



Please distribute to all district and area education agency personnel who have responsibility for Comprehensive School Improvement Plans, Annual Progress Reports, and federal programs funded through the Elementary and Secondary Education Act.

DATE: October 17, 2016
TO: Administrators of Iowa Public School Districts
FROM: David Tilly, Deputy Director
SUBJECT: Update on the Elementary and Secondary Education Act

This memo is intended to provide annual information to public school districts regarding requirements included in the federal programs funded through the Elementary and Secondary Education Act (ESEA). It is important that each section is read carefully because the Iowa Department of Education (Department) continually updates the components. Information for which we have received questions from the field or clarifications from the United States Department of Education (USDE) is added each year. All information included this year is updated or new guidance.

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ESEA Updates 2016-17 School Year

1. Test Administration Assurance in Appendix A.

For assessments used for ESEA purposes, an assurance must be signed by each district superintendent and each building principal stating that proper and ethical test administration is being followed and that procedures have been reviewed with district administrators. Resources for administrators can be accessed at:

<http://itp.education.uiowa.edu>

Assurances include, but may not be limited to, the Iowa Assessments, the Iowa English Language Proficiency Assessment for the 21st Century (ELPA21), and the Dynamic Learning Maps (DLM). It is understood that since the DLM is an instructionally embedded assessment, administration procedures do vary from such standardized assessments as the Iowa Assessments and the ELPA21.

The assurance, in Appendix A, must be signed by district superintendents and all PK-12 building principals and returned to Tana Mullen at the Department of Education, Grimes State Office Building, 400 East 14th Street, Des Moines, Iowa, 50319 by November 15, 2016. A copy of the assurance with an electronic signature may be e-mailed to Tana Mullen at tana.mullen@iowa.gov.

2. Assessment, Participation, and Reporting.

All students in grades 3-8, 10 and 11 are required to be tested per Iowa code and federal law in both reading and mathematics. Additionally, all students in grade 5, 8, and 11 must take a science assessment. The Iowa Assessments will be used by the state of Iowa to meet these requirements for the 2016-17 school year. For students who qualify for an alternate assessment, please see the section "Students with Significant Cognitive Disabilities" for specific testing requirements.

In addition, if a student does not take an assessment, districts must report the reason a student is not assessed. This information must be reported by grade level and content area, as well as by subgroup. The required reporting subgroups are: gender, race/ethnicity, IEP, migrant, socio-economic status (SES), and English language learners (ELL).

To assist test coordinators in planning for testing, support test administration, and distributing score report, Iowa Testing provides the Iowa Assessments Planning and Implementation Guide. It may be found at <http://itp.education.uiowa.edu/IA/PlanningImplementationGuide.aspx>

For students new to the Iowa Assessments, Iowa Testing also provides practice tests. A secure login is required. These practice tests may be found at <http://itp.education.uiowa.edu/ia/PracticeTests.aspx>

The 2016-2017 per student allocation for assessment-related activities is \$2.00 per student. This allocation is reduced from last year primarily due to increased costs for the required ELPA21 assessment statewide. The decision was made to pay this increase directly at the state level rather than to pass the additional costs on to districts. These assessment and accountability funds may be used to defray costs related to assessment system development, including purchase of assessments utilizing multiple formats and approaches; professional development regarding test administration, interpretation, and use of results; and development and maintenance of data management systems.

3. Students with Disabilities – District-wide Assessments.

Students with an individualized education program (IEP) must be assessed in reading, mathematics, and science. The majority of students with an IEP are able to participate in the State general accountability assessment with or without accommodations. Below addresses district-wide assessment requirements for students with the most significant cognitive disabilities.

Per USDE guidance and federal regulations (Title I and Individuals with Disabilities Education Act), it is not permissible to allow students with disabilities to take the test in reading and/or mathematics at a grade level below that in which they are enrolled. This is also no longer an acceptable accommodation on a student's IEP. If a district allows a student to take a test below grade level, that student cannot be counted as a participant or as

proficient. In addition, districts that continue this practice may be held accountable for noncompliance under IDEA, and the state could face negative financial consequences. Students taking an out-of-level test above the grade level in which they are enrolled are to be counted as participants and as proficient, if applicable.

4. Students with Significant Cognitive Disabilities.

Iowa's accountability alternate assessment is the Dynamic Learning Maps (DLM) Alternate Assessment. It is based on alternate academic achievement standards and is intended for students who are unable to participate in the State general accountability assessment even with accommodations. Alternate assessments are used to evaluate the performance of students with the most significant cognitive disabilities in grade-level content with *less depth, breadth, and complexity* than the general assessment, and with a *different* definition of how well and how much students know and do in the content to be considered proficient. The DLM Alternate Assessment is intended to be used with students with significant cognitive disabilities and is not appropriate for students who do not test well on the general assessment even with accommodations.

