



# Iowa's ESEA Flexibility Request



# Three Principles Addressed

1. College and Career Ready Expectations for All Students
2. Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership





# Principle 1

COLLEGE- AND CAREER-READY EXPECTATIONS  
FOR ALL STUDENTS





# Emphasis

- This Principle is about implementing standards and assessments.
- Emphasis on English language learners and students with disabilities.





## REQUIREMENTS: College and Career Ready Expectations for All Students

- Adopt **college- and career-ready standards** in at least reading/language arts and mathematics
- Administer annual **high-quality assessments** that measure **student growth** in at least grades 3-8 and at least once in high school
- Commit to adopt English language proficiency (ELP) standards that correspond to its college- and career-ready standards





# Principle 1: Iowa's Plan

- Iowa has already adopted the Common Core as part of the Iowa Core
- Assessment system redesign underway
  - SMARTER Balanced for the Iowa Assessments Grades 3-8
  - ACT for Iowa Assessments Grade 11
  - High School End-of-Course
  - Value Added Measures (growth)





# Principle 2

STATE-DEVELOPED DIFFERENTIATED  
RECOGNITION, ACCOUNTABILITY, AND SUPPORT





## **REQUIREMENTS: Differentiated Recognition, Accountability, and Support**

- Implement a system of differentiated recognition, accountability, and support for all school districts
- Set new ambitious but achievable achievement targets in at least reading/language arts and mathematics
- Publicly recognize Title I schools making the most progress or having the highest performance



