Consolidated State Application September 1, 2003 Submission

for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110)

Due: September 1, 2003

**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

Instructions for Completing the Consolidated State Application September 1, 2003 Submission

As described in the May 7, 2002, Consolidated State Application Package, States' submissions of their consolidated applications have been divided into multiple submissions and information requests. The information States are to provide in their September 1, 2003, consolidated applications is listed below.

Summary of Information Required for September 1, 2003 Submission

Baseline Data and Performance Targets for ESEA GOALS AND ESEA INDICATORS

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1　　Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

3.1　　Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2　　Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101 (34)).

3.3　　Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d)).

Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1　　Performance indicator: The number of persistently dangerous schools, as defined by the State.

<u>Performance Goal 5</u>: All students will graduate from high school.

5.1   Performance indicator: The percentage of students who graduate from high school each year with a regular diploma.

5.2   Performance indicator: The percentage of students who drop out of school.

This workbook format has been developed to facilitate preparation and submission of the information required in this September 1, 2003, submission. States may use this format or another format of their choosing provided that all required information is provided in a clear and concise manner. The deadline for submission of this application is September 1, 2003.

Transmittal Instructions

To expedite the receipt of this September 1, 2003, Consolidated State Application submission, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
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ESEA GOALS and ESEA INDICATORS

Performance Indicator 2.1: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

For this September 1, 2003, Consolidated State Application submission, States must report information related to their standards and assessments for English language proficiency and baseline data and performance targets for ESEA Performance Indicator 2.1.

A. English Language Proficiency (ELP) Standards and Assessments

Please describe the status of the State's efforts to establish ELP standards that relate to the development and attainment of English proficiency by limited English proficient students. Specifically, describe how the State's ELP standards:

- **Address grades K through 12**
- **Address the four domains of listening, speaking, reading, and writing**
- **Are linked to the academic content and achievement standards in reading/language arts and mathematics, and in science (by 2005-2006)**

STATE RESPONSE

The department organized a committee to develop English language proficiency (ELP) standards. The committee included representatives from the state's school districts (teachers and administrators, urban and rural districts), area education agencies (consultants with expertise in ESL, reading and mathematics), and institutions of higher education.

The committee reviewed ELP standards from other states along with the state's current descriptors. After review of this information, the committee modified and extended Iowa's current descriptors. In addition, a correlation of the Teaching English to Students of Other Languages (TESOL) Standards was done with the assessments currently in use: the IDEA Proficiency Tests (IPT) and the Language Assessment Scale (LAS). The TESOL standards were also correlated with Iowa's Core Knowledge and Skills (in reading) that are aligned with the tests of the Iowa Testing Program. The correlation table that was the outcome of this work is presented in Appendix A. A similar process is currently underway for math and will be done for the area of science.

The committee also correlated this information with the ELDA (English Language Development Assessment currently being developed through the Enhanced Assessment project in collaboration with the Limited English Proficiency project of the State Collaborative on Assessment and Student Standards (LEP SCASS).

The result was a consensus, K-12 description of the levels of English language proficiency and the expected student behavior at the different levels in the four domains of listening, speaking, reading, and writing. The levels described are Non-Proficient, Limited (Beginner, Emergent, Intermediate, Nearly Fluent), and Fluent. These descriptors provide the local education agencies with a foundation for the development of district-specific standards and benchmarks. A technical assistance document is currently being developed to assist districts in the development of their specific standards and benchmarks for English language proficiency.

B. Baseline Data for Performance Indicator 2.1

In the following table, please provide English language proficiency (ELP) baseline data from the 2002-2003 school year test administration. English language proficiency baseline data should include all students in the State who were identified as limited English proficient by State-selected English language proficiency assessments, regardless of student participation in Title III supported programs.

1. The ELP baseline data should include the following:

- Total number of students identified as LEP by each State-selected ELP assessment(s);

- Total number and percentage of LEP students at each level of English language proficiency as defined by State ELP standards and ELP assessments; and

- A list of each of the ELP assessment(s) used to determine level of English language proficiency.

Description of identification process

Iowa's schools use multiple information sources and a variety of procedures for identifying and determining needs of English language learners, and identifying appropriate programs and services, including home language surveys, language assessments, and referral processes. The advent of NCLB has provided a mechanism for schools to be more consistent in the manner in which they identify students. The multiple ways of identifying students have resulted in approximately **13,961 students identified** for services.

Iowa's consolidated application in June 2002 identified the **IDEA Proficiency Test and the Language Assessment Scale** as the assessment for English language proficiency.

In preparation for documenting English language proficiency of these students, Iowa has agreed to participate (as part of the SCASS LEP project) in the Enhanced Assessment Grant Project funded by the USDE. Unfortunately the project has yet to yield an English language development assessment that is useful for collecting baseline data. While Iowa continues to participate in the project, the timeline was such that Iowa schools were forced to redirect their efforts and use the IPT or the LAS to assess their students late this past school year (beginning in May). In spite of the individual nature of these tests and the mobility of this student population, districts were still able to assess about **73% (10,139)** of the identified students for proficiency. While this is fewer than the state wanted, it is acceptable under the circumstances and the results adequately present the proficiency level of the students across the state.

2. The baseline data should:

- Indicate all levels of English language proficiency; and

- Be aggregated at the State level.

- If a State is reporting data using an ELP composite score (e.g., a total score that consists of a sum or average of scores in the domains of listening, speaking, reading, writing, and comprehension), the State must:
  - ➢ Describe how the composite score was derived;
  - ➢ Describe how all five domains of English language proficiency were incorporated into the composite score; and
  - ➢ Describe how the domains were weighted to develop the composite score.

States may use the sample format below or another format to report the required information.

Description of Baseline Data and Composite Score

School districts in Iowa currently have the choice of using either the Language Assessment Scale (LAS) or the IDEA Proficiency Test (IPT) for assessing English language proficiency. Since each test has an independent scale for proficiency, for purposes of this report, it was necessary to align each of these scales with a common external scale of proficiency. As a result three proficiency levels were created: Non-proficient, Limited, and Proficient. For the LAS students scoring in the 1/1(oral/reading & writing) to 2/1 (oral/reading & writing) were consider to be Non-proficient. Students scoring in the 2/2 (oral/reading & writing) to 3/3 (oral/reading & writing) were considered Limited, while students who scored in the 3/4 (oral/reading & writing) and 3/5 (oral/reading & writing) were considered to be Proficient. For the IPT students scoring in any of the Non English Reader categories were considered to be Non-Proficient. Any student scoring in the Fluent and Competent English Reading category was considered to be Proficient. Students scoring in any other combination of categories were considered to be Limited.

The test developers set and defined the proficiency levels and the weighted scores.

