; will they be interested in any of the things I have to teach them that day? We need to take everything into consideration. A plant does not grow with dirt alone. It also needs water, care and sunshine.

1 REQUIRE parent involvement and accountability in their child's education to make it truly a team effort.

1 They need to get mentors from good performing schools. They need resources to help them learn new strategies. Parents of non-proficient kids need to be tracked as they move from school to school and warned that they must help their children it is NOT all the teachers job to educate the students.

1 All school should get these funds not just schools in need, we all have students that would benefit from more funding and better trained staff.

1 People from the state should be available to offer the staff at these schools learning opportunities that they can better their practices and implement in their schools.

1 Quality instruction starts with principals. If a school is low performing, why are principles not removed and new administration brought in to change the performance of the building. Principals shouldnt be allowed year after year to manage a school that is low performing, yet it is a common occurrence.

1 More support, smaller class size, recognition for what is going well as opposed to continued punishment.

1 Low performing schools shouldn't be punished if it is due to lack of funding, reduction of staff, and low-economic reasons.

1 Help teachers develop interventions to help students. Help the school hire more teachers so students don't have to learn in large groups.

1 same as above in #10. IT's not always the teachers' faults. Parents play a VERY large role in their student's success- good and bad.

1 Don't spend so much money recognizing the high-performing schools. Rather, use the money and time for low-performing schools to increase their interventions.

1 Evaluation to determine what necessary resources that school would need. There are times when the issues within the school district are issues that come from outside the walls of the district.

1 Partner with schools who continue to show growth.

1 Punishing them as we currently do doesn't work.

1 Provide additional funding for additional staff, tutoring, education for teachers, programs to provide students with healthy meals, opportunities to go somewhere to study and complete homework, social programs to make students want to attend and finish school, programs to get parents involved

1 I think a watch list would be good for those schools who perform low, but if it is consistent, then intervention should be implemented. I'm not qualified to give ideas for that.

1 education of intervention strategies, matching low achieving school with high achieving school for mentoring opprotunities.

*Anti-poverty programs *training for teachers and administrators *continue the mentoring program in place now *increase instruction time for at risk students *increase library books with a range of reading levels *all administrators and all government officials should spend some time meeting those who live in poverty. *all administrators and all government officials should spend a day teaching children in

Volmer's book on "Schools Can't Do it Alone" *Forget about sanctions. Every educator should know that punishment is less effective than positive reinforcement. Teach to the strengths of schools and teachers *Forget the idea that teachers with high IQs are better teachers. High IQ doesn't make a good teacher.

School
Administrator

- 1 provide for a response to intervention personnel in every low-performing school district
- 1 Low performing schools are often low socioeconomic schools. Low socioeconomic groupings are typically welfare communities, or communities that have no vested interest in the free education being provided for their children. Go into those communities and provide the families who live there with a kick in the pants to get off the welfare system, quit having babies to increase their welfare check, and to go get a job. Don't fix the schools--fix the problem--the way society is dysfunctional and the way the welfare system encourages people to live off of & milk the system.
- 1 Realizing that it's not the staff.
- 1 I think it depends on why they are low-performing.
- 1 Put money into homes for children to live in, money for proper clothing, money for food for low performing students---classes for parents on how to parent or become a better or more responsible parent and why becoming a good parent will only help their child.
- 1 First you would have to study their demographics. What poverty level are they at. How many one parent homes are there and homes that both parents work? How many different cultures in the community that may not put the emphasis on education that we would like? I would say no sanctions but sned in experts to help turn it around and do some studies. Experts- people that are proven to be expert educators with experience in the classroom recently.
- 1 Change leadership after 5 years of missing targets.
- 1 It is very difficult to overcome the home environment influence on student achievement. Such a condition does impact scores and growth.
- 1 With open enrollment and public ranking of schools, I believe interventions are appropriate but don't believe in sanctions. Schools working hard to reach goals and follow the requirements do not need more punishment. There is a lot of research indicating the ineffectiveness of sanctions on long-term positive achievement results for schools.
- 1 People need to look inside to outside instead oh outside in. The data can be misleading. For example, students who do not want to be at school may be and are a distraction for other students. Schools need to be supported with per pupil expenditures that reflect teaching and learning.
- 1 A intervention would be that teachers of that system would need to participate in a training program that provides them additional strategies in reaching the low performing student. Sanction could where staff would need to work with a coach and demonstrate a true knowledge of content as well as instructional practices.
- 1 Provide DOLLARS and programs for assisting students AND their parents or care takers with tutoring and other academic assistance. NO school is deliberately trying to make students fail! Sanctions are a foolish option for help!
- 1 Additional staff development opportunities for learning how to do Response to Intervention in schools. Teachers struggle with differentiated instruction due to classroom management issues.
- 1 The current DINA/SINA assistance plan by the AEA's is not effective. I am not sure who the experts would be to assist.
- 1 State team help in identifying needs that exist. The problem with SINA right now is it's punishing instead of helpful. A blanket process is used on all schools without any help differentiating. Put energy into the poorest schools first!
- 1 Interventions should include after-school and summer tutoring provided by providers listed on the DE approved list of providers rather than simply allowing the school-district to provide the tutoring intervention themselves.
- 1 I guess I have a hard time with the 'sanctions' part. I may be naive, but does any school strive to fail their students? Shouldn't we be about SUPPORTing these school even more? Building relationships, connections with schools that are having success? Build collaborative, solution seeking avenues.
- 1 If a school is working hard in following the guidelines, recommendations, and interventions recommended/required, is a sanction really necessary on top of that?
- 1 Intensive assistance not the fly-by model presently used by the DE right now.
- 1 Have there really been any sanctions. DM has schools that have had SINA designations for years... and no real sanctions.
- 1 Extended learning opportunities (longer school year, more remediation, etc)

1 reason and then require an action plan with ongoing monitoring to restore achievement.

1 I'd suggest heavy support from the AEA and State Department in helping them to implement effective practices to address their deficiencies.

1 State should require a salary freeze for a 2-3 year period for all teaching staff.

1 As stated above, I believe low performing schools should be partnered with a high performing school with similar demographics to develop a systemic approach to become proficient. The variable is time. How do we build time into the current calendar so teachers and administrators can work together to create the necessary change?

1 Make it a positive and have more incentives than punitive measures.

1 Waivers for time in "specials", money for transportation assistance, getting technology and proven software in the hands of kids to accelerate the process, and coaches to work with ALL teachers

1 Determine why they are low-performing and then provide supports to best meet those inadequacies. provide supports, do not make it punitive

1 Financial assistance to address targeted needs as well as AEAs providing Professional Development to LEAs. Extended school year for staff

1 offering some sort of remediation in the summer.

1 Research based, best practice interventions

1 Some other type of support besides the AEA. My district provides better professional development and support for teachers than the AEA.

1 additional professional development opportunities, additional funding to help with after school programs and longer school days

1 We need to help low performing schools and not penalize them. It is bad enough for those schools who have been identified as SINA or DINA they have been in the press and it's time to stop the bad boy image which it gives schools and help them improve

1 ?

School Board Member

1 The low performing schools should get as much help as they need to improve especially one on one teaching with students that are having difficulty.

1 Refer to comments # nine. These schools should be given the opportunity to determine what they need to improve and be given financial help to do so. Sanctions should be the last resort.

1 You have to be very careful in this area. No one likes anyone coming into their comfort zone telling them what they are doing wrong. One thing is to let them know what will happen if they are found to be a low-performing school. Have a type of steps that will be taken to help them to improve. If a district knows what kind of help they are going to get it would make it a little easier. And unfortunately baby steps are the best way to go.

Community Agency or Organization

1 Read my answer to #10.

1 Invest more funds into those schools. Increase the educational and educational enrichment at those schools. Do not eliminate options.

1 Allow for more teacher training/professional development, allow different methods of achieving the same goals, consider all reasons why the schools are low-performing and whether or not the expectations are realistic.

1 An intervention idea would be to increase funding levels to low-performing schools to employ additional staff.

1 Replace lower performing teachers with higher quality teachers. Teachers are the reason kids will grow or fail. High quality, research based curriculum must used master core standards. Replace building principals of low performing schools. Require SES services and before/after school extended learning.

1 In conjunction with ISEA and the Teacher Preparation programs at our IHE and Colleges-consider forming a special Teacher Corp program that's focused purpose is to assist and help turn around low-performing schools for three years.

1 Work with programs already involved with the students through after school, sports, food programs etc., to create common goals for the students. Then they can work together to expand learning based on those objectives.

1 Financial incentives for students to do well, money towards higher education (community college or 4 year universities)

Education Agency	1	Have administration leader paired up with another administrator mentor that has expertise in school improvement... assisting with the change process
	1	Sanctions - no. Interventions - yes. Curriculum experts could work with the schools. Behavior experts could as well. I think a district plan should be written and resources should be identified. Then the state should provide funding to help get those resources. We need to pour more money into those districts, not take away funding for low performance.
	1	Not sure if this is the place to make this comment, but make sure you are clear with the fact that all schools, not just title one schools will be part of this. I think one of the earlier power points only referred to title one schools.
	1	Additional staff Additional professional development
	1	State needs to fund and allocate increased resources (money and people, research based materials) to places that are tough to serve due to SES and Economic factors. A system that is 50% + SES needs more resources to help all kids be on target for college and career ready and this starts at birth
	1	mentoring by staff of high-performing schools
	1	I don't believe in sanctions. I believe it would be helpful for an outside source to work with the district to see what can be done to improve performance.
	1	Districts need to look at the effect size and research based on their implementation of initiatives.
	1	Should extend beyond sanctions only for schools receiving Title One funds.
Iowa Department of Education	1	Use data to determine achievement gaps and develop remediation plans and specific goals for increasing student achievement.
Higher Education	1	There should be interventions and not sanctions as generally sanctions punish the children. If it is the teacher and remediation hasn't helped, they should be reassigned.
	1	Bring in top-notch consultants in the areas that need acceleration, such as guided reading experts, or experts on math problem-solving and divergent thinking, to develop personal relationships with schools by teaching deep ongoing strategies that are modeled with kids and coached by each other over years.
Other	1	I would stay away from sanctions as much as possible.
	1	You need to look at the demographics of each of these school and then target resources to meet those needs. There will be no one solution that will work, we need to think outside of the traditional model and do three things. 1. Provide teacher with the time they need to plan and prepare for instruction 2. provide more time for teachers to collaborate to insure grade level instruction is exactly what these children need to succeed. 3. provide funding to reduce class sizes so student and teachers have the opportunities they need to do what's needed to build a successful system for all students
	1	Additional resources are needed to expand the school day and and school year. Additional professional devlopment is needed.
	1	Afterschool modeled-expanded learning opportunities are good interventions for the most at-risk students.
	1	Allow collaboration with the staff at the high-performing schools. There should be no sanctions.
	1	The stick approach does not work with students and you expect it to work with low performing schools, surely there is some other way!
	1	Strong tutoring and mentoring relationships for students and for parents (as much as possible) Working on extending concerns into the respective communities so the low-performing schools become the responsibility of the entire school and is not placed only on teachers or parents, given cultural issues may also be a factor.
	1	SANCTIONS! I am sad. We need to look at and understand the characteristics/needs of the low SES students in the low-performing schools. We need to see what can the school do to provide what families cannot provide. Much of this is enrichment, but the funds have not been there to provide that enrichment.

TOTAL 149

The current evaluation system provides teachers and administrators with regular and timely feedback concerning professional growth.

What is your relationship to K-12 education in Iowa? Strongly Agree Agree Disagree Strongly Disagree Don't Know

Teacher	14	37	20	4	4
School Administrator	7	20	6	2	1
Student	0	0	0	0	1
School Board Member	0	3	1	1	0
Community Agency or Organization	2	1	0	3	2
Area Education Agency	0	2	5	1	0
Iowa Department of Education	0	0	1	1	0
Higher Education	0	0	1	1	0
Other	2	3	0	1	2
TOTAL	30	74	35	18	13

Comments on Question 12

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	The only concern I have is will the teachers/administrators use it on a regular basis.
	1	I think there should be more informal evaluations. I think if the informal evaluations are done right problems with teachers can be handle then instead of waiting for the formal. Help should be given based on non formal evaluations. Help should be looked at as something positive and not negative. If a teacher continues not to improve there should be an easier way to get that teacher dismissed.
	1	PELLA IS GOING TO EARLY OUTS EVERY WEDNESDAY NEXT YEAR. THAT'S A GREAT START, THERE ALSO NEEDS TO BE MORE TIME TO PLAN AND COLLABORATE BETWEEN TEACHERS. THIS WAS NOT ADDRESSED IN THE GOVERNOR'S EDUCATION REFORM PLAN.
	1	I agree in the places where administrators are actually evaluating teachers and following the current system. Our problem with the current system is that not all administrators follow it.
	1	From what I understand, teachers get feedback on their instructional qualities, but these are typically not what they are struggling with. So, while they may provide feedback, it's not necessarily valuable feedback. I don't know how timely it is. My guess is that depends on where you are in the state.
	1	If it isn't broken, don't try to fix it.
	1	Let us utilize our time and not create needless paperwork.
	1	Those outside that system have very little information about how it works and how well it works. That should be addressed.
	1	If done appropriately, the current system and structure apparently allows for both formal and informal feedback on a regular basis as needed.
	1	The system we currently have provides the OPPORTUNITY for timely feedback. The implementation of the system is what is inconsistent.
Teacher	1	It is yearly....we set yearly personal, grade level, building and district goals.
	1	The current evaluation system, when properly administered, does provide feedback that is appropriate. Any evaluation system will falter if the administrators responsible for administering the system do not follow the protocol.
	1	The current system is a one size fits all teachers and students and that is not the case.
	1	We would get our reports at the end of the school year - that does us no good. If every school was 1:1, the test could be administered on-line and we would know by the end of the week where we stood.
	1	Current walk-throughs are good as long as they are not used to evaluate the teacher's performance in the classroom at that time. The focus should be on the student learning.
	1	I think that evaluating teachers every three years is fair. If an administrator is doing their job, they should be in a classroom every week looking at performance.
	1	If administrators are doing their job, the formal and informal observations should be taking care of any weaknesses.
	1	As long as it is used correctly.
	1	I think that annual detailed evaluations are unnecessary.

We speak our teacher portfolio every year and complete an evaluation at the end of the year.

Too much time spent in PD on essential skills for ITBS skills, not enough time spent in ESL dept PD.

The current evaluation system is simply a "jumping through the hoops" routine. Teachers and administrators do what they have to do without any significant improvement in teaching. Administrators need to become partners in teacher quality.

Not enough consistent feedback and often.

Why fix when other states look to us for taking the lead in this area years ago? Sounds like someone's personal agenda here...

The state and school districts put in lots of time and money into the current eval. system use what is already in place, do not keep changing and reinventing.

There is no need to alter this system.

When I am evaluated, my administrator meets with me within 2 weeks to discuss the evaluation.

Our system does in our district. I think by adding yearly evaluation you are just adding more paperwork and more time away from actual teaching. We already have enough of that.

The current evaluation system's effectiveness varies from school to school.

When you say current do you mean the one you are proposing or the one that is in place in the school now. I don't think having yearly evaluations will necessarily make the system better. Also currently the federal government does not require yearly evaluations. I could see every other year unless the administrator feels that a teacher is less than effective than yearly evaluations should be necessary until that teacher is dismissed or brought up to an effective teacher standing.

I don't feel we are paid for our professional growth. I have my master's in teaching now, and I feel under appreciated in many facets of our district.

As long as the administrators will leave their offices and actually show up to evaluate the faculty, then yes. Sometimes teachers have actually go and get them out the their offices to come and evaluate.

As long as its used correctly.

DON'T CHANGE IT. MAYBE SOME OF THE ADMINISTRATORS NEED TO BE REPLACED. I THINK OUR SCHOOL BOARD MEMBERS ARE NOT QUALIFIED TO EVALUATE THEIR CURRENT PRINCIPAL OR SUPERINTENDENT.

The feedback may be timely, but there is little follow-up for those teachers who need to improve the "art" side of their skills.

At times, when used to evaluate the child's learning within the classroom.

it takes almost 9 months to find out...we took ITBS in the fall and still have no results

My oldest daughter, who now teaches Sciences in Iowa and is working on her Master's has a learning disability. I read all her work to her, even into college. However, when it came time to our evaluation system that everything is based on, she would come out of there with a 13% when her older brother, who now has his master's, came out at the 98% in everything. I could not force myself to share her information with her because she would go to her room and cry herself to sleep if I did. Not a fair measure.

We are evaluated each year.

A teacher should be observed on a daily basis with the principal being very visible and involved with learning and student contact. ANY teacher can teach a wonderful lesson one time that an administrator is scheduled to be in observing. On the flip side of that, a teacher's career should not be held in the hand of one administrator who may or may not "like" that teacher.

Teachers get timely feedback when being evaluated.

The portfolio model that my school has adapted on a three year rotation is nothing more that additional paper/busy work. I would like to see real peer observations/evaluations NOT tied to salary.

The evaluations are too few, and far apart. More, less formal evaluations would be beneficial, as long as feedback was given.

Administrators also have too litte time to provide that feedback. Their role is still punitive rather than supportive overall.

In our district professional development plans are reviewed yearly. Evaluation is every 3 years. These are very comprehensive and give educators meaningful feedback. If need a teacher has been evaluated more often and an intensive plan has been put in place. Teachers have been dismissed when their work is not of the quality need to be a teacher in our district. Isn't that what we are working to correct? The present system works here.

School
Administrator

- 1 Currently, teachers are evaluated each year. Formal observations happen every three years. Administrators who see a need for more frequent intervention are able to instigate that.
- 1 It depends on which school you go to and who your administrator is. If you follow the guidelines the 8 Teaching standards are great. If the administrator doesn't follow evaluations along the standards it doesn't help improve teaching.
- 1 Too little feedback.
- 1 The current system is sufficient, it does not need to be changed.
- 1 Depending on how it is done but past history of yearly evaluations has not improved student performance.
- 1 Yearly professional goals, walk-throughs, Collaborative Learning Teams and evaluation provide feedback.
- 1 Our formal evaluations occur every three years with walk-throughs and conversations happen more frequently. The duties of the administrators are vast and varied and evaluation is just one of them. It is hard to be the coach you want to be because of all of the management duties that occur daily.
- 1 Annual reviews and career development plans are a means to address the professional growth of employees
- 1 The concern with any system is consistency not only among districts but within districts. Much of this depends on the evaluator.
- 1 Do not add administrator requirements for evaluations. We already have enough to do.
- 1 In the current system in place within our district, administrators are provided feedback at midyear and end of year based upon their PD Growth Plan. Instructors are provided end of year feedback on their PD Growth Plan and feedback at the end of their summative evaluation. Teachers also receive some feedback based upon walk-throughs that are conducted at least weekly. The weakness of our current plan does not provide for mid-year feedback on teacher PD Growth Plans.
- 1 No, especially for administrators.
- 1 The evaluation process needs to be improved. The PD plans is a good step; however, having a committee locally develop the PD plans only ensures that union leaders water down the PD plan. The plan should be developed at the state level and used across the state rather than developed locally.
- 1 In my district, yes.
- 1 We follow the format we are expected to. As an admin I generally spend 12 hours per teacher on-cycle for evaluation. How will I be able to evaluate all of my teachers, associates, custodians, etc?
- 1 Walk throughs are conducted on a regular basis, conversations taking place in PLCs and annual individual professional development plans
- 1 Does not need to change.
- 1 Mt belief is that the evaluation is a negative "thing" that is done to teachers. Seems like a strong statement, but perception is - how can "evaluation" and "coaching" reside with the same individual? Why do we not develop an system where an impartial rater provides data that the principal (coach) and the teacher can sit down and talk about where to focus efforts for the following year, data points to look at, etc.
- 1 Ten years ago, the state underwent an extensive, research based evaluation system overhaul. I am offended that educators are being told that this system is not efficient nor research based. A considerable amount of time, resources, and energy went into the creation of a new evaluation system. To adopt a new system will be an inefficient use of resources. One has to consider the validity of any evaluative instrument- whether used in the public/private sector. Most research would say that the annual performance review has nothing to do with improving performance. Evaluative instruments are used best when used as a disincentive. My only criticism of our present evaluation system is that is is focused too heavily on student achievement issues and not enough on essential human resource functions of the organization.
- 1 When thought of in a summative sense, it happens every three years. In the other years the discussions evolve around a career professional dev. plan
- 1 Evaluation system does provide feedback.
- 1 Much time and effort goes into teacher and administrator evaluation. I do not see any necessity for starting over with both!
- 1 There are many ways they get the information needed to gather the growth. But I am not sure we have a great system as of yet on how to follow a student completely. Meaning, if the student moves to other

School
Board

Member	1	anyway to combine how they did in or district with how they did in the other district. After 38 years in a classroom, evaluations if even done provided very little impetus for instructional improvement. The principal as an instruction leader if often non-existent because of attendance issues that are allowed to fester. This is probably because attendance is easier to deal with then is a poorly performing instructor.
Community Agency or Organization	1	Teachers currently don't get regular feedback from the evaluator. There's not enough time and many of them can't articulate what it is they are looking for in the classroom.
	1	The current evaluation system is seemingly nonexistent, and low performing teachers are kept year after year after year - to our kids' detriment.
	1	When evaluations are done in compliance with the procedures already in place in schools there is sufficient and accurate feedback available.
	1	It is a biased system. Needs to become a neutral evaluation process.
Area Education Agency	1	The literature on feedback suggests that it is more effective to be descriptive, rather than evaluative. How can we use descriptive feedback to support teacher reflection and growth, rather than evaluative feedback that supports simple compliance?
	1	I don't think the current system provides teachers with professional growth opportunities that are necessarily tailored to their individual needs.
	1	I think the issue with the evaluation system is not the frequency that it occurs, but rather the depth of discussion and the follow-up and implementation with fidelity that occurs with any action plan. Thus, if we get the same depth with annual eval as we get with every 3rd year, we have not improved anything.
	1	It appears that time is a barrier especially in schools with limited staff. Instructional leadership is difficult to address when management issues need to be dealt with... schools need assistance with management if instructional leadership is the primary focus.
	1	I wouldn't want to see stricter standards, but every teacher can look good for the 2 observations that are needed every 2-3 years. Evaluations need to be on going and not just a meeting at the beginning of the year and a summative report at the end. Mentoring has been a good thing, but not every district does a good job with this.
	1	I cause you to do an evaluation once a year. We need to make sure we have the capacity to do this. As an administrator, trying to be an educational leader, yet writing all the reports, building relationships with students, staff and community will be very difficult to do the job with fidelity.
Higher Education	1	I don't think this happens consistently and administrators need to be evaluated on their effectiveness in this category. They should be instructional leaders.
	1	The old model of preconference, observation, and post-conference is insufficient. More regular observations with 1-2 targeted goals per observation would help teachers focus on areas for improvement.
Other	1	The use of a walk-through system gives more timely feedback.
	1	Biggest issue here is when it is completed with fidelity. There are conversations around classroom issues every year with the current system. The concern is doing the evaluation with fidelity.
	1	Teachers and administrators do not know what to do with that feedback.
	1	When it works it does this.
	1	The evaluation system currently used is definitely adequate, but we need to ensure it is done on a reasonable cycle and that those who evaluate are proficient enough to do it well.
TOTAL	88	

The current evaluation system focuses on professional growth for teachers and administrators.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	4	8	4	2	5
Teacher	14	37	19	3	6
School Administrator	7	23	4	1	1
Student	0	0	0	0	1
School Board Member	0	2	2	1	0
Community Agency or Organization	2	1	1	2	2

Iowa Department of Education	0	1	1	0	0
Higher Education	0	1	0	0	1
Other	2	2	1	0	3
TOTAL	29	80	35	9	19

Comments on Question 13

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	Until you see what is specifically required of them for their "professional growth", I can't answer this. We currently have teacher inservices on a regular basis, but having spoke with different teachers over the years, most of the inservices are useless in their eyes. The training or professional growth needs to have substance and be realistic.
	1	It seems to focus on professional growth, but I don't know to what extent it produces it.
	1	With the formal evaluation teachers should see all the positive and negatives and should develop a professional plan for the next three years. Since all teachers have to go back for continuing education credit the credits should reflect what the teacher is working on in the plans.
	1	The growth seems to be individual instead of as a building. (I am referring to the pay being based on credits not on staff training which seems to be the shift. Although this shift is not recognized in the pay scale. Teachers make more with individual career plans, not by participating in building professional development. Although this method is more likely to improve the whole building.
	1	Again, professional growth to learn educational practices does not help teachers address school or classroom climate issues or youth-centered approaches to learning. This may be an area where afterschool programs or outside providers could provide some assistance to teachers.
	1	Teachers are presently required to further their education, as they should be. This should help them attain the skills needed to properly educate our youth. What other "professional growth" is necessary?
	1	Please don't go overboard on that either!
	1	The system focusses on professional growth. The practice doesn't always match what the system calls for to happen. Improve the implementation of the current system.
	1	More professional growth happens with conversations, co-teachings, and positive conversations versus threatening evaluations. Also formal evaluations are staged, jump through the hoop performances.
	Teacher	1
1		Our system right now is based on who has put in their time and that doesn't mean high quality teachers. We have several teachers who are getting paid a lot of money to be poorly educated themselves.
1		The current Iowa teaching standards seem fine.
1		Too much so. Let us get back to teaching.
1		Yes, but there aren't funds to provide for additional learning opportunities like conferences and such.
1		I really like the 8 teaching standards they are well thought out and have helped me grow immensely as a teacher! PLEASE do not get rid of them.
1		IT DOESN'T WORK OF EVALUATION OF ADMINISTRATORS.
1		Yes to an extent. I wish there would be more opportunities to attend profession growth workshops, classes, etc.
1		testing is the basis
1		I wish there was money to go to a conference instead of just having the AEA come in during the year. but only concerning raising our test scores and everything is based on raising scores. Of course, ESL scores are lower than other student group scores, but that is to be expected as it's their 2nd language and they are trying their best.
1	We work every year on a career development plan, even on years we are not formally observed or have to turn in a portfolio.	