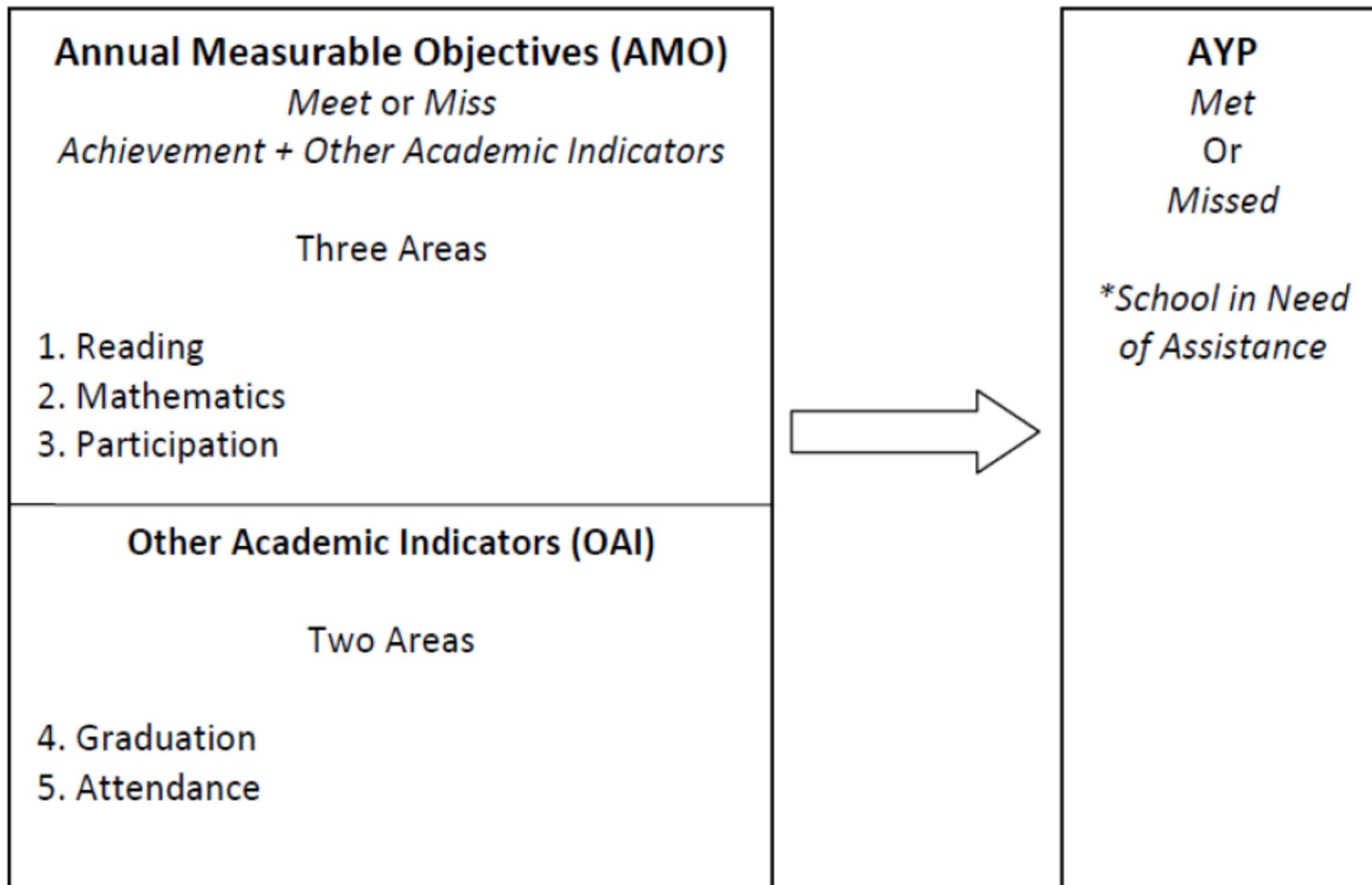


# **REQUIREMENTS: Differentiated Recognition, Accountability, and Support**

- Identify the lowest-performing Title I schools and ensure meaningful interventions
- Identify Title I schools with the greatest achievement gaps and ensure interventions

