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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 and Secondary Education Act.**

DATE: September 24, 2015  
TO: Administrators of Iowa Public School Districts  
FROM: David Tilly, Deputy Director  
SUBJECT: Update on No Child Left Behind Requirements

This memo is intended to provide annual information to public school districts regarding 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 (IDE) 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 some instances, language has been revised and has been marked **REVISED GUIDANCE**. In other cases, the guidance is significantly different from 2014 or a new section has been added. In this case, 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 <https://www.educateiowa.gov/pk-12/no-child-left-behind/accountability>. A Frequently Asked Questions (FAQ) section is available for your questions about NCLB and/or specific programs at <https://www.educateiowa.gov/pk-12/no-child-left-behind/nclb-frequently-asked-questions>.

**NCLB Requirements 2015-14 School Year**

1. Test Administration Assurance in Appendix A.  
For assessments used for NCLB purposes, an assurance must be signed by each district superintendent and each building principal stating that proper and ethical test administration is being followed and that procedures have been reviewed with district administrators. Resources for administrators can be accessed at: <http://itp.education.uiowa.edu>

Assurances include, but may not be limited to, the Iowa Assessments, the Iowa English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21), and the Dynamic Learning Maps (DLM). It is understood that since the DLM is an instructionally embedded assessment, administration procedures do vary from such standardized assessments as the Iowa Assessments and the ELPA21.

**The assurance, in Appendix A, must be signed by district superintendents and all PK-12 building principals and returned to Tana Mullen at the Department of Education, Grimes State Office Building, 400 East 14<sup>th</sup> Street, Des Moines, Iowa, 50319 by November 15, 2015. A copy of the assurance with an electronic signature may be e-mailed to Tana Mullen at [Tana.Mullen@iowa.gov](mailto:Tana.Mullen@iowa.gov).**

## 2. School Report Card (in Iowa—District Annual Progress Report [APR]).

Districts must submit a school report card (APR) to the local community, the area education agency (AEA), and the IDE. 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 this information in an understandable format and, to the extent practical, 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:

- **Schools are required to include the attached chart (NAEP Attachment) in their school report card. (New Information—See Appendix G). The IDE will add this to the electronic APR template for school districts.**
- Percent of students in each achievement level (low, intermediate, high) in reading on the Iowa Assessments (grades 3-8 and 11).
- Percent of students in each achievement level (low, intermediate, high) in mathematics on the Iowa Assessments (grades 3-8 and 11).
- Percent of students in each achievement level (low, intermediate, high) in science on the Iowa Assessments (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 sections not taught by highly qualified teachers.
- Other academic indicators for elementary and middle/junior high schools: Average daily attendance rate (elementary and middle/junior high school).
- Other academic indicators for high schools: Four-year cohort 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 measurement of Iowa Assessments.

For assistance with the electronic APR, contact Holly Barnes at 515-242-6173 or [Holly.Barnes@iowa.gov](mailto:Holly.Barnes@iowa.gov).

**All districts' student achievement data can be found at [www.edinfo.state.ia.us/data/aprchart.asp?s=00090000](http://www.edinfo.state.ia.us/data/aprchart.asp?s=00090000).**

## 3. Adequate Yearly Progress (AYP) Determinations.

The assessments used for accountability are Iowa Assessments and the DLM (grades 3-8, and 11) for reading and mathematics. Each content test consists of two parts yielding a single score.

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 number of students (n) of 40 as the threshold for AYP decisions for each subgroup. For schools not meeting the 95 percent required participation rate, the IDE 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 B for flow chart of AYP 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



**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 school and district must meet the state average daily attendance (ADA) rate, or improvement over the previous year's attendance rate, and (2) graduation rate, where a school and district must meet the trajectory target determined by the State Board of Education's goal of 95.0 percent, the current year's target of 93 percent or improvement over the previous year's graduation rate by two percentage points. In order for a district to miss the OAI, the district must not meet both targets (attendance rate and graduation rate). (See Appendix D for flow chart of Other Academic Indicators District Determination.)

**Graduation Rate:**

In order to use graduation rate as an Other Academic Indicator (OAI) for high school, the Iowa Department of Education (IDE) will apply a four-year cohort graduation rate and a five-year cohort graduation rate, using the Title I graduation rate methodology. The IDE is calculating a four-year and five-year cohort graduation rate for district, schools, and all subgroups.

The four-year cohort graduation rate is calculated for the class of 2016 by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less (by the 2015-2016 school year) by the number of first-time 9th graders enrolled in the fall of 2011 minus the number of students who transferred out plus the total number of students who transferred in.

The five-year cohort graduation rate for the class of 2014 is calculated using a similar methodology as the four-year cohort rate. This rate is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2015-2016 school year) by the number of first-time 9th graders enrolled in the fall of 2010 minus the number of students who transferred out plus the total number of students who transferred in. The five-year cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Iowa's State Board of Education has identified a graduation rate of 95 percent as an end goal. The five-year cohort graduation rate will also have 95 percent as an end goal.

The four-year cohort and five-year cohort graduation rate targets are below. The minimum number of students to calculate a graduation rate is 40 for both the four-year cohort and five-year cohort. The five-year cohort rate uses the same cohort of students as the previous year's four-year cohort rate. Therefore, the target increases 2 percent for the cohort between the four-year and five-year calculation.

AYP Year	Four-Year Cohort Data Years	Four-Year Cohort Graduation Rate Target	Five-Year Cohort Data Years	Five-Year Cohort Graduation Rate Target
2014-2015	2010-2011 to 2013-2014	91%	2009-2010 to 2013-2014	91%
2015-2016	2011-2012 to 2014-2015	93%	2010-2011 to 2014-2015	93%

School districts and schools with four-year cohort graduation rates less than the goal will be expected to increase each year. A school or district can meet the graduation rate indicator by:

1. Meeting the state goal, or
2. Meeting the four-year cohort target for the year, or
3. Increasing the four-year cohort graduation rate by at least 2 percent over the previous year, or
4. Meeting the five-year cohort target for the year.

**Attendance Rate:**

Attendance rates are compiled at the state level from Student Reporting in Iowa (SRI; formerly Project EASIER) data. The information certified in the 2015 spring SRI data collection is used to determine attendance rates for the

2015-16 school year. Attendance rates for the 2015-16 school year should be available to districts in February 2016.

**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 IDE 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.

#### **4. Student Full Academic Year Status and Enrollment Counts for AYP.**

Districts and school will no longer need to indicate the full academic year (FAY) status of students in their student information systems to be indicated on the bar code file during the 2015-16 school year. The FAY element will remain on the bar code file, but will not be validated by Iowa Testing Programs when ordering labels for students. The IDE will automatically calculate FAY status for students through the use of student enrollment records submitted through spring 2015 and spring 2016 State Reporting in Iowa (formerly EASIER).

