



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: September 25, 2007
TO: Administrators of Iowa Public School Districts
FROM: Kevin Fangman, Administrator
Division of PK-12 Education
SUBJECT: Update on No Child Left Behind Requirements

This memo is intended to provide annual information to public school districts of the requirements included in the federal legislation, No Child Left Behind (NCLB). Although this memo is long, it is important that each section is read carefully because the Iowa Department of Education (DE) continually updates the components. Information for which we have received questions from the field or clarifications from the United States Department of Education (USDE) is added each year.

In cases where the guidance is significantly different from 2006, the header will indicate **NEW GUIDANCE**.

Iowa's Plan

The federal government required each state to submit a consolidated state application accountability workbook that details how each state will implement NCLB. The most recent approved version of Iowa's consolidated workbook is located at <http://www.iowa.gov/educate/content/view/655/624/>. A Frequently Asked Questions (FAQ) section is available for your questions about NCLB and/or specific programs at https://www.edinfo.state.ia.us/tcdiscussion/faq_post.asp?q=4

NCLB Requirements 2007-08 School Year

1. Adequate Yearly Progress (AYP) Determinations. NEW GUIDANCE

The assessments used for accountability are the Iowa Tests of Basic Skills (ITBS, grades 3-8), the Iowa Tests of Educational Development (ITED, grade 11), and the Iowa Alternate Assessment (IAA, grades 3-8 and 11).

Iowa is also required to combine the results for grades 3-8 and 11 for AYP decisions. School level AYP decisions are determined by combining all grades at a school site. District level AYP decisions are determined by combining grades 3-5 for the elementary level, grades 6-8 for the middle school level, and grade 11 for the high school level.

Participation: One of the initial steps in determining AYP for schools and districts is to examine participation rates. For accountability purposes, schools and districts must document a minimum of 95 percent participation rate to make AYP. Participation rates are calculated for each school by combining the number of students assessed in each tested grade, and dividing by the combined enrollment for the tested grades at each site. Up to three years of participation data are examined to determine if a school meets participation rate, the state will utilize a weighting procedure to average the data over time. Iowa will continue to use annual data to monitor participation rates for all included grades, with a minimum-n of 40 as the threshold for AYP decisions for each subgroup. For schools not meeting the 95 percent required participation rate, the DE will average up to three years of (weighted) data (for grades 3-8 and 11) to evaluate the extent to which participation rate requirements have been met. (See Appendix A for flow chart of Participation Determination.)

If a school/district misses either proficiency and/or participation rates, the school/district will be identified as missing AYP.

Proficiency: A subsequent step in determining AYP for schools and districts is to examine proficiency rates. As with participation rates, proficiency rates combine all grades at a school site, or grades 3-5, 6-8 and 11 at a district level. The minimum-n threshold of 30 is used for inclusion of a group in AYP proficiency determinations. Unlike participation rates, proficiency rates are calculated only using results for students who have been enrolled for a full academic year (FAY). For Iowa, FAY is determined as being enrolled from the time of testing the previous year, and continuously enrolled through the time of testing the subsequent year. Full academic year for students participating in the IAA is considered from March 31 of the previous year to March 31 of the subsequent year. Students who move from one level of the system to another (by advancing to the next school building), and this movement is part of the normal matriculation of students in the district, will be considered to have been enrolled at the new site for a FAY for AYP purposes.

The following steps will be used in 2007-08 to determine whether or not a school or district meets AYP for proficiency:

- A. First, a school or district proficiency index is calculated. The proficiency index is the result of a statistical procedure used to combine the results of different grades to yield a single AYP decision. Data from both the Iowa Tests and the IAA are combined for this analysis. A 98 percent confidence interval is used to determine if a school or district meets the achievement target for mathematics or reading.
- B. If the proficiency index is not met within the confidence interval, Safe Harbor is examined to determine if a school/district meets AYP. Safe Harbor requires a 10 percent or greater reduction in the percentage of non-proficient students from the previous year to the current year.
- C. If Safe Harbor is not met, a weighted average of student achievement data for last year and this year (2006-07 and 2005-06) is conducted, using a 98 percent confidence interval. This is known as a biennium data check. This is done for all groups missing AYP using the proficiency index or Safe Harbor.
- D. If the current proficiency target is not met using biennium data, a weighted average of data for 2006-07, 2005-06, and 2004-05 is conducted for grades 4, 8, and 11 only, using a 98 percent confidence interval. This is known as a triennium data check. This is done for all groups missing AYP using the proficiency index, Safe Harbor, or the biennium data check. (Only grades 4, 8, and 11 are analyzed due to the fact that Iowa has only two years of data for all grades 3-8).
- E. If a school or district misses the proficiency target after an analysis of triennium data, the school or district misses AYP. Minimum-n does not apply for Safe Harbor, biennium, and triennium data. Calculations are performed on the available data.

(See Appendix B for flow chart of Proficiency Determination.)

The Iowa Growth Model: The USDE approved Iowa's proposal to use a growth model in making AYP decisions. According to this model, a student who scored as non-proficient in 2005-06 and who scored non-proficient again in 2006-07, but has moved at least one achievement level, has met Adequate Yearly Growth (AYG). Because these students have made significant progress toward achieving proficiency, they may be included with a school's or district's count of proficient students. Thus, the AYP decision process is modified to incorporate these students who have made growth.

