

Stakeholder Input: Raw Data

Every Student Succeeds Act in Iowa



This document contains all the stakeholder feedback in raw data form. Data were obtained across a total of eighteen Fall Listening Tours and Winter Information Tour Sessions, nine Issue-Specific Forms, and includes written feedback and comments provided by individual stakeholders at statewide tours and issue-specific forums, as well as email and traditional mail, and input via the ESSA Online Feedback form. A summary of the feedback is included in the ESSA Plan in Appendix D.

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Public and Stakeholder Outreach and Input

- Raw Data and Summary Themes from Stakeholder Meetings •
- Fall Listening and Winter Information Tour sessions, Issue-Specific Forums, Written Feedback, Online Feedback and ESSA Advisory •

Raw data across stakeholder meetings is captured in this document. Data were obtained by (1) extensive note-taking to capture individual speaker input across large stakeholder meetings [Fall Listening and Winter Information Tours], (2) written comments provided by individual stakeholders at statewide tours and issue-specific forums, as well as email and traditional mail, and (3) directly from stakeholders through the ESSA online feedback form. Input from notes and individually written feedback from stakeholder sessions and the online feedback form has been analyzed by ESSA Plan section, and themes were coded as detailed in the ESSA Plan, Appendices B through E. Raw data is organized in tables as follows:

- Eighteen Fall Listening Tour and Winter Information Tour Sessions: Raw Data, NOTES (Table 1. *Fall Listening and Winter Information Tour Raw Data: NOTES taken on Individual Speaker Input with coded Summary Themes*) pages 1 through 36.
- Issue-Specific Forums: Raw Data, NOTES (Table 2. *Issue-Specific Forum Raw Data: NOTES taken on Individual Speaker Input with coded Summary Themes*) pages 37 through 55.
- Written Feedback: Raw Data (Table 3. *Raw Data: WRITTEN COMMENTS submitted at statewide tours, issue-specific forums, email, and traditional mail, with coded Summary Themes*) pages 56 through 153.
- Online Feedback: Raw Data (Table 4, *Raw Data: ESSA ONLINE FEEDBACK with coded Summary Themes: First Draft [Feedback January-February]*) pages 153 through 309.
- Online Feedback: Raw Data (Table 5, *Raw Data: ESSA ONLINE FEEDBACK with coded Summary Themes: Second Draft [Feedback June-July]*) pages 310 through 344.
- Online Feedback and Written Feedback: Raw Data (Table 6, *Raw Data: ESSA ONLINE FEEDBACK and WRITTEN COMMENTS [email] with coded Summary Themes: Third Draft [Feedback August-September]*) pages 345 through 377.

Table 1. Fall Listening and Winter Information Tour Raw Data: NOTES taken on Individual Speaker Input with coded Summary Themes.

AEA 267	
• Fall Listening Tour in Cedar Falls on November 9, 2016, N=85 • Winter Information Tour, in Marshalltown on January 19, 2017, N=16 •	
NOTES taken on Individual Speaker Input	Summary Themes
Shared 2 districts four buildings. Services cut. Who will do: Literacy, text, internet literacy, text complexity, diverse collection, unjam the printer. Research Elem schools w/certified teacher librarian higher on assessments. Fits accountability, stds, EC, finance, other plans. Fully funded teacher librarians in all elementary schools. Master’s degree. Specialized training to raise critical learning, raise technology, collaboration, positive digital citizens. Champion reading and nurturing curiosity. Thanks for coming to CF and involving. T/Ls are ready to help.	2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc. 6.S-L: Support strong libraries/library programs; and effective, certified librarians.
UNI trains T/Ls for 40+ years. Teacher librarian is more than a clerk. Partner in instruction. Resource specialists. At all grade levels, across the district. Inhibited by lack of policy. Glad that T/Ls are part of ESSA.	6.S-L: Support strong libraries/library programs; and effective, certified librarians.
Use effective teacher librarian programs as part of accountability. Keep the spirit of having a certified teacher librarian. Will help with achievement, closing gaps, CCR. Keep qualified T/Ls as part of ESSA	6.S-L: Support strong libraries/library programs; and effective, certified librarians.
What is the expected impact? 9 ed reform efforts in 27 years. None work. What is the expectation for ESSA and achievement?	OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).
Statute 121.73 attendance centers rather than school buildings. Can you describe a process to get information from a school building to prepare school report card?	OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).
Healthy students are better learning. Whole child. Safe/healthy, drug prevention, PE, bullying and harassment. We are interested in whether ESSA will support mandatory health and increasing mandatory PE, leading to increased healthy behavior and increased academic success.	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.

<p>Don't appear to be high levels of sanctions. Local schools - an opportunity to develop plans locally and to recognize local context and how DE can support LEA/AEA work.</p>	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p>
<p>Aware of SBAC on PSEO, higher ed. Avoid establishing cut scores immediately due to newness of SBAC. 3 grade retention. Recognition to state testing levels = not an approach for ELs or supported in literature. SWVPP. Recognition for preschool funding, as well as ELs and preschool. High quality digital content for all students. Differentiation for reading and math. HQT and HQ paras. Problematic. Biligual paras is as beneficial as traditional HQ para. Reducing frequency of science testing & local measures aligned to Next Gen SS in off-years. Graduated levels of proficiency and growth SBAC/subgroups. One year grace period is not effective. Focus on growth</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used] 4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes 4.GC.EL: General concern about accountability and what this means for subgroups – English Learners.</p>
<p>Appreciate reduced focus on Focus on early literacy: 3 grade is too late per research. We are playing catchup and the gap is growing. What part will ELI-3 Grade Retention play in ESSA.</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>NCLB did a good job of raising equity bar but narrowed curriculum. Not joyful, effective, developmentally appropriate teaching. Give us a chance to be more than test scores and tell a wholistic story about our school community.</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p>
<p>How does ESSA fit with TLC. Let's think about PD and how we are going to roll that out. IHEs partner with AEAs? Aligned collaborative plan to improve performance of lowest 5%. Go beyond evidence-based to research-based whenever possible. Reading Recovery. Also, we can't wait until 3 grade.</p>	<p>A: Align ESSA with other efforts in Iowa/state law.</p>
<p>Prioritize public preschools. Students (1) can't afford or (2) SWVPP spot = a gap that grows.</p>	<p>6.S-EC: Support quality Early Childhood/Preschool programs</p>
<p>What additional supports will be available to transition from NCLB to ESSA?</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special</p>

	education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).
Appreciates flexibility to achieve goals. Encourages task force to point out inconsistencies in current law and bring forth to legislature. Help drop-outs maintain success	A: Align ESSA with other efforts in Iowa/state law. F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.
Student supports, health supports. School counselors bring a different perspective.	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness. 6.S-SC: Support school counselors, school guidance programs
<p>Questions/comments to consider---</p> <p>Section one:</p> <ul style="list-style-type: none"> • Are former ELL learners part of the category? • When considering graduation rate is that considering four years? • Will there be an opportunity for reading and math for students to take native language? <p>Section three:</p> <ul style="list-style-type: none"> • Is the new science assessment available in Spanish? • Is a waiver going to be woven into ELL testing requirements? • Will there be funding for ACT participation? • Comment: Making sure the assessment for secondary assessment ensuring it is meaningful and for college and career ready. <p>Section four:</p> <ul style="list-style-type: none"> • Are you going to follow cohorts of students together from 3rd to 4th to 5th as opposed to a different group of kids? • On each of these indicators will they have the same weighting or different? • Has there been any consideration to having ELPA 21 is my report versus the test that my peers take? Is it an either or or a both and? • Will you still consider a full academic year and how does that work with weighing? • Does ELL need to be weighted at a 1 when some districts don't have the extent of ELLs in the schools? 	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p>

<ul style="list-style-type: none"> • Does it make a difference that its progress you're measuring for ELL? • Will academic achievement be broken down into subgroups as well? • Do you have to have both academic and growth? • Targeted schools are? • Could ELL weight be weighted a little less? • Comment: We are already being weighted for those kids twice – so progress seems like you could reduce the weighting on and still be accurate. • Comment: My concerns is weighting that a 1 disadvantages systems like Denison, Marshalltown, etc. It feels like the report card system will be duplicated. Can this weighting be different? Yes. <p>Section six:</p> <ul style="list-style-type: none"> • Any information about highly qualified teachers and para-educators? • Will there be help for districts that don't have the programs or are almost nonexistent? • Timelines for implementation? 	
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GRANT WOOD

- **Fall Listening Tour in Cedar Rapids on November 2, 2016, N=50** • **Winter Information Tour, in Coralville on January 9, 2017, N=42** •

Individual Speaker Input and Individual Written Comments	Summary
Recommendations for ESSA: 1) accountability: acknowledges differentiation between schools that uses library programs as part of the solution, effective library programs and help close gaps. Acknowledge and integrated library programs into the program. Want to learn more about the work teams.	6.S-L: Support strong libraries/library programs; and effective, certified librarians.
Encouraged the consideration of creativity in fine arts in all content areas in the plan	6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts
Sped student have transition goals and work goals need to be essential. Thinking about those students and goals. Employability skills for special education students.....	4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not

	<p>support subgroups such as Gifted and Talented or Special Education.</p> <p>6.B: Promote business interactions with schools/students and/or career exploration programs (e.g., tours, visits, career exploration for students, how to prepare for the workforce)</p>
<p>Given some thoughts on the advisory committee. When you do testing audit. Time lost to prep for test, to learning about tests, monitor, pre-test, post-test, data analysis. Students very upset and vomiting on test days because of the pressure. Need to look at the comprehensive loss of student days due to testing. Need to take these into account in ESSA</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p>
<p>Statement of Highly qualified teacher librarians work in early childhood. A potential solution to close gaps. Teacher librarians – teaching preschool. 73 percent work with early childhood learners. Should consider librarians as part of the solution. Joint professional learning programs.</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>Support of strong library programs. Work with ESSA. Benefits of a strong program for proficiency in reading. Places where public library does not exist in the community but does exist in school. Level the playing field by looking at proven solution. Qualified teacher librarians as part of the program</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>Flexibility and local control. Must encourage these. Define what you are tight on and what is flexible and can be left up to the local district.</p>	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p>
<p>You said you want to think bold but say hold steady. Equity of results or outcomes. When looking at SES. What additional programs? High spending for students who are struggling. Will we be turning down federal program dollars?</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>Happy preschool is part of ESSA. Concerns that early childhood. How will ECI be part of the solution? How will the grant be done? Is early childhood part of the solution? Children funding is piecemeal. This is a disruption because funding streams are piecemeal. When funding runs what happens to our most vulnerable?</p>	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p> <p>6.S-EC: Support quality Early Childhood/Preschool programs</p>

<p>Federal policy must look at the whole child. Not just look at our state tests. Progress monitoring. Number of tests made me hate teaching. Made my students want to cry. 3 times a year. 1.5 hours or more. 30 percent of students are below benchmark. So 1/3 of my class are monitors each week. Too often and need more instructional time. Recess – 1 recess as day. Need more recess. Other schools are increasing recess for whole child growth. Kinder - Child directed play need to be part of these program. Need to be sure out state plan have centers for at least 60 minutes? Not just a test score but look at the whole child which ESSA allow us to</p>	<p>P: Ensure there is more recess, child-directed play. 3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p>
<p>Agree with statements about including the fine arts in the ESSA plan. Need to make sure that teachers are Pk-12 representative. Needs are different than high schools.</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts</p>
<p>Speak out for the arts. K-8 programs have short periods. 30 minute classes. Want to be part of the Iowa Core</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts</p>
<p>Make sure the state take their time and not rush to get a plan in place. Daughter has been left behind. Make sure you do consider what is best for the student. State needs to this to go down to the teacher level. Teachers know these students best. Not someone sitting at Grant Wood or someone sitting in Des Moines who does not know my daughter. Get more parents involved. No Child Left Behind is crazy. The gap for my daughter is getting wider as she moves to middle school. If the schools do not get the assistance they need. Schools are business. Schools are not going to spend the resources to get the services they need. Parents need to take on the economic burden to get her through life. School system in the state is missing the mark.</p>	<p>B: Caution to not make the plan too big/like “Race to the top”/too focused on accountability/rush to get it done and lose focus on students. 2.CF: Establish effective community and/or family engagement/partnerships 5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).</p>
<p>Great rise in student with behavior issues and mental health issues in the state. Teachers getting bitten, hit, etc. Conflict in philosophy in quality instructions. I want to be effective but the reality is that there are kids that have difficulty functioning in a classroom setting. This is disruptive for other students. Lack of social opportunity. Kids do not have the opportunity to learn to resolve conflict. Can be learned on the playground. When I was a kid. Kindergarten was 2.5 hours, 2 times a week. I was successful. Point is I found success. 5 year old children who are supposed to sit all day every day. 1</p>	<p>P: Ensure there is more recess, child-directed play. 6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>

<p>recess for 20 minute per day. What a shame. Would see decrease if they had more social opportunity. Pushing little kids too hard. Sad we are not looking at what is developmentally appropriate.</p>	
<p>We have lost so much in education in NCLB. With narrow focus on assessment. This is not what we need in the 21st century. Expand on assessment to look at the whole child. Need to assess imagination, social-emotional. Lost a generation of students to NCLB. How can we assess and monitor to develop the whole child?</p>	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p>
<p>Questions/Comments to consider----</p> <p>Section two:</p> <ul style="list-style-type: none"> • When is the DE meeting with ELL and Special Education to get their input? <p>Section three:</p> <ul style="list-style-type: none"> • Advanced Math Coursework/Assessment at 8th grade – language is confusing here • How were subgroups determined for the ESSA Plan? <p>Section four:</p> <ul style="list-style-type: none"> • How is this aligned to Report Card at the state level? • Under academic achievement - how will data be disaggregated; Breaking out subgroups for Targeted; are data disaggregate in Comprehensive Identification • Any discussion with regard to ELP if you have N = 5 versus N = 30; • Ensure equitable Student growth metrics - • Look at implications for Points when they are at 50 whereas everything else is less and the growth is also weighted twice as much ----Want to see the impact of Growth being 50 Points • Is the 6.0 million for all or Title 1 schools - is the financial support only where you are putting the funds? • One overarching plan does not typically serve TAG because you are targeting lower proficiency and not meet the needs of diverse range of students’ needs • One planning process - not fragmented and cut up plans - how to connect the logic set; identify needs; data driven decisions; continuous improvement; • Still sighting deficit - not focusing on higher achievers or those that are under-achieving - still a deficit model; how do we plan on higher achievers • Comparison to NCLB - are you (state) building supports for Targeted and Comprehensive? How are you building coherence and make sense to people to engage in the system; 	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p> <p>2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts.</p> <p>2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts.</p> <p>3.DS: Define subgroups – confusion or concern about subgroup delineation or definition and why some groups are not identified as a subgroup.</p> <p>4.DAS: Provide clarity regarding alignment of state/federal measures and mandates and one-process – provide clarity on accountability in general, and/or what this looks like for all schools, e.g., charters, home school, online.</p>

<ul style="list-style-type: none"> • Help understand how the healthy indicators fit into the ESSA Plan; how does it become one process • Separate the accountability measures and federal accountability mandates and sanctions that matter • Can you be targeted at the Federal level and targeted at the State Level; how do the accountability pieces at the state and federal level fit together? <p>Section five:</p> <ul style="list-style-type: none"> • Are we going to draw from other nations on effective coaching practices - evidence based practices? <p>Section six:</p> <ul style="list-style-type: none"> • What happens if focus on Reading and Math and districts determine that teaching social studies and science are not as important? Where in the plan does that emphasis not just reading and math? • How can Iowa come up with various strategies to address the “May” - Block grant - lumped into block grant (3.5 million statewide) to address specific issues - meant to work at local level; never was opened like this before • Embrace the flexibility and support local districts to choose broader areas - comes to Guidance and TA - what does this look like and how can state help the locals • Understand local control - however, what if the districts say that don’t have to teach other areas • Physical Education - Does not specify the inclusion of physical activity or specific metrics that would get to physical education; encourage it be reflected upon by the DE; <p>General.</p> <ul style="list-style-type: none"> • Special education teacher and instructional coach; transition to working with general education - - Huge need to work with all students not just 80% of student and support for students with diverse needs; reaching teachers to support for teacher training; initial support for new teachers and continued support for teaching instructional practices for effective practices 	<p>4.F: Provide clarity about the set aside funds and how they are calculated and used; use funds to support programs; use funds to support specific areas/groups; use funds to support targeted as much as comprehensive; revisit the funds.</p> <p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.ID: Provide clarity on how targeted and comprehensive sites are identified.</p>
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	<p>4.IRC: Provide clarity on the alignment between the Iowa School Report Card and its relation to ESSA.</p> <p>4.M-PE: Establish measures for reporting and accountability that include PE/health/wellness metrics.</p> <p>4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p> <p>5.PL-SE: Support effective Professional Learning for educators [and describe what it looks like]– Special Education.</p> <p>6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.</p> <p>6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics.</p> <p>6.S-May: Support the “mays” through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p>
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GREAT PRAIRIE

• Fall Listening Tour in Ottumwa on November 7, 2016, N=33 • Winter Information Tour, in Fairfield on January 11, 2017, N=24 •

Individual Speaker Input and Individual Written Comments	Summary
The PE program and health has been neglected since NCLB. Iowa does not have PE standards so no accountability. See this as a big opportunity to increase accountability and to help students with their physical well-being. This should be included in the state plan.	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.
Arts suffered during NCLB also. Think about dealing with every child to have a good strong arts program. Good PK programs and we need to look at that also because NCLB did not look at that also. Parents as Teachers is a great program. It offers hope for people can have in those tough schools with lots of diversity. ADD and dyslexia are big areas of need. Really need to help those kids and use strategies that work towards helping them. Lab School of Washington DC is a great school and look at Finley in Des Moines and they show what the power of the arts can do for kids. If we really want to make a difference for kids need to look at incorporating the arts.	6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts 6.S-EC: Support quality Early Childhood/Preschool programs
Next Generation for Science coming up and everyone’s idea made it in so it is huge. Wants to caution us in making this plan too big!	B: Caution to not make the plan too big/like “Race to the top”/too focused on accountability/rush to get it done and lose focus on students.
Advocating for the TAG kids because they have been overlooked. Trying to have a rep at every meeting. Title II state plans must address PD for TAG kids, and it may provide support to identifying TAG kids. They spend most of their time in regular ed classes and these teachers do not have any training in addressing the needs of TAG kids. Title I funds can be used to serve TAG kids and they may be used to identify and serve under populations, which includes TAG. Must disaggregate all subgroups.	5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented
The change from looking at schools as failing to looking at safety nets and supports. Funding becomes a problem if we switch to Smarter balanced. We have heard from interest groups and he would hate to have a plan that boxes schools in to some things without having funding to back it.	3.F: Concern about funds to support assessments
Hoping the state fights the supplement vs. supplant proposed regs so dollars are used where they are supposed to be spent.	SS: Concern regarding supplement not supplant decisions- use funds as intended.
Very excited about the opportunities for TAG kids because they have been overlooked. She wants the TAG kids to be a part of the disaggregated groups so they can see if there is growth. She wants more PD for regular education teachers in dealing adequately with TAG kids.	5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.

<p>Along those same lines, for gifted students that did early entrance and never get a high school diploma, how does that affect that rate? How are we going to be able to measure growth of gifted kids?</p> <p>Is the plan going to – for that subgroup of gifted kids that this is minimum we should offer them? If a district doesn't have any other plan ... if you've got gifted kids, this is the minimum that you need to give them.</p> <p>Will ESSA look at assessments in pre-k?</p>	<p>4.M-EC: Establish measures for reporting and accountability that include Early Childhood data.</p> <p>4.M-Grad: Concern about how subgroups affect graduation rate [special education, G/T, transient population] – is a five year cohort rate sufficient?</p>
<p>Unlike NCLB, ESSA is birth to 21, correct? I am an early childhood person, serve as president of governing board for Iowa Association of Education of Young Children. We are concerned that in the document the most mention of elementary anything begins at 1st grade, not a lot of mention of early childhood. We want to know, are there going to be more emphasis put on?</p> <p>.....with 3rd grade law, we know by looking at a child at age 3 and 4, that he/she needs extra support and help. When we don't address kindergarten as a grade level in the plan – it starts at 1st grade – is that because kindergarten isn't required?</p>	<p>EC: Include early childhood intentionally throughout the plan.</p>
<p>On graduation rates, we have students in our districts that are special needs and attend college on basically RISE programs. They're graduating, but no diploma yet when they go to those programs.</p>	<p>4.M-Grad: Concern about how subgroups affect graduation rate [special education, G/T, transient population] – is a five year cohort rate sufficient?</p>
<p>When it comes to graduation rates, the districts that are much bigger that have a lot of transient students, like the district I work at, will have students come in from September through November then they go to Mexico and don't come back. And they're counted against us – is there a stopgap for that? Does that conflict with dropout rate?</p>	<p>4.M-Grad: Concern about how subgroups affect graduation rate [special education, G/T, transient population] – is a five year cohort rate sufficient?</p>
<p>Heard you say we're trying to keep boundaries of this document fairly open and leave the final details to the school systems. That in part is one of my challenges. I've worked with federal govt, done contracting on federal and state level, I understand ... we also don't want to leave it too open to schools to make their own judgments. We as parents don't always hear about or know of those decisions that are being made administratively that we as parents would like to have some input on. Hate to leave it too open</p>	<p>GC: General concern: stress on the system to implement all the things we are implementing/ESSA implementation/assessments that educators have to do, or leaving the plan too flexible/open to local control.</p>

<p>Internal audit on assessments has potential because I'm in the camp of thinking we assess kids too much. If we have to do the minimum, it would be nice to know what that is.</p>	<p>4.DA: The desk audit embedded into the common supports is a good idea.</p>
<p>Me being able to get kids who are chronically absent, I've got 95 percent of kids in my school get that and that's weighted as 1, but if I have safe and supportive school that's not an equal? Participation is more than safe/supportive schools? Doesn't seem fair if participation weighted higher than some other variables.</p>	<p>4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p>
<p>How is this going to show there's definite measure (one is for federal accountability and one for state, but using similar wording for separate systems).</p>	<p>4.DAS: Provide clarity regarding alignment of state/federal measures and mandates and one-process – provide clarity on accountability in general, and/or what this looks like for all schools, e.g., charters, home school, online.</p>
<p>You mentioned Section 6 being well rounded, and one concern I had – was exec director for Iowa Association for Health, PE, Recreation and Dance for many years. Won't make case for PE now, because part of well-rounded. My question is how do we monitor where is the data collection. Two parts to comment: 1. We need comprehensive analytics on PE – are our children healthier? Are they more well? I don't see that answered. I would like to propose as intermediary step that in our state report card and ESSA possibly that we figure out how much PE is taking place in our state. Because we really don't know. For years, I was asked how many are meeting minimum requirements? We don't know. Yet, these are requirements. We need to collect those data as a minimum. Ideally, we would start to measure the wellness of our students. The well-rounded student is absolutely crucial, but have to be specific about that. Has to have a metric. Can't be fuzzy. Wellness can be measured. There are tools. We need to embrace those. Many schools are using, but we aren't gathering data. If PE is not making a well student, get rid of it or move to a place where these things become viable metric to change behavior.</p>	<p>4.M-PE: Establish measures for reporting and accountability that include PE/health/wellness metrics.</p>
<p>When it comes to TAG students, we're missing boat in not making them a subgroup. A TAG program is not having smartest kids sit at computer --- maybe we should put group in there, are TAG students making growth? A lot of our brightest kids start to stagnate because they aren't being pushed. And checking growth of our highest-level kids along with lowest-level kids. I also thought on the program or table -- the index to rank schools to get to the 162, did I hear on high school level you have academics and growth lumped together? Isn't that answer to our urban schools? Growth isn't going to show if you don't lump it all together.</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability. 4.F: Provide clarity about the set aside funds and how they are calculated and used; use funds to support programs; use funds to</p>

<p>Also, when you talked about \$6 mil being up front for support for lowest 5 percent, but yet when it comes to dollars give to supporting excellent educators, why can't we take some of that \$6 mil and put it into the other things so maybe we can put in programs strategies, so we don't end up with the 5 percent --- proactive rather than reactive.</p>	<p>support specific areas/groups; use funds to support targeted as much as comprehensive; revisit the funds. 4.M-G: Separate proficiency from growth at the high school level.</p>
<p>My kids are dyslexic, I have a second-grader who will be in third grade. Wonder if ESSA will affect 3rd grade retention law.</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>GREEN HILLS</p> <p>• Fall Listening Tour in Council Bluffs on September 27, 2016, N=13 • Winter Information Tour, in Red Oak on January 9, 2017, N=15 •</p>	
<p>Individual Speaker Input and Individual Written Comments</p>	<p>Summary</p>
<p>Today I sat in on ELL administrative academy, they shared changes for ESSA. One has to do with how long you're an ELL student and how you count in assessments. Can you give us clarification on that? How will the ESSA affect the Iowa School Report Card? We'll use, I hope, the same sense of collaboration and support in re-looking at the Iowa School Report Card.</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>I would strongly support looking into the high school assessment and how we might be able to design that. I think there are a lot of good ideas that could circulate around that. When we say every student succeeds, I think it's time to start looking at students and growth as individuals a instead of groups of students when we talk about how we measure that as a state.</p>	<p>4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes</p>
<p>An elementary teacher librarian for Council Bluffs. Help school librarians realize goals of effective school library programs across Iowa by exploring new and extended sources of federal, state and local funds that have become available through ESSA. Encourage application of money through federal programs like Innovative Approaches to Literacy and new Title II and for monies to encourage investments in academic programs, technology and services that can be provided through effective school library programs. Also recommending participation in its part of Title IV Part B monies to hire the staff dedicated to supporting school library programs and school librarians, including federal grant applications. In CB and GHAEA, we've lacked funding to appropriately staff school libraries as well as to support a state mandated library program. That's been for over a decade now. Has resulted in near</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>

<p>non-existent opportunities for teacher librarians we do have to teach the 21st essential skills through the libraries and to collaborate with classroom teachers to support literacy, inquiry and all the new technologies we see throughout Iowa standards. Pleased to have the specialized instructional support language, including teacher librarians, in ESSA. Hope Department of Education will pave the way for all schools to have effective school library programs.</p>	
<p>Teacher librarian at Thomas Jefferson HS in Council Bluffs. As you consider how to implement and measure challenging academic standards, remind you licensed teacher librarians are trained to help students achieve goals of Iowa Core standards. They teach research and evaluation skills every day. We teach students methods to evaluate resources found on internet and guide them to quality resources found on online databases and print sources. Only a centralized curriculum aligned library with extensive range of print and non-print materials can provide resources to achieve the standards. No classroom library can meet needs of a population of students reading from second grade to college level in high schools in several languages. A classroom library would also not be able to provide variety of information sources required by Iowa Core standards. To meet needs of ELL students, many resources must be translated and some students at lower reading levels need information read aloud. Teacher librarians help students use online databases that provide information in many languages and have capability to read information aloud. Providing digital and print resources needed to achieve goals of Iowa Core standards is costly. Urge you to utilize federal title monies to help schools fully realize academic gains of an effective school library program. Title funds would allow teacher librarians to implement challenging academic standards across curriculum.</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>Retired gifted and talented teacher and retired Iowa Talented and Gifted board member. Worked hard every year nationally to get gifted written into ESSA. How do you plan to improve the skills of teachers and other school leaders to identify gifted and talented students and provide instruction based on the students' needs?</p>	<p>3.I: Establish assessments to impact efficacy of instruction for all students</p>
<ul style="list-style-type: none"> • Will supports be offered based on graduate rate data? • Are these growth options based on just one testing window? How do you approach growth and how will this impact decisions about the testing window, and how that is similar or different to the multiple testing-window approach used under NCLB. • Also think parent engagement emphasis would be important. • How does all the measures work to determine which schools are identified as Targeted? I would like to advocate to identify the different subgroups in the calculation and take that into consideration. 	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance. 4.ID: Provide clarity on how targeted and comprehensive sites are identified. 4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support</p>

<ul style="list-style-type: none"> • For Targeted schools, do you get to choose which regional trainings you attend? With NCLB, as more schools ended up on the list, there was less money available. Is this set up the same way? • Can these dollars be used to improve teacher-student ratios? It may not relate to this section, but think about other places in the plan where class size can be addressed using funds to help. 	<p>for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p>
<ul style="list-style-type: none"> • Are any of the assessments performance assessments? How do you define performance assessment? Can it actually be doing something? Assessment needs to be more than just a test, students need to demonstrate their learning in other ways as well. • Will there be a list of sub-groups? Make sure to provide the list of sub-groups and where it came from • It would be nice to have more emphasis on student engagement in specific discipline(s); It would be nice to have more emphasis on creativity; mentioned but needs more emphasis. Also want to see more emphasis on parent engagement. We know that students do better when parents are engaged. This needs to be more clearly defined. If these things are left out, the state is saying it's not important. • Resource inequities...does that mean things like courses and professional learning? Encourages us to consider these things, not just money and FTE. • Define well-rounded education. Make sure this includes the arts. 	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance. 3.DS: Define subgroups – confusion or concern about subgroup delineation or definition and why some groups are not identified as a subgroup. 4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p>
<ul style="list-style-type: none"> • With the 3 year cycle...Does that mean lowest 5% identified in Year 1, but identification doesn't occur during years 2 and 3? If school is not in lowest 5% in Year 1, are you in the clear for years 2 and 3? Can Targeted schools be identified as Comprehensive in years 2 and 3? Important to be very clear about how and when determinations are made, how that relates to short- and long-term goals, and how that compares to how things were done under NCLB. • Student growth percentile...students at 15%, growth determination would be based on other students at 15%, correct? If we don't use growth in the first year, would we still use SGP from Year 1 to Year 2 of Smarter Balanced? Be clear that with student percentile growth, what 	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance. 4.ID: Provide clarity on how targeted and comprehensive sites are identified.</p>