Language Assessment Scale
Oral: Level 1 = Non-English Speaker, Levels 2-3 = Limited English Speaker, Levels 4-5 = Fluent English Speaker
Reading/Writing: Level 1 = Non-Reader/Non-Writer, Level 2 = Limited Reader/Limited Writer and Level 3 = Competent Reader/Competent Writer

IDEA Proficiency Test
Oral: Grade K: Level A = Non English Speaker, Level B = Limited English Speaker, Levels D, E, F = Fluent English Speaker
Oral Grade 1 : Levels A and B = Non-English Speaker, Levels C and D = Limited English Speaker, Levels E and F = Fluent English Speaker
Oral Grades 2-6: Levels A, B, and C = Non-English Speaker, Levels D and E = Limited

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English Speaker, Level F = Fluent English Speaker

Oral Grades 7-12: Level A = Non-English Speaker, Levels b, C, D, E, = Limited English Speaker, Level R = Fluent English Speaker

Reading Grades 2: score 0-25 = Non English Reader, 26-35 = Limited English Reader, 36-51 = Competent English Reader

Reading Grade 3: score 0-27 = Non English Reader, 28-40 = Limited English Reader, 41-51 = Competent English Reader

Reading Grades 4-5: score 0-25 = Non-English Reader, 2635 = Limited English Reader, 36-51 = Competent English Reader

Reading Grade 6: score 0-27 = Non-English Reader, 28-40 = Limited English Reader, 41-51 = Competent English Reader

Reading Grades 7-8 : score 0-25 = Non-English Reader, 26-35 = Limited English Reader, 36-51 = Competent English Reader

Reading Grades 9-12: score 0-27 = Non-English Reader, 28-40 = Limited English Reader, 41-51 = Competent English Reader

Writing Grades 2-12 Non English in all 3 parts = Non-English Writer, Any combination of Non- and Competent = Limited English Writer , all three parts Competent = Competent English Writer

Baseline Data for 2002-2003					
ELP Assessment(s) (1)*	Total number of LEP Identified (2)	Number and Percentage at Basic or **Level 1** (3)	Number and Percentage at Intermediate or **Level 2** (4)	Number and Percentage at Advanced or **Level 3** (5)	Number and Percentage at **Proficient** or **Level 4** (6)

*
(1) List all of the State-selected ELP assessment(s) used during the 2002-2003 school year to assess LEP students.

 (2) Total number of students identified as LEP according to ELP assessments(s).

(3-6) Number and percentage of students at each level of English language proficiency, as defined by State ELP standards and ELP assessments. If the State uses labels such as Level 1, Level 2, etc., the level at which students are designated "Proficient" should be indicated. For example, in this sample format, students at Level 4 are considered proficient in English. States should use the same ELP labels as defined in State ELP standards and assessment(s). If the ELP standards and assessment(s) define more than four levels, the table should be expanded to incorporate all levels.

Baseline Data for 2002-2003							
Test	Number Non-Proficient	% Non Proficient	Number Limited English Proficient	% Limited English Proficient	Number Proficient	% English Proficient	Total Number Assessed
LAS	1718	33.6%	2182	42.7%	1208	23.7%	5108
IPT	1521	30.2%	2725	54.2%	785	15.6%	5031
Total	3239	31.9%	4907	48.4%	1993	19.7%	10,139

Please provide the following additional information:

1. English language proficiency assessment(s) used, including the grades and domains addressed by each assessment (e.g., IDEA Oral Language Proficiency Test (IPT I), grades K-6, listening and speaking).

Language Assessment Scales- Oral (Listening & Speaking), Reading/Writing K-12
PreLAS – K
LAS Oral, Level 1: Grades 1-6; Level 2: Grades 7-12
LAS Reading/Writing Level 1: Grades 2-3, Level 2: Grades 4-6, Level 3: Grades 7-12

IDEA Proficiency Test- Oral (Listening & Speaking) Reading/Writing Grades K-12
IPT Oral
Pre-IPT: 3, 4 and 5 years olds; IPT I: Grades K-6; IPT II: Grades 7-12

IPT Reading and Writing
Early Literacy: Grades K-1; IPT 1: Grades 2-3; IPT 2: Grades 4-6; IPT 3: Grades 7-12

2. Total number of students **assessed** for English language proficiency on State-selected ELP assessment(s) (number of students referred for assessment and evaluated using State-selected ELP assessments).

See "Baseline Data" Table - 10,139

3. Total number of students **identified** as LEP on State-selected ELP assessment(s) (number of students determined to be LEP on State-selected ELP assessment(s)).

Iowa's schools use multiple information sources and a variety of procedures for identifying and determining needs of English language learners, and determining appropriate programs and services. These include information sources and procedures such as home language surveys, language assessments, referrals, and student records. These multiple ways of identifying students have resulted in approximately **13,961 students identified** for services for 2002-2003.

C. Performance Targets (Annual Measurable Achievement Objectives) for English Language Proficiency

Section 3122(a)(3) requires that States' annual measurable achievement objectives for English language proficiency include annual increases in the number or percentage of children attaining English proficiency. Please provide the State's definition of "proficient" in English as defined by the State's English language proficiency standards. Please include in your response:

- **The test score range or cut scores for each of the State's ELP assessments**
- **A description of how the five domains of listening, speaking, reading, writing, and comprehension are incorporated or weighted in the State's definition of "proficient" in English.**

STATE RESPONSE

Iowa, along with other states, is participating in the ELDA (English Language Development Assessment) currently being develop through the Enhance Assessment Project in collaboration with the LEPSCASS. With any of the tests being used, the state will use the "cut scores" set by the test developers. The expected date for administration is late in the spring of 2004. The department has also been in contact with the test developers of the LAS and IPT and both have indicated that they are working toward making their assessments NCLB compliant. As a result, the "cut scores" that are currently being used are those identified by the test developers. As test developers make their assessment NCLB compliant, a decision will be made in terms of the test(s) used in the state.

The department defines "proficient" in English as proficient in the four domains of listening, speaking, reading, and writing as defined in the English language proficiency tests, scoring proficient or above in the ITBS/ITED and meeting all the program requirements for exiting in the same academic year. The "Exited" program requirements are: fluent in English, no need for ESL support, and full participation in the district's general education and assessments without accommodations.

Section 3122(a)(3) requires that States' annual measurable achievement objectives for English language proficiency include annual increases in the number or percentage of children making progress in learning English. Please provide the State's definition of "making progress" in learning English as defined by the State's English language proficiency standards and assessments. Please include in your response:

- **A description of the English language proficiency levels and any sub-levels as defined by the State's English language proficiency standards and assessments**
- **A description of the criteria students must meet to progress from one proficiency level to the next (e.g., narrative descriptions, cut scores, formula, data from multiple sources)**
- **A description of the language domains in which students must make progress in moving from one English language proficiency level to the next**

STATE RESPONSE

See Appendix B: Recommended ELP Standards

In the table that follows, please provide performance targets/annual measurable achievement objectives for:

- The percentage or number of LEP students who will make progress in learning English

- The percentage or number of LEP students who will attain English language proficiency

Performance targets/annual measurable achievement objectives are projections for increases in the percentage or number of LEP students who will make progress in learning English and who will attain English language proficiency.

A table has been provided to accommodate States' varying approaches for establishing their performance targets/annual measurable achievement objectives. Some States may establish the same performance targets/annual measurable achievement objectives for all grade levels in the State. Other States may establish separate performance targets/annual measurable achievement objectives for elementary, middle, and high school, for example. If a State establishes different performance targets/annual measurable achievement objectives for different grade levels/grade spans/cohorts, the State should complete a separate table for each grade level/grade span/cohort and indicate next to the "unit of analysis/cohort" the grade level/grade span/cohort to which the performance targets/annual measurable achievement objectives apply.

Please provide the State's definition of cohort(s). Include a description of the specific characteristics of the cohort(s) in the State, e.g., grade/grade span or other characteristics.