The steps of the entire AYP process are:

- A. Evaluate AYP status; uses a proficiency index, uses a confidence interval.
- B. Evaluate Safe Harbor.
- C. Evaluate AYP status; uses a proficiency index, two years of data, uses a confidence interval.
- D. Evaluate AYP status; uses three years of data for grades 3-8 and 11; uses a confidence interval.
- E. Add the students who met AYG to the number of proficient students in each grade level, content area, and subgroup.
- F. Evaluate AYP growth; uses a proficiency index for grades 3-8, NO confidence interval.
- G. Evaluate Safe Harbor.
- H. Evaluate growth; uses a proficiency index for grades 3-8, two-years of data, NO confidence interval.
- I. Evaluate growth; uses three years of data for grades 3-8, NO confidence interval.

A school or district that does not meet AYP after this series of steps is placed on the "watch" list (for one year of missing AYP), or the school in need of assistance ("SINA") list (for two or more years of missing AYP in the same content area). Keep in mind, that once placed on the SINA list, it takes a school or district two consecutive years of making AYP to be removed from that list.

New Intermediate Goal: For 2007-08, Iowa's accountability plan will use new grade level targets to make AYP decisions. These are identified in the following table:

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading	74.1	76.0	76.4	69.7	71.5	73.3	79.3
Mathematics	73.9	74.7	76.6	72.8	72.0	72.0	79.3

Other Academic Indicators: The final step in determining whether a school or district meets AYP is to examine the other academic indicators (OAI). The OAI include: (1) K-8 average daily attendance rate, where a district must meet the state average daily attendance (ADA) rate, within a 98 percent confidence interval, and (2) graduation rate, where a district must meet the trajectory target determined by the State Board goal of 95 percent by 2013-14 (also within a 98 percent confidence interval). In order for a district to miss the OAI, the district must not meet both targets (attendance rate and graduation rate). (See Appendix C for flow chart of Other Academic Indicator Determination).

Definition of a New School: In Iowa, a school would be considered a new school if the enrollment change (due to realignment of grade structures) results in 50 percent or more new students from the previous year or enrollment decreases resulting in 50 percent or fewer of the former students remaining. In such situations, AYP determinations will begin anew. In the event of school mergers containing the same grades, the DE will consider the AYP of the buildings merging.

- A. If the receiving site has the majority of students, and the site was previously identified as missing AYP, that status will continue, regardless of the status of the sending site.
- B. If the sending site has the majority of students, and the site was previously identified as missing AYP, that status will continue, regardless of the status of the receiving site.
- C. If a new physical facility is opened, the AYP status of that site will be that of the sending site with the majority of students. Simply opening a new school does not enable districts to avoid AYP identification.

2. Schools (Buildings) in Need of Assistance (NCLB Definition). NEW GUIDANCE

Any public school in Iowa may be identified as a SINA. Title I schools identified as a SINA by the state and district will have a support team composed of area education agency (AEA) staff assigned to the school to assist in defining needs, and in preparing an improvement plan and budget that must be approved by the DE. If schools do not wish to access the services of the team, the district must demonstrate to the DE that technical assistance will be provided to the identified schools. Districts must also notify their community of the school identification and efforts being taken at the school and district level to improve student achievement at the school site; and if the schools are Title I schools, they must offer public school choice within their district during the time the school is identified. Title I SINA must notify parents of the school choice options and the level of achievement at those schools. If a Title I school does not make the AYP goal for the third consecutive year, supplemental services must be offered to students. This information must be included in the school district report card referred to in Iowa as the Annual Progress Report (APR). (Specific actions to be followed for parental notification, choice, and supplemental services have already been sent to the schools identified for the 2007-08 school year.) When school choice and supplemental services are required, 5 percent of the Title I funds must be set aside for each sanction with a maximum of 20 percent at the district level for Title I identified schools. Once a school is identified, it must make AYP for two consecutive years before the SINA designation is removed. Achieving AYP for one year provides a delay status in additional sanctions, but the school remains identified as a SINA.

The state will continue to pre-populate a web-based collection system with the annual student achievement and participation data. Districts will continue to add any additional data required for identification and provide verification of data to the state for AYP.

3. District In Need of Improvement.

All districts receive Title I funds in Iowa and thus are subject to the NCLB requirements of meeting AYP. A school district must meet AYP for reading and mathematics separately. Adequate yearly progress must be met by all grade spans required for testing and subgroups within these grade spans. If AYP is not met for two consecutive years, the district will be designated as a district in need of improvement. Adequate yearly progress also includes the OAI of graduation rate (grades 9-12) and average daily attendance (grades K-8). This designation for year one and two requires a school district to file an improvement action plan with the DE. This action plan is contained within the Comprehensive School Improvement Plan (CSIP) with a required addendum to meet the requirements of NCLB. This addendum must be filed by December 20, 2007. Districts identified as year three will be notified of the additional requirements through a separate mailing directly to the superintendent. Identified districts must also set aside 10 percent of Title I funds for professional development if identified for reading and/or mathematics.

