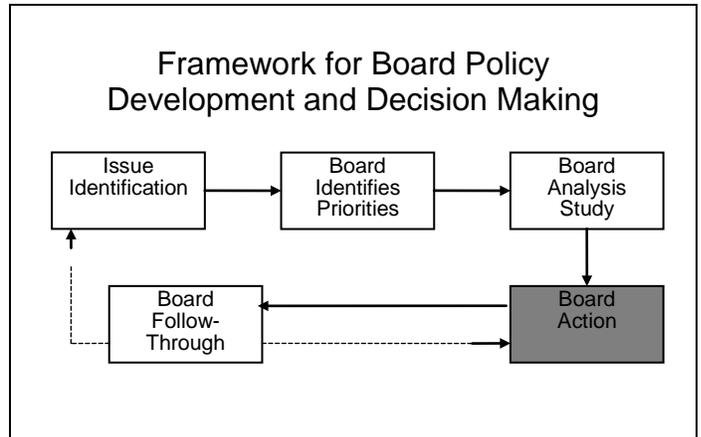


Iowa State Board of Education

Executive Summary

September 26, 2013



Agenda Item: State Board Policy Development Priorities for 2013-2014

Iowa Goals: All

State Board Role/Authority: The State Board of Education is established to adopt and establish policy for programs and services of the department pursuant to law (Iowa Code section 256.7(1)). As part of this responsibility, the State Board identifies Policy Development Priorities at their retreat each year.

Presenter: Mary Delagardelle
Associate Division Administrator
Division of Learning and Results

Attachments: 1

Recommendation: It is recommended that the State Board adopt their priorities for 2013-2014.

Background: Each year the State Board identifies Policy Development Priorities at the State Board Retreat in June. This year the Board asked that goals and indicators of progress be identified for each priority in order to monitor progress. Department staff worked with a subcommittee of the Board to develop proposed goals and indicators of progress and presented an initial draft to the Board in August. State Board members suggested some modifications and asked for some additional information. A revised draft of the document will be presented at this session.

IOWA STATE BOARD OF EDUCATION
Policy Development Priorities
2013-2014
DRAFT

Competency-based Education (CBE)

Goal: Students will demonstrate proficiency of essential competencies indicating they are college and career ready.

Online Learning and Other Technological Advances

Goal: Students from across the state will have access to rich digital learning environments and comprehensive 9-12 curriculum offerings through online learning opportunities.

Reducing Achievement Gaps

Goal: All students are proficient in literacy by the end of third grade.

Improving Teacher and Leader Preparation

Goal: All teacher and leader preparation programs in Iowa are aligned to comprehensive standards and prepare candidates to meet the high expectations of our teacher and leader workforce.

Assessment

Goal: Statewide assessment of student learning is closely aligned to the Iowa Core.

**IOWA STATE BOARD OF EDUCATION
Policy Development Priorities
2013-2014
DRAFT**

Competency-based Education (CBE)

Goal: Students will demonstrate proficiency of essential competencies indicating they are college and career ready.

Current Status: Of the 63 percent of the students in the graduating class of 2012 that took the ACT, 30 percent scored at a level that would indicate readiness for college in all four core academic areas. (77 percent of the tested students met the English readiness benchmark, 62 percent of the tested students met the reading readiness benchmark, 51 percent of the tested students met the mathematics readiness benchmark, and 38 percent of the tested students met the science readiness benchmark.)

Indicators of Progress:	State Board Support Activities:
<ol style="list-style-type: none"> 1. Lab schools identified, developing model competencies, identifying assessment tools, planning professional development 2. Model framework developed to guide transition to more competency-based approaches in Iowa 3. Strategic plan developed for scaling best practices related to CBE 	<ul style="list-style-type: none"> • Monitor progress of CBE lab schools • Advocate for CBE – communicate with policy-makers, stakeholders and the public • Advocate for integrating CBE approaches into practitioner preparation programs

Online Learning and Other Technological Advances

Goal: Students from across the state will have access to rich digital learning environments and comprehensive 9-12 curriculum offerings through online learning opportunities.

Current Status: There are currently 14 online teachers providing four full-year science courses, two full-year and one single-semester social studies courses, and two full-year language arts courses. “Offer and teach” requirements include a minimum of: six units of language arts, five units of social studies, six units of mathematics, five units of science, one unit of health, one unit of PE, three units of fine arts, four units of foreign language, and 12 units of vocational education.

