IOWA DEPARTMENT OF EDUCATION

School Leader Update

A MONTHLY JOURNAL FOR IOWA EDUCATORS

January 2012

Enrollment figures show slight decline

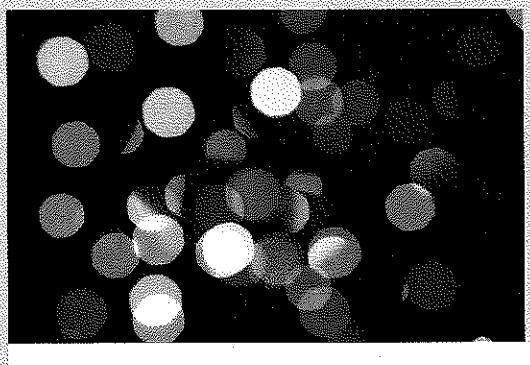
The number of students who enrolled in Iowa's public schools for the 2011-12 school year decreased slightly from the year before, according to the official certified enrollment report released by the Iowa Department of Education.

A total of 473,213 students in kindergarten through 12th grade enrolled in public schools statewide. That represents a decrease of 0.06 percent, or 280 students, from the 2010-11 school year.

This is the 14th consecutive year that enrollment has declined in Iowa's public schools. Enrollment peaked in the 1972-73 school year, with 645,000 students.

Of Iowa's 351 school districts, 218 (62 percent) reported an enrollment decrease in the 2011-12 school year, while 129 districts (37 percent) reported an increase.

continued on page 4...



In This Issue

NCLB waiver request ... 3

Teacher of the Year nominations ... 5

New student advisory council ... 7

New year marks new beginning in education

Jason Glass, Director

With students coming back to school after winter break and our entry into this new year of 2012, we are reminded of new beginnings – an opportunity to move education forward in Iowa through bold, meaningful change in this next legislative session.

For me, this new year is special because it also marks my first full year as an Iowan. When Gov. Branstad and Lt. Gov. Reynolds asked me to come to Iowa, it was to work on making Iowa's schools among the best in the world. This unshakable vision for educational excellence drives and inspires me, and everyone at the Department of Education, every day.

Last summer, we held an education summit in Des Moines, where we brought in a number of state, national and international education leaders to discuss ideas on how Iowa might undertake this journey toward being a world-class school system. In October, an education blueprint was released, which was the starting point for discussion. Since then, I have traveled the state with members of the Branstad-Reynolds administration to get input and refine our proposals. Based on your feedback, we have changed some elements and added others.

Final recommendations to the 2012 Legislature will stay true to the blueprint's three target areas of highly effective educators; high expectations for all students with fair measures for results; and an innovative spirit that pushes our education system to take on new approaches.

continued on page 2...

Response to Intervention is coming to Iowa

We all know we need to do better in our classrooms. Consider:

- 61 percent of our schools have not reached the point where 80 percent of students are proficient in reading.
- 35 percent of our children in grades 4 and 8 have not made at least one year's worth of growth in reading in a year's time.
- All students who did not make a year's worth of growth should receive targeted intervention, but we lack a way to verify that students received the support they needed.

To that end, Iowa will move to Response to Intervention (RtI) statewide, with the goal of it being in every Iowa classroom. What is RtI? It is a process for teachers/building teams to produce the most efficient and effective outcomes for student learning. Teachers will use research-based reading programs to ensure that every child has access to a high-quality universal curriculum. Teachers will assess all students at least three times a year, using a valid screener, to determine which students need more targeted instruction. Teachers then provide that instruction through evidence-based interventions.

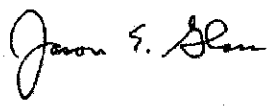
Watch for more updates on the Iowa Department of Education's website. The Department also will develop a section of Frequently Asked Questions to be posted on the website. Please send questions to consultant Tina Ross at tina.ross@iowa.gov. Read the RtI guidance document here.

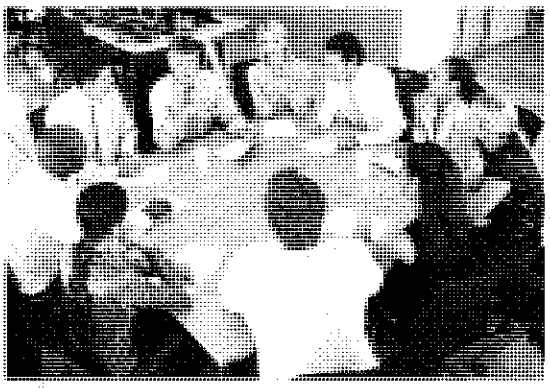
Director Glass continued from page 1...

Some highlights from our final recommendations will include:

- An innovation acceleration fund, with dollars made available to school districts on a competitive basis;
- Eliminating requirements around seat time for academic credit, which will allow school districts to advance students based on their mastery of subjects;
- A state clearinghouse of online courses taught by Iowa certified teachers;
- More rigorous standards for gaining entry into teacher preparation programs, including a 3.0 grade-point average and passing a cognitive and pedagogical knowledge assessment;
- Widening the pathway for starting charter schools;
- Widening the pathways to alternative teacher licensure with a number of quality assurance checks;
- An elementary literacy program that focuses on intensive reading instruction;
- Requiring an entrance exam for every 11th grader;
- A statewide job posting and hiring system for education jobs so that we can better recruit and screen talent for Iowa schools;
- And task forces to study critically important long-term issues like teacher leadership, compensation and questions on time and calendars in schools.

You'll hear a lot more about these final recommendations and our complete set of legislative proposals in the coming months. We will continue to engage Iowa's educators, students, parents and citizens in this ongoing discussion and count on the collective wisdom of our democracy to guide us to the best answers for our state and our kids. Once again, Happy New Year and, as always, thank you for your courage and commitment to students and to Iowa.





How to send written comments

The Iowa Department of Education is seeking public input on its decision to request a waiver from requirements of the No Child Left Behind Act. Written comments may be sent to wilma.gajdel@iowa.gov until 4 p.m. on Jan. 31.

Public meetings set for input on NCLB waiver request

The Iowa Department of Education will make a series of stops across the state to gather input on the decision to seek a waiver from the requirements of the federal No Child Left Behind Act.

The Department will submit a waiver request in mid-February to move beyond the accountability measures of No Child Left Behind. While NCLB has advanced some important reforms (including accountability for all students and disaggregation of results), it also has created some unrealistic measures. For example, the law evaluates schools based on whether students meet proficiency without regard to growth or improvement from year to year.

States that apply for flexibility must provide rigorous and comprehensive state-developed plans to improve education outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction.

States must address the following principles in their waiver applications: College and career-ready expectations for all students; state-developed systems for differentiated recognition, accountability and support; and support for effective instruction and leadership, including new guidelines for local teacher and principal evaluation and support systems.

The Department will come to all Area Education Agencies between Jan. 31 and Feb. 9 to share Iowa's waiver application and to gather input from teachers, administrators, parents, students and community leaders. The Department will be in the AEAs on the following dates:

Jan. 31	AEA 267 Regional Meetings
Feb. 1	Keystone AEA Regional Meetings
Feb. 2	Great Prairie AEA Regional Meetings
Feb. 6	Mississippi Bend AEA Regional Meetings

Feb. 7	Grant Wood AEA Regional Meetings
Feb. 7	Heartland AEA Regional Meetings
Feb. 8	Green Hills AEA Regional Meetings
Feb. 9	Northwest AEA Regional Meetings
Feb. 9	Prairie Lakes AEA Regional Meetings

More detailed information regarding meeting times and locations will be sent to superintendents and posted on the Department website by Jan. 10.

NCLB waiver details to be outlined at State Board meeting

Members of the State Board of Education will hear a presentation about Iowa's plan to request a No Child Left Behind waiver at a meeting Jan. 26 in Des Moines. At the meeting, State Board members also are expected to:

- Discuss education issues in a work session with legislators at the State Capitol
- Hear an update about competency-based education
- Receive the annual Condition of Community Colleges report

Watch for a complete agenda at www.educateiowa.gov.

Comparison Report - Feb 10, 2012

Survey: Iowa ESEA Flexibility Waiver Application Feedback

What assistance will administrators and teachers need to engage students, especially students with disabilities and English language learners, in mastery of the Iowa Core Standards in areas of mathematics and English language arts?

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	qualified educators shouldn't need any additional assistance
	1	Lessons and/or examples of real life applications of Math and English Language Arts
	1	They need to have the necessary tools as well as the educational background to effectively achieve this.
	1	Time, Stategies, Best Practices, Technology, Finances, TIME, TIME
	1	I believe we need to tailor the education to the student. We have block scheduling in our school and it requires a longer attention span than most kids possess. Kids with below average ability and mediocre teachers get left behind very quickly.
	1	I feel the administrators and teachers would be the best ones to address this question.
	1	I believe that parents, students, and teachers will need training and understanding of the Iowa Core Standards.There are so many words out there like standards, benchmarks, ITBS, ITEDs, and No child left behind it is hard to understand it all. Can an average parent identify what the standards are for these areas? Does my student know what the standards are. We need to educate people that these are the standards first and this is what we are truly trying to teach before looking at needs for teachers and schools.
	1	Support and guidance of those implementing the policies. Keeping the educators motivated and focused on the goal for each individual student.
	1	More teachers and more training for teachers on these issues. You can't put 30 kids in a class where 5 are ELL, 5 are gifted, 10 have IEPs, and 10 are "average" and expect one teacher with basic training to be able to teach well to all. Education in Iowa needs also to foster and embrace parent involvment. You will find you get lots of assistance from parents if they understand the issues, know where they can help, and feel that their help is welcomed and wanted.
	1	Our school already has sufficient teachers for students with disabilities and plans to add another teacher to the 3 already emploted to help English learners master Core standards. If English learners were penalized gradewise, the same as English speaking students, they would be more encouraged to learn English faster, eliminating the need for these "extra" teachers. Then there could be more attention given to All students, by the existing teachers or the "extra" teachers could benefit ALL the students!
	1	Support in training
	1	Our school already has plans to hire an extra teacher for English language learners, although we already have several. We seem to have enough teachers for students with disabilities. Perhaps if there was more grade penalizing of non English speaking students (akin to those for English speaking students) and less coddling of them, they might learn English sooner. This would eliminate the need for those "extra" teachers, and allow the ones we already have to give more one-on-one attention to ALL the students. Imagine how much ALL English speaking students could benefit from all those "extra" teachers.
	1	More teachers in the classroom.
	1	More preparation and collaboration time.
	1	a low staff to student ratio so that students are able to have relationships and connections within the schools They also need to not be penalized because they are not learning in the same amount of time. Learning and being prepared for life are more important that being on the exact level as everyone else at each step.
	1	Immediate and intensive training and education on differentiated teaching and tailoring instruction to individual students. Too much classroom instruction is teacher lecture, students take notes, and paper

	1	Opportunities to apply in real life settings.
	1	More a
	1	smaller number of students in the class rooms to provide a better teacher to student access.
	1	Help (para educators, resource teachers) in the classroom for those students needing the extra help. Parents willing to work with students at home.
	1	Many if not most ELL students need sustained support in both of these areas throughout their education.
	1	money to support their learning and possible additional staff
	1	They will need additional aides. We have direct experience where our elem student was asked to guide an ELL student with no English vocabulary throughout the school and through the day because her classroom had over 40% ELL students with.
	1	Funding, smaller class sizes
	1	Parental support, time to plan and collaborate with each other.
	1	smaller class sizes and more collaboration time with colleagues.
	1	I think we need more resources to schools from the state that requires districts to hire more teachers in order to lower class size and increase teacher salaries across the board.
	1	Our school already has plans to hire an extra teacher for English language learners and has enough teachers for students with disabilities.
	1	I am not sure what assistance they might need.
Teacher	1	smaller class sizes to give more individual attention
	1	Training and materials support for regular classroom teachers as well as ESL specialists. Paraprofessionals to help with older students who are fluent in a home language.
	1	observations by principals. SAM for principals to free them up for instruction, anti-poverty programs such as first resources/DHS/preschool education/after school tutoring/flexible hours so teachers can tutor/money for books for students to read at their instructional level.
	1	more technology to engage students
	1	Staff for the positions of ELL, Special Education, and Assets. We are spread thin in this area. These are our most needy students when it comes to learning, and we spread the staff thin, and can't serve them appropriately. Assistance in a clear vision of the Iowa core Standards for math and English.
	1	Appropriate staffing ====appropriate funding!!! Students need repeated practice in smaller groups to master concepts.
	1	How to modify, accommodate, and co-teach/ plan effectively with special educators to bring forth the lesson plans within Iowa Core so that students may be apart of core instruction.
	1	Training on SIOP strategies and their alignment to Iowa Core as well as time to collaborate w/ fellow colleagues on best practices.
	1	We have those things in place. There is Title I and special education classes. Teachers also have many tools to engage learner. Co-teaching is also an option - having two teachers in a classroom really helps. Small class sizes help also.
	1	More funding for training, after school tutoring, summer school, additional personnel, updated technology, more time for collaboration.
	1	Time to collaborate with special education teachers about the needs and accomodations of individual special education students.
	1	models for effective instruction and tasks
	1	The goals need to be attainable for each student's ability. We will never turn and apple into a pear no matter how hard or what strategies we use. We need to teach to them rather than frustrating them so much they simply don't care anymore.
	1	Improved technology, curricular adaptations provided by school districts.
	1	Teachers will need time to work with students who are not proficient in the Iowa Core Standards. This may mean allowing for flexible scheduling, shared planning time, or "mandatory" remedial/support opportunities to close the achievement gap.
	1	funding for Saturday sessions and summer school, staff development time, additional personnel, updated technology, curricular materials, more time in the day for collaboration, parental and student accountability
	1	More familiarity with the Iowa Core and how our curriculum and standards correlate with them.

1	collaborate. I know some high school teachers have expressed the desire to have co-teaching return due to its effectiveness with students.
1	I think we need to be able to work with the parents. Many times these students are not fluent in their native language which causes problems with poor reinforcement of language in the home, often times negating what the student learned at school.
1	Those students need extra instruction outside of the general education setting by someone who specializes in the area of need - special education teacher or ELL teacher.
1	Professional development and a deeper understanding of their students' needs.
1	More money---funding-----updated technology---more hours in the day---
1	Time to work, guidance,
1	More resources / teachers. We need to have a better teacher:student ratio.
1	training on how to involve the families in education differentiation between serving students in the sp ed classroom & the gen ed. and how best to meet student's needs. inclusion isn't the end all be all to sp ed. often needs cannot be met with the inclusion model.
1	The engagement of students would greatly be enhanced by the support and involvement of parents in their child's education and respect for learning.
1	Better resources to monitor students progress towards goals.
1	We will need more funding, additional people, updated technology, more hours in day, parental involvement and want to help in the home outside of school. Support!
1	Time to actually work on it! Less mandated professional development that takes much time away from students and teachers. And funding is a huge issue, you cannot do 25 new initiatives (which is way too many) for zero dollars and expect good results, you are setting us up for failure.
1	Assistance from resource teachers and ESL teachers
1	We need enough working technology to teach our students and training in those applications. We need a clear set of expectations or Core teaching standards that will be around a while so we can be effective teachers of them. We need collaboration time to discuss how to best teach.
1	More bonding to the school with families--more programs to engage students with disabilities in the schooling process, smaller class sizes
1	Class specific curriculum, and the time to develop and implement it and the lessons associated with it.
1	Funding for extra teachers/aids.
1	Parents, more Associates, support from the state of Iowa.
1	Training on ESL and how to address this population in the classroom. Smaller school districts are going to need assistance because the population of ESL students isn't very large and most do not have a teacher that specializes in ESL.
1	Each child is different and responds to different styles and strategies. Please don't fence us in with specifics on how to teach.
1	training in how to teach using higher order and differentiated instruction.
1	Curriculum materials and proffesional development
1	More pd about how to modify learning for all students.
1	Smaller Class sizes and people to work with them in small groups.
1	Teachers need to have an extra set of hands to work with students in small groups or to work with students on on on.
1	Just having more man-power to allow our resource/special education staff in the classrooms and do more co-teaching would be helpful.
1	We will need resources that currently are not available to us due to budget constraints. These include skill building curricula.
1	Less regimentation in identifying students with more intensive needs. Fewer students per teacher to enhance student learning. More money for teacher associates.
1	More access to highly trained individuals to train them on the most up-to-date processes and skills (especially those RTI) to get students up to date.
1	time to extend their education to help them to know how to best reach those students. Students with disabilities should be kept in the classroom for the socialization. This also takes time to revamp their plans to be successful. Remembering that success breed success.
1	Any info available for ELL. We have had none.
	Requiring teachers to produce more paperwork in the name of aligning with the Iowa Core does not

	collaboration, and working with associated staff members.
1	I feel that the AEA will provide trainings to help all to get the background for this area. Also classes from our colleges and universities. Mentors of other teachers with successful programs can be shared.
1	More financial support to invest in teachers and paras and perhaps adaptive assists for these students. This will be very labor intensive work.
1	More "in the classroom trained staff ". Developing engaging, worthwhile lessons takes time. Implementing, using data, and follow up on instruction takes even more time - we are given no extra time. Given our small prep times and growing number of students this is becoming more and more difficult. More office bureacrats and policies are not going to change test scores.
1	Clear vision to parents what the expectations are in order for them to understand the importance in their role to assist in meeting these standards. Flexibility to meet individual needs.
1	SOME STUDENTS ARE WORKING TOWARDS THEIR ABILITY AND BY THE TIME THEY REACH 11TH GRADE WILL NOT BE ABLE TO TAKE THE ACT. NOT ALL STUDENTS WANT TO GO TO COLLEGE. TOO MUCH EMPHASIS IS PUT ON A TEST TAKEN IN ONE DAY. ARE THEY ALL ALIGNED WITH IOWA CORE STANDARDS AND BENCHMARKS?
1	funding additional personnel updated technology more collaboration with peers
1	Time to plan quality lessons, time to analyze data, time to implement current initiatives, time to collaborate on effectiveness of initiatives and make adjustments, personnel to reduce class size which allows teachers more time to zero in on specific learning needs of individual students.
1	collaboration and planning time
1	Less students per teacher. Co-teaching or smaller class sizes.
1	affordable instructional interventions
1	These students need more 1:1 or small group instruction.
1	increased funding for additional staff, updated technology, more collaboration time for collaboration for staff
1	More understanding with the Iowa Core and how our standards and curriculum align with them.
1	Personal, more one-on-one instruction to get these students to a regular classroom level.
1	Students that have a disability or are ELL should have additional instruction outside the general education classroom. That instruction should be given by a teacher that specializes in the area of concern. Classroom teachers are not special education teachers nor do they necessarily speak a second language. The general education classroom meets the needs of general education students.
1	how to differentiate curriculum
1	Funding will be needed for tutors, assistants, educational supplies, updated technology and added support.
1	Time to collaborate with special education teachers about the special needs and accomadations of individual students.
1	More funding to provide proper resources. Smaller class sizes to meet their diverse needs.
1	Small class sizes, time to plan and collaborate.
1	Texts and supplies, personnel
1	more funding for additional personnel, updated technology, summer school, tutoring
1	Schools need more qualified certified teachers and a lower student to teacher ratio. With the cut backs from the state funding, teachers are being cut and kids are not getting the services they need. In the last 10 years in our school many of the teachers who have left have not been replaced.
1	It takes year for ELL students to master the English Language and be at mastery as their native English counterparts. Many of these students come to school with rich language in their native tongue and it is only fair to provide necessary accomodations for these students.
1	We need additional TRAINED teachers & additional training for gen ed teachers/administrators- not coming out of teacher's pockets or free time!
1	Less time spent teaching only ITBS skills, ELDA, ESL assessment material, core standards. All fall was spent preparing for Dec. ESL assessment, then ELDA in Feb, then ITBS throughout the yr, ending with spring ESL assessment. My ESL students are tested beyond belief. It doesn't help to be in a persistently low achieving school with so much pressure on our ESL students to perform better.
1	Additional one on one tutoring and outside of school programs available for all students especially those with disabilities and ELL students. Not all students require "college prep" in the 4-year traditional sense. Career-Ready must be emphasized as well which may mean prepping for careers in the

	1	Administrators and teachers will need funding for extended learing opportunities, updated technology and additional persons.
	1	The education system needs an understanding from the government that not everyone can learn everything and that proficiency for everyone in everything is crazy talk. If everyone could play basketball like LeBron James or play piano like Billy Joel, then they would, but they can't, so why does the government have this crazy notion that all students can learn all things just as well as the next guy? Natural selection doesn't work that way--you learn what you are capable of learning and then focus your time & strength on what you're good at. That's why we have the creativity and inventiveness that makes America unique. Why did Chile contact the US to get its miners out? Because the guys in charge of the drilling companies realized that they were good at that and focused their life's work there, not by becoming proficient in 17 different things. WE DON"T WANT TO BE CHINA!!
	1	They would need specific instruction in the areas of difficulty possibly in and out of the regular classroom, through guided reading groups, leveled readers, differentiated math groups, etc.
	1	I feel we will need more development on aligning both vertical and horizontal standards. Need a data system that is readily available and easy to navigate for all.
	1	Special training and time to develop a program that meets their individual needs.
	1	Time, flexibility
	1	rules, fair treatment of all students, parent "universities" which help parents guide their students, more time receiving 1:1 services, more assistance in the ELL and special education programs, smaller class sizes, less paperwork
	1	More staff trained in helping these students. Clear direction concerning what level is expected from these students.
	1	time to give good thought to process be aware of specific info for students (504s, IEPs, etc.) support from administration to accomplish needed mastery
	1	Smaller class sizes and/or more one on one experiences.
	1	Quality instruction with language appropriate materials. TIME,
	1	We will need adaptive materials to ensure understanding of math concepts. In English, especially literature, we will need low level readability materials for the novels. Most importantly, we need planning time with the general education teachers to help them plan differentiated lessons to meet the needs of the various levels of students in each classroom.
	1	Funding
	1	We will need funding for ELL teachers. Also PDD time for teachers to collaborate on how best to reach those students.
	1	More staff - especially people that can be in the gen ed classroom with them - not para professionals, but trained professionals.
	1	ELL interpretors
	1	more certified staff, more time fortraining, more administration, incentives like increasing the base pay so teachers are paid more for what they are already doing
	1	It will be imperative that more time is allowed for students to begin to meet the "assigned" goals. It is almost a given that special education students could meet the federal standards eventually but may not meet them at all. It seems a much better plan to assure that all students are making growth rather than setting a "pie in the sky" goal that ALL students/schools must attain.
School Administrator	1	on line training
	1	Schools need more personnel to meet individual needs of students. Personnel to meet behavior, social, mental-emotional needs of students besides teaching Core Standards.
	1	Financial assistance and student/parent accountability.
	1	Increased funding for both special education students and ELL students. District needs more than 4 years of funding for ELL students.
	1	Assistance with Differentiated Instruction, Assistance with RTI district wide, Flexibility with Carnegie Units, Funding for Professional Development, What is meant by the Indicators, Assistance in developing formative assessments and other kinds of assessments, definition of what is truly meant by mastery, PD for effective feedback,
	1	Simply put, we must have the funds to adequately implement the measures needed. Unfunded laws and mandates only further hinder the schools ability to educate our students.
		Rich understanding of the Core standards and the expectations as to achievement capacities with ELL

1	Training in Iowa Core Workshops where teachers can work together on lessons to implement the Iowa Core into their classrooms.
1	Time to collaborate with gen ed teachers. The general teacher in the process of working with 70 to 100 student learners during the day needs this opportunity to work with the special ed teacher coordinate the lesson for the special learner.
1	Extra time. 4 years in ELL program, if the student spoke little to no English is not long enough
1	Professional support from the AEA
1	financial support
1	More time in instruction More staff to provide support for teachers in the implementation of research based strategies More PD in research based strategies More time for collaboration
1	Teachers will need the extra time to work with these struggling learners. Administrators will need the funds to higher additional teachers so they have adequate time to work with individuals.
1	More funding
1	Research-based strategies and funding to provide intermediate & intense supplemental assistance.
1	Good examples of classrrom strategies and curriculum that meet the standards and benchmarks because they can be interpreted in different ways.
1	I believe we would need additional flexibility from the DE regarding the use of MAG-Drop Out Prevention to generate local dollars to meet the needs of those students that tend to be unengaged. We would also need help in organizing and implementing ways to better communicate and engage parents and guardians.
1	New ruberics that will help to entice students to "want to improve" and as a support for the classroom teacher.
1	clear expectations, sample outcomes or products, and TIME to plan/do/act
1	Our biggest challenge is in helping students see the relevance. Those older students with absolutely no interest or desire to attend college struggle with our expectations.
1	Engage in discussions about the intent of the Iowa Core, paying careful attention to the requirements of the Essential Concepts and skills. Professional development around reponse to intervention, especially classroom management and differentiation.
1	Additional training and programs that support the gaps students have with grade level peers. Some may never be there yet do not qualify for the alternative assessment.
1	Planning for and improving collaboration amongst the professionals who will assist these children. improvement of the RTI process.
1	Time, patience, professional development are all important. High expectations!
1	Additional time to learn about the new system and new learning
1	They will need more time!! We continue to try to make everyone fit the same mold in the same time frame. When are we going to accept that people learn at different rates? We need a longer school year too!!! Let's go to competency based and throw out the old model that was designed to sort and select!
1	Knowledgeable "experts" that, when they come to a district, convey the same message. Sounds simple, but it is anything but that. Leaders that will walk the talk, even though they are not personally invested in a district, they behave as if they are invested in EVERY district.
1	We will need support from our local AEA.
1	Educators will need assistance with research-based interventions designed to assist this population in higher levels of learning.
1	Districts will need many resources if all students, especially those with disabilities will be able to be at the 85%. Are districts with a high number of special education students at a disadvantage with this tiered system?
1	More professional development, assistance from the AEA, (instructional coaches, etc).
1	Assistance in the area of reading.
1	Extra individualized support beyond the traditional classroom setting.
1	Content area experts with knowledge on research-based instructional strategies to provide training. Not just a "train the trainer" model. The Iowa Core resources and website have so much "stuff" and we are supposed to be experts in it. CESA 7 will just be more "stuff" that we won't receive training on, but will be expected to know.
1	Access to resources and professional development in the areas of specific, focused, research-based interventions

	1	More intense instruction and time.
Student	1	Do more classroom activities or take time to review something in class before giving it as homework. It gives us a better understanding of what to do.
School Board Member	1	English language learners must have an ESL teacher. Students with disabilities should be in classes that have a small number of students and should have one on one help.
	1	funding for extra support personal
	1	Obviously added training and inservicing.
	1	English language learners will definetly need an ESL teacher. Students with disabilities will need to be in classes that have a small number of students and a lot of one on one help.
	1	unknown
Community Agency or Organization	1	A coordinated and integrated approach of school and community based services that meet the individual students (and possibly families) needs. With a process that measures the outcomes and progress of that students individual success plan.
	1	I think the question is limited in its scope. The Iowa Core is not about math and English only. It is about the integration of learning andmastery o student outcomes across the curriculum. Efforts should also include arts, physical/motor development, recreations, socialization skills,social studies, etc. - the whole child concept; not just one or two subjects.
	1	Quality teachers and excellent curriculum. We need to expect ALL children are capable of academic excellence.
	1	What is considered "mastery" for a disabled student? The asistance is to look at where a student presently is and then to evaluate if there was growth. It should also be taken into consideration the attendance of the student, the present abilities of each student, the size of the classroom for each student, the parents participation/support with the students academics at home.(Do they attend parent-teacher conferences, is there adult supervision for the child when they go home, do they have access to a computer at home).
	1	A full understanding of the content and expectations for all learners. A recognition that all learners may not have the capacity for "mastery" of Iowa Core Standards; SPED and ELL students will require more assistance one-on-one than regular education students.
	1	Include the arts in all disciplines within their education. Utilize the three legged learning stool: literacy, numerology and imagery
	1	I think it would be important to ask those who are closest to the work what they might need to achieve this expectation. Ask teachers - and then ask administrators - as their answers may be different.
	1	Availability to experience learning core areas through real-life experiences. Flexibility to go on field trips, youth voice to provide choices and activities that they like.
	1	Teachers need more time to work with colleagues, not more assessments.
Area Education Agency	1	The first step will be finding ways for teachers to be able to gain better awareness of Iowa Core. Many teachers lack awareness, unfortunately.
	1	- curriculum planning - assessments - remediation
	1	Teachers at all levels will need to understand and have a depth of knowledge of the common core.
	1	Professional development Additional staff
	1	Allocation of time and resources; collaborative relationships need to be nurtured... models of what professional learning looks like in a system; tools need to be provided to extend the learning for students that are not on target
	1	On going PD to increase teachers' knowledge and confidence in both of these areas. Also, on going PD on how to screen and provide appropriate matched instruction for students who are struggling with skill demonstration.
	1	- curriculum support - assessment support -
	1	A clear understanding of what skills kids need to learn and the high level of rigor
	1	continued professional development on alignment, content, instruction an assessemnt focused on work in the classroom.
		Extensive technical assistance to include on-site coaching and feedback at bldg and teacher level around effective instructional practices and how to structure the system to get different results (Data teams who meet frequently at bldg level) Standards-based system assessment system versus

	1	human capital (teachers and school leaders) & support alllocation of such time How to implement classroom focused improvement process frequently using data plus School principals will need SAMS (student assistant managers) to enable them to have time for instructional leadership. Chapter 12 & 72 needs overhauled to allow public schools flexibility to meet needs and not be tied to requirements that do not have a bang for their buck. Total new understand about HOW to teach mathematics
	1	Provide appropriate instruction to ensure all students are proficient in these areas to the best of their abilities.
Iowa Department of Education	1	A student needs assessment
Higher Education	1	Professional Development and TIME for students as well as teachers.
	1	Ongoing professional development in a few key research-based strategies. Not one-shot workshops...ongoing over years, modeled and practiced with students and peer-critiqued by other teachers.
Other	1	To "engage" all students, including students with disabilities and English language learners, teachers must develop positive relationships with them. Once the relationship is strong, the students will learn the materials because they want to be in the class and they "like" the teacher. Some teachers have the skills to do this without additional supports. Others need some assistance, so providing positive youth development/youth-adult partnership trainings for teachers is a first step.
	1	Extended day and year learning and individual supports
	1	certified paraeducators
	1	I'd like the state to look to community based organizations and parents to help support students to reach proficiency, including bringing industry into the schools or encourage schools to go out into the community.
	1	a deeper understanding of the standards; collaboration with content area colleagues to plan for lessons involving these standards.
	1	training and time
	1	The financial support to reduce class sizes, that will allow for more one on one instruction and the give teachers the ability to differentiate instruction to ensure each child gets the help and opportunities they derserve
	1	They will need to teach to their level and may need a Para-educator to add additional help in these areas.
	1	Professional development on research-based practice; clear outcomes and simple measures of accountability, flexibility and more funding for extended day programs, summer programs and smaller teacher to student ratios during the year.
	1	Math coaches would be helpful for K-8 teachers to improve their understanding of the curriculum/standards and the pedagogy needed. Teachers (& pre-service teachers) need to learn how to support English language learners. If qualified teachers are hired, they need to be allowed to use their ability/knowledge to determine the differentiation needed in their classroom. How can people who do not know the students dictate this in some formulaic way?
	1	Financial support to hire and/or train staff to teach ELL students while they are learning English
	1	More than one year, research indicates at least 7 years is needed.
TOTAL	202	

Teachers and administrators in my school district have a deep understanding of the Iowa Core Standards.

What is your relationship to K-12 education in Iowa?	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know
Parent	9	14	1	2	9
Teacher	11	59	26	8	7
School Administrator	0	22	21	0	0
Student	0	0	1	0	0
School Board Member	0	5	0	0	0
Community Agency or Organization	2	4	2	0	2

Area Education Agency	0	0	0	1	1
Iowa Department of Education	0	1	0	1	0
Higher Education	0	1	0	0	1
Other	2	7	3	0	0
TOTAL	24	113	63	12	20

Question 3 Comments

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	They just need to follow the procedures in place and adhere to them properly, to make sure ALL students are helped to master those skills. There is too much slacking on the part of teachers, such as having students correct each others papers. Recently several correct answers on one of my son's papers were marked incorrect by another student who is educationally challenged. A student could also have someone who is angry with him correcting his paper and mark correct ones as wrong, just for spite. How is this helping ANY student learn Core Standards?
	1	I think there is a confusion out there with all the language like standards, benchmarks ect. For the special education teacher you have to add language like goals and objectives.
	1	Since the Iowa Core is not fully implemented yet, I can only answer Don't Know at this point.
	1	There are notes and meetings to inform me. Although some standards seem to be unrealistic for the grade level.
	1	I think they know it, and they are trying some new things, but they are afraid of thinking outside of the box. I could see a partnership with other organizations being helpful to them to bring real life in to help them meet the core standards.
	1	Our district sees the IA Core as a list of facts or skills students must know. Teachers seem intent on pushing the core curriculum down to younger and younger students as well. Kindergarten has become second grade and high school has become college.
	1	Amazing principals at Clarke elementary!
	1	I'm not sure I've heard anyone put talk about the "Iowa Core Standards" in "parent speak". If you can't communicate it to others, how can we be assured you know what it is yourselves.
	1	I am not familiar with the Iowa Core.
	1	In my opinion, the teachers and administrators should be communicating the Iowa Core Standards and how they are connected to the assignments and/or assessments.
Teacher	1	We are all working on it, but the standards seem to be a moving target.
	1	so open ended and can it be taught one year above or below the recommended level
	1	There have been many changes. MISIC has helped in understanding but it is VERY time consuming and takes away from planning for time with students
	1	We need to quit renaming the same thing!
	1	3 years ago there was small teams that participated in Iowa Core curriculum and shared within their buildings, but the standards have yet to be fully implemented within all subject areas. Not all Iowa Core standards are listed on Web IEP.
	1	We are in the current state of "unwrapping" each standard to better understand the Iowa Core.
	1	Teachers in my district need a set of standards that are not changing from year to year. Something they can look at and understand what is expected of them.
	1	It seems difficult to jump on board with the Iowa Core Standards when the state has not finalized assessments for these standards
	1	Teachers have not had the time nor been required to study these.
	1	it feels like another band wagon we jump on for our annual ride, then jump off the next year. this makes it difficult to take the new initiative seriously.
	1	Inservices have target the Iowa Core
	1	We are and will continue to receive timely and continue inservice that our district professional development team has designed that fits our district.

