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

- Public forums in 2016 and 2017: 18
- Online feedback surveys: 3
- Focus groups: 8
- Statewide advisory committee meetings: 6
- Education work teams: 11
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

- Multi-Tiered System of Supports
- Iowa’s Academic Standards
- CTE
- Future Ready Iowa
- Teacher Leadership & Compensation
- Early Literacy Initiative
- Differentiated Accountability System
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)
Differentiated Accountability put in place statewide in 2016-17

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

**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
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**  
½ 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 9th 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

59.6% proficiency
by 2021-22
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**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Weighting Year 1 2017-2018</th>
<th>Weighting Year 2 2018-2019</th>
<th>Weighting Year 3 2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>28%</td>
<td>25%</td>
<td>25%</td>
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<tr>
<td>Growth</td>
<td>47%</td>
<td>45%</td>
<td>37%</td>
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<tr>
<td>Progress toward ELP</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Conditions for Learning</td>
<td>5%</td>
<td>10%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>
## Weighting of Accountability Measures

### High School

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Weighting Year 1 2017-2018</th>
<th>Weighting Year 2 2018-2019</th>
<th>Weighting Year 3 2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>20%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Growth</td>
<td>40%</td>
<td>37%</td>
<td>34%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Progress toward ELP</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Conditions for Learning</td>
<td>5%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Postsecondary Readiness</td>
<td>0%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Identifying Schools that Need Improvement

**Step 1**
- Grad Rate > 67%?
  - *No*
    - Lowest 5% based on accountability measures?
      - *Yes* → Comprehensive
      - *No*
  - *Yes* → Underperforming student subgroups?
    - *No* → Public Reporting of all schools
      - *Yes* → Review progress
    - *Yes* → Targeted

**Step 2**
- Underperforming student subgroups?
  - *No* → Public Reporting of all schools
    - *Yes* → Review progress
  - *Yes* → Targeted

**Step 3**
- Making progress?
  - *No* → Additional support needed?
    - *Yes* → Review progress
  - *Yes* → Review progress

**Step 4**
- Review progress
Comprehensive and Targeted Schools

**Identified as Comprehensive:**
- High school has graduation rate below 67.1% 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

*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 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