The DLM Alternate Assessment promotes fair measurement of student knowledge in the content areas of Iowa Core English Language Arts (ELA) Essential Elements and Iowa Core Math Essential Elements in grades 3-8 and 10-11 and Iowa Core Science Essential Elements in grades 5, 8, & 11.

Testing in ninth grade for ELA and mathematics is optional and provided at no cost to districts.

The student's IEP team determines the need to participate in an alternate way in order to judge performance against grade level standards. The criteria for participation in the DLM alternate assessment reflect the pervasive nature of a significant cognitive disability. IEP teams must select the DLM alternate assessment as the only option for all subject content areas assessed. Students who participate in the DLM alternate assessment will not participate in the Iowa Assessment. The active IEP must reflect participation in the DLM Alternate Assessment.

Scores from the DLM alternate assessment are included in the total percentage of students who are counted in the participation and proficiency rates at the school and district levels. The Department will monitor participation and will inform districts if the number of students participating in the DLM alternate assessments exceeds one percent. If students exceed the 1 percent level, districts may need to submit to the Department a justification for exceeding the one percent cap. If this occurs, the Department will contact districts directly about the exception process.

Every student is to be tested, even those who receive homebound services or attend a shortened school day. District Alternate Assessment Coordinators should contact Jennifer Denne, Alternate Assessment Consultant at jennifer.denne@iowa.gov for guidance on assessment requirements for students who are receiving homebound services or attend shortened school day.

The only decision an IEP team can make is which type of assessment the student will participate-either the general assessment or the alternate assessment. There is no opt out option for assessment participation.

The DLM English language arts and mathematics alternate assessment is a yearlong instructionally embedded assessment that includes three assessment windows- fall, winter, and spring. The DLM Science alternate assessment is a year-end spring assessment that measures student outcomes of yearlong science instruction.

Teachers are required to use and maintain the State of Iowa's DLM test blueprints within the student's cumulative record. The State of Iowa's DLM Test Blueprints outline what Essential Elements are in each content area; English language arts, math, and science are to be tested and the amount of testing required during each assessment window. The State of Iowa's DLM Test Blueprints can be found on the DE Alternate Assessment Webpage <https://www.educateiowa.gov/pk-12/special-education/assessment-testing/iowa-alternate-assessment-1-iaa> and the State of Iowa's DLM Webpage <http://dynamiclearningmaps.org/iowa>.

DLM Service Desk Assistance

Districts Alternate Assessment Coordinators/Data Stewards may contact the DLM Service Desk by calling 1-855-277-9751 or by email to DLM-support@ku.edu

To ensure consistency of communications District Alternate Assessment Coordinators and/or District Data Stewards are responsible for relaying teacher and district implementation support needs to the

DLM Service Desk and the Department.

Districts may use the DLM Service Desk Request Form to support communications with their teachers and the DLM Service Desk. The DLM Service Desk Request Form is located on the Department Alternate Assessment webpage <https://www.educateiowa.gov/pk-12/special-education/assessment-testing/iowa-alternate-assessment-1-iaa>.

Special instruction for sharing of student personal identifiable information (PII)

When emailing the DLM Service Desk or the Department for assistance in administering the DLM Alternate Assessment, the only allowable student information is the student's state identification number. Do not include the student name or date of birth.

Teachers must complete the DLM required assessment administration training prior to administering the assessment. Area education agency (AEA) and Urban Education Networks (UEN) Significant Disabilities Coordinators have developed plans to support the required assessment training. This training is also open for administrators and other personnel who support the educational programming of student with significant disabilities.

A list of AEA and UEN Significant Disabilities Coordinators and general information regarding the DLM alternate assessment are available on the Department Alternate Assessment webpage: <https://www.educateiowa.gov/pk-12/special-education/assessment-testing/iowa-alternate-assessment-1-iaa>

Please contact Jennifer Denne at (515)-281-725-4061 or cell: (515) 326-5332 or jennifer.denne@iowa.gov for questions regarding Iowa's Accountability Alternate Assessment Policy and Process

Teacher Licensure

On May 29, 2015, the Iowa Board of Educational Examiners (BoEE) clarified license requirements for teachers who are responsible for directing educational services of students being assessed under Iowa's Alternate Assessments. Districts must ensure that any teacher who directs the educational services of students assessed under Iowa's Alternate Assessment hold the Strategist II: ID endorsement.