<p>growth is measured against – and the reasons for which approach to growth is selected, and how that approach works.</p>	
<p>For the EL measure, High school, is that just for students formally identified as English Learners? programs? Some districts currently use EL assess12w3erdrments for students no longer identified as English Learners, in some cases because those students continue to receive services similar to those students still identified as English Learners. Be clear about how data requirements regarding English Learners work, and how that compares to how they worked under NCLB.</p>	<p>4.M: Clearly describe measures, calculations, etc.</p>
<p>Are the three levels equidistant from each other? It may be more realistic for them to not be the same size.</p>	<p>4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p>
<p>Are we constrained by our definition of graduation? Is this about not doing anything to address class size? Does this have anything to do with Title IV and 21st Century programs?</p>	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p>
<p>HEARTLAND</p> <p>• Fall Listening Tour in Johnston on September 26, 2016, N=30 • Winter Information Tour, in Ames on January 12, 2017, N=45 •</p>	
<p>Individual Speaker Input and Individual Written Comments</p>	<p>Summary Themes</p>
<p>Has two students at Roosevelt HS in Des Moines. Here to advocate for school libraries and teacher librarians. Studies show presence of a certified school librarian and effective library program has positive impact on all aspects of student achievement. Yet too many schools in Iowa don't have a certified teacher librarian or adequate funding. A matter of equity. My job takes me into school libraries in Iowa and there's a vast difference in library programs and support for school libraries among districts. Many schools with strong programs and teacher librarians teaching research and evaluation skills, while others staffed by associates who can't teach those skills and who rely on book fair or donated materials to stock library shelves. I ask that the Department consider presence of effective school library programs and certified teacher librarians as way to differentiate between schools and this become a fundable intervention. New Title II and Title IV monies are available for library programs as part of ESSA. Is recommending our state set aside a portion of those to support hiring certified teacher librarians and adequate funding for school libraries.</p>	<p>5.PL-L: Support effective Professional Learning for educators [and describe what it looks like]– Librarians. 6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>Advocating that you consider importance of including school librarians and effective school library programs in ESSA implementation plan. Considers her role as critical support person for grade-level classroom staff. Through collaboration on projects related to dictionary usage, research skills, evaluation of print and non-print resources, technology use and implementation, reading</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>

<p>comprehension strategies, copyright and plagiarism recognition. In addition to library skills taught, presence only makes students stronger and better. My work as teacher librarian also aligns with Common Core standards. While there's no prescribed library curriculum, my work does support at least a dozen of the reading and the fiction and informational text standards along with research and technology standards our students are working to achieve every day. Consider importance of including teacher librarians and our library programs in ESSA plan.</p>	
<p>ESSA does mention school library programs, refers to them in different titles. Definitely the fit into Title I and the block grant and particularly the education technology component is a great place to emphasize those. Key words are about that equity in student achievement and equity in results – that's something emphasized within this act and something we're recognizing that states should have control over again. School library programs are key – when you look at teacher efforts to differentiate instruction, personalize learning to meet needs of each student, library program can be pivotal in that. Libraries particularly helpful bridging digital gap/divide. Unfortunately, access many students have in their homes does impact their achievement levels in schools. School library programs and teacher libs can be way to bridge that gap. I have worked with teachers in trying to offer additional support to teachers as teachers integrate technology into classrooms as way to help remediate some of that with students as students come to school with varying access or expertise in different technologies. School librarians also in a unique position with training and staffing in building to reach out to teachers and provide PD and support in integrating technology. When we look at evidence-based acts or the things we want to implement with ESSA in Iowa, many studies show school library programs, adequately funded libraries, school library curriculum and certified teacher librarians can have impact on student achievement across all levels.</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>Here to advocate for 1 in 5 students with dyslexia. What I like that I saw today is proactive approach rather than reactive/punishment model we've seen in past. My questions: How can we create assessments more proactive in providing feedback to provide effective instruction for all students, including those with learning disabilities? And how can ESSA law build effective training for teachers so they can effectively teach our students with learning disabilities or attention issues as well. And how will ESSA law affect early literacy law? How will it change/make it better and build a more proactive approach rather than punishment model.</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA). 3.I: Establish assessments to impact efficacy of instruction for all students 5.PL-L: Support effective Professional Learning for educators [and describe what it looks like]– Librarians.</p>

<p>Here to invite you to think about and challenge what engagement means vs partnership with parents in community. I see it scattered in there. Is working on grant around family partnership. The more I've read and studied, we have a lot of work to do in Iowa. Have reached out to other states and we're lacking in role of partnership. Challenge you to think deeply – not just families but communities and how we can use those resources to help grow ESSA in a way that's going to be productive way for librarians, special education teachers, for all. It's tricky work and it's a dual framework that the DE at federal level has on website. I would challenge you to go deeper than that as I've read and studied, to include community partners – lots of them.</p>	<p>2.CF: Establish effective community and/or family engagement/partnerships</p>
<p>High school senior from Johnston, here with his father. Here to talk about the increased cooperation between school districts. Appreciated overview of ESSA. Appreciate the name, ESSA, much more than NCLB. ESSA means to me everybody. There's a broad spectrum of students who need help with basic reading and learning, also students who need access to other opportunities. As students and populations increase in diversity, there's much wider range of academic needs. Is from Johnston, had opportunity to go to Central Academy with IB program, was fantastic. Very challenging. I learned in ways I wouldn't necessarily have learned through AP or more common ways of learning in classrooms. Wants to emphasize importance of school districts/administrators working together outside of just their own district. Plenty of students who don't necessarily have their needs met within own district, but right next to them or two districts away there's a district that has an opportunity. Example: Marine biology at Central Campus. IB program. Waukee APEX. Wide range of opportunities available to students, either not encouraged or limited by policy. Encourage allowing students to have access to opportunities that are open to everybody, but happen to be in different school district. There's wide range of opportunities in different districts that should be open to all students.</p>	<p>6.E-I: Promote equity of instructional opportunity for all students</p>
<p>We had an opportunity for both of our kids to go through Central Academy. Older son went AP route. He was academically oriented, that was success to him. He's at Purdue on full scholarship. Central Academy met his needs. We've tried to help other families understand and know these opportunities. (My son) went IB route through Central Academy. Fantastic program. When you talk about accountability, IB has accountability. Exams graded by graders in other cities, not necessarily your teacher. IB program is tough. Central Academy, Central Campus has a lot to offer. When we talk about cooperation among schools, you'd think it would be no brainer. But that's not happening. We proved it could be done. We had to really work hard through the system, and what happens this year? New superintendent and school board in Johnston pass policy that says Johnston seniors who have completed 20 credits, grades 9-12, may take one course at Central Academy. I considered that policy directed straight to my family. It's wrong. We're working to change policy. If someone is operating under delusion that there is cooperation among school districts, sure not happening in Johnston. Keep cooperation among schools in mind and exercise influence on school districts that lose their way.</p>	<p>6.E-I: Promote equity of instructional opportunity for all students 6.ECol: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students.</p>

<p>83 years old. Used to teach at Des Moines schools and train teachers in how to teach reading way back in 70s. At that time, school reform was really dynamic because we finally started to say that reading was over-emphasized as means of teaching and learning. How many of you think that's true? Raise your hand. Nobody? Helen Keller didn't have to read. Couldn't see, speak, hear. I've been following that theory for a long time, since the 70s. I came across, were having a seminar at schools where I was a consultant. Federal project to train teachers on how to teach word recognition skills. At that time, early 70s, teachers were still wedded to their manuals. Project I helped implement was Wisconsin design for reading skills development. Was ahead of its time. We realized teachers had only a single cursory course in reading instruction, most of them, even elem teachers. Lots of times were taught by professors who could not teach them how to teach phonics. I was born in Phillipines. For a long time, Phillipines had 6 grades until developed US school system. By the way, Helen Keller's teacher became a genius. If you are ever curious enough to read how she learned to read... This is the 21st century and our teachers are quitting because they are really burned out. One researcher/scholar said, we have to stop this asking teachers to be both educators and babysitters for our society. Right now, we are 100 years behind the times. Sorry to say that all of these years, how many here are classroom teachers? Only two. They are saying best thing we can do is listen to people courageous enough to speak up and say, we have complied with NCLB law that we had no business and people who knew better – 8 years of President Bush and then 7 years, actually up until now with President Obama. That's 16 years of overemphasis. We have to comply – the federal government is asking us to comply for reading, testing for reading and math and I think science. And that tells you that people that are really making the laws -- politicians have no business making laws and they're the ones that control the budgets. If we don't take this opportunity to be flexible ... We've got geniuses sitting in our high schools, and they have to sit still and go along. We cannot continue to have one size fits all classrooms. Every single person has talents ... Let's protest what we're being made to do. Our teachers deserve to be freed --- can we do that and take time and have a moratorium on implementation of ESSA. They're not even knowing what the policy is, so let's have a moratorium. I belong to ASCD, they do say that we should have moratorium, at least two years. And the tests we have are useless. They are not diagnostic.</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used] 5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.PL-R: Support effective Professional Learning for educators [and describe what it looks like]– Reading.</p>
<p>We're looking at Smarter Balanced. We want to make sure there's a proficiency model and a growth model. We know that kids are already at the 90th percentile, it's hard to grow. We also have kids at lower percentiles, and every student should be able to grow after a year in the classroom – to keep a proficiency model and growth model is important to us. We have a district with ELL students. The growth model is very important to us and a proficiency model.</p>	<p>4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes 4.P: Establish a proficiency model using Iowa's outcome assessment for accountability purposes.</p>
<p>I believe learning is lifelong and opportunity that ESSA provides is fantastic for communities. Want to echo what was said earlier about engagement with community and the non-K-12 audience. Then we all have equal responsibility in making sure every child succeeds. It's not just on K-12 teachers. Second</p>	<p>F: Include or promote state and/or local flexibility within the plan,</p>

<p>comment is a question: How will Department measure success? That needs to be part of this plan as well. If we don't know where we're going how can we measure to get there. After a while, great becomes good enough and then we need a new great and what does that look like. Devil is in the details. Flexibility was mentioned – I would look toward plan to have element of flexibility as well. NCLB had life of 14 years. We're not same country we were 14 years ago. How will this plan change as nation changes? Last, I strongly believe that democracy rests on educated mass. One way our citizens are educated is through social studies. We know in social studies that many skills students learn in social studies have application across curriculum and later in life. For example, historical inquiry – how to find answers to questions, how to evaluate your sources. Currently, students and Americans are spending as much as 11 hours a day staring at a small screen and then they have to evaluate what's coming through that small screen. Here to advocate that social studies is equal part in this as well.</p>	<p>equity and/or flexibility in funds, indication of a need for more funds. 2.CF: Establish effective community and/or family engagement/partnerships 6.AC-SS: Support all content areas and/or standards across content areas – Social Studies</p>
<p>Parent. With the new provisions of disaggregation of subgroups and data and with new provision for disaggregation of the advanced performing students in addition to proficient and below, encouraging Department to consider gifted and talented learners and growth and giving them a chance to show what they know and be given opportunities to continue that learning and continue to progress.</p>	<p>4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes</p>
<p>Advocates for social studies. A core discipline that has, fortunately in Iowa, Iowa has held this as a core, but at national level has been sidelined dramatically. Tragic that elementary-level social studies has trickled out of curriculum. If can get there, it's last 15-20 minutes a day. Social studies is so valuable, not just teaching history but social skills, ability to think critically. It's also helpful when we talk about literacy education. The Tier 2 vocabulary, a huge chunk comes in social studies discipline. Focusing on social studies is not only good in terms of building citizenship and critical thinking and problem solving, the global skills and knowledge we need today, but also just good practice in teaching literacy skills.</p>	<p>6.AC-SS: Support all content areas and/or standards across content areas – Social Studies</p>
<p>Questions/Comments to consider:</p> <p>Section one:</p> <ul style="list-style-type: none"> • What does long-term look like? • Legislature wanting to visit SBAC, do we have a sense of whether these dates will hold? • What endorsement or influence will the Iowa legislature have on this plan? • What plans are in place to increase graduation rates? • ESSA timeline and id of schools in need of support? <p>Section two:</p> <ul style="list-style-type: none"> • Complement with what DE has done and the work of the staff - Concerns with the proposed cuts of 5 M - what does that do to your ability to do the work and the work in schools? <p>Section four:</p> <ul style="list-style-type: none"> • HS level - bundled achievement and growth together - encourage to think about that formula? • Growth with elementary - are or will there be different levels of growth? • Why the different number for the accountability and reporting in the N size? 	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA). SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance. 2.TY: Thank you for taking the time to host input meetings, obtain input,</p>

- Is the score in this sample going to be part of the School Report Card or replace the report card?
- What factors are included in participation rates?
- Conditions for learning - in the indicators can a child's exposure to the arts be an indicator?
- School librarian made recommendation for using funding for libraries and assisting students (comment not question).
- How does gifted fit into this? Have gifted in a sub-group? Haven't heard it mentioned yet.
- Appreciate the well-roundedness of the plan - Do you think this could apply to professional development for fine arts?

General:

- Support rather than punishment model and how can this translate into other area - i.e. sped?
- TLC - sped teacher leaders need to have more training for special education teachers
- College prep - how do we prepare kids that enter the classroom teacher - 1st year teachers?
- Someone/teachers need to get out and share the presentation with teachers in the state and in their schools? What is our communication strategy considering the current legislation in the state?
- What is the timeline to give feedback?
- EC - how will this plan impact of PK-2 since SBAC doesn't start until 3rd grade?
- It would be helpful to have page numbers on the slidedeck - hard to follow
- Recognizing outstanding achievement at schools
- Is there conversation to making revisions to Chapter 12?

listen, all the voices/stakeholders included, etc.

3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.

4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.

4.M-G: Separate proficiency from growth at the high school level.

4.IRC: Provide clarity on the alignment between the Iowa School Report Card and its relation to ESSA.

5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.
5.PL-SE: Support effective Professional Learning for educators [and describe what it looks like]– Special Education.

5.TLC: Describe how TLC provides the structure for educator support; and/or some concern about TLC efficacy, use or focus; training/support for specific content

	<p>areas [e.g., special education, EL, gifted/talented, admins].</p> <p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>KEYSTONE</p> <p>• Fall Listening Tour in Elkader on October 11, 2016, N=20 • Winter Information Tour, in Oelwein on January 18, 2017, N=20 •</p>	
<p>Individual Speaker Input and Individual Written Comments</p>	<p>Summary</p>
<p>The opportunity to use the Dashboard to put items that we want every district be able to control in our state. A suggestion may be that we guarantee every student have fine arts, preschools or guidance programs in every district. This provides an opportunity for a positive impact on what kids get as opposed to just looking at students as a test score.</p>	<p>6.AC-FA : Support all content areas and/or standards across content areas – Fine Arts.</p> <p>6.S-EC: Support quality Early Childhood/Preschool programs</p> <p>6.S-SC: Support school counselors, school guidance programs.</p>
<p>Concur with previous comment and would add that as we look forward to developing our plan in Iowa, we should ensure that kids are provided with creativity and imagination. Things that we have done historically have been based on a test basis. As Director Wise mentioned national test could be ACT/SAT, however there is ongoing discussions on whether those tests aligned with the Iowa core. Are those tests testing what we teach our kids? I'm intrigued with the portfolio piece of the assessment, thinking way outside the box. If a student could connect with GoDaddy in CR. Every child had a domain name and all their work throughout their school career was posted to a domain name. There would be an electronic piece that could be portable and again would show creativity and imagination. That has yet to be developed. The resources are in place in Iowa for a portfolio.</p> <p>Reading the first statement that talks about inclusive processes that engage various stakeholders both internal and external to reinforce priorities. As we develop our plan for Iowa, I suggest we drill down what is the vision for education in Iowa. We talk all the way around it, we talk about holding accountability to stakeholders, but what is it we want our students to know, what do we want them to be able to do, what do we do if they can't. We need a vision statement... In Iowa I think it would be a bold step if we state we want to differentiate instruction for every child so they can reach their potential.....we need a vision and plan of action.</p>	<p>2.V: Establish a vision for education in Iowa.</p> <p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p>
<p>She is curious as to how the Early Literacy Implementation Law fits with ESSA and that the discussion touched on trying to reduce the amount of assessment's that are required of students. She attended a Differentiated Accountability training last week and during that training they discussed requiring 4-6 graders to take the FAST assessment and would receive a grade and percentage score and also take the SBAC test. Thinking about the amount of testing placed on younger students specifically 3-6.</p>	<p>A: Align ESSA with other efforts in Iowa/state law.</p> <p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of</p>

	students [alignment, what assessments will be used]
Unintentional consequences of NCLB was a dramatic impact on the amount of time going toward science, especially in elementary class rooms as we look at our plan as a state, I hope we take into consideration the impact when we emphasize one or two subjects over others the natural consequence is for those to be marginalized. We talk about creativity and imagination, science is one way and engineering which is important for our new standards for students as well as other subject areas, so as we make our plan I would encourage the state to consider those factors when making decisions.	6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics.
Agree with the comment regarding Science and would add Social Studies. What we are seeing at the university level, in order for our pre-service educators to get licensed they need to pass the Praxis II test. They are not passing or testing low in certain areas such as the Social Studies. When disaggregating the data we are wondering how much are they getting in HS and elementary school to prepare them. What they take in college are their gen ed. and other contact classes. It's really not enough for them to successful teach the subject. We need to get the whole picture, so what was said about science is true for social studies.	6.AC-SS: Support all content areas and/or standards across content areas – Social Studies. 6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics..
Had the opportunity to teach summer school through the summer reading pilot program. Their students grew from the spring to the fall in that grade level by 20%, which is unheard of. We believe it was due to the continuation in the summer, however the reality of how that was rolled out, what people were paid and the time requirement of the students as well as the bussing, was very challenging. It needs to be equitable. We can't just think about WDSM or Iowa City schools. Transportation is a tremendous cost to small rural schools and it needs to be equitable with larger districts. Transportation is a huge issue and needs to be taken into account for small districts.	F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds. OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).
What if any action is going to be required of the legislature. Does the plan have to be approved by a certain date? What do we need to advocate to our legislators,	OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about

	intersection of state/fed law – otherwise not applicable to ESSA).
<p>General questions/comments.</p> <ul style="list-style-type: none"> • Moving back to well-rounded, and long-term goal setting – it’s reading and math – so is that well-rounded? • Students who receive private instruction – will we measure their progress? • Measures – will there be layers of accountability or just the big targeted assessments? • ELA and math goals; but no goal for science....why? 	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p>
<p>As a fine arts educator I will advocate for fine arts all the time; we will play the game of assessments/data, but there is more to the experience than assessment. Will we be able to use the flexibility to include such areas as fine arts because it isn’t reflected in how we assess at this time.</p>	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p>
<p>Still seems odds that you have weights and points [in regards to the measures for accountability]– why would you do this? If this happens, then growth is heavily weighted – so don’t make it different points, make the weight more. Graduation rate and academic growth is very similar in the overall score.</p>	<p>4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p>
<p>I like what you have [in regards to the measures for accountability]; I like the variables to play with; as you are researching this and getting input and data, you need some variables in there so that you know whether that school is achieving or not.</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p>
<p>In general I like what I hear; it’s better than NCLB</p>	<p>OA: Overall appreciation of the plan, indication that the plan is</p>

	liked/appropriate, or parts of the plan are appreciated.
One in five students has ADD problems; how will I know as a parent that my child will have appropriate interventions; where are the financial resources to do that? Esp a child with dyslexia.....We rely on special education law (chapter 51) and 279.68 which requires we identify kids early; matching interventions with what kids need. Teacher prep programs can't do it all; we need help right now for teachers.	SF: Provide adequate special education funding. 5.PL-SE: Support effective Professional Learning for educators [and describe what it looks like]– Special Education.
MISSISSIPPI BEND	
• Fall Listening Tour in Bettendorf on October 25, 2016, N=19 • Winter Information Tour, in Clinton on January 23, 2017, N=10 •	
Individual Speaker Input and Individual Written Comments	Summary
Specifically concerned Gifted and Talented and the funding related to Title 1 as articulated in ESSA. He is especially concerned with the funding for SES GT kids. Addressed using creative measures for these students to determine growth rather than traditional assessments. Addressed using Title II funds for GT professional development. Teachers need to know how to serve these students within the classroom. Providing the teachers with the resources they need for this group of students in the classroom to help them be successful.	4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes 4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4 th measure – student engagement, parent engagement, conditions for learning, culture/climate. 5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented. 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented
Social Studies in Iowa is important curriculum related to ESSA. It is the best way for students to understand the changes around the world. High level of SS taught is essential to a free society. Students learn through practice about informed choices and well-rounded 21 st century curriculum. SS has been neglected in curriculum across the country. There have not been rigorous standards implemented, and as a result American students are lagging behind other countries. We are not	6.AC-SS: Support all content areas and/or standards across content areas – Social Studies

preparing them appropriately for a global society. SS teaches ethical judgement, cultural skills, prepares students for CCC life. It provides a well-rounded education.	
The importance of the school librarian as they focus on reading, tech skills, etc. Strong library programs instill better skills for students going to college. Consider this as you develop ESSA plans.	6.S-L: Support strong libraries/library programs; and effective, certified librarians.
Curious about Early Childhood as mentioned in presentation and what that will look like moving forward. Referenced EC program and Shared Visions as currently implemented in Iowa and how this will impact	OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).
In the old assessments, we've looked at each grade rather than the comparison of each child learns from 3 rd to 4 th . Encouraged to look at the growth model when developing ESSA	4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes
Ceiling effect of traditional assessments for GT students. Encouraged more investigations into alternative assessment for GT students.	4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes
<ul style="list-style-type: none"> • Concern with continued grad rate... when you place that on a high school, they will make sure a kid will graduate. Doesn't mean more rigorous or college ready or better prepared or even learning. The work I do in school improvement, in schools have had a hard time dismantling that because schools worry grad rate will go down. That's the only goal we ever place on a high school. There needs to be some learning attached to it. • Growth is defined as one year? Because most kids can get that through osmosis. We can hurt kids too, I get that, but your schools not working against a lot of obstacles get the year of growth. • Conditions for Learning Survey – some very rural schools don't have any idea on what they're missing out on. They're going to say, everything's awesome here – I went here, my grandkids went here, etc. A lot of schools (rural) are proud, but it's generational, not because they should be. They think everything's right where they should be. 	SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance. 4.M: Clearly describe measures, calculations, etc. 4.M-Grad: Concern about how subgroups affect graduation rate [special education, G/T, transient population] – is a five year cohort rate sufficient?
Graduation - It's about rigor, so students aren't taking music appreciation to get a diploma. Assessment audit - Can you share what a district assessment audit would look like? Is it an audit of assessment, not of data.	4.DA: The desk audit embedded into the common supports is a good idea.

	<p>4.M-Grad: Concern about how subgroups affect graduation rate [special education, G/T, transient population] – is a five year cohort rate sufficient?</p>
<ul style="list-style-type: none"> • On the one-plan – you are inferring this would replace/consolidation the CASA, Lau, c-plan? Where’s the backbone for that? Is this a do-over for the DE? As a superintendent, think of all the plans we’ve consolidated over years. You say it’s one plan, but how does that simplify and make it user friendly? How much more work will this one-plan involve? You say it takes half-day for one administrator to complete right now - I’d like to see an admin who has a half day. Have heard that with other plans. I’m being realistic: you can’t do things over without adding more to our plate with uncertainty of where will this go? Last “one-plan” was supposed to be the end-all. I’ll be honest - this does not help my students in my district. We completed that one-plan in December and it’s January and we’ve received no feedback on our desk audit to date. We jump through the hoops thinking we’ll be told what to elaborate on. Is there going to be constructive feedback on the desk audit? • On assessment and accommodations for languages. Is there a silver lining in here where we can truly assess these kids? I’m looking for help with our population. Is there help there with that or the same-old? Maybe it needs to be explained more. • One the 4th measure – the survey - If they answer it honestly, this is weighted into what we are as a district and this is holding us back, then we need to move on this or make it a conversation. I don’t want to make light of this section; this could be the best section! What does conditions for learning mean? • On the weighting for accountability....If your points are static, it’s irrelevant. My point column is irrelevant to the weight, because I can’t get 25 points, only 20. Or is that subjective? Are those point barriers static? Can I get 25 points in academic achievement? Statistically, I think saying level 1, 2 and 3 is better than points. I’m going to have to do a whole lot of work saying we got 10, will need to do a whole lot of work to get 15. • Statistically, when your point differentials are --- and you can’t do anything about them because they’re arbitrary, setting up a system for confusion. Suggesting 1, 2, 3. And apply 	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p> <p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.S: Describe or make clear supports for targeted and comprehensive sites, what support looks like in a continuous improvement process, [e.g., is the summer institute required; how support is provided to educators/schools; how this might impact subgroups].</p> <p>4.W: Establish weights as points only – or as weights only – but not</p>

<p>weights to 1, 2, 3. But the differentiating and assigning a point value – we’d all be upset with a teacher for a point breakdown like that. because of the gap between the 3 levels.</p> <ul style="list-style-type: none"> • So for the activities for comprehensive and targeted schools – will the Summer institute be required for teachers or admins? Will it be funded? • Overall - Just frontload the user-friendly possibility of this. All these things are kind of in place already with DA and if we’re streamlining these, help to those who need it, then who wouldn’t be in favor of a plan that gets down to brass tacks and about helping kids. NCLB raised the bar and I think we did good things with it, but we’re doing a much better job differentiating what kids need in district. This isn’t something going beyond what we’re doing. 	<p>both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p>
<ul style="list-style-type: none"> • On the survey – the 4th measure - when you say adequate facility, what do you mean? If those things are laid out, that would help. • On the weighting, if you only went with the levels, and I’m level I and it’s all weighting, how does that translate into something I have? That’s what your points do, give you that numerical calculation. How do you envision those weightings affecting those levels? If I am understanding you correctly, participation rate is, I get 10 points or don’t. If I want to increase ELP progress, what if I just don’t test those kids? • On the measures – specifically the table that shows them - Seems like middle school is based on a high school schedule. Was there a reason to put middle school with elementary on the measures? • What about schools/districts that aren’t Title I in regards to accountability? Does accountability only apply to Title schools? • We can’t find EL teachers. We need to provide that, and they’re not there. And when we have teachers interested, we don’t have the resources. I don’t know where to send them to get that additional certification. Not many programs that can help a teacher currently working to achieve those levels of certification. 	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of</p>

	<p>proficiency and growth [increase to some # more than .75].</p> <p>5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.</p>
<ul style="list-style-type: none"> • On assessment and translation for EL - One of the things I would add to this while I can understand need for flexibility with that 4 percent or more, I would also anticipate our LEAs trying to read between the lines with the brevity of that, so being more explicit about what that means in the real-world application of the assessment and helping distinguish the line in the sand would be helpful to LEAS. Working with Title III folks, there is a lot of interpretation. You can call 4 diff people and get 4 diff interpretations. Loose language, I understand the intent of it and trying to empower local decision-making. I wonder sometimes if it's overly loose and leads to misinterpretation. There is some subculture anxiety that might come from this. I hear things from districts like, the only translated version of this is in Spanish. We're a district with 1100 kids and we've got this concentrated group of a subculture from an island that an employer has attracted them and they almost feel excluded because they're non-Spanish-speaking. • On the 4th measure – the survey - What grade levels would be involved in the survey? Just reflecting on years as elem principal, and sixth graders were inclined to misinterpret questions. There are questions that inevitably that every year, we'd sit and marvel at the response no matter how hard you would target an area for improvement. We took those surveys seriously, and what we were finding were anecdotal – certain level of misinterpretation. Had to do with readiness. It led to inaccuracy in reporting out. When you put teeth in it like this, I would caution that it's really hard to get accurate feedback in terms of social-emotional and safety because diff kids have diff perspectives. They see a word and interpret it inaccurately. How will the validity and reliability of an assessment of something like physical environment, how will it be made level? To the eye, if I'm in a small community, 3rd and fourth and fifth generation family, what they're used to experiencing in environment is what they've lived. There are huge discrepancies across state in terms of what children have that does impede on their educational experience. 	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p> <p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>4.M-CS: Some concern about the 4th measure – will students take it</p>