1	as professionals.
1	We continue to perfect our understanding of the Iowa Core but by no means have a deep understanding.
1	Study of the Iowa Core has begun, but to say a deep understanding would not be accurate.
1	we are fully aware of core standards
1	We have monthly Iowa Core Staff Development.
1	I know that I don't have a strong grasp of them yet.
1	our school district employees are fully aware of the Iowa Core Standards
1	We have been working on this for a couple of years, but it is slow. Where is it going?
1	Teachers at our school are just beginning to look at them and see how they fit into our curriculum.
1	We have been hearing about it for awhile. We need time to get it all implemented. It is hard when you are teaching.
1	Everyone is working constantly with the Iowa Core, but with constant changes made and revisions it takes time for deep understanding. We have teachers who teach social studies and that is still in just grade spans.
1	Teachers and administrators do, but the legislature that passed it had no clue of the future issues it would cause. Much more work and the same time and pay to do it in.
1	Everyone's aware of the standards and uses them effectively.
1	We have been shown the Iowa Core Standards, but haven't been given any time to see how they apply to our curriculum area.
1	The standards can be interpreted differently by different teachers, i.e., standards do not necessarily create better education.
1	As a teacher I have seen an introductory power point on the Iowa Core - I've gone on line to read about it and printed it off myself. After teaching in another core standard state I know it is not the end all cure all. There was still great deal discrepancy from district to district.
1	Special education teachers implementing the Iowa Alternate Assessment have a good understanding of the Iowa Core.
1	There is a severe lack of time to have a deep understanding. We are aware of and are working towards the DEEP understanding. There is a lot there and teachers are still trying to teach using new strategies.
1	We haven't worked with the Iowa Core enough. This is not something that happens overnight. Teachers need PD time to learn these things.
1	I have, personally, been to the AEA training in the Write to Learn portion. I did not feel like it did anything to assist me in understanding the Core Standards.
1	There does not seem to be a consensus about what we are all to be doing. We are to be using technology and our school cannot afford to buy technology. We have 1 computer lab and 1 mobile lab and that simply isn't enough. We are told this will be coming with Iowa Core and this will be coming or is in place with something else. We can't keep everything straight much less relay that information with fidelity to our students.
1	DEEP is the operative word. Our building is moving forward to ensure that teachers are connecting their assessments with the Iowa Core Standards.
1	The IA Core Standards are not even finished so how can teachers and admin. have a deep understanding???? The state has not even told us what they want.
1	The Iowa Core/ Common Core needs to stay consistent and not keep changing.
1	The basics have been discussed, but so much of the information is still focused on the National Standards and No Child Left Behind.
1	We have been working toward this goal but I can not say that there is a "deep" understanding.
1	We are a small K-8 school (approx. 200 students) with administrators that keep us informed and involved.
1	I would not say all staff have a "deep understanding" since it is still relatively new and most people have had little professional time given to delve into them. It is fairly hit and miss on how much each individual really knows at this point.
1	We are currently going through the Iowa Core Standards implementing the I-CAT individually and then will collaborate with grade level teachers.
	our school teachers are fully aware of the need for the Iowa Core and make it a part of the daily

	1	Most teachers are engaged in Iowa Core during monthly staff development meetings.
	1	Teachers are currently completing the Iowa Core Standards using I-CAT individually and then will collaborate together by grade levels.
	1	Our school district has had extensive professional development opportunities regarding the Iowa Core Standards
	1	Not when dealing with language acquisition and the rate in which students grow and how to accommodate these children in a fair and equitable manner! I feel most principles (in the Council Bluffs area could care less in the bigger scheme of things)
	1	The Iowa Core Standards are in their infancy as far as being delivered to the schools. The "rules" are ever changing and our AEAs are having trouble keeping up with the demands to service our schools. No one, from our legislators, to our administrators and teachers, seems to have a good handle on what the Iowa Core Standards actually cover.
	1	All teachers at our school district are aware of the need for Iowa Core and have studied it extensively.
	1	We get bombarded with changes all the time. We spent so much time working on the last set of standards, and now we are told all that work was for nothing, and we are going with Iowa Core. It's hard to believe and buy into this set staying around.
School Administrator	1	We have some excellent educators who have made the Iowa Core a priority and we have others that have not. We have provided PD, Moodle classes, etc. But the Iowa Core is way too big for anyone to fully comprehend.
	1	I would say the Iowa Core Leadership team has a better understanding
	1	We are just beginning to teach them. We know them on a knowledge level, but are not sure we understand what each of the standards are asking of us as educators and of our students as learners.
	1	Our staff have a general overview of the standards. We are beginning the work of determining the learning progressions in math and literacy which will help provide the deep understanding necessary to fulfill these standards.
	1	The understanding will continue to grow as staff continue to work with the Iowa Core.
	1	This past year things slowed down with the uncertainty of direction of the new State admin. We probably lost a good part of a year during the transition.
	1	The District Iowa Core Team has been spending a lot of time working with teachers on the Iowa Core.
	1	e are slowly getting there. Professional development time has been built in to this year and next years calendar so teachers and administrators can continue our Iowa Core work.
	1	There are pockets of deep understanding. How does preschool fit in? Will they be fine tuned to be GRADE level, not grade bands?
	1	We need a common way to lay out the core.
	1	The state's "roll-out" of this was not a positive.
	1	Teachers have an understanding, have knowledge of essential concepts and skills but have a hard time understanding what is meant by the indicators. They are written in such a general format that it is hard to know how they play out in the classroom.
	1	It will take a lot of professional development time to process the standards, develop learning goals and success criteria. There are many initiatives from the state and simply not enough time to do them all well.
	1	Our district has been studying ICC and CC standards as well as the Effective Instructional Strategies. While 100% of our teachers are not at the 'deep' level, a good portion are.
	1	Need the standards and benchmarks explained or a list of what meets the requirements.
	1	The Iowa Core Standards implementation has been a long and messy process. The very name presents public misconceptions. Its evolution over time has also taken away from its central purpose.
	1	The core was brought on in a very knee-jerk manner. The trainers did not know their information, and hence the attitude for attending such training session was hard to support.
	1	All of us are still in the process of learning about the Common Core.
	1	We have just begun to dig into creating learning progressions, learning goals and success criteria for the Iowa Core standards. We have been following the guidelines from the AEA regarding Iowa Core timelines. When this work is completed, the understanding will be there. .
	1	Most school districts have an understanding, however not deep understanding. The understanding varies from primary to secondary with secondary having the greatest understanding.
	1	We have been working with them for quite some time.

	1	standards and benchmarks for staff. They are working diligently to get the Iowa Core work done.
	1	They have an understanding, but not a deep understanding.
	1	We are working on them in conjunction with our Pro. Dev. on CGI.
	1	We are just working on this--full implementation for K-8 is 2 years away. Even at the high school level, it was emphasized that implementation meant working on our plan. I believe most districts are a couple of years away from "deep understanding"
School Board Member	1	
	1	we have dedicated some of our professional developement days so our staff understands
Community Agency or Organization	1	What do you mean by "deep"?
	1	Our district has no real system in place to test whether the core standards are implemented effectively and consistently. There is no teacher accountability.
Area Education Agency	1	I would say they have a surface knowledge base of the Iowa Core Standards
	1	I am not sure about this. I would use more inservice. I don't think until you actually start working with it, you can get a deep understanding. I don't see it a lot different than our current way of following standards and benchmarks.
	1	Teachers are aware that their are national standards, but do not use them to teach. We need to embed the core into our daily bases. We need to post learning goals, objectives and success criteria, so everyone is on the same page.
	1	This varies significantly from district to district
	1	Knowledge and implementation of the Iowa Core Standards is an ongoing process
	1	Even thought there has been overviews, I think there still needs to be more training.
	1	Many are just beginning to become more aware. Curriculum consultants have a deeper awareness I think the majority of teachers are at an awareness level.
	1	In the schools I serve, teachers are beginning to become familiar with language of the standards, but they do not yet have a deep understanding of what it looks like in student performance, or the type of instruction necessary to ensure that ALL students actually MEET the standards.
Higher Education	1	I know that teachers and administrators have attended in-services, but I don't know if this equates to a "deep" understanding -- that takes time and support.
Other	1	Districts have begun to scratch the surface, but the teachers still don't have a deep understanding of the standards and how the curriculum will change because of it.
	1	Only the leadership group in each district has a strong understanding
	1	The core standards are fine, but we need to understand that every child will progress at different rates and these benchmarks are only a snap shot in time.
	1	My concern, relative to the district where I live, is that teachers focus on their achieving students and lower the bar or disregard the low achieving/low SES students. They focus on the high percentage of higher achieving students by being proud and yet they still do not really challenge this group.
	1	As long as the state/feds don't keep changing the standards they can develop and gain proficiency. Education bureaucrats tend to change targets so nothing can be internalized.
	1	There are elements in the Iowa Core that should be core to all education.
	1	right now, certification for paraeducators is voluntary and paid for by the paraeducator
TOTAL	104	

Please share any additional comments or feedback you have regarding Principle 1: College- and Career-Ready Standards for All Students.

What is your relationship to K-12 education in	Count	Comment

Parent	1	Testing for all students is misguided at best. There will be many students who don't prepare/don't care to take a college entrance exam and this will squew the resulting measure into meaninglessness.
	1	We need kids to be proficient at a level that is appropriate to their career or continuing education choice.
	1	There is no one size fits all education. I think the sad thing that is being left out of the standards is in the area of daily living. Given the crisis that we face today in financial matters I find it hard to believe that we are still focusing on Algebra equations instead of basic money management skills. This is what has happened since no child left behind. It seems that all courses are taught with the intention of students going to college. I personally would like to see more career and vocational choices for students instead of just college bound courses.
	1	Achievement of students should not be put on the backs of educators alone. Parents need to have an accountablility piece and shoudl be addressed when they aren't fullfilling their roles.
	1	Not all students need to attend a 4 year college. Unfortunately some of the programs in schools that would help prepare students for technical fields have been cut in recent years. Also, the standardized test emphasis does not help with what happens in the classroom up to the point of the tests. We have cut programs and staff that were instrumental in providing early intervention and small group interventions. We don't need to invest additional funds in tests, we need to invest in programming and staff.
	1	This doesn't come from sitting in a desk. All youth need opportunities to build relationships, network, address soft skills, etc so they can not only be ready, but be connected. Success isn't what you know, but who you know. Their teacher isn't going to be getting them a job unless they are going into education.
	1	The video was hard to understand. The voice level was low, and I had my volume at 100%, normally I run it at 50%. Also, it would cut in and out throughout. I feel the students need to be offered the higher levels of math, physics, chemistry at the high school level.
	1	The students in our school are already college and career ready. If proper teaching methods were utilized, these students would be even better prepared for college and careers.
	1	I feel our school is already able to fulfil the needs of these students.
	1	Our schools operate as if all students will attend a four year university after college. They ignore and denigrate technical or vocational training for students.
	1	Should there be such an emphasis that all students go to college. We have 6 children. They each have different talents and abilities. Though all of them are intelligent, not all of them are academic. As research indicates, there are many types of intelligence. We do a diservice to only emphasize acadmics.
	1	The materials are so global. They sound good, and yet I'm worried that they truly mean something. When you talk about parent involvment, what do you mean? If you mean you are going to make all decisions and then tell us how it will be, then we are not really involved. We must be involved at all levels in a meaningful way.
	1	Requiring ALL 11th graders to take the ACT is the WRONG approach to take. Not all students are meant to be college ready. Some students will take paths to vocational ed. Forcing those students into taking the ACT may only increase dropout rates.
	1	All careers do not need college. I want my children prepared to go to college, but that is not the only path.
	1	I think the overall proposal is great, but they need to have the funds available to have the resources/staff to help the students meet/exceed the standards
	1	The proposed plan for working with secondary educators is excellent. These students need to know what is expected of them academicaly.
	1	Our school already fulfils the needs of those students.
Teacher	2	N/A
	1	There are all types of students and not all students will enter college upon high school graduation. The money spent on college-entrance testing for all high school students would be better spent on remedial services or advanced placement classes for all high school students.
	1	My concern is that not all students need to go to a 4 year college per se. We have many students who will do well in vocational education and technical post high school training. There should be similar career assessment tools for these students as well. Additionally, what is the cost to administer the ACT to all Iowa students? We already have financial problems without adding to them.
		I think that we all need more time in our day. Expanding curriculum, creating new lesson plans, trying

	this work and also attend other professional development duties.
1	If the state requires all 11th graders to take the ACT test, then the state should fully fund this and should not take money away from other necessary programs to do so. High school should be given support in providing courses which give students the vocational training so that students who are not college bound leave school with empoyable skills.
1	We are in need of two different kinds of high schools college and trade school bound courses.
1	I am confused why we are adamantly moving to Smarter Balance if it is not fully developed yet. Also I would like to know if there are specific "career-ready" standards to go along with "college-ready"..if so, what are they, if not, who will develop these and how will they be assessed?
1	It's a great idea. English language learners need more time in an ELL classroom than they get. They still need to be in regular ed classrooms, but they need support to get them beyond the hallway discussions into academic English. We also need to realize the differences needed for college vs. trade schools vs. jobs.
1	students should have the choice of whether they would like to pursue college-bound career path or technical careers at the high school level
1	I think we are DRIVEN to meet the needs of the college bound. I think our skills at providing career ready students (young adults who earn more that minimum wage and receive benefits) is lacking.
1	you know, until you change the welfare system and the fact that the government gives a free ride to those who don't hold down a steady job and allows that poison to perpetuate through generations, there will be no reason for some students to become career ready as they see their career as collecting the monthly welfare check. Stop trying to fix the education system and focus on fixing the social structure of the way society works and doles out the tax dollars.
1	Not everyone needs a college degree for what they will be doing.
1	Not all students will go to college. Many will need a trade school. Going to college does not mean you will get a job. I think it is good to teach career skills to students.
1	I think that we need to get ALL students ready for whatever they do after high school. I think that we should be pushing Science literacy as well, just not English and Math.
1	Students still need to be informed and to set goals for their future.
1	I do not agree that all students will be ready for college without any remediation after high school. Teachers cannot control genetics or home environment. The expectations are unreasonable for students with disabilities. When do they get life skills taught?? Their success and growth will look different than a general education student. Right now, level II and III students on IEP's are sitting in my classroom for 45 minutes of math and reading core and the associate with them does ALL the work becuase they are completely unable to understand the content being taught. What a waste of their time! They should be with a special education teacher that specializes in meeting their needs most if not all day!
1	Some students need a lot more help than others.
1	Keep in mind, not ALL students are capable or willing to attend college or train for a career. Students need support from school teachers, guidance counselors and most of all family. Not all of our students have the luxuring of coming from a supportive home.
1	We focus on college ready and we only focus on our special needs students for career ready areas. Many electricians, plumbers, or other service area workers are needed for the future and they need to be well trained and experienced in tech. areas. We often leave this population out.
1	I do not believe that ALL student need to be college ready. I think that we are naive in believing that all students can/should be career ready. Some students need life skills training in hopes that they will be able to be productive in a small way to live an independent life.
1	Our students are NOT college ready! I think HS need to have better training in what the students will face in college to make better college students. If a student needs to stay out of college a year or so they should not be penalized in the income they made during that year. Some kids need time to grow up before going to college, but then they can't afford it, because they worked they don't get aid. Colleges also need to penalized or take some blame if a student that got good grades in HS doesn't accomplish those in college. The college professors might need to take some of the blame.
1	In regards to "College and Career Ready", schools should not only focus on information related to college and potential employment, but also skills they will need (i.e. responsibility, respect, etc.)
1	Students come to school with needs far beyond the rigor of learning, they need food, manners, to feel safe, schools are overwhelmed with these needs as well as teaching
	The absence of a need to re-teach students any materials as they enter college is a lofty goal. I see

		levels...I'm interested in learning more about the "Smarter Balance".
	1	All 11th graders should NOT be required to take the ACT tests. This is a waste of time and money. Not all students intend to go on to post-secondary education.
	1	How does this fit with the alternate plan for instructors from other fields that has been proposed in the Governor's plan?
	1	I think this is necessary since are kids just don't seem prepared to enter a 4- year college
	1	I think this is a admirable goal for us to aim for but it will take some additional time and work on all shareholders' parts.
	1	Not everyone needs a 4 year college degree for the area they are interested in
	1	It should read "College OR Career-Ready Standards..." Not all students are meant to go to college.
	1	I understand the concept of making the opportunity for all students to have an avenue to go to college, tech school, or in to the work force; but how will the special needs students fit in to this vision? How will you go about preparing them without setting them up for failure?
	1	No comment
	1	I think SAT/ACT should be a choice. The money spent on those tests would be better used elsewhere. We need vocational training for students who are not college bound. Europe has very effective job training for those who won't be going to college.
	1	How will the we pay for administering the ACT to all students? Which program will lose funding in order to give these tests?
	1	We are a K-6 district Parents need guidance on providing their child with opporutnities to make their own decisions regarding future career choices
	1	When we realigned our curriculum 5 years ago, we already had this in mind so we are very positive and on board with it
	1	Not every kid is college bound!! I have 5 children of my own. One has his master's, one is working on her master's, one was a hands on learner, therefore, was a jeweler until health issues took him out of the work force and one is a full time mother and loves every minute of it. We need garbage collectors just as much as we need auto mechanics, teachers, doctors and lawyers. Let's meet students future needs!
	1	We need to let students and parents have the opportunity to work toward their goals of 8-2 years of college or trade school.
	1	Special education students (especially level II and III) should be getting life skills that meet their needs and move them forward in their learning. Their success will look different than a general education student without special needs. Teachers do the best they can, but are not miracle workers and can not change genetics or home environment.
	1	Many students receive special education services when they really need longer time in ELL services. State laws require students to be in ELL class for only 3 years, then they end up in special education due to a language disability. This takes away from students with learning, mental and behavior disabilities.
	1	I teach in an alternative school with students who are far behind in necessary academic and social skills. They need more time devoted to appropriate social behaviors if they are to be "Career-Ready"
	1	Why is it necessary for ALL students to take the ACT?? Not all students will go to school beyond high school. What about students in special education??
	1	Why will all students be required to take the ACT if they KNOW they desire a career path that does not include college
	1	Not every student has the abilities or the desire to go to college. Remember that helping each student to reach their potential is our responsibility, not making the state look good to whomever it is that "grades" our state education.
	1	Not all students are going to go to college, however, all students will need to survive and be able to function in society. These are the skills we need to make sure our students posess before they graduate.
School Administrator	1	I don't think giving each junior the ACT will answer any questions about whether they are ready. The ones that are not interested will not rry and therefore scew the results. low aneeds to come up with a test that they need to pass before graduation but have them start in 8th grade trying. Look at MN model.
	1	none
		No all student will be attending college. In rural Iowa, many see this requirement as a road

	1	Someone needs to define exactly what is meant by College-Career Ready.
	1	There is a perception that college readiness is expected for all students. Many teachers, parents and students know the reality that some are not college bound and this mis-match creates a lack of belief in the system from the beginning. I can't say what would a better way to state this principle.
	1	We have been following the recommended timeline, which means that we are just now getting into the specifics of the standards. My only concern is that there isn't time for any of the instructional groundwork to be laid prior to the accountability piece being into place.
	1	The key component is high-quality assessments. I agree we need an assessment that really notes how successful a student is in obtaining the skills.
	1	It is very difficult to get all students to the college readiness standards identified by ACT.
	1	The assessment piece does not look different that NCLB. You can call it by another name - or dress it up differently, but the fact remains that high stakes testing to "label" schools is not a positive motivator for improvement.
	1	Businesses and schools need to have opportunities to work together to provide real world experiences for students in the college and career areas.
	1	Common Core standards for all subject areas will need to be developed.
	1	We have a hard time understanding the need to require all juniors to take the ACT. Don't want it to become an unfunded mandate.
	1	In theory this is a great target. In the practical sense the DE will pass the buck and make the AEA's do their work. The AEA's will do their best to create something for the DE....but will it be what the DE wants? I doubt so.
	1	It is nearly impossible to improve for for district ELL and IEP numbers when the students who reach proficiency are then taken out of the program. You are not then measuring growth
	1	These standards, if mastered, will insure that our students will have the knowledge and skills to be successful in the workplace and/or in college.
	1	I felt it was well conceived and communicated. I do worry that it may present a tilted slant towards high schools. Furthermore, it also may present a perspective that education is soley about career/college readiness. This could be a dangerous, slippery slope.
	1	If all juniors are required to take the ACT, it will prove to be very costly to the state. I think this money would be better served in other areas.
	1	I believe there is a need for students to have access to a Compass like test in addition to the ACT option. How does this differ from the Gov.'s position on Preschool in terms of the wealthy having the test paid for, as well as those with financial difficulties??
	1	Research demonstrates that not all kids learn at the same rate. Somehow we need to move past the assembly line approach for student learning. Some kids need more than 13 years to have all the necessary skills to be college or life ready. Completion and graduation rates should be a piece of the accountability setting but I believe there needs to be additional time allowances for those students that need this. Then we should mandate the ACT requirements for college readiness requirements for all students, just give us the time without penalty or public humiliation.
	1	Not all students in the eleventh grade should be forced to take the ACT. My guess is that the purpose is to quickly drive down Iowa's average score from 21 or so to 18. When that becomes "fact" the right wing will have more evidence for vouchers, etc. They will continue their attacks on public schools with "evidence" of failure!
	1	I do have a concern about the ACT, but if we are not giving ITEDs 9th, 10th, and 11th grades may be worth the change.
	1	We try to add career ed to many lessons here, however our students go to the public school for guidance classes.
	1	Students should be given the opportunity to take either the ACT/SAT or the COMPASS test.
	1	Please keep supporting us to implement Iowa Core. We've had nothing for a year now--just the front loading for administration. Training is needed!
School Board Member	1	Not all studnts are going to college and I hope "career ready" has these students' needs in mind as well.
	1	Not all students are going to college so hopefully "career ready" includes students who are not going to college.
		I do believe this part is a good thing. It is very important for each district to be able to measure all

Community Agency or Organization	1	Is it feasible that all students will or should seek college educations? Much of the governor's blueprint ignores vocational programs so "career-ready" standards are not being forwarded by the governor or the DE.
	1	It is an area overlooked and does not begin early in a childs development. Traditionally we wait till middle or high school to intorduce these concepts.We need to do it at the elementary levels with more intentionality and purpose.
	1	Not all students are college bound. Where is the support for those going into the skilled labor fields? In requiring all students to take the ACT's is a waste of time. Some of these students haven't taken the curriculum to prepare them for the tests, some students really have no desire to go onto college, some students don't have the funds to go onto school (University of Iowa costs around $16,500 a year) Let's be realistic, the only thing that will come out of forcing every kids to take the ACT is that the results will lower the overall average. Don't kid yourself that "they may surprise us". There will be no surprise and it's a total waste of time.
	1	Career Ready and College ready should not be confused...and you seem to be doing it here. Ready for additional continuing education (college or vocational or internship or specific skill development training) would be more appropriate. Like the skill/career assessment element, but frankly not all kids and their skills are served by traditional college.
	1	We all wish for students to be ready for the workforce and/or college upon graduating from high school. I appreciate the opportunities for high school students to obtain college credit for classes prior to high school graduation.
Area Education Agency	1	Developing standards for non-core academic areas such as the arts, foreign language, physical education, etc. will help bring those teachers into the conversation.
	1	n/a
	1	I think there needs to be more planning for special education students to help with transition from high school to life.
	1	Continue to stress college and career ready. Certainly need increased parent engagement starting and understanding at birth and along each child's educational journey
	1	I think our special education students need more focus on transition. I also think our non-college bound students need more focus on transition.
	1	We need to make sure that our curriculum is geared up to that first year of college. College level also needs to understand that students are not just another number and understand the learning of each individaul.
Other	1	What do the Smarter Balance assessments look like? What HS end-of-course exams will be used? Will that be a district/school decision?
	1	why "and" there are students who know and want to go into the trades. Those going into the trades need the basics concepts in math, reading, geometry etc.
	1	At Polk Elementary each grade level works on this daily with all our students.
	1	Career-Ready does not make sense. Our country needs people who can be successful at the technology jobs out there. This work often needs at least community college prep, which includes good math skills. We do not know how to teach math. We dismiss the non-4-year college bound student with respect to math and yet this is a group that often is made up of good problem solvers who could do the math if they were taught correctly.
	1	Great idea - as long as everyone realizes that not all students are suited for College and we support FULLY the non college career path choices of students and prepare them for a non-academic program, where necessary.
	1	We can't bunch student into one category. Not every student will go to college. So standards need to be set to distinguish what would be the best path for success for every student. No on e size fits all test is going to be an accurate measure of every child taking the test
	1	There needs to be a clearer message and understanding that taking a college track is a path that allows one or more jobs (careers) and still allows for higher education. It is not one or the other.
TOTAL	108	

The accountability model that was presented was easy to understand.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know

Teacher	3	41	23	5	11
School Administrator	2	20	12	3	1
Student	0	0	0	0	1
School Board Member	0	4	0	1	0
Community Agency or Organization	0	1	2	3	2
Area Education Agency	0	8	0	0	1
Iowa Department of Education	1	1	0	0	0
Higher Education	0	1	1	0	0
Other	0	3	4	1	1
TOTAL	7	91	47	18	20

Comments on Question 5

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	why do you need the waver -- this is not addresses . why?
	1	There are details to work out, however it appears to be a good start.
	1	I have not seen it. If we are taking about accountability we need to really start to look not only about student accountability, but parent and STUDENT responsibility.
	1	It's confusing.
	1	I understand it but I have a masters degree in education. People without a background in the field would not necessarily understand it. Accountability should not be a driver to change.
	1	Where was this information at?
	1	The program in force at this time is sufficient if it is properly adhered to. If schools shouldn't be held accountable, who should?.
	1	Sigh. Just more hoops! I believe in accountability, but I believe it is best handles on the local level. Big government makes wide sweeping mandates that are easy to put tally marks by, but which don't always produce the desired results.
	1	Families will not understand that or how they can influence it. That needs to be futher developed and trained upon.
	1	Way too complicated for average Iowan to understand.
	1	I am not sure what presentation you are referring to.
Teacher	1	I don't know about this.
	1	Easy to understand but not attainable
	1	Where did the .8 percent come from? More sessions need to be presented so more educators will have the time to attend sessions
	1	Easy to understand but other problems with the model.
	1	Using a printed copy of the powerpoint made it easier to understand.
	1	I know nothing about this.
	1	Maybe to the designer
	1	I don't fully understand the model. Are districts already ranked? If so, by whom?
	1	What instrument(s) will be used to assess the achievement levels? Why is a second measure required, but not recognized today?
	1	I am not sure of what accountability model of which we speak. This shows a lack of understanding that needs to be clarified as I consider myself to have some idea of the principles.
	1	What accountability model? DOn't know what that is.
	1	I see many good teachers struggle with knowing we don't teach a test we teach subjects, but as we get penalized for poor performance I know good teaching may not win out as the right strategy...
	1	I've never seen the accountability model.

	1	evaluation works. There are about 70% of eduators in non-tested areas. How will value added models apply to these teachers. I attended a Waiver meeting at Prairie HS a few days ago. By the end of the presentation, state officials were answering "I don't know" far to oftern. If I presented an educational plan to my school board and had as many unanswerable questions, they would think I was unprepared.
	1	I DISAGREE THAT LOW END STUDENTS WILL HAVE TO INCREASE ONE YEAR AND REQUIRED TO GROW ADDITIONAL TO CATCH UP WITH THE OTHERS. WHAT ABOUT THE STUDENTS WHO SCORE 99% AND THEN THE NEXT YEAR DROP. THEIR SCORES WILL HURT THE SCHOOL CONSIDERABLY.
	1	I would like to know if student growth is an integral part of the new plan for student achievement in Iowa, how do we measure growth at the third grade level when testing does not begin until third grade?
	1	I feel I understand the model adequately.
	1	Easy to understand, not considered to be an
	1	It is understandable. Not sure yet how the ELL, IEP, and other groups are in this design. Subgroup or something else.
	1	I believe students and parents must be a large part of this equation. Do all parties involve believe this is important?????????
	1	It is clear that teachers will be punished under this new model, it's just unclear HOW they will be punished.
	1	This needs to be really understood by all involved. Is it fair to have students move to a lower level just because they don't do as well as the year before if they are proficient. Should the school be punished for that? That is a lot of weight on ONE assement, ONE day, during One year.
	1	How can we check our school right now?
	1	I thought it was too vague.
	1	It is just like most information from the State, which is very vague and open to interpretation.
	1	did broad overview and didn't see how evaluated
	1	I am not familiar with this model.
	1	What accountablitily model are you talking about?
	1	The presenter at the ICN session I attended explained it clearly.
	1	Broad terms were used with little details as to implementation.
	1	It was easy to understand, but will be difficult to achieve. There are other problems facing students that cannot be improved by teachers and cannot be assessed by a single test.
School Administrator	1	the new categories are confusing.
	1	I'm ready to stick with No Child Left Behind!
	1	I do like the four quadrants of performance.
	1	I understand how to get the achievement score. When factoring in the attendance, paricipation, graduation rate, and college readiness is that an average of those 4 percentages? To find the total score do you multiply the achievement by .8 and then multiply the average of the other 4 scores by .2 and then add together to get the score?
	1	Hard for the public to understand this concept. Complicated formulas are hard for the public to understand and grasp. What is the State doing to assist the LEA's to inform the public and educational personnel?
	1	It takes a level of thinking that is a bit more complex.
	1	The new accountability model is rather comprehensive in scope and not easily understood in a 2 hour meeting to discuss
	1	The way it was laid out in the presentation was understandable. The question will be is it providing us the information we need to determine that our students are learning.
	1	Somewhat easy to understand, but we don't have the norm tables yet to know what expected growth is. It is hard for teachers to set goals if they don't know the expectations. What resources will you make available to make the expectations clear and easily accessible
	1	What is the formula to calculate the student achievement score? Totally unclear
	1	Overall, the measures used to determine the ranking of the school was clear.
	1	Will a State ranking of buildings and/or Districts create more harm than good? Will it serve similar purpose as the "in need of assistance" designation through NCLB??