STATE RESPONSE

For purpose of monitoring English language proficiency, a cohort will be defined as the group of students for whom the state has English language proficiency data for two consecutive years (eg. Grade 2 to grade 3, or 8 to 9, etc.) However, all English language learners will be assessed and monitored regardless of the time in the system.

English Language Proficiency Performance Targets/Annual Measurable Achievement Objectives

*Unit of Analysis/Cohort: ___same group of students across grade level_____
(Note: States should specify the defining characteristics of each cohort addressed, e.g., grades/grade spans)

English Language Proficiency Targets	Percent or Number of LEP Students Making Progress in Acquiring English Language Proficiency	Percent or Number of LEP Students Attaining English Language Proficiency
2003-2004 School Year	90%	20%
2004-2005 School Year	90%	20%
2005-2006 School Year	90%	20%
2006-2007 School Year	90%	20%
2007-2008 School Year	90%	20%

Based on our initial data with the IPT and LAS, it appears that about 20% of those assessed are proficient. However, with the current rate of growth in Iowa's ELL population combined with the length of time required to attain proficiency, and the mobility of the population, the actual percent of students attaining proficiency in a single year will likely decrease. As more data is available, we will be able to set more accurate targets.

Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.1: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

NCLB places a major emphasis upon teacher quality as a factor in improving student achievement. The new Title II programs focus on preparing, training, and recruiting high-quality teachers and principals and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.

The requirement that teachers be highly qualified, as defined in Section 9101(23) of the ESEA, applies to public elementary and secondary school teachers teaching in core academic subjects. (The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography *(Section 9101(11)*)). For more detailed information on highly qualified teachers, please refer to the Improving Teacher Quality State Grants Guidance, available at:

http://www.ed.gov/offices/OESE/SIP/TitleIIguidance2002.doc

A. In the following chart, please provide baseline data and targets for the percentage of classes in the core academic subjects being taught by "highly qualified" teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA). Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State.

For baseline data, please indicate the percentage of classes in core academic subjects taught by "highly qualified" teachers both in the aggregate for the State and for high-poverty schools in the State in the 2002-2003 school year. For targets, please indicate the percentage of classes in core academic subjects that will be taught by highly qualified teachers by the end of the 2005-2006 school year.

Baseline Data and Targets	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate	Percentage of Classes Taught by Highly Qualified Teachers High-Poverty Schools
2002-2003 Baseline	94.8%	94.7%
2003-2004 Target	96.8%	96.7%
2004-2005 Target	98.8%	98.7%
2005-2006 Target	100%	100%

(Assignments included: English, reading or language arts, mathematics, science, foreign languages, civics, and government, economics, arts, history, and geography.)

B. To best understand the data provided by States, please provide the State's definition of a highly qualified teacher below.

Highly Qualified Teacher Definition

All licensed Iowa teachers have completed a teacher education program and a baccalaureate degree. Iowa Administrative Code 281—12.4(6) states that all school districts must employ licensed professional staff for the position they hold. This is a requirement for Iowa accreditation. There are no Iowa teachers with emergency licenses.

Definition:
Preservice
- To be admitted to a teacher education program in Iowa, an individual must achieve a designated score on a basic skills entrance examination.
- Each candidate must demonstrate proficiency on rigorous standards and competencies through performance on multiple assessments on content knowledge, professional knowledge, and pedagogy. The assessment system of each teacher preparation institution is part of the approval process of the State Board of Education.
- All teachers graduate with a baccalaureate degree and have completed an academic major in the subject they are teaching or have completed coursework equivalent to a major for the endorsements needed for additional teaching assignments.
- Each teacher candidate must be recommended by the college and complete a background check in order to obtain an initial license to teach in Iowa.

Beginning Teacher
- Each beginning teacher successfully completes a two-year sequential mentoring and induction program based on the Iowa Teaching Standards (Appendix C).
- Each beginning teacher is comprehensively evaluated on the Iowa Teaching Standards. The evaluation must be completed by a trained evaluator who has

demonstrated competence as an evaluator and is licensed by the Board of Educational Examiners.

- Each beginning teacher must demonstrate competence on the Iowa Teaching Standards as determined by the comprehensive evaluation in order to be recommended for a standard license.

Career Teacher

- By July 1, 2005, career teachers will be evaluated on the Iowa Teaching Standards. Teachers must continue to demonstrate competence through performance evaluations conducted at least once every three years.
- Career teachers will develop an individual career development plan that is aligned with the district's long-range student learning goals and the Iowa Teaching Standards by July 1, 2005.
- Each district must include a career development plan in their comprehensive school improvement plan (CSIP) on file with the Iowa Department of Education. This career plan must align with the Iowa Teaching Standards, student achievement goals, and support the development needs of the district's teachers.

Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.2: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101 (34).)

In the following chart, please provide baseline data and targets for the percentage of teachers receiving high-quality professional development. The term "high-quality professional development" means professional development that meets the criteria outlined in the definition of professional development in Title IX, Section 9101(34) of ESEA. For more detailed information on high-quality professional development, please refer to the Improving Teacher Quality State Grants Guidance, available at:

http://www.ed.gov/offices/OESE/SIP/TitleIIguidance2002.doc

For baseline data, please indicate the percentage of teachers who received "high-quality professional development" in the 2002-2003 school year. For targets, please indicate the percentage of teachers who will receive "high-quality professional development" through the 2005-2006 school year. The data for this element should include all public elementary and secondary school teachers in the State.

Baseline Data and Targets	Percentage of Teachers Receiving High-Quality Professional Development
2002-2003 Baseline	77.4%
2003-2004 Target	80.8%
2004-2005 Target	88.7%
2005-2006 Target	100%

Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.3: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

The No Child Left Behind Act of 2001 defines a qualified paraprofessional as an employee who provides instructional support in a program supported by Title I, Part A funds who has (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at:

http://www.ed.gov/offices/OESE/SASA/paraguidance.doc

In the following chart, please provide baseline data and targets for the percentage of Title I paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. For baseline data, please indicate the percentage of Title I paraprofessionals who were qualified, as defined above, in the 2002-2003 school year. For targets, please indicate the percentage of Title I paraprofessionals who will be qualified by the end of the 2005-2006 school year.

Baseline Data and Targets	Percentage of Qualified Title I Paraprofessionals
2002-2003 Baseline	**Greater than 99%**
2003-2004 Target	**100%**
2004-2005 Target	**100%**
2005-2006 Target	**100%**

Baseline data and performance targets for Goal 4, Performance Indicator 4.1: The number of persistently dangerous schools, as defined by the State.

In the following chart, please provide baseline data and targets for the number of schools identified as persistently dangerous as determined by the State. For further guidance on persistently dangerous schools, please refer to the Unsafe School Choice Option Non-Regulatory Guidance, available at:

http://www.ed.gov/offices/OSDFS/unsafeschoolchoice.doc.

For baseline data, please provide the number of schools identified as persistently dangerous by the start of the 2003-2004 school year. For performance targets, please provide the number of schools that will be identified as persistently dangerous through the 2013-2014 school year.

Baseline Data and Targets	Number of Persistently Dangerous Schools
2003-2004 Baseline	0
2004-2005 Target	0
2005-2006 Target	0
2006-2007 Target	0
2007-2008 Target	0
2008-2009 Target	0
2009-2010 Target	0
2010-2011 Target	0
2011-2012 Target	0
2012-2013 Target	0
2013-2014 Target	0

Baseline Data and Performance Targets for Goal 5, Performance Indicator 5.1: The percentage of students who graduate from high school each year with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

In the May 7, 2002, Consolidated State Application Package, indicator 5.1 read: "The percentage of students who graduate from high school each year with a regular diploma – disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged—calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data." However, section 200.19 of the Title I regulations issued under the No Child Left Behind Act on December 2, 2002, defines graduation rate to mean:

- The percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
- Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
- Avoids counting a dropout as a transfer.