<ul style="list-style-type: none"> • On growth - I love the notion of growth being the area of focus, how was the weighting determined in this equation, other than comparing to other states? On the summer institutes - Will those be regional or in DM? • Title III, astronomical dollars being used for CAP (?) school districts to go to national and state conferences. That's not good use. Summer institute good intent, but ongoing, more frequent contact more helpful to schools and better dollars spent. I'm talking about non-targeted groups. • On teacher retention - I would focus on retention of teachers in their positions. Special education. What many college grads are doing is getting that certification, getting their foot in the door and then moving into positions that are less stressful. • I appreciate these regional meetings. Gets tiring just looking things up online. Having face-to-face interaction and being able to ask questions is very helpful. 	<p>seriously, will parents complete it, is it available in different languages, is it online or paper.</p> <p>4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p>
<p>NORTHWEST</p> <p>• Fall Listening Tour in Sioux City on October 20, 2016, N=27 • Winter Information Tour, in Lemars on January 17, 2017, N=25 •</p>	
<p>Individual Speaker Input and Individual Written Comments</p>	<p>Summary</p>
<p>Excited about stopping so much testing and local control so they can meet the diverse needs across the state. Cutting the red tape will help. Is there a plan for the teacher shortages so teachers are not pulled from their students to sub? Would like more equitable funding so the diverse needs can be met. Unless mental health issues are addressed, the plans won't make a difference.</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p> <p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).</p> <p>6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>

<p>Taught for over 3 decades. Have seen the state take a huge turn that is not good over the last several years. The annual test is expensive and it never impacts the student. As we move forward, the core curriculum has come around but the test does not measure what we teach. Is there a plan to rework the state assessment test? The instrument we are using to determine who is in the 5% doesn't align with what is being taught. Is there a piece being talked about that asks the parents for any kind of commitment? If the parents are not involved, it is tough. We need parent commitment.</p>	<p>2.CF: Establish effective community and/or family engagement/partnerships 3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p>
<p>Will there be parent involvement like the district advisory committee prior to the end draft. Equitable access –she has a TAG student and she doesn't feel the TAG services are equitable. Her student gets 1 hour a week total. TAG learners do not get adequate resources. If you compare special needs students and gifted kids, the IEP students get services daily and her student does not get but 1 hour total a week. It would be great if all kids got enrichment services every week. Her child's TAG specialist has a huge case load. Iowa has code for TAG so will there be any funding for TAG now that it is in the state law? 3 schools merged into one and now they don't get Title I or LexiaCore like they were able to at their old school. There are community members that are willing to fund LexiaCore and were told that they do not want to jeopardize the other Title I schools. Would like to see more early childhood programs. District flexible spending authority- will this be included in the plan? She would be willing to participate in giving feedback for this and serving on any state parent advisory committee to provide feedback.</p>	<p>2.CF: Establish effective community and/or family engagement/partnerships 6.S-EC: Support quality Early Childhood/Preschool programs 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented</p>
<p>Hoping this plan can look at student to counselor ratio. Counselors have enormous caseloads. Various organizations have ratio recommendations and Iowa does not. 1 counselor to 450 students in Sioux City. Can something be looked at to help with the numbers.</p>	<p>6.S-SC: Support school counselors, school guidance programs.</p>
<p>Hoping this plan will look at student to counselor ratios. Recommend 1 nurse to 750 students. Sioux City has 2100 students to one nurse. Students have chronic issues that take time and want to be able to help them.</p>	<p>6.S-N: Support school nurses. 6.S-SC: Support school counselors, school guidance programs</p>
<p>They are trying to make their student future ready and kids need help finding research and there isn't a specialist there to help them. She recommends one certified teacher librarian for every 500 kids so they can support the teachers and students get the students ready for the future. Their services are broad and important and Iowa should put in the ESSA plan to have more teacher librarians.</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>Look at preschool and elementary funding. Class sizes are getting large and would like that to get under control. Need adequate nursing and school counselors that are closer to the recommended ratios from the organization. Let emphasis on the one test but looking at the whole child. Making sure the students have opportunity for various languages, health services, vocational opportunity, and more</p>	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p>

<p>collaboration time for teachers and professional development. Look at the funding formula so resource are distributed more equitable to our poorer districts.</p>	<p>5.PL: Support effective Professional Learning for educators [and describe what it looks like](regardless of content) 6.E-I: Promote equity of instructional opportunity for all students. 6.S-EC: Support quality Early Childhood/Preschool programs 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented. 6.S-L: Support strong libraries/library programs; and effective, certified librarians. 6.S-SC: Support school counselors, school guidance programs</p>
<p>Want mental health issues increased, need support in the school systems. Need more counselors, need more TAG services. They get only 2 hours of TAG support so they can grow to their greatest potential. They need the ability to be challenged and often are getting services in a hall way. If the TAG kids are not challenged, their self-esteem goes down.</p>	<p>6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs. 6.S-SC: Support school counselors, school guidance programs Promote equity of instructional opportunity for all students.</p>
<p>Education for a long time, was a TAG teacher, teacher, EI principal, and now a TAG teacher again helping a school that could not find an endorsed teacher. In NCLB, focus on bubble kids, and not on growing all of our kids. The hope is that when Iowa writes the plan, she hopes the TAG kids are not forgotten. Need students prepared to fill our computer science technology jobs predicted in 2020. She has noticed that when she goes to the Iowa Dep. Of Ed stuff, TAG is not a drop down option and she wants the IDOE to recognize the TAG</p>	<p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented</p>
<p>She wants to thank us for coming. Fair accountability system needs to be spelled out. The new arrivals are not required to test. She is unclear of what the 2nd and 3rd year out. Clearly spell out the</p>	<p>2.TY: Thank you for taking the time to host input meetings, obtain input,</p>

<p>expectation of year 2 and 3 for the new arrivals. She does not want these kids to take any other Iowa assessments for any other purposes. She does not want to put these kids in a position that they will not be successful. She wants latitude at the district level</p>	<p>listen, all the voices/stakeholders included, etc. 4.GC.EL: General concern about accountability and what this means for subgroups – English Learners.</p>
<p>New national and fine arts standard she would like to see the inclusion of these standards in Iowa. Elementary teachers are responsible for teacher the fine arts in their own classrooms and she would like to see that changed and addressed.</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts</p>
<ul style="list-style-type: none"> • Are you going to look at organized abandonment? Will you release from us as much as you can what's on our plate as well? • Did the DE put as much energy as possible that contribute to the learning and as little as possible into legislative items that do not? • There are measures that we probably shouldn't pick – and hope that we don't do so here...do not include the Iowa Report Card into accountability • How are you going to reconcile state and federal code? • Do legislators understand the urgency regarding the identification/use of the statewide outcome assessment? • Do we have a 4 year or a 5 year graduation rate? • How are you going to deal with schools who do not have large EL populations? Like what if the school does not have 20 ELs and so this doesn't show on their accountability measures? • How are you taken into consideration growth – for high performing students there isn't a lot of room to grow – if you are the 40th percentile then it's fine, but if it's 90th percentile then growth isn't as possible and so you are penalizing schools for that. • Graduation – how would a kid be counted who moved here in their senior year from Guatemala? They don't get counted in cohort graduation rates. That's one of those pieces of data that will punish schools for serving this population. Cohort grad we must have; but how do we represent the numbers....or we can work with them within community colleges to support them to graduate..... • The weighting doesn't make sense – esp the weighting for growth cuz it's a weighting of about 4. So change that weighting. • Is growth seen differently depending on where the student starts? Cuz that would address the concern about growth • How set in stone are these weights? Because will the general assembly make the weights different then? 	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance. 4.IRC: Provide clarity on the alignment between the Iowa School Report Card and its relation to ESSA; either align to IRC; or do not align to IRC. 4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education. 4.IRC: Provide clarity on the alignment between the Iowa School Report Card and its relation to ESSA; either align to IRC; or do not align to IRC. 4.M-G: Separate proficiency from growth at the high school level.</p>

<ul style="list-style-type: none"> • Growth vs achievement piece- if we believe in mastery learning then all kids can get to a high level of achievement- if the balance is too far tipped to the measurement of growth if they never reach proficiency – there has to be a balance between growth and proficiency. If they are three grade behind, you have to get them caught up – so it’s not just growth • Criteria – if it turns out to be effective criteria – it walks along the same lines of the ACR – if this makes sense, can we get rid of ACR? 	<p>4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p>
<p>PRAIRIE LAKES</p> <p>• Fall Listening Tour in Storm Lake on October 26, 2016, N=10 • Winter Information Tour, in Pocahontas on February 2, 2017, N=4 •</p>	
<p>Individual Speaker Input and Individual Written Comments</p>	<p>Summary</p>
<p>School libraries have a unique place; aware over the last two decades that studies show that if you have a certified librarian and program that students achieve better; consider the equity provided to all students to use some of these funds so that all students are provided what a school librarian can offer. Some of the books in libraries were purchased during President Johnson’s admin. Need quality library media program. Given the opportunity that many of our districts do not have, if we support teacher librarians and programs it will support student achievement.</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>Concerned about the whole picture of ESSA – but I live Title III every day; I think merging I and III is a great idea, but are concerned about what this looks like – we want the most highly qualified teachers for each of these populations; we need to stay on the path of having the expertise that is needed with ELL or Title I students so that students are successful. Need to have the criteria that support high expectations for those students.</p>	<p>4.GC.EL: General concern about accountability and what this means for subgroups – English Learners. 5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.</p>
<p>Continue to get more knowledge of ESSA; passionate about students that struggle – special education students, those who take alternate assessment and how we help them transition after HS. Need to ensure that subgroups are provided the funding necessary to be successful.</p>	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p>

<p>Teaching for 20 years; reading is my thing; last year I found out my daughter has dyslexia; we need to teach preservice educators prior to them coming into the field – teach them about phonics before they get into the classroom and not try to figure it out once they are there. Teach the teachers in college and make it mandatory before they actually teach.</p>	<p>5.PL-R: Support effective Professional Learning for educators [and describe what it looks like]– Reading</p>
<p>Teacher librarian K-12; Was advocacy chair for school librarians – at that time HF 472 signed into law re: sharing of teacher librarians....funds were not adequate to support this....for many districts there is one teacher librarian per district. Research indicates overwhelming efficacy of full time librarian in a school for students; in re: literacy, who is fighting the good fight for students to gain a love of literacy. Equity is a goal...some say that public libraries can fill this gap, but not everyone walks into the public libraries. Though we no longer require sharing of librarians by law, the damage is done and districts continue to share them. Is the state legislature compelled to cooperate? The state interaction is an important piece; ESSA doesn't change state law. State law is in place and we might revisit this, but state law doesn't go away with ESSA. Gifted education – wasn't addressed anywhere – for every \$30 we spend on sped, we spend a penny on gifted education – and these are the people who will change the world; on the board of Iowa Student Learning Institute – there are so many students that are engaged in education, where is the student voice on this? TAG – we have an issue-specific forum on this; we also have TAG reps join ESSA Advisory, and we have a student rep on the ESSA Advisory as well.</p>	<p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented 6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>Iowa work force board – member of this – testing program. Third graders that don't make the requirements will be retained; very concerned about retention. Glad this will not be implemented until 2017; teachers are loaded with changes that are happening; hope that the IDOE will do everything they can to take into consideration the needs of this community and what they need to do to get to the students; concern about loading so much information in such a short period of time in the school system. What you said about testing....smarter balanced – so many states going away from this because of failure of the system and the cost is so much greater – when you say the lowest 5%, how are we assessing those and addressing the 5%? Thank you for coming out and taking the input.</p>	<p>GC: General concern: stress on the system to implement all the things we are implementing/ESSA implementation/assessments that educators have to do, or leaving the plan too flexible/open to local control. 2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p>
<p>Echo appreciate you coming; as you develop ESSA, think about that Iowa is becoming more diverse, we need to keep that in mind the needs and the challenges and the legislation and the plan have to match that because we aren't going to be the same today as we are 10 years from now; praxis test is stopping a lot of nontraditional, second language teachers from becoming teachers....seems like there are ways around every other issue with the exception of the praxis test, so think about this – goes against that one test should dictate whether someone should have an opportunity.</p>	<p>D: Iowa is becoming more diverse; keep in mind the resources needed to support students, families and educators. 2.TY: Thank you for taking the time to host input meetings, obtain input,</p>

	listen, all the voices/stakeholders included, etc. 5.QE: Concern about one test to determine the quality of an educator and whether an individual can become a teacher or not.
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Table 2. Issue-Specific Forum Raw Data: NOTES taken on Individual Speaker Input with coded Summary Themes

November 30, 2016	School Librarians		N=10
Discussion Notes and Individual Written Comments		Summary	
<ul style="list-style-type: none"> Equity - as our librarian numbers are shrinking, the equity of services are becoming more variable. One librarian serving more than one building. Iowa ESSA needs to include accountability policies that talk about library services as a driver for addressing disparity across students; that librarians help to bridge the achievement gap. School libraries are linked to improved standardized reading scores. We can show you the research and how we address disparities There has been a lot of teacher roles that have come forward that are redundant with the librarians role; so tech integration and so on, you already have this person in buildings Without some teeth - some shalls - there's only so much money and we all know that - somehow we need to keep trying to help admins understand I met with an admin who was struggling as he would have to give up the school librarians because there were some parents who came in and said we need ag classes....but because he had nothing to fall back on to say here I have these resources to help kids, he had no way to combat this. Do you know how many admins do not know this exists? So many do not know.....somehow we need to this is important enough that it's in our code. 2226 - develop and enhance library programs; when you parse it out and say Title I will provide this and Title IV will provide this - it creates inequity. The grant application needs to include multiple programs; by law, i have to be on your school improvement team. How do school librarians get to all the school improvement team meetings if they serve 30 buildings which is what some have on their plates - this doesn't say full time, it just says "a school librarian" must be on the school improvement team and supts make these decisions. And we 		<p>A: Align ESSA with other efforts in Iowa/state law.</p> <p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p> <p>SQ-GTA: Specific questions or comments across the plan that will be address in subsequent guidance or technical assistance.</p> <p>4.M-L: Establish measures for reporting and accountability that include library services/access.</p> <p>5.PL-L: Support effective Professional Learning for educators [and describe what it looks like]– Librarians.</p> <p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p> <p>Details on how teacher librarians/libraries may be reflected either in the ESSA Plan or as we go forward with guidance and technical assistance:</p>	

are required to teach - its shalls in Iowa Code. We have too many buildings, not enough support, and no funds. How do I do my job if I don't have these things - it's on the books - we get checked off but there is no accountability for what we do and schools aren't held accountable for supporting school librarians. Tech integrationists are being hired, or paras, or secretaries, so that they don't have to hire school librarians and they aren't certified.

- We have done a lot of work for schools to understand what school librarians can do and what.
- You have a healthy ecosystem here in Iowa - the more you can mention the value of school librarians then the more they will be valued. So please mention school librarians. Please provide some exemplars - you can do this with school librarians/libraries. Certainly you may have staff who can do this, but we can help. School librarians can provide those personalized learning environments and we are prepared to do that for every school in Iowa; we have a seat at the school level conversations, and district conversations and as you provided us at the state level as well.
- We are organized to provide presentations and information - but we are all siloed in schools so we tried to go to other's meetings (e.g., content areas, tech, etc).
- Grassroots organization in our state - there is no point at which to bring what we decide on - where do we bring that? When libraries or librarians are unnamed, then the resources fall away from supporting them - it becomes invisible.
- We just updated the public library standards; we have the experience doing these things; this is an opportune time to update the standards/guidelines. We don't have a ton of capacity, we are reviewing and current strategic plan and trying to develop it for submission, but perhaps we could fit this into our plan. Not exactly sure what it would take to move it beyond but we could incorporate this into our work.
- There is a group that may not involve the DE or the state who could update the guidelines - but then once it is done, do we hand this over to someone to review it and bless it?
- Admins are awesome; we train people as licensed teachers and leaders and admins are supportive, but you have to understand the supt just look at the pots of money and there are no pots that have a label of teacher librarian on it. Wherever the language can reflect the value of teacher librarians, that would be helpful. Model text to teach reading skills; books to

- Make a focus on teacher librarians/library programs a requirement within ESSA.
- Research indicates a direct link between effective library programs and certified librarians and increased student outcomes.
- Provide clarification of the role of teacher librarians, and the utility of services and supports within the district.
- School to Teacher Librarian ratio is out of balance and needs to be rectified to increase impact on student outcomes.
- Provide exemplars for districts regarding the role and best practices of teacher librarians.
- Partner with librarian associations to revise and support library standards and guidelines.

<p>understand students with disabilities or different cultures; history teachers want to teach in a different way - all these people turn to librarians to help with this.</p> <ul style="list-style-type: none"> • We don't want to just be named - ESSA names us - we want to be part of the shalls like in Iowa Code 		
December 1, 2016	Gifted and Talented	N=6
Discussion Notes and Individual Written Comments		Summary
<ul style="list-style-type: none"> • Opportunity and optimism are words that you used that I am drawn to - how we reach down to the districts to support the range of students; Accountability and assessment are opportunities; Title II and professional development is our focus. • Title II focus also is what jumped out for me; opportunities lies in professional development for teachers; I provided a year- long PD for my colleagues in middle school and empowered my colleagues to do something different as they had the tools to do so; there is huge potential in this - pullout programs don't work for gifted and talented, as teachers then are off the hook for serving these kids. • Differentiation for gifted and talented is not 40 minutes a week; it's ongoing • Teachers coming and those there awhile don't get the proper education that they need; I understand this is a larger issue with universities, but it's become our responsibility now - but what can happen with this is turning this into a shall piece and require districts to require this education piece to occur in an ongoing way; I want all teachers in my building to know how to work with gifted students; kids aren't gifted for just 40 minutes a week, they are gifted all the time; we have gifted students in all areas not just in affluent families, but in under-represented populations; the talent in ELL pops is astounding; What you can do as a state - we need to set the bumpers in place so the individual districts can worm their way out of serving gifted and talented students • Perhaps we should do a universal screening for gifted and talented to identify those students; • PD - we've done stand alone PD, but that's one and done and doesn't make a difference - we need a better integration of this; what does MTSS look like for gifted and talented; if smarter balanced is used, what does this look like. • This is my 18th year in gifted - I'm assigned to several buildings; I've seen highly structured PD that works; but I'm one person but I serve 60 to 120 students, but there is power all 		<p>A: Align ESSA with other efforts in Iowa/state law.</p> <p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p> <p>SQ-GTA: Specific questions or comments across the plan that will be address in subsequent guidance or technical assistance.</p> <p>2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p> <p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.</p> <p>4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes</p> <p>4.P: Establish a proficiency model using Iowa's outcome assessment for accountability purposes.</p> <p>4.M-ACT. Establish measures for reporting and accountability that include ACT, SAT, college and career ready and/or AP.</p> <p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p>

around me if I share knowledge and it takes a village, so by providing PD, I'm building capacity in all my classes; I'm on an MTSS committee and we talk about all students across the continuum and plan for all kids.

- PD and support is a struggle everywhere; we might have a half time person in a building; so we have to share the knowledge so that everyone is empowered
- MTSS and smarter balanced - make sure all students are represented - so how do you identify the top 10%?
- If you don't make things into the bumper guards, then districts will interpret that as that they can say no to the mays; the more you put in there for districts to do, they will do it; they will find the loophole; the most important thing is that we are the people working with the kids and superintendents are not.....
- Trying to strike a balance here - people felt that they couldn't sneeze unless it was in the law when NCLB was established; so I understand there needs to be some local control so they can do things on their own - if the DE says above level testing is a good thing, then at least that provides permission to districts to do this.....no one said you couldn't, but no one said you could, so districts will just not do it - so you do have to strike a balance between shalls and mays
- When we talk about subgroups - what the DE has done, edinsight growth reports are powerful; teachers find it powerful to sort this report and find growth for students; shift the idea from a standard to growth - so if our accountability measures are growth focused rather than standard-focused this will be more equitable for all children
- Unless the state tells them what to do, districts will not do it; I can take an acceleration plan to my district and I'm just the mom with the plan, but if the state says you need to have a plan, then I'm seen in a different light;
- This comes back to PD - comes away from compliance behavior to best practice
- When we go ahead and not have it dictated that it becomes that our hands are tied -but if there isn't direction provided to them, then they aren't going to do it because there isn't enough direction given to them; it becomes an easier task to get more done; we need to pair the shall of PD for identification and serving TAG that we have a universal screener to identify kids;

6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented

6.E-I: Promote equity of instructional opportunity for all students

6.S-May: Support the "mays" through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.

Details on how gifted and talented may be reflected either in the ESSA Plan or as we go forward with guidance and technical assistance:

- Make a focus on gifted and talented a requirement within ESSA.
- Support development of quality professional learning in gifted and talented that is provided statewide and supported within universities.
- Gifted and Talented educator to student ratio is out of balance and needs to be rectified to increase impact on student success.
- Provide exemplars for districts regarding the role and best practices differentiation for gifted and talented populations.
- Define gifted and talented as a subgroup for reporting and accountability purposes.

<ul style="list-style-type: none"> • Rural vs Urban equity problem - accessibility for dual credit - we might be able to think about AP consortuims for CTE options, and perhaps we can do the same thing with advanced course options too • Accountability; the new Fordum Report and High Achievers; how can we better keep track of TAG students whether it's an identifier or.....we have requested to have TAG as a subgroup; this is an opportunity to recognize TAG as a group because it says we recognize these students, we recognize these teachers, and so on; even though we aren't required to do so maybe this is one of the ways we can rethink how we do things. School quality and student success indicators; make sure TAG are always part of these indicators; how widely used is acceleration; access to AP courses doesn't give you enough detail about what those courses are; what access to advanced coursework; how much PD is being offered. How many students are participating in TAG programs; but these data aren't highlighted at the state level, so if we could ensure these data are collected that would provide us more leverage. • A subgroup moves us from a label to a subgroup that we serve that we can monitor and follow over time. • We have geographical giftedness; and we have giftedness in the arts, and not in an academic area - so identifying as a subgroup might be a challenge. • When we say a subgroup, what can we actually do, because in Iowa code there are five areas that you may identify TAG, but you don't have to and some districts only use one of the areas because of not enough resources. 		
December 6, 2016	School Counselors	N=16
Discussion Notes and Individual Written Comments		Summary
<ul style="list-style-type: none"> • There is a lot of intertwining of things; legislation focused on 8-12, but we also need to focus on K-7 grade. I would hope the focus would entail K-7 as well, not just 8-12. • More supports; don't leave off elementary and the role that they play - even the transition section was more focused on HS. • From EL to MS, this is the most problematic transition area - research indicates this is the hardest transition in school. • MH and SEB learning and how crucial it is for EL to MS to be prepared for the transition, and MS-HS. 	<p>A: Align ESSA with other efforts in Iowa/state law.</p> <p>SQ-GTA: Specific questions or comments across the plan that will be address in subsequent guidance or technical assistance.</p> <p>2.CF: Establish effective community and/or family engagement/partnerships</p> <p>2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p>	

- Safe and Healthy - K-12 counselors do a lot with this; if our students are mentally, physically, emotionally healthy, they aren't going to be engaged.
- The child going through crisis is important, but that teacher and classroom also going through this as well and they need support.
- Sharing counselors only one for 600 kids - this makes services tough.
- Some schools do not have school counselors at all.
- MH - double-edge sword, you become type-cast as the MH expert and then you don't see all the kids in your school - you only see 10% of kids - but school counseling encompasses so much more.
- Not our role to be a therapist all day long - that's not our role; Administrator guide that articulates our role helps admins see what our role is in the school; advocate for appropriate and not appropriate use of school counselors - we need a diversity of appropriate roles.
- Evaluators are not taught how to evaluate school counselors on their own standards - they are evaluated using the teaching standards.
- I was evaluated last year and was told - we will just make the evaluation fit - but this doesn't help me in my role to become a better professional.
- Differentiated PD for school counselors would be a good thing; a lot of PD in schools doesn't apply to me.
- We need PD that is equitable across the state; there is not a lot of options via AEA PD Online.
- ISEA and safe schools is being used a lot by counselors.
- Sometimes teachers mentor counselors which is not great; but counselors are not funded for mentoring so we have to find our own funding to do this.
- They aren't included in TLC, but they are evaluated on the same standards - about 40% of counselors have teaching licenses and this is declining because it's not a requirement to be a school counselor. If the school report cards go to things that are instructionally based, then the funds will not make it to other things; so the measures within accountability would be important.
- This is all so intertwined - if admins understand our role, and the student-counselor ratios are, that would help us.
- Trauma informed care, suicide, MH, these are important measures to think about.....HS graduation rate - but we have a gap between finishing HS and post-secondary enrollment;

4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.

4.M-ACT. Establish measures for reporting and accountability that include ACT, SAT, college and career ready and/or AP.

5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).

5.EE: Develop a new educator evaluation plan or system – consider how to evaluate different educators in their roles [e.g., school counselors evaluated by other school counselors].

5.RR: Describe and fund activities specific to recruitment and retention of teachers, ensuring diversity/quality of educators in the field; focus on shortage areas [e.g., deaf/blind/visually impaired, special education, early childhood, gifted and talented, school counselors, etc].

5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed

6.AC-AP: Support access to AP courses for students.

6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.

even if they go to post-secondary, they have to take developmental classes, and less than half stay and those that do on average take 3.5 years for a 2 year degree for community colleges; if we aren't accountable to post-secondary, then we are going to just get the kid the number of hours they need to graduate and not what it takes to continue on.

- How do counselors get information out to all kids in the time that we have instead of the 90 min we have 2x a year; if they don't show up to the meeting, I struggle to get the other 297 kids I have to see; how do we spread out the work across our team? That all students piece is a challenge right now.
- If you improve your school counseling programs by.....then you will get.....(idea for ESSA plan) so that we can study where the benefit is.
- IL tweeted their ESSA plan; their supts put together a college and career ready definition that will be part of the ESSA plan - we have that definition so don't know if that could be part of the plan. Include a definition of what a school counselor is would be helpful....so it's not lumped in with everyone else. Help to frame SEB in the academic program - they aren't separate - they are readiness skills as well. What's best for Iowa's kids - HS is too late - we need to have this support in EL.
- We forget about SEB in HS; SEB needs to start earlier and go longer - these are tied together and in HS it's not just about college and career ready.
- How can we make school counseling a shall and not a may; it's already in code but schools still choose not to attend to this; we serve kids PK-12 but our license is K-12.
- Along with ratios; we need funding for districts to purchase curriculum; teachers don't beg for math or reading curriculum; but we have to beg for curriculum - how can we help districts understand this value. SEB and Career standards within the Iowa Core.
- What can all of our kids get? We have some counselors that have two entire districts; some counselors serve a couple of schools; maybe ESSA can help us determine that counselors can do some of this work within ESSA - use it as an opportunity. Start with the definition that we have, and then we put standards to it, and that helps us know when a student is college and career ready, and then follow-up with exemplars.
- What does college and career ready look like in 1st grade? The come to school 90% of the time....in MS? In HS? We need to determine this as a state. State model for accountability

6.B: Promote business interactions with schools/students and/or career exploration programs (e.g., tours, visits, career exploration for students, how to prepare for the workforce)

6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs..