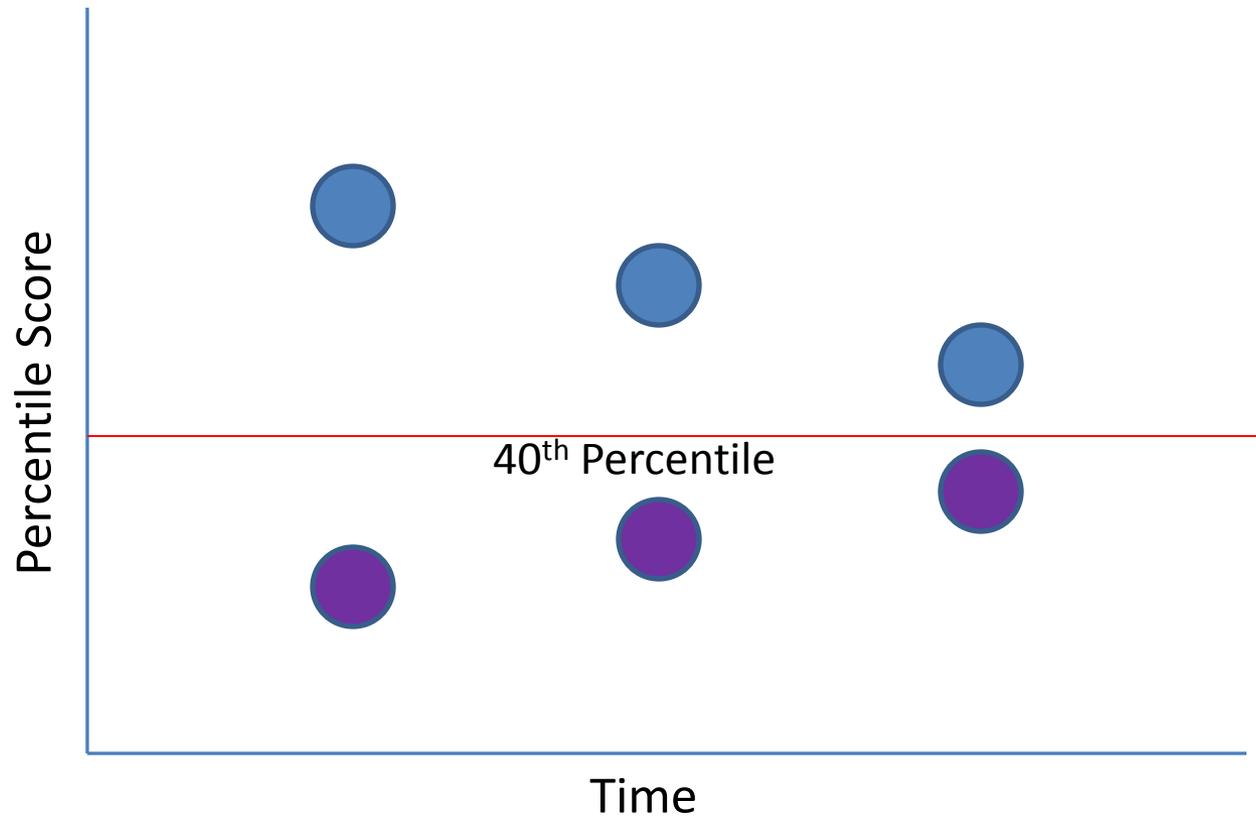


# Principle 2: Iowa's Current Accountability System





# Status versus Growth



# Principle 2: Proposed Accountability Overview

## 4 Measures. . .

1. Achievement Score
  - Emphasis on growth & proficiency
  - Statewide Achievement Target
2. Other Academic Indicators Score
3. Performance Index
  - Combines Achievement Score & Other Academic Indicators Score
4. Closing Gap Score



# Principle 2: Achievement Score

Achievement Score Grid

PROFICIENCY	Y	High/Low	High/High
	N	Low/Low	Low/High
		N	Y
		GROWTH	



# Achievement Score

- Example of a school with an achievement score of 85

PROFICIENCY	Y	15%	70%
	N	0%	15%
		N	Y
		GROWTH	



# Principle 2: Other Academic Indicators (OAIs)

- All Schools
  - Attendance Rates
  - Participation Rates
- High Schools
  - College Ready Rates
  - Graduation Rates



# Principle 2: Performance Index



**Achievement Score =  
80%**

**Status + Growth =  
Achievement Score**

**Reading & Mathematics**

**+**

**Other Academic  
Indicators  
OAI = 20%**

**Rates:  
Participation  
Attendance  
Graduation  
College Ready**

**=**

**Performance  
Index**

**Used with closing  
gap score to  
classify schools into  
Performance  
Categories**



# Principle 2: Iowa's Six Performance Categories

1. Exceptional = "Reward" School
2. High Performing
3. Commendable
4. Acceptable
5. Needs Improvement = "Focus" School
6. Priority School





# Principle 2: Closing Gap Score

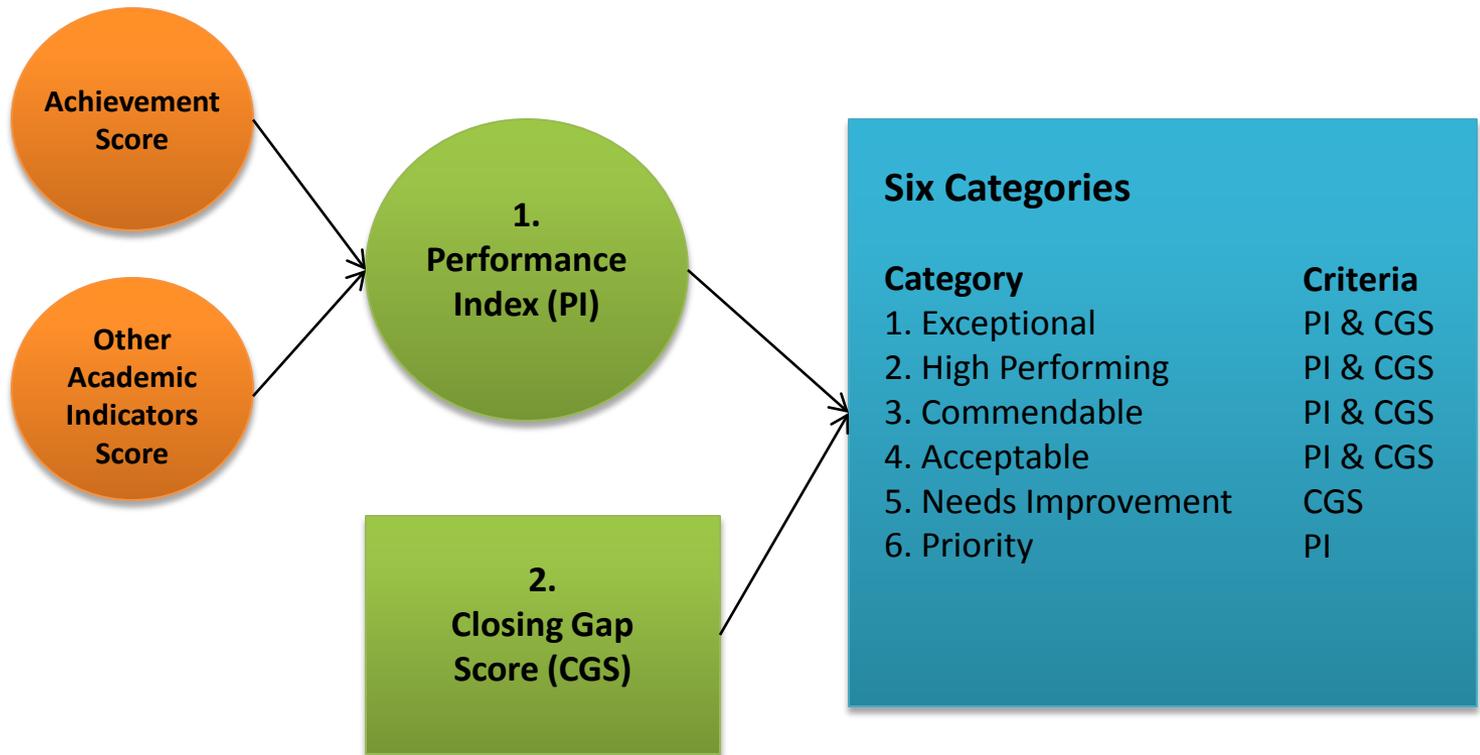
- Using current 10 subgroups
- Schools are accountable for district trajectories
- “Needs Improvement” schools identified by closing gap score only