The IDE is populating enrollment counts on the 2015-16 AYP application from Spring State Reporting in Iowa enrollment records in order to calculate participation rates. Spring State Reporting in Iowa enrollment records will be read as of the first day testing in your district/school to determine AYP enrollment counts.

It is imperative that districts keep student enrollment records accurate and up-to-date in the district's student information system. This process will save districts much time. Instead of entering enrollment counts directly into the AYP site, districts will simply check and verify their counts prior to certifying AYP. It is critical that Spring State Reporting in Iowa is submitted in a timely manner, not only to enable the IDE to pre-populate the AYP site for your verification, but also so the IDE can complete the AYP process and send out notifications in a timely manner.

#### **Out-of-State Students.**

When a district sends a student to a district in another state, those students are under the jurisdiction of the neighboring state, and so that student will not be included in the district's accountability system for Iowa. Districts who enroll students from other states through a "border agreement" will need to count those students as part of their Iowa accountability calculations and determinations. Since their enrollment information is available for past years, Full Academic Year determinations, attendance, and graduation rates are able to be calculated. An out-of-state student in their first year of enrollment in an Iowa school is not considered FAY in the district or the school. However, they are considered FAY in subsequent years.

#### **5. Schools (Buildings) in Need of Assistance (NCLB Definition).**

Any public school in Iowa may be identified as a School in Need of Assistance (SINA). The district must notify their community of the school identification and efforts being taken at the school and district levels to improve student achievement at the school site. If the school is a Title I school, the district must offer public school choice within their district during the time the school is identified. The district must notify parents of the school choice options and the level of achievement at the choice schools. If a Title I school does not make the AYP goal for the third consecutive year (SINA 2 or higher), supplemental education services must be offered to students. This information must be included in the school district report card referred to in Iowa as the APR. It is important to remember the notification templates to parents found on the IDE website at <https://www.educateiowa.gov/pk-12/no-child-left-behind/schools-and-districts-need-assistance-sinadina/guidance-schools-and> must not be altered. When school choice and supplemental education services are required, the district must reserve a minimum of 20 percent of the district's Title I allocation for choice and supplemental education services. Title I schools identified as schools in need of assistance (SINA 1 or 2, Delay 1 or 2) must reserve and spend 10 percent of their building allocation for professional development related to the area of identification. 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.

If a public school chooses to add Title I services for the 2015-16 school year, the Title I NCLB sanctions listed below will apply depending on the status of your school in its August 2015 AYP notification.

- A. If the school is not on Watch or SINA status, the school will not be on Watch or SINA status for the 2014-15 school year.
- B. If the school is placed on Watch status, the school will begin the 2015-16 school year as Watch status.
- C. If the school has a SINA status at the end of the 2014-15 school year, regardless of having been identified for multiple years, the school will begin the 2015-16 school year at the SINA 1 status.

Schools that leave Title I status and return within a three-year period will return to Title I status with the AYP rating that is current at the time of return to Title I status. The steps outlined above will not apply. If you have any additional questions on this process, please contact Geri McMahon at [Geri.McMahon@iowa.gov](mailto:Geri.McMahon@iowa.gov) or 515-281-3944.

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

#### **6. District In Need of Assistance.**

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. AYP 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 "other academic indicator" 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 IDE. DINA plans are due by November 1, 2015. Identified districts must also set aside 10 percent of Title I funds for standards based professional development if identified for reading and/or mathematics, DINA 1 or 2, Delay 1 or 2.

Districts identified as year three will be notified of the additional requirements through a separate mailing directly to the superintendent. Districts identified as year three AND not meeting the requirement of 100 percent highly qualified teachers (HQT) will now enter into a 2141c agreement with the IDE. These districts will be notified of their status by Isbelia Arzola ([Isbelia.Arzola@iowa.gov](mailto:Isbelia.Arzola@iowa.gov)) and sent a 2141c agreement that requires that at least some of the Title II, Part A funds must be spent addressing the needs of the non-HQT who are keeping the local education agency (LEA) from meeting the requirement of 100 percent Highly Qualified Teachers.

#### **7. Assessment, Participation, and Reporting.**

NCLB requires all students in grades 3-8 and 11 be tested in reading and mathematics. The Iowa Assessments are used by the state of Iowa for this NCLB requirement. For grades 3-8 and 11, students must complete the reading and mathematics subtests. NCLB also requires districts test all students in science in grades 5, 8, and 11. The science subtest of the Iowa Assessments is used for this reporting.

Please note: While NCLB does not require testing in grade 10, recent changes in state testing requirements do require administering the Iowa Assessments and the DLM in reading and mathematics for grade 10.

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, socio-economic 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 Iowa Assessments 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 full academic year (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 <https://www.educateiowa.gov/pk-12/no-child-left-behind/nclb-procedures-guidance-policy>

New items regarding dubious testing practices of educators abound in the national press. Often educators respond to external pressure to increase student scores by engaging students in test-preparation activities. Because some of

these activities can result in inaccurate scores and produce negative consequences for students, teachers, schools, parents, and the community, it is important that teachers and administrators be able to make educationally and ethically defensible decisions about what types of activities can be used and in what contexts.

To assist test coordinators in planning for testing, support test administration, and distributing score report, Iowa Testing provides the Iowa Assessments Planning and Implementation Guide. It may be found at <http://itp.education.uiowa.edu/IA/PlanningImplementationGuide.aspx>

For students new to the Iowa Assessments, Iowa Testing also provides practice tests. A secure login is required. These practice tests may be found at <http://itp.education.uiowa.edu/ia/PracticeTests.aspx>

Last year, districts were provided \$5.00 per student for assessment-related activities. Due to reduced state funding and increased costs for assessments funded directly by the IDE, the allocation for 2015-16 has been reduced to \$4.00 per student. 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 not all students respond to a single format in the same way. As such, utilizing multiple formats (e.g. constructed response, performance tasks) 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.

To provide students with multiple opportunities to demonstrate their achievement and reduce costs, standardized assessments are moving to both multiple formats and online administration. Multiple formats often require increased costs due to the need for human scoring of some constructed response test items. The online administration reduces the printing, shipping, and scanning costs associated with traditional paper-and-pencil assessments thus offsetting some of the additional human scoring costs. To prepare students for these new assessments, districts need to conduct reviews of their technology capacity and provide students sufficient opportunities to generate written answers to questions using computers.

#### **8. Students with Disabilities – District-wide Assessments.**

Students with an IEP must be assessed in reading, mathematics, and science. The majority of students with an IEP are able to participate in the State general accountability assessment with or without accommodations. Section 9 below addresses district-wide assessment requirements for students with the most significant cognitive disabilities.

