



Every Student Succeeds Act **in Iowa**

Iowa's Plan
April 2018



What ESSA Does

- Replaces the No Child Left Behind Act and returns more authority to states and schools
- Maintains focus on equity for all students
- Opportunity to develop systems of accountability and support that make sense for states
- No more federally prescribed targets, sanctions, or models for turning around schools

Iowa's Plan: Guiding Principles

- Inclusive process
- Communication
- Support Iowa's context
- Maintain spirit/intent of ESSA
- Maximize flexibility for school districts
- Ensure equity for historically disadvantaged students

Stakeholder Engagement

18 Public forums in 2016 and 2017

3 Online feedback surveys

8 Focus groups

6 Statewide advisory committee meetings

11 Education work teams

Stakeholder Feedback

Major feedback incorporated into Iowa's plan:

- Include postsecondary readiness measure in accountability system, but take more time to get it right
- Weight measures differently than initially proposed
- Emphasize components of a well-rounded education, including support for gifted and talented students, counseling and school library services, early childhood instruction, STEM, PE/health, social studies, and the arts

Iowa's Key Initiatives



Iowa's Academic Standards



Multi-Tiered System of Supports



How Iowa Initiatives Fit ESSA



For Students:

Set clear and rigorous standards for all students.



For Teachers:

TLC is a structure for professional learning that will emphasize use of evidence-based practices in instruction and assessment results to adjust instruction (MTSS). Early literacy initiative helps teachers identify and intervene with struggling readers in K-3.



For Schools:

New school accountability system focuses resources and attention where and when schools need it most. (Differentiated Accountability)

Iowa School Accountability

Differentiated Accountability put in place statewide in 2016-17



Support for Schools:

Action plans, tools and resources



Annual Audit: All school districts, preschool programs, state-accredited nonpublic schools and AEAs



Identification of Schools: Annually through Iowa's Healthy Indicator measures, which include % of students meeting early literacy benchmarks

Federal Accountability

States must:

- Set long-term goals for proficiency in reading and math, graduation rates, and English Language Proficiency
- Identify public schools that need improvement every 3 years
- Identify lowest 5% of schools based on performance (comprehensive) and schools with student subgroups that are consistently underperforming (targeted)

Long-Term Goals: Academic Achievement

- Measured by proficiency on statewide reading and math assessments*
- Approach: Set a high bar for all students and address achievement gaps by setting a more aggressive standard for student subgroups

Goals:

All Students

$\frac{1}{2}$ percentage-point **increase**
each year over 5 years

**Student
Subgroups**

1 percentage-point **increase**
each year over 5 years

*Proficiency goals will change with new state assessments in 2018-19

Long-Term Goals: Graduation Rates

- Measured by 4- and 5-year high school graduation rates that follow one class of students over time, starting in 9th grade
- Approach: Aligned with State Board of Education goal of 95%

Goals:

4-year
graduation rate

95%
for all students and subgroups

5-year
graduation rate

97%
for all students and subgroups

Long-Term Goals: English Language Proficiency

- Measured by ELPA21, Iowa's statewide ELP assessment
- Approach: Aligned with research on length of time it takes to gain English language proficiency

Goal:

1 percentage-point **increase** each year to

59.6% proficiency

by 2021-22

ESSA Accountability Measures

Iowa will use these measures to identify public schools that need improvement:

- **Student Participation on State Assessments**
- **Academic Achievement**
- **Student Growth**
- **Graduation Rate**
- **Progress in Achieving English Language Proficiency**
- **Conditions for Learning***
- **Postsecondary Readiness***

*These measures will be phased in over time.