The Secretary approved each State's definition of the graduation rate, consistent with section 200.19 of the Title I regulations, as part of each State's accountability plan. To reduce burden, provide flexibility, and promote more consistent data collection by the Department, we ask that the information you submit in this September 1, 2003, consolidated State application reflect this Title I definition rather than the definition used in the NCES Common Core of Data.

Using the definition of the graduation rate that was approved as part of your State's accountability plan, in the following charts please provide baseline data and performance targets for the graduation rate. For baseline data, please provide the graduation rate for the 2001-2002 school year. For performance targets, please indicate what the State graduation rate will be through the 2013-2014 school year.

Baseline Data: GRADUATION RATE

The Iowa Department of Education collects high school graduation data in the spring through the Basic Educational Data Survey (BEDS). The National Center for Education Statistics (NCES) definitions for high school completers are:

- **Regular diplomas** are given to most students for completing all unmodified graduation requirements for the districts in the regular high school program.
- **Other diplomas** are given to students who have received this diploma from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.
- **Other Completers** are the students who have finished the high school program, but did not earn a diploma. These students may earn a certificate of attendance or other credential in lieu of a diploma.

The No Child Left Behind (NCLB) Accountability System is based primarily on academic assessments and requires high school graduation rate as one of the additional indicators for public high schools. The NCLB Act defines the regular diploma recipients as high school graduates. Therefore the Iowa Accountability Plans under the Consolidated Application Process has a narrower definition for high school graduates:

- **Students receiving regular diplomas. Regular diplomas are given to students for completing all unmodified district graduation requirements in the standard number of four years.**
- **Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.**

The other completers are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook. In 2001-2002, there were 43 other completers statewide and many of them were foreign exchange students. Other completers are neither counted as graduates nor counted as dropouts for the NCLB Act purpose.

The high school graduation rate is calculated by dividing the number of high school graduates in a given year by the estimated number of 9th graders four years previous. The estimated 9th grade enrollment is the sum of the number of high school graduates in that year and dropouts over the four series year period. More specifically: The total dropouts include the number of dropouts in grade 9 in year 1, the number of dropouts in grade 10 in year 2, the number of dropouts in grade 11 in year 3, and the number of dropouts in grade 12 in year 4. Iowa high school graduation rate in year 4 equals the number of public high school regular diploma recipients in year 4 divided by the number of high school regular diploma recipients in year 4 plus the sum of dropouts in grades 9 through 12 from years 1 through 4 respectively.

$$GR_i = \frac{G_i}{G_i + D_i + D_{(i-1)} + D_{(i-2)} + D_{(i-3)}}$$

Where: GR_i is the graduation rate for a given year (i).

G_i is the number of students achieving a regular high school diploma for year i.

D_i is the number of dropouts in grade 12 for year i.

$D_{(i-1)}$ is the number of dropouts in grade 11 for the first previous year ($i-1$).

$D_{(i-2)}$ is the number of dropouts in grade 10 for the second previous year ($i-2$).

$D_{(i-3)}$ is the number of dropouts in grade 9 for the third previous year ($i-3$).

Source: The State Report Card for No Child Left Behind, August 2003, Iowa Department of Education

Baseline Data: GRADUATION RATE

High School Graduates	High School Graduation Rate
Student Group	01-02 Baseline
All Students	89.4 %
African American/Black	71.4 %
American Indian/Native Alaskan	61.7 %
Asian/Pacific Islander	90.9 %
Hispanic	67.5 %
White	90.7 %
Other	---
Students with Disabilities*	67.0%
Students without Disabilities	Not available
Limited English Proficient	Not available
Economically Disadvantaged	Not available
Non-Economically Disadvantaged	Not available
Migrant	Not available
Male	90.6 %
Female	88.3 %

Source: Iowa Department of Education Basic Educational Data Survey (BEDS),
High School Completers and Dropout files.

*Figures for Students with Disabilities were derived by the Office of Special Education Programs (OSEP) from Table 4 data submitted by the Iowa Department of Education in October 2001. This data element is for Iowa Students with IEPs, ages 14-21, for the 2000-2001 school year.

Note on Graduation Rate

It is anticipated that by 2004-2005, the Iowa Department of Education will electronically collect an individual student data record from each school district. This system will enable districts and the state to provide accountability information in the aggregate and by subgroup, where appropriate. A student level management information system appears to be the most efficient manner to collect the necessary accountability information. Such a system will improve the accuracy and timeliness of the data. Until the Student Management System is operational for the state, the state is unable to compute a graduation rate by school buildings and for all subgroups.

PERFORMANCE TARGETS: GRADUATION RATE

High School Graduates Student Group	02-03 School Year	03-04 School Year	04-05 School Year	05-06 School Year	06-07 School Year	07-08 School Year	08-09 School Year	09-10 School Year	10-11 School Year	11-12 School Year	12-13 School Year	13-14 School Year
All Students	89.4	89.4	90.3	90.3	90.3	91.3	91.3	91.3	92.2	93.1	94.1	95.0
African American/Black	71.4	71.4	75.3	75.3	75.3	79.3	79.3	79.3	83.2	87.1	91.1	95.0
American Indian/Native Alaskan	61.7	61.7	67.3	67.3	67.3	72.8	72.8	72.8	78.4	83.9	89.5	95.0
Asian/Pacific Islander	90.9	90.9	91.6	91.6	91.6	92.3	92.3	92.3	93.0	93.6	94.3	95.0
Hispanic	67.5	67.5	72.1	72.1	72.1	76.7	76.7	76.7	81.3	85.8	90.4	95.0
White	90.7	90.7	91.4	91.4	91.4	92.1	92.1	92.1	92.9	93.6	94.3	95.0
Other	---	---	---	---	---	---	---	---	---	---	---	---
Students with Disabilities*	67.0	67.0	71.7	71.7	71.7	76.3	76.3	76.3	81.0	85.7	90.3	95.0
Students without Disabilities	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	95.0
Limited English Proficient	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	95.0
Economically Disadvantaged	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	95.0
Non-Economically Disadvantaged	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	95.0
Migrant	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	95.0
Female	90.6	90.6	91.3	91.3	91.3	92.1	92.1	92.1	92.8	93.5	94.3	95.0
Male	88.3	88.3	89.4	89.4	89.4	90.5	90.5	90.5	91.7	92.8	93.9	95.0

*Figures for Students with Disabilities were derived by the Office of Special Education Programs (OSEP) from Table 4 data submitted by the Iowa Department of Education in October 2001. This data element is for Iowa Students with IEPs, ages 14-21, for the 2000-2001 school year.

Note on Graduation Rate Performance Targets

Iowa's State Board of Education has identified a graduation rate of 95% as the end-goal. The current state average is 89.4%. School districts and schools with graduation rates less than the state average will be expected to increase each year. Please see note on previous page regarding the Student Management System.

Baseline Data and Performance Targets for Goal 5, Performance Indicator 5.2: The percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

For purposes of calculating and reporting a dropout rate for this performance indicator, States should use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data.