Professional growth aspects change from building to building depending on the administrator.

I agree that one of the Iowa Teaching Standards addresses professional development; however, the evaluation system does not necessarily evaluate how well teachers are implementing the professional development provided in a district.

Absolutely.

At our school, this would be the case in my experience. However, I do know that this might not be true statewide or nationwide.

Professional growth is part of the annual evaluation.

Creates more of a paper trail than anything else.

I don't know about the administrators.

Again, one size fits all - it doesn't allow teacher's to grow working on their strengths and building up weak areas - it is one PD curriculum for all teachers of all grade levels and in all different subject matter.

Just taking classes does not ensure improved instruction.

No money nor time for professional growth-

I like the I Pad report I've been getting with the standard of teaching checked off.

Professional development, for the most part, is viewed as a waste of time. I am on the Lead team this year and it makes me sick to watch our veteran teachers worry more about a sport they coach or drawing a pretty picture or rebelling by wearing the wrong "color" clothes that day just to make a statement. It's like our students education; it needs to be relevant.

The current system requires educators to develop a career development plan as part of their evaluation system.

I think it is half-and-half. I think it is performance and professional growth and that is right.

The required yearly portfolio is based on individual professional development goals based on analysis of Iowa Test of Basic Skills areas of concern.

I am lucky enough to work in a school this year that education, learning and personal growth for students and educators are in the forefront. The past four years I could not have said that. Every school has a different environment and a different feel - some are friendly and thriving, others are devastating and full of dog and pony shows.

There are other factors included as well.

At our own expense, teachers are required to meet recertification standards. These ensure a minimum amount of professional development.

Professional growth has been a part of my evaluation for several years. I do think that teachers need to keep learning and reading professional books.

Career teachers are not financially rewarded for their knowledge and skills, the base pay in Iowa should reflect rewards for teachers that stay in teaching.

current professional development is irrelevant to classroom success

It is not a "focus" but it is asked and you are encouraged by an evaluator if you have participated in any classes or read any professional books for growth. Several of our professional days focus on our professional growth and development, so it is clear that it is IMPORTANT to our Administration.

It should, but can probably mostly get through it without growing as long as it's sound teaching

Individual Career Plans do assist teachers with growth.

Both evaluation systems are founded in professional growth!

Both teachers and administrators are held to high levels and the attainment of numerical academic growth by students.

Professional growth is not the only area our evaluation system focuses on.,

The concern with any system is consistency not only among districts but within districts. Much of this depends on the evaluator.

We currently have a good system, leave it alone.

I wouldn't agree that the "FOCUS" is only on professional growth. The current focus is very much on performance in relation to teaching/ and administrative standards which should INCLUDE professional growth.

As discussed above. Growth plans are developed but we need to do a better job of a midyear or better yet, quarterly review of the growth plan.

School
Administrator

	1	We are working to encourage professional growth, but the evaluation system is flawed. That needs to be addressed in any changes.
	1	Teachers target their own Individual Development Professional Plans to their own specific needs. It is up to the teacher to have self-accountability to achieve the goals on these plans. The administrator can monitor this to a certain extent.
	1	It does on paper, not necessarily in action. It seems to be a surprise to think that the individual growth plan, building plan and district plan should be connected to many of our teachers, unfortunately. It is difficult to provide strategic, connected, focused feedback for them when they feel it as a disconnect.
	1	If the current system is used with fidelity, it is very effective. It is currently time consuming. I'm not sure how to find the extra time that would be needed to evaluate every teacher every year and do it with fidelity.
	1	It can, I would say this does not happen across the State with fidelity, currently
	1	I believe our current evaluation system, if done correctly, provides feedback and promotes professional growth. If annual evaluation is mandated, the system will need to be simplified. There is no way that the current number of administrators can provide high-quality evaluations of all staff annually following the requirements of our currently very time-consuming evaluation procedures.
School Board Member	1	I don't feel we have good tools for this. Most of our tools are for students not staff.
Community Agency or Organization	1	There is no discussion of professional growth. The discussion is about whether or not the teacher turned in their portfolio and if they have met the 8 standards. Very little discussion or reflection on practice.
	1	Sioux City implemented weekly professional development a few years ago, and it's failed to show any results in improving achievement. The current system rewards teachers who receive graduate credit hours, but once the level is achieved, there is no incentive for continued growth. Too many waivers are granted to teachers not qualified to teach a particular subject. Our kids pay because we have a coach teaching technology or a home ec. teacher teaching history.
	1	The individual career development plan already in use, allows for input from the principal and the teacher.
	1	Teachers need more PD
Area Education Agency	1	What do individual teachers want for professional growth opportunities?
	1	It varies within and between school districts.
	1	It talks about professional growth, yes, but I think often we need outside training. This training can't be done during the year so teachers end up using their summers and their money to get this. We need to look at resources outside of Iowa and bring those in to the state so we don't have to go out of state. I think teachers might need a required refresher course/in-service on new teaching methods (not teaching like we were taught) and behavior. The self-assessment part of the evaluation is not useful.
Other	1	Career teachers develop a plan for growth.
	1	As commented upon above, it can when both parties are active. It does not occur when the evaluations and conversations are done as the deadline for the completion approaches.
	1	I still see little true focus on the low-achievers when the school district has mostly high SES with high achievement. I see limited challenges available for students who already are high achieving. I see places resting on those laurels. I have pre-service teachers in many school districts.
	1	The individual career development plans and the district career development plans have allowed schools greater focus on professional development.
	1	That is the focus in most situations
TOTAL	72	

The current evaluation system allows for timely removal of ineffective teachers or administrators.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	5	1	9	7	1
Teacher	9	16	24	17	14

Student	0	0	0	0	1
School Board Member	0	0	3	1	0
Community Agency or Organization	2	1	0	3	2
Area Education Agency	0	0	4	4	0
Iowa Department of Education	0	0	1	1	0
Higher Education	0	0	1	1	0
Other	3	1	2	0	2
TOTAL	21	33	53	45	20

Comments on Question 14

What is your relationship to K-12 education in Iowa?	Count	Comment	
Parent	1	The schools know which teachers are ineffective, without the evaluation system..it's all about tenure and the unions though isn't it?	
	1	I think there are too many steps to getting rid of teachers and administrators.	
	1	IF THE TEACHER DOESN'T HAVE THE SKILLS TO TEACH, FIRST THEY NEED TO GO THROUGH THE AWARENESS LEVEL, THEN THE INTENSIVE ASSISTANCE LEVEL. A TEACHERS EFFECTIVENESS SHOULD NOT BE BASED SOLEY ON A STUDENTS TEST SCORE. FIRING TEACHERS ISN'T GOING TO FIX WHAT'S WRONG. WHAT'S WRONG IS YOU HAVE A GENERATION OF PARENTS THAT DON'T WANT TO READ TO THEIR CHILDREN, DON'T WANT TO INTERACT WITH THEIR KIDS, AND THINK THAT THE SCHOOLS WILL TAKE CARE OF ALL THE ISSUES A CHILD HAS TO FACE. IT GOES BACK TO INEFFECTIVE PARENTS AND WHAT NEEDS TO BE DONE TO "REMOVE" THAT PROBLEM.	
	1	This is certainly true. If one thinks there is a problem with removing ineffective teachers, then I can tell you that the problem is not the system but the administrator who will not go through the process to do it fairly.	
	1	We have too many poor teachers in our schools.	
	1	Once a teacher, it seems like they never lose their job. They just get moved to a higher level of incompetency.	
	1	Many ineffective teachers and administrators are not the new and inexperienced, but are those who have been in the classroom for years and are burned out, angry, frustrated and sick of their jobs. They take their frustrations out on students and create hostile classroom environments. It needs to be easier and faster for these types of teachers to be removed.	
	1	There is little ability to remove a teacher or administrator without exhaustive processes. That needs to change.	
	1	We have had some teachers leave the profession based upon evaluation and being coached out.	
	1	The system already allows for this to happen. The implementation may need help.	
	1	What options are given to administrators to actually help teachers find a place they fit best? Colleges are not the training ground of a teacher-real experiences are needed.More need to be happening.	
	Teacher	1	It can, but administration often does not know how to use their evaluation system, or have chosen to not use it correctly. Other teachers don't want ineffective teachers there either, it makes them look bad.
		1	not exactly sure of the timeline
		1	This is a very subjective area.
1		Teachers are rewarded for time in the profession, and the ISEA protects bad teachers!	
1		The poor teachers, and we definitely have them, are protected by the unions. We can't get rid of them no matter how much we know that we need to for the sake of our kids.	
1		What defines someone as "ineffective"?	
1		There aren't many bad teachers. I've seen a few and they never get removed!	
1		It the administrators in charge are doing their job, then this should not be a problem.	
1		we have a very ineffective principal and he is on his 5th year.....teachers/staff are NOT asked about evaluations on administrators. only the school board....they are not the ones who have to work with	
1			

1 Three years is enough. We don't need to go to 5 or more years.
1 Not enough data is collected in my district to dismiss anyone, including incompetent administrators.
1 The steps are there, they just need to be enforced.
1 Poor teachers are not given training to improve.
1 IF administrators follow the correct procedures, including documentation and support, the needed
1 support for and/or removal of ineffective teachers is effective.
1 I wanted to put STRONGLY DISAGREE, but I am unsure. I don't believe there is anything in place. But, I
1 am unsure.
1 They can be removed the same day and placed on paid leave.
1 Administrations have to be willing to take the time and energy necessary for it to be effective.
1 There is plenty of time for removal of "ineffective" personnel. The NCLB wavier does NOT require
1 changes in this system.
1 Our definitions of timely are different. If a teacher isn't up to par why do we need to gather evidence for
1 years in order to have enough. No other business works like that. On the other hand, we have to make
1 sure that teachers aren't removed because parents complain to the right administrator.
1 Tell me of a school where a veteran teacher was fired because they were ineffective in the classroom. It
1 just doesn't happen.
1 If administrators are doing their job, changes should be made to fix the situation or concerns. It has the
1 tool included to get concerns corrected or follow the consequences. Sometimes, they need to be
1 tougher to promote the change and get the concerns taken care of.
1 too often once an administrator is 'is', it's very difficult to get them out.
1 I've been teaching a long time and I have seen too many ineffective teachers keep their jobs although
1 everyone knows they need to be remediated or replaced.
1 I have yet to see that fairly done.
1 If an administrator like you, you can stay if not good teachers can be run out. There is not parent or
1 coworker response for bad teachers/administrators.
1 NOT FOR ADMINISTRATORS.
1 Once a teacher has been in the system it is very hard to get rid of in-effective teachers
1 I have not seen an administrator try to dismiss a teacher.
1 We evaluate and reprimand, but no one is removed. I've seen teachers allowed to make the same
1 mistakes after the rehabilitation plan and then our district just kind of gives up on them. There are rules
1 for teachers, but if a person doesn't follow them, nothing is done about it.
1 If you know the right people, you don't have to worry no matter how bad a job you do.
1 It seems that once you get your professional license, administrators are "afraid" to try to remove a
1 teacher. If the teaching profession wants to improve its image, administrators need to do their job to
1 work with ineffective teachers and then remove them if no improvement is shown.
1 The above comments reflect my thoughts.
1 Many ineffective teachers, do what is required based on the current evaluation system. Other factors,
1 should be weighted heavier, in regards to what would allow a teacher or administrator to be removed.
1 If done properly, administrators have the ability to support struggling teachers and remove them is the
1 problem is not solved.
1 I see very little evaluation at the administrative level by the teachers. This is sorely neglected and the
1 teachers who are the ones that have the most contact with their administrators.
1 This has nothing to do with the evaluation system and everything to do with union rights and how hard
1 it is to remove teachers. The tool is fine.
1 Yes, if it is utilized.
1 Get rid of tenure.
1 This is a possible outcome if the evaluator is willing to engage in the work necessary to remove
1 ineffective employees
1 If administgrators follow through with the plan.
1 The proposed changes will definitely assist districts in moving these individuals out.
1 Again, my criticism would be that the present evaluation system does not possess appropriate human
1 resource tools necessary for a fair, comprehensive evaluation.
1 See above

School
Administrator

1 Again, if done correctly and if documentation is done correctly, the evaluation system does work. The main issue that stands in the way of timely removal is not due to the evaluation system.

1 Unions slow the process for tenured teachers.

1 No. What hasn't been addressed is the union's role and the master contract role in this process. Both protect ineffective teachers. We need to have tools that allow administrators to help teachers improve. Current tools are too cumbersome and ineffective teachers are protected by master contracts and negotiated evaluation systems.

1 Colleges need to do a better job of not recommending a student teacher for a license if they had an unsuccessful student teaching experience. A student should not even make it to student teaching experience if they are not equipped for the classroom. A grade point doesn't mean a good or bad teacher!

1 According to our school attorney, this process takes 2 to 3 years of documentation and evaluation.

1 Some teachers are really not doing any harm to kids, they just aren't helping them achieve. This is a crime in my book, but without being able to point to a major infraction, it would be hard to combat the strength of the union and to get rid of a teacher.

1 I believe it could if implemented well. It is often a mentality of not really wanting to help a teacher choose another career. Administrators must have the WILL to get this done

1 I think it allows for it but I am not sure how well it is used that way.

1 Agree only if they are in their probationary years.

1 It is difficult, although not impossible, to remove teachers that have many years of experience in the district.

1 It can happen with blood, sweat, and tears. Collective Bargaining agreements make this a tough thing, but not impossible, currently.

1 I am in favor of the 5-year probationary period, especially if we take into account student achievement data. There are fluctuations in student data at the classroom level due to a number of components so we need the additional time to allow data to establish a pattern. Also time for instructors needs to be allowed so they can collaborate with one another with data to help develop effective strategies and interventions to the needs of their children as well as learn from one another.

1 An administrator is EASY to dismiss, dismissing a teacher simply takes time and effort on the part of the administrator. The system does work!

School Board Member

1 It seems to be very difficult to remove an ineffective administrator or teacher especially one that has been in education for a considerable time. Part of the problem is that these people are not properly and truthfully evaluated.

1 I feel we do not have any good tools for this. There are very good teachers in every district. But the few ineffective staff are for some reason hard to determine and to remove.

Community Agency or Organization

1 If evaluations have been done to create the appropriate evidence of a teachers' non-compliance with district expectations, there is little doubt that the individual will be terminated. Ineffective teachers can be removed when there is clear evidence that they are not capable of meeting or exceeding district standards.

1 I think that whoever wrote this survey is assuming that there are hundreds of "ineffective teachers" out there. Those ineffective teachers you're trying to weed out are put on assistance plans, and if the administrator is doing their job, the teacher either improves or they end up resigning in many cases. You can't fire your way to Finland...

1 Poor teachers get shuffled along and are never replaced. Many times poor teachers aren't even reprimanded.

Area Education Agency

1 Administrators do not want to spend the time and effort necessary to bring an ineffective teacher up to par. Consequently, ineffective teachers are allowed to continue to teach.

1 Historically speaking, it is almost impossible to remove an ineffective teacher or administrator unless a state or federal law has been broken.

1 I think most administrators would rather deal with a problem or move the problem rather than deal with the situation head on.

1 More than likely a class will have to endure a teacher for a full year before an ineffective teacher can be removed

1 It has gotten better, but sometimes it is difficult to remove teachers who have been teaching for a bit but are not effective. I see teachers daily that need to be mentored and those who need to be encouraged to move out of teaching. I don't think the newest teachers, for the most part, are prepared.

	1	take mediocre.
Higher Education	1	I don't think this happens very often.
	1	It is very hard to dismiss a poor teacher. Union protection should not be based primarily on longevity. It should be based upon feedback from administrators, colleagues, parents, and students.
Other	1	While intensive assistance plans are "intensive" for both the teacher and the administrator, teachers who do not improve are removed in a timely manner. I cannot say the same is true for administrators.
	1	If you want to remove teachers as if they are all probationary, then it probably does not. However, if/when an administrator believes a teacher is not meeting standards, there is a year of improvement and a majority of the time, a severance agreement is worked out. This is contrary to public opinion, however, after 30 years working with teachers, that is by far my experience.
	1	Most support needs to be provided at entry.
	1	The only time it doesn't allow this to happen is when an administrator fails to do their job. I know of a number of teachers who were removed without a conflict when the administration did its job.
	1	With the evaluation process and the IPA - Intensive Plans of Assistance, there are very clear and effective ways to help teachers either improve or be asked to leave the profession
TOTAL	85	

A trained evaluator other than the administrator should be involved in the evaluation process.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	7	6	3	5	2
Teacher	13	23	18	9	17
School Administrator	2	5	11	7	10
Student	0	0	0	0	1
School Board Member	0	2	0	0	3
Community Agency or Organization	3	0	1	2	2
Area Education Agency	2	3	1	1	1
Iowa Department of Education	1	1	0	0	0
Higher Education	0	1	0	0	1
Other	1	3	1	1	1
TOTAL	29	44	35	25	38

Comments on Question 15

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	See number 20
	1	Why create more jobs and spend more money.
	1	But that will only work if the influence of the administration is minimal. Otherwise, you are just paying a contractor to say what you want them to say.
	1	Perhaps this could take place, but other teachers should only be involved in peer feedback and NOT in the formal evaluation process.
	1	I helped the afterschool program participate in a YPQA assessment and the staff stated they found it very helpful. We also had a teacher on our team who said it would be very beneficial to have an assessment in the classroom, "but the school would never allow it because it wasn't education specific". She said it was exactly the things that she needed help with as a teacher.
	1	Many principals are friends with the teachers they evaluate and whether they realize it or not, those evaluations are often biased. A neutral evaluator would remove that bias and be able to provide better quality feedback.

Teacher

1 the answer. Administrators should have suggestions as to how we can support them.

1 I think it should be an administrator that ultimately does the evaluations. If you have peers that do it leads to a negative environment. I would add that you should have administrators with experience. It is hard for a first year administrator to evaluate a veteran especially if they have never taught or had limited experience in the classroom.

1 I WOULD NOT WANT TO BE EVALUATED BY A COLLEAGUE. THAT CREATES COMPETITION. IN BUSINESS MAYBE THAT WORKS, BUT IN EDUCATION THAT DOES NOT WORK, NOR WILL IT EVER WORK.

1 Peers already have input into evaluation.

1 I've seen administration mess it up enough, I'd be willing to get other trained evaluators a shot.

1 An outside person will not see the day to day consistencies or inconsistencies of a teacher - only someone who is in close contact, in and out of that teacher's classroom on a regular basis (which many administrators fail to accomplish). Most teachers can "perform", but how are their practices helping students everyday on a consistent basis.

1 It is very difficult for many to accept criticism as a call for improvement when it comes from someone with whom you work daily. However, bringing in an outsider for a one or two shot observation can also bring the problem of seeing a "performance of the day."

1 Depends on the administrator & what is being evaluated.

1 Often administrators like their teachers so much which is a great thing. But sometimes they are blinded by their affection and miss the fact that a teacher is ineffective.

1 Our administrators don't know what good teaching looks like or they do ... but they can't do anything for teachers that don't strive to do and be the best for their students.

1 A good administrator knows what is happening in your classroom. A trained evaluator may not have a full understanding. By the way, I was in a building once where my administrator never saw me because she was in another building. We saw each other twice in one year, once at the local Target Store and once at the local gas station. In either case, she did not recognize me and I had to introduce myself as one of her "traveling staff members." I don't think she could have effectively evaluated me.

1 An administrator knows the teacher better than someone from the outside who comes in for a brief period of time.

1 Novel idea, but it might work. Is there data on the success or failure of this kind of process?

1 That would depend on if the administrator is fair. An administrator may know the teacher best or be out to "get" him or her and give a negative evaluation. A trained evaluator could be one piece of the evaluation puzzle, but not the only piece.

1 Administrators often are not in classrooms enough to have a good picture of what goes on on a daily basis. Is this teacher consistently effective - or can they just pull together a "performance lesson" once and a while? An outside evaluator would be even more in the dark about what happens in that classroom on a daily basis. What is best for students should be the bottom line.

1 Yes! That would take out all the personal bias'. It should never just be one person.

1 I agree as long as the other evaluator is properly trained and works along side the teachers to provide strategies to improve instructional practices.

1 Administrators allow their prejudices to show toward some teachers. It would be best for someone unconnected to the school, but highly trained in recognizing effective classroom teaching and learning to do an unbiased evaluation.

1 An expert in each content area, would make a good evaluator. However, the administrators, know the specifics of the school, which makes them better able to consider factors related to how the lesson goes (i.e. student behavior, schedule, etc.)

1 Trained evaluators know what to look for, what to help with, and can see the strengths and weaknesses of the educator.

1 DO THEY GET ADMINISTRATIVE PAY?? Our district is already administrator heavy!

1 Personal experience has promoted doubt in the value of additional trained "experts".

1 Principals are biased.

1 There are many subjective areas that an administrator sees that can be included in the evaluation - both good and bad.

1 sometimes there may be personality difficulties and an unbiased observation is not possible.

1 Not necessarily, if the administrator can be impartial they are probably the best person to do the evaluation

1 asking for the waiver.

1 A third party who has no friendship or ties to the community should be in on the evaluations.

1 NO IT TURNS YOU CURRENT CO-WORKER AGAINST EACH OTHER. TEACHERS NEED TO
1 EVALUATE THE ADMINISTRATORS.

1 There needs to be an unbiased person who can observe, more than once to assist and build up our
1 educators. Teaching is not easy and when you put unrealistic demands on us it makes it so difficult to
1 keep your morale up. If there was some way to encourage rather than threaten things would work so
1 much better. We are trying to use positive reinforcement for our students; what about positive
1 reinforcement for individual teachers. Help up help our students.

1 As long as the trained evaluator is not looking to reduce the number of "mature" teachers in order to
1 bring in new hires to reduce the budget.

1 why are the administrators the only evaluators? They are not the ones teaching...how long has it been
1 for them since they have taught?