4. Assessment, Participation, and Reporting.

No Child Left Behind requires that all students in grades 3-8 and 11 be tested if they are enrolled in school on the day of testing. Testing windows for ITBS and ITED are established by

Iowa school districts in accordance with Iowa Testing Programs' guidelines. No Child Left Behind also requires that schools and districts provide assistance to parents in understanding state student academic achievement standards. Interpretative leaflets for each of the required assessed grade levels are available at <http://www.iowa.gov/educate/content/view/653/626/>

The AYP data reported must include the number of students not tested, by grade levels and content areas, and then by the subgroups of gender, race/ethnicity, Individualized Education Program (IEP), migrant, socioeconomic status (SES), and English language learners (ELL). Note: Gender, migrant, non-migrant, non-low SES, non-IEP, and non-ELL are all required reporting elements according to NCLB, but are not used for AYP decision purposes. The minimum number of students in a subgroup for proficiency (Annual Measurable Objective-AMO) is 30 and the reporting number is 10.

Scores reported must be the scores that are established the first time the test is taken within a school year. If a school or district administers an Iowa test for a second time within the same school year, the scores from the first administration are those that count for accountability purposes. Scores for AMO are only counted if the student has been in attendance for a FAY. Student scores for AMO are returned to the district of residence, except for open enrollment and whole-grade sharing. Students placed by Department of Human Services and/or by the courts will have their data counted at the state level only (not at the district or school level). Please refer to the decision matrix located at <http://www.iowa.gov/educate/content/view/654/625/>

An informational program to assist Iowa educators in making sound decisions regarding activities associated with preparing students to take the ITBS or ITED is located at <http://www.education.uiowa.edu/projects/testprep/>.

This informational program, designed by Dr. Kris Waltman of The University of Iowa Center for Evaluation and Assessment, is accessible for use by Iowa educators. The lessons can be delivered in group settings with opportunities for discussion; however, individuals can also access and complete the curriculum. At the conclusion of the program, educators should have greater understanding of how criteria related to academic ethics, score meaning and use, and educational value are connected to test-preparation activities.

Districts have been provided \$7 per student for assessment-related activities. These assessment and accountability funds may be used to defray costs related to assessment system development, including purchase of assessments utilizing multiple formats and approaches; professional development regarding test administration, interpretation, and use of results; and development and maintenance of data management systems. When purchasing assessments, it is important to remember that not all students respond to a single format in the same way. As such, utilizing multiple formats not only provide opportunities for students to demonstrate their achievement in different ways, but also enables a district to assess standards and benchmarks that might be limited by a traditional selected response format. An allocation table and budget forms are posted to the DE website at <http://www.iowa.gov/educate/content/view/676/556/>. Funds were allocated to districts based on the 2006-07 Basic Educational Data Survey (BEDS).

5. Students with Disabilities – District-wide Assessments. NEW GUIDANCE

Each student, grades 3-8 and 11, with an IEP must be assessed in reading, mathematics, and science. The majority of students with an IEP are able to participate in the Iowa Tests with or without accommodations. However, for students with the most significant cognitive disabilities, the IAA is available. This participation is determined by the IEP team. Guidelines for alternate assessment can be found at <http://www.iowa.gov/educate/content/view/461/926/1/5/>.

Students formerly identified and served by special education are permitted to be included as part of the special education student group for AYP determinations at the school and district level for up to two years. These students will continue to be monitored and tracked after they exit the program using the State student database system (Project EASIER). This will allow schools and districts to report accurate achievement progress on the special education subgroup.

- 6. Students with Disabilities – Alternate Assessment Based on Alternate Achievement Standards.** Students with IEPs in grades 3-8 and 11 who are unable to participate in the regular district-wide assessments for accountability must be provided an alternate assessment. The IEP team makes this determination. The IAA is based on the same core content standards and benchmarks corresponding to the Iowa Tests. However, the results of the IAA are based on alternate academic achievement standards, developed through a standard setting process.

The IAA is designed for: (1) equity in breadth and depth of coverage, (2) technical adequacy, (3) efficiency, (4) meaningfulness for students, teachers, and parents, and (5) sustainability over time.

The IAA will continue to utilize the collection of evidence based on the review of student work, observations of student performances, and student performance on performance tasks. The methodology of this evidence collection will incorporate the use of a rating system as well as the inclusion of standard performance tasks that each student will be provided an opportunity to engage. For AYP purposes, a FAY for a student participating in the IAA will continue to be March 31 of the preceding year, with continuous enrollment through March 31 of the current year. The IAA results for reading and mathematics will be included with AYP determinations.

Scores from the IAA are included in the total percentage of students who are counted in the participation and proficiency rates at the school and district levels. **No more than 1 percent of the combined sum of the students assessed in grades 3-8 and 11 can be included in the IAA proficiency results.** If the number of students participating in the IAA exceeds the district's 1 percent level, the district must request an exception from the DE. The DE will contact districts and provide the exception form. This exception must be filed with the Division Administrator, Division of PK-12 Education, Grimes State Office Building, Des Moines, Iowa, 50319.

- 7. Out-of-Level Testing.**

One of the accommodations for students with disabilities that may be decided by an IEP team is to provide the test in reading and/or mathematics at a grade level below the student's peers. However, in the spring of 2006, the USDE notified Iowa that beginning in 2006-07, it may no longer count students as "participants" who take out-of-level tests below the grade level of their peers (students taking out-of-level tests above the grade level of their peers are counted as participants). While the DE has submitted a letter to the USDE strongly disagreeing with this policy, Iowa districts are now required to follow this guidance or the state will face negative financial implications. **Therefore, districts are advised that if a student's IEP provides for an out-of-level test below grade level and the student takes an out-of-level assessment (below grade level), the student may not be counted as either a participant or as proficient for purposes of NCLB accountability.** The DE will continue to advocate to the USDE for a change in this policy.