Consistent with this requirement, States must use NCES' definition of "high school dropout," An individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

In the following charts, please provide baseline data and targets for the percentage of students who drop out of high school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. For baseline data, in the following charts please indicate the State high school dropout rate for the 2001-2002 school year. For targets, please indicate the State high school dropout rate through the 2013-2014 school year.

BASELINE DATA: DROPOUT RATE

Student Dropouts	Student Dropout Rate
Student Group	01-02 Baseline
All Students	2.41 %
African American/Black	6.87 %
American Indian/Native Alaskan	6.66 %
Asian/Pacific Islander	2.68 %
Hispanic	7.13 %
White	2.07 %
Other	---
Students with Disabilities*	29.00%
Students without Disabilities	Not available
Limited English Proficient	Not available
Economically Disadvantaged	Not available
Non-Economically Disadvantaged	Not available
Migrant	Not available
Male	2.65 %
Female	2.15 %

Source: Iowa Department of Education Basic Educational Data Survey (BEDS).

*Figures for Students with Disabilities were derived by the Office of Special Education Programs (OSEP) from Table 4 data submitted by the Iowa Department of Education in October 2001. This data element is for Iowa Students with IEPs, ages 14-21, for the 2000-2001 school year.

Note on Dropout Rate

It is anticipated that by 2004-2005, the Iowa Department of Education will electronically collect an individual student data record from each school district. This system will enable districts and the state to provide accountability information in the aggregate and by subgroup, where appropriate. A student level management information system appears to be the most efficient manner to collect the necessary accountability information. Such a system will improve the accuracy and timeliness of the data. Until the Student Management System is operational for the state, the state is unable to compute a dropout rate by school buildings and for all subgroups.

PERFORMANCE TARGETS: DROPOUT RATE

Student Dropouts Student Group	02-03 School Year	03-04 School Year	04-05 School Year	05-06 School Year	06-07 School Year	07-08 School Year	08-09 School Year	09-10 School Year	10-11 School Year	11-12 School Year	12-13 School Year	13-14 School Year
All Students	2.41	2.41	2.22	2.22	2.22	2.02	2.02	2.02	1.83	1.64	1.44	1.25
African American/Black	6.87	6.87	5.93	5.93	5.93	5.00	5.00	5.00	4.06	3.12	2.19	1.25
American Indian/Native Alaskan	6.66	6.66	5.76	5.76	5.76	4.86	4.86	4.86	3.96	3.05	2.15	1.25
Asian/Pacific Islander	2.68	2.68	2.44	2.44	2.44	2.20	2.20	2.20	1.97	1.73	1.49	1.25
Hispanic	7.13	7.13	6.15	6.15	6.15	5.17	5.17	5.17	4.19	3.21	2.23	1.25
White	2.07	2.07	1.93	1.93	1.93	1.80	1.80	1.80	1.66	1.52	1.39	1.25
Other	---	---	---	---	---	---	---	---	---	---	---	---
Students with Disabilities*	29.00	29.00	24.38	24.38	24.38	19.75	19.75	19.75	15.13	10.50	5.88	1.25
Students without Disabilities	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	1.25
Limited English Proficient	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	1.25
Economically Disadvantaged	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	1.25
Non-Economically Disadvantaged	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	1.25
Migrant	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	1.25
Male	2.65	2.65	2.42	2.42	2.42	2.18	2.18	2.18	1.95	1.72	1.48	1.25
Female	2.15	2.15	2.00	2.00	2.00	1.85	1.85	1.85	1.70	1.55	1.40	1.25

*Figures for Students with Disabilities were derived by the Office of Special Education Programs (OSEP) from Table 4 data submitted by the Iowa Department of Education in October 2001. This data element is for Iowa Students with IEPs, ages 14-21, for the 2000-2001 school year.

Note on Dropout Rate Performance Targets

Iowa's State Board of Education has identified a graduation rate of 95% as the end-goal. Because of the manner in which graduation rates are currently calculated, (which counts four years of dropouts in the denominator), a commensurate goal would be that for any given year, the dropout rate should not exceed one-fourth of the non-graduates, or 1.25%. Please see note on previous page regarding the Student Management System.

APPENDIX A

TESOL GOALS

TESOL has established three broad goals for ESOL learners at all age levels, goals that include personal, social, and academic uses of English. Each goal is associated with three distinct standards. In TESOL's vision, ESOL learners will meet these standards as a result of the instruction they receive, thereby achieving the goals.

Goal 1: To use English to communicate in social settings
Standards for Goal 1
Students will:
1. use English to participate in social interaction
2. interact in, through, and with spoken and written English for personal expression and enjoyment
3. use learning strategies to extend their communicative competence

Goal 2: To use English to achieve academically in all content areas
Standards for Goal 2
Students will:
1. use English to interact in the classroom
2. use English to obtain, process, construct, and provide subject matter information in spoken and written form
3. use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways
Standards for Goal 3
Students will:
1. use the appropriate language variety, register, and genre according to audience, purpose, and setting
2. use nonverbal communication appropriate to audience, purpose, and setting
3. use appropriate learning strategies to extend their sociolinguistic and sociocultural competence

CORRELATION
TESOL Standards and IPT® , LAS®, ITBS/ITED and ELDA Tests

TESOL Standard	IPT• Test Item(s) LAS-Test Section(s)	Connection to ITBS/ITED Reading/Writing & Listening Skills	Connection to ELDA (All Under Level 5)
Goal 1: To use English to communicate in social settings	The IPT Tests meet this goal and associated standards. The LAS Tests meet this goal and associated standards.		
Standard 1: Students will use English to participate in social interactions.	IPT I-Oral Item #1-7, 10, 13-16, 30-32, 47-49,65, 66 IPT II-Oral Item #5, 6, 17 LAS Oral (Listening Comprehension, Story Retelling)	L1,L4 LH2,LH3,LH4, LH5	Listening- 1, 5 Speaking- 1
Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.	IPT I-Oral Item #12, 19, 22, 38, 40, 41, 43, 45, 46, 51, 52, 62-65, 70, 73, 74, 76, 83 IPT II-Oral Item 24, 25-27, 35-38, 52, 67-72 LAS Oral (Listening Comprehension, Story Retelling)	LI,L4,L6 LH2,LH3,LH5	Listening- 1 Speaking- 1
Standard 3: Students will use learning strategies to extend their communicative competence.	IPT I-Oral Item #40, 41, 43-44, 45, 46-47, 51, 70, 73, 74-75, 76-78, 83 IPT II-Oral Item #34, 40, 48, 52, 55, 57, 58-59, 64-65, 66, 73, 74, 75, 79-80, 82, 85-86 IPT 1-Reading (Part 4) Item #1-3 IPT 2-Reading (Part 4) Item #7-9 IPT 2-Writing (Part 2) Item #2 IPT 3-Reading (Part 4) Item #1-3, 7-9 IPT 3-Writing (Part 3) Story A, B LAS Oral (Vocabulary, Listening Comprehension, Story Retelling) LAS Reading (Vocabulary, Language Mechanics and Usage, Fluency, Reading for Information) LAS Writing (Finishing sentences, Sentence creation, Brief essay)	Grades 3-5 and 6-9 Benchmark #8 Grades 10-12 Benchmark # 5, 8 L1,L2,L3,L4,L6 LH1,LH2,LH3, LH4, LH5	Reading – 6 Listening- 1, 2, 4 Speaking- 1, 2

