

STATE OF IOWA

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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 & Secondary Education Act

DATE: November 20, 2002

TO: Administrators of Iowa Public School Districts

FROM: Judy Jeffrey, Administrator

Division of Early Childhood, Elementary, and Secondary Education

SUBJECT: Reauthorization of the Federal Elementary and Secondary Education Act – Letter 2

This memo is intended to continue informing public school districts of the requirements included in the newly reauthorized federal legislation, No Child Left Behind (NCLB), formerly known as the Elementary and Secondary Education Act (ESEA). No Child Left Behind covers multiple federal education programs that provide direction and funding to state education efforts.

At this time, the state has not received final rules for many parts of the NCLB bill. Therefore, I convey what is known at this time, with the understanding that some requirements could be more clearly defined over the next few months. This memo contains progress with implementation and changes as a result of new information received by the lowa Department of Education (DE) and requirements that may be different than outlined in the May 22 letter. Therefore, please use the information for school district requirements presented in this memo.

Iowa's Consolidated Plan

The federal government required each state to submit a Consolidated Plan that details how the state will implement the new legislation. The DE submitted its Consolidated Plan to the United States Department of Education (USDE) on June 3, 2002, which is available at http://www.state.ia.us/educate/ecese/nclb, the DE's Web site with information addressing NCLB. Please watch this page for continued information on the federal legislation. A Frequently Asked Questions (FAQ) section is also available at this Web site to address your questions about NCLB and/or specific programs.

Although lowa's June Consolidated Plan was approved by the USDE, it was not required to cover all aspects of NCLB. The next installment of the Plan is scheduled to be submitted to the USDE in January 2003. This Plan will address the implementation of the Adequate Yearly Progress (AYP) formula and the accountability system for Iowa. Any additional submission on the part of a state must be approved by the USDE before complete information about implementation at a school district level is available.

New Requirements for Iowa and Iowa's Public School Districts

The next pages contain new requirements under NCLB. These requirements are grouped by year and topic. Please note that as lowa receives new information from the USDE and lowa submits new installments of its Consolidated Plan for approval, these requirements may need revision. However, the DE intends to keep lowa school districts as informed as possible about its obligations to meet federal requirements.

ICN Session

An ICN session will be held on December 5, 2002, from 3:00 – 5:00 PM for any individuals who are interested in any details associated with this memo. The ICN session locations will be posted in the near future to the DE's Web site at http://www.state.ia.us/educate/ecese/nclb or you may contact your local AEA.

NCLB Requirements--New During the 2002-03 School Year

- 1. Current Title I Schools (Buildings) in Need of Improvement (SINI). Title I schools identified in need of improvement by the state continue their improvement plans, notify parents of the designation, and offer public school choice within their district and supplemental services, if applicable. (Notification of this requirement has already been sent to designated schools.)
- 2. New Title I Schools (Buildings) in Need of Improvement. Districts will continue to identify schools in need of improvement using guidance from the DE. Since this will be a transition year to accommodate new requirements under NCLB, this designation will occur through two processes designed by the DE. One will occur this fall and one will occur next summer. The DE will provide information, as it is available, to all affected districts.
- 3. **Notification to Parents Concerning Highly Qualified Teachers (see definition on page 5).** Notify parents in Title I funded buildings that they may request information on classroom teacher qualifications. Information must be provided that addresses the licensing requirements for the position held by the teacher, the licensure status, and educational background of the teacher. This must be a formal notification through a newsletter, notes to parents, etc. Suggested wording for the notification is included on page 5.
- 4. **Highly Qualified Teachers (see definition on page 5).** Report the number of "highly qualified" teachers on the spring BEDS report. Any teacher hired after the first day of the 2003-2004 school year and supported by Title I (A) funds must be "highly qualified."
- 5. **Paraprofessionals.** (see definition on page 5). Ensure that any paraprofessional hired after January 8, 2002, in Title I funded buildings meets the new standard of quality. If the building is a targeted assistance building, this applies to all Title I funded instructional paraprofessionals. If the building operates a Title I school-wide program, all instructional paraprofessionals hired after January 8, 2002, must meet the definition. District information on this item will be required on the spring BEDS.
- 6. **Professional Development. (see definition on page 5).** Provide professional development that incorporates scientifically-based research into Title I Targeted Assistance & School-wide programs, Title II, Title III, and Title IV (A) Safe & Drug Free School programs.
- 7. **Professional Development.** Report the percentage of teachers receiving high quality professional development that is research-based and aligned to achievement needs of students. Professional development must provide teachers scientifically-based instructional strategies in the areas of reading and mathematics. The DE will provide districts the procedures to report this information this spring.
- 8. **Reading Instruction.** Incorporate the following components in Title I reading instruction: phonics, phonemic awareness, fluency, vocabulary, and comprehension.
- 9. **Grade Level Expectations (Benchmarks).** Establish "grade level expectations" at grades 3, 4, 5, 6, 7, 8, and 11 in reading and mathematics if benchmarks for the content standards at these grade levels have not already been established. If districts utilize end-of-course assessments in their assessment system, then the district must have course-specific expectations/benchmarks for the standards. End of course assessments can only be used to document standard coverage for AYP purposes when the course is required for all high school students to pass for graduation. Districts will have to send this information to the DE with their Annual Progress Report (APR) for the 2002-2003 school year.
- 10. National Assessment of Educational Progress (NAEP). Districts that have been selected for NAEP must participate or risk the loss of federal funds. This year's assessment will be at grades 4 and 8 in reading and mathematics.
- 11. English Language Learners (ELL) Students. Assess all ELL students who have attended school in the United States for three consecutive years in the content area of reading in English. Exceptions can only be made determined by the needs of the individual student and exceptions can only be given for individual students for two additional years.
- 12. ELL Students. Select and administer an assessment to all ELL students for English proficiency (oral language, reading, and writing). The recommended assessments are listed at http://www.state.ia.us/educate/ecese/is/t3pa/doc/general.pdf
 Districts will have to report results at the end of this school year to the DE.
- 13. **ELL Students.** Report the number of languages present in the school district's student population in spring 2003 BEDS.