To support districts in meeting BoEE requirements, the State of Iowa, Morningside College, University of Northern Iowa, and Upper Iowa University have partnered together to offer an online compressed program of study with tuition reimbursement. The compressed program of study is scheduled to end summer 2017. Please contact Emily Thatcher at emily.thatcher@iowa.gov or 515-281-3500 for additional information.

5. English Language Learners Academic Proficiency.

As a reminder, Iowa Administrative Code (IAC) rule 281.60.3(1) identifies school district responsibilities for students of limited English language proficiency.

Students identified as predominantly using a language other than English in the home, shall be assessed by the district. The assessment shall include (1) an assessment of the student's English proficiency in the areas of speaking, listening, reading, and writing; and (2) an assessment of the student's academic skills in relation to their grade or age level. A consistent plan of evaluation which includes ongoing evaluation of student progress shall be developed and implemented by the district for the above areas for each student so identified.

During ESSA transition, Annual Measureable Achievement Objective (AMAO) determinations for Title III are frozen and no new determinations will be made. LEAs currently on corrective action for not meeting AMAOs should continue enacting the plan that was approved for the 2015-16 year during the transition period. Any changes requested to the plan should follow the same process for approval as the original plan. For questions about AMAO determinations, please contact Tom Deeter at tom.deeter@iowa.gov. For questions about Corrective Action Plans, please contact Jobi Lawrence at jobi.lawrence@iowa.gov.

All ELLs, regardless of time in a language instructional program and level of proficiency in English, must be assessed annually in the content areas of reading, mathematics, and science in accordance with the state's accountability workbook for NCLB. There is some flexibility for recently arrived ELLs (those who have been

enrolled in United States schools for less than 12 months or for one test administration). For recently arrived ELLs, LEAs can count the reading score from the English language proficiency test as participation in the reading test. Recently arrived ELLs are still required to take the statewide mathematics assessment (Iowa Assessments subtest).

6. **Appropriate Accommodations for English Language Learners.**

Districts must keep track of accommodations used during the administration of the Iowa Assessments for students identified as ELL. The Department will continue to electronically collect this information from all public school districts on the AYP reporting site. The updated version of Iowa's Guidelines for K-12 Participation in District-wide Assessments for appropriate accommodations can be found at: <https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners>.

Accommodations for ELL students must fall into one or more of the following four categories:

- Presentation (e.g., repeat directions, read aloud, etc.)
- Response (e.g., mark answers in book, use reference aids, point, etc.)
- Setting (e.g., study carrel, separate room, etc.)
- Timing/scheduling (e.g., extended time, frequent breaks, etc.)

7. **English Language Learners Students' English Proficiency.**

Iowa Administrative Code rule 281-60.3(1) defines a *Limited English Proficient* student as follows: "student who has a language background other than English, and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background."

Identifying language minority students and assessing their skills are critical steps in determining their need for placement in English as a second language (ESL)/bilingual programs. The identification must begin with the IA Home Language Survey available through [Transact NCLB Parent Communication Center](#).

Previously, Iowa districts used the Iowa-English Language Development Assessment (I-ELDA) as the measure of English language proficiency. Beginning in spring 2016, all Iowa schools implemented the English Language Proficiency Assessment for the 21st Century (ELPA21) as the measure of English language proficiency. The new test is tightly aligned to the Iowa English Language Proficiency Standards and corresponds to the Iowa Core. ELPA21 is administered using an online platform. Schools requiring a paper-and-pencil version of the test due to religious practices incompatible with computerized test administration or accommodations listed in an IEP or 504 Plan should contact Erika Cook at erika.cook@iowa.gov or Jobi Lawrence at jobi.lawrence@iowa.gov. No paper pencil tests will be provided for reasons other than documented IEP or 504 plans or religious practices.

All ELLs (K-12) must participate in the English language proficiency testing of their listening, speaking, reading, and writing skills each year. Measurement of "Comprehension scores" is required, but there is no separate test for comprehension. It is a combination of scores from speaking, writing, listening and reading. It is from this "composite" score that a student's overall fluency and comprehension are determined. See the Coding Guide to Exit an ELL Student attached to this letter for assistance in coding the student in EdInsight.

Proficiency in English is determined by, at least, a combination of overall fluency and comprehension as measured by ELPA21 and achievement on the Iowa Assessments. Schools choose at least two additional exiting criteria identified in the exiting criteria found on the [English Language Learners](#) web page. After ELL students are deemed proficient, no longer receive services, and exit the program, they will continue to be monitored using the State student database system (Student Reporting in Iowa) for two years. This will allow schools and districts to report accurate achievement progress on the ELL subgroup.