The State Educational Directors of Technology Association (SEDTA) recommends a minimum bandwidth of 100 MB per school. Currently, approximately 54 percent of the schools in Iowa report they have 50 MB or less, 20 percent have between 51 MB and 100 MB, and about 26 percent report having greater than 100 MB. (The DE has 12 MB.) Schools in Iowa also report having a range of less than five to over 2,000 Internet connected devices.

Indicators of Progress:	State Board Support Activities:
<ol style="list-style-type: none"> 1. Increase the number of Iowa Learning Online (ILO) teachers from 14 to 33 by June 30, 2014 2. Increase the number of course offerings to include “offer and teach” requirements in Iowa Code section 256.11 and Iowa Administrative Code Chapter 12 3. Increase the number of students enrolled in ILO from approximately 700 to 1500 by June 30, 2014 4. Three indicators of progress toward rich digital learning environments include: <ol style="list-style-type: none"> a. Student centered, inquiry based learning environments b. Use of digital resources that differentiate instruction and increase rigor and depth of understanding of content c. The number of Internet connected devices 	<ul style="list-style-type: none"> • Advocate for ILO– communicate with policy makers, stakeholders and the public • Explore current barriers and the policies needed to facilitate the effective use of technology and online learning to improve student learning • Advocate for integrating technology-based approaches into all practitioner preparation programs • Advocate for and support initiatives that increase bandwidth and increase school connectedness

Reducing Achievement Gaps

Goal: All students are proficient in literacy by the end of third grade.

Current Status: For the 2011 – 2012 school year, 76.8 percent of all Iowa 3rd graders met the proficiency benchmark in reading on the statewide assessment. Data for various sub-groups of 3rd graders are listed below:

African American students = 51.3 percent met the 3rd grade proficiency benchmark

Hispanic students = 59.6 percent met the 3rd grade proficiency benchmark

Students with disabilities = 39.4 percent met the 3rd grade proficiency benchmark

English Language Learners = 50.7 percent met the 3rd grade proficiency benchmark

Low socioeconomic status students = 65.1 percent met the 3rd grade proficiency benchmark

Indicators of Progress:	State Board Support Activities:
<ol style="list-style-type: none"> 1. Increasing numbers of Iowa schools implementing universal screeners and progress monitoring tools (at least 60 by Spring, 2014) 2. Increasing numbers of Iowa schools implementing a statewide data system for documenting student progress (at least 60 by Spring, 2014) 3. Increasing numbers of Iowa schools implementing a Response to Intervention Framework for collaboration and decision making (at least 60 by Spring, 2014) 	<ul style="list-style-type: none"> • Monitor statewide implementation progress • Monitor impact of implementation on student learning progress in Phase I schools • Communicate with stakeholders and the public

Improving Teacher and Leader Preparation

Goal: All teacher and leader preparation programs in Iowa are aligned to comprehensive standards and prepare candidates to meet the high expectations of our teacher and leader workforce.

Current status: The standards and process for accreditation are seven years old and need to be updated to align with current research and best practices. We do not currently have an annual reporting mechanism that is tied to accreditation standards, that gathers and analyzes a variety of relevant data, or establishes ongoing preparation program accountability.

Indicators of Progress:	State Board Support Activities:
<ol style="list-style-type: none"> 1. A more rigorous accreditation process developed and implemented 2. A rigorous reporting process, aligned with high standards for teacher and administrator preparation programs, developed and implemented 3. Relevant sections of Iowa Code and Administrative Code reviewed and updated as necessary 	<ul style="list-style-type: none"> • Support Council of Chief State School Officers grant application • Stay informed about the work of the state panel and oversight panel related to accreditation standards, the accreditation process, and reporting • Adopt recommended rules related to standards, accreditation, and reporting processes for teacher and administrator preparation programs

Assessment

Goal: Statewide assessment of student learning is closely aligned to the Iowa Core.

Current Status: Reports related to the alignment of the statewide assessment to the Iowa Core are forthcoming.

Indicators of Progress:	State Board Support Activities:
<ol style="list-style-type: none">1. Alignment studies completed and reported2. Recommendations for increasing alignment developed and presented to the State Board	<ul style="list-style-type: none">• Study status of statewide assessment of student learning and prepare for future decision making related to statewide accountability assessment• Provide advocacy and support for insuring statewide assessment of student learning is closely aligned to the Iowa Core• Provide advocacy and support for the task force recommendations