6.S-SC: Support school counselors, school guidance programs

Details on how school counselors/guidance may be reflected either in the ESSA Plan or as we go forward with guidance and technical assistance:

- Make a focus on counselors(ing)/guidance a requirement within ESSA.
- Develop a mentor/leader model that is effective for school counselors.
- Include definitions of the following in the plan: Clarify college and career ready, school counselors
- School counselor to student ratio is out of balance and needs to be rectified to increase impact on student success.
- Provide exemplars for districts regarding the role and best practices of school counseling/guidance.
- Highlight the need for equity and quality of counseling/guidance from preschool

<p>for what CCR looks like in elementary would be good. Being able to refer to MH services is a very good idea.</p>	<p>through graduation, including transitions across grades/buildings</p>	
<p>December 8, 2016</p>	<p>Well-Rounded Education</p>	<p>N=15</p>
<p>Discussion Notes and Individual Written Comments</p>		<p>Summary</p>
<ul style="list-style-type: none"> • Accountability will be expanded; a shall should be participation in and access to well-rounded subjects as perhaps a measure • Faculty engagement, student engagement and etc could be part of the accountability measures as well? • We report data that aren't part of accountability, right? As PE, we might be interested in a statewide accountability indicator - e.g., how active are kids during the week; do kids have access to health courses; if the state could obtain these data this would be helpful • Research indicates that access to PE and fine arts promotes student engagement in learning, schools, community; so this is an important aspect of our meeting today to discuss what those indicators are at a state level • Connecticut has 12 indicators of successful schools for students - and included are the arts and music. • Case study - 100% FRL; been part of the turnaround arts program for the past 5 years; ongoing gallup poll that measures student/educator engagement scored the highest in the district and is the driving factor in their success. • Schools have flexibility to do what they need; but there are differences in resources that schools have; the programs that have been left out are going to continue to be left out; we don't want to have to compete against other areas for resources; will be standardize content areas in the future like PE? How can we standardize so that PE, Health, Music, Art - so that they aren't left out • But will this be part of the plan - will you put all the content standards and the review cycle as part of the submission? • We are happy to be part of the well-rounded definition - but we don't want to have to compete against one another - who is more vocal in your school district....it's who has the most advocacy behind them - we don't want to lose the well-rounded piece as it's all those areas. 		<p>D: Iowa is becoming more diverse; keep in mind the resources needed to support students, families and educators. SQ-GTA: Specific questions or comments across the plan that will be address in subsequent guidance or technical assistance. 2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc. 4.M-FAM: Establish measures for reporting and accountability that include fine arts and music. 4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate. 4.M-PE: Establish measures for reporting and accountability that include PE/health/wellness metrics. 5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.PL: Support effective Professional Learning for educators</p>

- How does the state say to these districts like, you have 3 of the areas in well-rounded but you left out these other 15....so to help districts understand the purpose of well-rounded.
- How often do districts have to submit these plans? How flexible are these plans and what's the length of time - can districts work together to work on some of the aspects of ESSA? And how is information shared among districts so that if something is working how will we know?
- Area of opportunity - resource inequities piece...does this also mean course inequities.
- Looking at professional learning imbalance; fine arts and PE are the only people who are district-wide; when I talk about ESSA and PD, I get blank stares as they are just trying to survive - but PD is important and wondering if the focus on PD could be shared across districts, and wonder if PD monies could be rotated across content areas so that the most vocal aren't the ones who always get the money
- Unintended consequences - sometimes kids who have the most needs get pulled out of the well-rounded subjects and wonder if that practice could be changed.
- There is tremendous opportunity - esp at elementary you can combine content areas into courses; if we could encourage people to think broadly
- Maybe AEAs could pull together teachers in a region to collaborate, that would be a good use of AEA services
- There is only one AEA who has a PE person at the AEA - is there a way to funnel money for that purpose at the AEAs? The largest need we have is adaptive PE and once this one person retires, we won't have any. Not just for PE, but across the board. (Title II?)
- Title IV Part A - safe and healthy students; can we include health and PE; quality PE can reach all students and go beyond skills, it includes nutrition and health and making better choices; can we boldly state this here in the plan so that each school has healthy students or maybe that's the local districts decide what this looks like or the state.....
- We have sought out PD on ESSA - but there are so many who do not know what it is; the others aren't gaining or losing so they aren't involved in understanding it - maybe put out a webinar? So we all have the same information....
- Concern - the shalls are the challenging state standards - we do not have these in our area because we do not have challenging state standards.
- DE prob will have to sit down with the general assembly and discuss ESSA with them; when we talk about resource gaps, we have had creeping poverty in our district, our band used to

- 5.RR:** Describe and fund activities specific to recruitment and retention of teachers, ensuring diversity/quality of educators in the field; focus on shortage areas [e.g., deaf/blind/visually impaired, special education, early childhood, gifted and talented, school counselors, etc].
- 6.E-I:** Promote equity of instructional opportunity for all students
- 6.AC-SS:** Support all content areas and/or standards across content areas – Social Studies
- 6.AC-FA:** Support all content areas and/or standards across content areas – Fine Arts
- 6.AC-M:** Support all content areas and/or standards across content areas – Music
- 6.AC-PE:** Support all content areas and/or standards across content areas – Physical Education, health, wellness.
- 6.ECol:** Promote equity of collaboration among districts across the state to increase instructional opportunities for all students.
- 6.S-May:** Support the “mays” through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.
- Details on how well-rounded may be reflected either in the ESSA Plan or as we go forward with guidance and technical assistance:
- Ensure there is a consistent message about ESSA and what it is/what it is not
 - Include physical education measures in either reporting or accountability

<p>have over 200 members, now we have 36 members. Rural poverty we have more and more poor families in rural Iowa cuz housing is cheaper - we need to be thinking about the story and how to address it so that's one dynamic you'll be working with in Iowa</p> <ul style="list-style-type: none"> • Some states have mandated time re: student contact time for different subjects; would the DE consider establishing optimal time to spend in each content areas - voluntary - this is what we would consider to be optimal programming; so provide a guidelines for what would be appropriate for students; • Specials got dropped, foreign language got lost; we could go to districts and say you can gain more for fine arts and other content areas - so we can gain back what was lost if it's quality • Esp with the expanded definition of accountability like student engagement - you can pull back in the other areas and become well-rounded again • You think you will provide guidance on the split between equipment and PD? From the PE perspective, if I don't have money for equipment I could be a great teacher but not be able to teach if I don't have the equipment. So can you provide guidance on that? • Maybe not a formula, but perhaps a suggestion.....that you might consider some of these funds be set aside for PD 	<ul style="list-style-type: none"> • Provide separate definitions of the areas included within the well-rounded definition. • Make a focus on all the well-rounded content areas a requirement within ESSA. • Provide exemplars for districts regarding the best practices across well-rounded content areas. 	
<p>December 14, 2016</p>	<p>Other State Agencies</p>	<p>N=11</p>
<p>Discussion Notes and Individual Written Comments</p>		<p>Summary</p>
<ul style="list-style-type: none"> • Publically thank Ryan and Dave re: outreach to get us involved in this process early; David and I gave a presentation at the CCSSO meeting last week; the structure of DE are very different in other states; there isn't a great deal of experience in Ryan's counterparts and they are new to this process; so the Chief SSO addressed communication and cooperation between public higher ed and comm colleges and how we've reached out to them. Trying to incorporate Future Ready Iowa; key strategies to put in ESSA plans; Board member of -higher education for higher standards-; part of SHEEO; ESSA is asking us to come up with a framework. Where we receive federal funding - Title II? Some strategies we'd like you to consider - Catch-up Programs, Speed-up programs (requires students to take more courses in order to be college ready); transitions program; assurance to adopt standards, reading, math, science - the standards must be aligned with entrance requirements for credits at state IHEs; Academic advising....or co-advising from HS to IHE; communicate with schools and families; status of student transitions and support; expectations for college readiness; Key 		<p>A: Align ESSA with other efforts in Iowa/state law. SQ-GTA: Specific questions or comments across the plan that will be address in subsequent guidance or technical assistance. 2.CF: Establish effective community and/or family engagement/partnerships 2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc. 4.M-ACT. Establish measures for reporting and accountability that include ACT, SAT, college and career ready and/or AP.</p>

areas to address: the role of higher education - curriculum alignment with Iowa Core; preparing students to take courses at IHEs; we've got a number of areas that our institutions try to use to bridge like summer programs to help students get prepared to enter college; clear definition of what it means to be college and career ready; teacher preparation alignment with the Iowa Core; Teacher prep (inservice); Title IIA is out of ESSA so you'll be dealing with that directly - consideration should be given to continue something like these practices focusing on our objective to increase content mastery for inservice teachers and enhancement of pedagogy for practicing teachers.

- Lot of ways for partnerships with entities with proven practices; migrant, homeless, - esp in the homeless areas and looking at the definition - and that public-private partnership could provide extension to the work and possibly bring in some resources. I hope we are thinking about cte more like CTE and those supports that can be there for schools of what we can bring to the table in partnership
- Make sure that when you are drafting this plan - consider what is going on in Future Ready Iowa and the Get Iowans Ready Group; who is the IOLA piece - who is that focused on - find out the specific areas that WEOA is attached to and the work-based piece. We need to figure out how to highlight how things will be embedded into ESSA.....we need to build on what is already happening in the field.
- Thank you for doing this - what will happen if the regs are thrown out? STEM - professional development; block grant permissive categories; problem-solving and critical thinking and so on, it's a very specific branding in Iowa of PD in STEM to be authentic about it - career focused PD; computer science area is also important; thinking this may be a shared desire across states.
- Would this plan address career development? I would include this in your plan - we want to do this sooner than juniors and seniors and want to do this in middle school.
- Partnership - some of the community partners; MH issues, around the ACES study and how we can bring some of the MH piece into the career fields work; opportunities for these to collaborate together; will this support Competency-Based Education? Stay the course on CBE work; demonstration of the skill is better for students with disabilities.
- Need for making sure there is a clear definition of CCR - esp for blind kids. We are in crisis level of their ability to attend IHE; WIOA implementation is coming up with a definition of

4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.

6.AC-CTE: Support all content areas and/or standards across content areas – Career and Technical Education

6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.

6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics.

6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.

Details on evidence-based support reflected in the plan, guidance or technical assistance:

- Provide clear definitions across areas (e.g., career and college ready, career and technical education, well-rounded content areas).
- Provide exemplars for districts regarding the evidence-based practices available in the state to support effective systems and student outcomes – examples include Future Ready Iowa, Get Iowans Ready, Catch-up/Speed programs, Go

<p>what this means for blind students and we are coming up with standards on this we would love to share with you - also for all students with disabilities; in August we released the statewide definition of CCR, but we can build on this for students who are blind or with disabilities.</p> <ul style="list-style-type: none"> • There are some things that are readily going on right now - rubrics. National college network has metrics; and GEAR-UP metrics; proficiency levels and metrics and benchmarks; there is a downturn in proficiency in 8th to 9th; we will be working hard with our school districts on this; Go Alliance Academy to help counselors and any admin around how do you advise, what is college readiness and so on - would like to get this into credentialing - this goes beyond SREB states; includes a metric for not just college but also career ready....we also did. Vertical teaming between 8th and 9th grade to help educators understand the content in both grades and revise curriculum to help kids transition to HS. • From the human rights perspective the DE has been involved in delinquent and at-risk youth; ready to provide more connections for this; a lot of the pilot work around non-traditional youth leadership has been in refugee communities and students with disabilities around family engagement; working to get parents connected and get students back into school and we've learned a lot from this and now we are thinking about how do we fix this. • Public health - focus on health and wellness as it has an impact on their success; CDC has indicated asthma, obesity and diabetes has doubled in the past 10 years; state of Connecticut has included fitness in their ESSA plan- it would be great to share this with us, thank you • Well-rounded, whole child - developing that child's ability to have resilience through experiences in the community; we have some experiences with foster care and would like to share those with you • We are interested in supporting whatever you need and in any way we can. 	<p>Alliance Academy, statewide work on mental health, public health, and work that other are doing in well-rounded education.</p>	
December 15, 2016	Early Childhood	N=10
Discussion Notes and Individual Written Comments		Summary
<ul style="list-style-type: none"> • How many school districts use Title I funds for early childhood? About 13 or 14 districts. What are the barriers of this? The dollars may not be enough. Another barrier - headstart standards are not the same as QPPS standards - so that's tough as it's double the work sometimes. 		<p>A: Align ESSA with other efforts in Iowa/state law. EC: Include early childhood intentionally throughout the plan.</p>

- EC is more than headstart - it would include community programs; Prevention is the key to providing support for schools
- What does parent and family engagement means in Sec 1116 - discusses how to support families to provide that support for children in the homes or different locatio - how to enhance that collaboration and also to support the transition between PK and K to become more seamless and continuity of care. Also supporting educations to understand how to support families.
- Early Childhood needs to include community based childcare; important for school districts to reach out to community partners as well; the new childcare regs are coming out so how do we cross-walk this with this as well;
- Need a diverse work force for EC; IHEs need to be able to help us with this
- Community assessments- a statewide assessment for DHS and Public Health departments in EC and maybe DE needs to be in this conversation as well - gives you a statewide picture of the status of EC, drilled down to the county level –
- Do any of these assessments provide information about diversity - we really need to know where we are in our communities to know how we serve ECs; as we move forward to partner to pool our resources to focus on EC
- Could your study be done in a way that a local school can access their data; county level is about as far as we can go on this - but we have drilled down to zip code level
- Strengthen the role of local ECI boards; working at the state board level on what are the core services for families of young children.
- Use ESSA as an opportunity as dual language learning; it's not a disability, it's a good thing to have a dual language; strengthening the components of dual language and parent/community engagement
- This is a paradigm shift of what we are doing and when do we need to do it - maybe we need to focus on preventative measures rather than reactive measures - so start earlier
- Well-rounded education - think about the whole child so when you talk about IELS, it's about the whole child. Just something to think about
- The whole child - consider looking at the family unit as part of the whole child; there are families who will not provide feedback in certain contexts - maybe the parent resource

GC: General concern: stress on the system to implement all the things we are implementing/ESSA implementation/assessments that educators have to do, or leaving the plan too flexible/open to local control.

SQ-GTA: Specific questions or comments across the plan that will be address in subsequent guidance or technical assistance.

2.CF: Establish effective community and/or family engagement/partnerships.

2.T: Include the following voices across the ESSA Teams and/or Advisory: Early Childhood, Students, and representation of wellness [e.g., physical education, health, wellness, nutrition]

4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes.

4.M-EC: Establish measures for reporting and accountability that include Early Childhood data.

4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.

5.PL: Support effective Professional Learning for educators [and describe what it looks like](regardless of content).

5.PL-EC: Support effective Professional Learning for educators [and describe what it looks like]– Early Childhood. **5.PL-IHE:**

center - ASK could sponsor listening tours for parents as well - Family Partnerships - we could help with Iowa being a leader in this work

- Benchmarks be defined and what you would see the parent or educator doing if they were supporting that benchmark; how do school districts and partners work together to support social-emotional development or physical development before they get to kindergarten. If this doesn't happen, then reading won't happen;
- The growth piece in assessment - we might not have kids leaving headstart proficient, but they may have started way down here and gotten to here - so they have made great growth more than if they weren't in headstart
- There are other disparities apart from dual language- how do we think more broadly other than dual language - maybe looking at workforce development and disparity in wages and racial disparities and so on
- Title I; if you are using title funds, then headstart applies as well; how does this not become more work outside of or on top of headstart? There is conversation that what the intent of this, is that it points to the headstart framework (I need to talk with Dee about this - I don't understand this one). This is not a new piece; educational services standards that refer to the framework - I have to talk to Dee and Tom about this - I don't understand this piece....
- If we talk about headstart performance standards and NAYCE accreditation standards - we are talking about a very high level of resources and monitored; how do we ensure these things are monitored - these things are being pulled in to our state DA model and CASA system. It may be that we do a sample of 10, and we review the data for 10, and then move on to another 10 the next year
- The agency needs to think about DA/CASA cuz it takes this to a different level than what it was intended; we will remove QPPS as a standard we can identify at the state level - headstart and NAYSE are more robust - we do not recommend either of these be taken out of accreditation; until you can ensure the DE takes a look at this as it is intended - monitors appropriately
- At the DE - we are looking at how we support a continuous improvement process and accountability beyond compliance. So we dive in deeper in this process; how do we build our EC consultants ability to be that arm in relationship to having convos in our QPPS sites; this is what I'd see if I walked into the system and how we would collaborate to make it better

Support effective Professional Learning for educators [and describe how Iowa will work with IHEs]– Institutes of Higher Education.

5.PL-SE: Support effective Professional Learning for educators [and describe what it looks like]– Special Education.

6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].

6.ECol: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students.

6.E-I: Promote equity of instructional opportunity for all students.

6.S-BL: Support bilingual education (in preschool; in school; to support families).

6.S-EC: Support quality Early Childhood/Preschool programs.

6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.

Details on how early childhood may be reflected either in the ESSA Plan or as we go forward with guidance and technical assistance:

- Consider more emphasis on prevention, such as Title I for preschool.

<ul style="list-style-type: none"> • There are strength-based quality models available – • Family cases in PTI - families calling with kids identified earlier; but if kids are being served in community-based program the AEA's say no, we have services here so you have to move the child - it's better to support the child where the child already is. 	<ul style="list-style-type: none"> • Consider more early childhood expertise on the [ESSA] workgroups and statewide advisory council. • Encourage or require a methodology for school districts to target at-risk populations when it isn't available to all parents in a community that which to have their children be in preschool. • Consider supporting young children [and families] in poverty and encourage lowest 5% performing districts to expand early childhood programming such as Head Start and Early Head Start. • Consider how the plan to offer the Department's commitment to Early Childhood Iowa's vision, "every child, beginning at birth, will be healthy and successful."
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April 7, 2017	Special Education Advisory Panel	N=10
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Discussion Notes and Individual Written Comments	Summary
<ul style="list-style-type: none"> • There are some districts that have programs that attract more kids with special education - which doesn't have an impact now - but want to ensure this doesn't have a negative impact in the future. • We have high hopes this will impact CIA in the classroom level - we have to get it to the classroom and have a positive influence there; we might have a new opportunity to impact this in a big way; • Excited about the vision in ESSA and in MTSS; one thing that scares me about that is that more and more kids will not need IEPs or 504s in the future cuz great things will be happening in the classroom except what about those procedural things that are needed for those kids that make the family and student voices relevant. And you need that input as a teacher so that they can surround kids with supports; how can we put in procedural safeguards for those kids? Why can't we have a .3 weight for those kids? They need the protections but not the same level of support.... • Making sure that this gets down to the classroom record; how do we make sure it gets down to the rural areas; I know sped is everywhere in the plan, but how can we make sure it doesn't get lost in the translation; 	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p> <p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p> <p>SF: Provide adequate special education funding.</p> <p>4.M-CS: Some concern about the 4th measure – will students take it seriously,</p>

<ul style="list-style-type: none"> • What about communication - having the consistent communication all the way down to the classroom level - to the teacher, janitor, nurse..... • It's important to involve all those who work inside a building - do they feel welcome to provide input and how to do it like the SLPs, the OTs and so on; • Cohort graduation rate; I like that it increases local control of funds but I think at the local level special education kids are in the minority and parents aren't vocal overall and I'm worried about the protection of the funding - don't want special education funds or title funds on school uniforms, for example; • One of the things I struggle with - I feel so excited we are all in this together, that students with special needs are part of the whole - but I struggle that we say all kids, but we always have to watch out for kids with disabilities - so that students with disabilities continue to receive the additional services they need to be successful - we need to keep remembering that; • On the Conditions for Learning 4th measure--- <ul style="list-style-type: none"> ○ Going back to the survey - how do we incorporate special ed in order to have their voice in the survey - how is that culture/climate with special education in that building; we need to ask the questions to the right people in the right way; ○ Great because it is something the school has more control over than the home life of the students; if it's a formative assessment vs summative - it's subjective - if a school hates the school they will hate it regardless; does data show that you can see significant differences; ○ I see where there are ways we help students, but where is it that students support the system? Can this be a bullet - that students help the school? ○ How do you deal with parent responses? The response rate? ○ It's powerful data for the teacher as well. ○ This would be good to help us not allow the Safe and Supportive Schools grant work die. ○ Parents would like to know these data - I don't think it would be negative ○ It would be interesting to gather the survey from AEAs - they have some real insights about the schools they work in; ○ This really needs to stay as a measure - it's a powerful measure - this is providing an example of what it should be; there is a link between setting up an environment that is conducive to learning and 21st century skills 		<p>will parents complete it, is it available in different languages, is it online or paper.</p> <p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p> <p>6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports.</p>	
March 9, 2017 & April 13, 2017	English Learner Statewide Leadership Team Meetings		N=17
Discussion Notes and Individual Written Comments		Summary	
<p>Would there be any consideration for students with larger language differences [languages that are distant] where the student will take a longer time to become proficient? A scale score will not take this into consideration; an adequate growth measure would let you take student</p>		<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about</p>	

characteristics into consideration. But given our current circumstances, we understand why we need to go with average scale score and then revisit later.

I've had districts concerned about the January 2015 dear colleague letter that all students must graduate in 4 years - do all districts understand this? - meeting the 4-year grad rate; not sure that the plan for 4-year grad is understood across districts....

In the ESSA Plan, we have two choices for not including recently arrived English learners in the accountability system in their 1st year enrolled in US:

1. Exclude a recently arrived EL from one administration of the ELA assessment and their results on the ELA, math or EL proficiency assessments for one year;
2. Assess and report a recently arrived EL student's results in ELA and math, but exclude the results for accountability purposes for one year. In the second year, the state must use a measure of the student's growth in ELA and math for accountability. In years three and beyond proficiency must be included in accountability.

Which do you like/want? The vote within the English Learner Statewide Leadership team on March 9, 2017 indicated a preference for #2 above.

After discussion including ELs for 4 years after exit, with some concerns raised [e.g., What happens for students moving in and out of districts? Data get reported at the building, district and state level - requirement that a student be in district for 6 months to be included. My concern is that we will mask EL problems if we go with 4 years.] the question was put to the team - We selected the option to include English Learners in the EL subgroup for up to 4 years after exiting the EL subgroup - Did we get that right? The vote within the English Learner Statewide Leadership team on March 9, 2017 indicated was yes, including ELs up to 4 years after exiting was an appropriate decision.

ELs with similar past performance would be expected to attain EL proficiency in a maximum of XX years.....so what would this number of years be? There was much discussion that brought to the table student characteristics [e.g., Is the student literate in their first language - if they are, proficiency will go faster. Depending on the age of learning has an impact]. The final recommendation was to ask this team to come up with the table to answer this question - if the student has these characteristics, then it's this many years; if these characteristics, then this many years and so on.....EL Leadership will get this done during the April meeting and provide the information back to the DE to consider in the ESSA plan and/or guidance/TA.

intersection of state/fed law – otherwise not applicable to ESSA).

4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes.

4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.

6.PR: Program requirements need to be explicit, across all programs [entrance/exit, homeless, migrant, title 1, etc.]

The below text is not coded – these direct recommendations from the English Learner Leadership Team at the April 7, 2017 meeting were strongly considered for inclusion within the ESSA plan. The proposed recommendations from this group include the definition of long-term English Learner, entrance, exit and monitoring number of years for English Learners. The team also created a table of student characteristics that influence outcomes which will be considered in guidance and/or TA.

Definition. A long-term EL is an English Learner in grades 6-12, who is verbally bilingual, below grade-level in reading and writing, and whose trajectory for reaching English proficiency has exceeded six years.

Entrance criteria:

- Home Language Survey: place paper copy in cumulative folder
- ELPA21 Screener: score non/limited proficient

Exit criteria:

- Achieves the required score for proficiency on ELPA21
- ELLs with Disabilities: As future guidance is provided would like to “clear path to exit” and have uniform criteria for exiting as applicable

Monitoring number of years: 2 years (Note: will still be part of accountability subgroup for 4 years)

The below table provides raw data from written comments submitted across statewide tours, forums, email and traditional mail. The origin of written comments is shown in column one and is as follows:

- **FLT.** Written comments submitted at one of the nine Fall Listening Tour sessions.
- **WIT.** Written comments submitted at one of the nine Winter Information Tour sessions.
- **ISF.** Written comments submitted at one of the Issue-Specific Forum sessions.
- **Email.** Written comments submitted via ESSA@iowa.gov
- **Mail.** Written comments submitted via traditional mail.

Table 3. *Raw Data: WRITTEN COMMENTS submitted at statewide tours, issue-specific forums, email, and traditional mail, with coded Summary Themes.*

Origin	Written Comments	Summary
FLT	Link current initiatives to ESSA; Provide continued support and guidance to the local districts to implement quality programs.	A: Align ESSA with other efforts in Iowa/state law.
FLT	Difference in child learning cycle, i.e., one child learns slower than another child; Give LEAs more control; Develop a model for districts to consider in planning; Assistance team from DOE for use by school districts; Consider: Diversity, gender non-bias on test, poverty effects on students, ways for DOE to share positive plans that work, Ease of working plans by districts; is this an avenue to close more Iowa schools?	F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds. D: Iowa is becoming more diverse; keep in mind the resources needed to support students, families and educators.
FLT	Consider impact of Smarter Balanced proficiency “cut scores” on Senior Year Plus and PSEO from an equity standpoint; Early Childhood, fund SWVPP at weighted levels to recognize needs of FRL students and ELs; Focus on evidence based not merely research-based; Summer/B and ASP-greater access to 21CCLC programming for students; Implications of high quality content available digitally to support all students; Consider: Value of bilingual paras in addition to highly qualified standard definitions, Recognition of need for graduated levels of growth/proficiency in ELA and Math for ELs over FIVE years (like the funding stream) vs ONE year “grace period”; Reduce frequency of science testing for students and use local performance-based measures aligned to NG?SS in off-years.	3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used] 4.G: Establish a growth model using Iowa’s outcome assessment for accountability purposes

		<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>4.P: Establish a proficiency model using Iowa’s outcome assessment for accountability purposes.</p> <p>6.E-I: Promote equity of instructional opportunity for all students</p> <p>6.S-EC: Support quality Early Childhood/Preschool programs</p>
FLT	<p>Expose children to renewable energy workforce through STEM programs; Multicultural education – literacy and social studies should encompass this; Don’t remove staff – more professional development to low performing schools; Funding and more teachers for early literacy; Create more preschools; Consider: Definitely decrease testing, use the ACT in high schools.</p>	<p>3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p> <p>4.M-ACT. Establish measures for reporting and accountability that include ACT, SAT, college and career ready and/or AP.</p> <p>6.S-EC: Support quality Early Childhood/Preschool programs</p>

		6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics.
FLT	Healthy students are better learners – period! ESSA addresses the whole child “well-rounded” authorizing activities to support safe and healthy students with: Drug and Violence programs, mental health services, activities to support a health active lifestyle, including physical education, activities to help prevent bullying and harassment. Consider: Help students adopt and maintain healthy behaviors, thus increasing academic success, consideration must be given to mandatory health choices PK-12 taught by certified faculty and increased mandatory physical education courses PK-12 taught by certified faculty.	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness. 6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.
FLT	We have the opportunity to support and extend the learning success and passions of every student in every school by articulating a requirement for there to be a fulltime certified teacher librarian and a well-resourced library in every building. Teacher librarians are experts at differentiation and individualized learning, They can provide resources to assist ELLearners, the previously left behind gifted students, and those seeking experiences to support their inquiry-driven passions. Libraries represent equity as they serve everyone. Consider: School libraries need direct and specific representation at the DE. We have much leadership within the profession and higher education and would like this to carry through to the Department of Education.	6.S-L: Support strong libraries/library programs; and effective, certified librarians.
FLT	Iowa should embrace the opportunity to include certified school librarians as you design an ESSA plan. Teacher librarians are not clerks. They are teachers and instructional partners who serve early childhood through college readiness programs. They are teacher leaders who co-plan, co-teach and most importantly provide curriculum aligned resources. When a teacher needs model texts to teach first grade writing, teacher librarians provide this. When a teacher needs novels and authoritative online articles to teach about the Civil War including the Southern perspective, teacher librarians provide this. They also provide district-wide programming for reading promotion and technology integration. These are reading	6.S-L: Support strong libraries/library programs; and effective, certified librarians.