#### **9. Students with Significant Cognitive Disabilities. NEW AND UPDATED GUIDANCE.**

Iowa's AYP alternate assessment, the Dynamic Learning Maps (DLM) alternate assessment, is based on alternate achievement standards and is intended for students who are unable to participate in the State general accountability assessment even with accommodations. Alternate assessments are used to evaluate the performance of students with the most significant cognitive disabilities in grade-level content with *less depth, breadth, and complexity* than the general assessment, and with a *different* definition of how well and how much students know and do in the content to be considered proficient. The DLM alternate assessment is intended to be used with students with significant cognitive disabilities and is not appropriate for students who do not test well on the general assessment even with accommodations.

The DLM alternate assessment promotes fair measurement of student knowledge in the content areas of Iowa Core English Language Arts Essential Elements and Iowa Core Math Essential Elements in grades 3-8 and 10-11, and DLM Science Essential Elements in grades 5, 8, and 11.

The student's IEP team determines the need to participate in an alternate way in order to judge performance against grade level standards. The criteria for participation in the DLM alternate assessment reflect the pervasive nature of a significant cognitive disability. IEP teams must select the DLM alternate assessment as the only option for all subject content areas assessed. Students who participate in the DLM alternate assessment will not participate in the Iowa Assessment. The active IEP must reflect participation in the AYP alternate assessment in order for the assessment process to begin.

Scores from the DLM alternate assessment are included in the total percentage of students who are counted in the participation and proficiency rates at the school and district levels. The IDE will monitor participation and will inform districts if the number of students participating in the DLM alternate assessments exceeds the 1 percent level. If students exceed the 1 percent level, the IDE will contact districts directly about the exception process. Due to a delay in setting cut scores by the test developers, the performance results for 2014-2015 school year will be delayed and will not be included in this year's accountability for performance. They will be included in next year's growth calculations. Additional guidance will be provided at the time the scores are released to schools.

Every student is to be tested, even those who receive homebound services or attend a shortened school day. District Alternate Assessment Coordinators should contact Emily Thatcher, IDE Alternate Assessment Consultant at [Emily.Thatcher@iowa.gov](mailto:Emily.Thatcher@iowa.gov) for guidance on assessment requirements for students who are receiving homebound services or attend shortened school day.

Not testing certain students will affect a local school district's participation and AYP rates. The only decision an IEP team can make is which type of assessment the student will participate-either the general assessment or the alternate assessment.

The DLM English language arts and math alternate assessment is a yearlong instructionally embedded assessment, so to say, "we need to exclude this student from the testing window" means the student is being excluded from participation in the Iowa Core, which is documented as non-compliance and illegal.

The DLM alternate assessment require districts have greater responsibility in supporting alternate assessment administration and communicating directly with the Center for Educational Testing and Evaluation (CETE) KU-DLM's vendor. The DLM alternate assessment also require teacher assessment administration training. AEA and Urban Education Network (UEN) Significant Disabilities Coordinators have developed plans to support the required assessment training. This training is also open for administrators and other personnel who support the educational programming of student with significant disabilities.

A list of AEA and UEN Significant Disabilities Coordinators and general information regarding the DLM alternate assessment are available on the IDE Alternate Assessment webpage: <https://www.educateiowa.gov/pk-12/special-education/assessment-testing/iowa-alternate-assessment-1-iaa>  
Please contact Emily Thatcher at 515-281-3500 or [Emily.Thatcher@iowa.gov](mailto:Emily.Thatcher@iowa.gov) for questions regarding Iowa's AYP Alternate Assessment Policy and Processes.

#### **10. Out-of-Level Testing.**

Per USDE guidance and federal regulations (Title I and Individuals with Disabilities Education Act [IDEA]), it is no longer permissible to allow students with disabilities to take the test in reading and/or mathematics at a grade level below that in which they are enrolled. This is also no longer an acceptable accommodation on a student's IEP. If a district allows a student to take a test below grade level, that student cannot be counted as a participant or as proficient for the purposes of NCLB or IDEA accountability. In addition, districts that continue this practice may be held accountable for noncompliance under IDEA, and the state could face negative financial consequences. Students taking an out-of-level test above the grade level in which they are enrolled are to be counted as participants and as proficient, if applicable.

#### **11. Migrant Education.**

As a result of the Federal Migrant Education monitoring visit conducted in May 2009, it was determined that Iowa school districts must complete a Certificate of Eligibility (COE) <https://www.educateiowa.gov/pk-12/title-programs/title-i/title-i-part-c-education-migratory-children> for ALL students identified as migrant according to the Federal definition. The COE must be completed by a trained migrant recruiter. This requirement applies to every district that identifies migrant students within State Reporting in Iowa regardless of whether the district receives Federal Migrant Education funding.

All COEs must be sent to the State Migrant Education Program Coordinator ([Susan.Selby@iowa.gov](mailto:Susan.Selby@iowa.gov)) for review and approval. Upon review and approval, districts will be notified as to the migrant students who are eligible for free meals through the school lunch program. Ineligible students cannot receive free meals.

The COE has been revised to meet federal requirements. Both the revised COE and the instructions for completion are posted on the IDE website listed above.

If you have any questions about this new requirement, please contact Susan Selby at 515-281-4732 or [Susan.Selby@iowa.gov](mailto:Susan.Selby@iowa.gov).

## 12. English Language Learners Academic Proficiency. NEW AND UPDATED GUIDANCE

As a reminder, Iowa Administrative Code (IAC) rule 281.60.3(1) identifies school district responsibilities for students of limited English language proficiency.

Students identified as predominantly using a language other than English in the home, shall be assessed by the district. The assessment shall include (1) an assessment of the student's English proficiency in the areas of speaking, listening, reading, and writing; and (2) an assessment of the student's academic skills in relation to their grade or age level. A consistent plan of evaluation which includes ongoing evaluation of student progress shall be developed and implemented by the district for the above areas for each student so identified.

Iowa's accountability workbook, and associated Annual Measurable Achievement Objectives (AMAO) targets expired in 2014. In July of 2015, AMAO targets were approved by the USDE and extended as follows:

### **AMAO 1- Growth**

2015- 63.4%

2016- 64.7%

2017- 66.0%

### **AMAO 2- Proficiency**

2015- 25.2%

2016- 26.1%

2017- 27.1%

For questions, please contact Tom Deeter at [tom.deeter@iowa.gov](mailto:tom.deeter@iowa.gov)

All ELLs, regardless of time in a language instructional program and level of proficiency in English, must be assessed annually in the content areas of reading, mathematics, and science in accordance with the state's accountability workbook for NCLB. This is calculated as **AMAO 3** and the Iowa Assessments are used for this purpose. There is some flexibility for recently arrived ELLs (those who have been enrolled in United States schools for less than 12 months or for one test administration). For recently arrived ELLs, 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 statewide math assessment (Iowa Assessments subtest).