1 there is no way, in some districts, that a principal would have the time to do all of the evaluations IF we
1 go to annual evaluations. If we continue with the same system, the the principals are the best people to
1 evaluate as they are the ones who observe their teachers on a day-to-day basis.

1 Teachers should not be involved in the evaluation of peers.

1 I am not sure how I feel about this. It would be difficult to evaluate someone without knowing the
1 system, kids, etc, wouldn't it??

1 By being an assertive advocate for my students, I have not been befriended by my principal who is in
1 charge of my evaluation. Stating that, there are so many factors that need to be considered I believe it
1 would be nearly impossible for an outside source to accurately asses a teacher's productivity in the
1 class room.

1 Would these trained evaluators be from our building?

1 That is part of there job. If you want educators to do the best possible job, there needs to be a
1 atmosphere of collegiality and cooperation among staff. Not what I am going to say or do will be
1 marked on my evaluation so therefore I will be guarded in how I teach and what I think in the way of
1 exploring new ideas that may better work in a system of educating students.

1 Depends on what a trained evaluator means. I think it doesn't hurt to have a second or third pair of
1 eyes.

1 The administrator should be trained in the evaluation process. It should be part of the job. It also keeps
1 the administrator involved in what is happening within classrooms.

1 Why? I would have to hear the reasoning behind this? I haven't seen any problems with this system so
1 I guess why fix it if it isn't broken.

School
Administrator

1 Peer assessment would be valuable.

1 No point in it! I would rather see collaborative teacher/teacher classroom observation with collaborative
1 follow up and feed back.

1 Not in our small system--We are K-5 with 77 students.

1 If the State is going to mandate an annual evaluation of every licensed employee trained evaluators
1 will need to be infused in the workload.

1 Need more information about this.

1 There would be advantages and disadvantages to bring someone into the district from the outside to
1 evaluate. Teachers should not be required to evaluate other teachers.

1 Teachers will not want to evaluate their peers

1 We know the incredible value of collaboration. Having peers be a part of evaluation could be extremely
1 detrimental to this process. Hiring additional administration to evaluate teachers is cost-prohibitive.

1 What does this mean?

1 That might be helpful. I'd need more information.

1 Will the state give us funding to support? Or add another duty to our already busy teachers?

1 Only if the administrator requests this support. We need help with managerial duties to be freed up to
1 be more effective evaluators.

1 I highly believe this - I guess not necessarily to "lower the hammer" but to provide fairly objective data
1 points that the instructional leaders and teacher can rally around and build a learning plan.

1 This is what we hire principals/superintendents for. It is insulting to think that a principal cannot give a

	1	review as a component of the evaluation system.
	1	Administrators ARE trained evaluators
	1	I would agree only if the evaluator feels they do not have the knowledge needed to evaluate a particular teacher (for example a teacher in a specific content area).
School Board Member	1	The trained evaluator should be totally neutral and not directly involved with the particular school he or she is evaluating.
	1	This would help if the administrator is new or if the evaluation process changes but would be ineffective if it was used every year. I feel administration would feel they were not being trusted at their job.
Community Agency or Organization	1	I cannot think of any reason to do this.
	1	You should not have teachers evaluating other teachers. It creates an environment of distrust. What other profession, private or public sector, do you have colleagues evaluating each other? It's a terrible idea and should not be considered.
	1	Objectivity is important, however, the expense of this may make it impossible. The principal should be in classrooms EVERY day, making observations and giving feedback to teachers (provided the principals themselves are qualified).
Area Education Agency	1	My concern is that the principal would be so overwhelmed with completing the necessary paperwork, that (s)he has no time for other meaningful and essential work as an instructional leader.
	1	The administrator is more familiar with the staff member's unique situation, so maybe a trained evaluator should be paired with the administrator for a fair evaluation.
	1	Assuming they know what quality looks like and are able offer appropriate ideas that would result in professional growth.
	1	The trained evaluator should not be a peer of the teacher. This will create major issues with fair evaluations.
	1	Evaluation should be a shared responsibility to allow collaboration amongst a team of evaluators
	1	However, it can't be a peer so I don't know who this could be then. The evaluator must be someone who works with the teacher daily so they can see the whole picture, not just a couple day snapshot.
	1	It is your school you need to make sure people are meeting your standards because if the ball drops it is still you that will take the fall.
Higher Education	1	I would have to have more information on the qualifications of this evaluator.
	1	Instructional coaches with whom the teacher has worked, other teachers in the building, and other teachers in the district should be involved.
Other	1	An alternate evaluator is sometimes needed, but an administrator should know his staff and have training to perform evaluations that include helpful feedback.
	1	I don't know what that looks like, it has the potential for the teacher to be pleasing two different people, who may be giving contradictory advice.
	1	I loved this role as a principal, but not all principals really understanding teaching and learning. Some do not have the time, even if they try.
	1	I think it makes it very difficult to have a non-administrator feel they have the degree of impartiality needed to do a fair evaluation.
	1	Only if they are trained to a level of competence that would allow them to be part of an effective fair and appropriate evaluation process for all members including Administrators, teachers and PARA's
TOTAL	82	

The State of Iowa has adequately defined and illustrated the roles of effective teachers and administrators.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	3	5	6	3	6
Teacher	8	38	15	5	10

Student	0	0	0	0	1
School Board Member	0	1	0	2	1
Community Agency or Organization	0	1	3	1	3
Area Education Agency	0	2	3	0	2
Iowa Department of Education	0	0	1	1	0
Higher Education	0	1	1	0	0
Other	0	1	5	0	2
TOTAL	17	66	42	13	29

Comments on Question 16

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	When a teacher is effective, they don't need their roles defined. They will see it in the attitude and improvement of their student. Those are the ones who should be the leaders in their field.
	1	The system is too politically correct to adequately define and illustrate the roles of effective teachers and administrators. We tiptoe around the issues to appease the unions --- at the expense of the students.
	1	Families need help better understanding that so we can give better input.
	1	I agree for teachers. All teachers must meet the 8 standards and 42 criteria. If they do then they are effective teachers. Not so much for administrators as their evaluation is still so secretive.
	1	The list is too long. Narrow it down. Then if someone is struggling in teaching, use the list to improve.
	1	I don't think you can determine this based on numbers. I think a lot of this should come from the students themselves. They are the only ones who can tell you they learned those principles from their teacher vs. their parent, older sibling etc. There are too many instances in which students may be exceeding grade wise, but the achievement they had achieved wasn't due to the teacher for that subject..it was due to another source.
	1	Standardized Test scores do not indicate effective teachers.
	1	I think we need to get more specific with the different teaching subjects. It would be like having standards for all the different positions. For example, a special education teacher. A special education teachers in high school should have knowledge about the Vocational Rehabilitation. A special education teacher in elementary does not need the same knowledge but might need to know about early childhood education. All these all different skills than your normal math teacher would need. Special education teachers should be evaluated on these skills as well as IEP writing.
	1	THE GOVERNOR'S EDUCATION REFORM DOESN'T REFLECT BE PRACTICES NOR DOES ANYTHING TO SUPPORT EDUCATORS IN THE TRENCHES. THEY NEED TIME TO PLAN GOOD LESSONS, TIME TO REFLECT ON THOSE LESSONS AND TIME TO TALK TO COLLABORATE WITH THEIR PEERS.
	1	We already have state standards.
Teacher	1	My guess is it only focuses on instructional delivery and not on fostering safe, supportive, interactive, or engaging environments. Teachers are responsible for these things as well, and engaging youth in meaningful application of classroom principles. Service-learning is starting to be evident in some locations, but to work, it requires teachers to give up control and allow the youth to have a voice in their education. My experience as a parent is that project-based learning and IB schools start down this path, but much more needs to be done if we are to help youth develop critical thinking skills.
	1	Definitions are merely words on paper. We are people. Effectiveness can be shown in MANY different ways. First one being: forming connections and relationships with the students and their families.
	1	I believe that there are many gray areas in the plan. How do you take out the subjective evaluation piece without purely basing a teacher's effectiveness without just using objective test scores?
	1	The 8 teaching standards do this and I really encourage you highly to KEEP them.
	1	Parent and student evaluations are not included.
	1	I have not been made aware of the definition of an effective teacher according to the State of Iowa.
	1	

School
Administrator

- 1 Continue working in this area. The stakeholders aren't being consulted and we all pretty much know who is and isn't a good educator.
- 1 Too much emphasis I believe is on test scores of students and not on what teachers are doing professionally.
- 1 What is effective for one age level isn't appropriate for another. MUCH can be learned from listening to our students. I have been shocked to listen to the stories my high school children have told. I find it hard to call some of that teaching!
- 1 Just putting together that complete waste of time HUGE professional portfolio does not make an effective teacher. It is just time-consuming. If the administrator likes you - you get a good eval. If not, then there are plenty of standards to "catch" a teacher, get him/her on a plan, and eventually run them out of the school or district. The principal seems to decide the success or failure of the teacher.
- 1 Sometimes it seems that the teachers who have classes with raised test scores are the ones who are considered effective. Not so with teachers with low scoring ESL students.
- 1 The standards seem fine.
- 1 The Iowa teaching standards and criteria fairly well clarify effective teachers, based on the work on Charlotte Danielson.
- 1 In the text book it is written and defined. In the classroom, things just aren't that easy.
- 1 I am not sure. Once the standards are met is one considered an effective teacher?
- 1 The definition has created more paperwork for the teachers and administrators. I am happy to show artifacts and proof of what I'm doing in each of the standard areas if I am given time to do so. All of this is done off the clock and well meaning bureaucrats are not the best people to make these policies and decisions. More and more paperwork is placed on our backs, our actual school days are longer, and our student population is getting larger and has more special needs than ever before, but we are given no more time for doing all of this compiling of data and paperwork. I love teaching, but most days I don't feel like a teacher - I feel like a "hoop jumper" and a "paper pusher". My students are what is most important to me and they get the least of my time.
- 1 Agree but not much is done in the way of administrators!
- 1 No, they have created a lot of paper work, some of which is very difficult to prove or disprove if a teacher is doing it. Common sense has been replaced with stacks of paper - so our learning curve has gone down rather than up. We are busy filling out forms.
- 1 The standards are very well written and researched. New teachers learn them well during mentor training. Elder teachers who are mentors get a review of them.
- 1 I like the concepts presented. The current system is broken and needs assistance.
- 1 Yes, with the Iowa Teaching Standards and Iowa Standards for School Leaders.
- 1 The process is too cumbersome to be used on yearly basis.
- 1 It is defined but not supported by funding.
- 1 I do not feel the current standards do this. I am not knowledgeable about changes, proficiency levels defined or not, etc. I would be very interested in finding these things out.
- 1 Too many "versions" of this are alive.
- 1 I think the current process has served us well with the exception of not closely linking student achievement. I'm not opposed to an abbreviated model using InTASC standards as referenced by Director Glass
- 1 Change is taking place and definitions of effective evaluation practices would be instrumental so everyone is on the same page.
- 1 Over and over again!
- 1 The Iowa Core clearly defines what quality instruction looks like, sounds like, and how it is assessed.
- 1 The standards for each define and illustrate the roles, but they are hard to understand, cumbersome and not all together clear.
- 1 Iowa Teaching Standards and Iowa Administrative standards do a good job of this.
- 1 Over the years I have evolved to support state standards rather than having every school recreate the same 'wheel.' I think there needs to be a common understanding of good teaching and good administration. I don't want to see things to be dictated so much by the state and federal governments that we don't have any autonomy.
- 1 State teacher and administrator standards are pretty clear...

	1	maybe not so much with helping build a conviction in administrators that it is good for all involved to encourage a poor teacher to move on
	1	I don't think that the department fully understands the pressures placed on building level leaders. It was inferred in the presentation that principals need to spend the majority of their time in the classroom observing/facilitating/correcting/coaching, etc. In an ideal world, this would be great. However, the creation of an effective instructional climate rests on the ability of a school to create a safe environment. It is my expectation as a superintendent that my principals attend to discipline matters in a timely, efficient manner; are available to parents at any time; properly monitor students/staff, and act in a proactive manner. Unless the state is willing to fund an assistant principal or SAM for every building in the state of Iowa, it is an unrealistic expectation that our principals spend more than half of their time in the classroom, (or climate/culture/discipline will suffer).
	1	The Iowa Teaching Standards and the standards for administrators are incredibly comprehensive and contain all of the elements of effective instruction and leadership. The problem has been in the "adequately defined and illustrated" part. This has been left to the discretion of individuals or districts.
	1	If they have come from the DE, I am not aware of them.
School Board Member	1	It would be good if the roles of effective teachers and administrators could be even more specific.
	1	have never seen this
Community Agency or Organization	1	This is a poor question. I don't know if you are asking if the roles in the waiver application are clearly defined or if the current system clearly defines the roles.
	1	This statement leaves out the responsibility of the local school board.
Area Education Agency	1	I think officials from the State of Iowa need assistance from real educators in the schools to assist with a more cohesive picture of what an effective teacher or administrator looks like.
	1	Our teaching standards are good (yet fluffy) to show what an effective teacher or administrator looks like, but now lets live by them. Good administrators are difficult to find.
Other	1	The Iowa Standards work just fine. A change does not need to be made to INTASC standards.
	1	I don't think you have. Much more this is focused on punishing the teacher/student if the test scores aren't showing growth.
	1	I'm not sure it is an issue of defining it, but being able to recognize it when you see it. I taught for nearly 20 years and my students did amazing things, but we always had poor principals. I'm not sure they would recognize good teaching if they saw it.
	1	That picture is still not very clear and the Summit didn't do anything to help in that process
TOTAL	58	

Please share any additional comments or feedback you have regarding Principle 3: Supporting Effective Instruction and Leadership.

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	See number 26
	1	Please don't create more needless hoops!!! Please!
	1	A LEADER IS LIKE A GOOD SHEPHERD, THEY AREN'T STANDING IN FRONT OF THE CROWD, THEY ARE BEHIND THE GROUP AND LETTING THE SHEEP LEAD THE WAY. RIGHT NOW I SEE THE GOVERNOR AND JASON GLASS RUNNING IN FRONT OF THE EDUCATION COMMUNITY AND NOT LOOKING BACK TO SEE IF ANYONE IS FOLLOWING THEM, NOR DO THEY CARE IF ANYONE IS FOLLOWING THEM.. FROM WHAT I SEE AND HAVE HEARD, THE SHEEP WOULD BE BETTER OFF WITHOUT THAT KIND OF LEADERSHIP.
	1	Paying teachers better has to be a part of this conversation. To simply dismiss that aspect as Director Glass did in his recent IPT interview as "Teachers don't do it for the money" is disingenous and obnoxious.

Teacher

- 1 administration should take an active role in meeting teacher needs in the classroom. They should not always be the evaluator, and feedback should be timely.
- 1 Evaluations for teachers is efficient at the 3-yr. rate. It seems a huge amount of time will be spent evaluating instead of coaching if we switch to the yearly evaluation model.
- 1 I'd like to reiterate the fact that any progress will be the result of positivity and not negativity.
- 1 I would like to see more tangible evidence of assisting teachers in the classroom, such as subject-specific PD.
- 1 I feel that the present system works well when it is used correctly. What is being suggested sounds like a check list system that administrators will not have the time to do yearly and will not give me the feedback to better improve my instruction.
- 1 Locally negotiated contracts should be respected during this process.
- 1 I want guidance, not to be asked what I want done about something. There's an effective leadership agenda and then there's delegating responsibility. If you want to be a leader then step up and lead to the best of your ability.
- 1 It would be effective to have a state-wide evaluation system.
- 1 Where is the support? What has been put in place to support us? We've only been given more forms to fill out, more paperwork to do. What we need is more trained "in-the-classroom" teachers and not more "behind the scenes" people. Teacher's touch students lives - not policies.
- 1 Again, the education system is not the problem...teachers are teaching and students are learning all across the state & nation. If I get cavities, it's not my dentist's fault--he told me how to prevent them, I just didn't do my job. Likewise, if my students choose not to learn, it's not my fault--I am teaching them...59/60 are learning, but Joe Blow who doesn't like to brush/floss or do his homework shouldn't be a reflection on MY performance or MY school's performance any more than he is a poor reflection on his dentist's performance. So evaluating teachers & administrators is NOT going to solve what is perceived as a problem in education--fix the parenting issues that happen outside of the classroom--make the PARENTS accountable for their child, NOT THE SCHOOL!!
- 1 The annual evaluation of teachers concerns me. The amount of money and time this would take does not appear to be cost effective. Currently, the administrators in my building are taken out of the building for meetings, school visits, etc. If they would be required to evaluate all teachers every year, that would remove them even more.
- 1 I work in a first year SINA school and have yet to see any real support for instructional improvement in our targeted area.
- 1 What are your reasons for moving to the InTASC Standards? What is the premise upon which annual evaluations and a 5-yr probationary period are proposed and based on what data? How will such a change be funded? How would teachers be involved in the development of any evaluation system changes?
- 1 I have been a "teacher" since the day my first child was born 32 years ago and I learned then that each child is individual, special and marvelous and we are all given different gifts. However, the one thing every person in the world needs is acceptance. Each student needs to know they are good enough and smart enough and thin enough and pretty enough and all so many people do is tell them how lazy they are, how fat they are, how stupid they are and how they should 'know better'. When students come into my room and tell me repeatedly that a teacher says something about how the teacher knows this kid will never amount to anything and they will never do anything with their life; I am appalled and I really want to remove them from the profession. We need to embrace our students' differences and meet their needs rather than try to make one size fit all. We need support not criticism. We need academics to be more important than athletics. Athletics play a role, however, most students won't make a living playing a sport. They are going to need hands on skills to take with them out of our doors and off to their adulthood.
- 1 Superintendents need to be more involved.
- 1 I just know it's not through the use of instructional coaches as the one in my school is worthless. The district didn't even get a sub for her for 3 months of maternity leave. So how important is that position? !?!? Maybe in low performing schools the instructional coach could make a difference, but they need to be IN a classroom and not just leading PD.
- 1 Support us, don't penalize us.
- 1 Our Administration has been focusing on our instruction and allowing other teachers to visit our classrooms while they cover our classes. This has been very helpful to staff.
- 1 Teachers need more support than intimidation. Most teachers I have taught with are working hard, but

School
Administrator

1 There seems to be some confusion as to what exactly the details of this new system are. Since I only saw the graphic once and then it returned from Byron's face while he read a teleprompter, I cannot support it at this time.

1 we need opportunities to grow in our profession within a district. There is very little motivation to grow, other than moving along on the pay scale. Those of us teachers who go "Above and beyond" to further our education and to do best for our students are paid the same as those who do enough just to get by. Very frustrating!

1 I'm very glad you included the administration as part of this.

1 I don't think it is a fair to base teacher pay on student achievement. There are so many things that we have no control over in the child's life. That is like saying, if I go to the doctor and do all the preventative things, I should not get sick. If I do, the doctor is the one to blame??

1 I would like to see districts support the PD that their teachers do on their own. Other professionals get reimbursements if they go to conferences. Some teachers are lucky to get the day paid for, that doesn't include registration costs, hotel stays etc.

1 Annual evaluations are NOT needed, nor is it an efficient use of the teachers' and administrators' time.

1 Align the Iowa Core with the assessment, whatever is chosen.

1 The DE does not have the capacity, expertise and people power to carry out the requirements of the waiver. You will dump this on the AEA and they have just a little more expertise and people power, but not much. You do not have content and professional development to carry this out in all districts. You tell us what do do...but don't provide the \$\$\$ and professional development to implement with fidelity and then wonder why.

1 I think it's unclear why a principle title "Supporting Effective Instruction and Leadership" is only focussed on evaluation. There are a lot more effective ways to work toward "effective instruction and leadership" than evaluation. How about more time for professional development, collaboration, coaching situations, etc. for our teachers and administrators? Adding evaluations is only going to add more paperwork and hoops to jump through and less time for the stuff that will really improve instruction and leadership...

1 It will be difficult for the administration to complete a meaningful summative evaluation on every teacher, every year. More administrative staff will be needed.

1 I honestly don't see how "supporting" and "evaluative" coincide. Most people see the first as positive and the latter negative. Supporting has to be in the form of positive pressures for change, not consequences.

1 Districts throughout the state struggle to have adequate ratio of administrator to teacher. The handling of student issues and operational issues prevent effective feedback from taking place. Districts can't monetarily support the needed ratio.

1 Appreciate the work!

1 I believe we are at a crisis point re: the future of building level leadership. An analysis of a teacher salary schedule, compared to a building principal, will note that the difference in salary is not significantly different- particularly when a 190 day contract is compared to a 260 or 235 day principal contract. I have heard many effective teachers say "Why would I become a principal? There is much more stress/hours/work for very little real extra compensation. If we increase the stress/workload on our building level leaders any more, I truly believe we will have difficulty attracting excellent instructional leaders to the profession. I am making this comment as a superintendent and as an adjunct professor of administrative preparation programs. We cannot significantly increase the workload/stress load on our principals without examining the compensation aspect and realistic workload demands.

1 Do not add a layer of administrative requirements

1 I agree that want to attract and retain quality individuals into the profession. One comment in the presentation was, "We want teachers to love their jobs and want to stay in the profession." I can assure you that the current conversations and measures have had a very demoralizing effect on teachers and morale is at an all-time low. Nothing being proposed seems to be aimed at turning this around, and in fact, seems to have the potential to compound this problem. The tiered system for salaries that was proposed earlier has many issues as well in terms in not achieving its goal of attracting and retaining people.

1 I see no point in throwing out the "new" systems for both. They are effective evaluation tools.

1 It seems to me that we are taking a very punitive approach to improving schools. I would like to look at the Finland approach and incorporate a level of trust across the entire system. If we look at inbedding

Education	1	I think there is much room for growth here.
Other	1	Revamp the prep of principals--more focus on their ability to teach...instructional leadership.
	1	I think it is a huge mistake to move away from the Iowa Teaching Standards. Teachers and administrators are just now becoming comfortable with conducting evaluations and setting goals. You can improve evaluations by holding districts and administrators accountable for doing evaluations without changing the standards.
	1	Provide the leadership, resources and opportunities to make this work. Fully fund education, provide the training and resources teachers need. recruit and train better Administrators. Design better teacher training programs at or universities, reduce class size, and give teachers the individual planning time they need to help every child.
	1	Expanded learning cannot be allowed to be more of the same. Students Are tortured Nd not encouraged or supported to succeed. Any ELT must be engaging, promote community-school partnership and engage parents and other family in the students learning.
	1	Annual evaluations are not needed. Administrators already can evaluate annually if a need is noted. Also, the probationary period does not have to be extended to 5 years from 3. Three years is enough time to decide if a teacher is fit to teach.
	1	The waiver does not require yearly evaluation of teachers and what appears to be silent is what about administrators seeking feedback for their employees? If this is going to be a team then it should be an open team.
TOTAL	67	

Please provide any other comments or feedback you have re regarding Iowa's waiver proposal.