TESOL Standard	IPT• Test Item(s) LAS-Test Section(s)	Connection to ITBS/ITED Reading/Writing & Listening Skills	Connection to ELDA (All Under Level 5)
Goal 2: To use English to achieve academically in all content areas	The IPT Tests meet this goal and associated standards. The LAS Tests meet this goal and associated standards.		
Standard 1: Students will use English to interact in the classroom.	IPT I-Oral Item #1-7, 10, 13-16, 30-32, 47-49,65, 66 IPT II-Oral Item #5, 6, 17 LAS Oral (Listening Comprehension, Story Retelling)	L1,L4 LH2,LH3, LH 4, LH5	Listening- 1, 5 Speaking- 1
Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.	IPT I-Oral Item #12, 19, 22, 38, 40, 41, 43, 45, 46, 51, 52, 62-65, 70, 73, 74, 76, 83 IPT II-Oral Item 24, 25-27, 35-38, 52, 67-72 LAS Oral (Listening Comprehension, Story Retelling)	LI,L4,L6 LH2,LH3, LH 4, LH5	Listening- 1 Speaking- 1
Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.	IPT I-Oral Item #40, 41, 43-44, 45, 46-47, 51, 70, 73, 74-75, 76-78, 83 IPT II-Oral Item #34, 40, 48, 52, 55, 57, 58-59, 64-65, 66, 73, 74, 75, 79-80, 82, 85-86 IPT 1-Reading (Part 4) Item #1-3 IPT 2-Reading (Part 4) Item #7-9 IPT 2-Writing (Part 2) Item #2 IPT 3-Reading (Part 4) Item #1-3, 7-9 IPT 3-Writing (Part 3) Story A, B LAS Oral (Vocabulary, Listening Comprehension, Story Retelling) LAS Reading (Vocabulary, Language Mechanics and Usage, Fluency, Reading for Information) LAS Writing (Finishing sentences, Sentence creation, Brief essay)	Grades 3-5 and 6-9 Benchmark #8 Grades 10-12 Benchmark # 5, 8 L1,L2,L3,L4,L6 LH1,LH2,LH3, LH 4, LH5	Reading – 6 Listening- 1, 2, 4 Speaking- 1, 2

TESOL Standard	IPT• Test Item(s) LAS-Test Section(s)	Connection to ITBS/ITED Reading/Writing & Listening Skills	Connection to ELDA (All Under Level 5)
Goal 3: To use English in socially and culturally appropriate ways	The IPT Tests meet this goal and associated standards. The LAS Tests meet this goal and associated standards.		
Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.	IPT I-Oral Item #1, 2, 13-14, 30, 51, 42, 43-44, 45, 73, 74-75, 76-78, 83 IPT II-Oral Item #38, 55, 58-59, 62, 73, 74-75 IPT 2-Writing (Part 3) Story A, B IPT 3-Writing (Part 3) Story A, B LAS Oral (Vocabulary, Listening Comprehension, Story Retelling) LAS Reading (Vocabulary, Language Mechanics and Usage, Fluency, Reading for Information) LAS Writing (Finishing Sentences, Sentence Creation, Brief essay)	Grades 3-5 and 6-9 Benchmark # 6, 9 Grades 10-12 Benchmark # 6, 10 L4,L6 LH2, LH5	Reading- 3 Writing- 1, 2, 3 Listening- 3, 4, 5 Speaking- 1
Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting	IPT I-Oral Item #8, 9, 20, 21, 35 IPT II-Oral Item #1, 11, 19, 20, 33 LAS Reading (Vocabulary, Language Mechanics and Usage, Fluency, Reading for Information) LAS Writing (Finishing Sentences, Sentence Creation, Brief essay)	LH5, LH6	Writing- 3 Listening- 1, 4
Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.	IPT I-Oral Item #13-14, 26-29, 30, 40, 41, 42, 43-44, 45, 46-47, 51, 59-60, 62-65, 70, 73, 74-75, 76-78, 79-82 IPT II-Oral Item #24-27, 34, 38, 40-44, 48, 52, 56-59, 62, 64-66, 73-75, 79, 81-82, 85-91 IPT 2-Writing (Part 3) Story A, B IPT 2-Reading (Part 3) IPT 3-Writing (Part 3) Story A, B IPT 3-Reading (Part 3) LAS Oral (Vocabulary, Listening Comprehension, Story Retelling) LAS Reading (Vocabulary, Language Mechanics and Usage, Fluency, Reading for Information) LAS Writing (Finishing Sentences, Sentence Creation, Brief essay)	Grades 10-12 Benchmark # 7 L4,L6 LH2, LH4, LH5	Reading- 5 Writing- 2, 3 Listening- 2 Speaking- 2

The skills on the ITBS Listening Supplement Test and the Listening Assessment for the ITED were correlated with the TESOL standards.
The correlation used the following notations for the ITBS Listening Test skills:
L1: Literal Meaning: details about persons, places, objects, and ideas
L2: Inferential Meaning: importance of details; cause and effect; drawing conclusions
L3: Following Directions: decoding; verbal, numerical, and spatial relationships; sequence
L4: Linguistic Relationships: verbal to visual transformations; word meaning in context
L5: Numerical/Spatial/Temporal Relationships: analyzing and visualizing concepts of number, space, and time
L6: Speaker's Purpose, Point of View, or Style: main idea; purpose; tone; type of report; organization

The correlation used the following notations for the Listening Assessment for the ITED:
LH1: Remembering Exactly What You Hear
LH2: Identifying Word Meanings in Context
LH3: Remembering Main Points and Important Details
LH4: Distinguishing Between Fact and Opinion
LH5: Listening to a Lecture
LH6: Detecting Bias and Prejudice

APPENDIX B

Recommended Iowa English Language Proficiency Standards

Domain *	NON-PROFICIENT	BEGINNER	EMERGENT	INTERMEDIATE	NEARLY FLUENT	FLUENT
Listening	Zero to very limited ability in understanding spoken English	A student at this level may: • Demonstrate zero to very limited understanding of spoken English. • Understand simple questions and statements on familiar topics. • May begin to follow a few simple commands. • Require restatement in graphic terms or at a lower rate. (Receptive and productive skills may not be present.)	A student at this level may: • Understand most questions and conversations on familiar topics spoken distinctively and at normal speed. • Require occasional restatement or clarification. • Hear a few beginning, medial and ending speech sounds in context. • Identify words that sound the same. • Follow most simple commands.	A student at this level may: • Understand most informal questions, statements, and conversations. • Hear many beginning, medial and ending speech sounds in context. • Follow one to two step instructions. • Comprehend lectures on familiar topics. • Compare and contrast some speech sounds.	A student at this level may: • Understand most conversations and most lectures on familiar topics. • Hear most beginning, medial and ending speech sounds in context. • Compare and contrast sounds in simple word pairs. • Follow multi-step instructions.	A student at this level may: • Understand academic topical conversations and most lectures without difficulty. (Goal 2, Standard 2) • Hear and repeat all beginning, medial and ending sounds in context. (Goal 1, Standard 2; Goal 3, Standard 3) • Give the opposites of semantically complex vocabulary words. (Goal 2, Standard 3; Goal 3, Standard 3)