	1	improvement. We work for the kids, not a label. Measuring the quality of a school based on lower order thinking skills is beneath or state. School's in Iowa focus on High Order Thinking Skills. Our assessments are not aligned and therefore should not be used to "Rate" schools.
	1	Need more details.
	1	I would need more explanations of the point basis for getting to the 85 points needed for proficiency.
	1	It is just another numbers game the DE is playing. I understand it, but parents, community members, board members and teachers will have a hard time.
	1	I think there are still lots of questions, but I think that, overall, this accountability model is more in line with my personal educational philosophy and solves a lot of the "issues" educators have had with NCLB.
	1	Seems to be easy up front. Once we start calculating it with or own data, I am sure the questions will surface!
	1	Would like to see what the district-specific data says now.
	1	I understood the model and in theory, agree with it. It does provide students and school districts alternatives to satisfying AYP. However, reporting mechanisms need to be simple, streamlined, and efficient. When presented to our local school board, the consensus seemed to be that it was a very bureacratic, inefficient tool that was extremely dificult to communicate to the public at large.
School Board Member	1	Most of the model was easy to understand.
	1	Most of the model was easy to understand.
Community Agency or Organization	1	The State of Iowa has successfully developed an accountability model that is just as confusing and unfriendly as the NCLB model.
	1	Where's the accountability for parents?
	1	Why
Area Education Agency	1	Is the model run separately for reading and math? Must a student be proficient and making growth in both math AND reading to receive one point in the model? What about the student who falls into different quadrants for each subject?
	1	Good information for all educators
	1	Generally speaking. It will be helpful to provide some examples and scenarios on the DE website.
	1	Need efficient and effective data systems funded by the State that also includes a dashboard so date is at our fingertips and easy to access and utilize
	1	I am not as familiar with the models. Therefore, it is difficult to answer until I can become more immersed.
	1	Administrative need to make sure they understand it is going from N=30 to N=10, be aware it is for all schools, and lastly I was wondering if the Achievement score is a combine score for math and literacy or is a separate score for both of these?
Higher Education	1	It is understandable.
	1	Not sure about the quadrant's % and points.
Other	1	understand--yes; agree with--no
	1	It sets Districts up not to succeed from what I could see.
	1	The formula seems to be a complicated way to place a school in a performance category.
	1	Accountability is a very poor measure of ability or success. Students come into the classroom with a broad range of skills and experiences. Holding student and teachers to preset standards that only measure what the test wants to measure is not an accurate way to assess ability or potential of either teachers or students.
TOTAL	79	

The accountability model provides a fair appraisal of student proficiency and improvement.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	1	9	4	6	6

School Administrator	0	18	10	5	4
Student	0	0	0	0	1
School Board Member	0	3	1	0	1
Community Agency or Organization	0	2	0	3	3
Area Education Agency	1	6	0	0	2
Iowa Department of Education	1	1	0	0	0
Higher Education	0	0	1	1	0
Other	0	0	3	3	1
TOTAL	3	56	45	37	37

Comments on Question 6

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	It only allows schools 10 more years to come up with ways to defeat the system. The accountability should lie with the schools to get their "houses clean", by making sure that teachers are actually TEACHING, not just babysitting.
	1	Too generic and too many "good" categories 4/6 (execptional, high performing, commendable, acceptable). Should be 5 categories high performing, commendable, acceptable, needs improvement and priority
	1	Puts too much accountability on teachers and none on parents. Lack of parent support needs to be addressed, parents need to attend parent-teacher conferences, sign their child's planner that acknowledges they know what homework their child has, and should be called out by the administration when they aren't fullfilling their parental duties.
	1	One high stakes test, one day. Same thing, different day. High performing students can be viewed as not meeting standards if they fall a few percentage points from year to year on that one test.
	1	Accountability measures are inherently biased and subjective. Measuring kids to death isn't helping them successfully prepare for adulthood.
	1	Tests of Iowa Basic Skills have done a good job telling us what we need to know.
	1	Research shows that retaining students is not a correct principle. Rather than having a negative reactions, why not invest in the positive. Retention is very expensive. Let's use the money for smaller class size- more teachers per students etc.
	1	I would have to understand how the calculations and weighting were arrived at to knnow that.
	1	It still leans way too heavily on standardized test scores.
	1	Where was this information at?
Teacher	1	It seemed alright as far as student proficiency is concerned, but bad in that teachers will be punished for students not achieving. Soon you would run out of teachers...
	1	You are still only using ONE assessment? Nothing else is being taken into account.
	1	IEP students will never catch up. I like the fact that growth is taken into account, but these children may keep falling behind.
	1	As to the portion of the model considering attendance, etc... This fails to take into account many facets of our students- home issues, DHS involvement, illness/legitimate reasons for absence, etc... Requiring administration to apply for "waivers" for these things seems punitive, costly, and not an efficient use of time.
	1	Too many details are omitted to arrive at a precise opinion.
	1	I like how it focuses on GROWTH!!!
	1	I think that the stakeholders may not have been considered when the model was developed. Are the rank and file teachers being asked for their input?
	1	goals were unrealistic
	1	Crazy to think that you can "pin-hole" all students / schools in to the same model.
	1	we are fooling these goals are going to be hard to reach for every child

1	Students performing at super high levels may possibly not make a year growth. Students in subgroups may not make a years growth and it has NOTHING to do with the general education teacher. General education teachers should focus on the general education students. Other students not proficient should get additional support, but not at the burden of the classroom teacher that is already trying to meet the needs of 25+ students. Train and/or hire more special education teachers and pull out students not proficient to receive extra targeted instruction.
1	The achievement that you require is not attainable for all students.
1	I like the idea of keeping track of student achievement and improvement, but standardized test scores should only be a part of that assessment.
1	This is not reality----unattainable goals
1	When students are proficient at a high level there should be allowed some movement within a band of scores that do not set them in the low performance score.
1	Everyone wants every child to grow. Levels of growth are expected of all. However, children live a "real world" with many distractions that may affect that one day that "you" want a test to determine their future.
1	We don't have any experience with the Smarter Balanced Assessments that Iowa is considering.
1	In this model, there will always be a a school-in-need-of-assistance. There's always a school that will be at the bottom because the accountability is based on comparing schools to each other, not the progress individuals have made in academics.
1	Students are evaluated using one test which they typically don't care about. How dare the government evaluate the effectiveness of student learning on a test that doesn't even measure their learning but more so their ability to read and reason.
1	I do not think it is fair and accurate for students with disabilties
1	Those who score at the top are not going to show improvement and those who struggle with learning might not be able to show much improvement.
1	The rating of students needs to be looked at more carefully. I truly believe it is wrong to think a student is only worth 1/2 a point if they achieve in the 90's but may not necessarily have a full year of growth. I strongly feel that if a student is achieving at the 90th percentile or better they deserve a full point in the scale. We are doing a disservice to those students who are going well above the norm but may not have a full years growth from the previous year even though they are well above where they should be.
1	Student improvement and profiecency is not something that is easy to calculate.
1	There isn't anything in concrete so I don't know.
1	First of all, I assume that the 6 school ranking categories have already been hypothetically applied to Iowa schools to see how the rankings would be distributed on a possible bell curve. Additionally, the federal government requires only three. Additionally, the Smarter-Balanced Assessment has not been developed yet. I have heard from Kevin Fangmann that the actual development will be let out on a bid type process. I can see big $$ for Pearson or ACT. Again, the devil is in the details, and the materials provided to the public in the ICN Waiver meetings was sketchy.
1	I have concerns if we are jumping into all 11th graders taking the ACT and assuming that alone is a sufficient measure of "college-readiness."
1	The accountability model was not a fair appraisal because it did not take into account student's disabilities, home life, and other problems. We are feeling that these are unreachable goals. Level of growth is going to be different for each student. Some students will not make a year's growth.
1	the measures were not clear. I do approve of the growth model.
1	How is every child going to make a year's growth? You do not take in to account the family demographics, economy, and school demographics. We strive for every child to have growth but to expect all children to grow one year is not realistic. One test-no change from No Child Left Behind.
1	It still relies on out-of-context testing. Students see little personal relevance or motivation for showing their best effort. Current testing is annual rather than continuous and and does not provide timely feedback to the teacher or student.
1	might work in a perfect world but not in this world----does not take into account that we are humans and not robots! Not attainable!
1	Students will not always grow, but for some they will maintain and this should not be held again the school
1	In a perfect world I agree with wanting every child to succeed but the student life is not taken into account. There is only so much time in a school day and what is achievable by every child no matter the circumstances. The goals that are required for growth, etc. are unrealistic.

	1	see on standardized assessments due to their scores topping out regularly. Also, there does not seem to be recognition that not all students put their best effort forward. Schools and teachers are being held to standards that we do not have control over. Parent and student accountability needs to be knitted into the requirements. If students do not participate in the learning process, their learning suffers regardless of how many assessments we give them or how many regulations schools and teachers adhere to.
	1	These goals cannot be reached. Not all students can succeed at high rates each year, especially special needs students. Also, how can a student that is a the highest level keep improving by a full year's growth?
School Administrator	1	see other comments
	1	This model allows for those districts with minimal sub-groups to be held as "star-models" and is biased against larger more diverse districts with all 10 sub-groups. How is that fair? Many homogeneous districts already are at the 85% and will stay there due to their demographic and not growth year after year.
	1	Like the fact that they are not just relying on the standard assessment results. We are concerned with the sub groups of just 10. Too easy to identify students in those sub groups. How is this going to be a usable plan in the next four months?
	1	Again, it is a numbers game you are playing. Either we do or we don't make AYP. Having the different performance categories is a joke.
	1	Appreciate efforts made to address both proficiency and growth; not sure that 6 categories are necessary to measure how districts are performing
	1	It is better than the current model, but still too much weighs on the separate sub-groups. What about students in more than 1 sub-group. A minority, ELL, low SES person still counts 3 times against the district/building. Each student should not count more than once
	1	I agree. It seemed more fair/honest that simply stating "not profiecient" or "not meeting AYP."
	1	Primary emphasis should be on growth vs. achievement
	1	I disagree with the subgroups N size of 10 for a district. For a smaller district, one student can scew results by a large amount (say, 10% if they are 1 out of 10) vs. a larger district where that same student would affect their results in a minimal way (say 1 out of 30 for 3%). That's unfair to small districts. It also makes it impossible for a school with, perhaps 1 student in a subgroup, to receive a high ranking in classification because they are "thrown in" with the district's subgroup. It seems that this plan is as rigid as NCLB, it simply pushes the target date back. Another downside to this N size is that, in a small district, students in certain subgroups as easily identifiable. If they are the reason for which a school or district receives a lower classification, there could be unintended negative consequences for those students and their families for others in the community.
	1	I don't feel that testing children to death is the way to improve education.
	1	Need more details.
	1	Growth and proficiency is optimal. I am not clear on how we measure proficiency with students who have disabilities.
	1	This system makes it much more difficult for small districts to be categorized as a successful school due to the n size of 10. For example, if there is 1 student out of 10, that is 10%. However, 1 student out of 30 is 3%. That's a significant difference!
	1	This is tough because of the sub group labels. For example, once an ell student is proficient, we stop counting them in the ell subgroup. Thus, as we do a good job of exiting students from the program (either esl or special ed), we are changing our level of proficiency in that sub group to the negative. I think that's what makes the accountability model unfair--just the subgroup trajectories.
	1	Quit comparing one school to the other. Every community is different and the population that lives there is different. Some communities attract lower performing students because of available housing and employment. Some schools gain a better population of students becuase of proximity to larger districts that struggle academically, or athletic opportunities are better in the other district near by. The main factor looked at should be growth.
	1	IT appears to be a better indicator of student progress towards career and college ready.
	1	How would we know, show us a rubric but don't have the valid answers to how it works? Regional meeting for administrators was highly unorganized
	1	It is never fair to base the majority of students' proficiency on one assessment- especially a norm-referenced test.

	1	I believe those students that score in the mid to upper 90th percentile, should not be scored as a .5 if they continue to score in the 90th percentile. I also believe that the high/low and low/high areas should be scored somewhere between .66 to .75.
School Board Member	1	for the most part I do agree. But, what about those schools/students who are at the top right now. How do they grow from there? The would have a low growth and high effiency, right? So for those schools who have a high number of students at the top the would only get half a point for them. Just doesn't seem right.
Community Agency or Organization	1	Implementation is too early to assess accurately the longitudial results of the accountability model regarding proficiency and improvement outcomes.
Area Education Agency	1	Including information about the percent of students who are on track for college readiness helps to raise the bar beyond minimum proficiency. It is better to have a higher standard of growth for students who are not yet proficient, as a year's growth may not be enough for them to ever close the gap.
	1	If it will truely effect change and increase achievement, I guess it will be a good thing. However, if it merely gives schools a fresh set of rules and a fresh start it may just be more smoke and mirrors.
	1	n/a
	1	I did agree with Jon about giving students more recognization for scoring a full year + 1 standard error.
Higher Education	1	It seems to be a relatively "better" model, but I have some concerns that expect 70% for some schools may be too high without REAL support for both teachers and students. We need to recognize (not make excuses) the real challenges for students who have little or no support outside of school.
	1	Some of the best schools will never be able to be regarded as the "best."
Other	1	Too much emphasis is placed on the closing gap score.
	1	Again the one size fits all is a lousy way to measure every student. We need to be able to take students from where ever they are and find ways to help them be successful. tests don't teach and are lousy measurement tools for potential.
	1	We need to make sure that accountability is expanded beyond academics. A lot of students just don't excell on standardized or other assessments.
	1	With the mobility we have in this country, with the influx of immigrants, particularly persons from semi-literate homes, not all schools demonstrate the improvement/proficiency. If we compare districts who have different SES groups and different mobility stats, the comparisons make no sense and become UNFAIR.
	1	I do not believe that every child will be able to read at grade level and the model expects that student will develop at the same rate, We Know That is Not the Case!
TOTAL	78	

Student growth and proficiency should be weighted equally in the accountability model.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	1	9	2	9	4
Teacher	3	19	27	18	13
School Administrator	3	13	14	2	6
Student	0	0	0	0	1
School Board Member	0	0	2	0	1
Community Agency or Organization	0	2	2	1	3
Area Education Agency	1	5	2	0	1
Iowa Department of Education	1	1	0	0	0
Higher Education	0	0	1	1	0
Other	0	2	2	1	3
TOTAL	9	51	52	32	32

Comments on Question 7

What is your

K-12 education in Iowa?	Count	Comment
Parent	1	Growth is most important.
	1	The unintended consequence of artificially weighting growth (although important) is that it will create an incentive to depress the baseline or benchmark.
	1	Same as above.
	1	Need more ways of measuring student growth and proficiency.
	1	Growth for some kids is huge. Some kids will never be proficient. Likewise, some kids should be growing who aren't, but may never get picked up because of where they start. Don't know if your system accounts for these dynamics.
	1	All students need to grow, grow, grow. But not all come to a school on the same level. Growth would be the best for accountability for most students. There are some who will not be proficient, but not because teachers and schools aren't being diligent and working.
	1	I don't think a doctor is held accountable if their patients do what they prescribe. I don't think firefighters are held accountable if someone's house is on fire. I don't think police officers are held accountable if there's more crime. AIG gave bonuses to managers that failed to do their job properly during the financial crisis. Having my daughters scores determine if a teacher is doing their job is just scarey to me. She may be having a bad day, doesn't care about the test, get frustrated and quit and a teacher should be held accountable for the attitude of my child that day of a test is just plain stupid.
Teacher	1	If a student is 98% proficient one year and then 97% the following, they have not shown growth but they sure are proficient, so of course growth and proficiency should be weighted differently
	1	I have been reading about how growth and proficiency models are not adequately applied to educators. There are too many variables, and frankly I see value added methods to be psuedo-science. Show me how it actually works!
	1	I think that the student should be given credit for showing growth. There has to be a way to show all the hard work spec. ed. students do in a year even though they may not be proficient or may drop in % but may personally make growth.
	1	Looking at my student population, we can't get all students proficient. For some, growth is a major accomplishment.
	1	Not all students can be proficient in all subjects. One single test cannot be the only measure of a student's proficiency. Not all students will make the same amount of growth from year to year. There should be more areas to measure growth and more than one test to measure proficiency.
	1	If a student is highly proficient, yet only show minimal growth from one year to the next, why should they be punished with a lower score?
	1	Student growth should be weighted more.
	1	Accountability measures should be numerous. There should be more than one test measures a student's academic performance.
	1	As a special education teacher, a lot of my students are not proficient. They can show growth though.
	1	Needs to take into consideration home life------lack of parental commitment---Life is more than a test---needs more areas to measure growth---not just one test.--- Growth may not be attainable for all students---they are not clones of each other.
	1	I think that schools get a full credit (1 point) for students that show either exceptional growth or high proficiency, not only for those who show both.
	1	There needs to be numerous accountability measures not just a test and attendance for elementary. One years growth rate is not always obtainable for the lower and higher end of the student population.
	1	a year of academic growth may not always transfer to standard test proficiency growth.
	1	We need more areas to show growth. Attendance and a test aren't enough.
	1	In the model they are not equal. Not sure what you mean by this. High/ high get a full point. 2 areas get 1/2 points.
	1	Student growth should be weighted more heavily.
	1	Some students, such as students with IEPs, are unlikely to make a full year's growth in an academic year. The reasons for this are many and do not always reflect a deficit in the teacher or school.
	1	Profiency is not a fair account for students with disabilties.
	1	Seemed just fine.

	1	proficient students and you want to see a years growth for every student but for example if a third grader was working at the Iowa grade equivalent of 7.5 and then the next year scores an Iowa grade equivalent of 8.0 does this really mean we have failed that student because of a one time test taken throughout the year. I am not in favor of this.
	1	growth is more important in my opinion
	1	Learners are unique, not the same.
	1	There should be more ways to measure growth. Growth, as in a year's growth, may not be attainable for the lower and higher ends of the student population.
	1	If a teacher starts with a class in the bottom 10%, then brings them up to 75%, that should be considered a successful year in anyone's book.
	1	But only for unidentified students. Those with IEP's should be held accountable only to their IEP specifications.
	1	There should be more ways to show a years growth than just one test and attendance.
	1	Proficiency should not be the only deciding factor in a district's success.
	1	Again I state; you will never turn an apple into a pear!
	1	The growth should be weighed on various elements.
	1	Testing isn't the end all/be all for accountability and testing shouldn't be the only thing reported
	1	too much stress on testing---accountability measures should be numerous, rather than based on one day or one hour of that child's life
	1	Growth should be the goal. It is not reasonable to expect all students to make one year's growth in one year. There are valid reasons why some students fall behind.
	1	Accountability measures should be numerous. One test should not continue to determine your future. Even some of our great leaders have not been successful in college. Growth should be an accumulation of measures.
	1	There is no equally here, students are all individuals and must be accepted as such
	1	The fact of the matter is that not all students developmentally are going to be able to be proficient in these areas. There needs to but subgroup with exemptions.
	1	Some students growth is not as much as others, if they are already knowledgeable of a subject. Their growth will not be as large.
	1	growth only
	1	Showing growth with students performing below proficiency levels can be significiant to both students and teachers. It is important to acknowledge the effort students put into high-stake tests.
	1	Some students will never be proficient, but they are making growth. Some are proficient, but not making growth. We need the flexibility to look at individual children as well as the whole school.
	1	Proficiency and student growth could very well NOT be equal. Once again, I prefer to see a model of student growth for all and it is hoped that proficiency might then follow.
School Administrator	1	It's harder to show growth when you are highly proficient. What about the student who is scoring at 97%, then scores at 96% the following year? That's only worth 1/2 of a point?!
	1	Student growth toward proficiency is what we are about....perhaps weigh growth more.
	1	growth in the area of reading should be considered differently than in the area of math and sci.
	1	I agree that it is helpful that we are focusing on more than just the non-proficient students. Again, we need much better information on how teachers/parents/students will clearly understand what the target for growth is
	1	There are students who make the growth that they can each year and still do not reach proficiency.
	1	What are you requiring for growth, year or year or more, what about those students who are performing at the highest levels and it is not possible to perform a years growth
	1	A student can make a year's growth but not be proficient. This progress should be noted.
	1	I do not want to see a school negatively affected when a student drops from a 93% to a 90%. Because the student did not show growth, they shouldn't be penalized because they are still far above the proficiency level.
	1	A student is remains highly proficient but doesn't maintain one year's growth should not drop from 1 point to .5 point.
	1	I believe growth should be scored at a higher level. Given the fact that kids grow and mature differently, the weighting should not be the same.
	1	Not all children can learn at high levels. Growth should carry more weight than proficiency.

	1	would not need to grow. Otherwise, how fair is this system?
	1	If a student is lacking in areas, excellerated growth would be a priority over proficieny.
	1	I am not sure if requiring students with identified special needs to make more than 1 year's growth is fair. Students are identied with special needs for a reason. Making 1 year's growth is difficult at times, making more than 1 year may be unreasonable.
	1	Not sure if equal weighting is necessary, but it should not be an all or none distribution
	1	Growth should be the main factor. Even that is misleading because we all know that kids learn at a different pace no matter how good the instruction.
	1	This is especially important for the subgroups.
	1	Once a student is proficient and maintains proficiency, shouldn't this be enough?
	1	Growth should be weighted more
	1	I disagree with a student at a high proficiency rate (for example, 98%) who the following year scores slightly lower (97%) being categorized as high/low (and thus earn 1/2 point) because they didn't show growth. That's an unreasonable expectation. I also think that a student who makes a year's growth should not be categorized as low/high (thus earning 1/2 point). Being highly proficient should earn a point, showing high growth should be worth a point, and students falling in between could earn the partial points.
	1	We have to find a way to connect K-2 in math and reading with a common state model in preparation for 3rd and to build a systemic approach.
	1	Every educator knows that students grow and learn at different levels.
School Board Member	1	I would think proficiency is the goal but certainly growth is very important as well.
	1	I think proficiecy would be the goal although growth is important and should be considered as well.
	1	They do to some point. But as stated above, how can a student continue to grow when they are already at the top?
Community Agency or Organization	1	In many instances it is equally important for a student to show growth from one year to the next. This is specifically important for those students who have special needs and may not have the ability to be "proficient" as defined for regular education students.
	1	see comments under #6 above
Area Education Agency	1	I think "proficiency" is too broad of a term and is difficult to measure accurately.
	1	How will growth be calculated for 3rd and 11th grade when there is no testing required for the previous grade? What about students taking the alternate assessment? How would their growth be determined?
	1	need to give more credit to students that make more than a year +1 growth if we really want to close the gap
Higher Education	1	I think that student growth should account for more weight in the model. We take students where they are AT, and this is not often recognized in the current NCLB models.
	1	There should be a stronger emphasis on growth. And if this growth is measured within the year rater than from year to year, perhaps we could reduce the impact of mobility on this data.
Other	1	I still believe the model does not take into account the variability from one district/school to the next. One size cannot fit all.
	1	I would like to see some research to at least provide a rationale on how it should be weighted.
	1	Student growth on an annual basis should have the most weight.
	1	Every classroom will be a different situation. In high poverty areas and even in rural areas, students need to be taught the skills they need to succeed, but we will find that every area has unique needs that need to be addressed. Student growth will look very different in high poverty areas than in richer urban communities.
TOTAL	83	

What other factors need to be considered as part of the accountability model, such as parent surveys, staff climate survey, etc?

relationship to K-12 education in Iowa?	Count	Comment
Parent	1	Parent surveys and staff surveys should also be considered. There are so many factors that are out of a school's control that weigh in on student performance.
	1	independent or youth survey of the climate. School climate dictates so much for a student, including what they actually learn. I think engagement opportunities for youth outside of the classroom should be measured as well. Are they provided and are they quality?
	1	Whenever we can involve parents in their childrens education the better. They need to understand these policies. Parent education is very important. Knowing where the teachers stand is always to be considered as well. If they aren't accepting of the policies they aren't helping the school.
	1	Parental involvement, poverty levels etc.
	1	Both parent and teacher surveys
	1	Climate is of sublime importance! Steven Krashen has showed over and over how our "Affective Filter" impedes our learnning. Much scientific research indicates that how a student feels about the school, teacher, classroom, and classmates dramatically affects their ability to learn.
	1	Parent surveys should be ALWAYS a part of evaluating education. Think about the discussion of school in Finland at the Summit. There, the school is the hub of the community. Here, it is not always that way. Parents must know enough to share and feel welcome to share and school systems need to listen to what parents think to better shape what they do and how they include communities in their work. Parent surveys should not be completed by school or AEA staff. Too many parents do not trust those entities.
	1	Student readiness to learn
	1	If parent surveys are included, the results and the percentage of parents that completed the survey should be included in the accountability model. Also the school should be held accountable or demonstrate how they are actively engaging parents in their child's or children's education.
	1	no comments
	1	Whatever happened to the old-fashioned PTA meetings? Now we have Parent Committees wherein the teachers can't be "ganged up on" and called to task. at the committee meetings, school staff quickly embarasses or otherwise stifles anyone who disagrees with a plan they want implemented. Surveys are a waste of time and paper. Most people don't even bother to fill them out.
	1	Parent input on things like surveys has been given lip service by schools for years. I have little faith that information from surveys will be used for improvement or change.
	1	One major challenge for accountability with teachers will be the sheer number that report to administrators. Who will administer reviews that provide indepth feedback for improvement....and how is teacher performance measured. It will be time consuming.
	1	If you are talking about accountability some student input would help.
	1	MAKING PARENTS ACCOUNTABLE FOR THEIR CHILDS ACTIONS AND SCORES. IF A PARENT IS NOT ATTENDING PARENT-TEACHER CONFERENCES THERE SHOULD BE REPERCUSIONS FOR THAT LACK OF SUPPORT. STUDENTS SHOULD NOT HAVE TO PAY FOR THEIR PARENTS LACK OF SUPPORT, IT SHOULD BE AIMED DIRECTLY AT PARENTS. REQUIRE THEM TO ATTEND PARENTING CLASSES, REQUIRE THEM TO GO TO THE LOCAL LIBRARY WITH THEIR CHILD ONCE A WEEK, REQUIRE THEM TO PAY MORE IN REGISTRATION FOR THE EXTRA HELP THAT WILL BE REQUIRED.
Teacher	1	I'm not sure.
	1	student, teacher ratio length of time a teacher has taught staff climate survey community survey
	1	Parent surveys and climate surveys are both good ideas, but a school or district should not be penalized if the parents won't participate.
	1	Yes, parents need to get more involved. Without their support schools cannot be successful. Teachers are already DOING all they can. Parents need to help out and be a large influence on their students.
	1	I think the ability of the child needs to be considered. Some children can't, because of a disability, learn as much as other students.
	1	Language Levels for ELL students
	1	Some parents are not doing their part at home. I see teachers going above and beyond whats necessary to fill in the gaps that parents leave. I see good teachers struggling to do it all. Be teacher, parent, disciplinarian, nurse, counselor...

1	Parent surveys and climate surveys are important information. Keep in mind that student effort and perceived importance in education play a factor in accountability as well.
1	I think that parent surveys are often based on teacher popularity rather than teacher effectiveness. Teachers need to be popular and effective! I'm not sure what you mean by staff climate survey.
1	Parent surveys are OK, however "Parent Trigger" models again need to be further looked at.
1	How would staff climate surveys be used?
1	surveys would be good, just don't rely on testing as the only measure
1	school size target groups ELL population
1	students different abilitiy levels should be taken into considerations
1	I believe that a more accurate picture of the school would be presented if the school could drop one student in each classification. With stratefications of only 10 students as opposed to the 30 in ESEA, one student can disproportionately skew the results.
1	The size of school districts should be considered
1	That this will not work. We are professionals, why don't you treat us as such! Only I know what's best in my classroom!
1	Much more parent involvement.
1	School size
1	If a student consistently performs well, that student should not be penalized if their score is within range of past percentages, but a percent lower than the previous year. Ex. Year one - 97% Year two- 95% Our schools perform well and should not be punished while still in great score ranges.
1	This will depend on how much of the Governor's plan is adopted.
1	one year's growth may not be fully attainable for every child in hour, yet every child in Iowa may be able to grow to some degree
1	I do think both of the fore-mentioned surveys would be very beneficial.
1	It seems that this model requires more specific data analysis than is currently being done. Who will do this analysis? When will they be trained? Will the state fully fund the need for the additional staff or the additional time needed to meet this requirement? Would schools and teachers have the opportunity to respond to parent surveys, especially concerns which may be unreasonably stated due to the parent's attitude toward school? How would staff climate survey's be handled? Would funding be provided to correct issues? Would administration be retalitory making it difficult for staff to state concerns? Would there be safegaurds for these possibilities?
1	School size - small schools will have a more difficult time reaching goals.
1	I think the accountability model needs to have factors that we can control. Attendance for example, is not something that we, as a school, can control. It was very confusing on the video.
1	As long as anything which is totally outside of the classroom teachers control is NOT considered, any other factors are fine.
1	Staff climate surveys and parent surveys should be considered. Need to look at the whole picture of the school.
1	Social-economics. Just as a dentist cannot control what happens out of their office with his/her patients, school and teachers cannot control what happens out of schools. Also cannot control genetics, etc.
1	A staff climate survey would be helpful.
1	Student attendance should also be considered.
1	Education of the staff should be taken into account.
1	I am concerned about attendance. My daughter was just diagnosed with Diabetes this last month. She is a very strong student who excels in all categories scoring very high. She now has missed 6 days of school because of the hospital stay and doctor appointments that we need to travel a good distance to. What about all the cases with students who miss because of a extended illness or something else that could cause and absence. I think graduation rate would be a better tool because if they aren't coming to school wouldn't you likely find the graduation rate having an adverse effect.
1	What about administrators? Morale and leadership comes from the top. As educators many of us feel like we are just puppets. We have so many demands on us we don't know which one to work on first.
1	parent involvement interventions tried
1	I think there should be a parent survey and a staff survey.
1	i think teacher input should be included

	1	Yes, parent surveys and staff climate surveys. Classroom teachers are already overworked and underpayed with unrealistic expectations of 100% of their students having to be proficient in reading in math! Targeted instruction should be given by someone other than the classroom teacher. Their job is to teach the core to the general education students.
	1	School size, student's disabilities, size of subgroups,
	1	The staff needs to be behind the model in order for it to work. So the benefits need to be discussed, in order to achieve this.
	1	The staff climate survey needs to be a part of the program evaluation. There can be many factors that effect student growth. Leadership can play a large role.
	1	parent meetings, school size needs to be factored in as far as the subgroups
	1	Parents need to have an input, however, the fact that teachers cannot control the students environment or their actions after they leave their classroom also needs to be considered.
	1	yes all of the about and more, why change what we already have in place?
	1	Parents needs to be involved, concerned and active in their children's life. School size factors into the equation.
	1	I hesitate as a teacher to take into account parent surveys because you have the potential to have parents that don't like one thing and are not looking at the big picture. And at times they can be very vocal. This can also happen with staff.
	1	Parent surveys don't always show a clear overview of a district. Parents with issues are usually sure to fill those out. Others are not.
	1	School size and target group size of 10 for subgroups is not realistic for a small school.
	1	Do NOT move into a Value-Added Model. There are far too many variables at work there and a possibility of lack of transparency in this process.
School Administrator	1	Climate surveys would muddy the waters. Sometimes leaders have to make things uncomfortable in order to promote change with teachers. Sometimes leaders have to make difficult decisions about students that might make parents unhappy.
	1	I suppose that, over time, these qualitative measures have impact. I would stress the 'over time' aspect.
	1	Put some type of requirements on parents for lack of growth or proficiency.
	1	Those may be important for internal use but not sure about the accountability model use.
	1	The only parent survey's that you'll get are those that are involved....which is not the majority of parents.
	1	SES of the district. I think that the failure of the ESEA is the inability of state/federal officials to carefully examine the sociological factors that weigh on a school district and thus, student achievement.
	1	Safe School - suspensions & expulsions should play a role.
	1	Parent surveys.
	1	SES factors from school to school. The accountability piece for SES should be shared by all school districts. Iowa should have one collective model that Iowa is rated on. It is not equitable for districts that have 50% SES and districts that have less than 10% to be compared or put on a list of poorly performing schools.
	1	Parental involvement in the school and the lives of their children, AND, do the children live with their actual two birth parents! The parent/guardian is KEY to children valuing education!
	1	I don't think the response from surveys is a viable accountability data point.
	1	Making sure that every district is doing the same thing. Needs to be consistency across the State of Iowa.
	1	Student mobility, Homelessness
	1	There is already too many variables being considered; the more efforts to incorporate additional components the more clutters and less understood it will become
	1	I think we need to look at student surveys
	1	I think surveys are far too subjective to use in an accountability model. They should provide useful information to the administration and board, but not be used to determine accountability. Instead you might consider some aspect of the sight visit and compliance to state guidance and appropriate policies. That would allow for more even implementation across the state and not allow a few grouchy patrons to fill up comment boxes
	1	Many factors contribute to success so all of those factors should be measured...parent involvement, climate/culture, etc.
	1	You need to have a clear outline that answers all questions if you are pulling out for next fall

	1	There are too many factors that influence a child's success. Yes we want to do what is best for every child, but I don't think we can tie everything to a number that gives a school a score.
	1	Most parents feel that their school is performing adequately. So I do not believe that there should be a lot of weight placed upon this criteria. With all the change taking place and the increase in expectations, climate surveys may not be indicative of what is actually happening in school buildings.
	1	Parent surveys are a good idea, but depending on the return percentage are not always representative of the broader community and/or those without social capital.
	1	All stakeholders need to be a part of the plan. It is difficult to get all parents involved. If there is a way to include parents, that would be great!
	1	Where do we factor in student behavior, readiness to learn, and parent accountability?
	1	All of the above.
	1	Other assessments--I still don't like one measure of accountability for achievement and/or growth. Parent satisfaction, staff satisfaction are great too...
School Board Member	1	I think the accountability model should include parent and community involvement.
	1	At the high school level we have students who are taking college credit classes. Where do you take into factor these courses? You could have a 4.0 senior taking college courses but not succeeding in them like they would in a high school class. There has to be something somewhere that would consider what type of courses these students are taking.
	1	Surveys are dependent upon the mood of the survey taker, as such, at best they have a tendency to be unreliable often as a guide for appropriate action
	1	It would be good to have input from parents and community members.
Community Agency or Organization	1	Parent participation in their child's academic life at home. Is there an adult at home to supervise and support homework? Where is accountability for those students that don't consistently come to school?
	1	The level of community partnerships and colaborations in decision making, participation, involvement, and sustainability of and support for public policy formation.
	1	availability of technology; professional development available to insure fidelity of instruction; staff turn-over in buildings
	1	Any factor should be considered.
Area Education Agency	1	Unsure -- how could this be done in an unbiased way that doesn't accidentally create an incentive for schools to engage in unethical behavior?
	1	student surveys
	1	I think the best teachers can teach well, but unless the students are willing to put forth the effort you may not see results - Therefore climate survey is a consideration.
	1	Staff climate survey
	1	Provide the money resources needed to implement with fidelity
	1	I think climate survey for sure - Even with the test teachers, if the students aren't motivated to learn, you won't get the best results.
	1	if you truly want to make this about the community, we need to find ways to get input from ALL stakeholders.
Higher Education	1	Parents, climate, school community atmosphere
	1	Mobility rates.
Other	1	How about the school's community?
	1	Input from all stakeholders is critical. But there needs to be a clear understanding that no teacher picks who is going to walk into their classroom on day one. THEY HAVE TO TEACH WHOEVER THE SCHOOL ASSIGNS THEM. Accountability needs to be fair and reasonable for everyone in the educational system.
	1	It needs to be simple and build on the work that has already been done, not a complete re-do
	1	The schools should seek input from community organizations an other entities that are committed to student success.
		First, we must understand that variables differ from one school community to the next. I still feel treated that we can test or survey to document learning. If we test, let us look at the nature of the test. Multiple

		model for students to demonstrate learning if they need to take a test.
	1	I would be careful with parent surveys unless they were not weighted much. I think staff climate surveys are important, but am not sure how they would be scored.
	1	Community and other organizational engagement to provide support and understanding of the systems and then the role of teachers and administers as they work to address accountability.
TOTAL	115	

The waiver should require low-performing schools to offer some form of extended learning opportunities, such as tutoring or summer school.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	7	10	2	3	1
Teacher	15	50	10	0	4
School Administrator	9	16	6	1	4
Student	0	1	0	0	0
School Board Member	1	4	0	0	0
Community Agency or Organization	2	3	1	1	0
Area Education Agency	1	4	2	1	1
Iowa Department of Education	1	1	0	0	0
Higher Education	1	1	0	0	0
Other	4	2	0	0	0
TOTAL	41	92	21	6	10

Comments on Question 9

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	If teachers can't get their job done in 9 1/2 months of the year, why should any student have to relenquish their summer vacation? Extra help programs should be offered during the regular school year only.
	1	I would like to see that lower performing schools switch to a year round schedule. I think this would help students to continually get help improving their skills.
	1	PARENTS SHOULD SHOULD ALSO BE REQUIRED TO ATTEND SUMMER AND AFTER SCHOOL CLASSES WITH THEIR CHILD. IF YOU DON'T MAKE IT UNCOMFORTABLE FOR PARENTS, THEY AREN'T GOING TO CHANGE.
	1	But where is the funding for these programs? Reallocating funds is not the complete answer.
	1	Making a child attend more school does not mean the child will be more productive. I would not be in favor of my child have more than 8 hours of school. Then I might as well send my child to boarding school. She would never be home. I am shocked that people are actually in favor of longer days. If the child was an adult then they would be receiving over time. I think it is irresponsible and a easy fix. think about team teaching in more classrooms. This would be a better fix, because they more one-on-one teaching time-especially in an elementary setting.
	1	These components should already be incorporated into a quality afterschool program, if one is available. Tutoring or summer school options should look at application of learning concepts in an experiential and focused way, typically found in high quality programs.
	1	But someone's going to have to pay for it
	1	"Low performing" schools should receive intensive help to assist them in improving teaching during the regular school day. If they cannot teach well during the time they have, it makes no sense to extend "poor teaching" into after school or summer hours
	1	As always- from whence will come the funding?