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	Pull it back and focus on pressuring Congress to make permanent changes to the ESEA.
	1	Thanks for the opportunity to weigh in with input.
	1	I do think it is in the best interest of small Iowa school districts to get a waiver; however, I'm very concerned accountability of learning and educators will diminish.
	1	THE GOVERNOR HAS NEVER TAUGHT, LINDA FANDEL, THE GOVERNOR'S ADVISOR ON EDUCATION HAS NEVER TAUGHT, AND THE HEAD OF THE IOWA DEPARTMENT OF EDUCATION TAUGHT 2 YEARS. I HAVE A HARD TIME AS A PARENT HAVING ANY RESPECT FOR THESE PEOPLE, THEIR KNOWLEDGE OR EXPERIENCE IN EDUCATION TO TAKE ANYTHING THEY SAY SERIOUSLY.
	1	I would have liked to know more about the meeting dates. I missed it in the paper. Do you have an email list serve? Please put me on it. kimberlybrimm@yahoo.com Thanks.
	1	Obviously I'm not in favor of it.
	1	Education has become a contest - a game of who can have the highest test scores - who can brag they have the highest test scores - and who can have the most "winners." It's pathetic how students are seen as economic commodities instead of they children they really are.
	1	I would try to include in there as much as possible that one size does not fit all. Thanks for the opportunity to voice some of my opinions.
	1	Please keep us informed as the process unfolds. It sounds good, but is VERY global. I am nervous that the processes and procedures that spring from it will not reflect what I think these original documents mean. Further, family involvemenet cannot be an afterthought. There must be engagement throughout the process.
	1	I believe this is just another way to pass legislation that the director of education has on his agenda.
	1	I'm really nervous that you will try to use it to just extend the school day. My kids have gotten so much out of the application of education in their afterschool program. If anything, I wish you would fund more afterschool programs and require the school staff to communicate with them so more focused activities can occur in programs. High quality programs are doing this; other afterschool programs need to be more familiar with high quality standards.
Teacher	1	I support the waiver on the basis that NCLB's 100% proficient target which is based upon one measure is impossibly unrealistic. I have worked with students too long to believe this would ever happen in a

1 I agree that NCLB did not reward the schools that were doing what they needed to do and were
succeeding

1 I don't know enough about it to give you any comments.

1 Like the proposal of the Interstate Teacher Assessment and Support Consortium where teachers are
able to move from state to state without having to get a license for each state.

1 DON'T DO IT. SOME POINTS ARE GOOD BUT TOO MANY ISSUES ARE NOT.

1 I thought No Child Left Behind was bad, but this is worse. The waiver claims these are reachable and
realistic goals, but for low income schools it's not reachable at all.

1 NCLB is absolutely unattainable and should be waived. Schools should be held accountable, but not
everything can be seen on tests. No school will ever be 100% proficient.

1 NCLB was not the answer, and I don't feel the ESEA flexibility waiver is the answer. All of these create
more "out of the classroom" jobs and paperwork. The only thing that will benefit our students is more
"in the classroom trained staff".

1 In either the ESEA or waiver, I see quite a bit of effort working on the 40th percentile. I would like to see
more for the entire spectrum. I would like to see more incentives that are directed to individual students,
for example scholarships based on test results. We seem to be spending quite a bit of time and money
on testing.

1 Student growth rather than proficiency must be utilized to gauge effectiveness. Students are not
robots!!!

1 NCLB needs to go away and teachers need to be allowed to TEACH.

1 I hope it is declined. This is not a good thing!

1 I just want everything CLEAR and not thrown together and given to us in small increments while
changing it throughout. We have been working on the program for The Leader In Me. One important
concept is: BEGIN WITH THE END IN MIND. It is very difficult to start something without really knowing
where we are heading. We need to be fully advised of clear and specific requirements at the beginning,
without things changing throughout. Most teachers will say, "just tell me what I need to do, and I will do
it."

1 WE ARE IN NEED OF MORE TIME TO DEFINE THIS EFFECTIVELY.

1 It seems like several of the components for the waiver process are also part of the fairly flawed
Blueprint for Education. It seems more a Blueprint for giving the Dept of Ed unchecked power over
districts, teachers, and school boards. The next time a "blueprint" is drawn up, it would be nice to
actually ask the educators about it, that would have to work under it.

1 It looks very cumbersome and not user friendly. I don't see that it is an improvement from the NCLB. I
have concerns that some aspects of it look very much like merit based pay for teachers. Or that it's
trying to be included in some other aspects.

1 Still too many variables to form an objective opinion.

1 If the governor's "Blue Print for Education" legislation is not passed, particularly those changes that
would support the waiver, does it mean the waiver will not be granted, and Iowa will be back in the
downward spiral of No Child Left Behind?

1 The whole legislation needs to be repealed in my opinion. George W. Bush hurt the education system
by implementing this, and Iowa is behind on getting out of it!

1 The waiver is the first step to getting out of the one size fits all education but we need to do a lot of
work on what we are doing in the classroom to be certain that our students are ready, not just for
college, if they choose, but life, which is something every person is going to need.

1 At our ICN meeting in Burlington on February 2, we came away frustrated for many reasons. We had
concerns regarding the growth measurements for the lower and higher ends of the student population.
We also felt there were several questions offered that were not part of the waiver, but the facilitators
wrote down those questions for later considerations.

1 Merit Base Pay scares me. When I taught at a private school, my ITBS scores were in the top 5%,
sometimes 1%. Now that I'm a special education teacher, my students score in the low percentile
ranks. I may have to go back to the private school! I do like the growth model as most of my students
even those from poverty, improve their scores.

1 You have to remember we are dealing with children and not adults who have learned through time and
gained insights. There MUST be several assessments and growth factors that show a child can learn.
THIS HIGH STAKES TESTING MUST END!!!! I personally feel the high stakes testing will continue to
pressure schools and Iowa will lose potentially great teachers. Please fund my poor children so they

education. That one test session just can't be the whole picture of the child. COME VISIT some schools for a whole week at a time and see how hard teachers are working, teaching, mending, guiding, counseling, feeding, and nurturing children. I'll send in all of my formative assessment and compare them any day to a summative "Smarter Balance", Iowa Assessment, or ITBS test to show you what a child knows.

1 I don't think that No Child Left Behind has been a good thing. It would be good to have a waiver. Every state and school is different. They all face different challenges. One proposal does not cover all.

1 PLEASE do not go to an annual evaluation of observations and portfolios. This would create a ton of work for both teachers and administrators and would not have a direct correlation to student achievement.

1 It sounds complicated. I also don't agree with all students being proficient at a defined level. Growth should be measured according to each individual student and their unique needs. A level II or III special education student is going to have a different kind of life, period. Classroom teachers should do their best to meet the needs of the general education students. Special education students should not be sitting in general education classrooms for 2 hours while an associate does all the work for them. Some can't even write their name or they don't know letter sounds and can't read. Yet, they don't get to work on those skills to move them forward in THEIR learning. I think the expectations are unrealistic and will drive teachers out of low performing schools in low income areas. I do not believe in NCLB, and this waiver seems just as unrealistic. I'm tired of only focusing on the low performing students (and sub groups) in my classroom. If my class size were lower then maybe I could spend more time with each student. Right now, the low achievers take all my extra time and I'm expected to get my level II special education students on grade level and one of them can't even right his name yet. No wonder college kids are not entering this profession. I've been in it for 17 years and the past 6 years have burned me out. Teaching/learning use to be fun for students and teachers. Now students are nothing more than a number and my effectiveness is based on nothing more than a (proficiency)number. Sad.

1 I think it is a good theory, but it looks like there is a lot to work out? I would like to know how many currently practicing teachers have been involved in this process??

1 I wish the pressure could be lifted a little with ESL students and teachers and let us teach what they need to learn and lessen the load of pretests for ESL assessment, the test, ELDA, ITBS, spring pretest for assessment and then ending the year with final ESL assessment in May. Way too much testing for ESL students.

1 FYI-Regarding is misspelled in the above statement.

1 I have great concerns about this waiver and how it will not change the face of learning in IA.

1 A three-year probationary period for new teachers is enough. Do not extend it to five years.

1 How does placing new and ever shifting targets in front of teachers improve education? Targets need to be realistic and attainable. They need to reflect the skill sets of subgroups in the system. The focus needs to return to creating a society of learners who have a desire to learn. This will not happen when the focus is on how to create good test takers.

1 I'd like to know what ramifications are planned for districts that can not meet the Target Growth and/or are listed as Priority schools for consecutive years. I would also like to know if focusing on individual student growth will necessitate a move to IEPs for ALL students, and if so, how will that be implemented and supported? Ultimately, where is the money?

1 I believe the waiver and the laws of NCLB are foolish as they are attempting to fix a part of the gearing system that isn't broken. Society is broken. The role of parents in their child's life is broken. The government is frittering away money at bailouts and laws that aren't fixing the problem. Throw the money at welfare reform, unemployment, and parenting classes for all parents--start at the bottom--not in the middle. We're doing our jobs--get the parents of the non-performing students to do theirs.

1 Thank you for listening to my comments. I have been teaching 14 years and really care about the profession and students. I love the State of Iowa and want to see our students back on top again.

1 You cannot solve problems with the same kind of thoughts that created them. You need to look beyond the measurable statistics. More testing or different testing is also not always the answer.

1 Use the DE list of approved providers for the after-school tutoring. We are happy with the outcomes that our SES provider gets with our kids and we do not need the additional responsibility of somehow coming up with our own tutoring program.

1 I am glad to see growth considered. At this point, I believe the waiver is complex, but I know the State will provide adequate guidance for us to learn about it. Thanks for your work on this!

1 Basically this looks like a back door way of pushing through the education reform plan if it falls short in the state legislature. Seriously, you think we can't see through that? So, what are you going to do when

School
Administrator

Please, please, please consider carefully the ramifications of tying pay to achievement (we've seen cheating all over the country) and the whole idea of rewards and punishments for individuals or schools. There is so much evidence that those practices don't work and I'm not sure why that's being ignored in this process.

Cut out some of the reporting and let us evaluate, teach, supervise, manage, etc. Look at MN. They do not have AEAs and do not have half of the paper work that I am aware of and they are doing much better on the NAEP. Take the money for AEAs and put the people in the districts for direct help.

You might not want to hear this - but your sentence above has a misspelling in it. Besides that - I am assuming numbers have been ran to project out the number of schools at each level described here. Also, how did the sub-group number come about - 10 across the district. IT seems kind of strange that this particular one - a school could either benefit or hurt from something they may truly have no control over. If that building has none of the 10 sub-group students how does that follow?

I truly hope "politics as usual" does not appear. Here's an opportunity to do what is right.

I was in favor of principle one and two and quite opposed to the third principle.

It is obvious that this proposal mirrors what is in the Gov's Blueprint for reform. Most of the ideas are agreeable to most State Supts. but it is difficult to fully endorse without knowing many of the details. These sessions were very informative and have filled in some of those unknowns.

As stated earlier, my teachers and me are ready to stick with No Child Left Behind after seeing this proposal.

I think that it is appropriate to have a waiver for NCLB--as we seem to have proceeded to other sources the last few years and NCLB is no longer appropriate.

My hope would be the state provides meaningful supports (not punitive outcomes) for low-achieving schools.

A huge concern that the waiver is unfair in its assessment of large diverse schools to homogeneous schools. It needs to be based on the growth of every child, too many schools have not grown but still have 85% proficiency, not because of improvement but because of demographics.

It seems like there is a lot going to happen in a short period of time. We do like that the site visits will be differentiated according to a school's status. Like the fact of using more than one criteria to evaluate. We are unclear as to whether the building and/or district could be designated as needing improvement. Needs to be more assistance at the secondary level in regard to RTI and similar programs. Needs to be more assistance from the State and AEAs for secondary schools.

We need to improve that is a fact. Have we considered and sought out some of the brightest minds in the field of education for advice and put together a broad based group and get input from the field.

Will the input stakeholders are providing be used to modify the plan that has already been developed?

I do believe that there are inherent issues within the requirements that will be laboriojus, non-meaningful, and that support "playing the game."

I think that it is very disruptive to apply for a waiver in February that will be implemented this summer. How do schools know we are even collecting all the right data. It is like telling us the finish line after the race has started.

Well, here we sit on February 7 looking for answers to a proposal that is to be submitted on Feb 21 that is unclear of what we are measuring, what that means for evaluations, who is funding these initiatives. Administrators wear hundreds of hats on a daily basis, is this another hat?

We want to continue using our SES provider, we do not want to have to come up with our own after school tutoring program. We already have enough to do.

What about preschool? Other than the Kindergarten Readiness GOLD, there is little or no mention of it in the blueprint.

Thanks for the presentation and information. More info like this would be helpful on all issues. We need to address the negotiated contracts and the impact on trying to move forward. The issue of fighting the inertia of the system is real...the system does not want to change. I commend you for moving forward. I'd also be interested in seeing how our schools currently rate on the indexes. I know you probably don't want schools and districts to get mired down on "where we are at" at this point, but that might help put a brighter light on the issue.

I feel it is a good thing. It is better than no child left behind. Has better reachable goals but at the same time are they to reachable? It is a good start but still needs to be refined in areas. Not trying to disrespect what has been accomplished.

There has been very little input by teachers. The sessions were a sit and get, very little time to ask questions and the questions that were asked were never answered. The presenters had no answers or

School
Board
Member

Community
Agency or

confused to ask a follow up question.

1 Innovation should be at the forefront of any waiver proposal. If our current curriculum, method of instruction and teacher quality doesn't change, dumping more money into the school day will be pointless.

1 Opportunities to connect with students before and after school are natural ways to extend learning and academic success. Partner with programs, communities, and teachers for ways to extend academic concepts in non-academic ways during these times.

1 The waiver process as it currently being proposed or considered goes far beyond what is necessary. Please take the time to study current practice before leaping to make sweeping changes in Iowa that cannot be supported by evidence. Simply moving forward due to some type of national agenda does not insure improving instruction for children or increasing teacher effectiveness.

1 Iowa had a great 21st CCLC program under Joe Herrity and before Chris Fenster took over. The program was very strong under Herrity's leadership; Fenster did not know what he was doing. The 21st CCLC needs strong leadership again and given some flexibility such as the DE blending federal programs and braiding funding streams (e.g Title I) to expand the number of before, after, and summer programs would be innovated and progressive. You could implement such a strategy for say the lowest 5% of low proficient schools

1 Use the community to provide expanded learning opportunities- a longer school day with the same instruction isn't the answer.

Area
Education
Agency

1 Will action or non-action by the Iowa legislature on the state education blueprint jeopardize any of the pieces of the waiver proposal?

1 Principal 3 was a little long winded. Handouts with talking points and/or an outline of the content would have been helpful.

1 I think we need to out with "NCLB". Most of our special education students will never be able to achieve at the same rate (That is why they are in special education). But, will the Iowa plan be too stringent?

1 In the evaluation process, we need to make sure teachers understand the curriculum at a deep level, understand what we have always done needs to change, continue changing every year. We need PLC to talk about data how to read and understand it and most important be able to take criticism from peers in a professional manner to help move yourself forward and others on your team.

Higher
Education

1 I believe this is an appropriate response to NCLB at this time, but I do worry that it will be much the same if we only rely on test scores. There should also be some affective measures of student growth and proficiency as this is also critical in our world today.

1 Refrain from labeling and ranking schools.

Other

1 I appreciate that the proposal is a work in progress. Since the waiver does not require annual evaluations, an increased probationary period, or movement to INTASC standards, these items should not be part of the waiver proposal. Thanks for allowing input.

1 The waiver will only work if there is honest input from all stakeholders. Bring the best and the brightest together and then build a blue print for education reform. Currently the top down method is an absolute failure.

1 More support needs to be provided for teacher education and school districts to work together. School districts are so overburdened so colleges of teacher ed. are seen as just another expectation placed on them.

1 Will this feedback matter at all? Or is this just to show that the public had an opportunity to reply?

1 I think the state needs to be careful to create something that can be administratively supported. I'm concerned that there is a lack of awareness of how thinly staffed our current school administration is. Time is a huge barrier to any major initiative.

TOTAL 87

WEBSITE

The following Notice was posted on the Iowa Department of Education website mid-October 2011 through February 1, 2012.

Notice for Public Comment Regarding No Child Left Behind Waiver

In October, the Iowa Department of Education notified the U.S. Department of Education of its intent to seek a waiver from requirements of the federal No Child Left Behind Act. The Department will request a waiver in mid-February to move beyond the accountability measures of No Child Left Behind and to continue to advance reform efforts in Iowa.

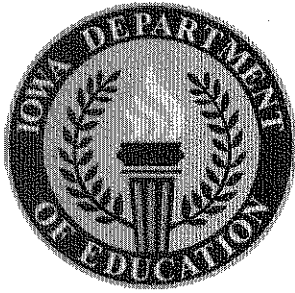
States that apply for flexibility from No Child Left Behind must provide rigorous and comprehensive state-developed plans to improve educational outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction.

The education blueprint released by Gov. Terry Branstad and Lt. Gov. Kim Reynolds in October calls for a new accountability system that puts student achievement first, but also puts a heavy emphasis on student growth in calculations and uses assessments that are aligned with the Iowa Core standards, which have merged with the Common Core State Standards.

The U.S. Department of Education's waiver review process will take place in spring 2012. Reviewers will evaluate whether and how each request for flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability and teacher and principal effectiveness that will lead to improved student outcomes. Each state will have an opportunity, if necessary, to clarify plans and to answer questions. Taking comments from peer reviewers into consideration, the U.S. Secretary of Education will make a decision regarding state requests for flexibility. States that are not granted waivers will receive feedback from reviewers and the U.S. Department of Education about ways to improve their applications so that a waiver can be granted.

Once Iowa's waiver application has been approved, the state will start its plan to implement the principles addressed in the waiver: College- and career-ready expectations for all students; state-developed systems for differentiated recognition, accountability, and support; and support for effective instruction and leadership, including new guidelines for local teacher and principal evaluation and support systems.

As Iowa moves forward, it is important to inform and seek input from a broad range of stakeholders. Public comments may be sent to Wilma.Gajdel@iowa.gov until 4 p.m. on Wednesday, February 1.



Iowa Department of Education
News Release

Media Advisory

Jan. 13, 2012

For More Information:

Staci Hupp
515-281-5651
staci.hupp@iowa.gov

**Input from Iowans wanted at meetings about state's
No Child Left Behind waiver request**

DES MOINES, IA – The Iowa Department of Education will give Iowans a chance to weigh in on a plan to request a waiver from requirements of the No Child Left Behind Act during a statewide series of public meetings from Jan. 31 to Feb. 9.

Department leaders will visit all nine Area Education Agencies in Iowa, starting with AEA 267 in Cedar Falls on Jan. 31 and ending with Northwest AEA in Sioux City and Prairie Lakes AEA in Pocahontas on Feb. 9. (Click [here](#) for a complete schedule of meeting dates, times and locations.)

The Department will present details about Iowa's waiver request and plans to develop a new accountability system that puts student achievement first but also focuses on student growth and assessments that align with the Iowa Core standards.

In September, the U.S. Department of Education invited states to apply for flexibility from specific requirements of the No Child Left Behind Act in exchange for rigorous and comprehensive state-developed plans.

Iowa's application will be submitted by Feb. 21.

States must address the following principles in their waiver applications: College and career-ready expectations for all students; state-developed systems for differentiated recognition, accountability and support; and support for effective instruction and leadership, including new guidelines for local teacher and principal evaluation and support systems.

In a new [video](#), Iowa Department of Education Director Jason Glass addresses the purpose of Iowa's waiver request.

lowans who are unable to attend the public meetings can submit comments in writing to wilma.gajdel@iowa.gov until 4 p.m. on Feb. 1. For more information, go to www.educateiowa.gov.

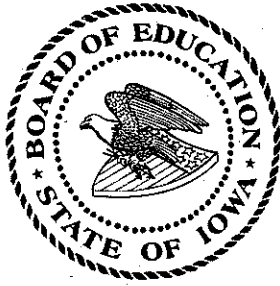
TWITTER

The following is a record of "tweets" from the Iowa Department of Education's Twitter account:

- October 12, 2011: Iowa education leaders to apply for No Child Left Behind waiver: bit.ly/oxyfkZ
- January 13, 2012: Input from lowans wanted at meetings about state's No Child Left Behind waiver request: bit.ly/xNwkVa @jasonglassIA
- January 13, 2012: Watch @jasonglassIA's video message about Iowa's No Child Left Behind waiver request: bit.ly/w2TfrW
- January 30, 2012: Public meetings to gather input on Iowa's NCLB waiver request start tomorrow! Check schedule for meetings in your area: bit.ly/Abeuxm
- January 31, 2012: More info on Iowa's NCLB waiver request – video presentations, survey and schedule of statewide mtgs: bit.ly/x44NLw #iaedfuture
- February 7, 2012: How does Iowa's NCLB waiver request fit with the Governor's education legislation? Read this: bit.ly/yzwvdm @jasonglassIA #iaedfuture

FACEBOOK

The Department's Facebook record can be found at <http://www.facebook.com/#!/IaDeptofED>. Entries include October 13, 2011 and January 13, 2012



Minutes
State Board of Education Meeting
July 29, 2010

Rosie Hussey
President
Clear Lake

Charles C. Edwards, Jr.
Vice President
Des Moines

Sister Jude Fitzpatrick
West Des Moines

Brian Gentry
Des Moines

Michael L. Knedler
Council Bluffs

Valorie J. Kruse
Sioux City

Ana Lopez-Dawson
Pella

Max Phillips
Woodward

LaMetta Wynn
Clinton

Corey Anderson
Student Member
Norwalk

Kevin Fangman
Acting Director and
Executive Officer

The July 29, 2010, meeting of the State Board of Education was held at the Iowa Valley Community College District Continuing Education Center, 3702 South Center Street, Marshalltown. The following State Board members were present: Rosie Hussey, LaMetta Wynn, Charlie Edwards, Max Phillips, Sister Jude Fitzpatrick, Mike Knedler, and Corey Anderson. Acting Director Kevin Fangman and Iowa Department of Education (Department) staff members Carol Greta, Elaine Watkins-Miller, Jeff Berger, Konni Cawiezell, Del Hoover, Roger Utman, Judith Spitzli, Rita Martens, and Jody Crane were in attendance. Also in attendance were Staci Hupp, *The Des Moines Register*; Mick Starcevich, Lois Bartelme, John Swanson, and Jim Mollenhauer, Kirkwood Community College; Beverly Simone, Moudy Nabulsi, and Janet Fife-LaFrenz, Southeastern Community College; Jim Lindenmayer and Roy Lamansky, Indian Hills Community College; Jamie Raney, Iowans; Patrick Hogan, *The Gazette*; Erin Rapp, RPI; Lisa Koester and Susan Pecinovsky, Marshalltown Community School District; Nathan Davis and Chad Cook, Marshalltown Community College; Jason Ellingson, Collins-Maxwell Community School District; Lee Rouse, WHO-TV 13; Chris McCarron and Lynne Devaney, Dubuque Community School District; Dan Miller and Terry Rinehart, Iowa Public Television; MJ Dolan and Linda Claussen, Iowa Association of Community College Trustees (IACCT); Daniel Kinney and Darrell Determann, Iowa Central Community College; Bill Phelan, Eastern Iowa Community College District; Rhonda Kirkegaard, Northeast Iowa Community College; Connie Hornbeck and Dan Kinney, Iowa Western Community College; Rob Denson and Cheryl Langston, Des Moines Area Community College; Rick Franck, Western Iowa Tech Community College; Jan Lund and Val Newhouse, Iowa Lakes Community College; Barb Crittenden, Southwestern Community College; Larry Hoekstra, Northwest Iowa Community College; Conrad Dejardin, Iowa Valley Community College District; Donna Miller, Hawkeye Community College; and Larry Ebbers, Iowa State University.

STATE BOARD BUSINESS MEETING

President Rosie Hussey called the meeting to order at 9:30 a.m.

It was moved by Mike Knedler and seconded by LaMetta Wynn that the July agenda be approved.

COMMUNICATION

Public Comment

No public comment was received.

Director's Report

❖ Race to the Top (RTTT)

Kevin Fangman, Acting Director, indicated that Iowa was not selected as a finalist in the RTTT. The Department will not receive its scoring sheets, feedback, or ranking until after the grants are awarded at the end of August. Fangman explained the scoring process for finalists. Nineteen states were finalists and it is anticipated that between eight and 12 states will be awarded the funds. A \$650 million appropriation has been made to support RTTT so there may be a third round that will be open to states and districts.

❖ Council of Chief State School Officers (CCSSO)

Fangman attended a meeting of the CCSSO in Minneapolis where 70 percent of the states were represented. Topics of discussion were the Common Core Standards and Model Core Teaching Standards. Chiefs shared concerns about the four reform models and there was consistent agreement that states want to be held accountable for the achievement in low achieving schools; however, they want the control to be able to make decisions on how to get there. The CCSSO will continue to work with the Obama administration. Even though the Blueprint for Reform has been released by the Obama administration, the Reauthorization of the Elementary and Secondary Education Act (ESEA) has to go through Congress and there are some indications that the four reform models for low achieving schools do not have a lot of support.

