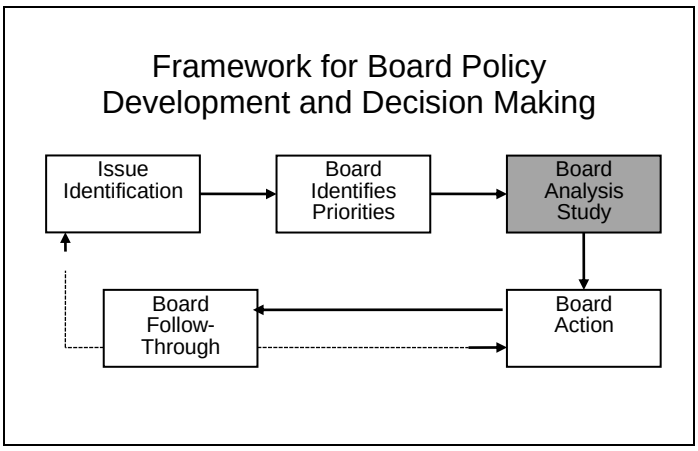
Iowa State Board of Education

Executive Summary

October 30, 2014



Agenda Item: State Board Policy Development Priorities for 2014-2015 and Legislative Agenda

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)).

Presenters: Ryan Wise, Deputy Director

Shan Seivert, Policy Liaison
Division of Policy and Communications

Attachments: 1

Recommendation: It is recommended that the State Board review and discuss the 2014-2015 Policy Development Priorities and the legislative brochure.

Background: Each year, the State Board identifies Policy Development Priorities at the State Board Retreat in June. Goals and indicators of progress have been identified for each priority in order to monitor progress. Department staff has proposed goals and indicators of progress. During this session, a status update related to these efforts will be provided.

In addition, the State Board will discuss whether or not they would like a legislative brochure developed and possible approaches regarding the content to be included in the document.

IOWA STATE BOARD OF EDUCATION
Policy Development Priorities
2014-2015
DRAFT

Priority	Goal
Competency-based Education (CBE)	Students will demonstrate proficiency of essential competencies indicating they are college and career ready.
Iowa Core	All school districts and accredited nonpublic schools will implement the Iowa Core to prepare Iowa students with the knowledge and skills they need to be college and career ready.
Reducing Achievement Gaps (with a focus on Multi-Tiered System of Supports and Early Literacy)	All students are proficient in reading by the end of third grade.
Improving Teacher and Leader Preparation	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	Statewide assessment of student learning is closely aligned to the Iowa Core.

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Policy Development Priorities
2014-2015
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Competency-based Education

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

Current Status: Of the **68%** of the students in the graduating class of **2014** that took the ACT,
31% scored at a level that would indicate readiness for college in all four core academic areas,
75% met the English readiness benchmark,
52% met the reading readiness benchmark,
48% met the mathematics readiness benchmark, and
47% met the science readiness benchmark.

Indicators of Progress	State Board Support Activities
1. All collaborative schools are implementing action plans based on district needs related to the CBE guiding principles and essential elements. 2. Model competencies have been developed in key content areas to guide and support district efforts to develop competencies for their students. 3. Higher education partners have action plans related to establishing seamless transitions between secondary and post-secondary education, building the knowledge and skills of teachers and leaders for success in a competency based system of education, and developing competency-based systems within institutes of higher education. 4. A strategic plan for scaling best practices related to CBE has been developed. 5. Tools for monitoring and reporting students' learning progress in a competency based system are being field tested in collaborative schools. 6. Implementation of CBE principles and essential elements is being closely monitored.	• 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.

Iowa Core

Goal: All school districts and accredited nonpublic schools will implement the Iowa Core to prepare Iowa students with the knowledge and skills they need to be college and career ready.

Current Status: In 2009 Iowa public school districts and accredited non-public districts were required to:

- Adopt Iowa Core implementation plans for grades 9-12 by July 1, 2010
- Fully implement plans for grades 9-12 by July 1 2012
- Adopt Iowa Core implementation plans for grades K-8 by July 1, 2012
- Fully implement plans for grades K-8 by the 2014-2015 school year

In addition, schools are required to report on their implementation plans and related activities annually in the C-Plan.

Indicators of Progress	State Board Support Activities
1. High-quality rigorous standards identified for Iowa Core content areas. 2. Teachers engaged in professional development supporting the implementation of the Iowa Core. 3. Instructional materials aligned to the Iowa Core identified and distributed to educators. 4. High-quality assessments aligned to the Standards identified and implemented. 5. Appropriate linkages supported between the Iowa Core and Multi-Tiered System of Supports, Educator Quality and School Improvement.	• Review work team recommendations and establish science standards for the Iowa Core. • Implementation monitored through participation in professional learning, Iowa Core Plan review data, and student achievement data. • Advocacy – State Board letter sent to all newspapers. • Engage with local Chambers/Business Communities.

<u>Reducing Achievement Gaps</u> (with a focus on Multi-Tiered System of Supports and Early Literacy)

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

Current Status: For the 2013 – 2014 school year, 77.6% 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 = 53.6% met the 3rd grade proficiency benchmark
- Hispanic students = 59.8% met the 3rd grade proficiency benchmark
- Students with disabilities = 40.3% met the 3rd grade proficiency benchmark
- English Language Learners = 51.6% met the 3rd grade proficiency benchmark
- Low socioeconomic status students = 66.1% met the 3rd grade proficiency benchmark

Indicators of Progress	State Board Support Activities
1. All Iowa schools implementing valid and reliable universal screeners and progress monitoring tools and using the data to plan and adjust instruction. 2. All Iowa schools implementing a statewide data system for documenting student progress. 3. Increasing numbers of Iowa schools implementing a Multi-Tiered System of Supports to guide decision making and interventions.	• Understand what may impede progress. • Advocate for the resources to promote progress. • 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 updated standards and process for accreditation have been drafted. The updated standards are to enter the rules approval process, starting with Notice at the September 18, 2014, State Board meeting. The annual reporting system has been developed and is being implemented during the 2014-2015 academic year. Additionally, an annual condition of educator preparation report has been drafted and will be refined as data collection is improved under the new reporting system.

Indicators of Progress	State Board Support Activities
1. More rigorous standards have been approved. 2. Annual reports, tied to preparation standards, provide yearly data-based progress indicators for all educator preparation programs. 3. An annual report on the "Condition of Educator Preparation" is published using data from the preparation program annual reports.	• Adopt recommended rules related to standards, accreditation, and reporting processes for teacher and administrator preparation programs. • Provide input on condition of education reporting data to assure information is useful. • Provide consistent systematic scrutiny of educator preparation program accreditation reviews.

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 were released.
The Assessment Task Force is currently in the process of reviewing assessments prior to preparing recommendations for a new state assessment aligned to the Iowa Core.
The State Board will review the current status of the statewide assessment system and make recommendations related to statewide accountability assessments to the Governor's office and the Legislature by January 2015.

Indicators of Progress	State Board Support Activities
1. Assessment Task Force recommendations for state accountability assessments presented to the State Board. 2. State Board makes and disseminates recommendations for statewide accountability assessments to the Governor's office and the Legislature by January 2015.	• 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. • Decide, based on a broad menu of options, which recommendations for improvement of state assessments the State Board wishes to make and the manner in which they choose to make them. • Execute the plan for making recommendations on statewide accountability assessments. • Provide advocacy and support for the recommendations.