Weighting of Accountability Measures

Elementary/Middle School

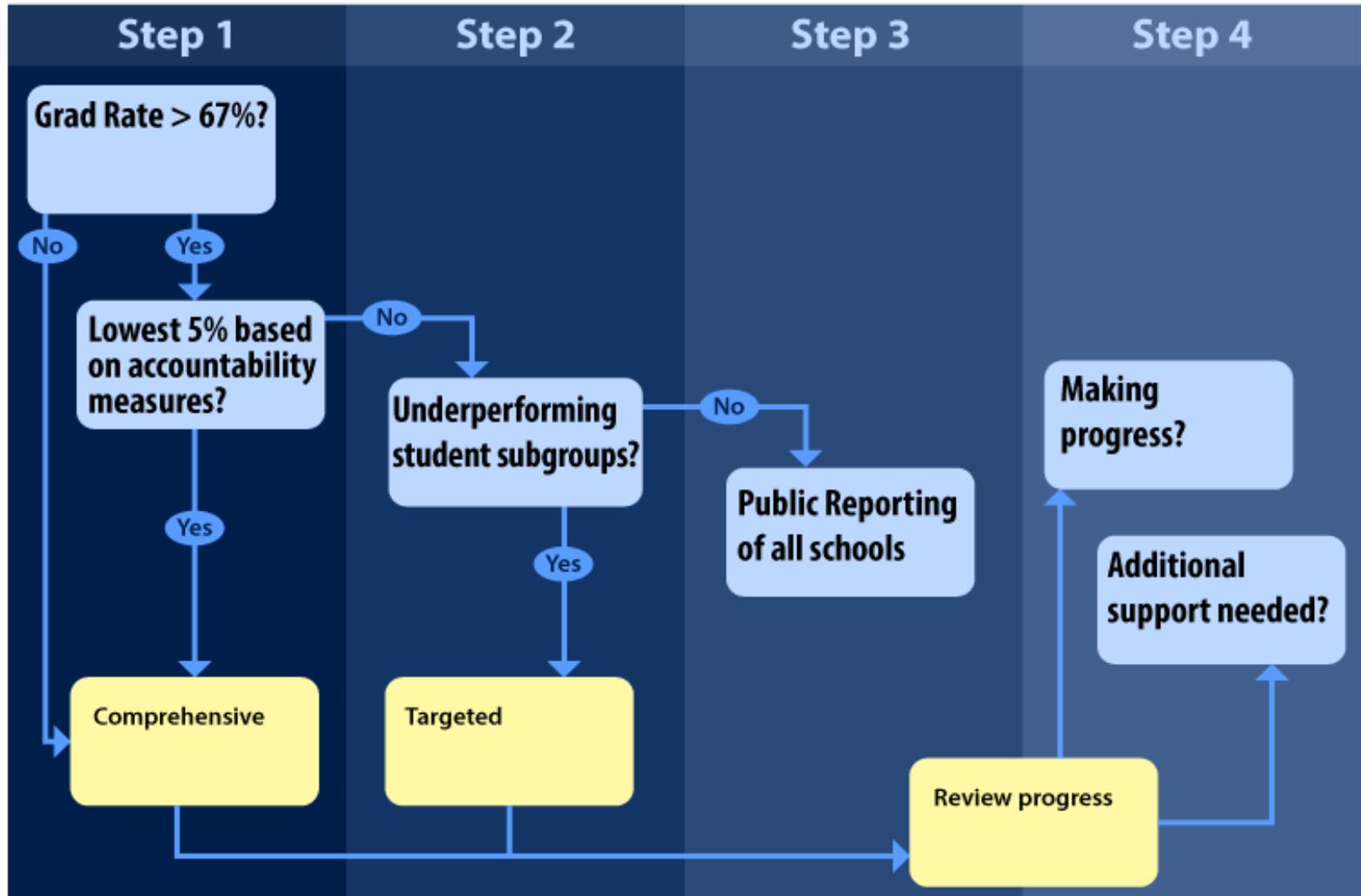
Indicator	Weighting Year 1 2017-2018	Weighting Year 2 2018-2019	Weighting Year 3 2019-2020
Participation	10%	10%	10%
Academic Achievement	28%	25%	25%
Growth	47%	45%	37%
Progress toward ELP	10%	10%	10%
Conditions for Learning	5%	10%	18%
Total	100%	100%	100%

Weighting of Accountability Measures

High School

Indicator	Weighting Year 1 2017-2018	Weighting Year 2 2018-2019	Weighting Year 3 2019-2020
Participation	10%	10%	10%
Academic Achievement	20%	15%	15%
Growth	40%	37%	34%
Graduation Rate	15%	15%	15%
Progress toward ELP	10%	10%	10%
Conditions for Learning	5%	8%	8%
Postsecondary Readiness	0%	5%	8%
Total	100%	100%	100%

Identifying Schools that Need Improvement



Comprehensive and Targeted Schools

Identified as Comprehensive:

- High school has graduation rate below 67.1% and/or
- School is in lowest 5 percent based on accountability measures

Identified as Targeted:

- School has one or more subgroups performing as low as the lowest 5% for all students

***Student subgroups:**

- Eligible for free or reduced-price lunch
- English learners
- Students with disabilities
- White, Black, Asian, Hispanic, Native American, Hawaiian/Pacific Islander, Multi-racial

Comprehensive and Targeted Schools: Exit Criteria

Schools exit Comprehensive or Targeted status when they have demonstrated consistent improvement and are no longer among the lowest 5 percent of schools.

Plans include:

- Data review and needs assessment
- Identification of evidence-based strategies
- Effective implementation of action plan
- Consistent improvement on areas of need

Comprehensive Schools: When Exit Criteria Aren't Met

Comprehensive schools that fail to meet exit criteria within 3 years are “Extended Comprehensive Schools.”

They must:

- Implement state-approved improvement strategy
- Choose from evidence-based strategies
- Direct Iowa's Teacher Leadership and Compensation resources toward implementation of evidence-based strategies

Comprehensive and Targeted Schools: Support for Districts

Support for districts with a significant number/percentage of Targeted or Comprehensive Schools:

- Resource Allocation Review
 - Focus on equitable distribution of programs and personnel
 - Facilitated by Area Education Agency and Department staff
- Technical Assistance