## 13. Appropriate Accommodations for English Language Learners.

Districts must keep track of accommodations used during the administration of the **Iowa Assessments** for students identified as ELL. The IDE will continue to electronically collect this information from all public school districts on the AYP reporting site. The updated version of Iowa's Guidelines for K-12 Participation in District-wide Assessments (2011-2012) for appropriate accommodations can be found at: <https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners>.

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.)

## 14. English Language Learners Students' English Proficiency. NEW AND UPDATED GUIDANCE.

Iowa Administrative Code rule 281-60.3(1) defines a *Limited English Proficient* student as follows: "student who has a language background other than English, and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background."

Identifying language minority students and assessing their skills are critical steps in determining their need for placement in English as a second language (ESL)/bilingual programs. The identification must begin with the IA Home Language Survey available through Transact NCLB Parent Communication Center.

Previously, Iowa districts used the Iowa-English Language Development Assessment (I-ELDA) as the measure of English language proficiency. Beginning in spring 2016, all Iowa schools will use the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) as the measure of English language proficiency. The new test is tightly aligned to the Iowa English Language Proficiency Standards and corresponds to the Iowa Core. ELPA21 is administered using an online platform. Schools requiring a paper-and-pencil version of the test due to religious practices incompatible with computerized test administration or accommodations listed in an IEP or 504 Plan should contact Colleen Anderson at [Colleen.Anderson@iowa.gov](mailto:Colleen.Anderson@iowa.gov) or Jobi Lawrence at [Jobi.Lawrence@iowa.gov](mailto:Jobi.Lawrence@iowa.gov).

Required training webinars, modules, and materials will be provided beginning in late autumn for tech coordinators, test coordinators, and test administrators (teachers and proctors). Schools should plan for online testing by ensuring students have a quiet testing area, Internet access, and headsets for the speaking and listening subtests. In planning schedules consider these approximate total times needed per student for the computer-based test:

- K-1: 60 minutes
- 2-5 grades: 90 minutes
- 6-12 grades: 120 minutes

All ELLs (K-12) must participate in the English language proficiency testing of their listening, speaking, reading, and writing skills each year. Measurement of “Comprehension scores” is required, but there is no separate test for comprehension. It is a combination of scores from speaking, writing, listening and reading. It is from this “composite” score that a student’s overall fluency and comprehension are determined. See the Coding Guide to Exit an ELL Student attached to this letter for assistance in coding the student in EdInsight.

Proficiency in English is determined by, at least, a combination of overall fluency and comprehension as measured by ELPA21 and achievement on the Iowa Assessments. Schools choose at least two additional exiting criteria identified in the exiting criteria found on the [English Language Learners](#) web page. After ELL students are deemed proficient, no longer receive services, and exit the program, they will continue to be monitored using the State student database system (Student Reporting in Iowa) for two years. This will allow schools and districts to report accurate achievement progress on the ELL subgroup.

Any student who has not exited an ELL program must be assessed. This includes identified ELLs who may not be receiving Language Instruction Education Program (LIEP) services due to a parental waiver. Students who have been exited from the program but are in the 2-year monitoring state are currently not required to be assessed on the ELPA21. Neither the school nor the parent may “opt out” an ELL from the assessment.

Subgrantees (AEAs and only three school districts) are required to report the percentage of ELL proficiency each school year. These data are collected by the IDE using a web-based application.

#### **15. State Assessment Funds and I-ELDA Testing and Screening. NEW AND UPDATED GUIDANCE.**

The IDE will cover the expense for ELPA21 test for the 2015-16 school year out of Title VI funds. The amount of financial support the IDE allocates to support the ELPA21 testing will be determined annually. LEAs will not receive funds for the exam costs directly. LEAs will order exams through American Institutes of Research (AIR) using an online ordering system. Additional ordering and training information will be provided to schools.

The IDE does not cover the entire expense for the screener. Districts and AEAs are not allowed to use Title III funds for the purchase of placement or screener exams for incoming students who may need Title III services. All LEAs are required to use the Tennessee English Language Placement Assessment (TELPA) for screening and placement decisions of students in an ELL program. The TELPA is ordered through Iowa Testing Programs (ITP) and districts are invoiced for the cost of any test booklets directly by ITP. Ordering information may be found at <http://itp.education.uiowa.edu/>. For additional information, contact Jobi Lawrence at [Jobi.Lawrence@iowa.gov](mailto:Jobi.Lawrence@iowa.gov) or 515-281-3805.

The TELPA is scored locally and a copy of the results are placed in students’ cumulative folders. **The original bubble sheets are returned to ITP.** The TELPA score provides a baseline growth point for the incoming student and is used to calculate growth during the first year in the ELL program, therefore it is important for timely return of the bubble sheets to ITP.

All education personnel assigned to administer and/or score the TELPA screener must annually participate in the online training module, even if they have administered the assessment previously. A certificate will be issued upon successful completion of the quizzes integrated into the online training module. The online training is available at <http://moodlesw.aeapdonline.org/>. There is a welcome message that provides instructions for setting up an account or using a current account to access the training.

Previously local districts were able to choose from three screeners and may have copies of the other screeners, LAS and IPT, on hand. Local districts are encouraged to use the LAS and IPT exams as diagnostic assessments to inform instructional decisions.

#### **16. Language Library.**

NCLB 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. The Transact NCLB Parent Communication Center is a comprehensive suite of online services for school district personnel. Districts may access a collection of documents at <https://www.educateiowa.gov/pk-12/learner-supports/transact-eduportal>. This collection includes:

- General Education forms in 22 languages (also known as the Iowa Language Library)
- NCLB Parent Notifications in English, plus Accountability and Compliance Guides
- Translations of Iowa's Special Education Documents into Spanish, Vietnamese, Serbo-Croatian, Bosnian, Laotian, and Arabic on the Eduportal on the Transact website.

#### **17. Subgroup Coding.**

The USDE required re-identification and annual confirmation of all student race and ethnicity categories during the 2009-10 school year. This information was provided during Student Reporting in Iowa training, and is included in the Student Reporting in Iowa Data Dictionary. These subgroups were taken from LEA student information systems and used in the creation of bar code labels for the Iowa Assessments.

#### **18. Notification to Parents Concerning Highly Qualified Teachers/Paraprofessionals.**

All districts must notify parents 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 E. If the child also receives services from an instructional paraprofessional, the parents should be notified and informed of the paraprofessional's qualifications upon request.

All districts must also provide a statement of assurance to parents that notification will occur should their child be taught for four or more weeks by a teacher who is not highly qualified. Suggested wording is included in Appendix E.

The superintendent must notify the IDE of all non-highly qualified teachers, send a notice home to parents of students in that teacher's class (Appendix F), and send a copy of that notice to Isbelia Arzola at [Isbelia.Arzola@iowa.gov](mailto:Isbelia.Arzola@iowa.gov). Information about licensure of Iowa teachers can be found at <http://www.state.ia.us/boee/>.