Secretary Arne Duncan spoke at the meeting and the issue of rural states was discussed. If ESEA is reauthorized in 2011, accountability expectations will not change until 2012. Fangman talked extensively about the NCLB proficiency levels. He stated that as the trajectory for No Child Left Behind levels continues to increase, more schools will be identified.

Fangman commented on the bridge between the Obama administration's vision for focusing on the lowest achieving schools, incentivizing the highest achieving schools for being innovative, and leaving the rest of the schools alone.

❖ Model Core Teaching Standards

Fangman indicated that the Model Core Teaching Standards have been released for feedback. These standards are an update of the 1992 Interstate New Teacher Assessment and Support Consortium (INTASC) model standards for licensing new teachers. Like the earlier standards, they were drafted by representatives of the teaching profession, including practicing teachers, teacher educators, and state education agency staff. The standards are designed to be compatible with the range of national teacher and leader standards currently in use as well as the recently released Common Core State Standards for students in math and English language arts. The goal is to continue building a coherent systemic approach to preparing, licensing, and supporting highly effective teachers who can deliver on the promise to provide a first rate education to every child.

Unlike the original 1992 INTASC standards that were designed for "beginning" teachers, these are intended as professional practice standards, setting one standard for performance that will look different at different development stages of the teacher's career. To reflect this change in emphasis, InTASC has removed "new" from its name and is now called the Interstate Teacher Assessment and Support Consortium (InTASC).

Once the standards are finalized it is more than likely that the Iowa Teaching Standards will be revised. Approximately half of the states are starting to enter into the conversation of revising their standards as well.

There was discussion regarding the increase of the trajectory for proficiency levels and how more schools will be identified as low achieving, resources that will be available to assist schools, what the mix is of urban and rural schools that are identified as in need of assistance, and the Obama administration's desire to move everything to a competitive grant process.

❖ State Board Policy Development Priorities/Leadership Agenda

Fangman reviewed the State Board Policy Development Priorities that were developed at the June State Board retreat. Extensive discussion occurred around the priorities and next steps. As a result of the discussion, a plan of study and action will be developed for the coming year.

❖ State Employees Retirement Incentive Program (SERIP)

Fangman reported that the Department has filled three positions that were vacated as a result of SERIP and has approximately 25 more positions to fill.

CONSENT AGENDA

Charlie Edwards moved and Sister Jude Fitzpatrick seconded to approve the consent agenda. The motion carried unanimously.

Rules: Chapter 68 – Iowa Public Charter Schools (Notice)

Carol Greta, Attorney, Office of the Director, indicated that the 2010 Iowa Legislature created innovation zone schools which, statutorily, were put in the same area of law as the charter schools. Therefore, the Chapter 68 rules are being amended rather than creating a different chapter.

Greta highlighted the changes to the rules. Specifically, she indicated that the crucial difference between a charter school and an innovation zone school is that an innovation zone school is a public attendance center established by a consortium that must include at least two school districts and an AEA. A charter school is a public attendance center chartered and governed by the local school board of the school district in which the charter school is located.

As a result of the State Board wanting to see more innovation in charter school applications, another crucial change deals with the point system for judging charter school applications. An innovation zone school is scored using the same point system as a charter school. Innovation has gone from 10 points out of 100 to 40 points out of 100. Organization and structure has gone down from 25 points to 10 points.

The legislation removed the cap on charter schools; however, there is a cap of ten on the number of innovation zone schools the State Board can approve.

Another substantive change (Item 10) gives the reason to revoke an existing charter based on student progress failing to show improvement.

Motion: Sister Jude Fitzpatrick moved and Mike Knedler seconded approval to give public notice of its intent to amend Chapter 68.

Vote: The motion carried unanimously.

Kirkwood Community College's Accreditation Report

Roger Utman, Administrator, Division of Community Colleges and Workforce Preparation, introduced Dr. Mick Starceovich, Kirkwood Community College President. Utman indicated that the Kirkwood Community College accreditation visit occurred in April 2010. Utman stated that Kirkwood Community College participates in the Academic Quality Improvement Program (AQIP) model for accreditation with the Higher Learning Commission. This quality improvement model involves the college creating a

systems portfolio and implementing action projects. AQIP accreditation is on a seven-year cycle.

Utman stated that when preparing the accreditation reports, the team looked at Iowa Code requirements, completed a document review, and conducted interviews with individuals that represented all aspects of the college. This included students, faculty, administrators, board members, and members of the community.

Utman presented a synopsis of the accreditation report and indicated that the team examined the "Adequacy of Progress in Addressing the Previous Accreditation Visit." One item had been noted during the previous visit and Kirkwood Community College submitted a revised "Quality Faculty Plan" in 2009 to the Department, which met the requirements.

Utman indicated that "Additional State Review Requirements" were examined and found to meet the requirements of the Iowa Code.

Utman highlighted some of the strengths that were noted in the report and indicated that there were no recommendations for institutional improvement. The state accreditation team recommends continuation of accreditation for Kirkwood Community College. A state interim accreditation visit will be held to coincide with the district's next Higher Learning Commission visit in 2014.

Mick Starcevich thanked Roger Utman and his team for the visit and indicated that Kirkwood looks at the accreditation report's "Opportunities for Improvement" to see where they can improve.

There was discussion regarding the challenge of dealing with the increase in enrollment that Iowa's community colleges are experiencing, how the school deals with diversity, and how Kirkwood Community College could be impacted once more emphasis is placed on competency-based instruction and virtual learning.

Motion: Max Phillips moved and Charlie Edwards seconded continued accreditation for the Kirkwood Community College through 2014.

Vote: The motion carried unanimously.

Southeastern Community College Accreditation Report

Roger Utman, Administrator, Division of Community Colleges and Workforce Preparation, introduced Dr. Beverly Simone, Southeastern Community College President, and Moudy Nabulsi, Southeastern Community College Board President.

Utman indicated that Southeastern Community College participates in the AQIP model for accreditation with the Higher Learning Commission. This quality improvement model

involves the college creating a systems portfolio and implementing action projects. AQIP accreditation is on a seven-year cycle.

Utman indicated that when preparing the accreditation reports, the team looked at Iowa Code requirements, completed a document review, and conducted interviews with individuals that represented all aspects of the college. This included students, faculty, administrators, board members, and members of the community.

Utman presented a synopsis of the accreditation report and indicated that the team examined the "Adequacy of Progress in Addressing the Previous Accreditation Visit" and there were no recommendations at the conclusion of the previous interim visit.

Utman indicated that "Additional State Review Requirements" were examined and found to meet the requirements of the Iowa Code.

Utman highlighted some of the strengths that were noted in the report and indicated that there were no recommendations for institutional improvement. The state accreditation team recommends continuation of accreditation for Southeastern Community College. A state interim accreditation visit will be held to coincide with the district's next Higher Learning Commission visit in 2013.

Dr. Simone and Moudy Nabulsi thanked Utman and his team. Simone indicated this was her first experience going through the Iowa accreditation process and that the college will look at the accreditation report's "Opportunities for Improvement" to see where they can improve.

There was discussion regarding progress being made on the historical perception of the lack of trust, how the rigor of college classes provided to high school students is evaluated, how Southeastern Community College could be impacted once more emphasis is placed on competency-based instruction and virtual learning, and how effectiveness of instruction is evaluated in high schools.

Motion: Max Phillips moved and Sister Jude Fitzpatrick seconded continued accreditation for the Southeastern Community College through 2013.

Vote: The motion carried unanimously.

Membership – Research and Development School Advisory Council

Kevin Fangman reported that over the past two years, there have been different groups that have come together around the Research and Development School. A finance study was done the first year and the second year a group worked on strategic planning, facilities, and boundaries. Unfortunately, the group was not able to accomplish as much as was originally hoped.

Fangman viewed materials that included background information and timelines. The primary function of the Research and Development School is:

- Research: study and test new innovative teaching and learning practices
- Development: determine effective pedagogical practices
- Demonstration: model effective teaching practices
- Dissemination: share effective instructional practice

Fangman indicated that the purpose of the Advisory Council is to review and evaluate the educational processes and results of the school. This Advisory Council will provide an annual report to the University of Northern Iowa President, the Iowa Department of Education Director, the Board of Regents, the State Board of Education, and the General Assembly. He reviewed the membership of the Advisory Council and indicated that seven of the Advisory Council members were selected because of their position and ten are appointed because of certain categories.

Fangman stated there will be subgroups that will work on various areas and will then report back to the Advisory Council. If the membership changes, the State Board will be asked to approve the change through the consent agenda. The goal is to have the school operational by 2012-13.

There was Board discussion if this school will create any real change, how much influence the Advisory Council will have, and the process used for membership selection.

Motion: Sister Jude Fitzpatrick moved and LaMetta Wynn seconded approval of the membership of the Research and Development School Advisory Council.

Vote: The motion carried unanimously.

Governor Chet Culver

Rosie Hussey welcomed the Governor and thanked him for the opportunity to dialogue with him. State Board members introduced themselves. The Governor thanked State Board members for their outstanding leadership, their service to the State Board of Education, and the contributions they make by shaping good public policy.

The Governor urged the Board to adopt the Common Core Standards. He stated that he feels good about the fact that the State Board, school districts, educators, and the Department have worked collaboratively in trying to find the best pathway to excellence in education for the future.

In 2008, the Governor signed into law the beginning of the effort raising the bar in terms of expectations in the classroom and trying to push Iowa's students so that they are prepared for the 21st century economy. He commended the Board for their hard work on issues related to the Iowa Core and the Common Core and thinks this allows Iowa's students and schools to become even better in the future.

The Governor reviewed his accomplishments during his first term in office. They include the following:

- Funding for preschool
 - The Governor has a goal during his second term to expand preschool to every four-year-old child in the state.
- Expand healthcare access to children
- Increase teacher pay
- Iowa Core
- Senior Year Plus
- STEM (Science, Technology, Engineering, and Mathematics)
- School Infrastructure
- All Iowa Opportunity Scholarship

The Governor reported that he will be meeting with the Iowa State Education Association and plans to roll out his goals for his second term; however, he asked to hear from Board members before he finalizes those goals.

Dialogue occurred between the Governor and State Board members. The conversation centered around the Board's past goals which included innovation, engagement, and quality for students in Iowa; future goals which include competency-based instruction, online learning opportunities, virtual schools, reducing achievement gaps, and the declining enrollment in rural schools; how to raise the bar and expect better performance from students; resources and staff to deliver the Iowa Core and Common Core Standards; support, role and search for the new Department director; improvement in the state's financial situation; the new Research and Development School at the University of Northern Iowa; support and process for filling critical vacancies within the Department; how the Race to the Top process has created a roadmap in terms of competency-based education; improving graduation rates; addressing the achievement gap, and providing support for lower-performing schools.

President Hussey indicated that the State Board will finalize their priorities and send them to the Governor for his review and comments.

There was discussion on innovative models in the state, how to best utilize technology, how to couple competency-based instruction with virtual learning, Florida's virtual school, and increasing expectations for use of technology by teachers.

Common Core Standards

Kevin Fangman introduced Rita Martens and Judith Spitzli, Department Program Consultants. Fangman indicated that an in-depth comparison was done comparing the Common Core Standards and the Iowa Core. He recapped the development of the Common Core Standards and future plans. If the Common Core is adopted, it would become part of the Iowa Core and not a separate document.

Martens described the process used in the alignment. She indicated that the *Achieve* organization created an online tool for states to compare their state standards with the Common Core Standards. With the help of Brad Niebling, an AEA alignment specialist, it was decided to use *Achieve* to conduct the study. Work teams were convened in English language arts and mathematics. Martens explained the make-up of the work teams and the process used with the *Achieve* tool. She also reviewed the research questions used during the alignment process and the results of the English language arts questions.

Judith Spitzli reviewed the results of research questions that related to mathematics. She reminded the Board that states are allowed to add 15 percent of their own standards in addition to the Common Core. She indicated that the Department was very pleased with the results and now has a process to fall back on.

There was discussion clarifying information on the additional content that will need to be added to the Iowa Core, difference in specificity between the Iowa Core and the Common Core Standards, clarification of inclusion of instructional strategies, and the types of delivery mechanisms other states that have adopted the Common Core are using to help equip teachers.

Motion: Max Phillips moved and Charlie Edwards seconded approval to adopt the Common Core Standards in K-12 English language arts and mathematics.

Vote: The motion carried unanimously.

Iowa Public Charter Schools: Renewal for Charter Status – Dubuque Community School District

Del Hoover, Deputy Division Administrator, Bureau of Accreditation and Improvement Services, introduced Lynne Devaney, Dubuque Community School District Associate Superintendent, and Chris McCarron, Prescott Elementary Charter School Principal.

Hoover reviewed and discussed a document entitled "Prescott Elementary Charter School." This document outlines the following:

- School/District Information
- Mission of the Charter
- Description of the Charter
- Charter History
- Goals that were included in the original charter and the progress on the goals
- Crosswalk showing if the charter is fulfilling the requirements of Iowa Code chapter 256F

Chris McCarron showed a PowerPoint and shared the following information:

- The school opened as one of Iowa's newest charter schools in 2006 with a new instructional design

- The school opened serving students PK-5
- The school opened as a School in Need of Assistance
- What makes their charter unique
 - Expeditionary learning
 - Arts emphasis
 - Climate and culture
- Demographic statistics
 - Student enrollment
 - Diversity
 - Poverty level
 - English language learners
 - Special education
 - Mobility
- Student achievement
- Community partnerships

Discussion included the request to collect and monitor longitudinal data on students to determine if they demonstrate more success or possess an advantage over students who have not participated in the charter, the relationship between expeditionary learning and absenteeism, if the school feels it is segregating students because of the high level of diversity, and what the charter school designation allows the Prescott Elementary Charter School that would not otherwise be allowed.

Motion: Charlie Edwards moved and Sister Jude Fitzpatrick seconded approval of the Prescott Elementary Charter School for Dubuque Community School District to be approved through the end of the 2013-2014 school year. The Charter School shall work with the Department to refine measurable goals and align to newly emerging data systems at the Department.

Vote: The motion carried unanimously.

Collaborative Initiatives with Iowa Public Television

Dan Miller, Iowa Public Television Executive Director and General Manager, and Terry Rinehart, Director of Iowa Public Television Educational Services, presented details of a series of ongoing collaborative efforts between the Department and Iowa Public Television. These efforts make use of educational media and telecommunication technology to support early childhood education, K-12 distance learning, adult literacy, higher education, and school faculty and staff professional development.

Collaborative efforts include:

- Raising Readers
- PBS Kids Island
- Super WHY Camps
- Martha Speaks Reading Buddies
- Raising Readers Learning Centers and Library Corners

- Healthy Minutes
- K-12 Classroom Television
- Iowa Pathways
- K-12 Connections
- Iowa Learning Online
- Education Telecommunications Council
- Contractual Services
- PBS Digital Learning Library
- Adult Literacy

Board Reports

Corey Anderson had no report.

LaMetta Wynn had no report.

Mike Knedler reported that he and Ana Lopez-Dawson attended the National Association of State Boards of Education New State Board Member Institute. The study groups for this year will be focusing on technology and teaching. One presentation focused on dealing with the press. He learned that, as a State Board member, it is important to be consistent with your message - you want to provide the best quality education for all students in the state of Iowa.

Rosie Hussey reported that Ana Lopez-Dawson's father and mother-in-law died.

Hussey attended a General Educational Development (GED) graduation ceremony and said it was a very rewarding experience. She encouraged other Board members to do the same. She had an opportunity to visit with a few of the students and encouraged them to continue on with their education.

Hussey stated that she and Max Phillips are on a committee to assist in the selection of a new Department director.

Max Phillips reported that the Education Excellence in Iowa Roundtable is focusing on virtual learning and competency-based instruction as the agenda items that should be transforming Iowa education. The group will be meeting with Terry Branstad and Governor Chet Culver to identify education agendas. This will allow an opportunity for business leaders and educators on that Roundtable to voice what they think is important. Rosie Hussey asked Phillips to let her know if he sees any opportunity for the State Board to be part of that discussion. She said it would be helpful if instead of the Board reinventing and coming up with new things, they could collaborate and be part of something ongoing. Phillips thinks it's heartening these two groups are on the same path.

Sister Jude Fitzpatrick reported that the Coordinating Council for Hearing Services has completed their report. The Legislative Study Committee for the Braille and Sight and

Saving School has completed its work and the recommendation will be that the school not be maintained as a year-round school for residents, but rather for short-term programs and to continue as a statewide resource. The resources devoted to full-time, year-round residents would be redirected to support the needs of visually impaired students throughout the state, with the hope that the legislature will maintain that level of funding for a broader purpose.

State Board of Education and IACCT Joint Meeting

Rosie Hussey thanked the community colleges for the opportunity to meet. She stated that the State Board appreciates, values, and supports the work that community colleges do. As the country and economy change, community colleges are always ready to make the necessary adjustments to help students and workers get back into the workforce.

State Board of Education members introduced themselves.

Rhonda Kirkegaard, IACCT Chair, indicated that community colleges are looked to as being the solution to many of the economic woes in Iowa. She knows that each of the colleges are up to that challenge and looking forward to that opportunity.

Kirkegaard reviewed the Community College's 2011 Legislative Priorities and asked the IACCT Board members to introduce themselves and state what area they represent.

Kirkegaard introduced student [REDACTED]. [REDACTED] is a nontraditional student who attends Marshalltown Community College. [REDACTED] talked about his experience, class size, access to teachers and resources, and the people he has encountered while attending Marshalltown Community College.

Kirkegaard introduced student [REDACTED] who is a recent graduate of Marshalltown Community College. While in high school, he took advantage of the dual enrollment program offered and was able to earn six credits upon entering college. [REDACTED] talked about his involvement with the student ambassador program. [REDACTED] stated that the University of Northern Iowa signed a partnership with the Iowa Valley Community College District which enabled him to transfer directly to the university. He talked about his experiences and how he has grown while attending Marshalltown Community College.

Mick Starceovich, Kirkwood Community College President, showed a PowerPoint and shared information on the Jones Regional Education Center.

Rosie Hussey indicated the State Board has been looking at K-12 and community college innovation and will continue with that as the State Board goes into quality and engagement of students and the community.

Daniel Kinney, Iowa Central Community College President, shared information on the Storm Lake and Southeast Webster Charter Schools.

Rosie Hussey stated that the State Board is in the process of developing its priorities and goals. Once they are established, they will be shared with the IACCT so they will be aware of the Board's direction.

Rosie Hussey adjourned the meeting at 4:45 p.m.

Rosie Hussey
President

Kevin Fangman
Acting Director



STATE OF IOWA

TERRY BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION

KIM REYNOLDS, LT. GOVERNOR

JASON E. GLASS, DIRECTOR

June 1, 2011

Carol Whang
WestEd
730 Harrison Street
San Francisco, CA 94107-1242

Dear Ms. Whang:

The State of Iowa would like to request a role change in the Smarter Balanced Assessment Consortium from an Advisory State to a Governing State. As a state, we want to be more involved in the development of a new generation assessment system that will support ongoing improvements in instruction and learning. We have also adopted the Common Core Standards which are now known as our Iowa Core Standards. Our new Governor, State Board Chairperson, and State Director of Education believe this is the right time for Iowa to be involved in building a system of formative, interim, and summative assessments, organized around the Common Core Standards.

Sincerely,

Terry E. Branstad
Governor of Iowa

Rosie Hussey
State Board of Education President

Jason E. Glass
State Director of Education

Memorandum of Understanding
SMARTER Balanced Assessment Consortium
Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application
CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **June 3, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of IOWA**, which has elected to participate in the Consortium as (check one)

An **Advisory State** (description in section e),

OR

A **Governing State** (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

(i)(A) Advisory State Assurance

OR

(i)(B) Governing State Assurance

AND

(ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

SMARTER Balanced Assessment Consortium MOU

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

SMARTER Balanced Assessment Consortium MOU

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing State** is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
 - Changes in Governance and other official documents,
 - Specific Design elements, and
 - Other issues that may arise.

An **Advisory State** is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

SMARTER Balanced Assessment Consortium MOU

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

SMARTER Balanced Assessment Consortium MOU

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

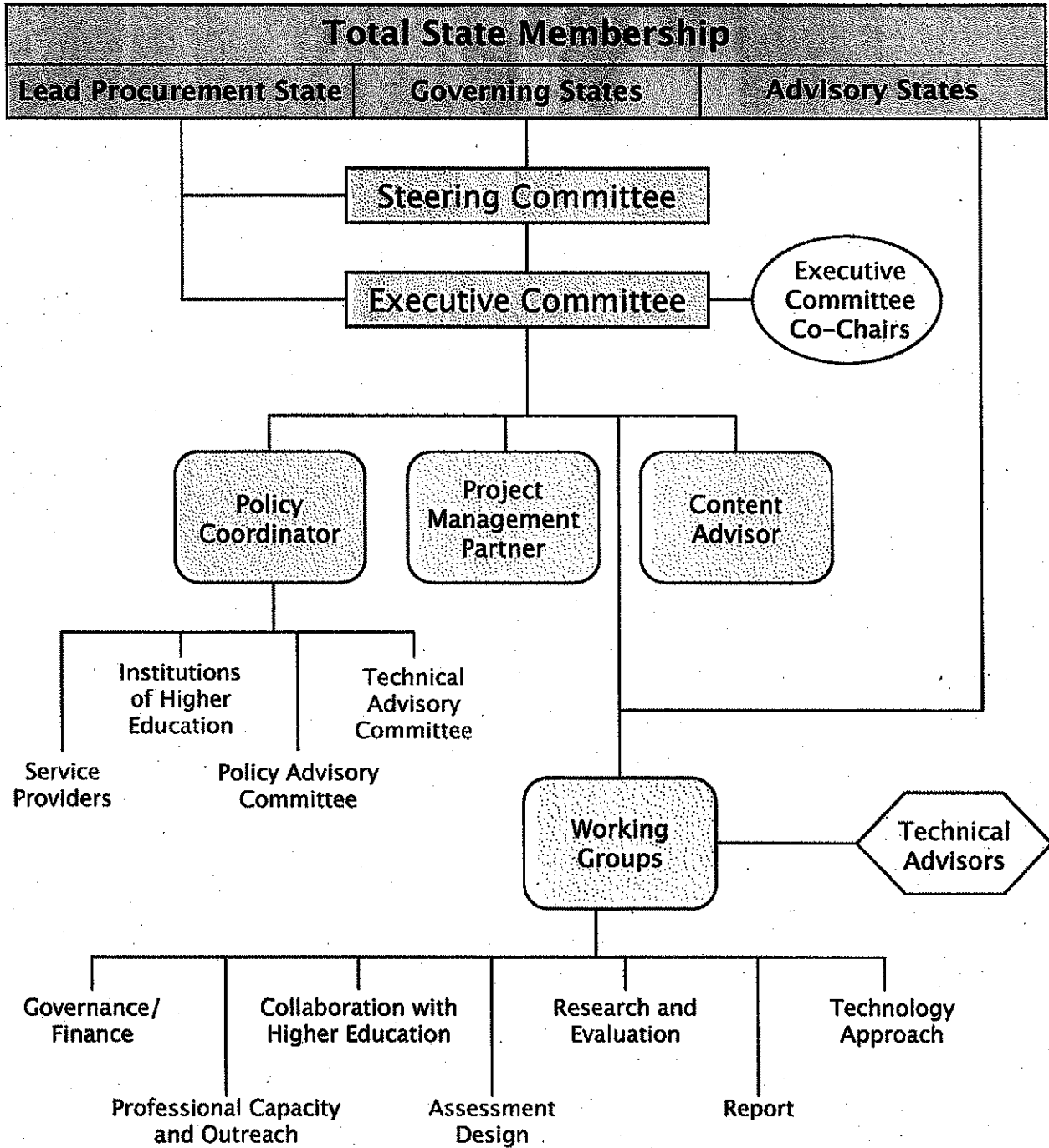
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

SMARTER Balanced Assessment Consortium MOU

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.