- 8. Appropriate Accommodations for ELL.**

Districts must keep track of accommodations used during the administration of the ITBS and ITED for students identified as ELL. The DE will continue to electronically collect this information from all public school districts on the AYP reporting site. Appropriate accommodations can be found at: <http://www.state.ia.us/educate/ecese/is/ell/documents.html>

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

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

9. English Language Learners Academic Proficiency.

All ELLs, regardless of time in a language instructional program and level of proficiency in English, must be assessed annually in the areas of reading and mathematics. There is some flexibility for recently arrived ELLs (those who have been enrolled in U.S. schools for less than 10 months) for one test administration. For recently arrived ELLs, local education agencies (LEAs) can count the reading score from the English language proficiency test as participation in the reading test. Recently arrived ELLs are still required to take the district-wide math assessment.

Students formerly identified as ELL and provided ELL services are permitted to be included as part of the ELL student group for AYP determinations at the school and district level for up to two years. These students will continue to be monitored and tracked after they exit the program using the State student database system (Project EASIER). This will allow schools and districts to report accurate achievement progress on the ELL subgroup.

10. English Language Learners Students' English Proficiency. All ELLs (K-12) must participate in the English language proficiency testing of their listening, speaking, reading, and writing skills each year. "Comprehension scores" are required, but there is no separate test for comprehension. It is a combination of scores from listening and reading. Currently, Iowa districts are using the English Language Development Assessment. Districts are required to report the percentage of ELL proficiency each school year. This data will be collected by the DE using a web-based application.

11. Language Library.

No Child Left Behind requires school districts to provide information to families in an understandable and uniform format to the extent practicable in a language the parent can understand. Districts may access the Language Library at <http://www.iowa.gov/educate/content/view/530/852/>. The TransACT NCLB Parent Communication Center is a comprehensive suite of online services for school district personnel that integrates these services:

- Translation Library of General Education forms in 22 languages (also known as the Iowa Language Library)
- NCLB Parent Notifications in English, plus Accountability and Compliance Guides

12. Subgroup Coding.

All students must be documented through a subgroup report. Coding for subgroups is completed on the Iowa test answer forms. If a student is coded in a category that is not considered one of the five racial/ethnic categories recognized by the USDE for accountability, the district, when reporting scores for AYP accountability, must place the student in one of the five categories. The five categories are African American, Asian, Hispanic, Native American, and White.

13. Notification to Parents Concerning Highly Qualified Teachers/Paraprofessionals

(Appendix D). All districts receiving Title I funds must notify parents in Title I funded schools that they may request information on their child's teacher's qualifications. Information, at a minimum, must be provided that addresses the licensing requirements for the position held by the teacher, the licensure status, and educational background of the teacher. The availability of this information must be included in a formal notification through a newsletter, note to parents, etc. Suggested wording for the notification is included in Appendix D. If the

child also receives services from an instructional paraprofessional, the parents should be notified and informed of the paraprofessional's qualifications upon request.

Information about licensure of Iowa teachers can be found at <http://www.state.ia.us/boee/>.

When any child is provided a substitute teacher for four consecutive weeks in a school that receives Title I funds and the substitute does not meet the highly qualified teacher definition, the school must notify parents of this situation.

14. Highly Qualified Teachers. NEW GUIDANCE

Districts report the number of "highly qualified" teachers on the fall BEDS report. Any teacher hired after the first day of the 2002-03 school year and supported by Title I (A) funds must be "highly qualified." This information can be found at <http://www.iowa.gov/educate/content/view/533/552/>. Each LEA receiving Title I funds is required to ensure all teachers of core academic subjects are highly qualified. The core academic areas are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. These areas apply to all elementary and secondary teachers who are teaching in facilities or schools under the authority of the local school district. A special education teacher who teaches any of these academic areas must have the state-required endorsement for the subject area, or the academic subject (curriculum) must be considered under the supervision of a teacher who is licensed appropriately for the academic area. If an LEA did not already have all teachers in the core academic areas currently highly qualified, the LEA must develop a plan to ensure that all teachers will be highly qualified. The DE will follow up with individual districts who have written plans because all their teachers are not "highly qualified" under federal guidelines. This plan must be on file at the local district level. Title II (A) funds may be used to assist teachers in becoming highly qualified.

15. Paraprofessionals.

Title I funded paraprofessionals and all instructional paraprofessionals in Title I school-wide schools must meet NCLB highly qualified requirements. See <http://www.iowa.gov/educate/content/view/773/822/> Information on qualified paraprofessionals is collected on the annual Title I application.

16. Professional Development.

Districts must provide professional development that incorporates scientifically-based research into Title I targeted assistance and school-wide programs, Title II (A), Title III, and Title IV (A) Safe & Drug Free School programs. Federal funds most commonly used to increase the proficiency of students in reading and mathematics are Title II (A) and Title V.

17. Technology Literacy.

Each district receiving Title II (D) (E2T2) funds directly, or receiving services within a consortium as a result of E2T2 funds, must also define 8th grade technology literacy. There is no state or federal definition of "technology literacy." The definition is to be determined locally. (Your AEA media director can assist in this definition). The USDE has notified states that local districts must report the total number of 8th grade students and the number who demonstrate a locally determined proficiency of "technology literacy." On the spring BEDS report, districts provide the total number of 8th graders and the number that meet the locally determined definition of demonstrating technology literacy.