	<p>promotion and technology integration. These are inhibited only by lack of policy and professional teacher librarian staffing. Consider: School library programs must have representation at the DE level that would help to integrate programming for literacy and technology PK-12 in all subject areas. A teacher librarian support group works to lead teacher librarians in state issues but would benefit from a direct connection at the DE.</p>	
FLT	<p>Consider: I work with businesses to assist them in meeting their employment needs. The universal feedback I receive regardless of industry or occupation is that the young workforce lacks the soft skills necessary to be successful workers, to include big punctual, effective communication and conflict resolution in recess at an early age likely is a contribution factor among other factors. Also, it appears teachers and administrators are only interested in students going onto 4 year degree programs. I know firsthand there are a number of actions there are post-secondary that are not 4 year degree programs that pay more and under far less debt. Teachers need to have more exposure to local businesses through tours and have businesses come speak to their students. If we are looking at the total child, we need to help them decide which path is best for them rather than feel like they need to meet a “metric”.</p>	<p>6.B: Promote business interactions with schools/students and/or career exploration programs (e.g., tours, visits, career exploration for students, how to prepare for the workforce)</p>
FLT	<p>Issue focus—English learners: Consider Low assessment results in large districts can tend to penalize large districts. Districts with large numbers of immigrants/refugees need more time to help students gain English proficiency before scores from these sub-groups should be included in accountability reports. A big issue is the universal screener—FAST for students who are just learning English. These kids are naturally “in the RED” which means time and effort is wasted as these kids are put in intervention groups. Please consider allowing districts at least a year or two before ELLs need phonics interventions. It doesn’t make sense. Interventions tied to FAST—one measure—has resulted in students setting in drill/kill phonics interventions. Students need time to READ. I support more librarian/arts focuses.</p> <p>Another result of unrealistic results on assessments for ELLs is that these students are often evaluated for special many times ELL representation on the Advisory Committee.</p> <p>Consider funding and support for ELLs in preschool. Consider many ELLs—especially refugees who consider to arrive—have PTSD and suffer from other trauma. Districts need supports in meeting those needs. Social/emotional distress impedes learning—another reason why many ELLs need more time. Time to acculturate, learn the language Plus content.</p> <p>Let’s be reasonable and logical about expecting too much too soon. We want high expectations for all students but ELLs need more time to meet standards. Allow students more time. Allow teachers more time to help them with worrying about test scores.</p> <p>Our district has spent endless hours developing a Corrective Action Plan based on issues we can’t correct: The fact that language learning takes time; the population is mobile; we are testing the same kids each year.</p>	<p>GC: General concern: stress on the system to implement all the things we are implementing/ESSA implementation/assessments that educators have to do, or leaving the plan too flexible/open to local control.</p> <p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p> <p>4.GC.EL: General concern about accountability and what this means for</p>

		<p>subgroups – English Learners.</p> <p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p> <p>6.S-EC: Support quality Early Childhood/Preschool programs (specifically for ELL)</p> <p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p> <p>6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs. (specifically for ELL)</p>
FLT	<p>Consider: “Level the playing field.” If this is one of the fundamental purposes of the ESSA, I encourage the Iowa Department of Education to look at the <u>School Library</u>—its instructional program resources (print in digital), its services—and its impact on the academic culture of the school. School districts should be <u>held accountable</u> for enhancing Library programs, and <u>provided resources</u> to in act their enhancements to create and maintain library programs (staffing, resources, and services). Grade schools have good school libraries. Grade school library program support and enhance good teaching and deepened learning.</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
FLT	<ol style="list-style-type: none"> 1. Decrease the amount of progress monitoring time per week and return instructional time. 2. Truly build a dashboard of success that includes fine arts, vo-tech, and technology aptitudes and involvement. <p>Consider: More teacher input to plan—As said often, we know the students best, next to parents. Our voice should be larger <u>And</u> make sure a balance of Pre-K—12th staff.</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection</p>

	<p>Our elementary loses 1 ½ hours every week due to across the board intervention in reading. What we really need is more funding for reading specialists to focus effort on the students who need it, so the 1 ½ hours go back to general instruction.</p>	<p>of state/fed law – otherwise not applicable to ESSA). 5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).</p>
FLT	<p>Foundation of language is a predictor of later academic achievement. English—only instruction for preschool students can lead to a “language with” and the state, need/should embrace the idea of bilingual preschools, as all Spanish preschools. Recruit in state with a high percentage of bilingual for teachers? ie. Florida, California, Texas. There are bilingual educators and we need to bring them to Iowa. Our State is becoming more linguistically diverse, and we need to be reaching appropriately. Consider: One in five students in the US speaks a language other than English at home. The state of Iowa is increasingly diverse. There seems to be resistant force whenever the idea of wide-spread bilingualism is presented. There is ample research that shows benefits of bilingualism... to continue to be educational leaders in this country, the state of Iowa should consider “being present” at the table of bilingual education/ bilingual considerations ie, magnet schools for bilingualism would attract monolingual English families in addition to Spanish/ of the language minority families. Many more multilingual teachers also decreases over identification in special education, fosters global citizenship.</p>	<p>6.S-BL: Support bilingual education (in preschool; in school; to support families)</p>
FLT	<p>As an educator, I would <u>LOVE</u> to see Iowa modernize its special education services. I’ve worked grade 9-12 with Special Education in MD, VA, and DC and IA. Most states measure IEP goals on more than a Jamestown reader and “math probes.” We use common/Iowa Core—why aren’t they used in IEP goals to measure growth in these skills-base and areas? Would an option for the district/LEAs for more flexibility impact this? Consider: Concerning the block grants, is the state considering guidelines for how it is used? In particular, so that schools use the funding to maximize impact to a broad base of standards rather than privilege the brightest (such as diverting dollars to more AP classes)? How will the state handles the state movement away from funding public education towards limiting dollars for public schools? Along with antiquate and funding models?</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA). 4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English</p>

		Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education. (specifically, ensure IEP is linked to Iowa Core)
FLT	It is important to educate the whole child. Creativity needs to be cultivated along with the academic. The Fine Arts are so necessary. It facilitates learning in core areas as well as making social opportunities and activity for the students. Consider: Cross-Curricular planning. Less testing required. Encourage multiple career opportunities and let kids enjoy school.	3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used] 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts
FLT	Supplemental education resources are already well developed for students who need extra support and resource at lower levels. There are many TAG and ELP programs in place though not well supported in some schools. Having advanced course work available at the MS, HS, levels allowing and encouraging students with the passion and drive to excel. Many of these programs are scarce. Theatre, Drama, Fine Arts and Music meet the needs of these high level thinkers and creating problem solvers. We need more counselors in schools. Mindfulness in education needs effective education for low SES. Consider: Mandated time at elementary—secondary levels required grade Iowa Core. K-12 certified Art Educators Many of our K-8 art teachers struggle with large classes and short class times. Small budgets and little support. AEI would love to see Iowa Core added to DOE, however we worry that it is impossible to implement any core standards/curriculum (Guidance Counselors) successfully with only 30 days of art in 30 minute classes. Possibly establish recommendations for contact time with fine	6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts. 6.AC-M: Support all content areas and/or standards across content areas – Music 6.S-SC: Support school counselors, school guidance programs

	arts classes. Students are lacking in problem solving skills, creative thinking and process. The fine arts teach these skills in a way that “core” subjects do not. To be self-guiding and have the intrinsic value to persist to create and present high quality work is a skill our students and culture are lacking. They need less time in front of a computer more time hands on. Without the answers given to them.	
FLT	Please consider creating robust community focused career exploration programs that focus on soft skill development and career preparedness. We have an opportunity to educate the next generation on potential, creative job options. Consider: Students with disabilities should be linked with at least 1 paid employment opportunity before graduation. Without these experiences guided by classroom instruction students are not as successful.	6.B: Promote business interactions with schools/students and/or career exploration programs (e.g., tours, visits, career exploration for students, how to prepare for the workforce)
FLT	Encourage creativity in all content areas. We do not need a creativity class but do need teachers in content areas to be creative and encourage students to think “outside the box”. Consider: There is no “silver bullet” for education. But there are as many ways as we can think of to achieve the same thing. And every student is different and each comes from a variety of different back grounds and cultures. The school board member just talked about what is important. Right on!	D: Iowa is becoming more diverse; keep in mind the resources needed to support students, families and educators.
FLT	To ensure that local boards are not united by the plan to have local control. To ensure that title finds are supplemental intent and not supplant. We need to ensure dollars are used to target our population in every building. Consider: Part of the plan <u>should</u> include revising the teacher evaluation plan. Please consider using Danielson Framework and provide training. Especially because of the assessment component. The current teacher evaluation plan is not fostering better instruction. We need targets that are more definitive	F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds. SS: Concern regarding supplement not supplant decisions- use funds as intended. 5.EE: Develop a new educator evaluation plan or system – consider how to evaluate different educators in their roles [e.g., school counselors evaluated by other school counselors].

FLT	<p>The opportunity to use Title I and Title II funding for Gifted students! Title II <u>MUST</u> use dollars to address Gifted Students! Ensure districts are adhering to the funding requirement/regulations for GT. Consider: How is it possible/acceptable for Gifted Coordinators to have <u>NO</u> training or experience to oversee and make decisions for GT programs?? <u>This should be required!</u> <u>QUIT IGNORING OUR HIGHEST ABILITY STUDENTS!!</u></p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented. 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented</p>
FLT	<p>Make sure ESSA does not turn out like “Race to the Top”. Continue to keep track of all stakeholders allowed to give MORE than “input” or “comment” Consider: Flexibility when attempting to meet standards, such as NGSS.</p>	<p>B: Caution to not make the plan too big/like “Race to the top”/too focused on accountability/rush to get it done and lose focus on students. F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p>
FLT	<p>Move beyond the factory model of education. Don’t rely solely on standardized testing. Customize education to kids, not fitting kids into boxes.</p>	<p>B: Caution to not make the plan too big/like “Race to the top”/too focused on accountability/rush to get it done and lose focus on students. 3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p>
FLT	<p>Address dyslexia and the roughly 1 in 5 children who have it. Provide them with <u>Orton-Gillingham</u> based supports. Education is not “one size fits all”.</p>	<p>5.PL-R: Support effective Professional Learning for</p>

		educators [and describe what it looks like]– Reading.
FLT	Consider: As you consider how to implement and measure challenging academic standards I would like to remind you that licensed school teacher librarians are trained specifically to help student achieve the goals of the Iowa Core Standards. Teacher librarians teach research and evaluation skill every day. We teach students methods to evaluate the resources found on the internet and centralized, curriculum-aligned library with an extensive range of print and non-print materials can provide the resources to achieve the Iowa Core Standards. No classroom library can meet the needs of a population of students reading from the 2 nd grade reading level to college level in several different languages. A classroom library would also not be able to provide the variety of informational sources required by the Iowa Core Standards. To meet the needs of ELL students many resources must be translated to different languages, and some students reading use online data bases that provide information in many language and have the capability to read the information aloud. Consider: Providing the digital and print resources needed to achieve the goals of the Iowa Core Standards is costly. I urge IDOE to utilize federal Title monies like the Innovate Approaches to Literacy grant to help schools fully realize the academic gains of an effective school library program. Title funds will allow teacher librarians to help implement challenging academic standards across the curriculum.	6.S-L: Support strong libraries/library programs; and effective, certified librarians.
FLT	Research shows that adequately stocked school libraries, professional teacher librarians, and strong library curriculum/programs increase student reading achievement. Libraries are more than a room with books, even though access to a wide variety of literature is imperative to reading success. Teacher librarians and strong library programs teach students valuable research skills such as finding reliable sources, assessing the reliability valuable collaborators in integrating technology into classroom instruction. Teacher librarians also provide valuable professional development opportunities for teachers. I encourage the Department of Education to include provisions and funding for school libraries and teacher librarians	6.S-L: Support strong libraries/library programs; and effective, certified librarians.
FLT	The opportunity to reduce duplicity in statewide testing and potentially create a system of yearly assessment that does not rely on a single statewide test. The opportunity to set accountability standards based on additional measures (not just student achievement)—specifically college and career readiness and school climate. Consider: The vital role that professional school counselors play in support student growth and achievement both inside and outside if the classroom, especially through the implementation of the ASCA Nahond Model/Mindsets and Behaviors for student success.	4.M-ACT. Establish measures for reporting and accountability that include ACT, SAT, college and career ready and/or AP. 4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical

		assessments (e.g., portfolios, performance) - support for the 4 th measure – student engagement, parent engagement, conditions for learning, culture/climate. 6.S-SC: Support school counselors, school guidance programs
FLT	One of the biggest opportunities we have is to get rid of the over size fits all regulations and requirements. By allowing schools to have flexibility in how they assess students, we will be empowering them to help their students succeed in ways that may be different from other districts. Cooperation among and between districts will provide great opportunities, too. Finally because so many school districts have chosen. Consider: School library programs are critical to providing equity for students in terms of access to information, literature and technology. Studies have repeatedly shown that schools with a certified, effective school librarian have higher student achievement than those without. Schools need a fulltime librarian on site daily—not an associate and not in a “shared among x number of schools” type of situation. You have the potential to make a huge improvement in student achievement by recognizing the importance of school libraries and school to cut library budgets and staffing (to the detriment of their students) including teacher librarians in the Iowa code is <u>so</u> , <u>so</u> important. All students need a fulltime certified teacher librarian in their schools—just as much as they need a school nurse and a guidance counselor. Librarians I hope that you will take advantage of this fantastic opportunity.	3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used] 6.ECoI: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students. 6.S-L: Support strong libraries/library programs; and effective, certified librarians.
FLT	We need to use this opportunity to rebalance K-12 education so that the whole child receives support. In particular, all disciplines need to be included in the curriculum with better equity. Social Studies has been side lined in the federal legislation (NCLB) with an enormously negative effect. Instruction time at the elementary level has been drastically reduced and scheduled with an attitude of “if we have time.” Consider: How can we encourage schools to rethink the structure of the schools and the curriculum to encourage more inter-disciplinary work and to better provide opportunities for real world problem-solving and critical thinking? How can we break down the discipline silos and 7 or 8 period day at the secondary level? Yet the value of Social Studies is significant in numerous ways. At its heart is the development of good citizenship, with the ability to make informed decisions and to engage in Civil dialogue to address issues of the public good. In an increasingly interconnected and interdependent world, the social studies provides the knowledge and skills that will allow our children to be successful	RT: Take this opportunity to rethink education completely 6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].

	<p>in this changing world. And high quality social studies instruction is good for developing literacy skills as well as critical thinking. For example, social studies instruction provides a significant percentage of tier 2 academic vocabulary. To diminish social studies education makes the teaching of literacy more difficult.</p>	<p>6.AC-SS: Support all content areas and/or standards across content areas – Social Studies</p>
<p>FLT</p>	<p>Two points associated with ESSA stand out as related to my own experiences as a K-7 teacher librarian: School interventions and standards. In 2013 the National Center for Literacy Education (NCLE) reported that when school librarians are highly involved leaders in their buildings, they play a critical role through consistent and sustained collaboration with other educators. In my work with my K-7 colleagues, I have collaborated with grade-level classroom teachers to work with students on variety of skills: dictionary usage, research skills, evaluation of print and non-print resources, technology usage and implementation, reading comprehension strategies, copyright and plagiarism recognition, and library skills. Also related to school interventions, significant new Title funding is becoming available through ESSA that would, if applied for and put to work by IDOE and AEAs, allow licensed librarians to focus on school improvement not only through this kind of direct student contact but also through professional development for all faculty members on information literacy and resources, instructional technology, and more. Finally, evidence from study after study shows that the presence of an effective school library program and a certified school librarian positively affect all aspects of student achievement. I not only see how my own interventions work related ESSA; indeed, my curriculum directly connects as well. Licensed school librarians like me teach research and evaluation skills every day using both print and non-print resources. Only a centralized, curriculum-aligned school library program with an extensive range of these materials can provide the differentiated and diverse reading and listening environment necessary to achieve the Iowa Core Standards. In my own work, I support grade-level classroom teachers with standards work in these areas:</p> <ul style="list-style-type: none"> • Reading and interpreting prose and poetry; reading and interpreting fables, folktales, and myths • Similarities and differences between and among texts • Main ideas and key details • Asking and answering text-dependent questions • Retelling text, including key details • Identifying characters, setting, and major events in text • Comparing and contrasting • Using research-based reading comprehension strategies 	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>

	<ul style="list-style-type: none"> • Using text features • Interpreting and explaining information • Author and illustrator • Explaining the relationship between illustrations and written text <p>Consider: Because of my own personal experiences as a K-7 teacher librarian, I ask that you consider the importance of including school librarians and effective school library programs in the state’s ESSA implementation plan.</p>	
FLT	<p>Continued emphasis on student achievement using data, but without punitive measures. NCLB improved our focus on subgroups rather than overall averages and this has good measure achievement of students with disabilities and English Language Learners. Consider: Emphasis on difficult to measure but important 21st Century skills and universal constructs. What action will be required by our legislature and how can we encourage that? Be cautious with the funding implications of changes to Block grants, Title III for rural schools. How do we accurately measure achievement and identify lowest 5% of schools?</p>	<p>3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p> <p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p>
FLT	<p>Consider: In our district’s visions a piece on the responsibilities of family’s <u>needs</u> to be included. Attendance, involvement, etc., etc. This is <u>key</u> to success of all learners.</p>	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p>

FLT	Rights for students to be educated as a <u>whole</u> child—fine arts, music, social studies, science, reading, math, 21 st Century skills. We will be able to view students as students again instead of just numbers. Consider: Be careful not to over-assess students—I am still concerned about how the ELI legislation, Differentiated Accountability and ESSA will fit together.	A: Align ESSA with other efforts in Iowa/state law. 6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].
FLT	Consider: Make sure that all requirements of the plan are fully funded—no additional mandates that cause further financial issues for schools.	F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.
FLT	Iowa Tier very frustrating—doesn't work. Consider: Is there any part of this being taught in teacher education programs in colleges. Is standard based grading beneficial to college bound students/ work life? They don't get a second chance in college. On a job—get one chance. PK—is really necessary to progress monitor on a weekly basis—when should they teach. Trust teachers—if they aren't doing what is needed for students—administrators need to have “fierce conversations” on their performance.	OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).
FLT	Educational Media Consultant and former School Librarian for 33 years. I'm here to encourage the Department of Education to include funding for teacher librarians and school library programs in your ESSA Implementation Plan. I believe funding these positions and programs will help Iowa students by preparing them for employment and college. Teacher Librarians enrich the learning experiences of students by knowing how to select resources and implement their use. Teacher Librarians work with teachers to plan curriculum and deliver instructional units. When schools have full time to collaborate with teachers, and to promote the joy of reading. Teacher Librarians are instructors that help integrate technology, teach research skills, instruct in the evaluation of resources, and select appropriate materials for library collections that best meet the needs of their schools. They encourage reading in a variety of ways which include displays of books, reading contests, and reading advisory as they help	6.S-L: Support strong libraries/library programs; and effective, certified librarians.

	students find books. School with strong school library programs have students who are better prepared for college and the work force. That is why I encourage you to look at new and extended sources of federal money. This could come by including federal funds—including Title II and Title IV monies for libraries—in you ESSA Implementation Plan. Consider: I’m asking that you please consider this as you develop your plans.	
FLT	Early childhood: more specifically those things—High quality early childhood programs with highly qualified teachers who are skilled interventionist. EL monies being accessible to Early Childhood programs who demonstrate need with data. Equitable early childhood access to all stakeholders across the state. Adequate funding for school districts to administer high quality assessments that inform instruction and intervention steps. Consider: EL support that is explicit and not “lost” in Title I and Title III and Title I “merge”. Support of “true implementation” of MTSS to meet <u>ALL</u> learners’ needs through strong universal instruction, challenging intervention for all (From a medial to extension and in between) and intensive intervention in literacy, numeracy, and behavior.	<p>3.F: Concern about funds to support assessments</p> <p>3.I: Establish assessments to impact efficacy of instruction for all students</p> <p>4.GC.EL: General concern about accountability and what this means for subgroups – English Learners.</p> <p>6.S-EC: Support quality Early Childhood/Preschool programs</p>
FLT	ESSA includes the “arts” as a component of a well-rounded education. Would this not be a great time for Iowa to adopt the National Core Arts Standards released in 2014?	6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts
FLT	My thoughts go to STEM, technology importance, funds for AEA’s to support LEA’s. How does Smarter Balanced Assessment come into ESSA? Consider: I think to the Iowa TIER program and having funds available to fully support this initiative and other new opportunities.	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p> <p>6.AC-STEM: Support all content areas and/or standards across content</p>

		<p>areas – Science, Technology, Engineering and Mathematics.</p>
<p>FLT</p>	<p>Parent engagement. Community support. Nutrition-health- afterschool programs for those who need. Nurses in each school. Standardized tests no more than 51% to show growth. Small class sizes especially title and ELL populations. Adequate individual planning time for teachers to meet student needs. Adequate materials, paraprofessional support in classrooms – learning opportunities begin by age 4. Basic skills are part of education need to inspire students’ natural curiosity and desire to learn. Consider: Encourage creativity, well-rounded to include arts, PE, and music. More 1 on 1 attention – small class size. School should be place where discovery happens – no bubble test can measure student curiosity. Schools shape children’s future must instill life long learners, foster creativity and teach critical thinking skills. As trusted professionals, educators-classroom teachers are best equipped to be at the table to make school and classroom decisions to ensure student success. Too much focus on standard tests – take up valuable learning time. Large class sizes allow students to slip through cracks – dropout or graduate unprepared. Schools in poor communities lack funding and resources needed to teach our children well. Success shouldn’t depend on the zip code children live in. Too much focus on reading and math. Need to integrate STEM sciences, critical thinking, problem-solving. Instructional coaches are nice- need to balance with input from classroom teachers – who work daily with student and family needs, mental health issues, etc., Thank you for having a hearing in Sioux City.</p>	<p>F: Include or promote state and/or local flexibility within the plan, including equity and/or flexibility in funds. SC: Continue to support small class sizes. 2.CF: Establish effective community and/or family engagement/ partnerships. 2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc. 4.G: Establish a growth model using Iowa’s outcome assessment for accountability purposes. 5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.PL: Support effective Professional Learning for educators 6.AC-FA: Support all content areas and/or standards</p>

		<p>across content areas – Fine Arts.</p> <p>6.AC-M: Support all content areas and/or standards across content areas – Music</p> <p>6.S-N: Support school nurses.</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p> <p>6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics.</p>
FLT	<p>Make TAG a bigger priority for students. Make mental health services available to all students. I have 2 children 2nd grade and 5th grade that have mental health issues that cause the teachers significant time. Our school had a behavior room and that was closed. Yoga should be part of the daily routine. Consider: The TAG program needs to be expanded. Our children’s TAG get approx. 2 hours of TAG time. For these kids it is not enough time.</p>	<p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented</p> <p>6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
FLT	<p>TAG is not a treat. It is TREATMENT. But they are only getting services a small amount of time per week because teachers don’t have training – they think these students are set. But they’re wasting away during the day in their classes – or causing problems – taking teacher’s time away from instruction. THANKFUL teachers get training on sub populations like ELL, sped, poverty – NONE get training on giftedness. USE of Title I funds for giftedness training! So teachers understand the challenges these students face and how to meet their needs. Mental health partnerships further developed! Consider: There is a fine line between TOO much state control and not. I feel like sometimes, though, there are people all over the state “recreating the wheel” and doing the SAME work too....So much support from the state as possible. The state</p>	<p>3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p> <p>5.PL-GT: Support effective Professional Learning for educators [and describe</p>

	<p>of Ohio – is there a reason our state/AEA sites can't be as RICH with resources and support as Ohio's? Maybe there's a good reason, but I feel it would be a much better use of dollars rather than having so many doing the same work. (The teacher librarians: aren't there others trained in the skills that librarian was mentioning? I feel it could be wrapped into teacher training from TLC leaders who are the content experts to get the teachers resources? The test we use....I do wonder if there's a better type of test to use – especially one that doesn't have a cap – can go as high as the student is able)</p>	<p>what it looks like]– Gifted and Talented. 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented 6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
FLT	<p>Moving Title III into Title I. Currently the Title III department at the IADE is the most compliant-based bureaucratic process being imposed on school systems in Iowa. Flexibility in Title III will be welcomed and celebrated. We need to be able to use Title III funds to hire teachers and pay for required testing. Consider: There is a great opportunity before us. The tone of the plan will dictate the response of school districts to the plan. I'm relieved to see there will be flexibility; I hope that actually happens. I would encourage the state to seriously consider including the option for districts to use ACT or SAT tests.</p>	<p>F: Include or promote state and/or local flexibility within the plan, including equity and/or flexibility in funds. 4.M-ACT. Establish measures for reporting and accountability that include ACT, SAT, college and career ready and/or AP.</p>
FLT	<p>Every zip code needs equal funding. Better funding formula – Sioux City has low funding. Too much \$ testing costs a lot! Preschool education for all children. Smaller class sizes need to happen – we have 38-39 students – too high. Nurses in every school or with a reasonable and safe ratio. School counselors in every school or at least to the recommended ratio from ASCA 1:250 ratio. Adequate special education funding. Less “over-testing” of our students – more emphasis on whole child education. Consider: Emphasis on: music, art, PE, technology, library science, world language, career and technical education, mental health resources (school counselors, etc). Access to advanced placement classes, meaningful PD and collaboration and opportunities or teacher leadership.</p>	<p>F: Include or promote state and/or local flexibility within the plan, including equity and/or flexibility in funds. SC: Continue to support small class sizes. SF: Provide adequate special education funding. 3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p>

		<p>5.PL: Support effective Professional Learning for educators</p> <p>6.AC-AP: Support access to AP courses for students.</p> <p>6.AC-CTE: Support all content areas and/or standards across content areas – Career and Technical Education.</p> <p>6.S-EC: Support quality Early Childhood/Preschool programs.</p> <p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts</p> <p>6.AC-L: Support all content areas and/or standards across content areas – Languages/World Languages.</p> <p>6.AC-M: Support all content areas and/or standards across content areas – Music</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p> <p>6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics.</p> <p>6.S-N: Support school nurses.</p>
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FLT	<p>Equality of funding, instructional/classroom time for all. Curricular-areas and levels of students (sped, TAG, fine arts, differentiated instruction). Inclusion and adoption of Iowa Core Fine Arts. Consider: Student to teacher ration not only in the “regular” / “core area” classrooms but also in the fine arts and exploratory areas. Funding and even support for all “core areas” to include the fine arts areas. Need to look at Iowa Code and providing most qualified instructors and education of fine arts at all levels. Elementary art education by fine arts specialists. STEM-STEAM.</p>	<p>F: Include or promote state and/or local flexibility within the plan, including equity and/or flexibility in funds</p> <p>SC: Continue to support small class sizes.</p> <p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p> <p>6.E-I: Promote equity of instructional opportunity for all students.</p>
FLT	<p>Including a mandate that every school district in the state of Iowa should have a certified school library media specialist (teacher librarian) for every 500 students to help facilitate 21st century skills and implementing reading, digital citizenship and digital literacy lessons between individual students and through collaboration with classroom teachers. Teacher librarians (certified) are qualified individuals trained to work with technology, reading proficiency, and information skills that educate students to be future ready leaders in the community and yet across our districts in Iowa, the idea that one teacher librarian can serve an entire district (or multiple districts) K-12 just not feasible to positively impact student learning across the board. Consider: Placing more of an emphasis on funding educational positions as requirements for districts rather than grants based on positions that take away from contact time with students. Additionally, funding to upgrade library collections to bring them up from an average of 14-19 years old. When students nowadays want the newest series and topics to read about and our non-fiction (true fact) books have information that may be up to 20 years old when new</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>

	<p>innovations are occurring in 5 year spans – we need government funding/grants to help fill those gaps and update our library collections to meet the needs of today’s technology savvy students. To provide funding tied to using teacher librarians (certified) to providing professional development support to other faculty/staff thus utilizing a resource for students and staff two-fold.</p>	
FLT	<p>The biggest opportunities definitely has to include that ESSA gives back control to the states that NCLB took away. NCLB clearly has affected a change that put the focus on struggling students, while other areas have been ignored. ESSA – says success for all students! I am so happy to see that it did not ignore populations such as gifted and talented, fair is not always equal – all students deserve to have school be a place of learning – this includes those whose needs are different. Help teachers learn to differentiate better! Success is different for diverse needs. Consider: Please do not add undue expenses to under-funded schools or undue stress on teachers. The STEM initiative is good in intent, but crazy in cost of materials and difficulties in getting it to students. First tech challenge (for example) puts a price tag so high on everything that even grants can’t touch it. Liked the “practical, reasonable, doable”! Iowa DE does not even have TAG listed at the top tool bar as a choice! Please do not ignore the needs of the population! Mental health – counselors – are needed for elementary. So I hope that the DE will value what can not be tested. Too often noticed parents equated TAG to pullout (1 hour a week or 2 weeks). Pullout is only part of TAG programming. Training and PD will increase teachers’ awareness and abilities to formatively assess and provide appropriate educational learning for all students. FAST shows those who are advanced – good to see the focus on this as well and not just those proficient as formerly. Social skills and fine arts could not be (?) where they were valued in NCLB and the core. Also, creative thinking and problem-solving are essential as a part of the plan. Computer science is essential to be emphasized in planning.</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts. 6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics. 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented. 6.S-SC: Support school counselors, school guidance programs 6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
FLT	<p>Remember Iowa is not monolithic. We’re not all Waukee or West Des Moines. Get Student Voice Involved.</p>	<p>D: Iowa is becoming more diverse; keep in mind the resources needed to support</p>

		<p>students, families and educators.</p> <p>2.T: Include the following voices across the ESSA Teams and/or Advisory: Early Childhood, Students, and representation of wellness [e.g., physical education, health, wellness, nutrition]</p>
ISF [Librarians]	<ul style="list-style-type: none"> • Linkage between IAC Ch12.3(12) and ESSA. Consider: The value of school librarians and teacher librarians as a collaborative member/part of the implementation of ESSA will result in improved student outcomes. • All schools need funded certified teacher librarians and programs in each building for equity purposes. There currently is a lot of inequity between urban and rural schools, which ultimately impacts reading abilities in all content areas. We need to be specifically stated in the ESSA language. LEA's need to be accountable for having these programs. Consider: Remember that certified teacher librarians have the training and access to help all students, all staff, and all programs. By funding full-time certified teacher librarians and programs, you'll get more bang for your buck! • School librarians are essential to student achievement. LEAs need to gain a better understanding of this impact. How to help LEAs understand that teacher librarians have leadership, tech integration, and PD all rolled into one. How do we hold LEAs accountable. Consider: Including accountability with LEAs in regard to ESSA. • Identify certified librarians as teacher leaders. Adopt accountability policies and processes that utilize effective school library programs and school librarians as drivers for success. Consider the absence or presence of effective school library programs, certified school librarians, and "current, relevant library collections" (print and digital) as a way to differentiate between schools, and provide support for programs and positions as a fundable intervention. Include teacher librarians as specialized instructional staff that offer personalized learning experiences for all and impacting the whole child. Consider: Update school library guidelines. Title I-School librarians and access to effective school library programs impact student achievement, digital literacy skills and school climate/culture. Title 	<p>A: Align ESSA with other efforts in Iowa/state law.</p> <p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p> <p>SQ-GTA: Specific questions or comments across the plan that will be address in subsequent guidance or technical assistance.</p> <p>4.M-L: Establish measures for reporting and accountability that include library services/access.</p> <p>5.PL-L: Support effective Professional Learning for educators [and describe what it looks like]– Librarians.</p> <p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>

	<p>II, Part A-School librarians have their learning with other professionals when they attend conferences and workshops, applying the benefits of new techniques, strategies, and technologies to the entire district. Title II, Part B, Subpart 1-School librarians are uniquely suited to lead the effort in applying for competitive grants because of their expertise and access to strong professional learning networks. Title IV, Part A-School librarians increase access to personalized, vigorous learning experiences supported by technology, allowing equitable resources for all students. Title IV, Part B-Expanded library services have a positive impact on student learning and engagement.</p>	
<p>ISF [Counselors]</p>	<ul style="list-style-type: none"> • Social/Emotional Learning programs – support at elementary and MS levels. Career counseling K-12. School Counselor: Student ratios. Access to post-secondary planning, PSEO courses/concurrent enrollment courses, CTE pathways. Equitable. • Include elementary in transitions in all aspects. Mental health, Bullying. Access to elementary. Define difference as of mental health and school counselors. Appropriate ratio/standards. Appropriate mentoring and differentiated PD. Post-secondary. • Thank you for inviting us. • Increased career counseling at PK-12 levels. Transition support for elementary-middle school transition. If counseling staffing happens at the LEA level, where does the funding come from? Trauma informed care training for educators. Required social-emotional instruction by teachers. Definition of ‘school counselor’ in the code. Citizenship and Employability Rubrics/Scales – state defined and used to report student success. DMPS has a rubric, but not tied to standards. • Ideas for required measures: Social-Emotional Learning performance assessment results; School Climate survey results; Attendance (Chronic Absenteeism Advisory council just released recommendation); counselor-student ratio; parent/teacher conference attendance...link the work of school counselors to these outcomes. Thanks for the opportunity! • Career and college counseling is important...the quality systems that help us help students cost quite a bit with no funding attached. Please continue to include us in discussions, we are thankful of this opportunity. School-counselor/student ratio ideally 1:250 so we can support the whole child. Opportunities (funding) specifically for counselors as well as PD such as trauma informed care for teachers. 	<p>SQ-GTA: Specific questions or comments across the plan that will be address in subsequent guidance or technical assistance.</p> <p>2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p> <p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more</p>

	<ul style="list-style-type: none"> Please don't lose sight of the important/critical role that elementary counselors have in supporting all students, career, academic and social-emotional development. K-5 is the foundation and elementary schools often have the worst counselor to student ratios. Here we have schools where elementary counselor-student ratios are 1:610 or more. More clear role definition of school counselors, including appropriate vs not appropriate responsibilities – seeing it as an equal to academics and not an add on. State funding for 1st and 2nd year counselors to be mentored by another counselor (not teacher). Only counselors with teaching licenses qualify for TLC funding. We need this for counselor-mentors who don't have teaching licenses. Thank you for this opportunity! I look forward to more conversations on this as we move forward. 	funds, more planning/collaboration time and/or general comment). 5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed 5.RR: Describe and fund activities specific to recruitment and retention of teachers, ensuring diversity/quality of educators in the field; focus on shortage areas [e.g., deaf/blind/visually impaired, special education, early childhood, gifted and talented, school counselors, etc]. 6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs. 6.S-SC: Support school counselors, school guidance programs
ISF [Well-Rounded]	<ul style="list-style-type: none"> The AYP report now can have multiple measures including student engagement and post-secondary readiness – the arts are a proven way to increase engagement, student attendance and academic achievement, school climate, educator engagement. The arts could be included as an indicator in the accountability plan. 	SQ-GTA: Specific questions or comments across the plan that will be address in subsequent guidance or technical assistance.