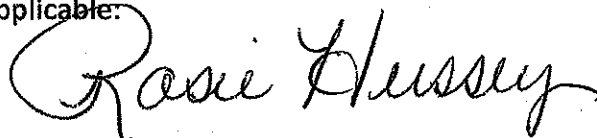
(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments
LEAs may not have the capacity for computer adaptive testing.	Issue	Policy	Local School Boards	Spring 2012	Fall 2013	Funds to hardware and bandwidth.
State Board may not adopt Common Core.	Risk	Policy	State Board	August 2, 2010	December 2011	
Iowa does not have a state appropriation for assessment	Issue	Statute	Legislature	Spring 2013	Spring 2013	
IHE acceptance of final assessment and approval of MOU	Risk	Policy	IHE Governance	Spring 2013	Fall 2013	
IHE identification of remedial courses to align with passing the summative assessment	Risk	Business Rule	Individual IHEs	Spring 2013	Fall 2013	
Iowa may not adopt core achievement standards by 2014-15	Risk	Policy	State Board	Spring 2013	Fall 2013	

[remainder of page intentionally left blank]

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

<p>(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.</p> <p><i>(Required from all "Advisory States" in the Consortium.)</i></p> <p>As an <u>Advisory State</u> in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.</p>	
<p>State Name: Iowa</p>	
<p>Governor or Authorized Representative of the Governor (Printed Name): Chester J. Culver</p>	<p>Telephone: 515-281-5211</p>
<p>Signature of Governor or Authorized Representative of the Governor: </p>	<p>Date: 6/8/10</p>
<p>Chief State School Officer (Printed Name): Kevin Fangman</p>	<p>Telephone: 515-281-3436</p>
<p>Signature of the Chief State School Officer: </p>	<p>Date: 6/8/10</p>
<p>President of the State Board of Education, if applicable (Printed Name): Rosie Hussey</p>	<p>Telephone: 515-281-3436</p>
<p>Signature of the President of the State Board of Education, if applicable: </p>	<p>Date: 6/3/10</p>

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name:

Governor or Authorized Representative of the Governor (Printed Name):

Telephone:

Signature of Governor or Authorized Representative of the Governor:

Date:

Chief State School Officer (Printed Name):

Telephone:

Signature of the Chief State School Officer:

Date:

President of the State Board of Education, if applicable (Printed Name):

Telephone:

Signature of the President of the State Board of Education, if applicable:

Date:

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all States in the Consortium.)

I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.

State Name:

Iowa

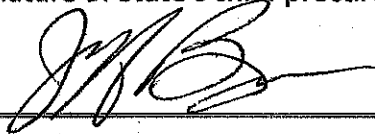
State's chief procurement official (or designee), (Printed Name):

Jeff Berger

Telephone:

515-281-3968

Signature of State's chief procurement official (or designee),:



Date:

6/4/10

From: Origin ID: DSMA (515) 281-5293
 Marcia Krieger
 IA Department of Education
 Department of Education
 400 E 14th St
 Des Moines, IA 50319



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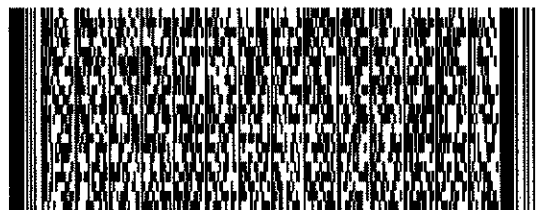
Ref # Kathy Petosa
 Invoice #
 PO #
 Dept #

SHIP TO: (415) 615-3346

BILL SENDER

Carol Whang
WestEd
730 HARRISON ST

SAN FRANCISCO, CA 94107



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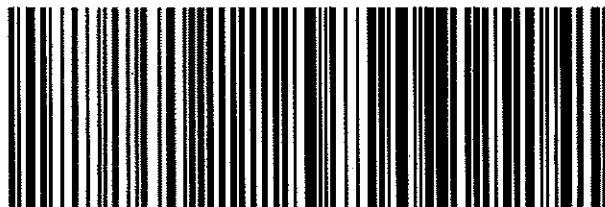
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Attachment 8 – Iowa’s State Report Card

Iowa’s State Report Card for the 2010-2011 academic school year can be accessed from the link below. In addition to the 2010-2011 report card, state report cards for all years beginning 2002-2003 through 2009-2010 can also be accessed from this link.

http://educateiowa.gov/index.php?option=com_docman&task=cat_view&gid=670&Itemid=4441

Classification Code Key:

Exceptional (Reward) School Criteria:

- A. Highest-performing school
- B. High-progress school

Priority School Criteria:

- C. Among the lowest percentage of schools in the State based on the proficiency and lack of progress of the "all students" group
- D. High schools with a graduation rate less than 60%
- E. Tier 1 SIG schools implementing a school intervention model
- X. Schools with test participation rates less than 95%

Needs Improvement (Focus) School Criteria:

- F. Schools that have the largest subgroup gaps between individual subgroup trajectories and the statewide target
- G. Schools with subgroups with low achievement
- H. High schools with subgroups that have a graduation rate less than 60%
- Z. Schools with subgroup test participation rates less than 95%

Iowa Exceptional Schools (Reward)

Schools in this category will be provided with various rewards such as:

- (1) State Recognition
- (2) Increased Autonomy
- (3) Opportunities for Leadership

If a school is classified as "Exceptional" for 3 consecutive years, it will be considered a "Reward" School and will receive additional awards such as:

- (1) All of the Rewards for Exceptional schools
- (2) Logo for School Use on Letterhead and Website
- (3) Day of Recognition by State Officials
- (4) May Apply to Become an Iowa Studio School to mentor Needs Improvement (Focus) and Priority Schools and add this distinction to their Iowa Reward

Title 1 Iowa Exceptional Schools	Classification Code
Building 10928	A,B
Building 10929	A,B
Building 10930	A,B
Building 10931	A,B
Building 10932	A,B

Building 11112	A,B	
Building 11113	A,B	
Building 11114	A,B	
Building 10519	A,B	
Building 10520	A,B	
Building 10521	A,B	
Building 10522	A,B	
Building 10468	A,B	
Building 10469	A,B	
Building 10595	A,B	
Building 10596	A,B	
Building 10597	A,B	
Building 10598	A,B	
Building 10660	A,B	
Building 10661	A,B	
Building 10662	A,B	
Building 10663	A,B	
Building 10664	A,B	
Building 10665	A,B	
Building 10462	A,B	
Building 10463	A,B	
Building 11163	A,B	
Building 11164	A,B	
Building 11165	A,B	
Building 10372	A,B	

Non-Title 1 Iowa Exceptional Schools **Classification Code**

Building 11115	A,B	
Building 10026	A,B	
Building 10046	A,B	
Building 10055	A,B	
Building 10457	A,B	
Building 10471	A,B	
Building 10740	A,B	
Building 10857	A,B	
Building 10890	A,B	
Building 11034	A,B	

Building 11017	A,B	
Building 10919	A,B	
Building 10942	A,B	
Building 10943	A,B	
Building 10944	A,B	
Building 10945	A,B	
Building 10927	A,B	

Iowa Priority Schools

All Schools in this category will receive support from the Iowa AEA State Support Team. Schools will follow One Universal Set of Principles, One Tool (C-Plan)

(1) Differentiated Supports for All Schools
(2) Scale up for RtI (elementary level)
(3) Iowa Support Team
(4) Parent Notification
(5) Implementation of Turnaround Principles
(6) Technical Assistance for Identifying Promising Innovations and the Exemptions from Chapter 12 Necessary to Implement with Fidelity
(7) More Focused School Improvement Site Visit with More Extensive Follow Up

* Title I set-aside funds
* Extended Learning: Prioritize opportunities to ensure low-income, low-achieving students have priority and if all are served it can be opened up to any low-
* PD that relates to their SI plan to close achievement gaps and raise achievement for all students

Iowa Title 1 Priority Schools

	Classification Code	
Building 11240	C	
Building 11241	C	
Building 11242	C	
Building 11243	C	
Building 11244	C	
Building 10895	C	
Building 10896	C	
Building 10897	C	
Building 10898	C	
Building 11208	C	
Building 10394	C	
Building 10395	C	
Building 10396	C	

Building 10397	C	
Building 10192	C	
Building 10193	C	
Building 10194	C	
Building 10195	C	
Building 10196	C	
Building 10002	C	
Building 10112	C	
Building 10113	C	
Building 10114	C	
Building 10115	C	
Building 10152	C	
Building 10153	C	
Building 10154	C	
Building 10015	D	
Building 10016	E	
Building 10017	E	
Building 10715	E	
Building 10716	E	
Building 10717	E	
Building 10506	E	
Building 10507	E	
Building 10508	E	
Building 10509	E	
Building 10323	X	
Building 10368	X	
Building 11217	X	
Building 11218	X	

<i>Iowa Non-Title 1 Priority Schools</i>	Classification Code	
Building 11005	C	
Building 10677	C	
Building 10678	C	
Building 10679	C	
Building 10869	C	
Building 10870	C	
Building 10987	C	

Building 10988	C		
Building 10989	C		
Building 10990	C		
Building 10991	C		
Building 10992	C		
Building 10963	C		
Building 10964	C		
Building 10965	C		
Building 11224	C		
Building 11225	C		
Building 11226	C		
Building 11133	C		
Building 11134	C		
Building 11135	C		
Building 11136	C		
Building 10815	C		
Building 10816	C		
Building 10817	C		
Building 10832	C		
Building 10214	C		
Building 10215	C		
Building 10216	C		
Building 10217	C		
Building 10218	C		
Building 10219	C		
Building 10220	C		
Building 10221	C		
Building 10240	C		
Building 10241	C		
Building 10242	C		
Building 10243	C		
Building 10244	C		
Building 10245	C		
Building 10246	C		
Building 10247	C		
Building 10248	C		
Building 11118	C		

Building 11119	C		
Building 11120	C		
Building 11121	C		
Building 11122	C		
Building 11149	C		
Building 11150	C		
Building 11151	C		
Building 11152	C		
Building 11153	C		
Building 11307	C		
Building 11308	C		
Building 11309	C		
Building 10821	C		
Building 10822	C		
Building 10826	C		
Building 11285	C		
Building 11286	C		
Building 11287	C		
Building 11288	C		
Building 11289	C		
Building 11290	C		
Building 10188	D		
Building 10189	D		
Building 10012	D		
Building 10013	D		
Building 10014	D		
Building 10951	X		
Building 10952	X		
Building 10953	X		
Building 10954	X		
Building 10575	X		
Building 10576	X		
Building 10577	X		
Building 10578	X		
Building 10848	X		
Building 10849	X		
Building 10850	X		

Building 11126	X		
Building 11127	X		
Building 11213	X		
Building 10316	X		
Building 10317	X		
Building 10318	X		
Building 10319	X		
Building 10320	X		
Building 10321	X		
Building 10322	X		

Iowa Needs Improvement (Focus) Schools

Schools that are classified as Needs Improvement will receive supports consistent with schools in the Priority category. In addition, schools will receive the

- (1) Differentiated Supports for All Schools
- (2) Technical Assistance Related to Cultural Proficiency
- (3) Technical Assistance in Evidence-Based Interventions Related to the Specific Achievement Gap(s)

Iowa Title 1 Needs Improvement Schools	Classification Code		
Building 11002	F,G		
Building 11003	F,G		
Building 11004	F,G		
Building 10416	F,G		
Building 10417	F,G		
Building 10418	F,G		
Building 10530	F,G		
Building 10531	F,G		
Building 10532	F,G		
Building 10629	F,G		
Building 10630	F,G		
Building 10631	F,G		
Building 10538	F,G		
Building 10539	F,G		
Building 10540	F,G		
Building 10541	F,G		

Building 10542	F,G	
Building 11081	F,G	
Building 11082	F,G	
Building 11083	F,G	
Building 11084	F,G	
Building 11085	F,G	
Building 11066	F,G	
Building 11067	F,G	
Building 11068	F,G	
Building 11069	F,G	
Building 11070	F,G	
Building 11095	F,G	
Building 11096	F,G	
Building 11097	F,G	
Building 10903	F,G	
Building 10904	F,G	
Building 10905	F,G	
Building 10906	F,G	
Building 11053	F,G	
Building 11054	F,G	
Building 11055	F,G	
Building 11056	F,G	
Building 11057	F,G	
Building 11058	F,G	
Building 11203	F,G	
Building 11204	F,G	
Building 11205	F,G	
Building 11206	F,G	
Building 11301	F,G	
Building 11302	F,G	
Building 11303	F,G	
Building 11304	F,G	
Building 11022	F,G	
Building 11023	F,G	
Building 11024	F,G	
Building 11025	F,G	
Building 11043	F,G	

Building 11044	F,G	
Building 11045	F,G	
Building 11046	F,G	
Building 11047	F,G	
Building 11048	F,G	
Building 10778	F,G	
Building 10779	F,G	
Building 10780	F,G	
Building 10789	F,G	
Building 10790	F,G	
Building 10791	F,G	
Building 10792	F,G	
Building 10923	F,G	
Building 10924	F,G	
Building 10915	F,G	
Building 10916	F,G	
Building 10917	F,G	
Building 10553	Z	
Building 10554	Z	
Building 10687	Z	
Building 10688	Z	
Building 10689	Z	
Building 10690	Z	
Building 10691	Z	
Building 10692	Z	
Building 10693	Z	
Building 10694	Z	
Building 10484	Z	
Building 10485	Z	
Building 10486	Z	
Building 10487	Z	
Building 10488	Z	
Building 10489	Z	
Building 10362	Z	
Building 10363	Z	
Building 10364	Z	
Building 10434	Z	

Building 10435	Z	
Building 10436	Z	
Building 10640	Z	
Building 10452	Z	
Building 10453	Z	
Building 10454	Z	
Building 10455	Z	
Building 10380	Z	
Building 10381	Z	
Building 10382	Z	
Building 10383	Z	
Building 10384	Z	
Building 10415	Z	

<i>Iowa Non-Title 1 Needs Improvement Schools</i>	<i>Classification Code</i>	
Building 10801	F,G	
Building 10802	F,G	
Building 10803	F,G	
Building 10804	F,G	
Building 10551	F,G	
Building 10552	F,G	
Building 10760	F,G	
Building 10771	F,G	
Building 10772	F,G	
Building 10773	F,G	
Building 10774	F,G	
Building 10775	F,G	
Building 10776	F,G	
Building 11138	F,G	
Building 11139	F,G	
Building 11140	F,G	
Building 11196	F,G	
Building 10492	F,G	
Building 10493	F,G	
Building 10494	F,G	
Building 10495	F,G	
Building 10496	F,G	

Building 11194	F,G		
Building 11195	F,G		
Building 10839	F,G		
Building 10840	F,G		
Building 10841	F,G		
Building 10842	F,G		
Building 10843	F,G		
Building 10974	F,G		
Building 10975	F,G		
Building 10976	F,G		
Building 10977	F,G		
Building 10978	F,G		
Building 10668	F,G		
Building 10669	F,G		
Building 10670	F,G		
Building 10564	F,G		
Building 10565	F,G		
Building 10566	F,G		
Building 10567	F,G		
Building 10568	F,G		
Building 10569	F,G		
Building 10570	F,G		
Building 10681	F,G		
Building 10682	F,G		
Building 10683	F,G		
Building 10684	F,G		
Building 10909	F,G		
Building 10910	F,G		
Building 10911	F,G		
Building 10912	F,G		
Building 11073	F,G		
Building 11074	F,G		
Building 11075	F,G		
Building 11076	F,G		
Building 10666	F,G		
Building 10667	F,G		
Building 10720	F,G		

Building 10721	F,G		
Building 10722	F,G		
Building 10723	F,G		
Building 10724	F,G		
Building 10725	F,G		
Building 10293	F,G		
Building 10294	F,G		
Building 10295	F,G		
Building 10296	F,G		
Building 10800	F,G		
Building 10675	H		
Building 10697	H		
Building 10651	H		
Building 10710	H		
Building 10756	H		
Building 10373	Z		
Building 10374	Z		
Building 10375	Z		
Building 10376	Z		
Building 10377	Z		
Building 10429	Z		
Building 10604	Z		
Building 10605	Z		
Building 10606	Z		
Building 10355	Z		
Building 10356	Z		
Building 10357	Z		
Building 10358	Z		
Building 10443	Z		
Building 10444	Z		
Building 10445	Z		
Building 10446	Z		
Building 10475	Z		
Building 10476	Z		
Building 10477	Z		
Building 10478	Z		
Building 10343	Z		

Building 10344	Z		
Building 10345	Z		
Building 10672	Z		
Building 10673	Z		
Building 10674	Z		
Building 10763	Z		
Building 10764	Z		
Building 10765	Z		
Building 10766	Z		
Building 10696	Z		
Building 10698	Z		
Building 10699	Z		
Building 10284	Z		
Building 10285	Z		
Building 10286	Z		
Building 10586	Z		
Building 10587	Z		
Building 10588	Z		
Building 10589	Z		
Building 10544	Z		
Building 10545	Z		
Building 10546	Z		
Building 10650	Z		
Building 10652	Z		
Building 10653	Z		
Building 10654	Z		
Building 10706	Z		
Building 10707	Z		
Building 10708	Z		
Building 10709	Z		
Building 10754	Z		
Building 10755	Z		
Building 10757	Z		
Building 10758	Z		
Building 10759	Z		

LABEL	LIST OF APPENDICES	PAGE
1-A	Timeline – College- and Career-Ready Standards	252
2-A	Seven Characteristics of Effective and Improving Districts/Schools	260
2-B	Seven Characteristics of Improving Districts/Schools in Relationship to Turnaround and SIG Principles	264
2-C	Timeline – Recognition and Support	265
2-D	A Comparison of Variables in the Current System of Accountability and the Proposed System of Accountability	270
2-E	Timeline – Accountability	272
2-F	Current School Improvement Planning Tool	276
2-G	Rating Criteria for IS ³ Resource Guide and Clearinghouse	280
3-A	Timeline – Supporting Effective Instruction and Leadership	281
3-B	Domain of Instruction – Differentiated Instruction	285

Appendix 1-A: Timeline College- and Career-Ready Standards

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible by Title	Resources (e.g., staff time, additional funding)	Significant Obstacles	Additional Information
1. Training teachers on the Standards (Investigations and Deeper Investigations)					
<ul style="list-style-type: none"> Development of materials and protocols for consistent review of the college and career ready standards in mathematics and literacy. 	Fall 2011	Iowa Department of Education Mathematics and Literacy Consultants and Content Area Leadership Teams	Current IDE staff time; External staff time (Area Education Agencies)	Competition with school and AEA training on local priorities	
<ul style="list-style-type: none"> Training AEA content area consultants to deliver regional training throughout the state 	Spring 2012	IDE Mathematics and Literacy Consultants and Content Area Leadership Teams			
<ul style="list-style-type: none"> Sessions offered to train teams of teachers from each LEA held regionally across the state 	March 2012 - March 2013	AEA Trainers trained by Content Area Leadership Team	Staff time at all levels, IDE, AEA, Local Education Agency	LEA's will need to schedule time for their staff to do this	We expect to make this tool available in an electronic format.
2. Aligning local curriculum content to the standards					
<ul style="list-style-type: none"> Development of the Iowa Core Alignment Tool 	Winter 2010/updated Winter 2011	IDE and AEA Network Team, with contractor	This has been developed and districts are using it.		The work can't stop with just this alignment.
<ul style="list-style-type: none"> Training Iowa Core Network members to use the tool to assist districts in identifying gaps in curriculum content 	Spring 2010/with updated materials Spring 2011	IDE	Most districts have already had the training		

<ul style="list-style-type: none"> Network members supporting LEAs in implementing the tool to assess the alignment of the content of local curriculum to the Iowa Core Standards 	Ongoing	Network Team time	Most districts have had the training	Competing initiatives	
<p>3. Aligning the cognitive complexity of the local curriculum to the standards</p> <ul style="list-style-type: none"> Enhancing the ICAT to include cognitive complexity using depth of knowledge Training Iowa Core Network members to use the tool to assist districts in identifying gaps or mismatches in cognitive complexity of the curriculum to the Iowa Core Standards 	Spring 2012	Bureau of Teaching and Learning Services staff	IDE staff and external contract	Issues related to Depth of Knowledge versus Bloom's Taxonomy Staff time	
<ul style="list-style-type: none"> Network members supporting LEAs in implementing the tool to assess the alignment of the cognitive complexity of local curriculum to the Iowa Core Standards 	Beginning Summer 2012	AEA Network members and LEA staff	Network members time and LEA time	Districts will struggle to find the time for all staff to do this	
<p>4. Implementation of Response to Intervention</p> <p>Identify assessment tools</p> <ul style="list-style-type: none"> predictive validity studies to Iowa Assessments 	May/June 2012	Assessment work team collaborating with the University of Iowa	Contract written with U of I	Timelines for data analysis	

<ul style="list-style-type: none"> Universal screening & progress monitoring tools identified (state will identify which tools are adequate, and which one the state will support) Train AEA staff in rationale and administration procedures <p>Create consensus, infrastructure and Professional Development model</p>	June 2012	Assessment work team	Work teams meeting, staff time	Obtaining technical manuals from all screeners identified by local districts	
<ul style="list-style-type: none"> Develop a statewide PD team to build materials to take to LEAs 	Fall/Winter 2012	STT/Assessment team	Work teams meeting, staff time	Common planning dates	
<ul style="list-style-type: none"> Continue to gather data to build the need/urgency 	Spring/Summer 2012	State Transformation Team	DE staff time, AEA staff time	Getting LEAs to use different assessments/practices from what they are currently using	
<ul style="list-style-type: none"> Train AEA support staff, who will then support district personnel 	Summer/Fall 2012	All work teams and bureaus	Staff time	Districts reporting accurate data, in a timely fashion; Fidelity of data collection.	
Identify evidence-based strategies and practice	Fall/Winter 2012-2103	State Transformation Team	Training materials, staff time	Time/Dates available. Fidelity of trainings across the state.	
<ul style="list-style-type: none"> Build a team to build a "library" of evidence-based practices that can be used in a classroom 	Spring/Summer 2012	Content work team with the Statewide Literacy Team	Staff time	Data storage capacity; ease of accessibility for teachers to the practices. Training teachers on how to	

						implement strategies with fidelity	
<ul style="list-style-type: none"> Team will create a tool for districts/ building/ grade level teams to use to identify high quality universal instruction Train AEA staff (who will train LEA staff) in using the evidence-based practices 	Spring 2012	Literacy work team	Staff time	Understand when and how to use this tool. Fidelity of tool use.			
<ul style="list-style-type: none"> Train AEA staff (who will train LEA staff) in using the evidence-based practices 	Fall/Winter 2012/ 2013	State Transformation Team	Staff time, DE, AEA and LEA	Consistency/ fidelity of delivery, statewide			
Identify cohorts at LEAs for implementation							
<ul style="list-style-type: none"> DE will create a readiness survey for districts, to determine at which stage districts are DE will identify a small cohort (using identification through the new system) to start the school improvement process 	Spring/Summer 2012	State Transformation Team	Staff time	Beliefs			
<ul style="list-style-type: none"> DE will identify a small cohort (using identification through the new system) to start the school improvement process 	Fall 2012	State Transformation Team	Staff time	Willingness/ unwillingness to participate at appropriate level/ entry point			
Implementation at the LEA level (3 cohorts)	SY 2013-2014 SY 2014-2015 2015-2016						
<ul style="list-style-type: none"> Train districts in the rationale for using universal screeners, and train LEAs to properly administer the assessment Train districts in the rationale and practices of implementing evidence-based practices with 	Spring 2013 Spring 2014 Spring 2015	State Transformation Team	Staff time, DE, AEA, and LEA, materials	For some, this is a new "practice" Fidelity of implementation.			
<ul style="list-style-type: none"> Train districts in the rationale and practices of implementing evidence-based practices with 	Summer/Fall 2013 Summer/Fall 2014 Summer/Fall 2015	State Transformation Team	Staff time, DE, AEA, and LEA, materials	Beliefs			

