

Summary of Iowa's No Child Left Behind Application

General Notes:

- A **centralized student information system** will be developed by 2004-05. It will track proficiency, attendance, and graduation rate data for all districts (and possibly for all schools).

The annual **School Report Cards** will include:

- 2-year trends in proficiency (reading, math, science) reported by gender, race, IEP status, income level
Subgroups must have 10+ students in order to be reported
- Student proficiency compared to the state proficiency goals (for all subgroups)
- Percentage of students not tested (for all subgroups)
- Attendance information (for all subgroups) compared to the state attendance goals
- Graduation rates (for all subgroups)
- List of schools identified as "Schools in Need of Improvement" (SINI)
- Professional qualifications of teachers (% of classes not being taught by highly qualified teachers)
- **Annual Progress Reports** will be due on August 15 (one month earlier)
- Parents will be notified of a school's SINI label by August 1st

Assessment Information

- The ITBS/ITED is the official Iowa test (all districts are required to administer it)
- The "new norms" from the year 2000 will remain constant until 2014
- Proficiency will remain at the 41st percentile and above on the ITBS/ITED
- Retesting cannot be used to improve scores. Only the 1st administration of a test will count towards AYP
- Next year, students will mark their enrollment status on the test answersheets. This will indicate whether or not students have been enrolled in the school for at least one year
- All (95%) students must be tested. If a school has less than 40 students in a particular subgroup, the percentage of students in that subgroup who were administered a test will not be reported. For example, if Buell only had 30 low-income students (summed across grades 3, 4, and 5), Buell would not have to report the percentage of low-income students who were tested.
- Test scores for special education students placed in non-district facilities will count toward goals if:
 - 1) The student was enrolled in the district for a full-academic year, and
 - 2) The resident district was a part of the decision-making team to place the student in another setting.
- All students in the state of Iowa will count towards the state's annual goals.

Adequate Yearly Progress (AYP) Information:

- The following information will be used to track Adequate Yearly Progress.
 - 1) ITBS/ITED proficiency rates for all student subgroups in reading
 - 2) ITBS/ITED proficiency rates for all student subgroups in math
 - 3) ITBS/ITED proficiency rates for all student subgroups in science
 - 4) Attendance rates for elementary and middle schools
 - 5) Graduation rates for high schools
- Failing to meet AYP goals in any one area may result in sanctions
- This year, only reading and math in grades 4, 8, and 11 will count towards AYP
- For 2003-04, attendance and high school graduation rate will count towards AYP
- For 2005-06, the AYP goals will include reading and math for all subgroups in grades 3-8, and 11.
- Only students who are enrolled in a school for one full academic year will have test scores that count towards AYP. "**Full academic year**" = a student is enrolled from the first day of testing in the previous year until the first day of testing in the present year.
- Subgroups with less than 30 students will not be reported towards AYP goals.

$$\text{Graduation Rate} = \frac{\text{Number of graduates in year 4}}{\text{Number of graduates from year 4} + \text{Number of dropouts from that class in the past 4 years}}$$

$$\text{Attendance Rate} = \frac{\text{Total number of attendance days } (\# \text{ of students} * \# \text{ of days attended})}{\text{Total Membership Days } (\# \text{ of students} * \# \text{ of days it was possible for them to attend})}$$

Rewards and Sanctions are stated in the federal legislation (see other paper). The state will "annually recognize school districts and schools that have significantly reduced achievement gaps in reading and mathematics for the required subgroups."

Iowa's AYP Model – "Relative Contribution Model"

- Each district will identify its current level of proficiency and the proficiency of each building
- Each district will calculate the trajectory needed to ensure 100% proficiency by 2013-14 for all buildings.
- Each district will compare proficiency growth against the state's trajectory and its own trajectory
- Districts across the state will not have the same goals, but they will all be designed to ensure 100% proficiency
- All data will be averaged across 2-year periods (biennium averages)

- One-sixth of all non-proficient students will need to become proficient by 2005.
- Another one-sixth must become proficient by 2008
- Another one-sixth must become proficient by 2011.
- Additional one-sixths must become proficient in 2012, 2013, and 2014.

- Schools must remain above the states "trajectory" (above the state's line on the following graph) **and**
- Schools must remain on track for 100% proficiency (they must match the slope of the district's line)

- If a school is above the state's line and on track for 100% proficiency, the school is ok.
- If a school is **not** above the state's line, but is on track for 100% proficiency, the school is ok.
- If a school is above the state's line, but **not** on track for 100% proficiency, the school must submit a plan to DE
- If a school is **not** above the state's line and is **not** on track for 100% proficiency, it will receive a **SINI** label.

- Schools do not have to have increasing proficiency rates in 2003, 2004, 2006, 2007, 2009, and 2010.

Here's an example of the AYP goals for 4th grade reading. The state numbers are supposedly real.

4 th Grade Reading				
	State Trajectory		CCSD Trajectory	
	Proficiency	Growth	Proficiency	Growth
2001-02	64%		71.8%	
2002-03	64%		71.8%	
2003-04	64%		71.8%	
2004-05	70%	+6%	76.5%	+4.7%
2005-06	70%		76.5%	
2006-07	70%		76.5%	
2007-08	76%	+6%	81.2%	+4.7%
2008-09	76%		81.2%	
2009-10	76%		81.2%	
2010-11	82%	+6%	85.9%	+4.7%
2011-12	88%	+6%	90.6%	+4.7%
2012-13	94%	+6%	95.3%	+4.7%
2013-14	100%	+6%	100.0%	+4.7%