Speaking	Zero to very limited ability in speaking English	A student at this level may:	A student at this level may:	A student at this level may:	A student at this level may:	A student at this level may:
		• Ask and answer simple questions. • Describe a picture or other prompt using common nouns. • Not have receptive and productive skills.	• Handle limited academic language • Hear and repeat a few beginning medial-ending speech sounds in context • Compare and contrast sounds in simple words • Tell a story with sentences containing a subject . • Use common vocabulary in response to a picture prompt. • Tell a story using incomplete sentences and fragments.	• Participate effectively and sometimes hesitantly in social and academic conversations. • Make occasional errors in idioms and structure. • Repeat many beginning, medial and ending speech sounds in context. • Use a variety of verb forms in response to picture or other prompts. • Give the opposites of common words. • Tell a story using at least one complete sentence.	• Speak English in most situations. • Comprehend quite completely. • Make occasional errors in idioms and structure obscuring meaning. • Repeat most beginning, medial and ending speech sounds in context. • Use a variety of verb forms in response to picture or other prompts. • Tell a story in a coherent sequence using details.	• Use the language fluently on all levels normal to school related needs. (Goal 2, Standards 1, 2) • Understand and participate in almost any conversation within the range of experience with a high degree of fluency. (Goal 1, Standards 1, 2; Goal 2, Standard 1; Goal 3, Standard 1) • Repeat all beginning, medial and ending speech sounds in context. (Goal 1, Standard 2; Goal 3, Standard 3) • Give the opposites of semantically complex vocabulary words. (Goal 2, Standard 3; Goal 3, Standard 3) • Tell a story using detailed sequencing, vivid vocabulary, and complex sentence construction. (Goal 1, Standards 1,2; Goal 2, Standards 1,2; Goal 3, Standards 1,3)

	NON-PROFICIENT	BEGINNER	EMERGENT	INTERMEDIATE	NEARLY FLUENT	FLUENT
Reading (Instructional level may not be at grade level)	Zero to very limited ability in reading English	A student at this level may: • Read and understand simple narrative and descriptive text. • Have limited vocabulary (names, addresses, dates, short information pieces). • Comprehend by re-reading and checking. • Match commonly used nouns to pictures. • Read simple stories. • Not have receptive and productive skills.	A student at this level may: • Understand simple material (messages, greetings, popular advertising, letters, and invitations). • Match vocabulary words to pictures. • Recognize sound/symbol relationships. • Be able to use context clues to choose words that complete sentences. • Read simple stories, answer factual comprehension questions and make inferences from text. • Understand short discourse on familiar topics. • Have to read material several times and may need clarification. • Misinterpret complex material.	A student at this level may: • Read simple printed material within a familiar context. • Read uncomplicated prose on familiar subjects in frequently used sentence patterns. • Read facts but cannot draw inferences. • Be able to match more difficult vocabulary words to pictures. • Identify events from short passage or story, answer factual comprehension questions, and draw conclusions.	A student at this level may: • Match complex vocabulary words to pictures • Recognize synonyms and antonyms. • Use context clues and inferences to select the correct word to complete a short passage or story. • Be able to distinguish between fact and opinion. • Draw subtle inferences from a text. • Interpret some common figures of speech. • Be able to separate, locate, and interpret main ideas and details. • Be able to read for information and description, to follow sequence of events, and to react to that information.	A student at this level may: • Be able to use affixes to infer meaning, as well as infer meaning from more complex vocabulary. (Goal 2, Standards 2, 3; Goal 3, Standard 3) • Recognize summary statements. (Goal 1, Standard 3; Goal 2, Standards 2,3; Goal 3, Standard 3) • Sequence stated or implied events of a story. (Goal 1, Standard 3; Goal 2, Standards 2,3; Goal 3, Standard 3) • Identify cause and effect. (Goal 1, Standard 3; Goal 2, Standards 2,3; Goal 3, Standard 3) • Identify traits of characters, intended purpose, and other features of a variety of texts. (Goal 1, Standard 3; Goal 2, Standards 2,3; Goal 3, Standard 3) • Be able to hypotheses, supported opinion, and conjectures. (Goal 1, Standard 3; Goal 2, Standards 2,3; Goal 3, Standard 3) • Be able to "read between the lines." (Goal 1, Standard 3; Goal 2, Standards 2,3; Goal 3, Standard 3) • Be unable to appreciate nuances or style. (Goal 1, Standard 3; Goal 2, Standards 2,3; Goal 3, Standard 3)

	NON-PROFICIENT	BEGINNER	EMERGENT	INTERMEDIATE	NEARLY FLUENT	FLUENT
Writing	Zero to very limited ability in writing English	A student at this level may: • Copy isolated words or short phrases. • Write simple memorized materials. • Have frequent misspelled words. • Attempt to write stories in response to sequenced pictures. • Have unrelated fragments included in writing	A student at this level may: • Compose short paragraphs • or takes simple notes on very familiar topics. • Show evidence of good sentence construction with subject/verb agreement • Begin to use written constructions in present, past, and future tense. • Begin to use some writing conventions, such as spacing, punctuation and capitalization. • Write sentences appropriate to a picture prompt. • Write a story in response to sequenced pictures.	A student at this level may: • Write at least one complete sentence in response to a picture prompt. • Respond to a narrative prompt by producing a simple sequence of events or ideas that may be disorganized. • Use details and repetitive transitional words. • Produce some past verb forms.	A student at this level may: • Write a relevant sentence in response to a picture prompt that has no mechanical or syntactical errors. • Use sequenced pictures and a sentence starter to write a well-organized story that contains relevant details and accurate transitions. • Display good control of structure, spelling, and vocabulary. • Use complex and compound sentences and structures to express ideas clearly and coherently.	A student at this level may: • Write simple social correspondence. (Goal 1, Standards 1, 2, 3; Goal 2, Standard 1, Goal 3, Standard 1) • Take notes. (Goal 1, Standard 3; Goal 2, Standards 2,3) • Write summaries. . (Goal 1, Standard 3; Goal 2, Standards 2,3) • Describe factual topics. (Goal 2, Standards 2,3) • Join sentences in limited discourse. (Goal 1, Standards 1,2; Goal 2, Standards 1,2; Goal 3, Standards 1,3) • Construct paragraphs that are reasonably unified and coherent. (Goal 1, Standard 2; Goal 2, Standard 2) • Use standard writing conventions, including present tense verb forms and subject/verb agreement. (Goal 1, Standard 2; Goal 2, Standards 2,3) • Distinguish among various noun endings. (Goal 1, Standard 2; Goal 2, Standards 2,3) • Write sentences that are appropriate to the topic. (Goal 1, Standard 2; Goal 2, Standards 2,3) • Write an essay that contains details and a clear sequence of events. (Goal 1, Standard 2; Goal 2, Standards 2,3)

*- No Child Left Behind requires that students be assessed for comprehension. At this time, comprehension will be a combination of the listening and reading domains.