18. Free and Reduced Lunch Status.

As districts and schools continue to implement programs, strategies, and efforts to improve the academic achievement of all students, there is continued emphasis on the students who comprise a subgroup membership. The Richard B. Russell National School Lunch Act

established requirements and limitations regarding the release of information about children eligible for free and reduced price meals. The names of individual children certified for free and reduced price meals and the child's eligibility status can be released only to persons directly connected with the administration or enforcement of a federal or state education program. These programs include Title I, the National Assessment of Educational Progress, Carl D. Perkins Vocational and Technical Education Act of 1998, or NCLB. Eligibility status may be disclosed for these purposes only, without parental consent. Release of the information for any other purpose (i.e., eligibility for camp scholarships, holiday baskets, or student fees) requires a signed waiver from the parent or guardian. Students who receive free or reduced meals must have their eligibility status protected from public disclosure. There are financial penalties associated with any unauthorized disclosure of the status of students eligible for free and reduced price meals. All staff must remember that free and reduced eligibility cannot be shared in any public manner that would cause embarrassment or identification of an individual student or family to other students, staff or the public and can only be used for authorized purposes.

19. Safe Schools.

Districts must inform all students and their parents of this option when a transfer option is available in the district. Districts must offer a student victim of a violent criminal offense an opportunity to transfer to another school within the district if available.

20. Suspension and Expulsion.

Districts report student suspension and expulsion in Project EASIER. The Project EASIER Data Dictionary details the requirements.

21. Graduation Rate.

Graduation rates are compiled at the state level from the BEDS data. The DE will continue to provide this information directly back to each school district until the state student management system has been in operation for four years. Graduation rates for the 2006-07 school year will likely not be available to districts until the spring of 2008.

22. Title IV, Part A- Performance Measures and Indicators.

Districts report progress on Safe and Drug-Free Schools and Communities performance measures and indicators on their Title IV, Part A budget.

23. School Report Card (in Iowa—District APR). NEW GUIDANCE

Districts must submit a school report card (APR) to the local community, the AEA, and the DE. This year, all public school districts must use the electronic reporting format. It is the responsibility of the district to provide the information contained in the APR to its public. Careful consideration should be given to providing that information in an understandable format, and to the extent practicable, in a language that parents can understand. The APR "Print Summary" function will be available for use in reporting to the public. The report to the public must include the following information (all available in the electronic APR) for the district and all school buildings.

- Percent of students in each achievement level in reading on the ITBS/ITED (grades 3-8 and 11).
- Percent of students in each achievement level in mathematics on the ITBS/ITED (grades 3-8 and 11).
- Percent of students in each achievement level in science on the ITBS/ITED (grades 5, 8 and 11).
- Achievement data should be disaggregated by race/ethnicity, gender, disability vs. non-disabled status, migrant status, English proficiency status, and economically disadvantaged vs. students who are not economically disadvantaged.
- Percent of classes not taught by highly qualified teachers.

- Average daily attendance rate (elementary and middle/junior high school).
- Other academic indicators, graduation rates or average daily attendance rates compared to state averages, as appropriate, and disaggregated, as appropriate.
- Percent of students not tested by grade level and content area (disaggregated).
- Information on standard error of measures of ITBS and ITED.

For assistance with the electronic APR, contact Holly Barnes at 515-242-6173 or holly.barnes@iowa.gov.

Data on proficiency and OAI for individual school buildings can be found at <http://www.iowaschoolprofiles.com/>.

Elementary Science Assessment.

Districts must test all students in grades 5, 8, and 11 in science using the ITBS, ITED, or the alternate assessment for the most significantly cognitively disabled students.

What Federal Programs are Included in NCLB?		
Program	Title	DE Contact
Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies	Paul Cahill paul.cahill@iowa.gov
Title I, Part B	Subpart 1—Reading First	Carlene Lodermeier carlene.lodermeier@iowa.gov
Title I, Part B	Subpart 3—Even Start Literacy Programs	Tom Rendon tom.rendon@iowa.gov
Title I, Part C	Education of Migratory Children	Donna Eggleston donna.eggleston@iowa.gov
Title I, Part D	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	Rick Bartosh richard.bartosh@iowa.gov
Title I, Part F	Comprehensive School Reform	Rita Martens rita.martens@iowa.gov
Title II, Part A	Teacher and Principal Training and Recruiting Fund	Jim Reese jim.reese@iowa.gov
Title II, Part D-1	Enhancing Education through Technology	Debbie Boring debbie.boring@iowa.gov
Title III	Language Instruction for Limited English Proficient	Carmen Sosa carmen.sosa@iowa.gov
Title IV, Part A-1	Safe and Drug-Free Schools and Communities	Charlotte Burt charlotte.burt@iowa.gov
Title IV, Part B	21 st Century Community Learning Centers	Joe Herrity joe.herrity@iowa.gov
Title V, Part A	Innovative Programs	Kent Ryan kent.ryan@iowa.gov
Title VI, Part A	State Assessment Funds	Paul Cahill paul.cahill@iowa.gov
Title VI, Part B	Rural Education Achievement Program (REAP) and Transferability of Funds	Jim Reese jim.reese@iowa.gov