		fit neatly in a box. It depends on the causes and the best ways known to fix each issue.
	1	I agree with this based on the premise that all of the extended learning opportunities will be provided through the school district and not with public dollars going to private entities.
	1	We like the provider that the school brought in to the building. We would like to have our daughter have the same provider next year. She enjoyed the lessons and had good growth.
	1	The funding for these extended learning opportunities should be through grants or based on the number of children involved. The extended learning opportunities should include meals and snacks, and opportunities for field trips that include math, science and the arts.
	1	I think all schools should be required to offer this. Just because a school isn't considered "low-performing" doesn't mean there aren't students who need extended learning opportunities. I think if a student performs below the standard, they should be required to utilize the extended learning opportunities.
Teacher	1	If the students are already not performing up to snuff, grinding them down further isn't probably the best answer. Fix society, not the schools...if parents don't have a vested interest in education, neither will their kids. Get the parents to parent and go to work and then their kids tend to pick it up a notch
	1	Will need more funding sources
	1	There are many different ideas to improve teaching, not just extended learning time
	1	This would be okay if funding is given to the schools to help pay for the extended hours.
	1	With additional funding-----
	1	Let's face it, No Child Left Behind sounds great, but is really poor for most everyone involved. Make a clean break, start from scratch and don't try to sugar coat with "specials".
	1	But funds must be provided for this with transportation and food part of the equation.
	1	Funding?
	1	BUT WHO IS GOING TO FUND IT. OUR SCHOOL DISTRICT IS SMALL. WE CAN'T AFFORD TO FUND IT.
	1	This is a great idea, but there needs to be funding for this. Transportation, educators, materials, etc. will need to be paid for somehow.
	1	It is not the fault of the teachers if students are low-performing. Teachers can only do so much. Even after summer school or tutoring some students will still be behind. That will never change. Not every student will grow up to be a CEO. There are a lot of other factors that determine a student's success in the world.
	1	We need these schools to go "above and beyond"
	1	Let's help them get better without the threat of punitive action. We are in the profession of educating. Let's educate!
	1	Consider relooking at how initial instruction is provided- these kids are already struggling- why extend their day? They are not more ready to learn at the end of a long day.
	1	Offering and having student participate are two very different things. Right now many schools offer after school programs and summer school, but getting the students in need to attend has been a challenge.
	1	If this is the case, the state will need to provide the funding resources to assist with this plan. Obviously these districts will more than likely be low economic districts where funds are available locally.
	1	I agree, however it should be a fully funded proposal.
	1	The dynamics of the school district should be considered. A school that has a significantly higher percentage of special needs students should somehow be looked at differently compared to a school that has a significantly higher number of gifted and talented students.
	1	I would agree with this slightly if I knew a sufficient amount of money would be provided for such a plan. That would include proposing for ALLOWABLE GROWTH.
	1	With additional funding!
	1	I agree if there is a way to accomplish this without punishing schools. And if funding is provided to help. It shouldn't be mandatory if there isn't going to be help offered.
	1	As long as the instructors for such a program meet the same high quality standards as teachers, and get paid the same.
	1	I agree as long as funding would be made available to these schools to offer tutoring or summer school as well as hiring additional staff to help these students.
	1	How will this be funded????
	1	Parents need to help out in these areas. Why are you punishing the schools when they are already

	1	as long as the funding is available to the district
	1	It should be based on a case by case basis. That should be left up to your local school district I feel.
	1	Who is required to pay for the requirement? Also, if tutoring is outside of the school day how are you going to guarantee that kids will come to tutoring or summer school? Interventions must be a part of the school day so that the educators are in control of what students are participating. Is there any requirements for staff? Maybe the staff isn't on board with new skills, or how best to reach kids.
	1	These need to have additional funding provided by the state
	1	These tutoring or summer school should be taught by teachers who are also high performers.
	1	Many kids would benefit from tutoring or from summer school. Many students need one on one and we have 25 or 30 kids in our class rooms that makes it very difficult to give each student the time they deserve. There is nothing I would like more than to work with just a few kids who really want to learn and excel. Effort can take a person beyond their intellect but if we have to put off 1 student 1 time they may never feel comfortable coming back for help.
	1	Funding must be provided.
	1	Students need the opportunity to catch up with peers.
	1	Why is it always the schools? This is a joint effort. The IEP form I fill out for students includes gen. ed., sp. ed. and community. Let's get all the stakeholders involved. It's like beating the dog for wetting on the carpet because the master didn't let it outside.
	1	All schools, low performing & high performing should always offer extended learning opportunities for their students.
	1	too often in low performing schools there are families who do not become involved in the education of their children. therefore extended learning opportunities are essential.
	1	How are these school going to afford this? Shouldn't all school be able to offer such programs? Where does that money come from?
	1	All students should be given the opportunity for extended learning and tutoring, why not give the average and gifted learners more opportunities to improve?
	1	All this needs to come with ample money and support. Good teachers can sometimes have low performing students. We need the states/administration support to help these students. Sometimes the students aren't doing their work at home and it is out of the teachers control.
	1	How would such services be funded?
	1	This should be fully funded, if required, and students or parents who choose to opt out should be required to give written reasons for opting out of the additional learning oportunity. Students who participate need to do so without disrupting others. This would not improve education unless parents and students are also held accountable.
	1	the schools should provide ways to help those students to improve
	1	Where does the parent accountability for these under-performing students come in? What if students who need the extra services don't/won't participate?
	1	Extended learning opportunites are important as long as they are high quality and provided by trained teachers.
	1	funding?
	1	Of course, where is the money for this? Certainly not at the local level. There budgets are already stretched thin.
School Administrator	1	Depends on whether or not it will be funded. If it is like anything else, it will be an unfunded mandate.
	1	I strongly agree- however, it must be compulsory and fully funded.
	1	The state and feds should put their money where their mouth is. Our teachers are working hard and all we hear is how bad we are from the media on down to the Gov and director.
	1	Use the existing SES approved providers list that the DE maintains...do not ask or expect smaller districts to come up with "research based" tutoring programs, we have enough to do and would rather just use the providers on the approved list that we have already had success with and that our parents like.
	1	If funded.
	1	I marked "I don't know" because in our district it would be difficult to get some of the students who need the most help to attend tutoring and/or summer school. Transportation is a problem in rural schools.
		In order for a school to improve it is going to need to provide more opportunities for students than the

	1	Although tutoring and and extended learning opportunities should be offered/mandated, there has to be training so instructors understand that this can not be just reteaching but has to be provided the time to drill down within student data (error analysis) to identify the interventions the student needs in order to correct the deficiency.
	1	ONLY if additional funding is given to schools to do this and not required without additional funding
	1	Require if there is funding...taking it out of the Title One budget as a set-aside takes away from Title One teachers that can be supported throughout the year. Why would I want to cut 2 Title one teachers that are working throughout the year to provide funds for supplemental programs. Another funding stream needs to be sought.
	1	Again, how to get the parent buy in is important. How to get the parents to get the students to attend is also important
	1	Only when the research supports that those will help. Improving the core instructional part of the day should be the first step along with tutorial supports within the current school day.
	1	Use the current system of SES tutoring utilizing the DE list of approved providers. Require tutoring to be provided from providers on the approved DE list. Do not ask districts to "reinvent the wheel" and come up with their own research-based tutoring program, especially since one is already in place and has over seven years of research to support its effectiveness.
	1	My viewpoint is that shouldn't we be looking at causes before remedies are applied? how would we know the remedy fit the cause? That is the reason I disagree. Just putting another mechanism in place doesn't insure positive change
	1	I would like for schools to have control over the type of extended learning opportunities they offer. It is easier to provide continuity in programming if it is a school or district directed program.
	1	But we already do that, who supports this financially?
	1	We need to be looking at summer programs in all schools and not just low-performing.
	1	Not unless it is funded by the state.
	1	Where is the mnoney to support it and what if teachers don't want to teach summer school or outside of contracted time?
	1	Additional funding from the State should assist with this vs. repurposing existing funds from Title, SpEd, etc.
	1	Cost, transportation, and parents committing to their child's participation in these programs are issues that would need to be addressed.
	1	Programs fully funded by the state. Not put the financial burden on a school.
	1	With funding to adequalty provide services. However, I believe if schools were staffed adequately children could learn efficiently during the day and have opportunities for creative play outside of the school day.
	1	Yes! But "repurposing" title funds is no way to handle it. There would have to be additional dollars provided to schools to provide the remediation services.
	1	This will be good to require as long as there is additional funding to support this requirement.
	1	Funding of this is an issue.
	1	This makes far more sense than punitive actions currently in the scope of the law
	1	The interventions need to be during the school year and offered during the school day so it is seen as an intervention and not a punishment.
	1	Additional funding needs assist with this.
School Board Member	1	Low performing schools should get as much help as they need to improve including tutoring and summer school as well as other help these schools deem to be necessary to improve. Money should be available for these schools to do these things.
	1	We need to give our students help in everyway possible.
Community Agency or Organization	1	However, the "Extended Learning Opportunities" should not offered during the school day (more of the same), but rather before and after school or in the summer.
	1	I am not sure the Department clearly understands the difference between before, after, and summer learning programs vs extended learing opportunities as a part of the regular instructional day. Before, after, and summer learning programs has a documented field of research and student data results (e.g PPICS) through national, state, and local student achievement results which are double digit. What research base and results does ELT have ? 21st CCLC are based in low-achieving schools already --

		strategies that have created the initial student failures.
	1	How does the DE propose to "require" participation in those extended learning opportunities and summer school? Students in low performing schools may also have socio-economic challenges that contribute to the ability to learn.
	1	Including arts enrichment which encourages students to stay in school, address a variety of learning styles, and serves the whole child
	1	Non-traditional forms of extended learning opportunities should also be considered, as the traditional school environment does not work well for all learners.
Area Education Agency	1	I guess that would depend on what specific reasons and areas the school is low-performing
	1	Again - How active are the students in their learning? Requiring low performing students to go to school longer, when it isn't easy to begin with or they haven't put in the energy needed to achieve, isn't a good idea.
	1	State funding needs to support this, too
	1	Unless there is additional funding to the districts, this shouldn't happen. You can't really assess student motivation - which is often the underlying factor in low-performing schools. Even with the best curriculum and best teachers, motivation is a MAJOR part.
	1	I raise the question--- if we are truly teaching to the needs of students will tutoring and summer school change anything. Teachers need to understand formative assessment, learn to change their instruction, have peer conversations and feedback.
Iowa Department of Education	1	We do not have sufficient federal 21st Century funds to provide for all districts in Iowa, however, TITLE I tutoring could provide assistance to districts.
Higher Education	1	Summer learning loss is a documented fact for students. We need to support children as sometimes school is their only "safe place" where they can receive support and 3 months without this is too much time away from learning focused activities.
	1	But make these to be perceived as OPPORTUNITIES rather than PUNISHMENTS. And FUND them sufficiently.
Other	1	I probably agree, but I still do not like a "one size fits all" approach. It becomes to much of a penalty. All schools need to show how they are make it possible for ALL students to grow. The focus cannot be on just the low-achievers or just on the high-achievers.
	1	It can be offered, but will the students take advantage of it and will it not be considered extra for the dumb kids. We don't need to put that stigma on students.
	1	After-school initiatives addressing learning and social interaction, food, and extended year are essential for all schools.
	1	Extended learning must be modeled after the current 21st century community learning centers - these programs provide academically-based enricent that is engaging an hands-on. Students enjoy attending these programs. If rigor is ensured and sufficient, these programs should be expanded and fully funded as part of the schools overall improvement strategy.
	1	If the money and personnel are present, the opportunities should exist for the students who need extra help.
	1	As I have already said, differentiating a child's learning and instruction will help them succeed. Giving teacher the resources and time to plan individually and collaborate with their peers will only help every teacher and student succeed. Providing more quality resources top help every student will improve education in Iowa dramatically.
TOTAL	110	

What ideas do you have for recognizing high-performing schools, especially those schools that are consistently high-performing?

What is your relationship to K-12 education in Iowa?	Count	Comment

Parent	1	they are going to be in a relatively wealthy and educated populace.
	1	Do they need extrinsic motivation? Isn't being high-performing reward enough?
	1	tutoring of low performing schools
	1	PARENTS OF THOSE STUDENTS SHOULD BE ASKED TO SHARE WHAT THEY DO AT HOME TO SUPPORT THEIR CHILDS ACADEMICS AND THE PARENTS OF LOW-ACHIEVEING STUDENTS SHOULD HAVE TO TAKE A TRAINING FROM THESE PARENTS.
	1	Put them in the paper.
	1	Subsidies from technology companies whether it is electronic books, hardware and/or software.
	1	none
	1	public recognition - no additional money however as, clearly, it isn't needed there
	1	They will be recognized by the career acheivements of their students. That should be what teaching is all about.
	1	Love the idea of a mentoring model that shares best practices. Competition is absolutely necessary, and keeping score is a great way to measure the learning environment for kids.
	1	Give them the opportunity to share what they are doing with other schools. However, "high performing" schools often perform well on standardized tests not because they are teaching so much better than others, but because they have higher socioeconomic bases. Be careful about rewarding schools for something beyond their ability to control.
	1	They could keep the traditional summer out schedule. It would be nice to exchange some of the top teachers to lower performing schools to see if they could have the same success rate.
	1	Public announcement through news channels that highlights what they are doing well (which will most likely include that they are including families and that should be highlighted).
	1	I don't think labeling schools like that is useful at all.
	1	I think that is dangerous. Teachers, especially in the elementary do what they do because they love kids-are you sure that teachers would still choose to work somewhere that is known for "poor teaching" as is generally blamed for poor performance.
	1	I would recognize those schools that have diverse, difficult populations that are high-performing. OR, those schools that have made the most growth, particularly those with rapidly changing demographics.
	1	Bonuses
	1	I believe the better question is about those making the most improvement. It is much easier to stay at the top than to get to the top.
	1	Some type of achievement award for the students
Teacher	1	Not sure. I think care needs to be taken to make sure that growth is recognized. Schools don't pick their students and schools is low SES need to be rewarded as much as those in the richest neighborhoods.
	1	How are you going to keep socio-economic status of schools out of the equation? Of course, well-to-do neighborhood schools will perform better than struggling/poverty schools. And how do you know that the integrity of the testing is true? There have been many "award" schools touted in the national news that have been found to have cheated in some way, not deserving of the accolades given.
	1	They probably don't have many poor families or students on IEP's or ethnic diversity!!!!!! High performing schools don't necessarily have the best teachers or curriculum. Why should they get rewarded when it's just the right mix of students with few extra needs outside of the general education setting.
	1	use the money that you would use to recognize these high-achieving schools as far as advertisements, dinners to train teachers about strategies they use to create a high-performing school environment
	1	Grants for educational field trips, money that is no longer available in many districts. Commercial advertising to promote the school districts for parents moving and/or businesses that want to be in the area with that performance standard.
	1	NO ideas at this time.
	1	It seems to me they are already recognized.
	1	Instead of using the money to recognize high performing schools---put the money back into struggling schools.
	1	better pay
	1	I'm don't know.I think putting schools in competition with each other for a prize is not a good idea. I think as educators we are all in this to do our best for students so I'm not sure about this. We don't get to pick the students that come through our doors OR our budgets that give us our resources to work with.

1	Let them send ideas online to other schools in the form of webinars.
1	Use the money you would spend on all of that and give it to schools in low economic areas with 50% free and reduced!
1	Simply recognize them. Why do they need more for doing their job? Let their administrators share their secret to success.
1	Your idea was a good one.
1	Give them a sticker. The money spent for recognition could go towards struggling/low income schools for technology, summer schools, etc.
1	Putting a dollar amount to high performance should not be an option. Districts with a lot of tax base should already be high performing.
1	Before I would look at them at all, I would have to define high performing. At this point my idea of high performing is slightly different from Branstad or Glass.
1	Increase in funding per student
1	Spotlights in the papers or local news channel.
1	Have lower performing schools be mentored by them. Give teachers flexibility to go to a lower performing school and help them. Let the lower performing school teachers go to the higher performing schools and observe. Sometimes schools need better resources in order to have better achievement. Reward the teachers with a few more personal days :)
1	More flexibility in offering programs, easier to process waivers for the district, anything that would reduce "red tape."
1	e-mail: share what has allowed such success
1	When I look at our high functioning schools I see that they are often located in or near college campuses. This would lead me to believe that they are high functioning because of the type of student (parent) they draw in. I think that might be invalidating the data.
1	In my observation, high performing schools tend to higher socio-economic schools, with a few lower socio-economic stand-outs sprinkled in. Teachers working in struggling lower socio-economic school have a tough row to hoe, and it should be carefully considered how singling out high performing schools for special recognition, when in fact stakeholders in lower performing schools make be working much harder.
1	They already have the name of being a high performing school that is a Reward in itself.
1	Disverity of learning opprotunites, number of students attending college,
1	IT IS NOT FAIR TO THE LOW SES SCHOOLS. PARENTS HAVE TO ACCOUNT FOR SOME RESPONSIBLITY TO THEIR CHILDS PROGRESS. YOU CAN'T FORCE A CHILD TO LEARN IF THEY PARENTS DIDN'T GRADUATE AND THEY CONTINUE TO UNDERMIND THE CHILD IN SCHOOL. WE ARE TALKING 3RD GENERATION POVERTY.
1	Be conservative in external awards and extend their successes through virtual mentorship to struggling schools.
1	Just because students' test scores are high or improving does not always mean that the school is better. For instance, there are schools that have a higher percentage of underprivileged or at-risk students who require a more demanding level of performance by the teachers.
1	That their time will be ending soon. Everyone will soon be on the PLAS list.
1	put articles in the newspaper, on the Iowa education website, give certificates of achievement to teachers/staff/students to recognize them
1	Don't spend extra money on promoting these schools! Use that money towards helping the schools that are lacking. Have the high achieving districts share their ideas with other schools in the state.
1	I'm not sure that they need recognition beyond what they consistently receive today!
1	I don't think you need any recognition if you are doing your job. I don't teach for the recognition.
1	Relaxation of reporting; for example return to 3-year evaluation cycle.
1	Use the money involved to help lower income student get added support for their educational goals.
1	Support them more financially!
1	a pat on the back and public recognition-they should be happy already
1	The high-performing schools, like the high performing students, do not do what they do for recognition. Let's put our energy where it will best be used - where things aren't going well. Let them intrinsically celebrate their achievements.
	Too much money spent on all of these rewards would result in a loss of funding needed for the

		education of the children in Iowa. Funding needs to be directed to the proper areas
	1	As an educator, I really don't care what recognition by school gets for being high-performing. What I care about is recognizing the students for being high-performing. We need to equip the schools with the tools, technology and support and let the students be our reward.
	1	No ideas
	1	Invite them to go to share their ideas and successes with all of the state, we all should have the opportunity to benefit from their successes.
	1	Use that money to fund technology, extra tutoring, and teacher training.
	1	teacher incentive pay
	1	Public recognition and an article that recogizes what they are doing well so others can learn and adopt some of the good ideas. The article should be distributed to all school districts so we all have access to it and can use it in our professional dialogue.
	1	Rewards always work: financial, recognition, better equipment, better buildings, praise, etc.
	1	Make sure when recognizing them to give equal accolades to home life/parents in those schools. Some schools simply don't have the outside support needed for teachers. Eventually, teachers won't want to teach at those schools because they constantly get sanctioned for lack of improvement.
	1	Why do they need to be recognized? Time would be better spent identifying why these schools perform high & share that knowledge with others.
	1	Bonuses provided by state funding.
	1	I don't see why high performing schools need to be recognized - how does this benefit the students?
	1	Are they truly high-performing schools or do they just have more opportunity in the community they are located in.
	1	I would focus our attention on the high performing school instead of the low performing school. Maybe do newspaper or media days expressing your admiration for the best of the best schools. The low performing I am not sure publicly humiliating them is wise. I would just focus more intervention and help with those schools.
	1	give them a nice banner for their gym
	1	bonuses to teachers
	1	Look to see how much generation poverty there is in those schools. My guess is that they have less generation poverty, more parent support, good housing for all, etc. I also think recognition doesn't help nonperforming schools. Most teachers want to succeed and training is the key, not rewards and recognition of schools elsewhere.
	1	I think extra funding would be great
	1	We are too busy teaching to worry about this. Most of us would rather spend the time with our students.
	1	Make available certain grants and programs to those schools.
	1	I think some of these school are high-performing because of the students they teach. Schools that are low-performing usually have high free and reduced lunch numbers and high ELL numbers.
	1	Use the money planned to recognize these schools and spend it on schools and students who are low performing for technology, additional staff, and tutoring.
School Administrator	1	Funding to doing even more for students. (Technology, textbooks and materials, TAG programs, non-athletic extra curricular activities,
	1	?
	1	Just that...recognition by the media...in communities and statewide
	1	Newspaper articles.
	1	Waive the 5 year site visit.
	1	I believe the high performing schools should be partnered with a low performing school of similar demographics to help the low performing school initiate a systemic change to turn their performance around.
	1	Stipends for achieving & maintaining a high performing school status. Recognition is good but some special perks are also beneficial.
	1	NONE- this is not a contest. Parents in states with these ranking systems make inappropriate comparisons of schools and districts based on stars, labels, etc.
	1	make it an easy way for the state to place them on their website, positive pr for local newspapers
	1	The label would be adequate for my students, families and staff

	1	recognition for what they are doing well.
	1	We like the ideas that were presented. Additional financial support to continue programs would be beneficial.
	1	I think they should be video taped so their actions can be duplicated. My concern is that this waiver propagates the haves and the have nots in the state of Iowa and academic achievement is based heavily on demographic profiles.
	1	Not sure a parade environment is necessary; perhaps a placque for the school building to display
	1	Some award such as Blue Ribbon School Award
	1	Method of recognition for students, teachers, administrators, board and the community as all play a part and they are likely all working together well if you do have a consistently high performing district
	1	I would recognize the schools that show the most growth.
	1	Simple recognition. I don't believe that high-performing schools obtain that level due to better instruction, etc. Again, sociological issues weigh heavily. No extrinsic rewards,etc., should be used.
	1	None...they have the parents and families that actually are motivated by assessments and grades.
	1	What was suggested was fine. Growth and achievement should be recognized
	1	Some of your lowest performing schools may have the best teaching and learning going on. Contrary to the thought that schools performing highly. Not big on rewards that distinguish one over the other.
	1	Identifying the socioeconomic status of their students!
	1	This is not an area of concern for me.
	1	Publicity, logos are good ideas.
	1	Special recognition events featuring DE and Governor recognition.
	1	I think recognition is enough. People do not respond well to rewards and punishments.
	1	I think public recognition would be all we would want to recognize. As with students we should recognize learning for learnings sake
	1	We stress in our classrooms that we want students to have the INTERNAL drive to achieve. I honestly don't think school that perform SHOULD have perks - isn't it our mission, or directive as educators to set students up for success post-secondary?
School Board Member	1	Rewards are nice, but achievement may be its own reward.
	1	Most of the time when someone or something succeeds they want to be recognized in the public eye. That is what gets everyones attention.
Community Agency or Organization	1	I don't believe high performing schools need special recognition for doing what they are supposed to do any more than I believe in penalizing schools that struggle.
	1	Use as a model. Invest in programs that are not offered at the low performing schools that are at high performing schools.
	1	Additional funds or additional freedom to spend funds in a way that works best for them individually.
	1	When you review the difference between High performing and low performing, the main difference is social economic. It goes back to parent support at home.
	1	Teacher merit pay.
	1	Recognition should be based upon best practice.
	1	They should be able to receive funding to provide enrichments and to expand STEM, art and music programs. Partner with community based organizations.
Area Education Agency	1	High performance in a school should not be rewarded with a "carrot" type of reward system: praise, etc. We need to build a sense of intrinsic motivation in students and staff.
	1	student scholarships
	1	I think we should not point fingers in either direction - high or low performing, We cannot choose the students who are in our districts. We need to celebrate our successes in our own district only for there it is meaningful.
	1	May want to highlight them in Iowa tv commercials..."Performing High in Iowa" ...positive advertisement in regards to what is going well in Iowa
		I think you shouldn't recognize high or low performing schools outside the school district. The schools

		effects outcomes.
	1	continue to work on meeting the needs of all students. Don't think that this is the end when you reach the 85 mark. You need to continue with a rigor curriculum.
Higher Education	1	Schools should share their strategies but also do a self-evaluation on factors that place them as "high-performing." Is it by virtue of the experience their home life/community provide? Are they really recognizing all needs--not just "average" high-performance. Are there some students who are getting "lost" in the sea of high performance?
	1	I don't believe that recognition for those schools that serve an advantaged population deserve as much recognition as those school that serve an underprivileged population and show remarkable progress given interventions and extra opportunities.
Other	1	Public sharing of what works to make these schools high-performing.
	1	Living in an area where one district feels they are superior to the other districts in the area, I think this needs to be done very carefully. The students in the"better" school are not respectful to students coming into their district.
	1	Recognition in the community and state. Students and teachers should be given a good amount of recognition - consider financial recognition for students
	1	If the high achieving schools are in a high SES community, I want to scream. You need to be sure those students are growing. More and more data are showing the differences between low SES and high SES. It is about growth for ALL.
	1	I really think they only need public mention. An article in the Register and something locally. A certificate or plaque might be good
	1	Recognition is nice, but fully funding every school no matter where they are will be the greatest challenge to making this plan fair and successful
	1	successes should be shared broadly so others can learn from strategies that worked
TOTAL	132	

What ideas do you have for interventions or sanctions for low-performing schools, especially those schools that are consistently low-performing?

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	Create meaningful jobs that provide economic opportunites for parents to pull themselves out of poverty.
	1	I do not believe in sanctions. I do not believe staff in those schools are not trying to improve. Interventions might be trying to make students and parents more accountable. Have year round school, and after school work. More time in the classroom.
	1	PARENTS OF LOW-PERFORMING STUDENTS SHOULD HAVE TO TAKE THE TESTS THEIR CHILD ARE DOING POORLY ON TO SEE IF THEY THEMSELVES HAVE THE KNOWLEDGE TO SUPPORT THEIR CHILDREN. EDUCATING PARENTS AND PUTTING MORE PRESSURE ON THESE PARENTS TO SUPPORT AND GET INVOLVED IS THE KEY TO IMPROVING SCHOOLS.
	1	More state resources dedicated to helping parents support their children in school, more teachers in those districts, and better administrators.
	1	Change the principal.
	1	Monitor the use of technology. Check the active engagement of administration in the classrooms and the teaching staff with each other. Surprise visits from the Department of Education for a true picture versus a staged picture.
	1	I think an assessment should be done to evaluate if they have the proper tools to enhance their students learning or the funding to purchase the tools before any sanctions are handed out.
	1	strong assistance teams to come in and help staff analyze the data and change teaching to ensure all kids can do well
	1	Some type of outside education assistance to the teachers to better understand the standards and what they can do to help students achieve them
	1	When a bank or corporation has problems, an auditor or organizer comes in and tells them what

	1	Look at the population. Look at where the students begin as opposed to blame everything on the teacher, principal etc. The affect of a students' first five years determines much of their future sucess.
	1	No sanctions! Punishing schools for low test scores assumes that these schools just aren't trying hard enough. Sanctions/punishment does nothing to help teachers or schools get better - it simply demoralizes everyone.
	1	I liked the options listed in the presentation as long as the outcomes are tailored to each school's needs vs from a standard menu that may not fit the bill for fixing that school's issues.
	1	No sanctions. That is punitive and soon everyone loses hope. More support and opportunities instead of sanctions.
	1	Provide enough staff to get the job done effectively. Keep the teacher-student ratio small. Parent education is key but very much out of school's control. Generally, the parents who need to have additional education are not the ones who tend to participate in opportunities for help.
	1	I think staff turn over needs to be looked at in the building. Is the building constantly training new staff? What could be done to support the staff to stay and be a seasoned staff with high standards. Sanctions will not do anything to help those children. I think training staff and supporting a high standard is key.
	1	Interventions: additional services. Make them partner with providers. Provide additional staff training on the pieces that attributing to school climate and classroom environment. When I have spoken to school administrators, these are the pieces they need assistance with. They know how to teach in a traditional manner, but they don't know how to implement strategies like project based learning that will help create more youth-centered approach to learning and they don't know how to deal with issues related to school climate. Yanking the principal or other staff is ineffective and eliminates stability within a struggling school.
	1	Evaluation as to why? Might be discipline issues, might be curriculum reform, might be higher percentage of kids in Title 1 and/or resource.
	1	The parents in these districts need to be sent letters about it. Knowing that your school is doing poorly will make many parents work harder at home. If the information is in the paper. That isn't always enough. They need to see and understand the severity of the situation. Give them the information and tools to help these kids.
	1	If a school is low-performing, there is a high likelihood that a number of teachers are low-performing also. Rotate low-performing teachers out of their positions.
Teacher	1	A comprehensive look at the district needs to be done. Are they improving, but still low performing? As poverty rates drastically risen? Those types of questions tell a lot about the student body and how well they are performing on a test.
	1	Figure out the problem and fix that. I think teachers and schools are often blamed for low-performances, but maybe socio-economic status needs to be looked at. Maybe environment needs to be looked at. Parents play a huge role in students and maybe we need programs to help parents be better parents.
	1	Low performing schools should get extra support and lower class sizes for more individualized instructional opportunities. They should not be punished for being in the wrong part of town with tough families and kids. A classroom teacher can only do so much and should not be punished if students don't make as much growth.
	1	We would love an RTI2 person in every building/school to help with the low-performing schools. Funding, more money for help.
	1	I don't believe in sanctions. Get to the root of the problem and get some added assistance where it is needed.
	1	No ideas at this time other than to provide adequate financial support for teachers and interventions needed.
	1	It's so frustrating concerning ESL students. I don't think enough are required to go to summer school to help them out and those who really need the help in my classes go home to MX for the summer and return in the fall not ready to improve their education skills at a new level or even the level they did not qualify to move out of.
	1	Extra funding for educators, summer schools, etc. Teachers in the schools would be willing to teach summer classes, but they need to be paid for it.
	1	more resources for students and staff. additional training for teachers.
	1	I think we should look at why they are low performing. AGAIN, we as professionals are in this to do our best for these kids. We need to pinpoint why these schools are low performing and HELP them NOT

1	NO SANCTIONS!!! Look at who the students are that they are serving FIRST! Why do you see a need to punish those who struggle???
1	Classroom coaches and mentors that are available for the entire school year.
1	Models of what has worked in the past, time to implement a model with a limit to show improvement.
1	Background checks. Why are they poor? Is the environment poor? What role does the community play? Are parents involved? Find out what they need and then get them the help. Punishing them by putting sanctions on them is just stupid. If outside variables are not at the cause then get rid of the administrators or teachers that are at the cause.
1	I am not sure what would be needed.
1	Professional development plans that fit that district with local control so the people that are working there have the highest degree of investment to make the changes that are possible.
1	- not all schools and all communities are equal as far as opportunities. Each school should be dealt with on a individual basis giving them what they need - just as each student should be.
1	I think training is the key! Teachers in these low performing schools should be offered classes or trainings. Their inservices should be directed at areas in need. Students should also be offered test taking strategy lessons.
1	I think possibly setting up tutor programs or technology based programs
1	That depends on why they are low-performing. If they need funds to improve technology, then support them through that funding. If they need smaller class sizes due to an impoverished population which tends to be more needy, then support them with funding. I'm sure that whatever the improvements are that are needed will cost money. Unfortunately it is a constant refrain.
1	provide additional funding for title teachers, interventionists, reading coaches, document parent involvement
1	Schools need a better school to student ratio. Involve ESL parents more with the skills the schools are teaching.
1	RTI2 compatible services for our schools. Schools such as ours, have every teacher stretched to maximum responsibilities and yet the state is expecting more growth. This is added stress to already capacity-full teachers.
1	Quality training sessions using scientific research-based strategies as well as extended learning opportunites for students in need of assistance. Assistance with strengthening the at-risk programs.
1	require extra reading personnel
1	Schools should be provided the funds for summer school, tutors, curriculum leaders, academic paraeducators, after school academic programs.
1	Having more RTI resources available to all districts
1	Assistance in helping them implement extended learning programs.
1	Aid should be made available to those schools, to both figure out why they are low performing, and how to remedy that.
1	REMOVE THE STUDENTS FROM THE PARENTS HOME. MOST OF THE BATTLE IS WITH THE PARENTS NOT KNOWING HOW TO READ, NO JOBS, POVERTY.
1	Having an RTI person available at every school for added support
1	I believe the current laws are fair for those schools that consistently do not meet a number of requirements.
1	More teachers and smaller class sizes.
1	bring in outside sources....maybe teachers or staff from high performing schools
1	provide more funding to these districts, which would make more technology available,more trained personal, more learning tools which would better benefit the low performing students and schools
1	The State or the Federal departments of education need to put their money where their mouths are. I believe there needs to be a way to weed out low performing teachers, but that is not the only problem.
1	I prefer interventions. As teachers, we try and try to meet the needs of our students. I think our education departments (national and state) need to try to meet the needs of the schools at-risk. It would be an entirely different story if the schools make no attempt at attaining a growth or proficient curve upward for student achievement.
1	Require parent involvement. Allow educators from low performing schools to observe and learn first hand what the high performing schools are doing that allows their students to be successful. Keep in mind- students are not created equal. Socio economic status has great influence on a student's ability