#### **19. Highly Qualified Teachers.**

Districts report the number of "highly qualified" teachers on the fall BEDS report. See: <https://www.educateiowa.gov/pk-12/no-child-left-behind/highly-qualified-teacher>. Each LEA receiving Title I (A) and Title II, Part A funds are 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, art, 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 does not already have highly qualified teachers in the core academic areas, the LEA must develop a plan to ensure that all teachers will be highly qualified. The IDE will follow-up with individual districts who have written plans because all of 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.

Names and licensing folder numbers of all teachers supported by Title II, Part A funds will be reported to the IDE through the Title II, Part A budget application that is due no later than October 1, 2012. Districts must suspend use of Title II, Part A funds for any teacher that does not meet the highly qualified status requirement.

**20. Paraeducators.**

All Title I funded instructional paraeducators in targeted assistance buildings and all instructional paraeducators in Title I school-wide schools must meet NCLB highly qualified requirements. (See <https://www.educateiowa.gov/pk-12/learner-supports/paraeducators>) Information on highly qualified paraeducators is collected on the annual Title I application.

**21. Professional Development.**

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

**22. Technology Literacy.**

With the end of the Enhancing Education Through Technology Grant, districts are no longer required to collect and report 8<sup>th</sup> grade technology literacy data in beds. Technology Literacy is still found in Iowa Code Chapter 12 as one of the 21<sup>st</sup> Century skills.

**12.5(17) c. Technology literacy.** Components of technology literacy include creative thinking; development of innovative products and processes; support of personal learning and the learning of others; gathering, evaluating, and using information; use of appropriate tools and resources; conduct of research; project management; problem solving; informed decision making.

**23. 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.

**24. Safe Schools.**

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

**25. Suspensions and Expulsions.**

Districts report student suspensions and expulsions in Student Reporting in Iowa. The Student Reporting in Iowa Data Dictionary details the requirements.

**What Federal Programs are Included in NCLB?**

<b>Program</b>	<b>Title</b>	<b>IDE Contact</b>
<b>Title I, Part A</b>	Improving Basic Programs Operated by Local Educational Agencies	Gerri McMahon <a href="mailto:Gerri.McMahon@iowa.gov">Gerri.McMahon@iowa.gov</a>
<b>Title I, Part C</b>	Education of Migratory Children	Susan Selby <a href="mailto:Susan.Selby@iowa.gov">Susan.Selby@iowa.gov</a>
<b>Title I, Part D</b>	Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk	Rick Bartosh <a href="mailto:Richard.Bartosh@iowa.gov">Richard.Bartosh@iowa.gov</a>
<b>Title II, Part A</b>	Teacher and Principal Training and Recruiting Fund	Isbelia Arzola <a href="mailto:Isbelia.Arzola@iowa.gov">Isbelia.Arzola@iowa.gov</a>
<b>Title III</b>	Language Instruction for Limited English Proficient	Jobi Lawrence <a href="mailto:Jobi.Lawrence@iowa.gov">Jobi.Lawrence@iowa.gov</a>
<b>Title IV, Part B</b>	21 <sup>st</sup> Century Community Learning Centers	Vic Jaras <a href="mailto:Vic.Jaras@iowa.gov">Vic.Jaras@iowa.gov</a>
<b>Title VI, Part A</b>	State Assessment Funds	Gerri McMahon <a href="mailto:Gerri.McMahon@iowa.gov">Gerri.McMahon@iowa.gov</a>
<b>Title VI, Part B</b>	Rural Education Achievement Program (REAP) and Transferability of Funds	Jay Pennington <a href="mailto:Jay.Pennington@iowa.gov">Jay.Pennington@iowa.gov</a>

**Rural Education Achievement Program (REAP).**

The REAP program includes two separate programs for funding. School district eligibility for this program is determined each year by the USDE. The list of eligible Iowa school districts can be found at:

1. Small, Rural School Achievement Program – <http://www2.ed.gov/programs/reapsrsa/eligibility.html>
2. Rural and Low-Income Schools Program - <http://www2.ed.gov/programs/reaprlisp/eligibility.html>

**Small, Rural School Achievement Program (SRSA)**

There are 2 components within the SRSA program.

1. “REAP Flex” authority
2. SRSA program funding

REAP Flex: The SRSA REAP program provides “REAP Flex” authority to transfer funds between Title programs in the 2012-13 school year. Title VI (A) (2) allows LEAs to transfer up to 50 percent of NCLB formula grant funds 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). Therefore, allowable expenses under this program can be expended under the same guidelines as the following federal title programs:

- Title I, Part A, Improving Basic Programs Operated by LEAs
- Improving Teacher Quality State Grants (Section 2121) - Title II Part A
- Educational Technology State Grants (Section 2412(a)(2)(A)) - Title II Part D (Ed Tech)
- Safe and Drug-Free Schools and Communities (Section 5112(a)) - Title IV Part A
- State Grants for Innovative Programs (Section 5112(a)) - Title V Part A

Districts need to track how they use the REAP Flex authority and the amount of funds “transferred” both from and to the various federal programs.

SRSA Program Funding: The SRSA program provide direct funding to eligible school districts. Funds may be sent under the same guidelines as the following federal programs:

- Title I, Part A, Improving Basic Programs Operated by LEAs
- Improving Teacher Quality State Grants (Section 2121) - Title II Part A
- Educational Technology State Grants (Section 2412(a)(2)(A)) - Title II Part D (Ed Tech)
- Safe and Drug-Free Schools and Communities (Section 5112(a)) - Title IV Part A

State Grants for Innovative Programs (Section 5112(a)) - Title V Part A eligible districts need to track how these funds are spent and report this information to the IDE annually.

### **Rural and Low-Income Schools (RLIS) Program**

The RLIS program goals are to increase student achievement. More specifically, the program is focused on the following goals.

- To increase the percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher in mathematics and reading;
- To increase the percentage of high school students achieving a score or status on a measure indicating probable post-secondary success;
- To incorporate in to its comprehensive school improvement plan provisions for the professional development for all staff in approved, funded areas of the REAP program;
- To reduce the student dropout rates in grades seven through 12.

Eligible schools are able to use the funds in the following ways:

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives
- Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers
- Educational technology, including software and hardware as described in Title II, Part D
- Parental involvement activities
- Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)
- Activities authorized under Title I, Part A
- Activities authorized under Title III (Language instruction for LEP and immigrant students)

Districts that receive funding through this program will need to report annual how the funds were used to support the above goals.