	<ul style="list-style-type: none"> • Title I: Accountability Plan. School Quality beyond academics- school health indicator possibility (1) min/week of PE (2) mi/week of moderate-vigorous exercise in PE (3) health ed measure or an assessment tool for PE. PE/Health can be included in accountability, but not exactly towards school improvement measure (just reporting). Title IV – Student support, Academic Enrichment Grants – Safe and Healthy students – Health and PE best way to reach all students (nutrition, bullying, mental health, exercise, healthy choices). Guidance: Funding towards PD/Training, increase in PE/Health class time (teachers). • Social studies and all its disciplines, are cross-cutting and integral to well-rounded education. Social studies can advance comprehensive literacy instruction and support LEAs in meeting/exceeding those metrics. I suggest that the ESSA plan also recognize LEA plan that include the ability to integrate multiple aspects of ESSA to include LEA proposals that align environmental education, STEM and technology. Many social studies disciplines, such as geography, are integral to addressing/solving issues that need well-rounded future experts and leaders: hazards mitigation, homeland security/terrorism, and food security. An understanding of civics is part of 21st century education. To be part of any educated/knowledgeable electorate is critical to this and for those we are graduating from our Iowa schools. Much of the social studies foundation begins in elementary schools....that however has been minimized by ‘pull outs’ on that elementary level. The skills learned in social studies classes (in addition to content related) are those of critical thinking, reading, writing, speaking and listening, social skills, making connections...all necessary for a “well-rounded 21st century education” 	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>4.M-PE: Establish measures for reporting and accountability that include PE/health/wellness metrics.</p> <p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p> <p>6.AC-M: Support all content areas and/or standards across content areas – Music</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness</p> <p>6.AC-SS: Support all content areas and/or standards across content areas – Social Studies</p> <p>6.ECoI: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students.</p>
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ISF [Early Childhood]	<ul style="list-style-type: none"> • Require that any new classrooms in the SWVPP need to partner with a Level 4 or 5 QRIS community-based child care center provider. (This could address a way to incorporate more children into the data system earlier.) We suggest that a focus on low-performing districts be the initial target in the rollout. • Support child care center staff more deliberately when partnering for the service delivery by offering professional development to the staff through the AEA’s system. One existing positive example of this practice is within the Sioux City School District’s program. • Consider ways to lengthen the school day for the SWVPP, either legislatively or other. Strengthening child care partnerships would be a possibility, especially when programs are only offering 10 hours per week. Evidence doesn’t support this short length of time for at-risk populations. Again, a target on low-performing districts is a suggestion. • Regarding monitoring the SVPP programs, we encourage the DE to make a decision. To the public, this has been in limbo for quite some time. It appears to be a capacity issue. Our recommendation is that you consider a phase-in to require programs to meet standards that require another source to monitor: Head Start Standards (if they receiving funding from Head Start), or become NAEYC Accredited. Another option that could be explored is require the programs to be a Level 4 or 5 in the new QRIS system. In the new QRIS program being developed, programs meeting either Head Start Standards or NAEYC Accreditation will be either a Level 4 or 5 most likely. • Either strongly encourage or require a methodology for school districts to target at-risk populations when it isn’t available to ALL parents in a community that wish to have their children be in preschool. • In the next RFP for Shared Visions, focus on lowest performing districts only. 	<p>A: Align ESSA with other efforts in Iowa/state law. EC: Include early childhood intentionally throughout the plan. SQ-GTA: Specific questions or comments across the plan that will be address in subsequent guidance or technical assistance. 2.CF: Establish effective community and/or family engagement/partnerships. 2.T: Include the following voices across the ESSA Teams and/or Advisory: Early Childhood, Students, and representation of wellness [e.g., physical education, health, wellness, nutrition] 4.M-EC: Establish measures for reporting and accountability that include Early Childhood data. 4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate</p>

	<ul style="list-style-type: none"> • If you change the standards for Shared Visions, we encourage you not to go backwards. We suggest programs meet either Head Start standards or NAEYC. If you decide to go to QPPS and monitoring goes to the school improvement process, then we encourage you to close that program and morph existing programs into the SWVPP. We only suggest this because if they go to QPPS, then there really wouldn't be enough to distinguish the programs and have separate administration for those programs. • Recognize that pre-literacy begins at birth. Successful literacy programs for children before school aren't usually operated in a silo. They are infused into the home visiting and parent education programs. A way to support this type of strategy might be to encourage/provide training of improving literacy efforts through this form of delivery. • When thinking about successful strategies in our state, you might want to recognize that Iowa has implemented a credential system for both home visiting and group-based parent education programs for over five years. During the next year, we will begin a competency-based system for both family support directors and staff. • Work closely with area ECI boards in the lowest performing districts to shore up family support services. (Even by a review of all government funding supporting this type of programming, we can only serve approximately 10% of the eligible population; so we already target quite a bit.) • Fund EC-PBIS so access to coaches is available to all ECE settings - perhaps start with the lowest 5% performing districts. There have already been examples shared by many AEA staff about the benefits with a community that implements a continuum PBIS service approach as the child transitions into school-wide PBIS • There is already an existing relationship within PBIS between ECI and DE. PBIS is a comprehensive approach now reaching early care and education home and center settings as well has a curriculum for family support programs. We could research additional strategies both at a state and local level to infuse and expand. • For the ECI needs assessment, we need broader representation from the DE beyond Tom Rendon. A financial investment would be needed if we were to have a contractor or university drill down to the school district level. Again, may need to focus on the lowest 5% first. 	<p>and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>5.PL-EC: Support effective Professional Learning for educators [and describe what it looks like]– Early Childhood.</p> <p>5.PL-IHE: Support effective Professional Learning for educators [and describe how Iowa will work with IHEs]– Institutes of Higher Education.</p> <p>5.PL-SE: Support effective Professional Learning for educators [and describe what it looks like]– Special Education.</p> <p>6.ECoI: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students.</p> <p>6.S-EC: Support quality Early Childhood/Preschool programs.</p> <p>6.S-MH: Support quality programs to help schools/educators to work with students/families with</p>
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<ul style="list-style-type: none"> • When thinking about the Student Identifier, we support expanding the data gathered from early childhood program experiences. We previously identified a partnership with child care centers and SVPP, but there lots of possibilities to explore once again. We would be glad to be a part of the conversations. • We are coordinating conversations regarding a Coordinated Data Integration program or pilot. Your Agency Director will be receiving an invitation to be a part of a conversation to further brainstorm options. For example, a strength in Iowa is that family support programs operated within the DE, IDPH and IDOM are now using the same data system for data entry, We are currently working on a short report that highlights this partnership with some sharing of data gathered from all the programs across the state. • Continue to align with HS and CCDBG to avoid conflicting policies and practices. If you need a few specific ideas, we'd be glad to coordinate a meeting for all interested parties. • When there is an IEP or IFSP, develop policies that encourage open conversation of child care providers to be included in the process. • We think you identified this in the ppt., but we encourage you to utilize the Career Pathways website for professional development and education options. DHS will be aligning with this and we will be incorporating into the new QRIS and the child care training registry as an available tool for ECE providers. This is a strong example of public private partnership. • To support young children, in poverty, and in the lowest 5% performing districts expand HS and EHS. • At this time, we don't plan to provide input regarding the Institutes of Higher Education as we believe Barb Merrill will be descriptive. You stated you had a good response from UNI when you held a forum in the Waterloo area. Strive to get solid input from the other IHE's in the other part of the state. Has the community college Early Childhood Alliance provided input? • Work with IDPH, and explore financially support, CCNC services to better ensure the inclusion of children with special health needs in the ECE environment of the parents' choice. • Develop parent engagement training opportunities for PK - 3 teachers. An example would be "Journeys of Hope and Courage" 	<p>social-emotional-behavioral, mental health needs.</p>
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- Please set the standard for partnering w/families by including them in your work on this in the following ways: Bring families to all task forces and advisory groups. Organizations like ASK, Family Policy center, Head start offer professional who work w/families and represent them; Look for educators and administrators who can serve in roles on those groups (Admin & parent of X); Ensure community base standards are partnered w/ and supported to assist in bringing families along. It will proved credibility & objectivity to the conversation in the eyes of families; Ensure there are strong regulations to address dos & don'ts & procedural safe guards. Mirroring IDEA safeguards provides the best standards for equity for families when dis regarding student occur; What is family engagement – What is time out – What is seclusion or suspension – Families need to be empowered to work with schools and know what high expectations should look like; Intentionally bring this work to families in their own forums to provide feedback; Consider new way to teach/train (at foundational levels) teachers & parent @ the same time using the same language; Follow and utilize the work of SPDG family strand as a basis for family professional partnerships; Continue to work on embedding MTSS and address misconceptions that IDEA evaluations cannot occur until after “intervention” are tried. Many schools still think that may. We need to identify @ all levels early and often; Support identified kids already in daycare remaining there vs. hanging to move to AEA Daycare.
- Most of our most needy are not in SVPP, Head Start, etc. They are from immigrant families. They might be in child care. They have families who can't get their act together to even enroll in Head Start. But they will attend K-12; DLL not ESL for birth to age 8. Bilingualism; It's not just about reading. Assessments for pre-k and k should be developmental; how can you leverage other mandates- IDEA? CCDBG? Accreditation of higher education; to really strengthen Iowa's ESSA app; Use assessment that looks at whole child; How can you better include “community base child care” language and family support” language; Can we encourage higher Ed to earn CAEP (4 yr. teacher education programs) and ECADA (com. college ECE Programs) Accreditation for articulation.
- More emphasis on prevention – preschool used for Title I; Use early childhood expertise on workgroups; Add early childhood expertise to year statewide advisory council; Joint training for Early Childhood professionals; Use Title II funds training for principles on early childhood education/dev.

	<ul style="list-style-type: none"> • Continue to focus on growth & not always proficiency; Keep strong focus on that family piece as that is how kids can continue to be support after leaving an early childhood program; Family input; Communication of monitoring process for QPPS (sound like is being considered). • Define Early Childhood as starting at birth & focusing on 0-3/0-5 programs and services; making sure that children who are functioning beyond age/grade level are able to access ELP/TAG resources to continue to help them grow & develop; barriers – “Gaps” in eligibility for programs; For example, a child who may be at risk or slightly delayed (but not enough for EC SE services) with a birthdate after Sept. 15 may have to wait almost a year to be able to enroll in classroom based head start, or almost 2 years for UPK. These children continue to fall behind; Lack of services level example. “Speech only “IEP does not get ECSE classroom services. Other developmental area are not being mentioned & may be falling behind; how is special education ensured to always be “special”? If all or most programs are integrated, how is differentiated instruction being put into place for the children who are the most delayed? 	
Email	I've been talking with a few people, especially UEN folks, regarding the need to have a report card with metrics defined in the state plan. Have you considered a measure of the number of students who are bilingual? This kind of measure would give kudos two ways; 1) to those districts that are providing courses and encouragement for our students who speak English as their primary language and learn a foreign language. 2) to those districts with a significant number of immigrants and non-English-speaking students who come to Iowa proficient in their home language and then gain English proficiency. This kind of metric would celebrate Iowa's changing demographics and the best of collective work	4.M-BL: Establish measures for reporting and accountability that include the number of students who are bilingual.
Email	I am pleased with the ESSA draft. Inclusion of social-emotional-behavioral measurements, in addition to the academic measurements is a good thing. Under Section 4: ACCOUNTABILITY, SUPPORT, AND IMPROVEMENT FOR SCHOOLS, I would encourage the ESSA team to consider rethinking the weighting specific to Conditions for Learning. The learning environment, positive relationships for students, and safe schools for kids and teachers are integral to producing well - rounded, healthy citizens. Please consider increasing the LEVEL to at least 2 for Conditions for Learning and increase the WEIGHT to .95 for Conditions for Learning.	OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated. 4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios,

		<p>performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p>
Email	<p>Students must be healthy to be good learners. Childhood obesity is a serious problem in the United States putting kids at risk for poor health. According to the Centers for Disease Control and Prevention:</p> <ul style="list-style-type: none"> • The prevalence of obesity has remained fairly stable at about 17% and affects about 12.7 million children and adolescents. • The prevalence of obesity was higher among Hispanics (21.9%) and non-Hispanic blacks (19.5%) than among non-Hispanic whites (14.7%). • The prevalence of obesity was lower in non-Hispanic Asian youth (8.6%) than in youth who were non-Hispanic white, non-Hispanic black, or Hispanic. • The prevalence of obesity was 8.9% among 2- to 5-year-olds compared with 17.5% of 6- to 11-year-olds and 20.5% of 12- to 19-year-olds. Childhood obesity is also more common among certain populations. <p>Research has shown that participating in physical activity and physical education is a critical strategy for reducing childhood obesity and improving adolescent health. In addition, it improves student attendance, participation and enthusiasm for other academic subjects and motivation to learn, and reduces discipline referrals.</p> <p>ESSA specifically identifies the need for a well-rounded education which includes school health and physical education. For health professionals this is a critical opportunity to put health on a level playing field with other academic subjects. Inclusion of health and physical education in Iowa’s ESSA plan is essential because school health, physical education and physical activity</p>	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>2.T: Include the following voices across the ESSA Teams and/or Advisory: Early Childhood, Students, and representation of wellness [e.g., physical education, health, wellness, nutrition]</p> <p>4.M-PE: Establish measures for reporting and accountability that include PE/health/wellness metrics.</p> <p>5.PL-PE: Support effective Professional Learning for educators [and describe what it looks like]– PE, health, wellness.</p> <p>6.AC-PE: Support all content areas and/or standards</p>

<p>programs will have access to significant funding under Title IV of ESSA. Block grants will be distributed to states under the Safe and Healthy Students program. School districts and schools will apply to their state department of education for funding for a wide range of safety, health and school-climate programs, to include health education and physical education. Funding previously allocated to school districts through the Carol M. White Physical Education Program (PEP grant) from the U.S. Department of Education will no longer exist. The funding available in the block grants through Title IV will replace the PEP grant funding.</p> <p>Section 2: Consultation and Performance Management Encourage involvement from public health including Iowa Department of Public Health (IDPH) nutrition and physical activity consultants and local public health. Additionally, involve expert organizations including the Iowa Chapter of the Academy of Nutrition and Dietetics, the Iowa Association of Health, Physical Education and Dance, the American Heart Association and the Healthiest State Initiative.</p> <p>Section 3: Academic Assessments Encourage inclusion of a health and physical education curriculum throughout the grade levels.</p> <p>Section 4: Accountability, Support, and Improvement for Schools Consider the impact the school environment has on the health of the child. A healthy school nutrition environment includes multiple elements: access to healthy and appealing foods and beverages available to students in school meals, vending machines, school stores, à la carte lines in the cafeteria, fundraisers, and classroom parties; consistent messages about food and healthy eating, and the opportunities students have to learn about healthy eating. Additionally, take into account if the school environment encourages physical activity by safely allowing students to walk and bike to school, creating adequate places to play during recess, having adequate facilities for physical education, and incorporating physical activity into the classroom. The CDC’s School Health Index is an excellent tool for assessing and giving recommendations to improve the school health environment. Consider information within county level Community Health Needs Assessments and Health Improvement Plans (CHNA & HIP).</p> <p>Section 6: Supporting All Students Consider adding physical education to the Iowa Core Standards. School health and physical education are identified as part of a student’s “well-rounded” education consider strategies focused on health and physical education as components of Iowa student’s well-rounded education.</p> <p>Appendix C: Working Groups Representatives from the Iowa Department of Public Health should be included in Expert Groups, especially in the areas of health, nutrition and physical education. Expert groups</p>	<p>across content areas – Physical Education, health, wellness.</p> <p>6.S-May: Support the “mays” through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.</p>
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	<p>should also include Shea Cook, DOE School Health Consultant, as well as local school nurses, counselors, and physical education staff.</p> <p>Other: Consider adding physical activity and physical education to the state report card.</p>	
	<p>Section 2: Consultation and Performance Management Encourage involvement from public health (including Iowa Department of Public Health (IDPH) and local public health) and community-based health partners such as Title V Maternal and Child and Adolescent Health agencies. Also partner with Early Childhood Iowa. Involve Child Care Nurse Consultants who work with community child care businesses.</p> <p>Section 3: Academic Assessments Encourage inclusion of a robust health curriculum throughout the grade levels with focus on wellness and prevention. Promote annual well child exams for children and youth.</p> <p>Section 4: Accountability, Support, and Improvement for Schools Percent of youth with positive adult in their life. We know this is an important factor in academic and future success. Consider information within county level Community Health Needs Assessments and Health Improvement Plans (CHNA & HIP).</p> <p>Section 6: Supporting All Students Page 69, Encourage DOE to implement Project Based Learning as a strategy to support the continuum of the students' education. Page 72, Resource toolkits should include: Understanding Healthy Relationships, Understanding Adolescent Development, and Positive Youth Development. Students must be healthy to be good learners. Emphasize the whole child – physical health and mental/social/emotional/behavioral health. Strengthen the school health component by supporting school nurses in every building with responsibilities at reasonable levels (such as 1 nurse for 750 students or fewer). Support reasonable school counselor to student ratios for all ages including elementary (1:250).</p> <p>Section 5.2: Support For Educators Page 64, Partner with IDPH state staff to identify and assist with professional development ideas and contacts for faculty and staff on topics including but not limited to: social determinants of health, adverse childhood experiences (ACEs), adolescent development, and substance usage and trends specific to adolescents.-----Adolescence is a critical period in the life span and provides opportunities to positively influence their health behaviors for better health outcomes. Knowledge of adolescent development empowers people who live and/or work with youth to help advance and support their positive development. It allows us to approach and engage youth with compassion and understanding.</p> <p>Appendix C: Working Groups</p>	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>2.T: Include the following voices across the ESSA Teams and/or Advisory: Early Childhood, Students, and representation of wellness [e.g., physical education, health, wellness, nutrition]</p> <p>4.M-PE: Establish measures for reporting and accountability that include PE/health/wellness metrics.</p> <p>5.PL-PE: Support effective Professional Learning for educators [and describe what it looks like]– PE, health, wellness.</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p> <p>6.S-SC: Support school counselors, school guidance programs</p> <p>6.S-May: Support the “mays” through blockgrants, or some sort of state supported</p>

	<p>Representatives from the Iowa Department of Public Health should be included in Expert Groups, especially in the area of Early Childhood, health, and physical education. Expert groups should also include Melissa Walker, School Health Consultant, as well as local school nurses, counselors, and physical education staff.</p>	<p>funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.</p>
<p>Email</p>	<p>Plan overview: Appoint members from the health and public health community to the ESSA Advisory Committee (p. 27). Include school nurses, counselors, and therapists at the state and local level to the stakeholder group “teachers, principals...and organizations representing such individuals” (p.28). Stakeholder groups, internal work teams, the advisory committee, and leadership express commitment to “keep first and foremost in our work that everything we do is to increase student outcomes and success” (p.32). It is critical that Iowa put education policies into place that connect health and learning. The link between health and learning is clear: healthy, active and well-nourished children are more likely to attend school, be ready to learn and stay engaged in class as documented on the Iowa Department of Education website. As this link between health and learning is not established in the work to date, additional feedback and evaluation of the process and plan may be needed.</p> <p>Identification for Supports (p.19) & Section 4 Accountability, Support, and Improvement for Schools (p. 46-59): <u>Recommendation 1: Incorporate health measures under the new student engagement and school climate indicators.</u> Under ESSA, indicators now include student engagement and school climate, which could include data related to health and physical activity. Iowa can take a comprehensive approach to developing the state plan by using the different elements to support each other. Carefully crafted indicators related to student mental health, school connectedness, and student-staff relationships could help schools and the state prevent substance abuse, suicide, bullying, and chronic absenteeism by promoting universal and early mental health interventions, and self-care. Create a state accountability measure that requires schools to maintain healthy and safe school environments to address safe built environments, traffic safety including school owned, operated or contracted vehicles, safe outdoor play spaces for all children PK-12th grade, clean air, safe chemical use and storage, drowning prevention, etc. State assessments that ensure school districts are offering a well-rounded education by monitoring student achievement on standards in health education, student access to an annual comprehensive health maintenance exam, medical and dental home, PE, and social and emotional learning. Conduct needs assessments that consider health and wellness, and identify evidence-based policies, practices</p>	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance. 2.T: Include the following voices across the ESSA Teams and/or Advisory: Early Childhood, Students, and representation of wellness [e.g., physical education, health, wellness, nutrition] 4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate. 4.M-PE: Establish measures for reporting and accountability that include PE/health/wellness metrics. 5.PL-PE: Support effective Professional Learning for educators [and describe</p>

<p>and programs that lead to learning readiness and school improvement. Provide a professional development program that equips educators to better meet the needs of the whole child.</p> <p>The Every Student Succeeds Act (ESSA) recognizes the need for schools to support the whole child and specifically acknowledges the importance of health and wellness in supporting learning and academic achievement. It is critical that Iowa utilize this opportunity for more flexibility to put education policies into place that connect health and learning. The link between health and learning is clear: healthy, active and well-nourished children are more likely to attend school, be ready to learn and stay engaged in class as documented on the Iowa Department of Education website. Many students come to school with at least one health problem that hinders their ability to learn. According to the U.S. Centers for Disease Control and Prevention (CDC), the incidence of chronic diseases has doubled among children over the past several decades. These conditions affect students' abilities to learn and succeed at school. They also affect students' long-term health outcomes: students who achieve success in school are more likely to achieve better health over their lifetime. This challenge is especially critical in light of Iowa's disparities in health and education. Low income students and students of color are at increased risk of health problems that hinder learning. These students are also more likely to attend Schools in Need of Improvement (SINA), have less access to activities and enrichment opportunities outside the school day. These same children are more likely to live in unhealthy environments, and to be chronically absent. Unless we address these disparities in health status and school environments, efforts to close the education achievement gap will fall short. All students should have access to highly effective health and physical education programs to support their academic achievement, physical and mental health, and social and emotional learning and development.</p> <p>The inclusion of school health and physical education as part of a well-rounded education is not a mandate. IDOE and school districts will set the guidelines for instruction time and graduation requirements in Iowa. As part of the well-rounded education definition in ESSA, health and physical education are now eligible uses of funds allocated for Title I, Title II, Title IV Part A - Student Support and Academic Enrichment Block Grants and Title IV Part B - 21st Century Community Learning Centers Grants. Designation as part of a well-rounded education makes health and physical education allowable uses of federal education dollars and it shows that the federal government is strongly encouraging states to prioritize and include these subjects as part of a student's overall curriculum. However, health and physical education programs will be competing for Title I, Title II, and Title IV funding with many other subjects and priorities in Iowa.</p>	<p>what it looks like]— PE, health, wellness.</p> <p>5.TLC: Describe how TLC provides the structure for educator support; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p> <p>6.S-SC: Support school counselors, school guidance programs</p> <p>6.S-May: Support the “mays” through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.</p> <p>6.S-PE: Support quality programs for schools/educators to help students in all things related to health, wellness, physical education content.</p>
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In order for the IDOE to receive Title I grants, ESSA requires we develop state plans in coordination with specialized instructional support personnel. Specialized instructional support personnel should include school counselors, school social workers, school psychologists, school nurses and experts at the state and local level. States receiving Title I funding must have state plans that describe how they will improve school conditions for learning through reducing discipline practices that remove students from the classroom and reducing aversive behavioral interventions that compromise student health. Including positive reinforcement (PBIS), education for students and staff on trauma informed care, impact of ACEs in Iowa, mental health first aid, and other mental health promotion in as the alternative to aversive behavioral interventions would not only decrease the negative behaviors but increase positive mental health and behaviors for all students. Title IV, Part A of ESSA consolidates 49 grant programs, some of which focused on student health, into a new grant program called the Student Support and Academic Enrichment Grant. The IDOE and LEAs can use these grants to promote student health, increase access to a well-rounded education, and improve the use of technology. Careful consideration needs to be given to how this money is prioritized and distributed. Access to professional development has been expanded under Title II of ESSA to include all teachers, as well as administrators and other staff.

Recommendation 2: The Iowa Department of Education (IDOE) shall encourage and support school districts in prioritizing health and physical education programs through the creation of accountability and funding plans.

Since health and physical education have not been allowable uses of federal education funds for 15 years, these are areas that have received some of the most neglect in student education. As IDOE seeks to provide flexibility in programming and funding to meet the needs of communities, how can the importance of health and physical activity/education be emphasized through a universal whole child approach that demonstrates the interconnectedness of health and physical activity to academic achievement, reduction in absenteeism, decreased behavioral interventions, and skill acquisition of students? How do we assure that within the flexibility and prioritization process all communities and stakeholders understand that health is the foundation for academic achievement?

The current Iowa School Report Card does not address health measures nor the social determinants of health. The closest measure is parent/community involvement. However, the measure is a staff attitudes, beliefs, and self-report survey. Under the new ESSA measures, health measures should be included in the annual Universal Desk Audit that are

held to the same evaluation standard as academic measures through data-based decision making with objective data, universal instruction, and infrastructure assessment. Parents and community members should have equal numbers to staff, be from across subgroups, and hold equal power in decision making and input in the assessment of their schools' parent/community involvement. School staff, school board members, staff family members, and contractors shall not serve as parents or community members in this assessment to assure access to a diversified input. (p. 19)

Recommendation 3: Provide guidance to school districts on all the available funding for health and physical education not only through Title IV Part A but under ESSA as a whole.