1	An actual RTI person would be of great value. We are stretched to thin and para-professionals are obviously not trained teachers. They end of "helping" kids way toooooo much. Struggling schools need trained professionals.
1	Get rid of teacher unions and seniority!
1	more time for professional learning/planning to help educate educators on how to teach more productively in their specific school
1	work closely with families. REQUIRING their participation in the ed of their child. I believe that lack of family and human values are a great cause of poor functioning students.
1	There should be a clear, mandated program that addresses these schools' issues. Support, NOT sanction. Let's allow teachers that are struggling to make visits to successful schools. I would encourage administration be mandated to visit other schools also.
1	Parent universities, more assistance with students whether volunteer or paid, smaller class size, mandatory summer school for underachievers, more AEA intervention
1	Do a little research. Is it the schools? When I have a young lady in my room who has just missed her period and is worried about if she is pregnant at the age of 13 or 14 how interested do you think she is going to be about Shakespeare or grammar or WWII of Math? Not very! The kid who is going to go home tonight to a drunk, abusive parent or no parent at all, no food in the house or maybe his/her parents' druggie friends or their own druggie friends; will they be interested in any of the things I have to teach them that day? We need to take everything into consideration. A plant does not grow with dirt alone. It also needs water, care and sunshine.
1	REQUIRE parent involvement and accountability in their child's education to make it truly a team effort.
1	They need to get mentors from good performing schools. They need resources to help them learn new strategies. Parents of non-proficient kids need to be tracked as they move from school to school and warned that they must help their children it is NOT all the teachers job to educate the students.
1	All school should get these funds not just schools in need, we all have students that would benefit from more funding and better trained staff.
1	People from the state should be available to offer the staff at these schools learning opportunities that they can better their practices and implement in their schools.
1	Quality instruction starts with principals. If a school is low performing, why are principles not removed and new administration brought in to change the performance of the building. Principals shouldnt be allowed year after year to manage a school that is low performing, yet it is a common occurrence.
1	More support, smaller class size, recognition for what is going well as opposed to continued punishment.
1	Low performing schools shouldn't be punished if it is due to lack of funding, reduction of staff, and low-economic reasons.
1	Help teachers develop interventions to help students. Help the school hire more teachers so students don't have to learn in large groups.
1	same as above in #10. IT's not always the teachers' faults. Parents play a VERY large role in their student's success- good and bad.
1	Don't spend so much money recognizing the high-performing schools. Rather, use the money and time for low-performing schools to increase their interventions.
1	Evaluation to determine what necessary resources that school would need. There are times when the issues within the school district are issues that come from outside the walls of the district.
1	Partner with schools who continue to show growth.
1	Punishing them as we currently do doesn't work.
1	Provide additional funding for additional staff, tutoring, education for teachers, programs to provide students with healthy meals, opportunities to go somewhere to study and complete homework, social programs to make students want to attend and finish school, programs to get parents involved
1	I think a watch list would be good for those schools who perform low, but if it is consistent, then intervention should be implemented. I'm not qualified to give ideas for that.
1	education of intervention stratergies, matching low achieving school with high achieving school for mentoring opprotunities.
	*Anti-poverty programs *training for teachers and administrators *continue the mentoring program in place now *increase instruction time for at risk students *increase library books with a range of reading levels *all administrators and all government officials should spend some time meeting those who live in poverty. *all administrators and all government officials should spend a day teaching children in

		Volmer's book on "Schools Can't Do it Alone" *Forget about sanctions. Every educator should know that punishment is less effective than positive reinforcement. Teach to the strengths of schools and teachers *Forget the idea that teachers with high IQs are better teachers. High IQ doesn't make a good teacher.
	1	provide for a response to intervention personnel in every low-performing school district
	1	Low performing schools are often low socioeconomic schools. Low socioeconomic groupings are typically welfare communities, or communities that have no vested interest in the free education being provided for their children. Go into those communities and provide the families who live there with a kick in the pants to get off the welfare system, quit having babies to increase their welfare check, and to go get a job. Don't fix the schools--fix the problem--the way society is dysfunctional and the way the welfare system encourages people to live off of & milk the system.
	1	Realizing that it's not the staff.
	1	I think it depends on why they are low-performing.
	1	Put money into homes for children to live in, money for proper clothing, money for food for low performing students---classes for parents on how to parent or become a better or more responsible parent and why becoming a good parent will only help their child.
School Administrator	1	First you would have to study their demographics. What poverty level are they at. How many one parent homes are there and homes that both parents work? How many different cultures in the community that may not put the emphasis on education that we would like? I would say no sanctions but sned in experts to help turn it around and do some studies. Experts- people that are proven to be expert educators with experience in the classroom recently.
	1	Change leadership after 5 years of missing targets.
	1	It is very difficult to overcome the home environment influence on student achievement. Such a condition does impact scores and growth.
	1	With open enrollment and public ranking of schools, I believe interventions are appropriate but don't believe in sanctions. Schools working hard to reach goals and follow the requirements do not need more punishment. There is a lot of research indicating the ineffectiveness of sanctions on long-term positive achievement results for schools.
	1	People need to look inside to outside instead oh outside in. The data can be misleading. For example, students who do not want to be at school may be and are a distraction for other students. Schools need to be supported with per pupil expenditures that reflect teaching and learning.
	1	A intervention would be that teachers of that system would need to participate in a training program that provides them additional strategies in reaching the low performing student. Sanction could where staff would need to work with a coach and demonstrate a true knowledge of content as well as instructional practices.
	1	Provide DOLLARS and programs for assisting students AND their parents or care takers with tutoring and other academic assistance. NO school is deliberately trying to make students fail! Sanctions are a foolish option for help!
	1	Additional staff development opportunities for learning how to do Response to Intervention in schools. Teachers struggle with differentiated instruction due to classroom management issues.
	1	The current DINA/SINA assistance plan by the AEA's is not effective. I am not sure who the experts would be to assist.
	1	State team help in identifying needs that exist. The problem with SINA right now is it's punishing instead of helpful. A blanket process is used on all schools without any help differentiating. Put energy into the poorest schools first!
	1	Interventions should include after-school and summer tutoring provided by providers listed on the DE approved list of providers rather than simply allowing the school-district to provide the tutoring intervention themselves.
	1	I guess I have a hard time with the 'sanctions' part. I may be naive, but does any school strive to fail their students? Shouldn't we be about SUPPORTing these school even more? Building relationships, connections with schools that are having success? Build collaborative, solution seeking avenues.
	1	If a school is working hard in following the guidelines, recommendations, and interventions recommended/required, is a sanction really necessary on top of that?
	1	Intensive assistance not the fly-by model presently used by the DE right now.
	1	Have there really been any sanctions. DM has schools that have had SINA designations for years... and no real sanctions.
	1	Extended learning opportunities (longer school year- more remidiation, etc)

	1	Conduct an audit that would involve leadership, teachers, support staff and parents to target the reason and then require an action plan with ongoing monitoring to restore achievement.
	1	I'd suggest heavy support from the AEA and State Department in helping them to implement effective practices to address their deficiencies.
	1	State should require a salary freeze for a 2-3 year period for all teaching staff.
	1	As stated above, I believe low performing schools should be partnered with a high performing school with similar demographics to develop a systemic approach to become proficient. The variable is time. How do we build time into the current calendar so teachers and administrators can work together to create the necessary change?
	1	Make it a positive and have more incentives than punitive measures.
	1	Waivers for time in "specials", money for transportation assistance, getting technology and proven software in the hands of kids to accelerate the process, and coaches to work with ALL teachers
	1	Determine why they are low-performing and then provide supports to best meet those inadequacies.
	1	provide supports, do not make it punititive
	1	Financial assistance to address targeted needs as well as AEAs providing Professional Development to LEAs. Extended school year for staff
	1	ffering some sort of remediation in the summer.
	1	Research based, best practice interventions
	1	Some other type of support besides the AEA. My district provides better professional development and support for teachers than the AEA.
	1	additional professional development opportunities, additional funding to help with after school programs and longer school days
	1	We need to help low performing schoools and not penalize them. It is bad enough for those schools who have been identified as SINA or DINA they have been in the press and it's time to stop the bad boy image which it gives schools and help them improve
	1	?
School Board Member	1	The low performing schools should get as much help as they need to improve especially one on one teaching with students that are having difficulty.
	1	Refer to comments # nine. These schools should be given the oppurtunity to determine what they need to improve and be given financial help to do so. Sanctions should be the last resort.
	1	You have to be very careful in this area. No one likes anyone coming into their comfort zone telling them what theya re doing wrong. One thing is to let them know what will happen if they are found to be a low-performing school. Have a type of steps that will be taken to help them to improve. If a district knows what kind of help they are going to get it would make it a little easier. And unfortunately baby steps are the best way to go.
Community Agency or Organization	1	Read my answer to #10.
	1	Invest more funds into those schools. Increase the educational and educational enrichment at those schools. Do not eliminate options.
	1	Allow for more teacher training/professional development, allow different methods of achieving the same goals, consider all reasons why the schools are low-performing and whether or not the expectations are realistic.
	1	An intervention idea would be to increase funding levels to low-performing schools to employ additional staff.
	1	Replace lower performing teachers with higher quality teachers. Teachers are the reason kids will grow or fail. High quality, research based curriculum must used master core standards. Replace building principals of low performing schools. Require SES services and before/after school extended learning.
	1	In conjunction with ISEA and the Teacher Preparation programs at our IHE and Colleges-consider forming a special Teacher Corp program that's focused purpose is to assist and help turn around low-performing schools for three years.
	1	Work with programs already involved with the students through after school, sports, food programs etc., to create common goals for the students. Then they can work together to expand learning based on those objectives.
	1	Financial incentives for students to do well, money towards higher education (community college or 4 year universities)

Area Education Agency	1	Have administration leader paired up with another administrator mentor that has expertise in school improvement... assisting with the change process
	1	Sanctions - no. Interventions - yes. Curriculum experts could work with the schools. Behavior experts could as well. I think a district plan should be written and resources should be identified. Then the state should provide funding to help get those resources. We need to pour more money into those districts, not take away funding for low performance.
	1	Not sure if this is the place to make this comment, but make sure you are clear with the fact that all schools, not just title one schools will be part of this. I think one of the earlier power points only referred to title one schools.
	1	Additional staff Additional professional development
	1	State needs to fund and allocate increased resources (money and people, research based materials) to places that are tough to serve due to SES and Economic factors. A system that is 50% + SES needs more resources to help all kids be on target for college and career ready and this starts at birth
	1	mentoring by staff of high-performing schools
	1	I don't believe in sanctions. I believe it would be helpful for an outside source to work with the district to see what can be done to improve performance.
	1	Districts need to look at the effect size and research based on their implementation of initiatives.
	1	Should extend beyond sanctions only for schools receiving Title One funds.
Iowa Department of Education	1	Use data to determine achievement gaps and develop remediation plans and specific goals for increasing student achievement.
Higher Education	1	There should be interventions and not sanctions as generally sanctions punish the children. If it is the teacher and remediation hasn't helped, they should be reassigned.
	1	Bring in top-notched consultants in the areas that need acceleration, such as guided reading experts, or experts on math problem-solving and divergent thinking, to develop personal relationships with schools by teaching deep ongoing strategies that are modeled with kids and coached by each other over years.
Other	1	I would stay away from sanctions as much as possible.
	1	You need to look at the demographics of each of these school and then target resources to meet those needs. There will be no one solution that will work, we need to think outside of the traditional model and do three things. 1. Provide teacher with the time they need to plan and prepare for instruction 2. provide more time for teachers to collaborate to insure grade level instruction is exactly what these children need to succeed. 3. provide funding to reduce class sizes so student and teachers have the opportunities they need to do what's needed to build a successful system for all students
	1	Additional resources are needed to expand the school day and and school year. Additional professional devlopment is needed.
	1	Afterschool modeled-expanded learning opportunities are good interventions for the most at-risk students.
	1	Allow collaboration with the staff at the high-performing schools. There should be no sanctions.
	1	The stick approach does not work with students and you expect it to work with low performing schools, surely there is some other way!
	1	Strong tutoring and mentoring relationships for students and for parents (as much as possible) Working on extending concerns into the respective communities so the low-performing schools become the responsibility of the entire school and is not placed only on teachers or parents, given cultural issues may also be a factor.
	1	SANCTIONS! I am sad. We need to look at and understand the characteristics/needs of the low SES students in the low-performing schools. We need to see what can the school do to provide what families cannot provide. Much of this is enrichment, but the funds have not been there to provide that enrichment.
TOTAL	149	

The current evaluation system provides teachers and administrators with regular and timely feedback concerning professional growth.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know

Teacher	14	37	20	4	4
School Administrator	7	20	6	2	1
Student	0	0	0	0	1
School Board Member	0	3	1	1	0
Community Agency or Organization	2	1	0	3	2
Area Education Agency	0	2	5	1	0
Iowa Department of Education	0	0	1	1	0
Higher Education	0	0	1	1	0
Other	2	3	0	1	2
TOTAL	30	74	35	18	13

Comments on Question 12

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	The only concern I have is will the teachers/administrators use it on a regular basis.
	1	I think there should be more informal evaluations. I think if the informal evaluations are done right problems with teachers can be handle then instead of waiting for the formal. Help should be given based on non formal evaluations. Help should be looked at as something positive and not negative. If a teacher continues not to improve there should be an easier way to get that teacher dismissed.
	1	PELLA IS GOING TO EARLY OUTS EVERY WEDNESDAY NEXT YEAR. THAT'S A GREAT START, THERE ALSO NEEDS TO BE MORE TIME TO PLAN AND COLLABORATE BETWEEN TEACHERS. THIS WAS NOT ADDRESSED IN THE GOVERNOR'S EDUCATION REFORM PLAN.
	1	I agree in the places where administrators are actually evaluating teachers and following the current system. Our problem with the current system is that not all administrators follow it.
	1	From what I understand, teachers get feedback on their instructional qualities, but these are typically not what they are struggling with. So, while they may provide feedback, it's not necessarily valuable feedback. I don't know how timely it is. My guess is that depends on where you are in the state.
	1	If it isn't broken, don't try to fix it.
	1	Let us utilize our time and not create needless paperwork.
	1	Those outside that system have very little information about how it works and how well it works. That should be addressed.
	1	If done appropriately, the current system and structure apparently allows for both formal and informal feedback on a regular basis as needed.
	1	The system we currently have provides the OPPORTUNITY for timely feedback. The implementation of the system is what is inconsistent.
Teacher	1	It is yearly....we set yearly personal, grade level, building and district goals.
	1	The current evaluation system, when properly administered, does provide feedback that is appropriate. Any evaluation system will falter if the administrators responsible for administering the system do not follow the protocol.
	1	The current system is a one size fits all teachers and students and that is not the case.
	1	We would get our reports at the end of the school year - that does us no good. If every school was 1:1, the test could be administered on-line and we would know by the end of the week where we stood.
	1	Current walk-throughs are good as long as they are not used to evaluate the teacher's performance in the classroom at that time. The focus should be on the student learning.
	1	I think that evaluating teachers every three years is fair. If an administrator is doing their job, they should be in a classroom every week looking at performance.
	1	If administrators are doing their job, the formal and informal observations should be taking care of any weaknesses.
	1	As long as it is used correctly.
	1	I think that annual detailed evaluations are unnecessary

1	We update our teacher portfolio every year and complete an evaluation at the end of the year.
1	Too much time spent in PD on essential skills for ITBS skills, not enough time spent in ESL dept PD.
1	The current evaluation system is simply a "jumping through the hoops" routine. Teachers and administrators do what they have to do without any significant improvement in teaching. Administrators need to become partners in teacher quality.
1	Not enough consistent feedback and often.
1	Why fix when other states look to us for taking the lead in this area years ago? Sounds like someone's personal agenda here...
1	The state and school districts put in lots of time and money into the current eval. system use what is already in place, do not keep changing and reinventing.
1	There is no need to alter this system.
1	When I am evaluated, my admistrator meets with me within 2 weeks to discuss the evaluation.
1	Our system does in our district. I think by adding yearly evaluation you are just adding more paperwork and more time away from actual teaching. We already have enough of that.
1	The current evaluation system's effectiveness varies from school to school.
1	When you say current do you mean the one you are proposing or the one that is in place in the school now. I don't think having yearly evaluations will necessarily make the system better. Also currently the federal government does not require yearly evaluations. I could see every other year unless the administrator feels that a teacher is less than effective than yearly evaluations should be necessary until that teacher is dismissed or brought up to an effective teacher standing.
1	I don't feel we are paid for our professional growth. I have my master's in teaching now, and I feel under appreciated in many facets of our district.
1	As long as the administrators will leave their offices and actually show up to evaluate the faculty, then yes. Sometimes teachers have actually go and get them out the their offices to come and evaluate.
1	As long as its used correctly.
1	DON'T CHANGE IT. MAYBE SOME OF THE ADMINISTRATORS NEED TO BE REPLACED. I THINK OUR SCHOOL BOARD MEMBERS ARE NOT QUALIFIED TO EVALUATE THEIR CURRENT PRINCIPAL OR SUPERINTENDENT.
1	The feedback may be timely, but there is little follow-up for those teachers who need to improve the "art" side of their skills.
1	At times, when used to evaluate the child's learning within the classroom.
1	it takes almost 9 months to find out....we took ITBS in the fall and still have no results
1	My oldest daughter, who now teaches Sciences in Iowa and is working on her Master's has a learning disability. I read all her work to her, even into college. However, when it came time to our evaluation system that everything is based on, she would come out of there with a 13% when her older brother, who now has his master's, came out at the 98% in everything. I could not force myself to share her information with her because she would go to her room and cry herself to sleep if I did. Not a fair measure.
1	We are evaluated each year.
1	A teacher should be observed on a daily basis with the principal being very visible and involved with learning and student contact. ANY teacher can teach a wonderful lesson one time that an administrator is scheduled to be in observing. On the flip side of that, a teacher's career should not be held in the hand of one administrator who may or may not "like" that teacher.
1	Teachers get timely feedback when being evaluated.
1	The portfolio model that my school has adapted on a three year rotation is nothing more that additional paper/busy work. I would like to see real peer observations/evaluations NOT tied to salary.
1	The evaluations are too few, and far apart. More, less formal evaluations would be beneficial, as long as feedback was given.
1	
1	Administrators also have too litte time to provide that feedback. Their role is still punitive rather than supportive overall.
1	In our district professional development plans are reviewed yearly. Evaluation is every 3 years. These are very comprehensive and give educators meaningful feedback. If need a teacher has been evaluated more often and an intensive plan has been put in place. Teachers have been dismissed when their work is not of the quality need to be a teacher in our district. Isn't that what we are working to correct? The present system works here.

	1	Currently, teachers are evaluated each year. Formal observations happen every three years. Administrators who see a need for more frequent intervention are able to instigate that.
	1	It depends on which school you go to and who your administrator is. If you follow the guidelines the 8 Teaching standards are great. If the administrator doesn't follow evaluations along the standards it doesn't help improve teaching.
	1	Too little feedback.
School Administrator	1	The current system is sufficient, it does not need to be changed.
	1	Depending on how it is done but past history of yearly evaluations has not improved student performance.
	1	Yearly professional goals, walk-throughs, Collaborative Learning Teams and evaluation provide feedback.
	1	Our formal evaluations occur every three years with walk-throughs and conversations happen more frequently. The duties of the administrators are vast and varied and evaluation is just one of them. It is hard to be the coach you want to be because of all of the management duties that occur daily.
	1	Annual reviews and career development plans are a means to address the professional growth of employees
	1	The concern with any system is consistency not only among districts but within districts. Much of this depends on the evaluator.
	1	Do not add administrator requirements for evaluations. We already have enough to do.
	1	In the current system in place within our district, administrators are provided feedback at midyear and end of year based upon their PD Growth Plan. Instructors are provided end of year feedback on their PD Growth Plan and feedback at the end of their summative evaluation. Teachers also receive some feedback based upon walk-throughs that are conducted at least weekly. The weakness of our current plan does not provide for mid-year feedback on teacher PD Growth Plans.
	1	No, especially for administrators.
	1	The evaluation process needs to be improved. The PD plans is a good step; however, having a committee locally develop the PD plans only ensures that union leaders water down the PD plan. The plan should be developed at the state level and used across the state rather than developed locally.
	1	In my district, yes.
	1	We follow the format we are expected to. As an admin I generally spend 12 hours per teacher on-cycle for evaluation. How will I be able to evaluate all of my teachers, associates, custodians, etc?
	1	Walk throughs are conducted on a regular basis, conversations taking place in PLCs and annual individual professional development plans
	1	Does not need to change.
	1	Mt belief is that the evaluation is a negative "thing" that is done to teachers. Seems like a strong statement, but perception is - how can "evaluation" and "coaching" reside with the same individual? Why do we not develop an system where an impartial rater provides data that the principal (coach) and the teacher can sit down and talk about where to focus efforts for the following year, data points to look at, etc.
	1	Ten years ago, the state underwent an extensive, research based evaluation system overhaul. I am offended that educators are being told that this system is not efficient nor research based. A considerable abount of time, resources, and energy went into the creation of a new evaluation system. To adopt a new system will be an ineffcient use of resources. One has to consider the validity of any evaluative instrument- whether used in the public/private sector. Most research would say that the annual performance review has nothing to do with improving performance. Evauative instruments are used best when used as a disincentive. My only crticism of our present evaluation system is that is is focused too heavily on student achievement issues and not enough on essential human resource functions of the organization.
	1	When thought of in a summative sense, it happens every three years. In the other years the discussions evolve around a career professional dev. plan
	1	Evaluation system does provide feedback.
	1	Much time and effort goes into teacher and administrator evaluation. I do not see any necessity for starting over with both!
School Board	1	There are many ways they get the information needed to gather the growth. But I am not sure we have a great system as of yet on how to follow a student completely. Meaning, if the studetn moves to other

Member		anyway to combine how they did in or district with how they did in the other district.
	1	After 38 years in a classroom, evaluations if even done provided very little impetus for instructional improvement. The principal as an instruction leader if often non-existent because of attendance issues that are allowed to fester. This is probably because attendance is easier to deal with then is a poorly performing instructor.
Community Agency or Organization	1	Teachers currently don't get regular feedback from the evaluator. There's not enough time and many of them can't articulate what it is they are looking for in the classroom.
	1	The current evaluation system is seemingly nonexistent, and low performing teachers are kept year after year after year - to our kids' detriment.
	1	When evaluations are done in compliance with the procedures already in place in schools there is sufficient and accurate feedback available.
	1	It is a biased system. Needs to become a neutral evaluation process.
Area Education Agency	1	The literature on feedback suggests that it is more effective to be descriptive, rather than evaluative. How can we use descriptive feedback to support teacher reflection and growth, rather than evaluative feedback that supports simple compliance?
	1	I don't think the current system provides teachers with professional growth opportunities that are necessarily tailored to their individual needs.
	1	I think the issue with the evaluation system is not the frequency that it occurs, but rather the depth of discussion and the follow-up and implementation with fidelity that occurs with any action plan. Thus, it we get the same depth with annual eval as we get with every 3rd year, we have not improved anything.
	1	It appears that time is a barrier especially in schools with limited staff. Instructional leadership is difficult to address when management issues need to be dealt with... schools need assistance with management if instructional leadership is the primary focus.
	1	I wouldn't want to see stricter standards, but every teacher can look good for the 2 observations that are needed every 2-3 years. Evaluations need to be on going and not just a meeting at the beginning of the year and a summative report at the end. Mentoring has been a good thing, but not every district does a good job with this.
	1	I cause you to do an evaluation once a year. We need to make sure we have the capacity to do this. As an administrator, trying to be an educaitonal leader, yet writing all the reports, building relationships with students, staff and community will be very difficult to do the job with fidelity.
Higher Education	1	I don't think this happens consistently and administrators need to be evaluated on their effectiveness in this category. They should be instructional leaders.
	1	The old model of preconference, observation, and post-conference is insufficient. More regular observations with 1-2 targeted goals per observation would help teachers focus on areas for improvement.
Other	1	The use of a walk-through system gives more timely feedback.
	1	Biggest issue here is when it is completed with fidelity. There are conversations around classroom issues every year with the current system. The concern is doing the evaluation with fidelity.
	1	Teachers and administrators do not know what to do with that feedback.
	1	When it works it does this.
	1	The evaluation system currently used is definitely adequate, but we need to ensure it is done on a reasonable cycle and that those who evaluate are proficient enough to do it well.
TOTAL	88	

The current evaluation system focuses on professional growth for teachers and administrators.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	4	8	4	2	5
Teacher	14	37	19	3	6
School Administrator	7	23	4	1	1
Student	0	0	0	0	1
School Board Member	0	2	2	1	0
Community Agency or Organization	2	1	1	2	2

Iowa Department of Education	0	1	1	0	0
Higher Education	0	1	0	0	1
Other	2	2	1	0	3
TOTAL	29	80	35	9	19

Comments on Question 13

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	Until you see what is specifically required of them for their "professional growth", I can't answer this. We currently have teacher inservices on a regular basis, but having spoke with different teachers over the years, most of the inservices are useless in their eyes. The training or professional growth needs to have substance and be realistic.
	1	It seems to focus on professional growth, but I don't know to what extent is produces it.
	1	With the formal evaluation teachers should see all the positive and negatives and should develop a professional plan for the next three years. Since all teachers have to go back for continuing education credit the credits should reflect what the teacher is working on in the plans.
	1	The growth seems to be individual instead of as a building. (I am referring to the pay being based on credits not on staff training which seems to be the shift. Although this shift is not recognized in the pay scale. Teachers make more with individual career plans, not by participating in building professional development. Although this method is more likely to improve the whole building.
	1	Again, professional growth to learn educational practices does not help teachers address school or classroom climate issues or youth-centered approaches to learning. This may be an area where afterschool programs or outside providers could provide some assistance to teachers.
	1	Teachers are presently required to further their education, as they should be. This should help them attain the skills needed to properly educate our youth. What other "professional growth" is necessary?
	1	Please don't go overboard on that either!
	1	The system focusses on professional growth. The practice doesn't always match what the system calls for to happen. Improve the implementation of the current system.
	1	More professional growth happens with conversations, co-teachings, and positive conversations versus threatening evaluations. Also formal evaluations are staged, jump through the hoop performances.
Teacher	1	Comments made during evaluations don't necessarily promote change.
	1	Our system right now is based on who has put in their time and that doesn't mean high quality teachers. We have several teachers who are getting paid a lot of money to be poorly educated themselves.
	1	The current Iowa teaching standards seem fine.
	1	Too much so. Let us get back to teaching.
	1	Yes, but there aren't funds to provide for additional learning opportunities like conferences and such.
	1	I really like the 8 teaching standards they are well thought out and have helped me grow immensely as a teacher! PLEASE do not get rid of them.
	1	IT DOSENT WORK OF EVALUATION OF ADMINISTRATORS.
	1	Yes to an extent. I wish there would be more opportunities to attend profession growth workshops, classes, etc.
	1	testing is the basis
	1	I wish there was money to go to a conference instead of just having the AEA come in during the year.
	1	but only concerning raising our test scores and everything is based on raising scores. Of course, ESL scores are lower than other student group scores, but that is to be expected as it's their 2nd language and they are trying their best.
	1	We work every year on a career development plan, even on years we are not formally observed or have to turn in a portfolio.

		Professional growth aspects change from building to building depending on the administrator.
	1	I agree that one of the Iowa Teaching Standards addresses professional development; however, the evaluation system does not necessarily evaluate how well teachers are implementing the professional development provided in a district.
	1	Absolutely.
	1	At our school, this would be the case in my experience. However, I do know that this might not be true statewide or nationwide.
	1	Professional growth is part of the annual evaluation.
	1	Creates more of a paper trail than anything else.
	1	I don't know about the administrators.
	1	Again, one size fits all - it doesn't allow teacher's to grow working on their strengths and building up weak areas - it is one PD curriculum for all teachers of all grade levels and in all different subject matter.
	1	Just taking classes does not ensure improved instruction.
	1	No money nor time for professional growth-
	1	I like the I Pad report I've been getting with the standard of teaching checked off.
	1	Professional development, for the most part, is viewed as a waste of time. I am on the Lead team this year and it makes me sick to watch our veteran teachers worry more about a sport they coach or drawing a pretty picture or rebelling by wearing the wrong "color" clothes that day just to make a statement. It's like our students education; it needs to be relevant.
	1	The current system requires educators to develop a career development plan as part of their evaluation system.
	1	I think it is half-and-half. I think it is performance and professional growth and that is right.
	1	The required yearly portfolio is based on individual professional development goals based on analysis of Iowa Test of Basic Skills areas of concern.
	1	I am lucky enough to work in a school this year that education, learning and personal growth for students and educators are in the forefront. The past four years I could not have said that. Every school has a different environment and a different feel - some are friendly and thriving, others are devastating and full of dog and pony shows.
	1	There are other factors included as well.
	1	At our own expense, teachers are required to meet recertification standards. These ensure a minimum amount of professional development.
	1	Professional growth has been a part of my evaluation for several years. I do think that teachers need to keep learning and reading professional books.
	1	Career teachers are not financially rewarded for their knowledge and skills, the base pay in Iowa should reflect rewards for teachers that stay in teaching.
	1	current professional development is irrelevant to classroom success
	1	It is not a "focus" but it is asked and you are encouraged by an evaluator if you have participated in any classes or read any professional books for growth. Several of our professional days focus on our professional growth and development, so it is clear that it is IMPORTANT to our Administration.
	1	It should, but can probably mostly get through it without growing as long as it's sound teaching
School Administrator	1	Individual Career Plans do assist teachers with growth.
	1	Both evaluation systems are founded in professional growth!
	1	Both teachers and administrators are held to high levels and the attainment of numerical academic growth by students.
	1	Professional growth is not the only area our evaluation system focuses on,.
	1	The concern with any system is consistency not only among districts but within districts. Much of this depends on the evaluator.
	1	We currently have a good system, leave it alone.
	1	I wouldn't agree that the "FOCUS" is only on professional growth. The current focus is very much on performance in relation to teaching/ and administrative standards which should INCLUDE professional growth.
	1	As discussed above. Growth plans are developed but we need to do a better job of a midyear or better yet, quarterly review of the growth plan.

	1	We are working to encourage professional growth, but the evaluation system is flawed. That needs to be addressed in any changes.
	1	Teachers target their own Individual Development Professional Plans to their own specific needs. It is up to the teacher to have self-accountability to achieve the goals on these plans. The administrator can monitor this to a certain extent.
	1	It does on paper, not necessarily in action. It seems to be a surprise to think that the individual growth plan, building plan and district plan should be connected to many of our teachers, unfortunately. It is difficult to provide strategic, connected, focused feedback for them when they feel it as a disconnect.
	1	If the current system is used with fidelity, it is very effective. It is currently time consuming. I'm not sure how to find the extra time that would be needed to evaluate every teacher every year and do it with fidelity.
	1	It can, I would say this does not happen across the State with fidelity, currently
	1	I believe our current evaluation system, if done correctly, provides feedback and promotes professional growth. If annual evaluation is mandated, the system will need to be simplified. There is no way that the current number of administrators can provide high-quality evaluations of all staff annually following the requirements of our currently very time-consuming evaluation procedures.
School Board Member	1	I don't feel we have good tools for this. Most of our tools are for students not staff.
Community Agency or Organization	1	There is no discussion of professional growth. The discussion is about whether or not the teacher turned in their portfolio and if they have met the 8 standards. Very little discussion or reflection on practice.
	1	Sioux City implemented weekly professional development a few years ago, and it's failed to show any results in improving achievement. The current system rewards teachers who receive graduate credit hours, but once the level is achieved, there is no incentive for continued growth. Too many waivers are granted to teachers not qualified to teach a particular subject. Our kids pay because we have a coach teaching technology or a home ec. teacher teaching history.
	1	The individual career development plan already in use, allows for input from the principal and the teacher.
	1	Teachers need more PD
Area Education Agency	1	What do individual teachers want for professional growth opportunities?
	1	It varies within and between school districts.
	1	It talks about professional growth, yes, but I think often we need outside training. This training can't be done during the year so teachers end up using their summers and their money to get this. We need to look at resources outside of Iowa and bring those in to the state so we don't have to go out of state. I think teachers might need a required refresher course/inservice on new teaching methods (not teaching like we were taught) and behavior. The self-assessment part of the evaluation is not useful.
Other	1	Career teachers develop a plan for growth.
	1	As commented upon above, it can when both parties are active. It does not occur when the evaluations and conversations are done as the deadline for the completion approaches.
	1	I still see little true focus on the low-achievers when the school district has mostly high SES with high achievement. I see limited challenges available for students who already are high achieving. I see places resting on those laurels. I have pre-service teachers in many school districts.
	1	The individual career development plans and the district career development plans have allowed schools greater focus on professional development.
	1	That is the focus in most situations
TOTAL	72	

The current evaluation system allows for timely removal of ineffective teachers or administrators.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	5	1	9	7	1
Teacher	9	16	24	17	14

Student	0	0	0	0	1
School Board Member	0	0	3	1	0
Community Agency or Organization	2	1	0	3	2
Area Education Agency	0	0	4	4	0
Iowa Department of Education	0	0	1	1	0
Higher Education	0	0	1	1	0
Other	3	1	2	0	2
TOTAL	21	33	53	45	20

Comments on Question 14

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	The schools know which teachers are inneffective, without the evaluation system..it's all about tenure and the unions though isn't it?
	1	I think there are too many steps to getting rid of teachers and administrators.
	1	IF THE TEACHER DOESN'T HAVE THE SKILLS TO TEACH, FIRST THEY NEED TO GO THROUGH THE AWARENESS LEVEL, THEN THE INTENSIVE ASSISTANCE LEVEL. A TEACHERS EFFECTIVENESS SHOULD NOT BE BASED SOLEY ON A STUDENTS TEST SCORE. FIRING TEACHERS ISN'T GOING TO FIX WHAT'S WRONG. WHAT'S WRONG IS YOU HAVE A GENERATION OF PARENTS THAT DON'T WANT TO READ TO THEIR CHILDREN, DON'T WANT TO INTERACT WITH THEIR KIDS, AND THINK THAT THE SCHOOLS WILL TAKE CARE OF ALL THE ISSUES A CHILD HAS TO FACE. IT GOES BACK TO INEFFECTIVE PARENTS AND WHAT NEEDS TO BE DONE TO "REMOVE" THAT PROBLEM.
	1	This is certainly true. If one thinks there is a problem with removing ineffective teachers, then I can tell you that the problem is not the system but the administrator who will not go through the process to do it fairly.
	1	We have too many poor teachers in our schools.
	1	Once a teacher, it seems like they never lose their job. They just get moved to a higher level of incompetency.
	1	Many ineffective teachers and administrators are not the new and inexperienced, but are those who have been in the classroom for years and are burned out, angry, frustrated and sick of their jobs. They take their frustrations out on students and create hostile classroom environments. It needs to be easier and faster for these types of teachers to be removed.
	1	There is little ability to remove a teacher or administrator without exhaustive processes. That needs to change.
	1	We have had some teachers leave the profession based upon evaluation and being coached out.
	1	The system already allows for this to happen. The implementation may need help.
	1	What options are given to administrators to actually help teachers find a place they fit best? Colleges are not the training ground of a teacher-real experiences are needed.More need to be happening.
Teacher	1	It can, but administration often does not know how to use their evaluation system, or have chosen to not use it correctly. Other teachers don't want ineffective teachers there either, it makes them look bad.
	1	not exactly sure of the timeline
	1	This is a very subjective area.
	1	Teachers are rewarded for time in the profession, and the ISEA protects bad teachers!
	1	The poor teachers, and we definitely have them, are protected by the unions. We can't get rid of them no matter how much we know that we need to for the sake of our kids.
	1	What defines someone as "ineffective"?
	1	There aren't many bad teachers. I've seen a few and they never get removed!
	1	It the administrators in charge are doing their job, then this should not be a problem.
	1	we have a very ineffective principal and he is on his 5th year.....teachers/staff are NOT asked about evaluations on administrators. only the school board....they are not the ones who have to work with

	1	Three years is enough. We don't need to go to 5 or more years.
	1	Not enough data is collected in my district to dismiss anyone, including incompetent administrators.
	1	The steps are there, they just need to be enforced.
	1	Poor teachers are not given training to improve.
	1	IF administrators follow the correct procedures, including documentation and support, the needed support for and/or removal of ineffective teachers is effective.
	1	I wanted to put STRONGLY DISAGREE, but I am unsure. I don't believe there is anything in place. But, I am unsure.
	1	They can be removed the same day and placed on paid leave.
	1	Administrations have to be willing to take the time and energy necessary for it to be effective.
	1	There is plenty of time for removal of "ineffective" personnel. The NCLB wavier does NOT require changes in this system.
	1	Our definitions of timely are different. If a teacher isn't up to par why do we need to gather evidence for years in order to have enough. No other business works like that. On the other hand, we have to make sure that teachers aren't removed because parents complain to the right administrator.
	1	Tell me of a school where a veteran teacher was fired because they were ineffective in the classroom. It just doesn't happen.
	1	If administrators are doing their job, changes should be made to fix the situation or concerns. It has the tool included to get concerns corrected or follow the consequences. Sometimes, they need to be tougher to promote the change and get the concerns taken care of.
	1	too often once an administrator is 'is', it's very difficult to get them out.
	1	I've been teaching a long time and I have seen too many ineffective teachers keep their jobs although everyone knows they need to be remediated or replaced.
	1	I have yet to see that fairly done.
	1	If an administrator like you, you can stay if not good teachers can be run out. There is not parent or coworker response for bad teachers/administrators.
	1	NOT FOR ADMINISTRATORS.
	1	Once a treacher has been in the system it is very hard to get rid of in-effective teachers
	1	I have not seen an administrator try to dismiss a teacher.
	1	We evaluate and reprimand, but no one is removed. I've seen teachers allowed to make the same mistakes after the rehabilitation plan and then our district just kind of gives up on them. There are rules for teachers, but if a person doesn't follow them, nothing is done about it.
	1	If you know the right people, you don't have to worry no matter how bad a job you do.
	1	It seems that once you get your professional license, administrators are "afraid" to try to remove a teacher. If the teaching profession wants to improve its image, administrators need to do their job to work with ineffective teachers and then remove them if no improvement is shown.
	1	The above comments reflect my thoughts.
	1	Many ineffective teachers, do what is required based on the current evaluation system. Other factors, should be weighted heavier, in regards to what would allow a teacher or administrator to be removed.
	1	If done properly, administrators have the ability to support struggling teachers and remove them is the problem is not solved.
	1	I see very little evaluation at the administrative level by the teachers. This is sorely neglected and the teachers who are the ones that have the most contact with their administrators.
School Administrator	1	This has nothing to do with the evaluation system and everything to do with union rights and how hard it is to remove teachers. The tool is fine.
	1	Yes, if it is utilized.
	1	Get rid of tenure.
	1	This is a possible outcome if the evaluator is willing to engage in the work necessary to remove ineffective employees
	1	If administgrators follow through with the plan.
	1	The proposed changes will definitely assist districts in moving these individuals out.
	1	Again, my criticism would be that the present evaluation system does not possess appropriate human resource tools necessary for a fair, comprehensive evaluation.
	1	See above.