# STATE OF IOWA

TERRY BRANSTAD, GOVERNOR  
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
RYAN M. WISE, DIRECTOR

## Test Administration Assurance for 2015-2016 – PUBLIC LEA Assurance for Proper and Ethical Test Administration

### ADMINISTRATION OF TESTS

In the administration of standardized tests, it is a violation of test security to do any of the following:

1. Provide inappropriate test preparation such as any of the following:
  - a. Copy, reproduce, or use in any manner any portion of any secure test booklet, for any reason.
  - b. **Share an actual test instrument in any form. This includes using old copies of the Iowa Assessments (including the Iowa Tests of Basic Skills or Iowa Tests of Educational Development) and the I-ELDA (Iowa English Language Development Assessment).**
  - c. Use test preparation materials or strategies developed specifically for Annual Progress Reporting or the Annual Yearly Progress report.
2. Deviate from the test administration procedures specified in the test examiner’s manual.
3. Provide inappropriate assistance to students during the test administration.
4. Make test answers available to students.
5. Change or fill in answers on student answer documents.
6. Provide inaccurate data on student answer documents.
7. Engage in any practice to artificially raise student scores without actually improving underlying student achievement.
8. Participate in, direct aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.

**After testing is completed, test booklets are to be returned according to procedures outlined by Iowa Testing Programs in the materials. Districts should retain “Chain of Custody” documentation as evidence.**

If test booklets are needed to carry out study of item analyses by staff, separate requests must be made to the Iowa Testing Programs, and proper procedures for custody and security must be adhered to.

### CONSEQUENCES OF TEST ADMINISTRATION VIOLATIONS

If a violation of test administration protocol occurs, as determined by the superintendent following an investigation of allegations of irregularities, the superintendent shall determine whether the integrity of the testing program has been jeopardized, whether some or all of the test results are invalidated, and whether a teacher or administrator has violated the Code of Ethics of the Iowa Board of Educational Examiners as found at 282—Iowa Administrative Code, Chapter 25.

Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures.

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board policy. If the staff member is a licensee of the Board of Educational Examiners, the superintendent shall make a timely report to that Board.

If the superintendent believes that assessment results are invalid, the superintendent shall make a timely report to the Iowa Department of Education.

I, \_\_\_\_\_, Superintendent of \_\_\_\_\_ School District,  
(Superintendent’s Name) (Name of School District)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school district. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

\_\_\_\_\_  
Superintendent’s Signature

\_\_\_\_\_  
Date

**CONTINUED TO NEXT PAGE**

**Building Principal's Assurance**

I, \_\_\_\_\_, Principal of \_\_\_\_\_ School ,  
(Building principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

\_\_\_\_\_  
Principal's Signature Date

I, \_\_\_\_\_, Principal of \_\_\_\_\_ School ,  
(Building Principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

\_\_\_\_\_  
Principal's Signature Date

I, \_\_\_\_\_, Principal of \_\_\_\_\_ School ,  
(Building Principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

\_\_\_\_\_  
Principal's Signature Date

I, \_\_\_\_\_, Principal of \_\_\_\_\_ School ,  
(Building Principal's Name) (Name of School)

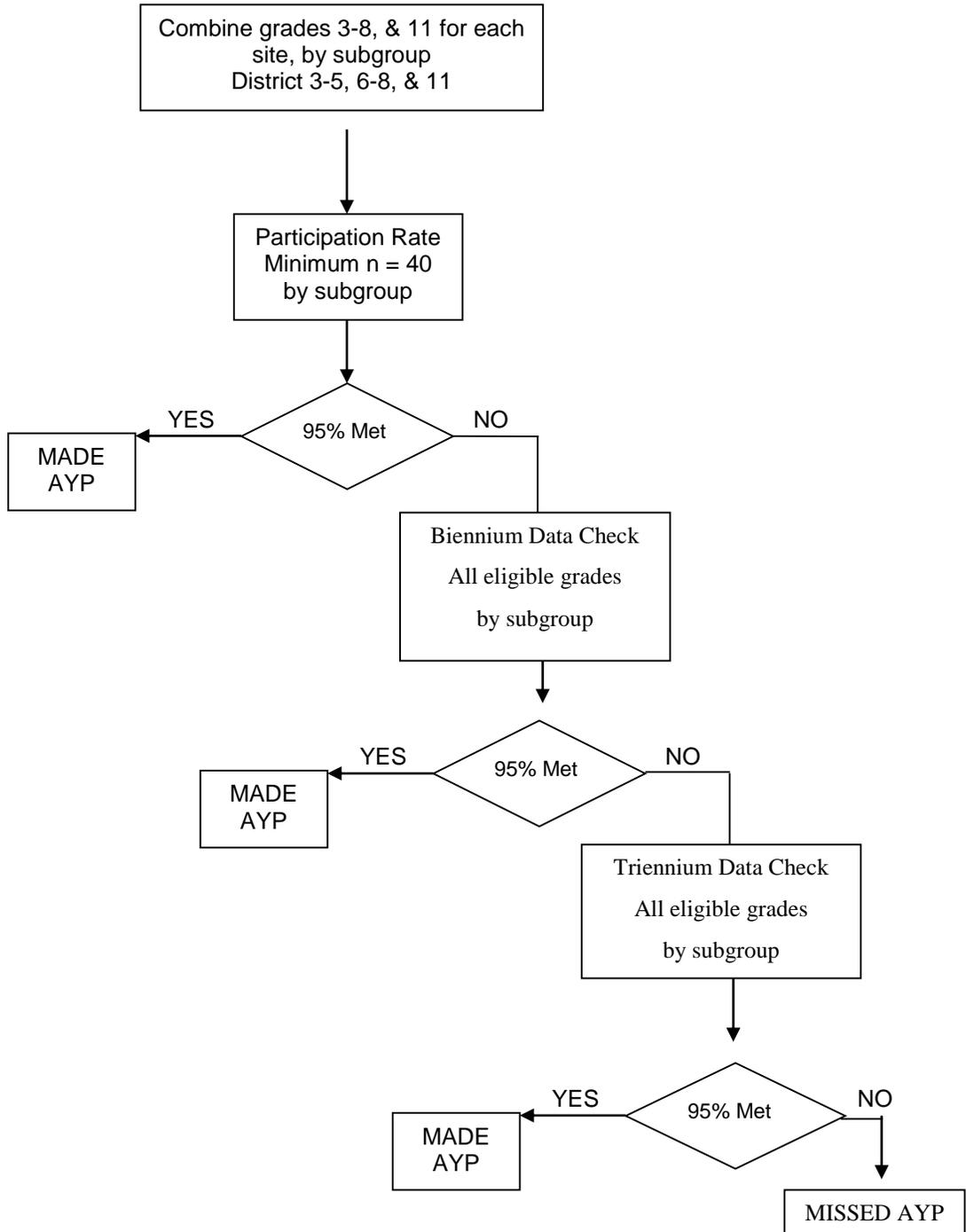
assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