Cross Referencing Language Proficiency Levels and Reasonable Expectations of English Language Learners in Content Areas

	Beginner	Emergent	Intermediate	Nearly Fluent	Fluent
Math	Is aware of math concepts at his/her instructional level. Beginning to: understand basic numbers and facts at his/her instructional level and understand how to complete and turn in an assignment.	Is able to solve one step problems with help at his/her level. Is learning math facts and beginning to apply them. Has some understanding of previously learned skills and is learning new concepts. Understands how to complete and turn in an assignment.	Is learning to solve problems using +, - , x, and ÷ which will require assistance at his/her level. Is able to: apply previously learned skills with review, learn and apply new skills with help, and solve story problems with assistance.	Is able to solve problems using +, -, x, and ÷ with some assistance. With some assistance is able to: apply previously learned skills, learn and apply new skills, and solve story problems.	Is able to solve problems using +, -, x, and ÷ with little or no help. Is able to apply previously learned skills with minimal review. With minimal help, is able to: learn and apply new skills at grade level and solve multi-step story problems at his/her reading level.
Social Studies	Relies on hands-on visual instruction to retain basic facts. Shows knowledge of concepts through demonstration, drawing, and participation. Completes projects with teacher or peer group help. Attends to discussions for a short time.	Relies on verbal and visual instruction to retain limited facts. Is able to help with projects, needs to draw into class discussions for a short time. Demonstrates understanding of basic facts.	Relies mostly on verbal and visual instruction to learn the material. Testing situations are accommodated to test basic concepts. Able to complete projects with guidance and assistance. Beginning to pay attention to class discussion.	Understands some comprehensible parts of the textbook but relies mostly on verbal clues and study guides. Beginning to retain instructional information and can relate it in accommodated testing situations. Is able to complete projects with some assistance. Pays attention to class discussion with limited participation.	Can read comprehensible chunks of textbooks. Retains some facts from previous discussion and is experiencing success in accommodated testing situations. Is able to complete some "hands on" projects independently. Is attentive in class and participates in class discussions.
Reading	Learning the conventions of printed material (top, bottom, left-right, etc.). Attends to stories that have meaning to listener. Learning letter/sound associations in context. Looks at books at his/her instructional level independently. Starts to identify words taught in context with repetition.	Reads words taught in context with repetition. Selects books with teacher's assistance. At his/her instructional level: demonstrates knowledge of vocabulary and skills, comprehends material read and demonstrates the recall of details and sequence stories.	Reads two or more grade levels below grade level peers. At his/her instructional level: selects independent reading material, uses vocabulary and skills in context and comprehends material read. Can recall details and sequence stories at his/her instructional level with assistance.	Reads two or more grade levels below grade level peers. Reads independently at his/her instructional level. Demonstrates knowledge of vocabulary and skills in context. Comprehends material read (with class discussions). Can recall details and sequence stories at his/her instructional level.	Reads closer to grade level. Reads independently at his/her instructional level. Demonstrates vocabulary and skills in context. Comprehends material read at his/her instructional level. Can recall details and sequence of a story, at his/her instructional level.
Science	Attends to class instruction. Participates in class work through drawing, demonstrating, and sharing. Helps with experiments. Completes modified assignment with teacher and/or peer group help.	Is learning about the scientific method and is beginning to understand its focus. Completes modified homework assignments with help. Participates in classroom experiments with help. Beginning to provide feedback on the information taught at grade level.	Is able to apply the scientific method to modified assignments with assistance. Completes modified projects and homework with assistance. Participates in classroom experiments and discussion with assistance. Demonstrates knowledge in accommodated testing situations.	Is able to apply the scientific method to classroom assignments with some assistance. With some assistance, is able to complete projects and homework assigned and to participate in classroom experiments and discussion. Demonstrates knowledge in accommodated testing situations.	Is able to apply the scientific method to classroom assignments. Completes projects and homework assigned. Participates in classroom experiments and discussion. Applies knowledge in accommodated testing situations.
Writing	Begins to understand writing left to right. Copies neatly and legibly with proper spacing. Starts to write what he/she can say.	Beginning to write simple sentences, using inventive spelling. Demonstrates very basic punctuation and capitalization. Copies neatly and legibly with proper spacing. Writes what he/she can say.	Beginning to compose simple sentences with correct word order and verb tense. Uses basic punctuation/capitalization with assistance. Write neatly and legibly with proper spacing. Uses inventive spelling with some success. Tries staying on a topic and writes limited details supporting that topic, with assistance.	Able to compose a complete, simple sentence with few errors in word order and verb tense. Knows basic punctuation/capitalization and is beginning to apply them most of the time. Writes neatly and legibly with proper spacing. Able to use inventive spelling. Able to write using meaningful details in a logical sequence.	Able to compose a complete, simple sentence with correct word order and verb tense. Able to use correct punctuation and capitalization. Able to write neatly and legibly with proper spacing. Uses inventive spelling, but spells correctly commonly used words. Writes about a topic using details in a logical sequence.

Adapted from: Policies for Limited English Proficient Students (L.E.P.), Western Hills AEA 12, spring 1999, and Iowa Dept. of Education Guidelines for Inclusion of ELL in District-Wide Assessment

APPENDIX C

> **Iowa Teaching Standards and Model Criteria**
> **Adopted by the State Board of Education**
> **5/10/02**

Standard 1
Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Model Criteria
The teacher:
a. Provides evidence of student learning to students, families, and staff.
b. Implements strategies supporting student, building, and district goals.
c. Uses student performance data as a guide for decision making.
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
e. Creates an environment of mutual respect, rapport, and fairness.
f.   Participates in and contributes to a school culture that focuses on improved student learning.
g. Communicates with students, families, colleagues, and communities effectively and accurately.

Standard 2
Demonstrates competence in content knowledge appropriate to the teaching position.

Model Criteria
The teacher:
a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
c. Relates ideas and information within and across content areas.
d. Understands and uses instructional strategies that are appropriate to the content area.

Standard 3
Demonstrates competence in planning and preparing for instruction.

Model Criteria
The teacher:
a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
b. Sets and communicates high expectations for social, behavioral, and academic success of all students.

c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
d. Selects strategies to engage all students in learning.
e. Uses available resources, including technologies, in the development and sequencing of instruction.

Standard 4
Uses strategies to deliver instruction that meets the multiple learning needs of students.

Model Criteria
The teacher:
a. Aligns classroom instruction with local standards and district curriculum.
b. Uses research-based instructional strategies that address the full range of cognitive levels.
c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
f. Uses available resources, including technologies, in the delivery of instruction.

Standard 5
Uses a variety of methods to monitor student learning.

Model Criteria
The teacher:
a. Aligns classroom assessment with instruction.
b. Communicates assessment criteria and standards to all students and parents.
c. Understands and uses the results of multiple assessments to guide planning and instruction.
d. Guides students in goal setting and assessing their own learning.
e. Provides substantive, timely, and constructive feedback to students and parents.
f. Works with other staff and building and district leadership in analysis of student progress.

Standard 6
Demonstrates competence in classroom management.

Model Criteria
The teacher:
a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
b. Establishes, communicates, models, and maintains standards of responsible student behavior.
c. Develops and implements classroom procedures and routines that support high expectations for student learning.

d. Uses instructional time effectively to maximize student achievement.
e. Creates a safe and purposeful learning environment.

Standard 7
Engages in professional growth.

Model Criteria
The teacher:
a. Demonstrates habits and skills of continuous inquiry and learning.
b. Works collaboratively to improve professional practice and student learning.
c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

Standard 8
Fulfills professional responsibilities established by the school district.

Model Criteria
The teacher:
a. Adheres to board policies, district procedures, and contractual obligations.
b. Demonstrates professional and ethical conduct as defined by state law and district policy.
c. Contributes to efforts to achieve district and building goals.
d. Demonstrates an understanding of and respect for all learners and staff.
e. Collaborates with students, families, colleagues, and communities to enhance student learning.