It is vital that the IDOE communicate this important funding change to school districts, and local education agencies (LEA).

Supports for Schools: (p 19)

Common tools:

Recommendation 4: Encourage school districts to incorporate and collaborate with needs assessments currently in place to assure that the health needs of children receive equal attention in the role of academic success and the development of the whole child.

Local Community Health Needs Assessment and Health Improvement Plans (CHNA-HIP), and the Center for Disease Control and Prevention's [School Health Index](#) are examples. School districts must submit a needs assessment to the state for Title IV Part A funding. Comprehensive school needs assessments must include the systems, forces, and factors that surround students and schools 24/7 and 365 days a year.

Local public health

Technical assistance:

Public-private partnerships, and inter-agency collaboration at the state and local level can support the identification, intervention, and support needed by state and district staff. IDOE and LEAs should not operate unilaterally or feel they are solely responsible for meeting the diverse health needs of students; the community must be involved. Assure equitable access to resources between health measures and academic measures.

Action Plan:

Include access to health measures, data, and resource in the unified action plan.

System of Performance Management:

Review and approval of LEA plans (p.39)

Recommendation 5: Develop plans, capacity, human resources, tools, professional development, and coaching to review, approve, monitor, and support continuous improvement and differentiated technical assistance for health measures and student health driven outcomes in IDOE, AEA, and LEA plans at a high quality level equal with the academic planning, support, specialization, and resources.

Develop a plan, capacity, and the human resources to review, approve and support health measures and student health driven outcomes in the LEA plans, at a high quality level equal to the academic specialization and resources.

Develop capacity, tools, data review, professional development, and coaching on health measures and student health driven outcomes.

Include health measures equitably in weight to academic measures, including the need to revise plans until they are sufficiently aligned to needs and requirements before they are approved. Include ongoing monitoring of IDOE and LEA implementation of health measures and standards to ensure compliance with statutory and regulatory requirements. Inclusion of health measures on the State and LEA report cards.

Include the health measures equitably in the IDOE and LEA monitoring plan (p.40), and Annual State Report to the Secretary (p.41).

Include health measures and student health outcomes equitably in the continuous improvement process with a multi-tiered statewide scaling, data collection, feedback loops, and implementation system to continuously improve IDOE, AEA, and LEA outcomes, including coordinated plans and implementation leading to improved student outcomes.

Include health measures in the identified strengths and areas in need of improvement, ensure continuous improvement efforts occur by providing equitable ongoing training, resources, and ongoing support to IDOE and AEA staff throughout the school year on monitoring implementation plans, the evidence-based strategies needed in districts and how to coach LEAs and schools through the continuous improvement process (p. 41).

Include and assure equal capacity to provide differentiated technical assistance on health measures and student health outcomes.

Include and assure equal capacity, data collection, identification, annual meaningful differentiation identification of schools, state support for low performing schools, with rigorous interventions, accountability and periodic resource review for health measures and student health driven outcomes.

Section 6: Supporting all students
Part A.
 Iowa’s seven strategies to support the continuum of a student’s education from preschool through post-secondary was created under No Child Left Behind legislation, and focuses only on graduation rates as a measure of success. ESSA legislation calls for and provides an expanded purpose that encourages measures and funding focused on well-rounded education, specifically including health. New strategies and perhaps a whole new plan for an educational system that supports a student’s education from birth through post-secondary education is required. As a birth mandate state these plans and strategies should collaborate with and include Early ACCESS, the state’s early intervention system, and the state’s requirement to provide an appropriate education for all children in Iowa.

If only modifications to the existing seven strategies are possible at this time, health measures, accountability, support, and resources for health measures within the well-rounded education are needed throughout.

A multi-tiered system of support (MTSS) must allow educators and health professionals to judge the overall actual health of the education system, as well as identifying students who need additional supports in achieving health driven outcomes. The health supports should be equal to the measures created to keep students in school, and to graduate (e.g. data driven decision-making; evidence-based universal instruction and using an evidence-based intervention system).

Iowa Early Learning Standards & the Iowa Core Standards must be assessed for the equitability of a well-rounded education birth through five, and pre-k through 12th grade respectively. The Iowa core will need to be updated with optimal standards of a well-rounded education including health.

Teacher Leadership and Compensation (TLC) must be amended to include an equitable and established framework within all districts across the state to recruit, retain, support, and promote excellence for all school staff providing for the well-rounded education of students (including health professionals) and pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Thought should be given to how IDOE, AEAs and LEAs are involved in current efforts to promote early and lifelong health, as well as other aspects of a well-rounded education in the same way they have been involved in early literacy progression under No Child Left Behind.

Well-rounded education supports – a more comprehensive array of strategies, programs, services and practices that enhance well rounded learning.

STEM and CTE – a well-rounded education cannot focus solely on math, reading, and science. However, as the state of Iowa transitions to this new educational philosophy, health education, physical education, health and physical literacy, and health careers are well matched to the Governor’s Science-Technology-Engineering-Mathematics initiatives. Epidemiology, biostatics, medicine, nursing, biomedical engineering, radiology, dental hygiene and dentistry, etc. are all fields highly utilizing STEM. Health careers are projected to continue to rise in the foreseeable future.

Part B & C. The state plan needs to better support the LEAs in providing the required equitable access to a well-rounded education, the use of well-rounded educational concepts (including health), and the intended use of Title IV, Part A funds, as discussed above in changes to the seven strategy plan.

Part D. Inclusion of health, and health literacy, and other well-rounded education topics should be included as part of academic achievement. In addition to educators, other professionals involved in supporting and teaching a well-rounded education should be identified and supported in the implementation of evidence-based strategies.

Part E. Parents, students, and community members should have equal or greater numbers to staff, be from across subgroups, and have sufficient authority to provide meaningful input that influences decision making on school improvement advisory committees at the school and district level. School staff, school board members, school board family members, staff family members, and contractors and contractor’s family members shall not serve as parents,

students, or community members on school improvement advisory committees to assure access to a diversified input. Boards shall also analyze and make recommendations about health needs, health goals – including long term health driven goals and outcomes, programs, training and other initiatives.

6.2a 5th bullet – maintain or improve transparency in reporting on student health outcomes to parents and aggregate student health outcomes, as well as school performance on health outcomes to parents and the public. Waiver requests affecting or having the potential to affect student health outcomes shall be reviewed by at least one appropriate, licensed health professional.

6.2 Program-Specific Requirements

In relation to Migratory Children, this plan in entirety (a-e p. 77-82) needs to be updated or recrafted from its original purpose under No Child Left Behind to fully integrate the concepts of a well-rounded education as required under ESSA. Recommend the plan be updated to include not only migratory children, but refugee children during their initial resettlement period. These children are at equally high risk for poor student outcomes, and face many of the same barriers to educational access and an equal, appropriate education as migratory children. Most refugee children have been migratory for at least the two year refugee processing requirement prior to arriving in the United States/Iowa. The federal requirements only address migratory children; therefore the state is under no obligation to address refugee children. However, the state can provide simple, free and low resource expense, yet significant removal of barriers to education for refugee children. One example of this would be including refugee children in Iowa under the McKinney-Vento Act. This would end the current minimum average of four to six weeks, and up to three months that refugee children are being kept out of school while awaiting immunizations, immunization records, or immunization record translation. IDOE is committed to addressing chronic absenteeism and these students experience significantly more than 10% of time they should be in school due to this barrier alone. Similar policies, and intrastate agency MOUs could further decrease the delay to school entry.

G. Title V, Part B, Subpart 2: Rural and Low-income School Program

As previously discussed, the MTSS, as well as current Iowa Core were created under NCLB legislation when well-rounded education was not focused on nor supported. Focusing on these two measures does not fully take advantage of the new opportunities to focus on other important aspects of a child and a child’s education. Low income and rural schools may be in the least position to support the expanded well-rounded education components, yet students

in these schools may benefit the most from them. Students attending rural and low-income schools have the least access to after-school and extracurricular supports in the arts, health, etc. Expanding capacity, ability to achieve new skills and a sense of accomplishment for a student with an inclination towards the arts, physical education or who struggles in Iowa Core subjects may be re-engaged and inspired to achieve through these well-rounded education elements. A measure could be the number of students newly engaged in the well-rounded elements, number of schools expanding the well-rounded elements, and increase in the number of staff able to effectively engage students/teach in these subjects. Expanding the emphasis in this section would also provide access to funding for teachers and staff in these non-core subjects to access high quality and innovative professional development and resources that schools have not been able to prioritize in the past, due to the need to focus solely on core.

I. McKinney-Vento Act:

Appreciate the final sections statement to address and resource schools to meet the intent of the McKinney-Vento Act versus just the written requirements. As stated earlier refugee children meet the intent of this legislation which was to remove unnecessary barrier to education for these students. Recommend utilizing full authority under the law, and/or applying for rule change, if needed in IAC, to add refugee children to protected children under the McKinney-Vento Act.

Recommend inclusion in local district needs assessment of current number and identify trends. And exploration with community partners ways to decrease the social determinants of health/barriers to safe and stable housing, preservation or reunification of families. Recommend educating community stakeholders on the schools role and responsibility for homeless youth to increase collaboration and access to community resources.

The requirement for a letter to appeal placement under McKinney-Vento Act is potentially a barrier for non-native English speakers/readers, and adults and youth unable to read and write. The population to be protected under McKinney-Vento is much more likely to be unable to provide a written letter due to language barriers, reading/writing ability, and access to resources to write and mail/deliver such letter. Recommend the IDOE have a procedure in place to minimize these barriers. The same would be true for an unaccompanied child with special needs. Further a procedure for insuring the child/family has appropriate knowledge of and access to the hearing. A procedure that assures the child/family is able to access and

understand the letter, including legal resource information for any and all communication including the written letter informing the denial of access.

v. Procedure to ensure:

Again recommend a procedure or template/sample for LEAs in communicating with parents unable to read/write, do not fully speak English, lack an address for a letter to be sent, or lack resources to send a letter.

Sports are not the only extracurricular activities, how is the Department addressing access to other activities, clubs, competitions, afterschool programs, etc.?

How does the DOE or LEAs ensure access to meals during the summer for students involved in summer sports, marching band, a before/after school program, or when involved in competitions, summer school, swim lessons, etc.

How is the district measuring access to Chapter 281—33.11(256) School services such as health services, early childhood, before and after school programs for homeless youth?

Recommendation: Health Education shall be planned, sequential, comprehensive, and relevant to help students develop the skills, attitudes, and knowledge needed to lead a healthy life.

1. Health Education curriculum shall align with the CDC’s [National Health Education Standards \(NHES\)](#)

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society.

2. Students should learn skills such as:

- Goal setting
- Accessing valid and reliable information, products and services affecting one's health
- Analyzing the many influences on health behaviors
- Linking the six risk behaviors that the Centers for Disease Control and Prevention (CDC) identified as important tenets of instruction

3. Learn health literacy - **Health literacy is an individual's capacity to access information, resources and service**

Factors affecting the quality of physical education include class length, class size, time allotment within the school day, and program budgets. IDOE should support and encourage LEAs in prioritizing health and physical education. Teachers can have a tremendous impact on the development of skill competency, the establishment of a mastery climate and the engagement of all students, regardless of ability. Professional development for health and physical education staff should support and promote ongoing and increasing competence in these areas. Quality physical education requires carefully planned progressions, meaningful and well-designed learning tasks, unit lengths that allow for skill acquisition, and specific, corrective feedback. All of those factors are critical components of an instructional climate that focuses on mastery. A mastery climate promotes the development of skill competency while enabling less-skilled students to be successful in physical education classes. It also can enhance perceived competence and student engagement while limiting the opportunities for social

comparison associated with a performance or competitive climate. In this instructional environment, students are focused on self-improvement and practice skills in dynamic environments and small-sided games, which facilitate maximal practice opportunities and skill acquisition.

Recommendation: Physical Education shall have carefully planned progressions with meaningful and well-designed learning tasks that:

- 1. Promote Motor Skill Competency** - Development of motor skill competence is considered to be the highest priority in the grade-level outcomes. Research has shown, skill competency is essential for student engagement, intrinsic motivation, perceived competency, participation in physical activity and, subsequently, sufficient levels of health-related fitness. It is the key to attaining the goal of physical education: a physically literate individual. In elementary school children, motor skill competence is a better predictor of physical activity than BMI.

(Barnett, van Beurden, Morgan, Brooks & Beard, 2008a,b; Castelli & Valley, 2007; Hamilton & White, 2008; Kambas et al., 2012; Spessato, Gabbard and Valentini, 2013; Stodden et al., 2008; Stodden, Langendorfer & Robertson, 2009; and Strong et al., 2005)

- 2. Promote Student Engagement and Intrinsic Motivation** – students must be engaged to acquire knowledge and skills. Factors that influence student engagement include: perceived competence, autonomy (choice of activity), relatedness, cognitive demand, and social comparison.

(Bevans, Fitzpatrick, Sanchez & Forest, 2010;;Gao, Lee, Solmon & Zhang, 2009; Hamilton & White, 2008; Ntoumanis, Pensgaard, Martin & Pipe, 2004;)

- Girls tend to prefer noncompetitive and cooperative activities, dance, fitness and activities that provide opportunities for social interaction.

(Azzarito & Solmon, 2009; Bevans et al., 2010; Couturier, Chepko & Coughlin, 2007; Grieser et al., 2006; Hill & Hannon, 2008; O’Neill, Pate & Liese, 2011; Prusak et al., 2004; Ruiz, Graupera, Morena & Rico, 2010; Wilkinson & Bretzing, 2011; Xu & Liu, 2013).

- 3. Establish a Positive Learning Environment** - a mastery climate, which is task-centered and focuses on self-improvement, for student engagement and development of motor skill competence. Another aspect of the learning environment is the degree to which competition and performance are emphasized. Garn, Cothran, et al. (2011) noted that

“large-sided team games with minimal learning progressions or skill development during the semester forced students to build competence in a structure that catered to students who were already highly skilled” (p. 233).

(Bevans et al., 2010; Carlson, 1995; Ennis, 2011; Gao et al., 2011; Garn, Cothran, et al., 2011; Hill & Hannon, 2008; Hamilton & White, 2008; Ntoumanis et al., 2004; Ommundsen, 2006; Standage, Duda & Ntoumanis, 2003; Shen, Wingert, Weidong, Haichun & Rukavina, 2010; Stuart, Biddle, O'Donovan & Nevill, 2005; Treasure & Roberts, 2001).

- Studies on the effect of the environment on student engagement found that girls are more likely than boys to report factors such as showering, changing, and messing up their appearance as barriers to participation
(Couturier et al., 2007; Grieser et al., 2006; Xu & Liu, 2013)

4. Promote physical literacy - the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

There is strong support for a health-enhancing and a lifetime physical activity approach in physical education. Strategies such as keeping groups small, allowing for choice in activity or variation of learning tasks, designing tasks with appropriate levels of challenge; and practicing in dynamic environments and small-sided games foster a mastery climate while keeping physical activity levels high.

- Physical Activity Guidelines for Americans recommends that children ages 6 to 17 should participate in at least 60 minutes of physical activity daily. At least 30 minutes should be accumulated during the school day (Institute of Medicine of the National Academies, 2013.)
- Most of that time should be spent in moderate to vigorous physical activity and at least three days a week, students should participate in muscle- and bone-strengthening activities (U.S. Department of Health and Human Services, 2008).

5. Utilize high quality, evidence-based, and promising practices - Districts can use the [comprehensive school physical activity program](#) to provide students with opportunities for daily physical activity, and utilize [the step by step guide for school districts](#) to develop, implement, and evaluate comprehensive school physical education programs.

Recommendation: Schools shall require daily physical education for students in kindergarten through grade 12. A minimum of 150 minutes per week for elementary schools and 225 minutes per week for secondary schools.

Iowa Department of Education current recommendation.

(https://www.educateiowa.gov/sites/files/ed/documents/1415_np_pa_YPASchools.pdf)

The Whole School, Whole Community, Whole Child (WSCC) model is a collaborative, holistic approach to strengthening learning and health in our nation's schools. The CDC and ASCD, formerly the Association for Supervision and Curriculum Development, has already created a model that fits well with the new goals of ESSA.



Example of a health indicator measure:

As part of an effort to remove health-related barriers to learning so that students may succeed in college, career and life, Chicago Public Schools (CPS) developed the Healthy CPS indicator. The Healthy CPS Indicator is the first comprehensive health-focused measure that is included on the CPS school progress report. Stakeholders are able to identify whether their school is

	<p>meeting key policies and initiatives that focus on chronic disease, instruction, wellness and health services. Healthy CPS aligns with Healthy Chicago, the city’s first public health agenda. The Healthy CPS Indicator also helps schools streamline health and wellness initiatives already taking place at the school, including efforts focused on physical activity, nutritious foods, schoolbased health services, health education and supports for students with chronic conditions. CPS schools complete an annual Healthy CPS Survey. This survey is required for a school to become Healthy CPS certified. Prior to the survey, schools assess their school wellness environment using a checklist, create an action plan with the school’s wellness team, and implement the identified health-promoting changes. A school’s Healthy CPS certification is displayed on the school progress report card. A requirement for Healthy CPS status is implementation of the district’s wellness policy. To encourage schools to promote healthy eating and physical activity, school districts that participate in the federal school meal program are required by Congress to have a wellness policy in place. Currently, CPS has adopted three policies that promote healthy eating and physical activity: the Local School Wellness Policy, the Healthy Snack and Beverage Policy and the Physical Education Policy. Combined, these policies address nutritional standards for food served in cafeterias and vending machines as well as requirements for nutrition education and physical education. By incorporating metrics for health and wellness into school accountability systems, CPS recognizes the strong relationship that exists between academic achievement and student health and wellness.</p>	
Email	<p>As the new state education plan is being developed in response to the Every Student Succeeds Act (ESSA) of 2015, it will be important to include plans for effective concussion management as part of the plan. Although the ESSA does not specifically use the word “concussion” in the text of the act, the sections that address “health and safety” were intended by Congress to encourage inclusion of plans for concussion safety and recovery (see U.S. House Report 114-354 for further explanation of the legislative intent regarding concussion management).</p> <p>Section 6: SUPPORTING ALL STUDENTS While children with disabilities are included as a sub-group of students in this section, I would recommend that the Iowa Dept of Education also include language about supporting students who may need temporary adjustments due to a medical condition, such as concussion, to support their academic progression as well as support their medical recovery.</p> <p>On page 70, this could be included in the bullet for evidence-based intervention system where it states <i>specific learning needs of individual students (across all subgroups, as well as students experiencing temporarily or intermittent disability)</i>...</p>	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>5.PL-SE: Support effective Professional Learning for educators [and describe what it looks like]– Special Education.</p>

	<p>The MTSS can be used to support these students and should allow for the flexibility to move a student to along the continuum of support based on the trajectory of their recovery and need for support when experiencing intermittent symptoms (e.g. headaches, migraines, fatigue, seizures) related to their diagnosis.</p> <p>on page 72. in the bullet safe, healthy and caring learning environment I would recommend including the word "cognitive" to the line <i>ensure the physical, <u>cognitive</u>, and psychological well-being and safety of all children and youth through positive youth development efforts and proactive planning for management of <u>health conditions, injuries (including concussions), emergencies, crises and follow-up.</u></i></p>	
Email	<p>We feel that school counselors have the ability to play a significant part in the support for Iowa's ESSA plan. The mission of the Iowa School Counselor Association is to advance the academic, career and emotional/social development of all students through excellence in professional school counseling. There are a number of components within the plan through which school counselors can offer support to assist students in being college and career ready. Some of the edits below are specific suggestions for revisions; others are suggestions of more specific ways that school counselors could support a certain area.</p> <p>Page 17: "Examples of additional program opportunities that the IDOE will encourage districts to consider include Physical Education, Social Studies, School Library Programs, Talented and Gifted Education Programs, Early Childhood Education Programs and Fine Arts Programs. In these areas, the Department will actively work with State-level professional organizations to create exemplars of how these disciplines can work effectively to encourage a well-rounded education and promote high levels of achievement in challenging learning standards for all learners. The Department will also partner with State-level professional organizations to create a clearinghouse of evidence-based strategies in these disciplines that districts might incorporate into various components of their ESSA plans to meet local need. "</p> <p>School Counseling Programs should be added to this list of additional program opportunities.</p> <p>Page 28: List of Issue Specific Groups</p> <p>We should be listed as "school counselors" rather than "counselors in schools".</p> <p>Page 48: Iowa's Safe and Supportive Schools Conditions for Learning Index How school counselors support this area:</p>	<p>6.S-SC: Support quality school counselors, school guidance programs.</p> <p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p>

	<p>School counselors provide programming to ensure safety, engagement, and environmental conditions are conducive to student learning. School counselors are able to address systemic issues related to these three areas by using the collected data to provide professional development to faculty and staff and provide students with education around social and emotional development. School counselors are often the school personnel responsible for addressing these areas. School counselors can use the IS3 data to drive programming decisions. This data should also be disseminated to all stakeholders.</p> <p>School counselors work as part of a team with school administrators using the data to develop goals that coincide with yearly school improvement goals.</p> <p>Page 69-70: MTSS How school counselors support this area: School counselors are an integral part of MTSS teams at schools across Iowa. School counselors are able to advocate for students and assist in meeting the diverse needs of students. With the ability to consider social/emotional and academic needs, school counselors are vital to this team effectively designing instruction that will ensure all students' needs are being met. School counselors are often able to consult on social/emotional issues that are affecting academic achievement or behaviors at school. School counselors also support many interventions on the MTSS continuum</p> <p>Page 72-73 Learning Supports How school counselors support this area: School counselors have specific training to provide learning supports and are the most highly qualified to provide these supports in the school setting. School counselors use data to provide developmental comprehensive programs to provide the supports above.</p> <p>Page: 73-74 STEM and CTE How school counselors support this area: School counselors provide career development curriculum to all students k-12. School counselors bridge the gap between STEM and CTE programming to help students plan for future careers. School counselors are able to address gaps in programming participation and collaborate with CTE and STEM teachers to promote enrollment. School counselors also work to guide students to appropriate careers that are in demand</p>	
Email	As a physical educator, I was very pleased to see Physical Education listed as an area that the IDOE will encourage for districts to add or supplement. Physical Education provides	OA: Overall appreciation of the plan, indication that the

	<p>opportunities for students to make healthy choices along with being the only subject that teaches social and emotional skills as highlighted in national physical education standards.</p> <p>In regards to section Support for Students, IAHPERD sees itself as a state-level professional organization in the area of Physical Education and Health Education and is excited to collaborate with IDOE to create exemplars and assist in providing quality physical education resources to districts and teachers across the state. This partnership should be continued to be discussed with the all “state-level professional organizations” that the IDOE intends to collaborate with.</p> <p><i>The instructions for section 6: Supporting All Students include: The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards.”</i></p> <p>If there are no state physical education standards, does this mean that physical education will lack the opportunity to receive funds?</p> <p>Also on page 74 and 75 this statement occurs in a paragraph highlighting Iowa Core. <i>“Through alignment to Iowa’s high academic standards, all Iowa students are provided equal access to a challenging, well-rounded instructional experience..... Though not all content areas are represented in the Iowa Core, several other content areas represented in the federal well-rounded definition (8101) have available established definitions, standards and guidelines that have been developed by national or state-level organizations.”</i></p> <p>There is no mandate or directive for school districts to align curriculum and instruction to the national (Physical Education) standards, so how can we assure students are receiving quality physical education (or other non-Iowa Core areas) to have a well-rounded education? Why have the Iowa Core? Why not just have "Iowa Standards" in all content areas. Removing the title "Iowa Core" and replacing with Iowa Standards should be strongly considered and examined.</p> <p>To have well-rounded and successful students, content areas that are required to be offered and taught per Iowa Code 256.11 should have challenging academic standards that guide teachers to provide high quality instruction.</p>	<p>plan is liked/appropriate, or parts of the plan are appreciated.</p> <p>4.M-PE: Establish measures for reporting and accountability that include PE/health/wellness metrics.</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p>
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	<p>Iowa will not be able to back up any claim that students are receiving challenging, high quality physical education (music, art, etc) instruction without adopted national standards or state level created standards to align curriculum and instruction with.</p> <p>Content areas who do not have state standards or any directives from IDOE to use national standards will continue to voice the need for standards with IDOE and other necessary avenues. A push for increased integrity from IDOE will also be advocated to ensure schools are including health education as required in Iowa Code 256.11.</p> <p>Thank you for taking time to consider our thoughts. I serve as a liaison for IAHPERD between our association and Iowa Department of Education and I look forward to continuing any dialogue that is necessary.</p>	
Email	<p>Attached you will find a letter from the Iowa Association School Librarians (IASL) in response to ESSA. On behalf of IASL, we appreciate your consideration of teacher-librarians in the state of Iowa, and our feedback in regards to the ESSA plan. While time and time again, research indicates teacher-librarians significantly impact student achievement, it is through our daily work that our impact is proven, shown, documented, and shared on a daily basis via daily interactions among staff and students, as well as social media (i.e. Twitter, Facebook, blog posts, Instagram, and SnapChat) and other resources. The impact that teacher-librarians make on student achievement is evident in our diligent, daily work. We are dedicated professionals who only want what is best for students, and believe we play a vital role in education. Thank you for your time and consideration to hear the voice of IASL, on behalf of all teacher-librarians across the state of Iowa. Please feel free to reach out to IASL for further assistance in regards to ESSA, as we all work together for the betterment of our students.</p> <p>On behalf of the Iowa Association of School Librarians, I would like to thank you for the opportunity to make public comment on the Iowa ESSA Draft State Plan. The Iowa Association of School Librarians and its members are deeply invested in the success of all Iowa K-12 students. We are ready to be active partners in ensuring that your goals are met through the Every Student Succeeds Act's implementation in Iowa. We believe that we have common goals: including raising graduation rates; improving teaching, learning and student achievement in all of Iowa's public schools; identifying and supporting schools with the greatest needs; and developing students' non-academic skills to ensure their continued success after graduation. As the Iowa DOE considers policies and funding formulas across the wide spectrum of ESSA implementation, we would like to highlight that:</p>	<p>4.M-L: Establish measures for reporting and accountability that include library services/access.</p> <p>4.S: Describe or make clear supports for targeted and comprehensive sites, what support looks like in a continuous improvement process, [e.g., is the summer institute required; how support is provided to educators/schools; how this might impact subgroups].</p> <p>5.PL-L: Support effective Professional Learning for educators [and describe what it looks like]— Librarians.</p> <p>5.TLC: Describe how TLC provides the structure for educator support; and/or some concern about TLC</p>

<ul style="list-style-type: none"> ● Effective school libraries promote and encourage well-rounded, collaborative, lifelong learners. ● Certified teacher librarians provide a wide variety of programs for students and teachers. ● Certified teacher librarians are trained to select and curate high-quality print and digital materials that support student interests as well as the Iowa Core. ● Certified librarians are equipped to help students navigate digital media and become socially responsible users of information in our fast-paced world. ● Certified teacher librarians help foster an appreciation of literature and a love of reading in our students. <p>School libraries and certified school librarians (also referred to as teacher librarians or library media specialists) currently support many of the initiatives detailed in the plan. Below are our specific recommendations to be considered for inclusion in the plan:</p> <p>Section 4. Accountability Systems Indicators</p> <p>IASL recommends that schools with an effective school library program, consisting of a certified teacher librarian, a paraprofessional or clerical assistant, and current, relevant print and digital materials should be one of these indicators. Extensive research across the country indicates that effective school library programs raise student achievement. For example, Bottoms & Schmidt-Davis (2011) and Levine (2013) found that in an effective school library program, priority shall be “placed upon teaching and learning when establishing and implementing systemic operational protocols that guarantee accountability, availability of resources, and their effective use.” As Iowa DOE considers a robust and equitable accountability system, we suggest that the presence or absence of an effective school library that serves sub-groups of students along with all students would be a way to support positive student outcomes. Furthermore, the presence of an effective school library program should be considered as another measure of school quality or climate.</p> <p>4.3 School Improvement Resources (page 56 of draft)</p> <p>IASL encourages the Iowa DOE to recognize the important role effective school library programs can play in comprehensive support of low-performing schools by including school libraries and school librarians in the supports and interventions for improving school practices. Assisting LEAs with accessing Title 1A funds to reduce resource inequities and provide additional training for school librarians will utilize a powerful, but often untapped resource for school improvement.</p> <p>Data demonstrates that an effective school library program improves academic performance for historically low-performing subgroups, economically disadvantaged, English learners and minorities, even controlling for other factors.</p>	<p>efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].</p> <p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p> <p>6.S-May: Support the “mays” through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.</p>
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We ask that as Iowa DOE consider ways to equitably address its school improvement goals that it use a small portion of its federal MTSS (multi-tiered system of support) funding and that the state set-asides for school improvement to maintain a “statewide support liaison” dedicated to school libraries. Included in this liaison’s responsibilities would be identifying and applying for grant programs that improve, enhance, or extend effective school library programs and provide professional development opportunities to school librarians so that they can better serve students, teachers and other school staff.