\_\_\_\_\_  
Principal's Signature Date

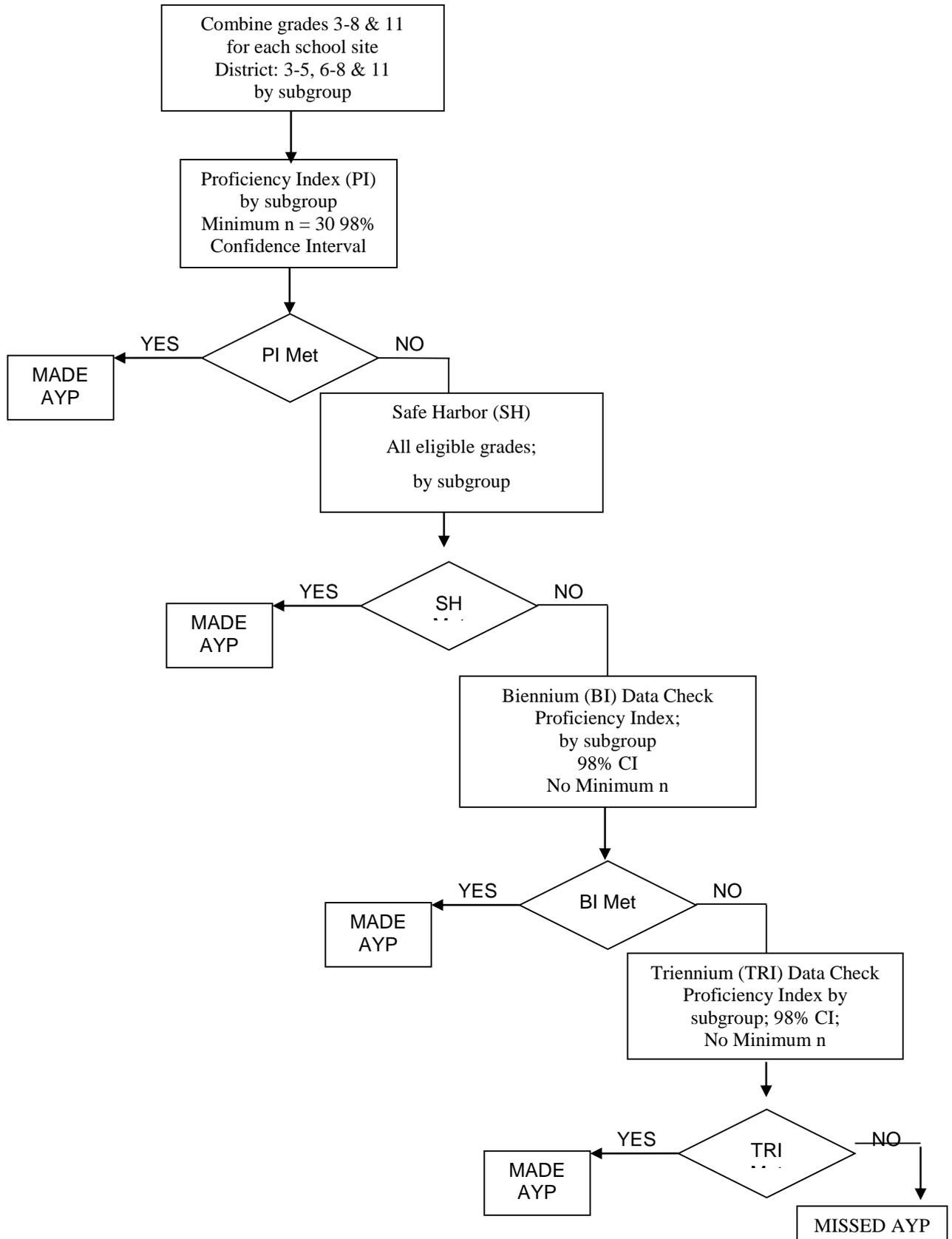
(Please print additional copies of this page as needed.)

<b>Return this form by November 15, 2015, to:</b>	<b>Tana Mullen</b> <b>Iowa Department of Education</b> <b>Grimes State Office Building</b> <b>400 E. 14<sup>th</sup> Street</b> <b>Des Moines, IA 50319</b> <a href="mailto:Tana.Mullen@iowa.gov">Tana.Mullen@iowa.gov</a> <b>FAX: 515-242-5988</b>
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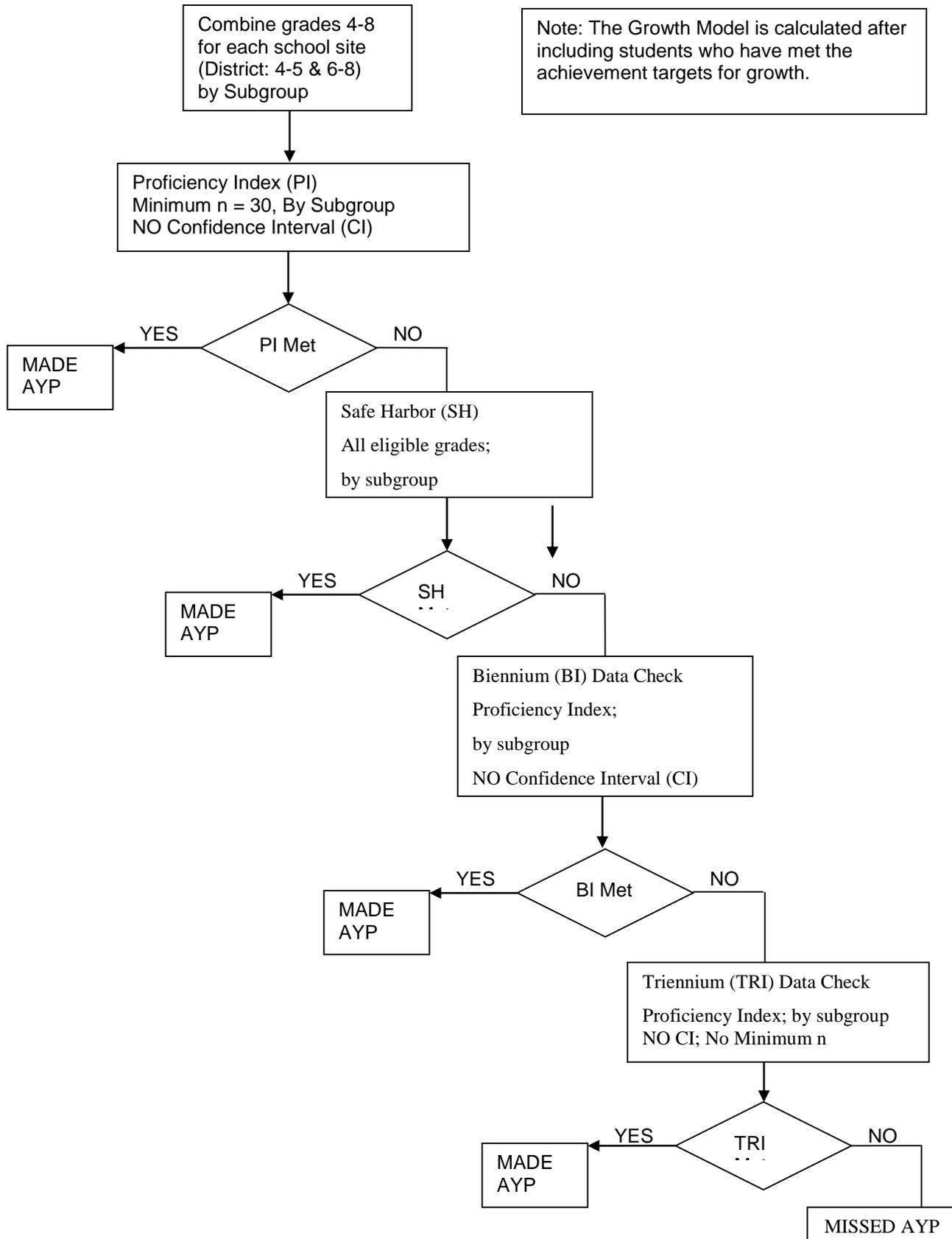
**Adequate Yearly Progress (AYP)  
Participation Determination for 2014-15**