Budget applications for the above programs can be found at
<http://www.state.ia.us/educate/ecese/nclb/budget.html>

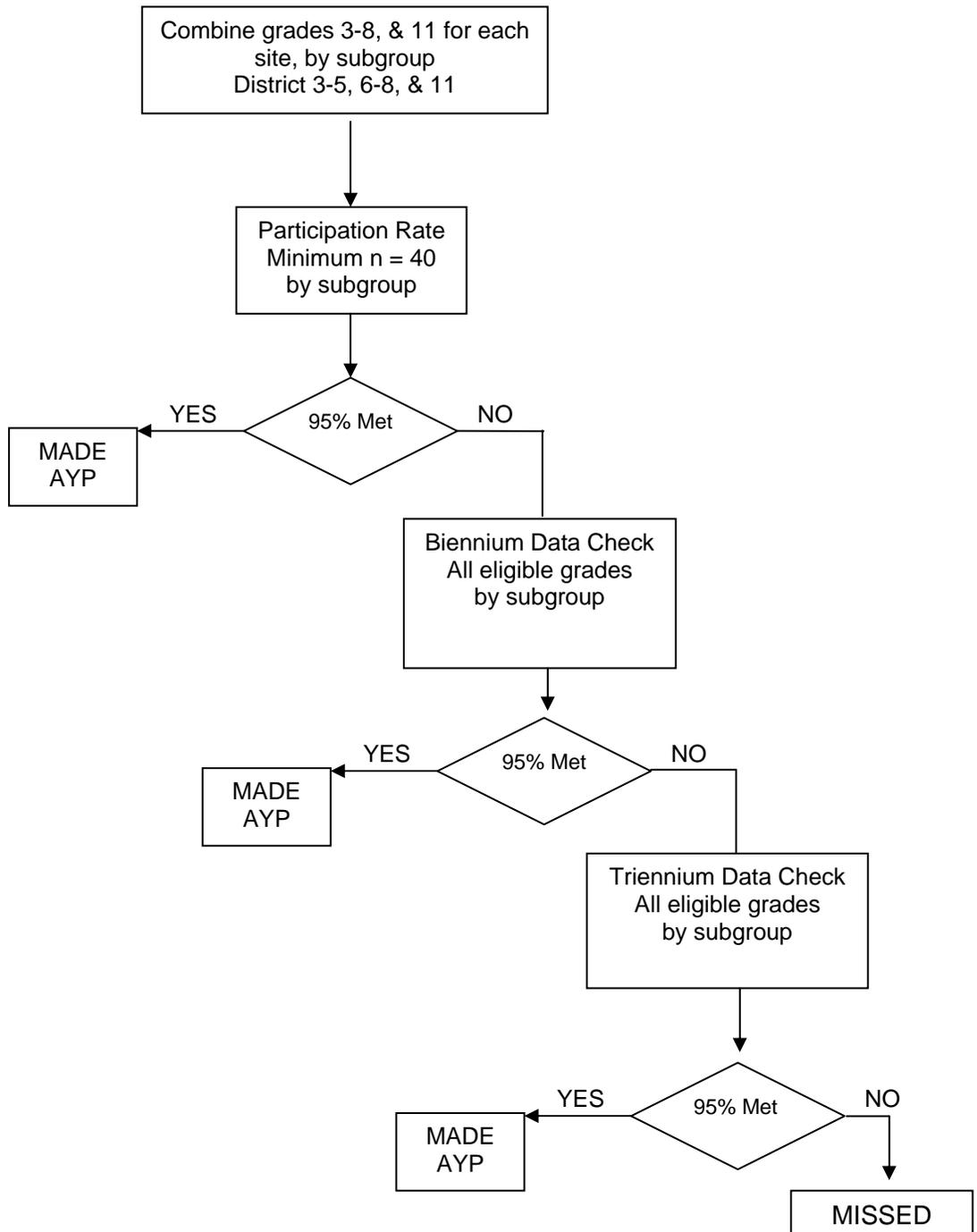
Rural Education Achievement Program (REAP).

School district eligibility for this program is determined each year by the USDE. The list of eligible Iowa school districts can be found at <http://www.ed.gov/programs/reapsrsa/eligible07/ia.xls>