Any student who has not exited an ELL program must be assessed. This includes identified ELLs who may not be receiving Language Instruction Education Program (LIEP) services due to a parental waiver. Students who have been exited from the program but are in the 2-year monitoring state are currently not required to be assessed on the ELPA21. Neither the school nor the parent may "opt out" an ELL from the assessment.

8. State Assessment Funds and ELPA21 Testing and TELPA Screening.

The Department will cover the expense for ELPA21 test for the 2016-17 school year out of Title VI funds. The amount of financial support the Department allocates to support the ELPA21 testing will be determined annually. LEAs will not receive funds for the exam costs directly. LEAs will order exams through American Institutes of Research (AIR) using an online ordering system. Additional ordering and training information will be provided to schools.

The Department does not cover the entire expense for the screener. Districts and AEAs are not allowed to use Title III funds for the purchase of placement or screener exams for incoming students who may need Title III services. All LEAs are required to use the Tennessee English Language Placement Assessment (TELPA) for screening and placement decisions of students in an ELL program.

The TELPA is the current required screener used as a placement measure. Iowa will continue using the TELPA in the 2016-17 school year, but will replace it with an ELPA21 Screener beginning in 2017-18.

Ordering the TELPA

Beginning July 1, 2016 any districts wishing to order the TELPA screener should place the order directly with Measurement Incorporated (MI) instead of going through IA Testing Programs. TELPA can only be ordered online. It is sold in packs of 10 and includes all the support materials needed. If you would like to place an order or have any other questions, please contact the TELPA Helpline at 888-612-0180 or elda@measinc.com <<mailto:elda@measinc.com>>. MI will provide you with the credentials for your district as well as directions on how to place an order on the TELPA website.

TELPA Training

The TELPA Training Modules are located in the statewide Moodle system. Use the following instructions to access the Moodle:

1. Begin on the AEA PD Online homepage at <http://www.aeapdonline.org/>
2. Click on Moodle - <http://moodlesw.aeapdonline.org/>

If you have taken any online courses for license renewal or graduate credit after June 2013, you may already have a file in this system. Use the username/password that you created to log into Moodle. If you do not have an account, use the following instructions:

To register in the system (First time user, not registered in the new system):

1. Click on 'create an account here' link located in the second paragraph under the new Moodle theme overview video.
2. Choose a username.
3. Choose a password. *Retain the username/password information for future use.*
4. Enter an email address and confirm the email address.
5. Enter first and last name.
6. Enter city/town.
7. Enter country.
8. Enter the CAPTCHA from both boxes.
9. Click the 'Create my new account' button.

You will receive a confirmation email to the address that was provided. If you do not receive the email, check your junk/spam mail. If you still do not find the confirmation email, contact Shelley Christensen at schristensen@heartlandaea.org, she will manually confirm your account.

Upon successful log in to the Moodle system, locate the TELPA training, follow these instructions:

1. Click on 'Assessment,' located under Course Categories (scroll down)
2. Click on 'TELPA Training'

TELPA Administration

1. Download the correct bubble answer sheet (BAS).
 - a. [TELPA K-2 Answer Sheet](#)

- b. [TELPA 3-12 Answer Sheet](#)
- c. [K-2 Student Record Form](#)
- 2. Score the screeners locally
- 3. Complete the [Score Reporting Template](#) to enter student information and TELPA scores. Save each file with a standard name (e.g. Ames_072716 (District name_Date)).
 - a. [Score Reporting Template](#)
- 4. To submit the scores to the Department, email malinda.hugh-reynolds@iowa.gov requesting access to the secure email site. The request MUST come from the email associated with your Ed Portal A&A account.
- 5. You will receive an email with the subject line, "You have received a secure email from the State of Iowa." The link will have MaLinda Hugh-Reynold's name as the sender.
- 6. Follow directions in the response to the email to log into the State of Iowa Secure email (<https://securemail.iowa.gov/>). Your name will be your email associated with your EdPortal A&A account (not your Account ID), your password is your A&A account password. Not sure of your A&A email, login to the portal (<https://portal.ed.iowa.gov/>), click on 'My Profile' in the upper right-hand corner and review your email in the center of the screen. If you receive an error, when logging in please contact the EdPortal helpdesk at 515.725.2040 or by email at ed.portal@iowa.gov.
- 7. After logging in to Secure Email, click on 'Compose Mail' in the upper left corner. Enter ed.portal@iowa.gov in the 'To' field, in the 'Subject' field enter your district name and the word TELPA (e. g. Ames TELPA).
- 8. Click on 'Attach' and 'choose file' to select the file created in step three. Click on Upload.
- 9. Click on 'Send' to send your email.