	1	Again, if done correctly and if documentation is done correctly, the evaluation system does work. The main issue that stands in the way of timely removal is not due to the evaluation system.
	1	Unions slow the process for tenured teachers.
	1	No. What hasn't been addressed is the union's role and the master contract role in this process. Both protect ineffective teachers. We need to have tools that allow administrators to help teachers improve. Current tools are too cumbersome and ineffective teachers are protected by master contracts and negotiated evaluation systems.
	1	Colleges need to do a better job of not recommending a student teacher for a license if they had an unsuccessful student teaching experience. A student should not even make it to student teaching experience if they are not equipped for the classroom. A grade point doesn't mean a good or bad teacher!
	1	According to our school attorney, this process takes 2 to 3 years of documentation and evaluation.
	1	Some teachers are really not doing any harm to kids, they just aren't helping them achieve. This is a crime in my book, but without being able to point to a major infraction, it would be hard to combat the strength of the union and to get rid of a teacher.
	1	I believe it could if implemented well. It is often a mentality of not really wanting to help a teacher choose another career. Administrators must have the WILL to get this done
	1	I think it allows for it but I am not sure how well it is used that way.
	1	Agree only if they are in their probationary years.
	1	It is difficult, although not impossible, to remove teachers that have many years of experience in the district.
	1	It can happen with blood, sweat, and tears. Collective Bargaining agreements make this a tough thing, but not impossible, currently.
	1	I am in favor of the 5-year probationary period, especially if we take into account student achievement data. There are fluctuations in student data at the classroom level due to a number of components so we need the additional time to allow data to establish a pattern. Also time for instructors needs to be allowed so they can collaborate with one another with data to help develop effective strategies and interventions to the needs of their children as well as learn from one another.
	1	An administrator is EASY to dismiss, dismissing a teacher simply takes time and effort on the part of the administrator. The system does work!
School Board Member	1	It seems to be very difficult to remove an ineffective administrator or teacher especially one that has been in education for a considerable time. Part of the problem is that these people are not properly and truthfully evaluated.
	1	I feel we do not have any good tools for this. There are very good teachers in every district. But the few ineffective staff are for some reason hard to deterime amd to remove.
Community Agency or Organization	1	If evaluations have been done to create the appropriate evidence of a teachers' non-compliance with district expectations, there is little doubt that the individual will be terminated. Ineffective teachers can be removed when there is clear evidence that they are not capable of meeting or exceeding district standards.
	1	I think that whoever wrote this survey is assuming that there are hundreds of "ineffective teachers" out there. Those ineffective teachers you're trying to weed out are put on assistance plans, and if the adminstrator is doing their job, the teacher either improves or they end up resigning in many cases. You can't fire your way to Finland...
	1	Poor teachers get shuffled along and are never replaced. Many times poor teachers aren't even reprimanded.
Area Education Agency	1	Administrators do not want to spend the time and effort necessary to bring an ineffective teacher up to par. Consequently, ineffective teachers are allowed to continue to teach.
	1	Historically speaking, it is almost impossible to remove an ineffective teacher or administrator unless a state or federal law has been broken.
	1	I think most administrators would rather deal with a problem or move the problem rather than deal with the situation head on.
	1	More than likely a class will have to endure a teacher for a full year before an ineffective teacher can be removed
	1	It has gotten better, but sometimes it is difficult to remove teachers who have been teaching for a bit but are not effective. I see teachers daily that need to be mentored and those who need to be encouraged to move out of teaching. I don't think the newest teachers, for the most part, are prepared.

	1	take mediocre.
Higher Education	1	I don't think this happens very often.
	1	It is very hard to dismiss a poor teacher. Union protection should not be based primarily on longevity. It should be based upon feedback from administrators, colleagues, parents, and students.
Other	1	While intensive assistance plans are "intensive" for both the teacher and the administrator, teachers who do not improve are removed in a timely manner. I cannot say the same is true for administrators.
	1	If you want to remove teachers as if they are all probationary, then it probably does not. However, if/when an admininstrator believes a teacher is not meeting standards, there is a year of improvement anda majority of the time, a severance agreement is worked out. This is contrary to public opinion, however, after 30 years working with teachers, that is by far my experience.
	1	Most support needs to be provided at entry.
	1	The only time it doesn't allow this to happen is when an administrator fails to do their job. I know of a number of teachers who were removed without a conflict when the administration did its job.
	1	With the evaluation process and the IPA - Intensive Plans of Assistance, there are very clear and effective ways to help teachers either improve or be asked to leave the profession
TOTAL	85	

A trained evaluator other than the administrator should be involved in the evaluation process.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	7	6	3	5	2
Teacher	13	23	18	9	17
School Administrator	2	5	11	7	10
Student	0	0	0	0	1
School Board Member	0	2	0	0	3
Community Agency or Organization	3	0	1	2	2
Area Education Agency	2	3	1	1	1
Iowa Department of Education	1	1	0	0	0
Higher Education	0	1	0	0	1
Other	1	3	1	1	1
TOTAL	29	44	35	25	38

Comments on Question 15

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	See number20
	1	Why create more jobs and spend more money.
	1	But that will only work if the influence of the administration is minimal. Otherwise, you are just paying a contractor to say what you want them to say.
	1	Perhaps this could take place, but other teachers should only be involved in peer feedback and NOT in the formal evaluation process.
	1	I helped the afterschool program participate in a YPQA assessment and the staff stated they found it very helpful. We also had a teacher on our team who said it would be very beneficial to have an assessment in the classroom, "but the school would never allow it because it wasn't education specific". She said it was exactly the things that she needed help with as a teacher.
	1	Many principals are friends with the teachers they evaluate and whether they realize it or not, those evaluations are often biased. A neutral evaluator would remove that bias and be able to provide better quality feedback.

	1	the answer. Administrators should have suggestions as to how we can support them.
	1	I think it should be an administrator that ultimately does the evaluations. If you have peers that do it leads to a negative environment. I would add that you should have administrators with experience. It is hard for a first year administrator to evaluate a veteran especially if they have never taught or had limited experience in the classroom.
	1	i WOULD NOT WANT TO BE EVALUATED BY A COLLEAGUE. THAT CREATES COMPETITION. IN BUSINESS MAYBE THAT WORKS, BUT IN EDUCATION THAT DOES NOT WORK, NOR WILL IT EVER WORK.
	1	Peers already have input into evaluation.
Teacher	1	I've seen administration mess it up enough, I'd be willing to get other trained evaluators a shot.
	1	An outside person will not see the day to day consistencies or inconsistencies of a teacher - only someone who is in close contact, in and out of that teacher's classroom on a regular basis (which many administrators fail to accomplish). Most teachers can "perform", but how are their practices helping students everyday on a consistent basis.
	1	It is very difficult for many to accept criticism as a call for improvement when it comes from someone with whom you work daily. However, bringing in an outsider for a one or two shot observation can also bring the problem of seeing a "performance of the day."
	1	Depends on the administrator & what is being evaluated.
	1	Often administrators like their teachers so much which is a great thing. But sometimes they are blinded by their affection and miss the fact that a teacher is ineffective.
	1	Our administrators don't know what good teaching looks like or they do ... but they can't do anything for teachers that don't strive to do and be the best for their students.
	1	A good administrator knows what is happening in your classroom. A trained evaluator may not have a full understanding. By the way, I was in a building once where my administrator never saw me because she was in another building. We saw eacher other twice in one year, once at the local Target Store and once at the local gas station. In either case, she did not recognize me and I I had to introduce myself as one of her "traveling staff members." I don't think she could have effectively evaluated me.
	1	An administrator knows the teacher better than someone from the outside who comes in for a brief period of time.
	1	Novel idea, but it might work. Is there data on the success of failure of this kind of process?
	1	That would depend on if the administrator is fair. An administrator may know the teacher best or be out to "get" him or her and give a negative evaluation. A trained evaluator could be one piece of the evaluation puzzle, but not the only piece.
	1	Administrators often are not in classrooms enough to have a good picture of what goes on on a daily basis. Is this teacher consistently effective - or can they just pull together a "performance lesson" once and a while? An outside evaluator would be even more in the dark about what happens in that classroom on a daily basis. What is best for students should be the bottom line.
	1	Yes! That would take out all the personal bias'. It should never just be one person.
	1	I agree as long as the other evaluator is properly trained and works along side the teachers to provide strategies to improve instructional practices.
	1	Administrators allow their prejudices to show toward some teachers. It would be best for someone unconnected to the school, but highly trained in recognizing effective classroom teaching and learning to do an unbiased evaluation.
	1	An expert in each content area, would make a good evaluator. However, the administrators, know the specifics of the school, which makes them better able to consider factors related to how the lesson goes (i.e. student behavior, schedule, etc.)
	1	Trained evaluators know what to look for, what to help with, and can see the strengths and weaknesses of the educator.
	1	DO THEY GET ADMINISTRATIVE PAY?? Our district is already administrator heavy!
	1	Personal experience has promoted doubt in the value of additional trained "experts".
	1	Principals are biased.
	1	There are many subjective areas that an administrator sees that can be included in the evaluation - both good and bad.
	1	sometimes there may be personality difficulties and an unbiased observation is not possible.
	1	Not necessarily, if the administrator can be impartial they are probably the best person to do the evaluation

	1	asking for the waiver.
	1	A third party who has no friendship or ties to the community should be in on the evaluations.
	1	NO IT TURNS YOU CURRENT CO-WORKER AGAINST EACH OTHER. TEACHERS NEED TO EVALUATE THE ADMINISTRATORS.
	1	There needs to be an unbiased person who can observe, more than once to assist and build up our educators. Teaching is not easy and when you put unrealistic demands on us it makes it so difficult to keep your morale up. If there was some way to encourage rather than threaten things would work so much better. We are trying to use positive reinforcement for our students; what about positive reinforcement for individual teachers. Help up help our students.
	1	As long as the trained evaluator is not looking to reduce the number of "mature" teachers in order to bring in new hires to reduce the budget.
	1	why are the administrators the only evaluators? They are not the ones teaching...how long has it been for them since they have taught?
	1	there is no way, in some districts, that a principal would have the time to do all of the evaluations IF we go to annual evaluations. If we continue with the same system, the the principals are the best people to evaluate as they are the ones who observe their teachers on a day-to-day basis.
	1	Teachers should not be involved in the evaluation of peers.
	1	I am not sure how I feel about this. It would be difficult to evaluate someone without knowing the system, kids, etc, wouldn't it??
	1	By being an assertive advocate for my students, I have not been befriended by my principal who is in charge of my evaluation. Stating that, there are so many factors that need to be considered I believe it would be nearly impossible for an outside source to accurately asses a teacher's productivity in the class room.
	1	Would these trained evaluators be from our building?
	1	That is part of there job. If you want educators to do the best possible job, there needs to be a atmosphere of collegiality and cooperation among staff. Not what I am going to say or do will be marked on my evaluation so therefore I will be guarded in how I teach and what I think in the way of exploring new ideas that may better work in a system of educating students.
	1	Depends on what a trained evaluator means. I think it doesn't hurt to have a second or third pair of eyes.
	1	The administrator should be trained in the evaluation process. It should be part of the job. It also keeps the administrator involved in what is happening within classrooms.
	1	Why? I would have to hear the reasoning behind this? I haven't seen any problems with this system so I guess why fix it if it isn't broken.
School Administrator	1	Peer assessment would be valuable.
	1	No point in it! I would rather see collaborative teacher/teacher classroom observation with collaborative follow up and feed back.
	1	Not in our small system--We are K-5 with 77 students.
	1	If the State is going to mandate an annual evaluation of every licensed employee trained evaluators will need to be infused in the workload.
	1	Need more information about this.
	1	There would be advantages and disadvantages to bring someone into the district from the outside to evaluate. Teachers should not be required to evaluate other teachers.
	1	Teachers will not want to evaluate their peers
	1	We know the incredible value of collaboration. Having peers be a part of evaluation could be extremely detrimental to this process. Hiring additional administration to evaluate teachers is cost-prohibitive.
	1	What does this mean?
	1	That might be helpful. I'd need more information.
	1	Will the state give us funding to support? Or add another duty to our already busy teachers?
	1	Only if the administrator requests this support. We need help with managerial duties to be freed up to be more effective evaluators.
	1	I highly believe this - I guess not necessarily to "lower the hammer" but to provide fairly objective data points that the instructional leaders and teacher can rally around and build a learning plan.
		This is what we hire principals/superintendents for. It is insulting to think that a principal cannot give a

		review as a component of the evalution system.
	1	Administrators ARE trained evaluators
	1	I would agree only if the evaluator feels they do not have the knowledge needed to evaluate a particular teacher (for example a teacher in a specific content area).
School Board Member	1	The trained evaluator should be totally neutral and not directly involved with the particular school he or she is evaluating.
	1	This would help if the administrator is new or if the evalutaion process changes but would be ineffective if it was used every year. I feel administration would feel they were not being trusted at their job.
Community Agency or Organization	1	I cannot think of any reason to do this.
	1	You should not have teachers evaluating other teachers. It creates an environment of distrust. What other profession, private or public sector, do you have colleagues evaluating each other? It's a terrrible idea and should not be considered.
	1	Objectivity is important, however, the expense of this may make it impossible. The principal should be in classrooms EVERY day, making observations and giving feeback to teachers (provided the principals themselves are qualified).
Area Education Agency	1	My concern is that the principal would be so overwhelmed with completing the necessary paperwork, that (s)he has no time for other meaningful and essential work as an instructional leader.
	1	The administrator is more familiar with the staff member's unique situation, so maybe a trained evaluator should be paired with the administrator for a fair evaluation.
	1	Assuming they know what quality looks like and are able offer appropriate ideas that would result in professional growth.
	1	The trained evaluator should not be a peer of the teacher. This will create major issues with fair evaluations.
	1	Evaluation should be a shared responsibility to allow collaboration amongst a team of evaluators
	1	However, it can't be a peer so I don't know who this could be then. The evaluator must be someone who works with the teacher daily so they can see the whole picture, not just a couple day snapshot.
	1	It is your school you need to make sure people are meeting your standards because if the ball drops it is still you that will take the fall.
Higher Education	1	I would have to have more information on the qualifications of this evaluator.
	1	Instructional coaches with whom the teacher has worked, other teachers in the building, and other teachers in the district should be involved.
Other	1	An alternate evaluator is sometimes needed, but an administrator should know his staff and have training to perform evaluations that include helpful feedback.
	1	I don't know what that looks like, it has the potential for the teacher to be pleasing two different people, who may be giving contradictory advice.
	1	I loved this role as a principal, but not all principals really understanding teaching and learning. Some do not have the time, even if they try.
	1	I think it makes it very difficult to have a non-administrator feel they have the degree of impartiality needed to do a fair evaluation.
	1	Only if they are trained to a level of competence tyhat would allow them to be part of an effective fair and appropriate evaluation process for all members including Administrators, teachers and PARA's
TOTAL	82	

The State of Iowa has adequately defined and illustrated the roles of effective teachers and administrators.

What is your relationship to K-12 education in Iowa?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parent	3	5	6	3	6
Teacher	8	38	15	5	10

Student	0	0	0	0	1
School Board Member	0	1	0	2	1
Community Agency or Organization	0	1	3	1	3
Area Education Agency	0	2	3	0	2
Iowa Department of Education	0	0	1	1	0
Higher Education	0	1	1	0	0
Other	0	1	5	0	2
TOTAL	17	66	42	13	29

Comments on Question 16

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	When a teacher is effective, they don't need their roles defined. They will see it in the attitude and improvement of their student. Those are the ones who should be the leaders in their field.
	1	The system is too politically correct to adequately define and illustrate the roles of effective teachers and administrators. We tiptoe around the issues to appease the unions --- at the expense of the students.
	1	Families need help better understanding that so we can give better input.
	1	I agree for teachers. All teachers must meet the 8 standards and 42 criteria. If they do then they are effective teachers. Not so much for administrators as their evaluation is still so secretive.
	1	The list is too long. Narrow it down. Then if someone is struggling in teaching, use the list to improve.
	1	I don't think you can determine this based on numbers. I think a lot of this should come from the students themselves. They are the only ones who can tell you they learned those principles from their teacher vs. their parent, older sibilling etc. There are too many instances in which students may be exceeding grade wise, but the achievement they had achieved wasn't due to the teacher for that subject..it was due to another source.
	1	Standardized Test scores do not indicate effective teachers.
	1	I think we need to get more specific with the different teaching subjects. It would be like having standards for all the different positions. For example, a special education teacher. A special education teachers in high school should have knowledge about the Vocational Rehabilitation. A special education teacher in elementary does not need the same knowledge but might need to know about early childhood education. All these all different skills than your normal math teacher would need. Special education teachers should be evaluated on these skills as well as IEP writing.
	1	THE GOVERNOR'S EDUCATION REFORM DOESN'T REFLECT BE PRACTICES NOR DOES ANYTHING TO SUPPORT EDUCATORS IN THE TRENCHES. THEY NEED TIME TO PLAN GOOD LESSONS, TIME TO REFLECT ON THOSE LESSONS AND TIME TO TALK TO COLLABORATE WITH THEIR PEERS.
	1	We already have state standards.
	1	My guess is it only focuses on instructional delivery and not on fostering safe, supportive, interactive, or engaging environments. Teachers are responsible for these things as well, and engaging youth in meaningful application of classroom principles. Service-learning is starting to be evident in some locations, but to work, it requires teachers to give up control and allow the youth to have a voice in their education. My experience as a parent is that project-based learning and IB schools start down this path, but much more needs to be done if we are to help youth develop critical thinking skills.
Teacher	1	Definitions are merely words on paper. We are people. Effectiveness can be shown in MANY different ways. First one being: forming connections and relationships with the students and their families.
	1	I believe that there are many gray areas in the plan. How do you take out the subjective evaluation piece without purely basing a teacher's effectiveness without just using objective test scores?
	1	The 8 teaching standards do this and I really encourage you highly to KEEP them.
	1	Parent and student evaluations are not included.
	1	I have not been made aware of the definition of an effective teacher according to the State of Iowa.

	1	Continue working in this area. The stakeholders aren't being consulted and we all pretty much know who is and isn't a good educator.
	1	Too much emphasis I believe is on test scores of students and not on what teachers are doing professionally.
	1	What is effective for one age level isn't appropriate for another. MUCH can be learned from listening to our students. I have been shocked to listen to the stories my high school children have told. I find it hard to call some of that teaching!
	1	Just putting together that complete waste of time HUGE professioal portfolio does not make an effective teacher. It is just time-consuming. If the administrator likes you - you get a good eval. If not, then there are plenty of standards to "catch" a teacher, get him/her on a plan, and eventually run them out of the school or district. The principal seems to decide the success or failure of the teacher.
	1	Sometimes it seems that the teachers who have classes with raised test scores are the ones who are considered effective. Not so with teachers with low scoring ESL students.
	1	The standards seem fine.
	1	The Iowa teaching standards and criteria fairly well clarify effective teachers, based on the work on Charlotte Danielson.
	1	In the text book it is written and defined. In the classroom, things just aren't that easy.
	1	I am not sure. Once the standards are met is one considered an effective teacher?
	1	The definition has created more paperwork for the teachers and administrators. I am happy to show artifacts and proof of what I'm doing in each of the standard areas if I am given time to do so. All of this is done off the clock and well meaning bureacrats are not the best people to make these policies and decisions. More and more paperwork is placed on our backs, our actual school days are longer, and our student population is getting larger and has more special needs than ever before, but we are given no more time for doing all of this compiling of data and paperwork. I love teaching, but most days I don't feel like a teacher - I feel like a "hoop jumper" and a "paper pusher". My students are what is most important to me and they get the least of my time.
	1	Agree but not much is done in the way of administrators!
	1	No, they have created a lot of paper work, some of which is very difficult to prove or disprove if a teacher is doing it. Common sense has been replaced with stacks of paper - so our learning curve has gone down rather than up. We are busy filling out forms.
	1	The standards are very well written and researched. New teachers learn them well during mentor training. Elder teachers who are mentors get a review of them.
School Administrator	1	I like the concepts presented. The current system is broken and needs assistance.
	1	Yes, with the Iowa Teaching Standards and Iowa Standards for School Leaders.
	1	The process is too cumbersome to be used on yearly basis.
	1	It is defined but not supported by funding.
	1	I do not feel the current standards do this. I am not knowledgeable about changes, proficiency levels defined or not, etc. I would be very interested in finding these things out.
	1	Too many "versions" of this are alive.
	1	I think the current process has served us well with the exception of not closely linking student achievement. I'm not opposed to an abbreviated model using InTASC standards as referenced by Director Glass
	1	Change is taking place and definitions of effective evaluation practices would be instrumental so everyone is on the same page.
	1	Over and over again!
	1	The Iowa Core clearly defines what quality instruction looks like, sounds like, and how it is assessed.
	1	The standards for each define and illustrate the roles, but they are hard to understand, cumbersome and not all together clear.
	1	Iowa Teaching Standards and Iowa Administrative standards do a good job of this.
	1	Over the years I have evolved to support state standards rather than having every school recreate the same 'wheel.' I think there needs to be a common understanding of good teaching and good administration. I don't want to see things to be dictated so much by the state and federal governments that we don't have any autonomy.
	1	State teacher and administrator standards are pretty clear...

	1	maybe not so much with helping build a conviction in administrators that it is good for all involved to encourage a poor teacher to move on
	1	I don't think that the department fully understands the pressures placed on building level leaders. It was inferred in the presentation that principals need to spend the majority of their time in the classroom observing/facilitating/correcting/coaching, etc. In an ideal world, this would be great. However, the creation of an effective instructional climate rests on the ability of a school to create a safe environment. If is my expectation as a superintendent that my principals attend to discipline matters in a timely, efficient manner; are available to parents at any time; properly monitor students/staff, and act in a proactive manner. Unless the state is willing to fund an assistant principal or SAM for every building in the state of Iowa, it is an unrealistic expectation that our principals spend more than half of their time in the classroom, (or climate/culture/discipline will suffer).
	1	The Iowa Teaching Standards and the standards for administrators are incredibly comprehensive and contain all of the elements of effective instruction and leadership. The problem has been in the "adequately defined and illustrated" part. This has been left to the discretion of individuals or districts.
	1	If they have come from the DE, I am not aware of them.
School Board Member	1	It would be good if the roles of effective teachers and administrators could be even more specific.
	1	have never seen this
Community Agency or Organization	1	This is a poor question. I don't know if you are asking if the roles in the waiver application are clearly defined or if the current system clearly defines the roles.
	1	This statement leaves out the responsibility of the local school board.
Area Education Agency	1	I think officials from the State of Iowa need assistance from real educators in the schools to assist with a more cohesive picture of what an effective teacher or administrator looks like.
	1	Our teaching standards are good (yet fluffy) to show what an effective teacher or administrator looks like, but now lets live by them. Good administrators are difficult to find.
Other	1	The Iowa Standards work just fine. A change does not need to be made to InTASC standards.
	1	I don't think you have. Much more this is focused on punishing the teacher/student if the test scores aren't showing growth.
	1	I'm not sure it is an issue of defining it, but being able to recognize it when you see it. I taught for nearly 20 years and my students did amazing things, but we always had poor principals. I'm not sure they would recognize good teaching if they saw it.
	1	That picture is still not very clear and the Summit didn't do anything to help in that process
TOTAL	58	

Please share any additional comments or feedback you have regarding Principle 3: Supporting Effective Instruction and Leadership.

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	See number 26
	1	Please don't create more needless hoops!!! Please!
	1	A LEADER IS LIKE A GOOD SHEPHERD, THEY AREN'T STANDING IN FRONT OF THE CROWD, THEY ARE BEHIND THE GROUP AND LETTING THE SHEEP LEAD THE WAY. RIGHT NOW I SEE THE GOVERNOR AND JASON GLASS RUNNING IN FRONT OF THE EDUCATION COMMUNITY AND NOT LOOKING BACK TO SEE IF ANYONE IS FOLLOWING THEM, NOR DO THEY CARE IF ANYONE IS FOLLOWING THEM.. FROM WHAT I SEE AND HAVE HEARD, THE SHEEP WOULD BE BETTER OFF WITHOUT THAT KIND OF LEADERSHIP.
	1	Paying teachers better has to be a part of this conversation. To simply dismiss that aspect as Director Glass did in his recent IPT interview as "Teachers don't do it for the money" is disingenous and obnoxious.

Teacher	1	administration should take an active role in meeting teacher needs in the classroom. They should not always be the evaluator. and feedback should be timely.
	1	Evaluations for teachers is efficient at the 3-yr. rate. It seems a huge amount of time will be spent evaluating instead of coaching if we switch to the yearly evaluation model.
	1	I'd like to reiterate the fact that any progress with be the result of positivity and not negativity.
	1	I would like to see more tangible evidence of assisting teachers in the classroom, such as subject-specific PD.
	1	I feel that the present system works well when it is used correctly. What is being suggested sounds like a check list system that administrators will not have the time to do yearly and will not give me the feedback to better improve my instruction.
	1	Locally negotiated contracts should be respected during this process.
	1	I want guidance, not to be asked what I want done about something. There's an effective leadership agenda and then there's delegating responsibility. If you want to be a leader then step up and lead to the best of your ability.
	1	It would be effective to have a state-wide evaluation system.
	1	Where is the support? What has been put in place to support us? We've only been given more forms to fill out, more paperwork to do. What we need is more trained "in-the-classroom" teachers and not more "behind the scenes" people. Teacher's touch students lives - not policies.
	1	Again, the education system is not the problem...teachers are teaching and students are learning all across the state & nation. If I get cavities, its not my dentist's fault--he told me how to prevent them, I just didn't do my job. Likewise, if my students choose not to learn, its not my fault--I am teaching them...59/60 are learning, but Joe Blow who doesn't like to brush/floss or do his homework shouldn't be a reflection on MY performance or MY school's performance any more than he is a poor reflection on his dentist's performance. So evaluating teachers & administrators is NOT going to solve what is perceived as a problem in education--fix the parenting issues that happen outside of the classroom--make the PARENTS accountable for their child, NOT THE SCHOOL!!
	1	The annual evaluation of teachers concerns me. The amount of money and time this would take does not appear to be cost effective. Currently, the administrators in my building are taken out of the building for meetings, school visits, etc. If they would be required to evaluate all teachers every year, that would remove them even more.
	1	I work in a first year SINA school and have yet to see any real support for instructional improvement in our targeted area.
	1	What are your reasons for moving to the InTASC Standards? What is the premise upon which annual evaluations and a 5-yr probationary period are proposed and based on what data? How will such a change be funded? How would teachers be involved in the development of any evaluation system changes?
	1	I have been a 'teacher' since the day my first child was born 32 years ago and I learned then that each child is individual, special and marvelous and we are all given different gifts. However, the one thing every person in the world needs is acceptance. Each student needs to know they are good enough and smart enough and thin enough and pretty enough and all so many people do is tell them how lazy they are, how fat they are, how stupid they are and how they should 'know better'. When students come into my room and tell me repeatedly that a teacher says something about how the teacher knows this kid will never amount to anything and they will never do anything with their life; I am appalled and I really want to remove them from the profession. We need to embrace our students' differences and meet their needs rather than try to make one size fit all. We need support not criticism. We need academics to be more important that athletics. Athletics play a role, however, most students won't make a living playing a sport. They are going to need hands on skills to take with them out of our doors and off to their adulthood.
	1	Superintendents need to be more involved.
	1	I just know it's not through the use of instructional coaches as the one in my school is worthless. The district didn't even get a sub for her for 3 months of maternity leave. So how important is that position? !?!? Maybe in low performing schools the instructional coach could make a difference, but they need to be IN a classroom and not just leading PD.
	1	Support us, don't penalize us.
	1	Our Administration has been focusing on our instruction and allowing other teachers to visit our classrooms while they cover our classes. This has been very helpful to staff.
	1	Teachers need more support than intimidation. Most teachers I have taught with are working hard, but

	1	There seems to be some confusion as to what exactly the details of this new system are. Since I only saw the graphic once and then it returned from Byron's face while he read a teleprompter, I cannot support it at this time.
	1	we need opportunities to grow in our profession within a district. There is very little motivation to grow, other than moving along on the pay scale. Those of us teachers who go "Above and beyond" to further our education and to do best for our students are paid the same as those who do enough just to get by. Very frustrating!
	1	I'm very glad you included the administration as part of this.
	1	I don't think it is a fair to base teacher pay on student achievement. There are so many things that we have no control over in the child's life. That is like saying, if I go to the doctor and do all the preventative things, I should not get sick. If I do, the doctor is the one to blame??
	1	I would like to see districts support the PD that their teachers do on their own. Other professionals get reimbursements if they go to conferences. Some teachers are lucky to get the day paid for, that doesn't include registration costs, hotel stays etc.
	1	Annual evaluations are NOT needed, nor is it an efficient use of the teachers' and administrators' time.
School Administrator	1	Align the Iowa Core with the assessment, whatever is chosen.
	1	The DE does not have the capacity, expertise and people power to carry out the requirements of the waiver. You will dump this on the AEA and they have just a little more expertise and people power, but not much. You do not have content and professional development to carry this out in all districts. You tell us what do do...but don't provide the $$$ and professional development to implement with fidelity and then wonder why.
	1	I think it's unclear why a principle title "Supporting Effective Instruction and Leadership" is only focussed on evaluation. There are a lot more effective ways to work toward "effective instruction and leadership" than evaluation. How about more time for professional development, collaboration, coaching situations, etc. for our teachers and administrators? Adding evaluations is only going to add more paperwork and hoops to jump through and less time for the stuff that will really improve instruction and leadership...
	1	It will be difficult for the administration to complete a meaningful summative evaluation on every teacher, every year. More administrative staff will be needed.
	1	I honestly don't see how "supporting" and "evaluative" coincide. Most people see the first as positive and the latter negative. Supporting has to be in the form of positive pressures for change, not consequences.
	1	Districts throughout the state struggle to have adequate ratio of administrator to teacher. The handling of student issues and operational issues prevent effective feedback from taking place. Districts can't monetarily support the needed ratio.
	1	Appreciate the work!
	1	I believe we are at a crisis point re: the future of building level leadership. An analysis of a teacher salary schedule, compared to a building principal, will note that the difference in salary is not significantly different- particularly when a 190 day contract is compared to a 260 or 235 day principal contract. I have heard many effective teachers say "Why would I become a principal? There is much more stress/hours/work for very little real extra compensation. If we increase the stress/workload on our building level leaders any more, I truly believe we will have difficulty attracting excellent instructional leaders to the profession. I am making this comment as a superintendent and as an adjunct professor of administrative preparation programs. We cannot significantly increase the workload/stress load on our principals without examining the compensation aspect and realisitic workload demands.
	1	Do not add a layer of administrative requirements
	1	I agree that want to attract and retain quality individuals into the profession. One comment in the presentation was, "We want teachers to love their jobs and want to stay in the profession." I can assure you that the current conversations and measures have had a very demoralizing effect on teachers and morale is at an all-time low. Nothing being proposed seems to be aimed at turning this around, and in fact, seems to have the potential to compound this problem. The tiered system for salaries that was proposed earlier has many issues as well in terms in not achieving its goal of attracting and retaining people.
	1	I see no point in throwing out the "new" systems for both. They are effective evaluation tools.
	1	It seems to me that we are taking a very punitive approach to improving schools. I would like to look at the Finland approach and incorporate a level of trust across the entire system. If we look at inbedding

	1	It will be difficult for current principal staff to evaluate teachers every year.
	1	The ISEA and the "union" mentality has impacted what we can do and when we can do it as far a removing teacher that arfe weak or non-functional.
	1	I really question the value of moving to an annual evaluation; some teachers need intensive assistance and others flourish quite well working on an ICDP.
	1	I think that yearly evaluation of teachers is far too much paper work for principals. Encourage spot checks, deeper follow through on those needing assistance. Quality, rather than quanity evaluations are better. Yearly evaluations of all teachers could easily eat into a very significant amount of a principals time and lead to less time for professional development and building leadership. A well run building creates a positive learning enviroment and is especially essential in schools with less home stability
	1	You say in your regional meeting that your submission is about what you are considering, again, there are a lot of grey areas to be defined, we can not support or not support something that we do not know what it looks like.
	1	If adding teacher evaluations every year for every teacher, I think the evaluation process would be tarnished and ineffective due to lack of time to do the process justice.
	1	I think current Admin. have great difficulty grasping tripling their evaluation load annually with the current summative evaluation mindset. I think they will need to see an example of a more streamlined process in order to figure out how to fit this into their current 60-80 hr. week schedules
	1	We know that students should receive immediate and structured feedback so I believe research demonstrates that timely, structured and regular feedback help adults grow. So why should we fear more evaluations? I believe we all realize time is an issue. Can we lengthen the school year for students and teachers? If not for students, why not teachers and administrators? If the calendar does not change, then our evaluation format will need to be revised. Currently the system we use is text driven. We would need to develop some type of rubric that can be used to make the current process more efficient and still provide data that would help teachers and principals grow.
School Board Member	1	I think Principle 3 has some flaws. One of these would be having principals in the classroon 85% of the time evaluating, etc. In today's schools it would be impossible to do this because the day to day operation of the school requires a lot more time than what could be allowed under this system. It has been suggested the "associate principal" could handle the day to day functioning of the school.. Most schools do not have an associate principal so having the principal in the classroom 85% of the time is not feasible. If each school had an associate principal, it might work based on the size of the school. Of course, hiring associate principals would cost money and it is unclear where this money would come from when schools are strapped for funds now. I do think the probationary period for educators should increase from three to five years. We do need more than just the principal doing the evaluatiing of teachers, especially someone who is "on the outside" and not directly involved with our school system. We must have a system where poor teachers can be removed. I have said previously these evaluations have to be accurate and honest to remove these teachers. Hopefully, this would be easier to do if there was an "outside evaluator" who is completely neutral. I also think we need to do more to keep exceptional teachers such as more pay, etc.
	1	our administrators have been working on a tool for a few years now. this has been out of pocket too. this is going to change what they have been working on and learning for the past years.
Community Agency or Organization	1	Effective instruction means having time to plan and collaborate wtih colleagues. There is NOTHING in this plan to support educators more time to collaborate and plan.
	1	This is the area of most importance yet has received the least attention.
	1	Punitive measures will never "support effective instruction and leadership."
	1	There is little to no support provided for teachers. There is little to no effective opportunities for staff development. The expectations of teachers with meetings - on top of what should be their first priority... teaching students... are absurd. Allow adequate time for planning instruction. Allow freedom for teachers to teach what students need to learn in ways that work for their individual students.
Area Education Agency	1	Resources must be provided with these increased expectations
	1	We need meaningful professional development to make us better.
	1	n/a
	1	It will be very important for the state to have common expectations and help administrator in becoming and effevtive instruction leader.