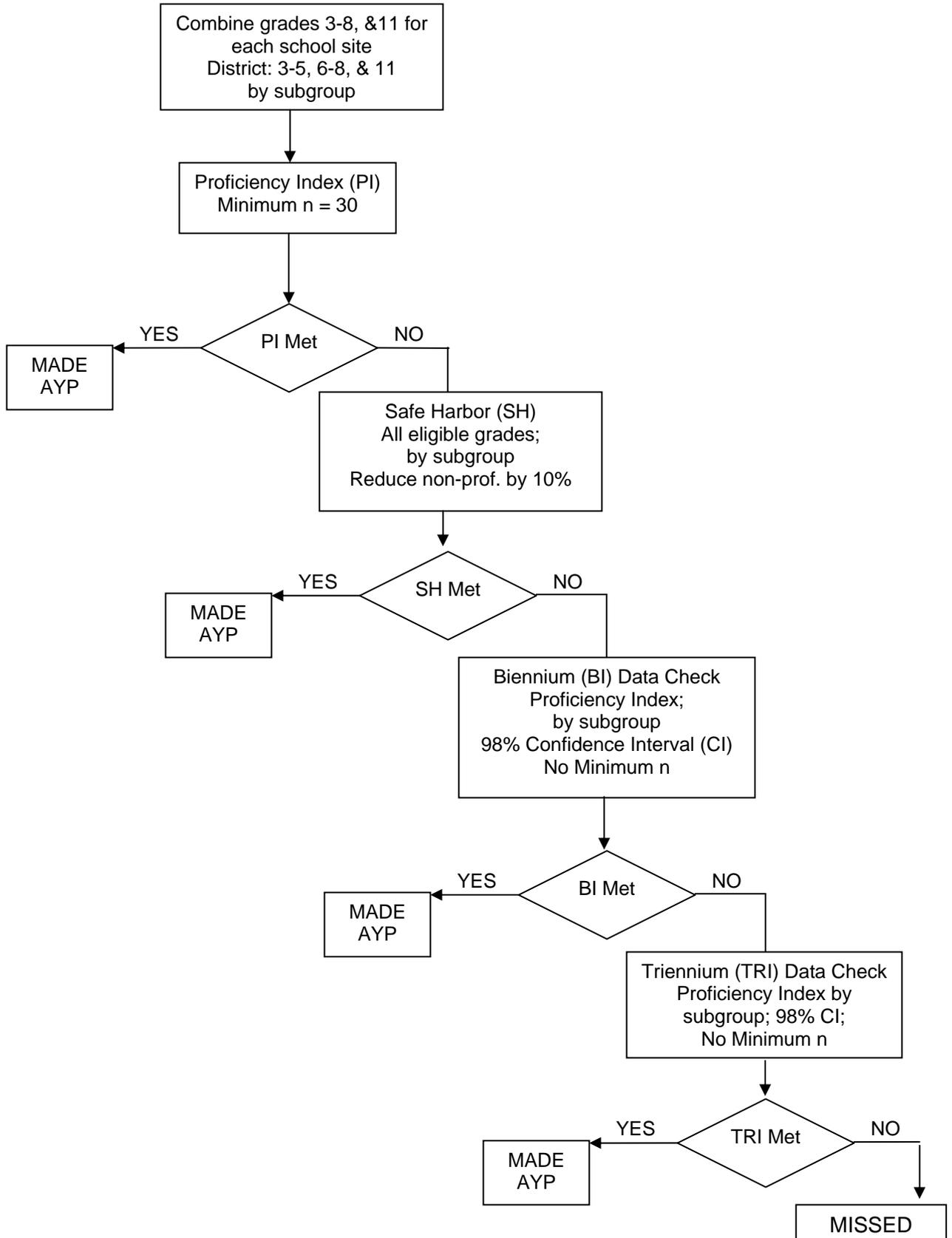
Transferability of Funds for LEAs.

Title VI (A) (2) allows LEAs to transfer up to 50 percent of NCLB formula grant among four programs: Title II (Part A), Title II (Part D), Title IV (Part A), and Title V. Funds may also be transferred into, but not from, Title I (Part A). All LEAs, not covered by REAP and not identified as a district in need of improvement, may take advantage of this flexibility. A district that has been identified for improvement may only transfer up to 30 percent of each fiscal year's funds it receives by formula. If an LEA is identified for corrective action, it may not transfer any funds. Even though a district may transfer 50 percent of the funds into another program, the program requirements for all of the programs still remain because there are still funds attributed to each program. Districts must notify the DE 30 days in advance of any fund transfers; districts will document transfers through the Title II (A), Title IV (A), and Title V applications for the 2007-08 school year.

