

# Iowa's ESSA Plan: Summary of Substantial Revisions

## Use of average scale scores in relation to proficiency

ORIGINAL PLAN: The academic achievement measure was based on students' average scale scores and proficiency.

FEEDBACK: The U.S. Department of Education said Iowa's plan must be based on proficiency.

REVISED PLAN: Iowa's plan is modified to align with the feedback; average scale score is added to the School Quality or Student Success indicators.

## Annual designation of schools with persistently underperforming student subgroups

ORIGINAL PLAN: Report accountability data on a yearly basis and designate comprehensive and targeted schools once every three years.

FEEDBACK: The U.S. Department of Education supported an annual designation of targeted schools and a designation every three years for comprehensive schools.

REVISED PLAN: Iowa's plan is modified so that only new targeted schools are designated annually in a cohort model and are supported on a three-year improvement cycle.

## Exit criteria for comprehensive and targeted schools

ORIGINAL PLAN: Exit criteria for targeted and comprehensive schools were based on demonstrating growth/consistent improvement.

FEEDBACK: The U.S. Department of Education said targeted and comprehensive schools that are among the lowest 5 percent of schools must remain identified as targeted and comprehensive until they are no longer among the lowest 5 percent of schools. This is in addition to showing consistent improvement.

REVISED PLAN: Iowa's plan is modified to align with the feedback.

## High school accountability

ORIGINAL PLAN: The first step in the accountability index – graduating fewer than 66 percent of students means automatic identification as a comprehensive school – applied only to high schools receiving federal Title I funding.

FEEDBACK: The U.S. Department of Education said this step must apply to all public high schools.

REVISED PLAN: Iowa's plan is modified to align with the feedback.