Education	1	I think there is much room for growth here.
Other	1	Revamp the prep of principals--more focus on their ability to teach...instructional leadership.
	1	I think it is a huge mistake to move away from the Iowa Teaching Standards. Teachers and administrators are just now becoming comfortable with conducting evaluations and setting goals. You can improve evaluations by holding districts and administrators accountable for doing evaluations without changing the standards.
	1	Provide the leadership, resources and opportunities to make this work. Fully fund education, provide the training and resources teachers need. recruit and train better Administrators. Design better teacher training programs at or universities, reduce class size, and give teachers the individual planning time they need to help every child.
	1	Expanded learning cannot be allowed to be more of the same. Students Are tortured Nd not encouraged or supported to succeed. Any ELT must be engaging, promote community-school partnership and engage parents and other family in the students learning.
	1	Annual evaluations are not needed. Administrators already can evaluate annually if a need is noted. Also, the probationary period does not have to be extended to 5 years from 3. Three years is enough time to decide if a teacher is fit to teach.
	1	The waiver does not require yearly evaluation of teachers and what appears to be silent is what about admininstrators seeking feedback for their employees? If this is going to be a team then it should be an open team.
TOTAL	67	

Please provide any other comments or feedback you have reagarding Iowa's waiver proposal.

What is your relationship to K-12 education in Iowa?	Count	Comment
Parent	1	Pull it back and focus on pressuring Congress to make permanent changes to the ESEA.
	1	Thanks for the opportunity to weigh in with input.
	1	I do think it is in the best interest of small Iowa school districts to get a waiver; however, I'm very concerned accountability of learning and educators will deminish.
	1	THE GOVERNOR HAS NEVER TAUGHT, LINDA FANDEL, THE GOVERNOR'S ADVISOR ON EDUCATION HAS NEVER TAUGHT, AND THE HEAD OF THE IOWA DEPARTMENT OF EDUCATION TAUGHT 2 YEARS. I HAVE A HARD TIME AS A PARENT HAVING ANY RESPECT FOR THESE PEOPLE, THEIR KNOWLEDGE OR EXPERIENCE IN EDUCATION TO TAKE ANYTHING THEY SAY SERIOUSLY.
	1	I would have liked to know more about the meeting dates. I missed it in the paper. Do you have an email list serve? Please put me on it. kimberlybrimm@yahoo.com Thanks.
	1	Obviously I'm not in favor of it.
	1	Education has become a contest - a game of who can have the highest test scores - who can brag they have the highest test scores - and who can have the most "winners." It's pathetic how students are seen as economic commodities instead of they children they really are.
	1	I would try to include in there as much as possible that one size does not fit all. Thanks for the opportunity to voice some of my opinions.
	1	Please keep us informed as the process unfolds. It sounds good, but is VERY global. I am nervous that the processes and procedures that spring from it will not reflect what I think these original documents mean. Further, family involvemenet cannot be an afterthough. There must be engagement throughout the process.
	1	I believe this is just another way to pass legislation that the director of education has on his agenda.
	1	I'm really nervous that you will try to use it to just extend the school day. My kids have gotten so much out of the application of education in their afterschool program. If anything, I wish you would fund more afterschool programs and require the school staff to communicate with them so more focused activities can occur in programs. High quality programs are doing this; other afterschool programs need to be more familiar with high quality standards.
Teacher	1	I support the waiver on the basis that NCLB's 100% proficient target which is based upon one measure is impossibly unrealistic. I have worked with students too long to believe this would ever happen in a

1	I agree that NCLB did not reward the schools that were doing what they needed to do and were succeeding
1	I don't know enough about it to give you any comments.
1	Like the proposal of the Interstate Teacher Assessment and Support Consortium where teachers are able to move from state to state without having to get a license for each state.
1	DON'T DO IT. SOME POINTS ARE GOOD BUT TOO MANY ISSUES ARE NOT.
1	I thought No Child Left Behind was bad, but this is worse. The waiver claims these are reachable and realistic goals, but for low income schools it's not reachable at all.
1	NCLB is absolutely unattainable and should be waived. Schools should be held accountable, but not everything can be seen on tests. No school will ever be 100% proficient.
1	NCLB was not the answer, and I don't feel the ESEA flexibility waiver is the answer. All of these create more "out of the classroom" jobs and paperwork. The only thing that will benefit our students is more "in the classroom trained staff".
1	In either the ESEA or waiver, I see quite a bit of effort working on the 40th percentile. I would like to see more for the entire spectrum. I would like to see more incentives that are directed to individual students, for example scholarships based on test results. We seem to be spending quite a bit of time and money on testing.
1	Student growth rather than proficiency must be utilized to gauge effectiveness. Students are not robots!!!
1	NCLB needs to go away and teachers need to be allowed to TEACH.
1	I hope it is declined. This is not a good thing!
1	I just want everything CLEAR and not thrown together and given to us in small increments while changing it throughout. We have been working on the program for The Leader In Me. One important concept is: BEGIN WITH THE END IN MIND. It is very difficult to start something without really knowing where we are heading. We need to be fully advised of clear and specific requirements at the beginning, without things changing throughout. Most teachers will say, "just tell me what I need to do, and I will do it."
1	WE ARE IN NEED OF MORE TIME TO DEFINE THIS EFFECTIVELY.
1	It seems like several of the components for the waiver process are also part of the fairly flawed Blueprint for Education. It seems more a Blueprint for giving the Dept of Ed unchecked power over districts, teachers, and school boards. The next time a "blueprint" is drawn up, it would be nice to actually ask the educators about it, that would have to work under it.
1	It looks very cumbersome and not user friendly. I don't see that it is an improvement from the NCLB. I have concerns that some aspects of it look very much like merit based pay for teachers.Or that it's trying to be included in some other aspects.
1	Still too many variables to form an objective opinion.
1	If the governor's "Blue Print for Education" legislation is not passed, particularly those changes that would support the waiver, does it mean the waiver will not be granted, and Iowa will be back in the downward spiral of No Child Left Behind?
1	The whole legislation needs to be repealed in my opinong. George W. Bush hurt the education system by implementing this, and Iowa is behind on getting out of it!
1	The waiver is the first step to getting out of the one size fits all education but we need to do a lot of work on what we are doing in the classroom to be certain that our students are ready, not just for college, if they choose, but life, which is something every person is going to need.
1	At our ICN meeting in Burlington on February 2, we came away frustrated for many reasons. We had concerns regarding the growth measurements for the lower and higher ends of the student population. We also felt there were several questions offered that were not part of the waiver, but the facilitators wrote down those questions for later considerations.
1	Merit Base Pay scares me. When I taught at a private school, my ITBS scores were in the top 5%, sometimes 1%. Now that I'm a special education teacher, my students score in the low percentile ranks. I may have to go back to the private school! I do like the growth model as most of my students even those from poverty, improve their scores.
	You have to remember we are dealing with children and not adults who have learned through time and gained insights. There MUST be several assessments and growth factors that show a child can learn. THIS HIGH STAKES TESTING MUST END!!!!! I personally Feel the high stakes testing will continue to pressure schools and Iowa will lose potentially great teachers. Please fund my poor children so they

		education. That one test session just can't be the whole picture of the child. COME VISIT some schools for a whole week at a time and see how hard teachers are working, teaching, mending, guiding, counseling, feeding, and nurturing children. I'll send in all of my formative assessment and compare them any day to a summative "Smarter Balance", Iowa Assessment, or ITBS test to show you what a child knows.
	1	I don't think that No Child Left Behind has been a good thing. It would be good to have a waiver. Every state and school is different. They all face different challenges. One proposal does not cover all.
	1	PLEASE do not go to an annual evaluation of observations and portfolios. This would create a ton of work for both teachers and administrators and would not have a direct correlation to student achievement.
	1	It sounds complicated. I also don't agree with all students being proficient at a defined level. Growth should be measured according to each individual student and their unique needs. A level II or III special education student is going to have a different kind of life, period. Classroom teachers should do their best to meet the needs of the general education students. Special education students should not be sitting in general education classrooms for 2 hours while an associate does all the work for them. Some can't even write their name or they don't know letter sounds and can't read. Yet, they don't get to work on those skills to move them forward in THEIR learning. I think the expectations are unrealistic and will drive teachers out of low performing schools in low income areas. I do not believe in NCLB, and this waiver seems just as unrealistic. I'm tired of only focusing on the low performing students (and sub groups) in my classroom. If my class size were lower then maybe I could spend more time with each student. Right now, the low achievers take all my extra time and I'm expected to get my level II special education students on grade level and one of them can't even right his name yet. No wonder college kids are not entering this profession. I've been in it for 17 years and the past 6 years have burned me out. Teaching/learning use to be fun for students and teachers. Now students are nothing more than a number and my effectiveness is based on nothing more than a (proficiency)number. Sad.
	1	I think it is a good theory, but it looks like there is a lot to work out? I would like to know how many currently practicing teachers have been involved in this process??
	1	I wish the pressure could be lifted a little with ESL students and teachers and let us teach what they need to learn and lessen the load of pretests for ESL assessment, the test, ELDA, ITBS, spring pretest for assessment and then ending the year with final ESL assessment in May. Way too much testing for ESL students.
	1	FYI-Regarding is misspelled in the above statement.
	1	I have great concerns about this waiver and how it will not change the face of learning in IA.
	1	A three-year probationary period for new teachers is enough. Do not extend it to five years.
	1	How does placing new and ever shifting targets in front of teachers improve education? Targets need to be realistic and attainable. They need to reflect the skill sets of subgroups in the system. The focus needs to return to creating a society of learners who have a desire to learn. This will not happen when the focus is on how to create good test takers.
	1	I'd like to know what ramifications are planned for districts that can not meet the Target Growth and/or are listed as Priority schools for consecutive years. I would also like to know if focusing on individual student growth will necessitate a move to IEPs for ALL students, and if so, how will that be implemented and supported? Ultimately, where is the money?
	1	I believe the waiver and the laws of NCLB are foolish as they are attempting to fix a part of the gearing system that isn't broken. Society is broken. The role of parents in their child's life is broken. The government is frittering away money at bailouts and laws that aren't fixing the problem. Throw the money at welfare reform, unemployment, and parenting classes for all parents--start at the bottom--not in the middle. We're doing our jobs--get the parents of the non-performing students to do theirs.
	1	Thank you for listening to my comments. I have been teaching 14 years and really care about the profession and students. I love the State of Iowa and want to see our students back on top again.
	1	You cannot solve problems with the same kind of thoughts that created them. You need to look beyond the measurable statistics. More testing or different testing is also not always the anwer.
School Administrator	1	Use the DE list of approved providers for the after-school tutoring. We are happy with the outcomes that our SES provider gets with our kids and we do not need the additional responsibility of somehow coming up with our own tutoring program.
	1	I am glad to see growth considered. At this point, I believe the waiver is complex, but I know the State will provide adeuate guidance for us to learn about it. Thanks for your work on this!
	1	Basically this looks like a back door way of pushing through the education reform plan if it falls short in the state legislature. Seriously, you think we can't see through that? So, what are you going to do when

	1	Please, please, please consider carefully the ramifications of tying pay to achievement (we've seen cheating all over the country) and the whole idea of rewards and punishments for individuals or schools. There is so much evidence that those practices don't work and I'm not sure why that's being ignored in this process.
	1	Cut out some of the reporting and let us evaluate, teach, supervise, manage, etc. Look at MN. They do not have AEAs and do not have half of the paper work that I am aware of and they are doing much better on the NAEP. Take the money for AEAs and put the people in the districts for direct help.
	1	You might not want to hear this - but your sentence above has a misspelling in it. Besides that - I am assuming numbers have been ran to project out the number of schools at each level described here. Also, how did the sub-group number come about - 10 across the district. IT seems kind of strange that this particular one - a school could either benefit or hurt from something they may truly have no control over. If that building has none of the 10 sub-group students how does that follow?
	1	I truly hope "politics as usual" does not appear. Here's an opportunity to do what is right.
	1	I was in favor of principle one and two and quite opposed to the third principle.
	1	It is obvious that this proposal mirrors what is in the Gov.'s Blueprint for reform. Most of the ideas are agreeable to most State Supts. but it is difficult to fully endorse without knowing many of the details. These sessions were very informative and have filled in some of those unknowns.
	1	As stated earlier, my teachers and me are ready to stick with No Child Left Behind after seeing this proposal.
	1	I think that it is appropriate to have a waiver for NCLB--as we seem to have proceeded to other sources the last few years and NCLB is no longer appropriate.
	1	My hope would be the state provides meaningful supports (not punitive outcomes) for low-achieving schools.
	1	A huge concern that the waiver is unfair in its assessment of large diverse schools to homogeneous schools. It needs to be based on the growth of every child, too many schools have not grown but still have 85% proficiency, not because of improvement but because of demographics.
	1	It seems like there is a lot going to happen in a short period of time. We do like that the site visits will be differentiated according to a school's status. Like the fact of using more than one criteria to evaluate. We are unclear as to whether the building and/or district could be designated as needing improvement. Needs to be more assistance at the secondary level in regard to RTI and similar programs. Needs to be more assistance from the State and AEAs for secondary schools.
	1	We need to imrove that is a fact. Have we considered and sought out some of the brightest minds in the field of education for advice and put together a broad based group and get input from the field.
	1	Will the input stakeholders are providing be used to modify the plan that has already been developed?
	1	I do believe that there are inherent issues within the requirements that will be laboriojus, non-meaningful, and that support "playing the game."
	1	I think that it is very disruptive to apply for a waiver in February that will be implemented this summer. How do schools know we are even collecting all the right data. It is like telling us the finish line after the race has started.
	1	Well, here we sit on February 7 looking for answers to a proposal that is to be submitted on Feb 21 that is unclear of what we are measuring, what that means for evaluations, who is funding these initiatives. Administrators wear hundreds of hats on a daily basis, is this another hat?
	1	We want to continue using our SES provider, we do not want to have to come up with our own after school tutoring program. We already have enough to do.
	1	What about preschool? Other than the Kindergarten Readiness GOLD, there is little or no mention of it in the blueprint.
	1	Thanks for the presentation and information. More info like this would be helpful on all issues. We need to address the negotiated contracts and the impact on trying to move forward. The issue of fighting the inertia of the system is real...the system does not want to change. I commend you for moving forward. I'd also be interested in seeing how our schools currently rate on the indexes. I know you probably don't want schools and districts to get mired down on "where we are at" at this point, but that might help put a brighter light on the issue.
School Board Member	1	I feel it is a good thing. It is better than no child left behind. Has better reachable goals but at the same time are they to reachable? It is a good start but still neds to be refined in areas. Not trying to disrespect what has been accomplished.
Community Agency or	1	There has been very little input by teachers. The sessions were a sit and get, very little time to ask questions and the questions that were asked were never answered. The presenters had no answers or

		confused to ask a follow up question.
	1	Innovation should be at the forefront of any waiver proposal. If our current curriculum, method of instruction and teacher quality doesn't change, dumping more money into the school day will be pointless.
	1	Opportunities to connect with students before and after school are natural ways to extend learning and academic success. Partner with programs, communities, and teachers for ways to extend academic concepts in non-academic ways during these times.
	1	The waiver process as it currently being proposed or considered goes far beyond what is necessary. Please take the time to study current practice before leaping to make sweeping changes in Iowa that cannot be supported by evidence. Simply moving forward due to some type of national agenda does not insure improving instruction for children or increasing teacher effectiveness.
	1	Iowa had a great 21st CCLC program under Joe Herrity and before Chris Fenster took over. The program was very strong under Herrity's leadership;Fenster did not know what he was doing. The 21st CCLC needs strong leadership again and given some flexibility such as the DE blending federal programs and braiding funding streams (e.g Title I) to expand the number of before, after, and summer programs would be innovated and progressive. You could implment such a strategy for say the lowest 5% of low proficient schools
	1	Use the community to provide expanded learning opportunities- a longer school day with the same instruction isn't the answer.
Area Education Agency	1	Will action or non-action by the Iowa legislature on the state education blueprint jeopardize any of the pieces of the waiver proposal?
	1	Principal 3 was a little long winded. Hanouts with talking points and/or an outline of the content would have been helpful.
	1	I think we need to out with "NCLB". Most of our special education students will never be able to achieve at the same rate (That is why they are in special education). But, will the Iowa plan be too stringent?
	1	In the evaluation process, we need to make sure teachers understand the curriculum at a deep level, understand what we have always done needs to change, continue changing every year. We need PLC to talk about data how to read and understand it and most important be able to take criticism from peers in a professional manner to help move yourself forward and others on your team.
Higher Education	1	I believe this is an appropriate response to NCLB at this time, but I do worry that it will be much the same if we only rely on test scores. There should also be some affective measures of student growth and proficiency as this is also critical in our world today.
	1	Refrain from labeling and ranking schools.
Other	1	I appreciate that the proposal is a work in progress. Since the waiver does not require annual evaluations, an increased probationary period, or movement to InTASC standards, these items should not be part of the waiver proposal. Thanks for allowing input.
	1	The waiver will,only work if there is honest input from all stakeholders. Bring the best and the brightest together and then build a blue print for education reform. Currently the top down method is an absolute failure.
	1	More support needs to be provided for teacher education and school districts to work together. School districts are so overburdened so colleges of teacher ed. are seen as just another expectation placed on them.
	1	Will this feedback matter at all? Of is this just to show that the publilc had an opportunity to reply?
	1	I think the state needs to be careful to create something that can be administratively supported. I'm concerned that there is a lack of awareness of how thinly staffed our current school administration is. Time is a huge barrier to any major initiative.
TOTAL	87	

WEBSITE

The following Notice was posted on the Iowa Department of Education website mid-October 2011 through February 1, 2012.

Notice for Public Comment Regarding No Child Left Behind Waiver

In October, the Iowa Department of Education notified the U.S. Department of Education of its intent to seek a waiver from requirements of the federal No Child Left Behind Act. The Department will request a waiver in mid-February to move beyond the accountability measures of No Child Left Behind and to continue to advance reform efforts in Iowa.

States that apply for flexibility from No Child Left Behind must provide rigorous and comprehensive state-developed plans to improve educational outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction.

The education blueprint released by Gov. Terry Branstad and Lt. Gov. Kim Reynolds in October calls for a new accountability system that puts student achievement first, but also puts a heavy emphasis on student growth in calculations and uses assessments that are aligned with the Iowa Core standards, which have merged with the Common Core State Standards.

The U.S. Department of Education's waiver review process will take place in spring 2012. Reviewers will evaluate whether and how each request for flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability and teacher and principal effectiveness that will lead to improved student outcomes. Each state will have an opportunity, if necessary, to clarify plans and to answer questions. Taking comments from peer reviewers into consideration, the U.S. Secretary of Education will make a decision regarding state requests for flexibility. States that are not granted waivers will receive feedback from reviewers and the U.S. Department of Education about ways to improve their applications so that a waiver can be granted.

Once Iowa's waiver application has been approved, the state will start its plan to implement the principles addressed in the waiver: College- and career-ready expectations for all students; state-developed systems for differentiated recognition, accountability, and support; and support for effective instruction and leadership, including new guidelines for local teacher and principal evaluation and support systems.

As Iowa moves forward, it is important to inform and seek input from a broad range of stakeholders. Public comments may be sent to Wilma.Gajdel@iowa.gov until 4 p.m. on Wednesday, February 1.

Iowa Department of Education

News Release

Media Advisory
Jan. 13, 2012

For More Information:
Staci Hupp
515-281-5651
staci.hupp@iowa.gov

Input from Iowans wanted at meetings about state's No Child Left Behind waiver request

DES MOINES, IA – The Iowa Department of Education will give Iowans a chance to weigh in on a plan to request a waiver from requirements of the No Child Left Behind Act during a statewide series of public meetings from Jan. 31 to Feb. 9.

Department leaders will visit all nine Area Education Agencies in Iowa, starting with AEA 267 in Cedar Falls on Jan. 31 and ending with Northwest AEA in Sioux City and Prairie Lakes AEA in Pocahontas on Feb. 9. (Click here for a complete schedule of meeting dates, times and locations.)

The Department will present details about Iowa's waiver request and plans to develop a new accountability system that puts student achievement first but also focuses on student growth and assessments that align with the Iowa Core standards.

In September, the U.S. Department of Education invited states to apply for flexibility from specific requirements of the No Child Left Behind Act in exchange for rigorous and comprehensive state-developed plans.

Iowa's application will be submitted by Feb. 21.

States must address the following principles in their waiver applications: College and career-ready expectations for all students; state-developed systems for differentiated recognition, accountability and support; and support for effective instruction and leadership, including new guidelines for local teacher and principal evaluation and support systems.

In a new video, Iowa Department of Education Director Jason Glass addresses the purpose of Iowa's waiver request.

Iowans who are unable to attend the public meetings can submit comments in writing to wilma.gajdel@iowa.gov until 4 p.m. on Feb. 1. For more information, go to www.educateiowa.gov.

TWITTER

The following is a record of "tweets" from the Iowa Department of Education's Twitter account:

- October 12, 2011: Iowa education leaders to apply for No Child Left Behind waiver: bit.ly/oyyfkZ
- January 13, 2012: Input from Iowans wanted at meetings about state's No Child Left Behind waiver request: bit.ly/xNwkVa @jasonglassIA
- January 13, 2012: Watch @jasonglassIA's video message about Iowa's No Child Left Behind waiver request: bit.ly/w2TfrW
- January 30, 2012: Public meetings to gather input on Iowa's NCLB waiver request start tomorrow! Check schedule for meetings in your area: bit.ly/Abeuxm
- January 31, 2012: More info on Iowa's NCLB waiver request – video presentations, survey and schedule of statewide mtgs: bit.ly/x44NLw #iaedfuture
- February 7, 2012: How does Iowa's NCLB waiver request fit with the Governor's education legislation? Read this: bit.ly/yzwvdm @jasonglassIA #iaedfuture

FACEBOOK

The Department's Facebook record can be found at http://www.facebook.com/#!/IaDeptofED. Entries include October 13, 2011 and January 13, 2012

Minutes
State Board of Education Meeting
July 29, 2010

Rosie Hussey
President
Clear Lake

Charles C. Edwards, Jr.
Vice President
Des Moines

Sister Jude Fitzpatrick
West Des Moines

Brian Gentry
Des Moines

Michael L. Knedler
Council Bluffs

Valorie J. Kruse
Sioux City

Ana Lopez-Dawson
Pella

Max Phillips
Woodward

LaMetta Wynn
Clinton

Corey Anderson
Student Member
Norwalk

Kevin Fangman
Acting Director and
Executive Officer

The July 29, 2010, meeting of the State Board of Education was held at the Iowa Valley Community College District Continuing Education Center, 3702 South Center Street, Marshalltown. The following State Board members were present: Rosie Hussey, LaMetta Wynn, Charlie Edwards, Max Phillips, Sister Jude Fitzpatrick, Mike Knedler, and Corey Anderson. Acting Director Kevin Fangman and Iowa Department of Education (Department) staff members Carol Greta, Elaine Watkins-Miller, Jeff Berger, Konni Cawiezell, Del Hoover, Roger Utman, Judith Spitzli, Rita Martens, and Jody Crane were in attendance. Also in attendance were Staci Hupp, *The Des Moines Register;* Mick Starcevich, Lois Bartelme, John Swanson, and Jim Mollenhauer, Kirkwood Community College; Beverly Simone, Moudy Nabulsi, and Janet Fife-LaFrenz, Southeastern Community College; Jim Lindenmayer and Roy Lamansky, Indian Hills Community College; Jamie Raney, Iowans; Patrick Hogan, *The Gazette*; Erin Rapp, RPI; Lisa Koester and Susan Pecinovsky, Marshalltown Community School District; Nathan Davis and Chad Cook, Marshalltown Community College; Jason Ellingson, Collins-Maxwell Community School District; Lee Rouse, WHO-TV 13; Chris McCarron and Lynne Devaney, Dubuque Community School District; Dan Miller and Terry Rinehart, Iowa Public Television; MJ Dolan and Linda Claussen, Iowa Association of Community College Trustees (IACCT); Daniel Kinney and Darrell Determann, Iowa Central Community College; Bill Phelan, Eastern Iowa Community College District; Rhonda Kirkegaard, Northeast Iowa Community College; Connie Hornbeck and Dan Kinney, Iowa Western Community College; Rob Denson and Cheryl Langston, Des Moines Area Community College; Rick Franck, Western Iowa Tech Community College; Jan Lund and Val Newhouse, Iowa Lakes Community College; Barb Crittenden, Southwestern Community College; Larry Hoekstra, Northwest Iowa Community College; Conrad Dejardin, Iowa Valley Community College District; Donna Miller, Hawkeye Community College; and Larry Ebbers, Iowa State University.

STATE BOARD BUSINESS MEETING

President Rosie Hussey called the meeting to order at 9:30 a.m.

It was moved by Mike Knedler and seconded by LaMetta Wynn that the July agenda be approved.

COMMUNICATION

Public Comment

No public comment was received.

Director's Report

- Race to the Top (RTTT)
  Kevin Fangman, Acting Director, indicated that Iowa was not selected as a finalist in the RTTT. The Department will not receive its scoring sheets, feedback, or ranking until after the grants are awarded at the end of August. Fangman explained the scoring process for finalists. Nineteen states were finalists and it is anticipated that between eight and 12 states will be awarded the funds. A $650 million appropriation has been made to support RTTT so there may be a third round that will be open to states and districts.

- Council of Chief State School Officers (CCSSO)
  Fangman attended a meeting of the CCSSO in Minneapolis where 70 percent of the states were represented. Topics of discussion were the Common Core Standards and Model Core Teaching Standards. Chiefs shared concerns about the four reform models and there was consistent agreement that states want to be held accountable for the achievement in low achieving schools; however, they want the control to be able to make decisions on how to get there. The CCSSO will continue to work with the Obama administration. Even though the Blueprint for Reform has been released by the Obama administration, the Reauthorization of the Elementary and Secondary Education Act (ESEA) has to go through Congress and there are some indications that the four reform models for low achieving schools do not have a lot of support.

  Secretary Arne Duncan spoke at the meeting and the issue of rural states was discussed. If ESEA is reauthorized in 2011, accountability expectations will not change until 2012. Fangman talked extensively about the NCLB proficiency levels. He stated that as the trajectory for No Child Left Behind levels continues to increase, more schools will be identified.

Fangman commented on the bridge between the Obama administration's vision for focusing on the lowest achieving schools, incentivizing the highest achieving schools for being innovative, and leaving the rest of the schools alone.

- Model Core Teaching Standards

  Fangman indicated that the Model Core Teaching Standards have been released for feedback. These standards are an update of the 1992 Interstate New Teacher Assessment and Support Consortium (INTASC) model standards for licensing new teachers. Like the earlier standards, they were drafted by representatives of the teaching profession, including practicing teachers, teacher educators, and state education agency staff. The standards are designed to be compatible with the range of national teacher and leader standards currently in use as well as the recently released Common Core State Standards for students in math and English language arts. The goal is to continue building a coherent systemic approach to preparing, licensing, and supporting highly effective teachers who can deliver on the promise to provide a first rate education to every child.

  Unlike the original 1992 INTASC standards that were designed for "beginning" teachers, these are intended as professional practice standards, setting one standard for performance that will look different at different development stages of the teacher's career. To reflect this change in emphasis, InTASC has removed "new" from its name and is now called the Interstate Teacher Assessment and Support Consortium (InTASC).

  Once the standards are finalized it is more than likely that the Iowa Teaching Standards will be revised. Approximately half of the states are starting to enter into the conversation of revising their standards as well.

  There was discussion regarding the increase of the trajectory for proficiency levels and how more schools will be identified as low achieving, resources that will be available to assist schools, what the mix is of urban and rural schools that are identified as in need of assistance, and the Obama administration's desire to move everything to a competitive grant process.

- State Board Policy Development Priorities/Leadership Agenda

  Fangman reviewed the State Board Policy Development Priorities that were developed at the June State Board retreat. Extensive discussion occurred around the priorities and next steps. As a result of the discussion, a plan of study and action will be developed for the coming year.

- State Employees Retirement Incentive Program (SERIP)

  Fangman reported that the Department has filled three positions that were vacated as a result of SERIP and has approximately 25 more positions to fill.

CONSENT AGENDA

Charlie Edwards moved and Sister Jude Fitzpatrick seconded to approve the consent agenda. The motion carried unanimously.

Rules: Chapter 68 – Iowa Public Charter Schools (Notice)

Carol Greta, Attorney, Office of the Director, indicated that the 2010 Iowa Legislature created innovation zone schools which, statutorily, were put in the same area of law as the charter schools. Therefore, the Chapter 68 rules are being amended rather than creating a different chapter.

Greta highlighted the changes to the rules. Specifically, she indicated that the crucial difference between a charter school and an innovation zone school is that an innovation zone school is a public attendance center established by a consortium that must include at least two school districts and an AEA. A charter school is a public attendance center chartered and governed by the local school board of the school district in which the charter school is located.

As a result of the State Board wanting to see more innovation in charter school applications, another crucial change deals with the point system for judging charter school applications. An innovation zone school is scored using the same point system as a charter school. Innovation has gone from 10 points out of 100 to 40 points out of 100. Organization and structure has gone down from 25 points to 10 points.

The legislation removed the cap on charter schools; however, there is a cap of ten on the number of innovation zone schools the State Board can approve.

Another substantive change (Item 10) gives the reason to revoke an existing charter based on student progress failing to show improvement.

> **Motion**: Sister Jude Fitzpatrick moved and Mike Knedler seconded approval to give public notice of its intent to amend Chapter 68.
>
> **Vote**: The motion carried unanimously.

Kirkwood Community College's Accreditation Report

Roger Utman, Administrator, Division of Community Colleges and Workforce Preparation, introduced Dr. Mick Starcevich, Kirkwood Community College President. Utman indicated that the Kirkwood Community College accreditation visit occurred in April 2010. Utman stated that Kirkwood Community College participates in the Academic Quality Improvement Program (AQIP) model for accreditation with the Higher Learning Commission. This quality improvement model involves the college creating a

systems portfolio and implementing action projects. AQIP accreditation is on a seven-year cycle.