NCLB Requirements--New During the 2002-03 School Year

- 14. Assessment, Participation, and Reporting. Assess <u>all</u> students in grades 4 (grade span of 3-5), 8 (grade span of 6-9), and 11 (grade span of 10-12). No Child Left Behind requires that all students be tested if they are <u>enrolled in</u> school on the day of testing. It is expected that a school building and the district can report results for all students. Report the number of students not tested and report by grade levels and content areas and then by the subgroups of gender, race/ethnicity, Individualized Education Program (IEP), migrant, socioeconomic status (SES), and ELL.
- 15. **Assessment and Accountability.** Accountability for schools, districts, and states is based on student growth according to an AYP formula. Additional information will be provided to districts when the process for AYP is approved by the USDE and established for local district reporting purposes. For accountability purposes, there must be at least a documented 95 percent participation rate at the school and district level on the lowa Tests of Basic Skills (ITBS) and the lowa Tests of Educational Development (ITED) for the entire grade level and the subgroups that must be tested. This 95 percent participation rate includes the students with IEPs who are taking an alternate assessment and students who attend alternative schools. If the minimum threshold of 95 percent participation is not attained, a school or district may be labeled SINI. Growth (AYP) will be measured for the entire group (Grades 4, 8, & 11 until 2005-2006), subgroups of racial/ethic, SES, IEP, ELL and for the subjects of reading and mathematics. The number of students in a subgroup and the definition of a full academic year for accountability purposes is to be determined by the state.
- 16. **Assessment and Alignment.** Submit documentation to the DE in September 2003 about the alignment between district-wide assessment measures and content standards in reading and mathematics for grades 4, 8, and 11. The DE will provide guidance about the specific format used for this report. Please see the letter of September 4, 2002, sent to all school districts at http://www.state.ia.us/educate/ecese/nclb/doc/rfesea.doc
- 17. Assessment, Technical Adequacy and Accountability. Determine technical adequacy of all district-wide assessment measures that will be used to measure progress in reading and mathematics at grades 4, 8, and 11. This progress will be used for accountability of student learning (AYP). Documentation of technical adequacy must be submitted to the DE in September 2003. Guidance will be provided on the specific format used for this report. Please see the letter of September 4, 2002, sent to all school districts at http://www.state.ia.us/educate/ecese/nclb/doc/rfesea.doc
- 18. **Suspension and Expulsion.** Report the suspension and expulsion of all students on the spring 2003 BEDS. Suspension will only cover out-of-school suspensions, not in-school suspensions. Additional guidance will be provided by the DE to assist in reporting.
- 19. **Graduation Rate.** Report graduation rate. This graduation rate will be compiled at the state level from the BEDS data and reported in each district's APR, beginning with the APR for the 2002-2003 school year. The DE has provided this information directly to each school district.
- 20. **Title IV (A) Indicators**. Report progress on Title IV (A) Safe and Drug-Free Schools Indicators. (The DE program consultant will provide school districts with a separate report format for the 2002-2003 school year.)
- 21. **School Report Card (in Iowa—District APR).** Submit a school report card (APR) to the local community, the area education agency (AEA), and the DE before the beginning of the school year that meets federal and state requirements. This report must be provided in an understandable and uniform format and to the extent practicable, in a language that parents can understand. The APR must be provided to all parents and guardians of students in the school system and must contain all required building-level data. Additional APR information known at this time, beyond what is currently required, is listed below:
 - This report must include both the percent of schools identified as a school in need of improvement and the name and length of time for the identification of each school.
 - Information must also be provided that informs the community of the actions being taken to improve academic achievement in identified schools in need of improvement.
 - Graduation rates (disaggregated).
 - Percent of students not tested by grade level and content area (disaggregated).
 - Percent of classes taught by highly qualified teachers (quidance will be provided in the future by the DE).
 - Additional indicator for elementary schools (guidance to be provided in the future by the DE).