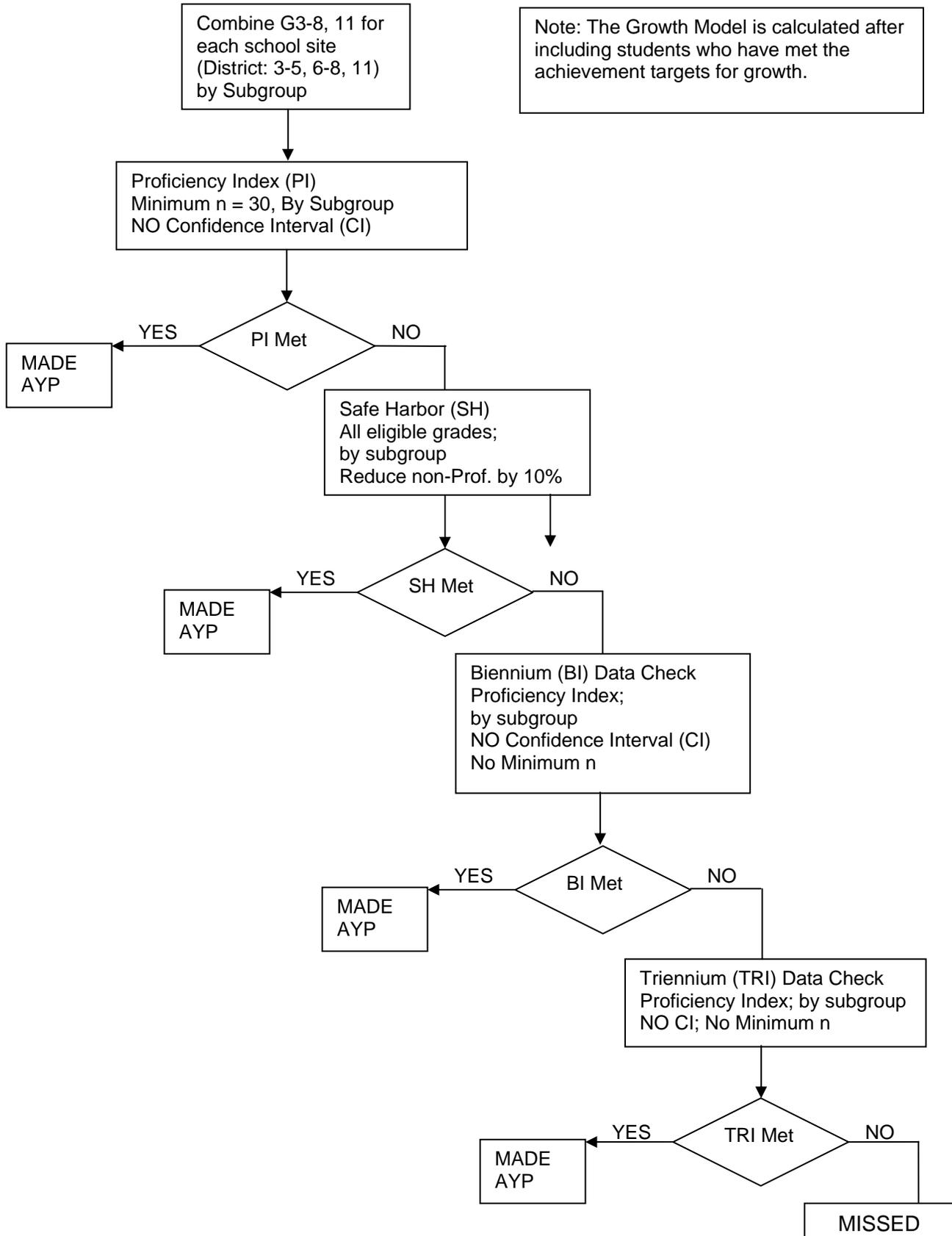
Adequate Yearly Progress (AYP) Participation Determination for 2007-2008



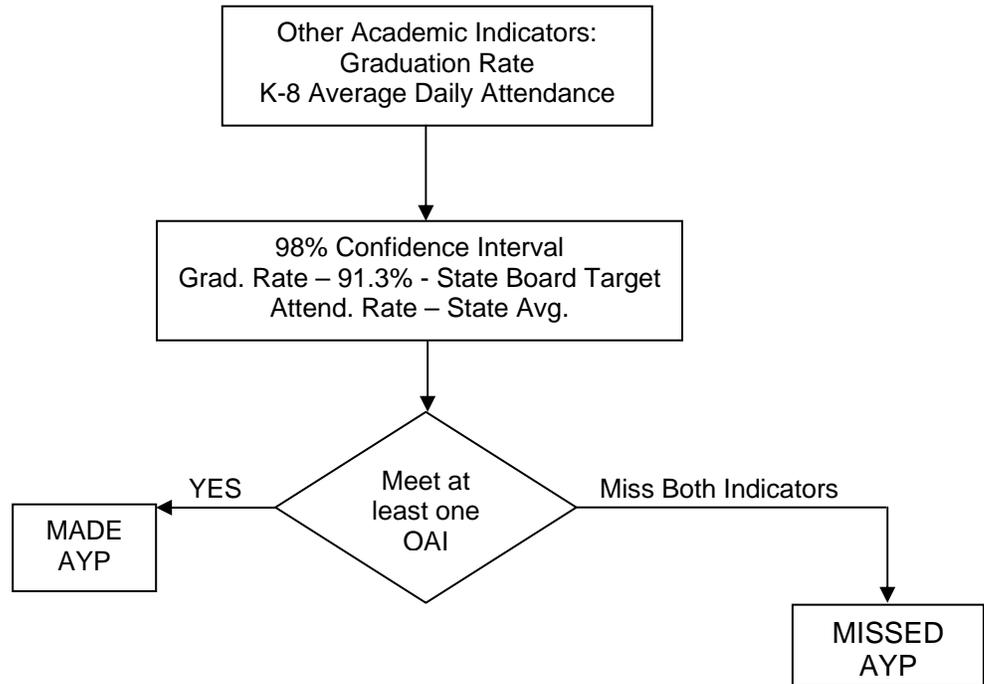
Adequate Yearly Progress (AYP) Status Model Portion Proficiency Determination for 2007-08



Adequate Yearly Progress (AYP) Growth Model Portion Proficiency Determination for 2006-07



Adequate Yearly Progress Other Academic Indicator (OAI) Determination for 2007-2008



**Sample Parent Notification
No Child Left Behind Requirement**

Parents'/Guardians' Rights Notification:

Parents/Guardians in the _____ Community School District have the right to learn about the following qualifications of their child's teacher: state licensure requirements for the grade level and content areas taught, the current licensing status of your child's teacher, and baccalaureate/graduate certification/degree. You may also request the qualifications of an instructional paraprofessional who serves your student in a Title I program or if your school operates a schoolwide Title I program.

Parents/Guardians may request this information from the Office of the Superintendent by calling _____ or sending a letter of request to Office of the Superintendent, Street Address, City, State Zip.