Utman stated that when preparing the accreditation reports, the team looked at Iowa Code requirements, completed a document review, and conducted interviews with individuals that represented all aspects of the college. This included students, faculty, administrators, board members, and members of the community.

Utman presented a synopsis of the accreditation report and indicated that the team examined the "Adequacy of Progress in Addressing the Previous Accreditation Visit." One item had been noted during the previous visit and Kirkwood Community College submitted a revised "Quality Faculty Plan" in 2009 to the Department, which met the requirements.

Utman indicated that "Additional State Review Requirements" were examined and found to meet the requirements of the Iowa Code.

Utman highlighted some of the strengths that were noted in the report and indicated that there were no recommendations for institutional improvement. The state accreditation team recommends continuation of accreditation for Kirkwood Community College. A state interim accreditation visit will be held to coincide with the district's next Higher Learning Commission visit in 2014.

Mick Starcevich thanked Roger Utman and his team for the visit and indicated that Kirkwood looks at the accreditation report's "Opportunities for Improvement" to see where they can improve.

There was discussion regarding the challenge of dealing with the increase in enrollment that Iowa's community colleges are experiencing, how the school deals with diversity, and how Kirkwood Community College could be impacted once more emphasis is placed on competency-based instruction and virtual learning.

> **Motion**: Max Phillips moved and Charlie Edwards seconded continued accreditation for the Kirkwood Community College through 2014.
>
> **Vote**: The motion carried unanimously.

Southeastern Community College Accreditation Report

Roger Utman, Administrator, Division of Community Colleges and Workforce Preparation, introduced Dr. Beverly Simone, Southeastern Community College President, and Moudy Nabulsi, Southeastern Community College Board President.

Utman indicated that Southeastern Community College participates in the AQIP model for accreditation with the Higher Learning Commission. This quality improvement model

involves the college creating a systems portfolio and implementing action projects. AQIP accreditation is on a seven-year cycle.

Utman indicated that when preparing the accreditation reports, the team looked at Iowa Code requirements, completed a document review, and conducted interviews with individuals that represented all aspects of the college. This included students, faculty, administrators, board members, and members of the community.

Utman presented a synopsis of the accreditation report and indicated that the team examined the "Adequacy of Progress in Addressing the Previous Accreditation Visit" and there were no recommendations at the conclusion of the previous interim visit.

Utman indicated that "Additional State Review Requirements" were examined and found to meet the requirements of the Iowa Code.

Utman highlighted some of the strengths that were noted in the report and indicated that there were no recommendations for institutional improvement. The state accreditation team recommends continuation of accreditation for Southeastern Community College. A state interim accreditation visit will be held to coincide with the district's next Higher Learning Commission visit in 2013.

Dr. Simone and Moudy Nabulsi thanked Utman and his team. Simone indicated this was her first experience going through the Iowa accreditation process and that the college will look at the accreditation report's "Opportunities for Improvement" to see where they can improve.

There was discussion regarding progress being made on the historical perception of the lack of trust, how the rigor of college classes provided to high school students is evaluated, how Southeastern Community College could be impacted once more emphasis is placed on competency-based instruction and virtual learning, and how effectiveness of instruction is evaluated in high schools.

> **Motion**: Max Phillips moved and Sister Jude Fitzpatrick seconded continued accreditation for the Southeastern Community College through 2013.
>
> **Vote**: The motion carried unanimously.

Membership – Research and Development School Advisory Council

Kevin Fangman reported that over the past two years, there have been different groups that have come together around the Research and Development School. A finance study was done the first year and the second year a group worked on strategic planning, facilities, and boundaries. Unfortunately, the group was not able to accomplish as much as was originally hoped.

Fangman viewed materials that included background information and timelines. The primary function of the Research and Development School is:

- Research: study and test new innovative teaching and learning practices
- Development: determine effective pedagogical practices
- Demonstration: model effective teaching practices
- Dissemination: share effective instructional practice

Fangman indicated that the purpose of the Advisory Council is to review and evaluate the educational processes and results of the school. This Advisory Council will provide an annual report to the University of Northern Iowa President, the Iowa Department of Education Director, the Board of Regents, the State Board of Education, and the General Assembly. He reviewed the membership of the Advisory Council and indicated that seven of the Advisory Council members were selected because of their position and ten are appointed because of certain categories.

Fangman stated there will be subgroups that will work on various areas and will then report back to the Advisory Council. If the membership changes, the State Board will be asked to approve the change through the consent agenda. The goal is to have the school operational by 2012-13.

There was Board discussion if this school will create any real change, how much influence the Advisory Council will have, and the process used for membership selection.

> **Motion:** Sister Jude Fitzpatrick moved and LaMetta Wynn seconded approval of the membership of the Research and Development School Advisory Council.
>
> **Vote**: The motion carried unanimously.

Governor Chet Culver

Rosie Hussey welcomed the Governor and thanked him for the opportunity to dialogue with him. State Board members introduced themselves. The Governor thanked State Board members for their outstanding leadership, their service to the State Board of Education, and the contributions they make by shaping good public policy.

The Governor urged the Board to adopt the Common Core Standards. He stated that he feels good about the fact that the State Board, school districts, educators, and the Department have worked collaboratively in trying to find the best pathway to excellence in education for the future.

In 2008, the Governor signed into law the beginning of the effort raising the bar in terms of expectations in the classroom and trying to push Iowa's students so that they are prepared for the 21st century economy. He commended the Board for their hard work on issues related to the Iowa Core and the Common Core and thinks this allows Iowa's students and schools to become even better in the future.

The Governor reviewed his accomplishments during his first term in office. They include the following:

- Funding for preschool
    - The Governor has a goal during his second term to expand preschool to every four-year-old child in the state.
- Expand healthcare access to children
- Increase teacher pay
- Iowa Core
- Senior Year Plus
- STEM (Science, Technology, Engineering, and Mathematics)
- School Infrastructure
- All Iowa Opportunity Scholarship

The Governor reported that he will be meeting with the Iowa State Education Association and plans to roll out his goals for his second term; however, he asked to hear from Board members before he finalizes those goals.

Dialogue occurred between the Governor and State Board members. The conversation centered around the Board's past goals which included innovation, engagement, and quality for students in Iowa; future goals which include competency-based instruction, online learning opportunities, virtual schools, reducing achievement gaps, and the declining enrollment in rural schools; how to raise the bar and expect better performance from students; resources and staff to deliver the Iowa Core and Common Core Standards; support, role and search for the new Department director; improvement in the state's financial situation; the new Research and Development School at the University of Northern Iowa; support and process for filling critical vacancies within the Department; how the Race to the Top process has created a roadmap in terms of competency-based education; improving graduation rates; addressing the achievement gap, and providing support for lower-performing schools.

President Hussey indicated that the State Board will finalize their priorities and send them to the Governor for his review and comments.

There was discussion on innovative models in the state, how to best utilize technology, how to couple competency-based instruction with virtual learning, Florida's virtual school, and increasing expectations for use of technology by teachers.

Common Core Standards

Kevin Fangman introduced Rita Martens and Judith Spitzli, Department Program Consultants. Fangman indicated that an in-depth comparison was done comparing the Common Core Standards and the Iowa Core. He recapped the development of the Common Core Standards and future plans. If the Common Core is adopted, it would become part of the Iowa Core and not a separate document.

Martens described the process used in the alignment. She indicated that the *Achieve* organization created an online tool for states to compare their state standards with the Common Core Standards. With the help of Brad Niebling, an AEA alignment specialist, it was decided to use *Achieve* to conduct the study. Work teams were convened in English language arts and mathematics. Martens explained the make-up of the work teams and the process used with the *Achieve* tool. She also reviewed the research questions used during the alignment process and the results of the English language arts questions.

Judith Spitzli reviewed the results of research questions that related to mathematics. She reminded the Board that states are allowed to add 15 percent of their own standards in addition to the Common Core. She indicated that the Department was very pleased with the results and now has a process to fall back on.

There was discussion clarifying information on the additional content that will need to be added to the Iowa Core, difference in specificity between the Iowa Core and the Common Core Standards, clarification of inclusion of instructional strategies, and the types of delivery mechanisms other states that have adopted the Common Core are using to help equip teachers.

> **Motion:** Max Phillips moved and Charlie Edwards seconded approval to adopt the Common Core Standards in K-12 English language arts and mathematics.
>
> **Vote**: The motion carried unanimously.

Iowa Public Charter Schools: Renewal for Charter Status – Dubuque Community School District

Del Hoover, Deputy Division Administrator, Bureau of Accreditation and Improvement Services, introduced Lynne Devaney, Dubuque Community School District Associate Superintendent, and Chris McCarron, Prescott Elementary Charter School Principal.

Hoover reviewed and discussed a document entitled "Prescott Elementary Charter School." This document outlines the following:

- School/District Information
- Mission of the Charter
- Description of the Charter
- Charter History
- Goals that were included in the original charter and the progress on the goals
- Crosswalk showing if the charter is fulfilling the requirements of Iowa Code chapter 256F

Chris McCarron showed a PowerPoint and shared the following information:

- The school opened as one of Iowa's newest charter schools in 2006 with a new instructional design

- The school opened serving students PK-5
- The school opened as a School in Need of Assistance
- What makes their charter unique
    - Expeditionary learning
    - Arts emphasis
    - Climate and culture
- Demographic statistics
    - Student enrollment
    - Diversity
    - Poverty level
    - English language learners
    - Special education
    - Mobility
- Student achievement
- Community partnerships

Discussion included the request to collect and monitor longitudinal data on students to determine if they demonstrate more success or possess an advantage over students who have not participated in the charter, the relationship between expeditionary learning and absenteeism, if the school feels it is segregating students because of the high level of diversity, and what the charter school designation allows the Prescott Elementary Charter School that would not otherwise be allowed.

> **Motion**: Charlie Edwards moved and Sister Jude Fitzpatrick seconded approval of the Prescott Elementary Charter School for Dubuque Community School District to be approved through the end of the 2013-2014 school year. The Charter School shall work with the Department to refine measurable goals and align to newly emerging data systems at the Department.
>
> **Vote**: The motion carried unanimously.

Collaborative Initiatives with Iowa Public Television

Dan Miller, Iowa Public Television Executive Director and General Manager, and Terry Rinehart, Director of Iowa Public Television Educational Services, presented details of a series of ongoing collaborative efforts between the Department and Iowa Public Television. These efforts make use of educational media and telecommunication technology to support early childhood education, K-12 distance learning, adult literacy, higher education, and school faculty and staff professional development.

Collaborative efforts include:

- Raising Readers
- PBS Kids Island
- Super WHY Camps
- Martha Speaks Reading Buddies
- Raising Readers Learning Centers and Library Corners

- Healthy Minutes
- K-12 Classroom Television
- Iowa Pathways
- K-12 Connections
- Iowa Learning Online
- Education Telecommunications Council
- Contractual Services
- PBS Digital Learning Library
- Adult Literacy

Board Reports

Corey Anderson had no report.

LaMetta Wynn had no report.

Mike Knedler reported that he and Ana Lopez-Dawson attended the National Association of State Boards of Education New State Board Member Institute. The study groups for this year will be focusing on technology and teaching. One presentation focused on dealing with the press. He learned that, as a State Board member, it is important to be consistent with your message - you want to provide the best quality education for all students in the state of Iowa.

Rosie Hussey reported that Ana Lopez-Dawson's father and mother-in-law died.

Hussey attended a General Educational Development (GED) graduation ceremony and said it was a very rewarding experience. She encouraged other Board members to do the same. She had an opportunity to visit with a few of the students and encouraged them to continue on with their education.

Hussey stated that she and Max Phillips are on a committee to assist in the selection of a new Department director.

Max Phillips reported that the Education Excellence in Iowa Roundtable is focusing on virtual learning and competency-based instruction as the agenda items that should be transforming Iowa education. The group will be meeting with Terry Branstad and Governor Chet Culver to identify education agendas. This will allow an opportunity for business leaders and educators on that Roundtable to voice what they think is important. Rosie Hussey asked Phillips to let her know if he sees any opportunity for the State Board to be part of that discussion. She said it would be helpful if instead of the Board reinventing and coming up with new things, they could collaborate and be part of something ongoing. Phillips thinks it's heartening these two groups are on the same path.

Sister Jude Fitzpatrick reported that the Coordinating Council for Hearing Services has completed their report. The Legislative Study Committee for the Braille and Sight and

Saving School has completed its work and the recommendation will be that the school not be maintained as a year-round school for residents, but rather for short-term programs and to continue as a statewide resource. The resources devoted to full-time, year-round residents would be redirected to support the needs of visually impaired students throughout the state, with the hope that the legislature will maintain that level of funding for a broader purpose.

State Board of Education and IACCT Joint Meeting

Rosie Hussey thanked the community colleges for the opportunity to meet. She stated that the State Board appreciates, values, and supports the work that community colleges do. As the country and economy change, community colleges are always ready to make the necessary adjustments to help students and workers get back into the workforce.

State Board of Education members introduced themselves.

Rhonda Kirkegaard, IACCT Chair, indicated that community colleges are looked to as being the solution to many of the economic woes in Iowa. She knows that each of the colleges are up to that challenge and looking forward to that opportunity.

Kirkegaard reviewed the Community College's 2011 Legislative Priorities and asked the IACCT Board members to introduce themselves and state what area they represent.

Kirkegaard introduced student Chad Cook. Cook is a nontraditional student who attends Marshalltown Community College. Cook talked about his experience, class size, access to teachers and resources, and the people he has encountered while attending Marshalltown Community College.

Kirkegaard introduced student Nathan Davis who is a recent graduate of Marshalltown Community College. While in high school, he took advantage of the dual enrollment program offered and was able to earn six credits upon entering college. Davis talked about his involvement with the student ambassador program. Davis stated that the University of Northern Iowa signed a partnership with the Iowa Valley Community College District which enabled him to transfer directly to the university. He talked about his experiences and how he has grown while attending Marshalltown Community College.

Mick Starcevich, Kirkwood Community College President, showed a PowerPoint and shared information on the Jones Regional Education Center.

Rosie Hussey indicated the State Board has been looking at K-12 and community college innovation and will continue with that as the State Board goes into quality and engagement of students and the community.

Daniel Kinney, Iowa Central Community College President, shared information on the Storm Lake and Southeast Webster Charter Schools.

Rosie Hussey stated that the State Board is in the process of developing its priorities and goals. Once they are established, they will be shared with the IACCT so they will be aware of the Board's direction.

Rosie Hussey adjourned the meeting at 4:45 p.m.

Rosie Hussey President	Kevin Fangman Acting Director

Fields of Opportunities

STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

June 1, 2011

Carol Whang
WestEd
730 Harrison Street
San Francisco, CA 94107-1242

Dear Ms. Whang:

The State of Iowa would like to request a role change in the Smarter Balanced Assessment Consortium from an Advisory State to a Governing State. As a state, we want to be more involved in the development of a new generation assessment system that will support ongoing improvements in instruction and learning. We have also adopted the Common Core Standards which are now known as our Iowa Core Standards. Our new Governor, State Board Chairperson, and State Director of Education believe this is the right time for Iowa to be involved in building a system of formative, interim, and summative assessments, organized around the Common Core Standards.

Sincerely,

Terry E. Branstad
Governor of Iowa

Rosie Hussey
State Board of Education President

Jason E. Glass
State Director of Education

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **June 3, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the State **of IOWA**, which has elected to participate in the Consortium as (check one)

X An **Advisory** State (description in section e),

OR

_____ A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the **Race** to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change,
(g) Describe a plan for identifying existing State barriers, and
(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Advisory State Assurance
    OR
    (i)(B) Governing State Assurance
    AND
    (ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.

4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.

6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.

8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.

2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.

3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.

4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).

5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.

6. Achievement standards and achievement level descriptors that are internationally benchmarked.

7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.

8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.

10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.

11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.

12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.

13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.

14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.

15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

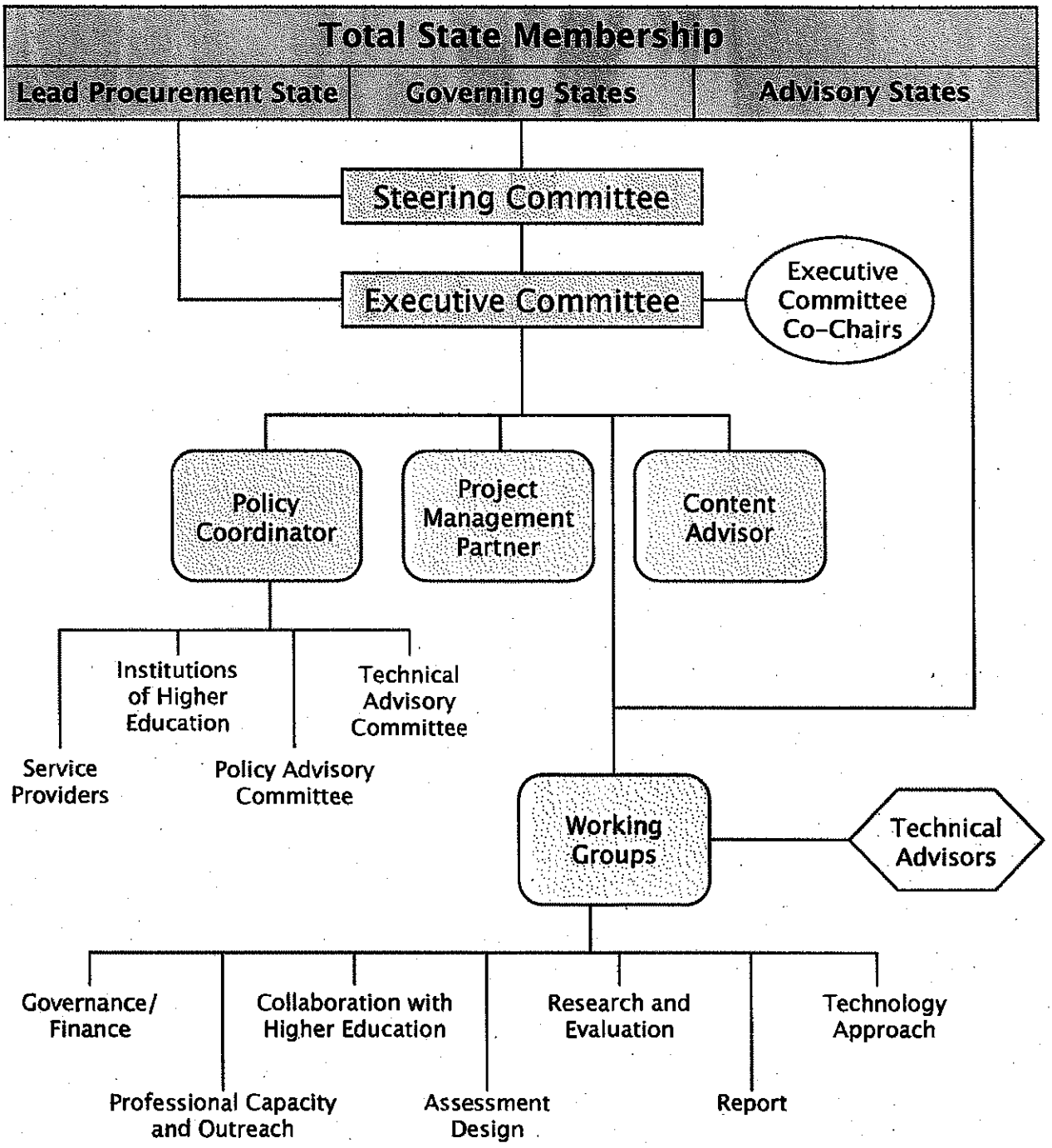
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium
Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium
Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments
LEAs may not have the capacity for computer adaptive testing.	Issue	Policy	Local School Boards	Spring 2012	Fall 2013	Funds to hardware and bandwith.
State Board may not adopt Common Core.	Risk	Policy	State Board	August 2, 2010	December 2011	
Iowa does not have a state appropriation for assessment	Issue	Statute	Legislature	Spring 2013	Spring 2013	
IHE acceptance of final assessment and approval of MOU	Risk	Policy	IHE Governance	Spring 2013	Fall 2013	
IHE identification of remedial courses to align with passing the summative assessment	Risk	Business Rule	Individual IHEs	Spring 2013	Fall 2013	
Iowa may not adopt core achievement standards by 2014-15	Risk	Policy	State Board	Spring 2013	Fall 2013	

[remainder of page intentionally left blank]

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. *(Required from all "Advisory States" in the Consortium.)* As an Advisory State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.	
State Name: Iowa	
Governor or Authorized Representative of the Governor (Printed Name): Chester J. Culver	Telephone: 515-281-5211
Signature of Governor or Authorized Representative of the Governor: Chet Culver	Date: 6/8/10
Chief State School Officer (Printed Name): Kevin Fangman	Telephone: 515-281-3436
Signature of the Chief State School Officer: Kevin Fangman	Date: 6/8/10
President of the State Board of Education, if applicable (Printed Name): Rosie Hussey	Telephone: 515-281-3436
Signature of the President of the State Board of Education, if applicable: Rosie Hussey	Date: 6/3/10

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances *(Required from all "Governing States" in the Consortium.)* As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application. I further certify that as a Governing State I am fully committed to the application and will support its implementation.	
State Name:	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:
President of the State Board of Education, if applicable (Printed Name):	Telephone:
Signature of the President of the State Board of Education, if applicable:	Date:

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. *(Required from all States in the Consortium.)* I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.	
State Name: Iowa	
State's chief procurement official (or designee), (Printed Name): Jeff Berger	Telephone: 515-281-3968
Signature of State's chief procurement official (or designee),:	Date: 6/4/10

From: Origin ID: DSMA (515) 281-5293
Marcia Krieger
IA Department of Education
Department of Education
400 E 14th St
Des Moines, IA 50319

FedEx Express

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WestEd
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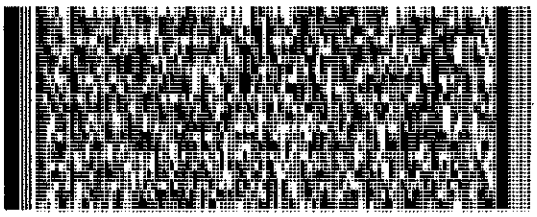
SAN FRANCISCO, CA 94107

Ref # Kathy Petosa
Invoice #
PO #
Dept #



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Attachment 8 – Iowa's State Report Card

Iowa's State Report Card for the 2010-2011 academic school year can be accessed from the link below. In addition to the 2010-2011 report card, state report cards for all years beginning 2002-2003 through 2009-2010 can also be accessed from this link.

http://educateiowa.gov/index.php?option=com_docman&task=cat_view&gid=670&Itemid=4441

Classification Code Key:

Exceptional (Reward) School Criteria:

A. Highest-performing school
B. High-progress school

Priority School Criteria:

C. Among the lowest percentage of schools in the State based on the proficiency and lack of progress of the "all students" group
D. High schools with a graduation rate less than 60%
E. Tier 1 SIG schools implementing a school intervention model
X. Schools with test participation rates less than 95%

Needs Improvement (Focus) School Criteria:

F. Schools that have the largest subgroup gaps between individual subgroup trajectories and the statewide target
G. Schools with subgroups with low achievement
H. High schools with subgroups that have a graduation rate less than 60%
Z. Schools with subgroup test participation rates less than 95%

Iowa Exceptional Schools (Reward)

Schools in this category will be provided with various rewards such as:
[1] State Recognition
[2] Increased Autonomy
[3] Opportunities for Leadership

If a school is classified as "Exceptional" for 3 consecutive years, it will be considered a "Reward" School and will receive additional awards such as:
[1] All of the Rewards for Exceptional schools
[2] Logo for School Use on Letterhead and Website
[3] Day of Recognition by State Officials
[4] May Apply to Become an Iowa Studio School to mentor Needs Improvement (Focus) and Priority Schools and add this distinction to their Iowa Reward

Title 1 Iowa Exceptional Schools	Classification Code		
Building 10928	A,B		
Building 10929	A,B		
Building 10930	A,B		
Building 10931	A,B		
Building 10932	A,B		

Building 11112	A,B		
Building 11113	A,B		
Building 11114	A,B		
Building 10519	A,B		
Building 10520	A,B		
Building 10521	A,B		
Building 10522	A,B		
Building 10468	A,B		
Building 10469	A,B		
Building 10595	A,B		
Building 10596	A,B		
Building 10597	A,B		
Building 10598	A,B		
Building 10660	A,B		
Building 10661	A,B		
Building 10662	A,B		
Building 10663	A,B		
Building 10664	A,B		
Building 10665	A,B		
Building 10462	A,B		
Building 10463	A,B		
Building 11163	A,B		
Building 11164	A,B		
Building 11165	A,B		
Building 10372	A,B		

Non-Title 1 Iowa Exceptional Schools	***Classification Code***		
Building 11115	A,B		
Building 10026	A,B		
Building 10046	A,B		
Building 10055	A,B		
Building 10457	A,B		
Building 10471	A,B		
Building 10740	A,B		
Building 10857	A,B		
Building 10890	A,B		
Building 11034	A,B		

Building 11017	A,B		
Building 10919	A,B		
Building 10942	A,B		
Building 10943	A,B		
Building 10944	A,B		
Building 10945	A,B		
Building 10927	A,B		

Iowa Priority Schools

All Schools in this category will receive support from the Iowa AEA State Support Team. Schools will follow One Universal Set of Principles, One Tool (C-Plan)
(1) Differentiated Supports for All Schools
(2) Scale up for K8 (elementary level)
(3) Iowa Support Team
(4) Parent Notification
(5) Implementation of Turnaround Principles
(6) Technical Assistance for Identifying Promising Innovations and the Exemptions from Chapter 12 Necessary to Implement with Fidelity
(7) More Focused School Improvement Site Visit with More Extensive Follow Up
* Title I set aside funds
* Extended Learning: Prioritize opportunities to ensure low-income, low-achieving students have priority and if all are served it can be opened up to any low-
* PD that relates to their SI plan to close achievement gaps and raise achievement for all students

Iowa Title 1 Priority Schools	**Classification Code**		
Building 11240	C		
Building 11241	C		
Building 11242	C		
Building 11243	C		
Building 11244	C		
Building 10895	C		
Building 10896	C		
Building 10897	C		
Building 10898	C		
Building 11208	C		
Building 10394	C		
Building 10395	C		
Building 10396	C		

Building 10397	C		
Building 10192	C		
Building 10193	C		
Building 10194	C		
Building 10195	C		
Building 10196	C		
Building 10002	C		
Building 10112	C		
Building 10113	C		
Building 10114	C		
Building 10115	C		
Building 10152	C		
Building 10153	C		
Building 10154	C		
Building 10015	D		
Building 10016	E		
Building 10017	E		
Building 10715	E		
Building 10716	E		
Building 10717	E		
Building 10506	E		
Building 10507	E		
Building 10508	E		
Building 10509	E		
Building 10323	X		
Building 10368	X		
Building 11217	X		
Building 11218	X		

Iowa Non-Title 1 Priority Schools	**Classification Code**		
Building 11005	C		
Building 10677	C		
Building 10678	C		
Building 10679	C		
Building 10869	C		
Building 10870	C		
Building 10987	C		

Building 10988	C		
Building 10989	C		
Building 10990	C		
Building 10991	C		
Building 10992	C		
Building 10963	C		
Building 10964	C		
Building 10965	C		
Building 11224	C		
Building 11225	C		
Building 11226	C		
Building 11133	C		
Building 11134	C		
Building 11135	C		
Building 11136	C		
Building 10815	C		
Building 10816	C		
Building 10817	C		
Building 10832	C		
Building 10214	C		
Building 10215	C		
Building 10216	C		
Building 10217	C		
Building 10218	C		
Building 10219	C		
Building 10220	C		
Building 10221	C		
Building 10240	C		
Building 10241	C		
Building 10242	C		
Building 10243	C		
Building 10244	C		
Building 10245	C		
Building 10246	C		
Building 10247	C		
Building 10248	C		
Building 11118	C		

Building 11119	C		
Building 11120	C		
Building 11121	C		
Building 11122	C		
Building 11149	C		
Building 11150	C		
Building 11151	C		
Building 11152	C		
Building 11153	C		
Building 11307	C		
Building 11308	C		
Building 11309	C		
Building 10821	C		
Building 10822	C		
Building 10826	C		
Building 11285	C		
Building 11286	C		
Building 11287	C		
Building 11288	C		
Building 11289	C		
Building 11290	C		
Building 10188	D		
Building 10189	D		
Building 10012	D		
Building 10013	D		
Building 10014	D		
Building 10951	X		
Building 10952	X		
Building 10953	X		
Building 10954	X		
Building 10575	X		
Building 10576	X		
Building 10577	X		
Building 10578	X		
Building 10848	X		
Building 10849	X		
Building 10850	X		

Building 11126	X		
Building 11127	X		
Building 11213	X		
Building 10316	X		
Building 10317	X		
Building 10318	X		
Building 10319	X		
Building 10320	X		
Building 10321	X		
Building 10322	X		

Iowa Needs Improvement (Focus) Schools

Schools that are classified as Needs Improvement will receive supports consistent with schools in the Priority category. In addition, schools will receive the

(1) Differentiated Supports for All Schools
(2) Technical Assistance Related to Cultural Proficiency
(3) Technical Assistance on Evidence-Based Interventions Related to the Specific Achievement Gap(s)

Iowa Title 1 Needs Improvement Schools	*Classification Code*		
Building 11002	F,G		
Building 11003	F,G		
Building 11004	F,G		
Building 10416	F,G		
Building 10417	F,G		
Building 10418	F,G		
Building 10530	F,G		
Building 10531	F,G		
Building 10532	F,G		
Building 10629	F,G		
Building 10630	F,G		
Building 10631	F,G		
Building 10538	F,G		
Building 10539	F,G		
Building 10540	F,G		
Building 10541	F,G		

Building 10542	F,G		
Building 11081	F,G		
Building 11082	F,G		
Building 11083	F,G		
Building 11084	F,G		
Building 11085	F,G		
Building 11066	F,G		
Building 11067	F,G		
Building 11068	F,G		
Building 11069	F,G		
Building 11070	F,G		
Building 11095	F,G		
Building 11096	F,G		
Building 11097	F,G		
Building 10903	F,G		
Building 10904	F,G		
Building 10905	F,G		
Building 10906	F,G		
Building 11053	F,G		
Building 11054	F,G		
Building 11055	F,G		
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Building 11057	F,G		
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Building 11303	F,G		
Building 11304	F,G		
Building 11022	F,G		
Building 11023	F,G		
Building 11024	F,G		
Building 11025	F,G		
Building 11043	F,G		

Building 11044	F,G		
Building 11045	F,G		
Building 11046	F,G		
Building 11047	F,G		
Building 11048	F,G		
Building 10778	F,G		
Building 10779	F,G		
Building 10780	F,G		
Building 10789	F,G		
Building 10790	F,G		
Building 10791	F,G		
Building 10792	F,G		
Building 10923	F,G		
Building 10924	F,G		
Building 10915	F,G		
Building 10916	F,G		
Building 10917	F,G		
Building 10553	Z		
Building 10554	Z		
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Building 10692	Z		
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Building 10487	Z		
Building 10488	Z		
Building 10489	Z		
Building 10362	Z		
Building 10363	Z		
Building 10364	Z		
Building 10434	Z		

Building 10435	Z		
Building 10436	Z		
Building 10640	Z		
Building 10452	Z		
Building 10453	Z		
Building 10454	Z		
Building 10455	Z		
Building 10380	Z		
Building 10381	Z		
Building 10382	Z		
Building 10383	Z		
Building 10384	Z		
Building 10415	Z		

Iowa Non-Title 1 Needs Improvement Schools	***Classification Code***		
Building 10801	F,G		
Building 10802	F,G		
Building 10803	F,G		
Building 10804	F,G		
Building 10551	F,G		
Building 10552	F,G		
Building 10760	F,G		
Building 10771	F,G		
Building 10772	F,G		
Building 10773	F,G		
Building 10774	F,G		
Building 10775	F,G		
Building 10776	F,G		
Building 11138	F,G		
Building 11139	F,G		
Building 11140	F,G		
Building 11196	F,G		
Building 10492	F,G		
Building 10493	F,G		
Building 10494	F,G		
Building 10495	F,G		
Building 10496	F,G		

Building 11194	F,G		
Building 11195	F,G		
Building 10839	F,G		
Building 10840	F,G		
Building 10841	F,G		
Building 10842	F,G		
Building 10843	F,G		
Building 10974	F,G		
Building 10975	F,G		
Building 10976	F,G		
Building 10977	F,G		
Building 10978	F,G		
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Building 10669	F,G		
Building 10670	F,G		
Building 10564	F,G		
Building 10565	F,G		
Building 10566	F,G		
Building 10567	F,G		
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Building 10570	F,G		
Building 10681	F,G		
Building 10682	F,G		
Building 10683	F,G		
Building 10684	F,G		
Building 10909	F,G		
Building 10910	F,G		
Building 10911	F,G		
Building 10912	F,G		
Building 11073	F,G		
Building 11074	F,G		
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Building 11076	F,G		
Building 10666	F,G		
Building 10667	F,G		
Building 10720	F,G		

Building 10721	F,G		
Building 10722	F,G		
Building 10723	F,G		
Building 10724	F,G		
Building 10725	F,G		
Building 10293	F,G		
Building 10294	F,G		
Building 10295	F,G		
Building 10296	F,G		
Building 10800	F,G		
Building 10675	H		
Building 10697	H		
Building 10651	H		
Building 10710	H		
Building 10756	H		
Building 10373	Z		
Building 10374	Z		
Building 10375	Z		
Building 10376	Z		
Building 10377	Z		
Building 10429	Z		
Building 10604	Z		
Building 10605	Z		
Building 10606	Z		
Building 10355	Z		
Building 10356	Z		
Building 10357	Z		
Building 10358	Z		
Building 10443	Z		
Building 10444	Z		
Building 10445	Z		
Building 10446	Z		
Building 10475	Z		
Building 10476	Z		
Building 10477	Z		
Building 10478	Z		
Building 10343	Z		

Building 10344	Z		
Building 10345	Z		
Building 10672	Z		
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Building 10674	Z		
Building 10763	Z		
Building 10764	Z		
Building 10765	Z		
Building 10766	Z		
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Building 10709	Z		
Building 10754	Z		
Building 10755	Z		
Building 10757	Z		
Building 10758	Z		
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