

# Every Student Succeeds Act **in Iowa**

**Iowa's Plan**  
April 2018



# What ESSA Does

- Replaces the No Child Left Behind Act and returns more authority to states and schools
- Maintains focus on equity for all students
- Opportunity to develop systems of accountability and support that make sense for states
- No more federally prescribed targets, sanctions, or models for turning around schools

# Iowa's Plan: Guiding Principles

- Inclusive process
- Communication
- Support Iowa's context
- Maintain spirit/intent of ESSA
- Maximize flexibility for school districts
- Ensure equity for historically disadvantaged students

# Stakeholder Engagement

**18** Public forums in 2016 and 2017

**3** Online feedback surveys

**8** Focus groups

**6** Statewide advisory committee meetings

**11** Education work teams

# Stakeholder Feedback

## **Major feedback incorporated into Iowa's plan:**

- Include postsecondary readiness measure in accountability system, but take more time to get it right
- Weight measures differently than initially proposed
- Emphasize components of a well-rounded education, including support for gifted and talented students, counseling and school library services, early childhood instruction, STEM, PE/health, social studies, and the arts

# Iowa's Key Initiatives



Iowa's Academic Standards



Multi-Tiered System of Supports



# How Iowa Initiatives Fit ESSA



## For Students:

Set clear and rigorous standards for all students.



## For Teachers:

TLC is a structure for professional learning that will emphasize use of evidence-based practices in instruction and assessment results to adjust instruction (MTSS). Early literacy initiative helps teachers identify and intervene with struggling readers in K-3.



## For Schools:

New school accountability system focuses resources and attention where and when schools need it most. (Differentiated Accountability)

# Iowa School Accountability

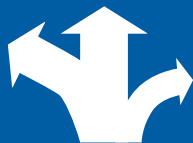
**Differentiated Accountability put in place statewide in 2016-17**



**Annual Audit:** All school districts, preschool programs, state-accredited nonpublic schools and AEAs



**Identification of Schools:** Annually through Iowa's Healthy Indicator measures, which include % of students meeting early literacy benchmarks



**Support for Schools:**  
Action plans, tools and resources



# Federal Accountability

## **States must:**

- Set long-term goals for proficiency in reading and math, graduation rates, and English Language Proficiency
- Identify public schools that need improvement every 3 years
- Identify lowest 5% of schools based on performance (comprehensive) and schools with student subgroups that are consistently underperforming (targeted)

# Long-Term Goals: Academic Achievement

- Measured by proficiency on statewide reading and math assessments\*
- Approach: Set a high bar for all students and address achievement gaps by setting a more aggressive standard for student subgroups

## Goals:

**All Students**

$\frac{1}{2}$  percentage-point **increase**  
each year over 5 years

**Student  
Subgroups**

**1** percentage-point **increase**  
each year over 5 years

\*Proficiency goals will change with new state assessments in 2018-19

# Long-Term Goals: Graduation Rates

- Measured by 4- and 5-year high school graduation rates that follow one class of students over time, starting in 9<sup>th</sup> grade
- Approach: Aligned with State Board of Education goal of 95%

## Goals:

**4-year**  
graduation rate

**95%**  
for all students and subgroups

**5-year**  
graduation rate

**97%**  
for all students and subgroups

# Long-Term Goals: English Language Proficiency

- Measured by ELPA21, Iowa's statewide ELP assessment
- Approach: Aligned with research on length of time it takes to gain English language proficiency

## Goal:

**1** percentage-point **increase** each year to

**23.7% proficiency**

by 2021-22

# ESSA Accountability Measures

Iowa will use these measures to identify public schools that need improvement:

- **Student Participation on State Assessments**
- **Academic Achievement**
- **Student Growth**
- **Graduation Rate**
- **Progress in Achieving English Language Proficiency**
- **Conditions for Learning\***
- **Postsecondary Readiness\***

\*These measures will be phased in over time.