School districts should prepare all data for new requirements listed above for the 2002-2003 school year in addition to current data requirements for the APR. The DE will issue the APR checklist for all these requirements in the spring of 2003.

NCLB Requirements--New During the 2002-2003 School Year

- 22. **E2T2** To help ensure accountability for Ed Tech Funds, local education agencies and eligible local entities must develop a process and accountability measures that they will use to evaluate the extent to which activities funded under the program are effective in the following:
 - Integrating technology into curricula and instruction,
 - Increasing the ability of teachers to teach, and
 - Enabling students to meet challenging district standards.

This process should be done as part of the consortium application being developed by the AEAs. If a district is filing individually for formula funds, it must develop an assessment for the requirements listed above.

NCLB Requirements--New During the 2005-2006 School Year

- Reading and Mathematics Assessment: Additional Grades. All students in grades 3 through 8 must be assessed on reading and mathematics standards. All districts all encouraged to use at least the ITBS as one of the assessments of each of these grades.
- 2. Reading and Mathematics Assessment: Data Reporting. Assessment information for grades 3 through 8 and grade 11 must be reported to the public and the DE. Information must continue to be disaggregated by gender, race/ethnicity, SES, IEP, migrant, and ELL.
- 3. **Highly Qualified Teachers.** All teachers in core academic subjects (English, reading/language arts, mathematics, science, foreign languages, civics & government, economics, arts, history, and geography) must meet highly qualified requirements. This means the teacher has fully met the state licensing requirements that apply to the assignments of the teacher. This applies to every school district in Iowa (K-12).
- 4. **Paraprofessionals.** All instructional paraprofessionals hired with Title I funds in targeted assistance buildings and all instructional paraprofessionals in Title I school-wide programs must meet highly qualified requirements. Any paraprofessional working in a Title I school-wide program prior to January 8, 2002, must meet highly qualified requirements by the 2005-2006 school year.

What does NCLB 2002 mean for the Comprehensive School Improvement Plan (CSIP)?

Winter Institutes February 2003. The DE is working to align new federal program requirements under NCLB into CSIP requirements. Winter Institutes for district teams are scheduled for February 4 (Council Bluffs), February 5 (Sioux City), February 11 (Davenport), February 12 (Cedar Rapids), and February 25 (West Des Moines). This one-day session will focus on awareness about the following within the context of comprehensive school improvement:

Participant Outcomes

- Recognize the policy history of educational efforts vs. effects in lowa.
- Identify the relationships among local, state, and federal "efforts" and student "effects."
- Identify how data from multiple sources interact with each other to assist schools in establishing priorities.
- Recognize the alignment of needs, goals, and actions that are focused on improving student achievement and the incorporation of best practices for professional development into the plan.

Registration and additional information will be provided by the School Administrators of Iowa.

Next CSIP Submission. The next "complete" five-year CSIP (with new CSIP checklist) will be submitted by all schools in the fall of 2004. Since many of the final regulations for specific federal programs have not been issued, it is the intent of the DE to require the following:

• School districts will submit state and federal funding budget worksheets that will contain any additional information to meet new NCLB requirements in the fall of 2003.

What does NCLB 2002 mean for the Annual Progress Report?