<ul style="list-style-type: none"> • Define healthy indicators 	<ul style="list-style-type: none"> • Define secondary indicators • Communicate Healthy Indicators to the public 	<ul style="list-style-type: none"> • Build a statewide data system • Develop data system performance requirements • Program data system 	<ul style="list-style-type: none"> • Beta-test the system • Train identified personnel on the use of input and reporting • Collect and display universal screening data 	<ul style="list-style-type: none"> • Winter • Spring 2012 • Spring 2012 • Fall 2011 • Spring/summer 2012 • Summer/ Fall 2012 • Fall/ Winter 2012 - 2013 • Fall 2013 	<ul style="list-style-type: none"> • Healthy Indicators work group • Healthy Indicators work group • Healthy Indicators work group • Data Systems work group • DE staff, plus two contracted staff • Data Systems team, SIT • SIT/ PD team • SIT/PD team 	<ul style="list-style-type: none"> • Staff time • Staff time • Staff time • Staff time • Staff time • \$400,000 • Training time • Training time, travel • On-going training 	<ul style="list-style-type: none"> • Belief in the field that the "right" indicators were chosen • Building a system to be used statewide to gather the desired info, in the timeline given • Consistency, use of other universal screener that does not automatically port into the system • Statewide consistency and fidelity 	
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Determine financial resources and allocations								
<ul style="list-style-type: none"> Identify critical resources needed 	Spring 2012	STT/SAT	Staff time	Will all agencies have the resources necessary to implement with fidelity?				
<ul style="list-style-type: none"> Develop funding prospectus 	Spring/Summer 2012	Finance work team	Staff time					
<ul style="list-style-type: none"> Train identified personnel on funding structure 	Fall/Winter 2012-2013	STT/ PD/Finance team	Staff time, materials for training					
Develop Research and Evaluation Plan								
<ul style="list-style-type: none"> Identify process and outcome data 	Spring/Summer 2012	Evaluation Team	Staff time	Ensuring that there is research behind the data chosen; defensible				
<ul style="list-style-type: none"> Establish research design/ evaluation plan 	Spring/Summer 2012	Evaluation team	Staff time					
<ul style="list-style-type: none"> Implement common process evaluation across work groups 	Summer 2012	Evaluation & PD teams	Staff time	Consistency				
<ul style="list-style-type: none"> Collect, analyze, and report progress to the SAT to inform decisions 	Summer 2012 and on-going	STT & SAT	Staff time	Consistency of data collection, statewide				
5. Standards based IEPs								
<ul style="list-style-type: none"> Rubric for progress monitoring tools as part of IEP work 	Fall 2012	Rd team	Part B funds for validation study					
<ul style="list-style-type: none"> Format for IEP goal writing 	Spring 2013	IDEA Consultant, SEAP, teacher cadre TBD	Availability of teachers to support the work					

<ul style="list-style-type: none"> Evidence based practices for students with disabilities 	Spring 2013	RtI team, Iowa Core team	None		
<ul style="list-style-type: none"> Accommodations manual 	Fall 2012-begin	IIEP team	Time, availability of teachers, Part B funds to support work		
<ul style="list-style-type: none"> Accommodations evaluation 	Fall 2013	Bureau of Student and Family Support Services – Chief	Staff time, programming time		
<ul style="list-style-type: none"> Evaluation of IEPs in the field 	Fall 2011	Bureau of Student and Family Support Services – Chief	Staff time		
<ul style="list-style-type: none"> Compliance monitoring for Standards based IEPs and progress monitoring 	Fall 2013	Consultant - I-Star, Administrative Consultant – Data, Compliance cadre	None		
<ul style="list-style-type: none"> Training field in goals 	Fall 2014	TBD	Availability of AEA staff	Competing initiatives, other compliance needs for IDEA	
6. ELP Standards Alignment					
<ul style="list-style-type: none"> CCSSO work group 	Spring 2012	Consultant - Assessment	Time	Competing initiatives	
<ul style="list-style-type: none"> Additional alignment study 	Spring 2013	Consultant - Assessment	Time		May not be needed depending on CCSSO work
7. IIE Cadre					
<ul style="list-style-type: none"> Develop regular meeting schedules 	Fall 2012	Consultant - Recruitment and Retenti	None		
<ul style="list-style-type: none"> Write content for infusion into coursework on: RtI, unpacking standards, evidence-based practices 	2012-ongoing	Cadre	None	IIEs can choose to not implement materials Not all IIEs are represented	

8. UDL							
• AEA staff trained in UDL	Done						
• Select 3 pilot schools	Fall 2012	NW AEA, Prairie Lakes AEA, AEA 267	Funds to support teacher training	Competing initiatives for schools and AEAs			
• Train teachers on UDL	Fall 2012-Spring 2013	AEA staff	Funds to support training	Cost			
• Coaching for UDL	Spring 2013, Fall 2013	AEA staff	None. Staff already trained as coaches	Cost			

Appendix 2-A:

Seven Characteristics of Effective and Improving Districts/Schools

Through a study of research, the Iowa Department of Education's Bureau of Accreditation and Improvement Services identified seven characteristics of improving districts and schools. The characteristics of improving districts and schools are used to organize the comprehensive site visit process, as well as the organizer for the comprehensive site visit report. Sources: **Characteristics Improved School Districts: Themes From Research**, Office of Superintendent of Public Instruction, Olympia, Washington (2004); **Iowa Core** (2008), developed through the Iowa Department of Education; **What Works in Schools: Translating Research Into Action**, Robert J. Marzano, Association For Supervision And Curriculum Development, Alexandria, Virginia (2003); and **Accreditation Standards For Quality Schools**, AdvancED Worldwide, Tempe Arizona (2006).

Vision, Mission, and Goals: In improving districts and schools, the vision, mission, and goals support student learning of the Iowa Core and are clearly communicated in the school and community. Stakeholders understand and share a commitment to the expectations, goals, priorities, assessment procedures, and accountability. The vision guides allocations of time and resources. Evidence includes, but is not limited to, the following:

- A clearly articulated mission is established collaboratively with stakeholder groups representing the diversity of the community.
- Vision, mission, and goals are communicated throughout the system and community.
- The vision and mission of the district/school guide teaching and learning.
- Every five years, the comprehensive needs assessment process, with input from stakeholders, is used to review and revise the beliefs, mission, and/or vision; major educational needs; and student learning goals.
- Academic and academic-related data are analyzed and used to determine prioritized goals.
- Goals guide assessment of student achievement, district/school effectiveness, and the allocation of time and resources.
- The vision, mission, and goals support values of respecting and valuing diversity.

Leadership: In improving districts and schools, leaders communicate a shared sense of purpose and understanding of the organization's values. The school board, administrators, and teachers are focused and committed to providing the expertise, guidance, and resources needed to build capacity and support teaching and learning. Leaders have a visible presence, provide resources, and ensure two-way communication between the educational system and stakeholders. Leaders provide encouragement, recognition, and support for improving student learning and staff performance. Leadership is committed, persistent, proactive, and distributed throughout the system. Evidence includes, but is not limited to, the following:

- Policies and procedures are established to effectively support district/school operations, including the assurance of hiring staff qualified for assignments.
- The school board and district administrators implement an evaluation system that provides for the professional growth of all personnel.
- Policies and practices are implemented to reduce and eliminate discrimination and harassment and to reflect, respect, and celebrate diversity.
- The role and responsibility of administrative leaders is supported, respected, and understood.
- A clearly defined system and expectations are established for the collection, analysis, and use

of data regarding student achievement and progress with the Comprehensive School Improvement Plan (CSIP).

- The capacity of staff, students, and parents to contribute and lead is built and supported.
- Opportunities for participation are provided for input, feedback, and ownership for student and system success among staff, students, parents, and community.
- Equity in access to learning opportunities and compliance with local, state, and federal legislation is ensured.
- Leaders at all levels understand and manage the change process.

Collaborative Relationships: In improving districts and schools, stakeholders understand and support the mission and goals of the district/school and have meaningful roles in the decision-making process. Collaboration results from a culture of participation, responsibility, and ownership among stakeholders from diverse community groups. Multiple partners including parents, school boards, business and industry, supporting agencies, and other community entities are interdependent, with schools functioning as an integrated system. This provides a coordinated approach, consistent communication, additional opportunities for learning, and the ongoing supports needed for students to be successful. Educators in the system develop and nurture a professional culture and collaborative relationships marked by mutual respect and trust inside and outside of the organization. The system works together with balance between district direction and school autonomy. Evidence includes, but is not limited to, the following:

- Instructional staff is provided opportunities for interaction to focus on professional issues.
- Instructional staff constructively analyzes and critiques practices and procedures including content, instruction, and assessment.
- Instructional staff follows established procedures to resolve professional conflicts, solve problems, share information about students, and communicate student information to parents.
- Processes and procedures invite and respect stakeholder input, support, and interaction are implemented by the district/school.
- Parents are involved as partners in the educational process.
- Positive alliances among school staff, students, parents, and diverse community groups are created and nurtured.

Learning Environment: In improving districts and schools, the school environment is conducive to teaching and learning. The environment is safe, orderly, purposeful, and free from threat of physical, social, and emotional harm. Teachers are familiar with students' cultures and know how to work effectively in a multi-cultural setting. Students are guided to think critically about learning and have opportunities to apply learning to real world situations. Classrooms are integrated with diverse learners (i.e., gender, race, special needs, at-risk, and gifted and talented). Evidence includes, but is not limited to, the following:

- Rules and procedures for behavior and consequences are clearly communicated and consistently administered.
- School facilities are physically accessible and school routines enhance student learning.
- Materials, resources, technology, programs, and activities reflecting diversity are available to all students.
- The district/school provides a clean, inviting, and welcoming environment.

- A clearly understood crisis management plan is established, communicated, and implemented when necessary.
- Teaching and learning are protected from external disturbances and internal distractions.
- The district/school reflects the contributions and perspectives of diverse groups and preserves the cultural dignity of staff, students, and parents.

Curriculum and Instruction: In improving districts and schools, curriculum challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. There is emphasis on principles of high quality instruction and clear expectations for what is taught. Educators have a common understanding of quality teaching and learning. Content, instruction, and assessment are designed to accommodate a wide range of learners within the classroom. Teachers have knowledge and skills needed to effectively implement characteristics of effective instruction. The staff accepts responsibility for students' learning of the Iowa Core. This is accomplished by monitoring and using data to increase the degree of alignment of each and every student's enacted curriculum. Instructional time is allocated to support student learning. Evidence includes, but is not limited to, the following:

- Educators implement effective instructional practices to ensure high levels of learning for each and every student.
- School and classroom tasks and activities are inherently engaging, relevant, and lead to application of knowledge to authentic tasks.
- Content, instruction, assessments, and policy are aligned.
- A shared vision of effective instruction is held by all instructional staff.
- Curriculum and instruction reflect contributions from diverse racial, ethnic, and personal backgrounds.
- Students are provided opportunity and time to learn.
- Teachers are provided with an instructional framework for units that employ research-based strategies for use with diverse learner characteristics.
- Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data.

Professional Learning: In improving districts and schools, staff is engaged in ongoing learning opportunities designed to foster understanding of the Iowa Core standards and the improvement of instructional practices. Student achievement and other sources of data are used to set goals for professional development. The district provides learning opportunities that include theory, demonstration, practice, and coaching. Evidence includes, but is not limited to, the following:

- Professional development focus is determined through the analysis of student achievement and performance data.
- Professional development is focused and based on research-based strategies.
- Professional development sessions build on one another, are distributed throughout the school year, and sustained over time.
- Time is provided for teachers to collaborate and apply new content and pedagogical knowledge.
- An established system provides support to monitor and evaluate implementation of professional development and its impact on student learning.

- Formative student data and teacher implementation data are used to adjust professional development and guide instructional decisions.
- All school staff members, instructional and non-instructional, are provided professional development to support job roles and functions.
- Professional development activities contribute to the capacity of all school staff to develop cultural competence and to reflect and respect diversity in classroom and work environments.

Monitoring and Accountability: In improving districts and schools, the district/school establishes a comprehensive system that monitors and documents performance of student progress, curriculum, instruction, programs, and initiatives. The comprehensive system engages in continuous improvement processes to improve teaching and learning based on data. All elements of the system constantly adjust and improve to yield positive outcomes for all students. Results from assessments drive the goal setting and decision-making processes. Leadership supports a system that regularly analyzes student performance and program effectiveness. Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data. Evidence includes, but is not limited to, the following:

- A system for district-wide student assessments, including multiple measures that are valid and reliable, is implemented.
- Decision-making for the continuous improvement of instruction and student learning using student achievement and teacher implementation data is employed.
- The district's/school's cycle of program evaluation, as noted in its Comprehensive School Improvement Plan (CSIP), is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

Appendix 2-B:

Seven Characteristics of Improving Districts/Schools in Relationship to Turnaround and SIG Principles

This crosswalk was completed by an IDE team to validate the Seven Characteristics.

Turnaround or SIG Principle	Vision Mission Goals	Leadership	Collaborative Relationships	Learning Environment	Curriculum and Instruction	Professional Development	Monitoring and Accountability
Imbedded Professional Development	X			X	X	X	
Additional Time for Collaboration	X		X	X			
Continuous use of data	X	X	X	X	X	X	X
Flexible use of school schedule	X			X	X		
Provide social-emotional supports	X			X			
Fidelity of curriculum implementation	X				X		X
Increasing Graduation Rates	X	X	X	X	X	X	X
Reward school leaders, teachers, staff		X					
Multi-tiered Systems of Support				X	X		
Instructional Rounds					X		

Appendix 2-C: Timeline

Category	Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible by Title	Resources (e.g., staff time, additional funding)	Significant Obstacles	Additional Information
Value-Added Model	1. Define and design elements of a value added model	Fall, 2012	Bureau of Information and Analysis	IDE, \$1.5 M for FTE and contractor support	Legislative Appropriation of \$1.5 million	
Assessments	2. Implement new accountability model	June 2012	Bureau of Information and Analysis	Current IDE staff; External contract for standard setting	Timeliness of waiver approval	
<ul style="list-style-type: none"> lowa Assessments - Standard Setting 	<ul style="list-style-type: none"> Complete a standard setting exercise with lowa Assessment 	June 2012	Bureau of Teaching and Learning Services	This may be funded by Title VI - State Assessments; Current IDE staff; External contract	lowa Department of Education (IDE) will need to build a transition plan to move to revised academic achievement standards.	This process will verify or revise academic achievement standards, cut scores, and achievement level descriptors.
<ul style="list-style-type: none"> lowa Assessment - Transition to new standard scores 	<ul style="list-style-type: none"> Transition to new standards scores on the lowa Assessment 	2012-13	lowa Testing Programs & IDE		If revised scaling is significantly different from current scaling, decisions will need to be made to adapt.	This process will yield the revised metrics for determining proficiency and growth.
<ul style="list-style-type: none"> 10th Grade lowa Assessment 	<ul style="list-style-type: none"> Implement 10th Grade lowa Assessment for growth model 	2012-13 & 2013-14	lowa School Districts		Need legislative approval to require this for all districts.	

Category	Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible by Title	Resources (e.g., staff time, additional funding)	Significant Obstacles	Additional Information
Assessments	3. Implement additional assessments	2014 – 2015	Various IDE staff	IDE, AEA, LEA, etc.		
• Smarter Balanced Consortium	<ul style="list-style-type: none"> Participate as a governing member of the Smarter Balanced Consortium to define assessments and implementation of new assessments 	2014	Division of Learning and Results	Current IDE Staff	Need legislative approval	Smarter Balanced Consortium link: www.smarterbalanced.org
• Dynamic Learning Maps (DLM)	<ul style="list-style-type: none"> Roll out Dynamic Learning Maps (DLM) assessments 	<p>June 2012 pilot testing begins</p> <p>Spring 2015 summative test available</p>	Bureau of Student and Family Support Services	<p>AEA & LEA support for implementation of assessment</p> <p>Professional Development/ Training in instruction and assessment administration</p> <p>Resources to report out assessment results</p>	<p>Replacing current Iowa Alternate Assessment</p> <p>Delivery of Professional Development/ Training in Administering DLM Assessments & Instruction Aligned to the Common Core Essential Elements</p>	DLM link which includes timeline and information: http://dynamiclearningmaps.org/images/pages/time_line.html
• End-of-Course Exams	<ul style="list-style-type: none"> Define and implement End-of-Course Exams 	July 1, 2014	Bureau of Information and Analysis	RFP; Additional costs are \$2,000,000	<p>Replacing current Iowa Test – 11th Grade Iowa Assessment</p> <p>Need legislative approval</p>	End-of-course exams for high school students would be rolled out, and a policy for incorporating those tests into state high school graduation requirements would be adopted.

Category	Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible by Title	Resources (e.g., staff time, additional funding)	Significant Obstacles	Additional Information
Data Analysis and Reporting	4. Design and program tools for data analysis and reporting of new accountability model <ul style="list-style-type: none"> After review of revised academic achievement standards and new vertical scale, IDE staff will conduct analyses of the Iowa Assessment data set, resulting in school classifications 	July/August 2012	Bureau of Information and Analysis	Current IDE staff	Timeliness of waiver approval	
Data Analysis	<ul style="list-style-type: none"> After review of revised academic achievement standards and new vertical scale, IDE staff will conduct analyses of the Iowa Assessment data set, resulting in school classifications IDE staff will design and distribute disaggregated reports to schools and districts regarding school performance and classification 	July 2012	Bureau of Information and Analysis	Analysis team and programmers		
Reporting	<ul style="list-style-type: none"> IDE staff will design and distribute disaggregated reports to schools and districts regarding school performance and classification 	August 2012	Bureau of Information and Analysis	Analysis team and programmers, EdInsight team	Timeliness of waiver approval; Creating new reports in short amount of time	
College and Career Readiness	5. Define college and career readiness data elements and assessments and implement into Iowa's accountability model	2013-14	Various IDE staff			
College Entrance Exam and Career Readiness Assessment	<ul style="list-style-type: none"> Define, create, design and implement college entrance exam and career readiness assessment 	No start date specified, as early as spring of 2013	Bureau of Information and Analysis	RFP; \$2.5 M	Need legislative approval	
Post-Graduation Data	<ul style="list-style-type: none"> Define, collect and implement post-graduation data into accountability model 	2012 data available for Indicator C11 Estimate C12 data available 2014	IDE EdInsight team and National Student Clearinghouse (NSC)	Iowa Board of Regents, Regent Universities, Community Colleges, Private Colleges, and Iowa Workforce Development	The "raw" C12 data was received from NSC, but, has yet to be made "report ready" due to data quality issues	Indicators C11 and C12 from the State Fiscal Stabilization Fund data reporting requirements C11 - Number of students who enroll in an institution of higher education within 16 months of high school C12 - Number of students who enroll in an institution of higher education within 16 months and complete at least one year's worth of college credit within two years of enrollment.

Category	Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible by Title	Resources (e.g., staff time, additional funding)	Significant Obstacles	Additional Information
<ul style="list-style-type: none"> I Have A Plan Iowa 	<ul style="list-style-type: none"> Analyze "I Have A Plan Iowa" data to define measures to include in the accountability model 	End of 2012-13	Consultant – 21 st Century Learning Skills			
Safe and Supportive Schools	<ul style="list-style-type: none"> 6. Analyze "Safe & Supportive Schools" data to define measures to include in the accountability model 	2012-13 to 2014-15	Bureau of Student and Family Support Services		Possibly data quality issues	
<ul style="list-style-type: none"> Suspensions/Expulsions 	<ul style="list-style-type: none"> Analyze "Safe & Supportive Schools" Suspensions/Expulsions data to define measures to include in the accountability model 	High Schools in 2012-13; elementary and middle schools in 2013-14	Bureau of Student and Family Support Services	EASIER team; data analysis	State needs to continue to train buildings (especially elementary schools) about the definitions and reporting for these data elements	Data Source: EASIER (Iowa's student-level data collection)
<ul style="list-style-type: none"> Conditions for Learning across three audiences: <ul style="list-style-type: none"> a. Students (student engagement) b. Parents (parent satisfaction) c. Teachers (staff working conditions) 	<ul style="list-style-type: none"> Analyze data to define measures to include in the accountability model for conditions for learning across three audiences: <ul style="list-style-type: none"> c. Students (student engagement) d. Parents (parent satisfaction) e. Teachers (staff working conditions) 	Sample students in each of grades 9-12 in 2012-13; sample of students in each of grades 4-8 in 2014-15 Sample of parents with students in grades 4-12 in 2014-2015 Sample of staff in 2014-2015	Bureau of Student and Family Support Services	Survey administration; data analysis and reporting; supports to understand and use the data locally	State would like to incentivize districts to participate in the survey (being part of this waiver will help this) so that participation rates are high	Iowa Youth Survey – Student Iowa Youth Survey – Parent Iowa Youth Survey – Staff

Category	Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible by Title	Resources (e.g., staff time, additional funding)	Significant Obstacles	Additional Information
School Challenge Index	7. Study the use of at risk measures to build a school challenge index to possibly include in the accountability model	2014-15	Bureau of Information and Analysis	Current IDE Staff	This could be a controversial topic	Stakeholders have provided feedback that we look at how to create a challenge index to level the playing field and include every student once in the accountability model
Response to Intervention	8. Analyze data to define Response to Intervention (RtI) measures to possibly include in the accountability model	2014-15	Division of Learning and Results	Current IDE Staff	The RtI model is being implemented with a small number of Iowa schools beginning in 2013-14	

Appendix 2-D:

A Comparison of Variables in the Current System of Accountability and the Proposed System of Accountability

The accountability system being proposed as part of Iowa's ESEA waiver is a significant departure from the currently approved NCLB Accountability Workbook. Iowa has removed some of the conditions that previously enabled schools to make AYP and has included variables and requirements that enhance the ability of the accountability system to identify schools along a continuum of school quality.

Variable	Current NCLB Accountability System	Proposed Accountability System	Comments
Minimum N-size	30 at the school level	10 at the district level	Reducing N size reduces exclusion rates for subgroups in schools by 20%.
Content areas	Reading and Mathematics separately; proficiency index for each area	Reading and Mathematics combined; performance index for combined results	Content area results will be calculated separately and combined for a school level decision.
Confidence Interval	98% confidence interval around proficiency rate	None	An achievement score target of 85 is applied to the All Students group and for every subgroup
Safe Harbor	Used for proficiency in Mathematics and Reading	Not used	Though Safe Harbor is not used, schools and subgroups will be expected to achieve a target which is on track to reaching an achievement score of 85 in ten years.

Variable	Current NCLB Accountability System	Proposed Accountability System	Comments
Growth model	The current model examines growth only for non-proficient students on track toward becoming proficient.	The proposed model examines growth for ALL students.	Non proficient students will be expected to make more than a year's growth in a year's time to catch up. Proficient students will be expected to maintain normal progress.
Other Academic Indicators	Attendance rate – Elementary & Middle/Junior High Schools; Graduation rate – High Schools	Elementary Schools – Attendance rate, grade 3 reading proficiency; Middle/Junior High Schools – attendance rate, college ready rate; High Schools – attendance rate, college ready rate, graduation rate.	Increasing the number of other academic indicators will provide additional information to judge school quality. Will also look at graduation rates for subgroups.
Participation Rate	Used to make AYP for participation N of 40	Used as a Gatekeeper N of 20	If a school misses participation rate for all students, the school will be priority; if any subgroup misses participation rate, the school will be focus.
Differentiated Support for Identified Schools	Schools are either on the SINA list or not – there is no other way to differentiate accountability or support	All schools will be identified into 6 performance categories for differentiating accountability and support	Schools receive differentiated support based on a support matrix aligned with the 6 school performance categories.