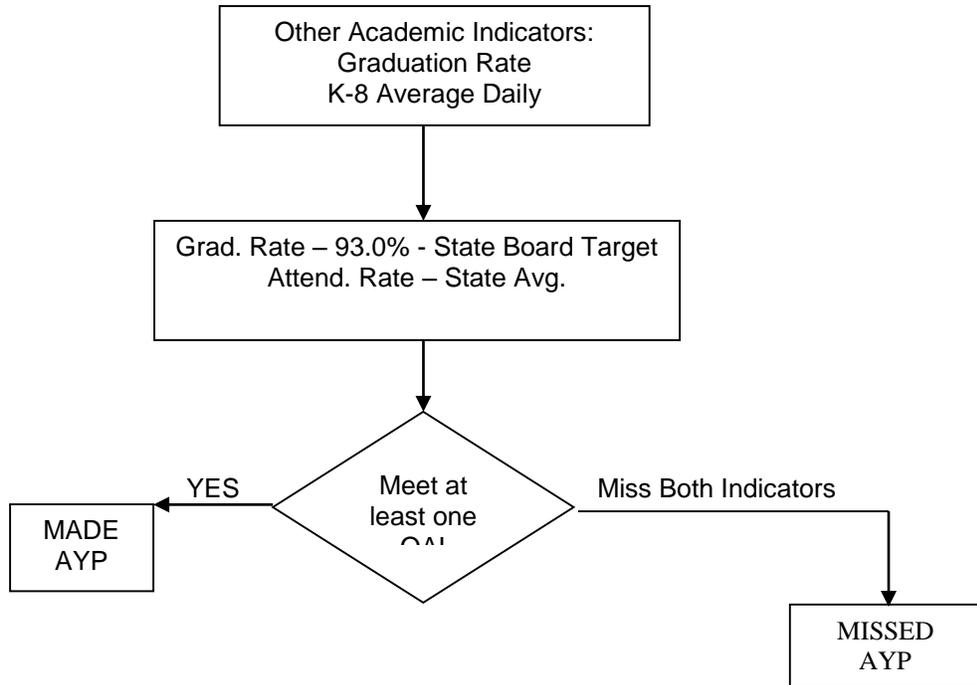
**Adequate Yearly Progress (AYP)  
Status Model Portion  
Proficiency Determination for 2014-15**



**Adequate Yearly Progress (AYP)  
Growth Model Portion  
Proficiency Determination for 2014-15**



**Adequate Yearly Progress (AYP)  
Other Academic Indicators  
District Determination for 2011-12**



**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 school-wide 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.

The \_\_\_\_\_ Community School District ensures that parents will be notified in writing if their child has been assigned, or has been taught by a teacher for four or more consecutive weeks by a teacher who is not considered highly qualified.

SAMPLE Parent Notification Letter  
Non-Highly Qualified Teacher (Includes Substitute for More than Four Weeks)

Date

Dear Parents and Guardians:

The federal No Child Left Behind Act of 2001 (NCLB) requires all schools to notify parents or guardians after a class has been taught for four consecutive weeks by a teacher who is not considered "highly qualified" for that specific subject area. While there are a variety of ways in which a teacher can demonstrate that he or she is "highly qualified" in a given subject, the requirement is considerably more difficult to meet for a teacher who is responsible for teaching several core subject areas.

The purpose of this letter is to inform you that Mr./Mrs. \_\_\_\_\_ is not considered "highly qualified" under NCLB in one or more subject areas being taught to your child.

Please be assured that this does not mean that this teacher is not qualified for this assignment. Mr./Mrs. \_\_\_\_\_ does meet the state requirements for this position. Given his/her professional preparation and experience, we believe that your child is receiving a high-quality education in his/her class. (Additional information may be added at the districts discretion.)

If you have any concerns regarding this information, you have a right as a parent to review the qualifications of your child's teachers. Please contact \_\_\_\_\_ at \_\_\_\_\_ if you have any questions.

Sincerely,

Superintendent

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what students in the United States know and can do in various subject areas. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time. The following tables show the most recent results of NAEP for Iowa in reading and mathematics that were available at the time this document was released. Additional information on NAEP can be found at: <http://nationsreportcard.gov/>.

NAEP mathematics and reading results for grades four and eight are reported on a 0–500 scale. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects. In addition to the scale scores and based on recommendations from policymakers, educators, and members of the general public, specific achievement levels are set for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported as percentages of students performing at the Basic, Proficient, and Advanced levels.

- Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- Advanced represents superior performance.

Note that the cut point for the Basic level on NAEP is the best comparison to the Proficient level on the Iowa Assessments.

Inclusion Rates: Percent Included in the NAEP 2013 Assessment

	Jurisdiction	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Students with Disabilities	Iowa	93.4%	95.9%	91.1%	94.2%
	Nation	83.3%	89.8%	84.0%	89.1%
Limited English Proficient Students	Iowa	95.6%	96.4%	91.6%	98.5%
	Nation	91.8%	95.8%	89.6%	92.6%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Assessment.

**Appendix G**

NAEP Information for District Report Cards

National Assessment of Educational Progress (NAEP) 2013: Average Scale Score  
and Percent of Students at Each Achievement Level for Iowa and the Nation

	Average Score	Below Basic	Basic	Proficient	Advanced
Reading - Grade 4					
Iowa	224	28%	34%	29%	9%
National Public	221	33%	33%	26%	8%
Reading - Grade 8					
Iowa	269	19%	44%	34%	3%
National Public	266	23%	42%	31%	4%
Mathematics - Grade 4					
Iowa	246	13%	39%	38%	9%
National Public	241	18%	41%	34%	8%
Mathematics - Grade 8					
Iowa	285	24%	40%	29%	7%
National Public	284	27%	39%	26%	8%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Assessment.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.