Federal requirements that must appear in the NCLB "public report card" will be incorporated into each lowa school district's APR. The DE will collect other federal reporting requirements through other methods (e.g., BEDS). The DE will distribute the new APR checklist for the 2002-2003 school year in the spring of 2003. Since NCLB requires that the school building and district "report card" be issued before the start of the next school year, the DE will require submission of the APR by August 15, 2003. Schools must report SINI prior to the beginning of school year so that the choice option of public school choice and supplemental services are provided to parents if these options are applicable to the SINI.

What will lowa do about the NCLB 2002 AYP requirement?

Since the final regulations have not been promulgated by the USDE regarding AYP, the DE urges districts to continue the focus on the improved achievement for all students. As the state determines how it will address the AYP and the federal requirement to have all students proficient by 2013-2014, the state will continue to inform schools and school districts of its progress. The DE will also provide technical assistance to districts and AEAs as the federal definition and formula become operational.

In the meantime, it is imperative that school districts examine the achievement gaps for subgroups and implement appropriate measures to close these gaps. Public schools (buildings) and districts will be accountable for substantial improvement for the following subgroups: race/ethnicity, ELL, IEP, and SES. The DE will be releasing a document in January 2003 to assist districts in their efforts to close these achievement gaps.

Definitions

Highly qualified teacher: Current and new teachers who have full state certification as a teacher and hold either an initial or standard license to teach in lowa.

Paraprofessionals: Individuals hired with Title I funds after January 8, 2002, must have a high school diploma <u>and</u> have completed at least two years of study at a postsecondary institution <u>or</u> obtained an associate's <u>or</u> higher degree <u>or</u> meet a district selected competency on a test for reading, writing, and mathematics <u>or</u> have completed the lowa voluntary paraprofessional certification. Current paraprofessionals in Title I targeted assistance schools who are instructional paraprofessionals for Title I instruction have four years to meet these requirements. All current instructional paraprofessionals in Title I school-wide programs have four years to meet the requirements. There is an exception for paraprofessionals serving as translators or who solely conduct parent involvement activities.

Scientifically based research: Research that applies rigorous and objective procedures to obtain valid knowledge through systematic empirical methods that draw on observation or experiment and involve rigorous data analyses that are adequate to test the hypotheses. The research has also been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

Sample Parent Notification

Sample No Child Left Behind - Parents'/Guardians' Rights Notification:		
Parents/Guardians in the	Community School District have the right to learn about the	
• .	ner: state licensure requirements for the grade level and content areas taught, teacher, and baccalaureate/graduate certification/degree.	
• •	nation from the Office of the Superintendent by calling letter of request to Office of the Superintendent, Street Address, City, State Zip	

Following is an updated listing of NCLB programs and contact information to assist you with any questions.

Program	DE Contact
Title I, Part A Improving Basic Programs Operated by Local Educational Agencies	Paul Cahill paul.cahill@ed.state.ia.us
Title I, Part B Subpart 1—Reading First	Carlene Lodermeier carlene.lodermeier@ed.state.ia.us
	Jim Reese jim.reese@ed.state.ia.us
Title I, Part B Subpart 3—Even Start Literacy Programs	Susan Andersen susan.andersen@ed.state.ia.us
Title I, Part C Education of Migratory Children	Donna Eggleston donna.eggleston@ed.state.ia.us
Title I , Part D Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	Kara Weigel kara.weigel@ed.state.ia.us
Title I, Part F Comprehensive School Reform	Laurie Phelan laurie.phelan@ed.state.ia.us
Title II, Part A Teacher and Principal Training and Recruiting Fund	Mary Beth Schroeder Fracek marybeth.schoederfracek@ed.state.ia.us
Title II, Part D Enhancing Education through Technology	John O'Connell john.oconnell@ed.state.ia.us
Title III Language Instruction for Limited English Proficient	Carmen Sosa carmen.sosa@ed.state.ia.us
Title IV, Part A Safe and Drug-Free Schools and Communities	Linda Miller linda.miller@ed.state.ia.us
Title IV, Part B 21 st Century Community Learning Centers	Linda Miller linda.miller@ed.state.ia.us
	Joe Herrity joe.herrity@ed.state.ia.us
Title V, Part A Innovative Programs	Lory Johnson lory.johnson@ed.state.ia.us
Title VI, Part B Rural Education Initiative (REAP)	Mary Beth Schroeder Fracek marybeth.schoederfracek@ed.state.ia.us