Appendix 2-E: Timeline – Accountability Systems

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible by Title	Resources (e.g., staff time, additional funding)	Significant Obstacles	Additional Information
1. Define and design elements of a value added model	July 1, 2013	Bureau of Information and Analysis – Chief Jay Pennington	IDE, no additional funding or FTE and contractor \$1.5 M	Cost of the contractor	
2. Implement new accountability model	June 2012	Bureau of Information and Analysis – Chief Jay Pennington	Current IDE staff; External contract for standard setting	Timeliness of waiver approval	
<ul style="list-style-type: none"> Complete a standard setting exercise with Iowa Assessment 	June 2012	Bureau of Teaching and Learning Services – Chief Connie Maxson	This may be funded by Title VI – State Assessments; Current IDE staff; External contract	Iowa Department of Education (IDE) will need to build a transition plan to move to revised academic achievement standards.	This process will verify or revise academic achievement standards, cut scores, and achievement level descriptors.
<ul style="list-style-type: none"> Transition to new standards scores on the Iowa Assessment 	June 2012	Iowa Testing Programs & IDE		If revised scaling is significantly different from current scaling, decisions will need to be made to adapt.	This process will yield the revised metrics for determining proficiency and growth.
3. Implement additional assessments	2014 – 2015	Various IDE staff	IDE, AEA, LEA, etc.		
<ul style="list-style-type: none"> Participate as a governing member of the Smarter Balanced Consortium to define assessments and implementation of new assessments 	2014	Division of Learning and Results – Administrator and Deputy Director Kevin Fangman	Current IDE Staff		Smarter Balanced Consortium link: www.smarterbalanced.org
<ul style="list-style-type: none"> Roll out Dynamic Learning Maps (DLM) assessments 	June 2012 pilot testing begins Spring 2015 summative test available	Bureau of Student and Family Support Services – Chief Marty Ikeda	AEA & LEA support for implementation of assessment Professional Development/ Training in instruction and assessment administration Resources to report out assessment results	Replacing current Iowa Alternate Assessment Delivery of Professional Development/ Training in Administering DLM Assessments & Instruction Aligned to the Common Core Essential Elements	DLM link which includes timeline and information: http://dynamiclearningmaps.org/imagepages/timeline.html

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible by Title	Resources (e.g., staff time, additional funding)	Significant Obstacles	Additional Information
<ul style="list-style-type: none"> Define and implement End of Course Exams 	July 1, 2014	Bureau of Information and Analysis – Chief Jay Pennington	RFP	Replacing current Iowa Test – ITED	End-of-course exams for high school students would be rolled out, and a policy for incorporating those tests into state high school graduation requirements would be adopted.
<p>4. Design and program tools for data analysis & reporting of new accountability model</p> <ul style="list-style-type: none"> After review of revised academic achievement standards and new vertical scale, IDE staff will conduct analyses of the Iowa Assessment data set, resulting in school classifications 	July/August 2012	Bureau of Information and Analysis – Chief Jay Pennington	Current IDE staff	Timeliness of waiver approval	
<ul style="list-style-type: none"> IDE staff will design and distribute disaggregated reports to schools and districts regarding school performance and classification 	July 2012	Bureau of Information and Analysis – Chief Jay Pennington	Analysis team and programmers		
<ul style="list-style-type: none"> IDE staff will design and distribute disaggregated reports to schools and districts regarding school performance and classification 	August 2012	Bureau of Information and Analysis – Chief Jay Pennington	Analysis team and programmers, EdInsight team	Timeliness of waiver approval; Creating new reports in short amount of time	
<p>5. Define college and career readiness data elements and assessments and implement into Iowa's accountability model</p> <ul style="list-style-type: none"> Define, create, design and implement college entrance exams 	2013-14	Various IDE staff			
<ul style="list-style-type: none"> Define, create, design and implement college entrance exams 	No start date specified, as early as spring of 2013	Bureau of Information and Analysis – Chief Jay Pennington	RFP; \$2.5 M	Cost to administer test and objection by some that all students are not going to college	

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible by Title	Resources (e.g., staff time, additional funding)	Significant Obstacles	Additional Information
<ul style="list-style-type: none"> Define, collect and implement post-graduation data into accountability model 	2012 data available for Indicator C11 Estimate C12 data available 2014	IDE EdInsight team and National Student Clearinghouse (NSC)	Iowa Board of Regents, Regent Universities, Community Colleges, Private Colleges, and Iowa Workforce Development	The "raw" C12 data was received from NSC, but, has yet to be made "report ready" due to data quality issues	Indicators C11 and C12 from the State Fiscal Stabilization Fund data reporting requirements C11 - Number of students who enroll in an institution of higher education within 16 months of high school C12 - Number of students who enroll in an institution of higher education within 16 months and complete at least one year's worth of college credit within two years of enrollment.
<ul style="list-style-type: none"> Analyze "I Have a Plan Iowa" data to define measures to include in the accountability model 	End of 2012-13	Sandra Dop			
6. Analyze "Safe & Supportive Schools" data to define measures to include in the accountability model	2012-13 to 2014-15	Bureau of Student and Family Support Services – Chief Marty Ikeda		Possibly data quality issues	
<ul style="list-style-type: none"> Analyze "Safe & Supportive Schools" Suspensions/Expulsions data to define measures to include in the accountability model 	High Schools in 2012-13; elementary and middle schools in 2013-14	Bureau of Student and Family Support Services – Chief Marty Ikeda	EASIER team; data analysis	State needs to continue to train buildings (especially elementary schools) about the definitions and reporting for these data elements	Data Source: EASIER (Iowa's student-level data collection)

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible by Title	Resources (e.g., staff time, additional funding)	Significant Obstacles	Additional Information
<ul style="list-style-type: none"> • Analyze data to define measures to include in the accountability model for conditions for learning across three audiences: <ol style="list-style-type: none"> a. Students (student engagement) b. Parents (parent satisfaction) c. Teachers (staff working conditions) 	<p>Sample students in each of grades 9-12 in 2012-13; sample of students in each of grades 4-8 in 2014-15</p> <p>Sample of parents with students in grades 4-12 in 2014-2015</p> <p>Sample of staff in 2014-2015</p>	<p>Bureau of Student and Family Support Services – Chief Marty Ikeda</p>	<p>Survey administration; data analysis and reporting; supports to understand and use the data locally</p>	<p>State would like to incentivize districts to participate in the survey (being part of this waiver will help this) so that participation rates are high</p>	<p>Iowa Youth Survey – Student Iowa Youth Survey – Parent Iowa Youth Survey – Staff</p>
<p>7. Study the use of at risk measures to build a school challenge index to possibly include in the accountability model</p>	<p>2014-15</p>	<p>Bureau of Information and Analysis – Chief Jay Pennington</p>	<p>Current IDE Staff</p>	<p>This could be a controversial topic</p>	<p>Stakeholders have provided feedback that we look at how to create a challenge index to level the playing field and include every student once in the accountability model</p>
<p>8. Analyze data to define Response to Intervention (RtI) measures to possibly include in the accountability model</p>	<p>2014-15</p>	<p>Division of Learning and Results – Administrator and Deputy Director Kevin Fangman</p>	<p>Current IDE Staff</p>	<p>The RtI model is being implemented with a small number of Iowa schools beginning in 2013-14</p>	

Appendix 2-F:

Appendix 2-F: Current School Improvement Planning Tool
(Please note this is an electronic tool that has been converted to Word format)

Title I Schools in Need of Assistance (SINA \ DINA) Action Plan for the Academic Years:

District:	District Name:	Building Number:
Building Address:	Building Contact:	
Phone:	Email:	Fax:
Area of Identification:	Year of Identification:	

Persons Writing the Plan

Name	Role

Technical Assistance

Name	Assistance Type
Name	Iowa Support Team

Diagnosis

Diagnosis Summary: CCQ1. What do data tell us about student learning needs?

Describe information about why previous interventions were unsuccessful as well as learning from other data

Goal Statement for SINA / DINA to support prioritized learning needs

Evidence-Based Research Source - Briefly highlight the professional development strategies that will be implemented.

Title funds projected for professional development.
 Reminder: A school in need of assistance is required to reserve 10% of its general Title 1 budget for professional development in the area identified for improvement.

Peer Review Process - Annually

Date Planned for Peer Review (*Best practices include parent involvement)

Schools / AEA / Individuals Involved in Peer Review

Process for Peer Review

<input type="checkbox"/> Beach ball conversation	<input checked="" type="checkbox"/> Distance Sharing
<input type="checkbox"/> Configuration	<input type="checkbox"/> Focused Conversations
<input type="checkbox"/> Face to Face	<input type="checkbox"/> Other
<input type="checkbox"/> Tuning Protocol	
<input type="checkbox"/> Checklist	

Date Peer Review Actually Completed : 10/21/2010

Communication & Eligibility

School Choice

of students eligible (enrollment)

of Students requested

of students transferred

Supplemental Educational Services

of Students eligible (low income):

of students requesting services:

of students receiving services

Parent Involvement

Briefly describe the actions you will implement

Changes/Impact on Stakeholders

Data Collected to inform Change

Alignment and Responsibilities

Summative/Formative Evaluation Question

Monitoring

SINA funds projected for this action. (Enter 0 if you aren't budgeting dollars toward this action).

Mentoring and / or collaborative (e.g., peer coaching) activities for both new and experienced teachers

Briefly describe the actions you will implement

Changes/Impact on Stakeholders

Data Collected to inform Change

Alignment and Responsibilities

Summative/Formative Evaluation Question

Monitoring

SINA funds projected for this action. (Enter 0 if you aren't budgeting dollars toward this action).

Audit, Diagnosis and Design

Completion of Audit

Date Completed

SINA funds projected for this action. (Enter 0 if you aren't budgeting dollars toward this action).

Completion of Diagnosis

Date Completed

SINA funds projected for this action. (Enter 0 if you aren't budgeting dollars toward this action).

Completion of Action Plan

Date Completed

SINA funds projected for this action. (Enter 0 if you aren't budgeting dollars toward this action).

Communication of Action Plan

Date Completed

SINA funds projected for this action. (Enter 0 if you aren't budgeting dollars toward this action).

Actions

Action Name

SINA Year 2

Budget Summary

Parent involvement dollar amount	
Mentoring dollar amount	
Completion of Audit dollar amount	
Completion of Diagnosis dollar amount	
Completion of Action Plan dollar amount	
Communication of Action Plan dollar amount	
Action 1 dollar amount	
Action 2 dollar amount	
Action 3 dollar amount	
Total dollar amount	

Appendix 2-G:

Rating Criteria for IS³ Resource Guide and Clearinghouse

Quality Levels	Points	Standard Implementation on Capacity/Fidelity Tool	Evidence of Success	Publication	Professional Development	Replication
Exemplary 13-15	3	Exists	<ul style="list-style-type: none"> Based on sound theory Has been evaluated in at least two, well-conducted studies using true or quasi-experimental design Demonstrated significant (</= .05%), short term and/or long term positive effects 	<ul style="list-style-type: none"> 5 journal articles peer reviewed journals across 5 independent outlets 	<ul style="list-style-type: none"> Strategies are supported with ongoing technical assistance and/or coaching Standardized professional development materials are available Training is delivered by a content expert. A certification program exists 	<p>Strategy has been replicated with fidelity in settings with:</p> <ul style="list-style-type: none"> The target audience of interest varied populations in varied geographic locations across several states
Promising 8-12	2		<ul style="list-style-type: none"> Based on sound theory Has been evaluated in at least one well-conducted study using true or quasi-experimental design Demonstrated short term and/or long term positive effects 	<ul style="list-style-type: none"> 3-4 journal articles, peer reviewed journals across 2 or more independent outlets 	<ul style="list-style-type: none"> Standardized professional development materials are available Training is delivered by a content expert. A certification program exists 	<p>Strategy has been replicated with fidelity in a setting similar to the setting of the original program.</p>
Potential 3-7	1		<ul style="list-style-type: none"> Based on sound theory Has been evaluated two or more times, using non-scientific techniques such as comparisons between the target population and larger population The strategy produces short term and/or long term positive outcomes 	<ul style="list-style-type: none"> 1 to 2 journal articles peer reviewed 	<p>Strategies are supported with professional development materials.</p>	<p>Strategy has been replicated but without fidelity.</p>
Exists 0-2	0	Does not exist	<ul style="list-style-type: none"> Based on sound theory Has been evaluated at least once The strategy produces short term positive outcomes 	<p>0 publications in peer reviewed journals</p>	<p>Strategies are <u>not</u> supported with professional development.</p>	<p>Strategy has not been replicated.</p>

Appendix 3-A: Timeline - Supporting Effective Instruction and Leadership

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible by Title	Resources (e.g., staff time, additional funding)	Significant Obstacles	Additional Information
Teacher Evaluation Phase I					
<ul style="list-style-type: none"> Taskforce gathers to discuss and review Iowa Teaching Standards. Conducted an in-depth look at the current standards using a set of focusing questions, reviewed additional resources on standards from other states, national initiatives, researchers, and a crosswalk of key Iowa programs. 	November 10, 2011	<p>Iowa Dept. of Education staff/ external facilitator</p> <p>Byron Darnall/MaryBeth Schroeder-Fracek/Matt Ludwig/Sue Swartz/Elaine Smith-Bright</p>	<p>Iowa Dept. of Education (IDE)/\$2700 facilitator fee/\$23,600 for stipends/\$840 for food/\$500 for facility fees</p>	<p>Addressing the longstanding Iowa Teaching Standards. Legislative changes required to move away from Iowa Teaching Standards.</p>	<p>Reform bill urges an aligned system from pre-service to in-service. The IDE has recommended a move the InTASC Standards in order to accomplish this alignment.</p>
<ul style="list-style-type: none"> Taskforce gathers and individuals allowed to present any resources they wish to contribute. Reviewed additional resources, including InTASC Standards. Key themes and possible new standards were suggested and compared to national InTASC Standards. 	November 19, 2011	Same as above			
<ul style="list-style-type: none"> Taskforce of sub-committee teachers met to review the work of the primary committee. Each teacher was asked to write a message to primary committee members regarding the work and their thoughts. 	November 17, 2011	Same as above			<p>Four teachers on the primary committee served as crossover representatives on the sub-committee in order to enhance continuity between groups.</p>
<ul style="list-style-type: none"> Taskforce reconvened to hear review of the four crossover representatives and review feedback from sub-committee. Every member was given an opportunity voice thoughts, concerns. A decision-making ballot was presented and the majority of the group voted to move to the InTASC Standards. 	November 21, 2011	Same as above			<p>In order to fulfill the taskforce's recommendation legislators must support this move targeted in the education reform bill. The Iowa State Education Association and School Administrators of Iowa expressed reservations about moving to the InTASC Standards.</p>

Teacher Evaluation Phase II

<ul style="list-style-type: none"> Taskforce meets for first time to investigate and begin discussion for teacher evaluation plan. Current reality and changes assessed. Information demonstration by Show Evidence on integrated technology platform. 	<p>January 31, 2012</p>	<p>Iowa Dept. of Education staff/external facilitator Byron Darnall/MaryBeth Schroeder-Fracek/Matt Ludwig/Sue Swartz/Elaine Smith-Bright-Facilitator/Eric Doctor-Show Evidence</p>		<p>Address shortcomings of current evaluation system. Opposition to increasing frequency of evaluations and inclusion of student achievement data.</p>	<p>The Stanford Center for Assessment, Learning, and Equity (SCALF) presentation ties in with Iowa's Teacher Quality Partnership Grant. The opportunity before this committee is to discuss the potential use of the technology platform (geared toward teacher preparation evidence gathering) for in-service teachers and evaluation.</p>
<ul style="list-style-type: none"> Taskforce gathered to assess current teacher evaluation system. The National Institute for Excellence in Teaching presented the models they've been using in various states. The taskforce then engaged in a Q & A with the representatives about how this might or might not work in Iowa. 	<p>February 10, 2012</p>	<p>Iowa Dept. of Education staff/external facilitator Byron Darnall/MaryBeth Schroeder-Fracek/Matt Ludwig/Sue Swartz/Elaine Smith-Bright-Facilitator/Jason Culbertson-NIET</p>		<p>Some administrators say annual evaluations impossible due to time constraints. Some administrators claim will be costly to districts that have to hire more administrators to evaluate. Financial concerns over implementing mentor, master roles.</p>	<p>On October 3, 2011, the DE released the Governor's Education Blueprint for Reform. Within this blueprint career pathways for teachers emerges through the establishment of mentor and master teachers.</p>
<ul style="list-style-type: none"> Taskforce sub-committee gathers to assess current system of teacher evaluation and make recommendations for new system. This sub-committee will also hear a presentation on Show Evidence and deliberate the feedback provided by the primary taskforce. 	<p>February 25, 2012</p>	<p>Iowa Dept. of Education staff/external facilitator Byron Darnall/MaryBeth Schroeder-Fracek/Matt Ludwig/Sue Swartz/Elaine Smith-Bright-Facilitator/Eric Doctor-Show Evidence</p>			<p>This group, similar in nature to the sub-committee mentioned in phase I, will contain crossover representatives in order to provide continuity between groups. The sub-committee will engage in an evaluation of the work completed by the primary taskforce.</p>
<ul style="list-style-type: none"> Taskforce meets to hear results of the sub-committee and consider teacher recommendations. The taskforce also will engage in drafting initial recommendations for the evaluation system including 	<p>March 2, 2012</p>	<p>Iowa Dept. of Education staff/external facilitator Byron Darnall/MaryBeth Schroeder-Fracek/Matt Ludwig/Sue Swartz/Elaine Smith-Bright-Facilitator</p>		<p>Certain members of the taskforce and the field oppose linking student achievement data to evaluations.</p>	<p>The likelihood that further meetings will need to occur is significant. Yet, the primary goal of this taskforce is to produce meaningful recommendations in terms of how the DE should begin developing evaluation tools and preparing for the training necessary to implement a new system.</p>

measures of student achievement data along with other measures or representative models from the field.						
<ul style="list-style-type: none"> Iowa Department of Education will work to build upon the recommendations of the taskforce. Drafts of refined recommendations will be communicated to both the primary and sub-committee for feedback. 	March – May 2012	Iowa Department of Education, Bureau for Teaching and Learning				
<ul style="list-style-type: none"> Guidelines and plan for new statewide teacher evaluation system submitted to US ED. 	June 30, 2012	Iowa Department of Education, Bureau for Teaching and Learning				
<ul style="list-style-type: none"> Teacher Evaluation Taskforce submits findings, recommendations, and a proposal to the State Board of Education and Director. 	October 15, 2012	Iowa Department of Education, Bureau for Teaching and Learning				
<ul style="list-style-type: none"> Training for teacher evaluators on new system provided to pilot districts. 	Fall 2013 and Spring 2014	Iowa Department of Education, Bureau for Teaching and Learning				
<ul style="list-style-type: none"> Pilot districts begin new teacher evaluation system. 	Fall 2013 and Spring 2014	Iowa Department of Education, Bureau for Teaching and Learning				
<ul style="list-style-type: none"> Data collection process implemented for collecting pilot results to inform system revisions. 	Ongoing 2013 - 2014	Jay Pennington, Bureau of Information and Technology				
<ul style="list-style-type: none"> Pilot results communicated to the State Board of Education and Director to inform proposed administrative rule. 	Spring 2014	Iowa Department of Education, Bureau for Teaching and Learning/ Jay Pennington, Bureau of Information and Technology				
<ul style="list-style-type: none"> Administrative rules drafted and submitted to Administrative Review Committee to propose new teacher evaluation system for Iowa. 	Spring 2014	Iowa Department of Education/ Administrative Rules Review Committee				

<ul style="list-style-type: none"> Statewide training on new teacher evaluation system provided. Public schools in Iowa implement new teacher evaluation system. 	Spring, Summer 2014 Fall 2014	All teacher evaluators statewide/Iowa Department of Education Iowa Public Schools				
Administrator Evaluation						
<ul style="list-style-type: none"> Administrative evaluation taskforce assembled to <ul style="list-style-type: none"> --review current leader standards --recommend revisions --review current evaluation practices --examine other state and national resources --compare and contrast models --recommend development and adoption of improved administrator evaluation system Guidelines and plan for new statewide principal evaluation system submitted to US ED. Administrator evaluation taskforce assists DE with selecting pilot schools and districts LEA pilot partners will incorporate new administrator evaluation system and recommend improvements. LEAs begin full implementation of new administrator evaluation system. 	Spring 2012 – Fall 2012	Byron Darnall/Iowa Department of Education	Estimated costs for stipends, food, travel, facilities: \$20,000	Developing a sustainable, quality implementation strategy. Respecting the current work occurring in Iowa and steering toward need for change.		
	June 30, 2012	Iowa Department of Education, Bureau for Teaching and Learning				
	Spring 2013	Byron Darnall/Iowa Department of Education		Selecting a wide range of districts representative of various demographics across state	Iowa has some progress districts ready and willing to join the work; however, the pilot needs a variety of districts willing to cooperate.	
	Fall 2013 – Spring 2014	Byron Darnall/Iowa Department of Education				
	Fall 2014 – Spring 2015	Iowa Public Schools				

Appendix 3-B: Domain of Instruction—Differentiated Instruction

THIS INDICATOR IS EVALUATED OVER TIME (MULTIPLE OBSERVATIONS/LESSONS BEING OBSERVED).

Not all students are alike. We must not differentiate *who will learn* what but rather *how we will teach* so that all students have access to, and support and guidance in, mastering the content. – Paula Rutherford

Exemplary – 5	Professional – 3	Unsatisfactory – 1
<p>Descriptors are met thoroughly and have significant impact on student learning.</p> <p>Over the course of multiple observations, for individual students, the teacher:</p> <ul style="list-style-type: none"> • Provides differentiated, respectful tasks (i.e., equally engaging, appealing and important). (PROCESS) • Provides differentiated CONTENT by: <ul style="list-style-type: none"> ○ ensuring access to the content through varied presentations, materials, resources and/or ○ modifying content only for those students who are significantly above or below grade level for the skill or standard being taught. • Provides students opportunities to demonstrate their understanding of an extended learning experience in a variety of ways. (PRODUCT) <p>To accomplish the above, the teacher:</p> <p>Uses student learning goals, learning plans and on-going formative assessment results to address the needs of diverse learners. (READINESS/ON-GOING ASSESSMENT)</p> <p>Uses knowledge of students' LEARNING PROFILE and INTERESTS to engage students in their learning.</p>	<p>Descriptors are met effectively and impact student learning.</p> <p>Over the course of multiple observations, for groups of students, the teacher:</p> <ul style="list-style-type: none"> • Provides differentiated, respectful tasks (i.e., equally engaging, appealing and important). (PROCESS) • Provides differentiated CONTENT by: <ul style="list-style-type: none"> ○ ensuring access to the content through varied presentations, materials, or resources and/or ○ modifying content only for those students who are significantly above or below grade level for the skill or standard being taught. • Provides students opportunities to demonstrate their understanding of an extended learning experience in a variety of ways. (PRODUCT) <p>To accomplish the above, the teacher:</p> <p>Uses student learning goals, learning plans and /or ongoing formative assessment results to address the needs of diverse learners. (READINESS/ON-GOING ASSESSMENT)</p> <p>Uses some knowledge of students' LEARNING PROFILE and INTERESTS to engage students in their learning.</p>	<p>Over the course of multiple observations, the teacher:</p> <ul style="list-style-type: none"> • Does not provide differentiated, respectful tasks (i.e., equally engaging, appealing and important). (PROCESS) • Does not provide differentiated CONTENT by: <ul style="list-style-type: none"> ○ ensuring access to the content through varied presentations, materials, or resources or ○ modifying content for those students who are significantly above or below grade level for the skill or standard being taught. • Does not provide students opportunities to demonstrate their understanding of an extended learning experience in a variety of ways. (PRODUCT) <p>The teacher does not use or uses limited knowledge of:</p> <p>Student learning goals, learning plans and on-going formative assessment results to address the needs of diverse learners. (READINESS/ON-GOING ASSESSMENT)</p> <p>Uses knowledge of students' LEARNING PROFILE and INTERESTS to engage students in their learning.</p>