# Weighting of Accountability Measures

## Elementary/Middle School

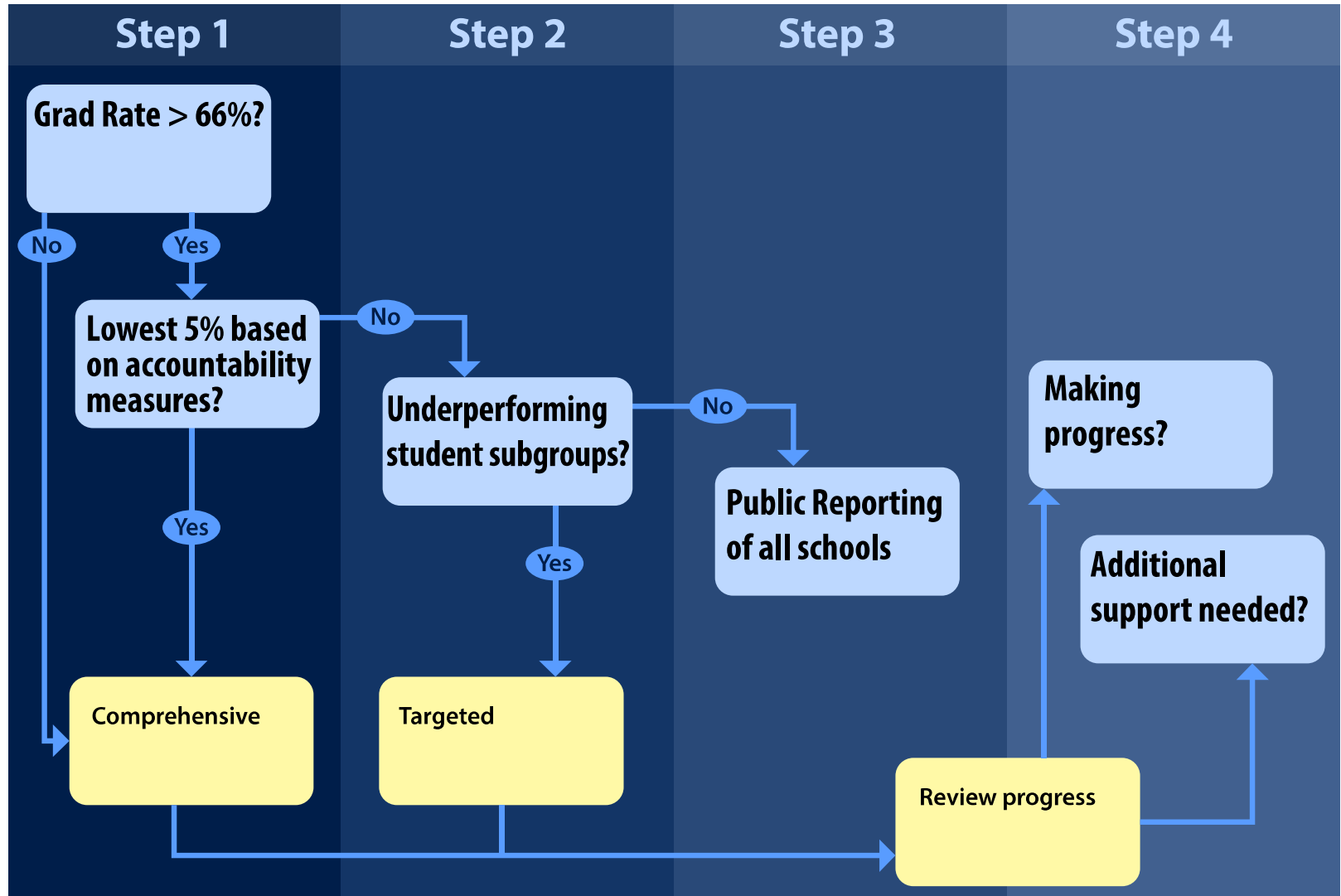
Indicator	Weighting Year 1 2017-2018	Weighting Year 2 2018-2019	Weighting Year 3 2019-2020
Participation	10%	10%	10%
Academic Achievement	28%	25%	25%
Growth	47%	45%	37%
Progress toward ELP	10%	10%	10%
Conditions for Learning	5%	10%	18%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

# Weighting of Accountability Measures

## High School

Indicator	Weighting Year 1 2017-2018	Weighting Year 2 2018-2019	Weighting Year 3 2019-2020
Participation	10%	10%	10%
Academic Achievement	20%	15%	15%
Growth	40%	37%	34%
Graduation Rate	15%	15%	15%
Progress toward ELP	10%	10%	10%
Conditions for Learning	5%	8%	8%
Postsecondary Readiness	0%	5%	8%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

# Identifying Schools that Need Improvement





# Comprehensive and Targeted Schools

## Identified as Comprehensive:

- High school has graduation rate below 66% and/or
- School is in lowest 5 percent based on accountability measures

## Identified as Targeted:

- School has one or more subgroups performing as low as the lowest 5% for all students
- School has one or more student subgroups\* consistently underperforming
- “Consistently underperforming”: No growth on accountability measures for three years

### \*Student subgroups:

- Eligible for free or reduced-price lunch
- English learners
- Students with disabilities
- White, Black, Asian, Hispanic, Native American, Hawaiian/Pacific Islander, Multi-racial

# Comprehensive and Targeted Schools: Exit Criteria

Schools exit Comprehensive or Targeted status when they have demonstrated consistent improvement and are no longer among the lowest 5 percent of schools.

## **Plans include:**

- Data review and needs assessment
- Identification of evidence-based strategies
- Effective implementation of action plan
- Consistent improvement on areas of need

# Comprehensive Schools: When Exit Criteria Aren't Met

Comprehensive schools that fail to meet exit criteria within 3 years are “Extended Comprehensive Schools.”

## **They must:**

- Implement state-approved improvement strategy
- Choose from evidence-based strategies
- Direct Iowa's Teacher Leadership and Compensation resources toward implementation of evidence-based strategies

# Comprehensive and Targeted Schools: Support for Districts

Support for districts with a significant number/percentage of Targeted or Comprehensive Schools:

- Resource Allocation Review
  - Focus on equitable distribution of programs and personnel
  - Facilitated by Area Education Agency and Department staff
- Technical Assistance