Previously local districts were able to choose from three screeners and may have copies of the other screeners, LAS and IPT, on hand. Local districts are encouraged to use the LAS and IPT exams as diagnostic assessments to inform instructional decisions.

9. Department Contacts for Federal Programs

| Program | Title | Department Contact |
|------------------|---|---|
| Title I, Part A | Improving Basic Programs Operated by Local Educational Agencies | Gerri McMahon gerri.mcmahon@iowa.gov |
| Title I, Part C | Education of Migratory Children | Gerri McMahon gerri.mcmahon@iowa.gov |
| Title I, Part D | Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk | Rick Bartosh richard.bartosh@iowa.gov |
| Title II, Part A | Teacher and Principal Training and Recruiting Fund | Isbelia Arzola isbelia.arzola@iowa.gov |
| Title III | Language Instruction for Limited English Proficient | Jobi Lawrence jobi.lawrence@iowa.gov |
| Title IV, Part B | 21 st Century Community Learning Centers | Vic Jaras vic.jaras@iowa.gov |
| Title VI, Part A | State Assessment Funds | Meredith MacQuigg meredith.macquigg@iowa.gov |
| Title VI, Part B | Rural Education Achievement Program (REAP) and Transferability of Funds | Jay Pennington jay.pennington@iowa.gov |



TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
RYAN M. WISE, DIRECTOR

Test Administration Assurance for 2016-2017 – PUBLIC LEA
Assurance for Proper and Ethical Test Administration

ADMINISTRATION OF TESTS

In the administration of standardized tests, it is a violation of test security to do any of the following:

- 1. Provide inappropriate test preparation such as any of the following:
a. Copy, reproduce, or use in any manner any portion of any secure materials, for any reason.
b. Share an actual test instrument in any form. This includes using old copies of the Iowa Assessments (including the Iowa Tests of Basic Skills or Iowa Tests of Educational Development) and the I-ELDA (Iowa English Language Development Assessment).
c. Use test preparation materials or strategies developed specifically for annual progress reporting.
2. Deviate from the test administration procedures specified in the test examiner’s manual.
3. Provide inappropriate assistance to students during the test administration.
4. Make test answers available to students.
5. Change, suggest, or fill in answers on student answer documents.
6. Provide inaccurate data on student answer documents.
7. Engage in any practice to artificially raise student scores without actually improving underlying student achievement.
8. Participate in, direct aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.

School administrators should ensure that school teaching staff have received professional learning regarding appropriate test administration procedures.

After testing is completed, test materials are to be returned or destroyed according to procedures outlined by individual testing programs. Districts should retain “Chain of Custody” documentation as evidence.

If test booklets are needed to carry out study of item analyses by staff, separate requests must be made to the individual testing programs, and proper procedures for custody and security must be adhered to.

CONSEQUENCES OF TEST ADMINISTRATION VIOLATIONS

If a violation of test administration protocol occurs, as determined by the superintendent following an investigation of allegations of irregularities, the superintendent shall determine whether the integrity of the testing program has been jeopardized, whether some or all of the test results are invalidated, and whether a teacher or administrator has violated the Code of Ethics of the Iowa Board of Educational Examiners as found at 282—Iowa Administrative Code, Chapter 25.

Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures.

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board policy. If the staff member is a licensee of the Board of Educational Examiners, the superintendent shall make a timely report to that Board.

If the superintendent believes that assessment results are invalid, the superintendent shall make a timely report to the Iowa Department of Education.

I, _____, Superintendent of _____ School District,
(Superintendent’s Name) (Name of School District)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school district. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

Superintendent’s Signature

Date

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Building Principal's Assurance

I, _____, Principal of _____ School ,
(Building principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

Principal's Signature Date

I, _____, Principal of _____ School ,
(Building Principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

Principal's Signature Date

I, _____, Principal of _____ School ,
(Building Principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

Principal's Signature Date

I, _____, Principal of _____ School ,
(Building Principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

Principal's Signature Date

(Please print additional copies of this page as needed.)

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| Return this form by November 15, 2016, to: | Tana Mullen Iowa Department of Education Grimes State Office Building 400 E. 14th Street Des Moines, IA 50319 tana.mullen@iowa.gov FAX: 515-242-5988 |
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