➤  $\left( \frac{\text{The \# of subgroups meeting trajectory}}{\text{The \# of Eligible Subgroups}} \right) \times 100\% = \text{Gap Score}$





# In Summary



# Principle 2: Future

- Value-Added Model
- Assessments
  - Smarter Balanced Assessments (SBAC)
  - Dynamic Learning Maps (DLM)
  - End-of-Course Exams
- College and Career Readiness
  - College Entrance Exams
  - Post-Graduation Data
- Safe & Supportive Schools Index
  - Suspensions & Expulsions
  - Parent Satisfaction
  - Student Engagement
  - Staff Working Conditions





# Principle 2: Support Systems

## One Set of Principles

**Seven Characteristics of Effective and Improving Schools and Districts**





## **Principle 2: Support Systems**

- **One statewide planning tool**
- **One process for continuous improvement**





# Principle 2: Support Systems

## Exceptional and Iowa Reward Schools

- **Governor's Award**
- **Publicity**
- **Logo**
- **Studio Schools**





# Principle 2: Support Systems

## Low-Performing Schools

- Iowa Support Team
- Parent notification
- Research-based interventions
- Department assistance to investigate innovations
- Title I set-aside funds





# Principle 3

## Supporting Effective Instruction and Leadership





## REQUIREMENTS: Supporting Effective Instruction and Leadership

- Develop, adopt, pilot, and implement teacher and principal evaluation and support systems that...
  - meaningfully differentiates performance using at least three performance levels
  - uses student growth for all students as a significant factor in determining performance levels
  - evaluates teachers and principals on a regular basis
  - provides clear, timely, and useful feedback that will be used to inform personnel decisions





## **REQUIREMENTS: Supporting Effective Instruction and Leadership**

Schools must develop and implement teacher and principal evaluation and support systems that are consistent with the state's guidelines



# Principle 3: Teacher Evaluation

## ➤ Actions underway:

- Teacher Standards & Evaluation Task Force
  - Cross-section of associations (SAI, ISEA, IASB), current practitioners, retired practitioners





## Principle 3: Teacher Evaluation (cont.)

- Phase 1: majority recommendation to move Iowa to InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards





## Principle 3: Teacher Evaluation (cont.)

- Phase 2: resume work to develop differentiated performance tiers & rubrics
  - February & March 2012





## Principle 3: Teacher Evaluation (cont.)

- Phase 3: select pilot districts to implement & improve new teacher evaluation system
  - 2012-2013 school year
  - Full adoption state-wide for 2013-2014 school year





# Principle 3: Administrator Evaluation

- Similar & parallel process as with teacher evaluation.





# Principle 3: Outcomes for Teachers and Administrators

- Annual evaluations
- Provide frequent observations and feedback
- Commit to ensuring strong instructional leadership in all schools



# Next Steps

- Videos and feedback survey posted to DE website January 30.
- Regional Meetings January 31 through February 9
- Flexibility Request is due February 21, 2012
- The USDE will assign a team to review our proposal and provide feedback
- We will most likely be asked to make revisions to our Flexibility Request before it is approved
- IF the Request is approved by summer, AYP decisions for 2012-13 will be based on the new system