IASL suggests that as the DOE considers ways to address its Extended Comprehensive Support goals it should consider, as part of the state-approved evidence-based strategies, teacher librarians and effective school library programs as an option or resource for schools needing this type of extensive intervention. For example, school library programs can be a partner in helping schools provide extended learning time for struggling students. We encourage the use of school improvement funds to increase library staffing and keep school libraries open in the evening and through the summer months promotes academic engagement in a literacy-rich environment and combat the summer reading slide.

4.3.B Technical Assistance Regarding Evidence-Based Interventions (page 57 of draft)

IASL asks that the Iowa DOE includes effective school library programs in its list of evidence-based strategies in Planning Support (Year 1), Implementation Support (Years 2 and 3), and State-Approved Evidence-Based Interventions.

We ask the IDOE consults with our school librarian community and consider including effective school library programs in its white paper that will be published in lieu of providing a list of approved interventions for use in Iowa schools. We believe including teacher librarians and educators of teacher librarians in the creation of this white paper. IASL can help the IDOE identify experts on the research showing the positive impact the presence and use of effective school library programs have on student achievement, school climate and culture, student engagement, and leadership.

4.3.D Period Resource Review (page 59 of draft)

IASL asks that the IDOE would include access to an effective school library program and certified teacher librarians in its resource allocation review that will be “common across districts and focus on the review of equitable distribution of programs and personnel.” For example, this review should consider equitable access to an effective school library program, which includes access to a certified teacher librarian and a current and relevant print and digital collection of resources. IASL also extends our willingness to act as qualified and recognized library experts on school review teams.

Under Title I, Part A, ESSA includes new provisions that authorize school districts to include in their local plans how they will assist schools in developing effective school library programs to

provide students an opportunity to develop digital literacy skills and improve academic achievement.

Under Title IV, Part A, ESSA authorizes states to use funds to assist school districts in providing programs and activities that increase access to personalized, rigorous learning experiences supported by technology, including adequate “access to school libraries.” This Title also authorizes Iowa DOE to use funds to assist school districts in providing school librarians and other school personnel with the knowledge and skills to use technology effectively, including effective integration of technology that improves instruction and student achievement. As a community of teacher librarians, we encourage Iowa DOE to hold LEAs accountable to address findings of inequity that come up in these reviews.

Section 5 Supporting Excellent Educators

The daily work of school librarians places them at the forefront of providing professional development to their educator colleagues. School librarians are professional development leaders within their buildings and communities. School librarians not only teach and develop students on a daily basis, but they also lead educators, administrators, and parents to new educational technologies, new digital tools, and new digital resources. As a part of their role as professional development leaders, school librarians provide focused training and support of new school initiatives that incorporate new educational technology and digital resources. Being highly effective in the role of professional development leaders within schools requires funding for certified teacher librarians to continue with their own professional development endeavors. IASL supports Iowa DOE in its efforts to provide robust supports to educators across our state and at every school and district. We encourage Iowa DOE to include teacher librarians in any and all support systems and explicitly include the term “teacher librarian” in any definitions of “educator.” We also know that teacher librarians can fulfill a unique and high-impact role in supporting our educator colleagues through peer-to-peer training and in-school mentoring and support systems. IASL encourages the Iowa DOE to consider teacher librarians as not only recipients of support, but co-facilitators of support systems at LEAs.

Certified teacher librarians directly support teachers and classroom instruction. This includes co-teaching, developing culturally-responsive collections, and providing professional development, resources, equipment, supplies, and materials. These factors in turn enhance classroom learning, collaboration, and teacher mentorship. This support is specific to building an individual teacher’s needs and relates directly to Iowa DOE’s goal of supporting professional learning. Providing extended opportunities for teacher/librarian collaboration and side-by-side professional development is also important. According to the 2009 School Library Impact Study: “where teachers experience librarians as

instructional colleagues and technology integrators, students are more likely to excel academically.”

IASL is committed to being a partner with Iowa DOE to more effectively engage other professional organization and learning communities within the state. We agree with the Draft Plan that increased contact and work with these organizations will enhance professional development for all teachers, and create the professional conversations that drive increased educator effectiveness. IASL supports Iowa DOE’s efforts to increase the diversity of the teaching field within ALL areas of the schools, including school libraries. As implementation of the state ESSA plan proceed in the 2018-2019 school year, IASL recommends that educator preparation programs include orientation and training for all educators about the role, services, and supports that certified teacher librarians provide to new teachers. IASL stands ready to help Iowa DOE develop relevant curriculum to support this program. IASL recommends that the IDOE looks at new and extended sources of federal money - in addition to state and local funds - to help our school librarians realize the goal of supporting and improving educator effectiveness. In particular, we encourage the IDOE to bundle up and apply for federal programs like Innovative Approaches to Literacy (IAL) for high needs schools. New Title II monies are available for library programs, and our ESSA Plan should specifically encourage investments in academic and technology programs and services through effective school library programs.

5.1.C - Educator Growth and Development Systems (p. 61 of draft)

IASL recommends that the Iowa DOE include and mention by name “teacher librarians” as effective teachers to be considered for leadership opportunities through the Teacher Leadership and Compensation System (TLC) and Teacher Leadership Supplement (TLS). By definition, TLC is designed to foster “greater collaboration for all teachers to learn from each other” as mentioned in the First Draft. Since collaboration is a key component of the teacher librarians’ daily job, they should be considered for teacher leadership roles and the Iowa DOE could include them specifically in language.

Section 6. Supporting All Students

An effective school library program is an essential component for continuous school improvement and provides individualized supports to all students. The school library itself is often a refuge for students. The school library should be recognized in the state ESSA Plan for what it is: the largest classroom in the school, and the one place that allows children to explore interests, problem solve, build information literacy skills, and complete school as college, career and community ready individuals, no matter the SES of a student, no matter the age of the student, no matter the academic abilities of the student. A qualified school librarian is able to reach all students, something that no other teacher has the ability to serve. IASL encourages

the Iowa DOE to provide adequate resources to create and sustain effective school library programs because those programs address the critical success factors for students of all levels. IASL recommends that Iowa DOE adopt the American Association of School Librarians (AASL) definition of an “Effective School Library Program”, one that is staffed by a certified school librarian with highly trained clerical support staff, to best support the instructional and academic needs of its students.” School librarians provide students with equitable access to up-to-date digital and print materials and technology. “Through instruction provided by a certified school librarian, students are taught appropriate and responsible technology use--not only how to select, evaluate and use information effectively and ethically, but also how to use social tools responsibly and safely.” (*K knowledge Quest--AASL Submits Recommendations to USED*) Developing the skill of locating, vetting, curating and utilizing high quality resources can certainly serve students in their school and work lives.

School librarians can serve as collaborative instructional partners for all classroom teachers, and they keep their colleagues up-to-date on the newest trends in teaching and learning (*K knowledge Quest—AASL Submits Recommendations to USED*). This practice directly impacts students’ learning and supports the advancement of curriculum development.

6.1. A.3. Teacher Leadership and Compensation (TLC) (page 71 of draft)

IASL asks that the IDOE recognizes school librarians as teacher leaders and include them in lists of leadership roles within LEAs. School librarians can help LEAs accomplish several of the legislature’s major goals for the TLC program, including “promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.” Teacher librarians in effective school library programs are strategically in a position to collaborate with all staff in their buildings, including instruction of research, digital citizenship and information and media evaluation/ literacy, providing support in the areas of technology integration and professional learning. Through the Teacher Leadership and Compensation System (TLC) and Teacher Leadership Supplement (TLS), districts should be encouraged to use funding for teacher librarians’ positions in their districts.

6.1. A.4. Early Literacy Progression and 6.1.A.5 Learning Supports (page 72 of draft)

School librarians are prepared to serve student learning in the state’s initiative to have all 3rd grade students at grade level reading proficiency upon completion of third grade. Iowa school librarians are concerned with the development of the Whole Child. IASL would like to emphasize the essential role that school librarians play in the development of students’ physical, social, and emotional well-being. Study after study has shown that having a certified school library media specialist positively impacts student achievement across a wide range of indicators. Day after day, school library media specialists are compassionate and engaged educators who go beyond direct instructional support to include helping children from diverse

and often challenging backgrounds learn life skills and find individual pathways to personal growth and development. Learning Supports are a wide range of strategies, programs, services, and practices that are implemented to create conditions that enhance student learning in order to promote (1) student learning in the Iowa Early Learning Standards and the Iowa Core Standards, (2) healthy development, and (3) success in school and in life. We believe that Iowa DOE would be wise to expand the number of school library media specialists to immediately expand supports for personal discovery in the arts and sciences, programs that have been continually cut due to increasing time mandated on core curricular areas.

6.1.A.6 STEM and CTE (page 73 of draft)

In a dynamic, digital landscape, school librarians empower students in gaining competencies they need to navigate and successfully utilize, create, and share information (Position Statement on the School Library

Supervisor). Having a certified, highly-qualified library media specialist has repeatedly correlated with increased student achievement in decades of studies of both quantitative and qualitative measures (The Biggest Classroom in the Building, Phi Delta Kappan, April 2014).

Future Ready Iowa's intent is to build Iowa's talent career pipeline by ensuring citizens have access to education and training required for productive jobs and careers now and in the future. IASL suggests that Iowa DOE look at the school library as a natural and 'shovel ready' way to programmatically expand or enhance STEM and CTE across all of Iowa's schools.

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As a final note, we would like to remind you of the following provisions in ESSA that address school libraries and teacher librarians/school library media specialists:

- Under Title I, Part A, ESSA includes new provisions that authorize school districts to include in their local plans how they will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
- Under Title II, Part A, ESSA includes new provisions that authorize States, as well as school districts, to use grant and subgrant funds for "supporting the instructional services provided by effective school library programs."
- Under Title II, Part B, Subpart 2, ESSA specifically authorizes school librarians to participate in required grant activities that focus on children in kindergarten through grade 5, as well as activities that focus on children in grades 6 through 12. In addition, ESSA allows all local subgrants (that serve children in kindergarten through grade 5 and/or children in grades 6 through 12) to be used to provide time for teachers and school librarians to meet, plan and collaborate on comprehensive literacy instruction.

	<ul style="list-style-type: none"> ● Under Title II, Part B, Subpart 2, Section 2226, (Innovative Approaches to Literacy), ESSA specifically authorizes funds to be used for developing and enhancing effective school library programs which includes providing professional development for school librarians, books, and up-to-date materials to high need schools. ● Finally, under Title IV, Part A, ESSA authorizes States to use funds to assist school districts in providing programs and activities that increase access to personalized, rigorous learning experiences supported by technology, including adequate “access to school libraries.” This Title also authorizes States to use funds to assist school districts in providing school librarians and other school personnel with the knowledge and skills to use technology effectively, including effective integration of technology, to improve instruction and student achievement. Our community of school librarians is invested in the future of education across our state. We share common goals with other educators, parents, and stakeholders wanting to address the academic and socio-emotional life of the child. We look forward to advancing those goals together. IASL members across Iowa are focused on creating and supporting successful College and Career Readiness programs, such as Advanced Placement and Dual Credit courses, that require curricular partnerships with a school librarian whose specialized training in curating authoritative and pertinent resources is unmatched by any other professional in the school. With the help of ESSA funding, school libraries and teacher librarians are eager to support and actively engage in the successful implementation of ESSA in our public schools. 	
Email	<p>On behalf of the Central Iowa ACEs 360 Coalition, we are writing to provide recommendations and input regarding Iowa’s plan for the Every Student Succeeds Act. Representing leaders from education, social services, healthcare, philanthropy and the business sector, the mission of our coalition is to take informed actions to prevent and mitigate the lifelong impact of adverse childhood experiences (ACEs). Given the critical role that Iowa schools play in the lives of students who have experienced trauma, we strongly urge the Iowa Department of Education to select School Culture and Climate as the fourth, non-academic outcome of our state plan. The following recommendations provide the background and research to support the inclusion of School Culture and Climate.</p> <p><i>Consider Iowa’s changing population and demographic landscape.</i></p> <p>One of the guiding principles of Iowa’s ESSA State Plan is <i>“Supporting Iowa’s Context. We will proceed with the development of Iowa’s ESSA Plan while federal regulations are developed. We will ensure our plan supports any federal regulations developed while staying true to Iowa’s specific needs and context.”</i> The context of Iowa has changed considerably since the last</p>	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p>

reauthorization of the federal education law in 2001, NCLB. Iowa’s free and reduced-priced lunch eligible K-12 population was 42% in 2015-16 compared to 26.7% in 2000-01. We also know that one in five Iowa children experience food insecurity in their homes – a number that has also increased since 2001 when it was closer to one in nine (Feeding America, Map the Meal Gap). Iowa’s refugee population has also grown significantly since 2001. Not only have thousands of refugees been resettled directly into Iowa, but secondary migration has driven those numbers even higher. Furthermore, the primary populations coming to Iowa in roughly the last decade have arrived from countries including Burma, Bhutan, Eritrea, Iraq, Somalia, and the Democratic Republic of the Congo where they are escaping from some of the most extreme conditions. Additionally, Iowa’s student population is not immune from the pervasiveness of single-parent households, high mobility, and homelessness among other tenuous conditions. We also know from the Iowa Youth Survey that nearly one in four students had at least three risk factors for adversity and risky behaviors, impacting their ability to cope with stress and make good decisions (2016 Iowa ACEs Report).

Poverty, toxic stress and hunger – these circumstances facing our student populations are no longer unique or rare; kids in poverty and with challenging and traumatic family situations are in nearly every classroom and school district in this state. Our state plan must recognize these realities and reflect our diverse student populations by incorporating learning supports that help all students thrive in school. This includes providing a positive school climate that welcomes everyone and acknowledges different cultures; professional development that specifically focuses on the impact of trauma; and best practices to holistically address the myriad issues experienced by disadvantaged populations.

Embrace the holistic focus of ESSA and ensure social-emotional support for students.

The fourth guiding principle of the Iowa state plan states “*Maintaining the Intent and Spirit of ESSA. We will assert that Iowa’s interpretation of ESSA is what guides the development of our ESSA State Plan.*” Children already have unique needs based on their varying stages of development. Some children’s needs can be even greater due to various influences, biological and/or environmental (physical or social). Federal ESSA language embraces the importance of supporting the whole child and the need to provide social-emotional supports for students, recognizing that students’ mental and behavioral health underlies every aspect of learning. Numerous studies have now demonstrated the overwhelming influence that socio-emotional factors and non-cognitive skill-building have on academic performance, attitude and behavior,

5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.

6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.

and emotional well-being (Greenberg, Weissberg, O'Brien, Zins, et al., 2003; Zins, Weissberg, Wang, & Walberg, 2004; Gabrieli, D., Ansel, D., & Krachman, S.B., 2015; Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011)). ESSA provides an opportunity to address root causes of chronic absenteeism, dropout rates, and delinquency. ESSA supports efforts to create safe and supportive learning environments; implement equitable and effective discipline policies and practice; cultivate engagement; support positive relationships among students, staff, and families; and balance physical and psychological safety. ESSA provides support for services and strategies that work – like providing in-school therapists and delivering *Connections Matter* to build resilience skills and knowledge - through flexibility for expenditure of Title I funding as well as the Title II provision allowing funds to be used for evidence-based professional development.

We applaud the inclusion of an index to measure student engagement and risk factors in the current draft state plan. We recognize that measurement is critical to understanding what is working well and where there is need for improvement. We have two critical recommendations to include in this section of Iowa's plan: **1) Incorporate publicly available data (including the Iowa Youth Survey and Iowa ACEs data) in the measurements to assess student engagement and risk, and 2) Include specific, actionable implementation steps and teacher training content to support mental health, learning, and student resiliency and well-being.** Specifically, as supported by research, content should include understanding the role of toxic stress, brain development, ACEs, and concrete strategies to build relationships with students, create a protective and supportive learning environment, and teaching skills such as social problem-solving.

Promote Equity by Supporting Resilience.

The state's focus on equity provides an opportunity to identify and address factors that lead to underperformance, learning problems, and behavioral problems, particularly among historically disadvantaged students. One of the Iowa ESSA plan's guiding principles states *"Ensuring Equity for Historically Disadvantaged Students. We will emphasize equity in results across all subgroups identified in ESSA: students with disabilities, students who are economically disadvantaged, students from diverse ethnic and racial groups, English Learners, students of military connected families, as well as students who are migrant, homeless or in foster care."* It is critical to incorporate trauma-informed practices and resilience strategies and supports to ensure targeted students have equitable opportunities to an education. The key

	<p>factor in building resiliency is caring, supportive relationships with adults. According to the Search Institute, relationships with caring adults and peers can increase student engagement and improve academic motivation. Students who experience these caring relationships, known as developmental relationships, have better grades, higher aspirations for the future, and more frequently participate in college-prep activities (Search Institute).</p> <p>Teacher preparation should also incorporate trauma-informed practices and resilience strategies, including promotion of positive social connections, nurturing positive qualities, teaching by example, restorative justice techniques, fostering feelings of competence and self-efficacy, and setting high expectations. These trainings could be provided in alignment with an increased focus on the behavioral component of MTSS to provide teachers with evidence-based strategies for success.</p>	
Email	<p>I am a Geography & Spanish language teacher at Forest City High School in Forest City, Iowa. This is my 15th year in this district. I have a BA & MA from UNI. I have lived in Iowa my entire life, and have taught in this district ever since I graduated college. I love this state, and want to convince you to do things to make our education system even better. I am blessed to teach in a district that requires a course in Geography to graduate, instead of making it an elective class. I love how I get to teach my freshmen about how Geography is used & seen every day. I try to relate everything they learn in class to their daily life, so they can see how it affects them.</p> <p>I am writing this letter to request that social studies be specifically included, by name, in the Iowa ESSA plan, in part 6.1 pertaining to a well-rounded education. The intent of ESSA is to include disciplines beyond literacy and mathematics by providing SSAE grants. The legislation lists specific social studies disciplines--American History, Civics, Economics, Geography, and Personal Finance--as part of a well-rounded education.</p> <p>An informed citizenry is crucial to democracy and social studies provides a clear avenue for enhancing Iowans' critical thinking skills and providing Iowa students with the ability to analyze issues, value multiple perspectives, understand interconnections, and realize implications.</p> <p>While the Iowa Core includes comprehensive K-12 social studies standards, these alone are insufficient. A recent statewide study documented that the average elementary school educator is only able to spend 2 hours per week, or 5.7% of their instructional time, on social studies as literacy and math squeeze out the entire discipline.</p>	<p>6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.</p>

	<p>In addition to social studies as a whole, I would like to specifically focus on geography as example of a discipline that should be clearly listed Iowa's ESSA plan as it is in P.L. 114-95.</p> <p>Geography focuses on interactions, interconnections, and implications and the discipline is uniquely positioned to understand, address, and solve complicated, cross cutting, contemporary problems: natural hazard risk, mitigation, and impact; food insecurity and lack of access to water; the origins and spread of global terrorism; and the management and wise use of limited natural resources.</p> <p>National Geographic Education cites an additional value of geography in “strengthening and building vocabulary, reinforcement of reading and writing strategies, practical application of comprehension skills, and supplying nonfiction reading and writing topics” (NGS Education 2013). So, as with other social science disciplines, geography learning and literacy learning go hand-in-hand.</p> <p>Thank you for considering including social studies in a direct and clearly stated way in Iowa's ESSA plan, linking it with the federal intent to support a well-rounded education beyond mathematics and literacy, to equip Iowa students with the skill set they need to become informed citizens.</p>	
Email	<p>I am writing this letter to request that social studies be specifically included, by name, in the Iowa ESSA plan, in part 6.1 pertaining to a well-rounded education. The intent of ESSA is to include disciplines beyond literacy and mathematics by providing SSAE grants. The legislation lists specific social studies disciplines--American History, Civics, Economics, Geography, and Personal Finance--as part of a well-rounded education.</p> <p>As the former Coordinator of the Geographic Alliance of Iowa and a current faculty member of the Department of Geography at UNI I have seen the result of better informed students and less informed students as a result of teaching or lack of teaching social studies in Iowa's public schools. It is difficult to turn uninformed students into an informed citizenry if they do not have needed K-12 background in social studies curriculum. An informed citizenry is crucial to democracy and social studies provides a clear avenue for enhancing Iowans' critical thinking skills and providing Iowa students with the ability to analyze issues, value multiple perspectives, understand interconnections, and realize implications.</p>	<p>6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.</p>

	<p>While the Iowa Core includes comprehensive K-12 social studies standards, these alone are insufficient. A recent statewide study documented that the average elementary school educator is only able to spend 2 hours per week, or 5.7% of their instructional time, on social studies as literacy and math squeeze out the entire discipline.</p> <p>In addition to social studies as a whole, I would like to specifically focus on geography as an example of a discipline that should be clearly listed Iowa's ESSA plan as it is in P.L. 114-95.</p> <p>Geography focuses on interactions, interconnections, and implications and the discipline is uniquely positioned to understand, address, and solve complicated, cross cutting, contemporary problems: natural hazard risk, mitigation, and impact; food insecurity and lack of access to water; the origins and spread of global terrorism; and the management and wise use of limited natural resources.</p> <p>National Geographic Education cites an additional value of geography in “strengthening and building vocabulary, reinforcement of reading and writing strategies, practical application of comprehension skills, and supplying nonfiction reading and writing topics” (NGS Education 2013). So, as with other social science disciplines, geography learning and literacy learning go hand-in-hand.</p> <p>Thank you for considering including social studies in a direct and clearly stated way in Iowa's ESSA plan, linking it with the federal intent to support a well-rounded education beyond mathematics and literacy, to equip Iowa students with the skillset they need to become informed citizens.</p>	
Email	<p>Section 4 Under 4B, the subgroups as noted are consistent with my understanding of the usual subgroups, but we are missing an opportunity to disaggregate data for which there is easily available information and an obvious, if currently anecdotal, difference in performance--specifically, gender. It's obvious in looking at valedictorians, leadership award winners, school office holders, and ultimately college enrollment that girls are VASTLY outperforming boys. We know the data for postsecondary enrollment; we don't really understand when boys start falling off the tracks. Reporting on gender might help us better understand.</p> <p>4C - 20 students is a big number for many districts--and probably most districts--in Iowa. Our district has 1250 students, and has no demographic subgroup other than white that comes</p>	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>3.S-G: Establish gender as a subgroup for reporting and accountability.</p>

	<p>close to meeting 20 students within a single grade. If you don't measure them, in a mathematical sense they literally don't count.</p> <p>In a news release issued in 2015 by the Leadership Conference on Civil and Human Rights, signed by the League of United Latin American Citizens, the National Association for the Advancement of Colored People, and the Disability Rights Education and Defense Fund, among others, the organizations wrote:</p> <p>“Until federal law insisted that our children be included in these assessments, schools would try to sweep disparities under the rug by sending our children home or to another room while other students took the test. Hiding the achievement gaps meant that schools would not have to allocate time, effort, and resources to close them. Our communities had to fight for this simple right to be counted and we are standing by it.”</p> <p>Section 5 Under 5B, the response indicates teachers must be prepared to work with "Students from diverse ethnic, racial and socioeconomic backgrounds," but our state's teacher identification, education, and certification programs fall far short of equity in terms of the proportion of teachers who come from minority backgrounds (about 2 percent) compared to students who are from minority backgrounds (more than 20 percent, and growing rapidly).</p> <p>We need to look honestly at why this 1:10 disparity exists (literally, 1000 percent) and take real steps to reduce that gap. We must adjust (or overhaul) our policies to better align the people in front our classrooms with the students sitting in them.</p>	
Email	<p>Page 43 Section 3. Academic Assessments A. Advanced Mathematics Coursework (p.43) We appreciate the mention of acceleration and faster pacing and recognition of the importance of vertical alignment in preparing students for advanced coursework. What about making this a priority in other content areas (History, Science, ELA)?</p> <p>-----</p> <p>Page 44- Smarter Balanced Assurance needs to be made that students won't hit the ceiling and that growth can be measured from year to year. We need a state computerized assessment that has a sufficient range of above-level items to adequately measure a student’s academic gains and growth.</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p> <p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p>

	<p>-----</p> <p>Page 44 ACT: Aspire for Science Assessment. It would be beneficial to have the same opportunity (as stated in Advanced Mathematics Coursework: acceleration and faster pacing) stated in Science as well.</p> <p>-----</p> <p>Page 47- Table 10 Student growth percentiles as measure of academic progress. SGPs need to be able to measure growth of gifted students.</p> <p>-----</p> <p>Page 49- gifted not included in subgroup for accountability and reporting purposes For accountability and reporting purposes, identified gifted and talented students need to be included as a subgroup in state reporting so that educators and policymakers have data to assess needs and guide services.</p> <p>-----</p> <p>Page 60- Section 5, Supporting Excellent Educators Text in the blue text box states how great MTSS is as it relates to helping out struggling students. Iowa's MTSS plans need to include instruction on interventions/accommodations for gifted students so that they, too, show continuous progress.</p> <p>-----</p> <p>Page 61- mention of IAC, Chapter 79, We are pleased to see the plan has stated and specified that teacher candidates must have training in needs of GT students. Gifted education is a must in Title II, so the state must show how they plan to address needs of GT students.</p> <p>-----</p> <p>Page 63- mention of TLCs-- To ensure all groups of students are supported, it would be beneficial to consider a teacher leader having gifted and talented expertise.</p> <p>-----</p> <p>Page 65- Table 17 Gifted and Talented students must be added as a subgroup.</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability. 4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education. 5.TLC: Describe how TLC provides the structure for educator support; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].</p>
Email	I am a school nurse in Sioux City Iowa. I am assigned to approximately 1650 students in our District. I have many students with health needs which include: diabetes, seizures, tracheotomy care, catheterization, mental health, asthma, and anaphylaxis. A child is not able to learn if they are ill. A child can not attend school if their health and safety is at risk. School	6.S-N: Support school nurses.

	nurses are an important factor in making sure children are safe and healthy in school. Please represent school nurses.	
Email	<p>I am writing to share my concerns with the lack of school nurses in the current draft of ESSA.</p> <p>I am a school nurse with 3 buildings and 2075 students. At times, it is overwhelming to try to cover everything all at the same time. Yet, we are not well included in the current draft of the ESSA.</p> <p>Nurses are on the front lines with the counselors, dealing with mental health – we give medications for this as well as see these students at the beginning with headaches and stomachaches and during crisis moments.</p> <p>Nurses are on the front line for special needs students, getting their IEP and IHP’s to connect so they are able to come to school. We work with and train staff to take care of medical needs that would otherwise prevent these students from attending school and answer many, many questions. These students bring to school with them the need for trachs, tube feedings, epi-pens for anaphylaxis, diastat for seizures, oxygen, insulin and other lifesaving procedures, medications and health items.</p> <p>Nurses are on the front lines for every student with headaches, stomachaches, nosebleeds, medications, questions, mental health and ones that just need some support or a shoulder to lean on for a little while.</p> <p>School nurses and an integral part of the school. We need to be included in the ESSA. We provide support needed to get students to school and to keep them in school. We should not be overlooked.</p>	6.S-N: Support school nurses.
Email	<p>Please find attached a letter drafted by Prevent Child Abuse Iowa on behalf of our network community based child abuse prevention councils in 93 Iowa counties. The letter was sent to Director Wise earlier this month.</p> <p>Educators are a key (and required by Iowa statute) member of the 93 community based child abuse prevention councils, providing leadership and support for child abuse prevention efforts at the local level. We are offering our input to the ESSA planning process as a show of support for the state’s efforts to address school climate and culture as key measurements.</p>	4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4 th measure – student

	<p>Our network is eager to provide support to local school districts, AEA agencies, and education associations to improve school climate and culture for improved learning outcomes and social development of our youth.</p> <p>On behalf of Prevent Child Abuse Iowa, I was pleased to meet with you, Director Wise, and other key education leaders recently to discuss our common goal of providing a safe environment, and the supports necessary to ensure healthy development among students and staff in Iowa schools.</p> <p>The Board of Directors and staff of Prevent Child Abuse Iowa and our network of partners in 93 Iowa counties share your guiding principle that student performance requires a broad constituency of support. We would like to offer our expertise in prevention and resilience to create a stronger, healthier Iowa, specifically as it relates to the Iowa Every Student Succeeds Act (ESSA) guidelines. Per your recommendation, we are providing a written proposal and asking for your consideration of the following:</p> <p>A. We encourage the state to select school climate and safety as one of the measurable indicators in the ESSA plan.</p> <p>Research shows that communities connected through caring relationships have better physical and mental health, increased workplace productivity and school success, and less crime and homelessness. According to Harvard’s Center on the Developing Child, learning to cope with adversity is an important part of child development. High levels of stress can disrupt the development of the brain and increase the risk of poor health, learning disabilities, and negative social outcomes. However, when a child experiences stress within an environment of supportive adult relationships, the effects of stress are buffered, resulting in positive outcomes for kids.</p> <p>In Iowa, one in four students reports a high level of stress growing up — and high stress is now known to disrupt brain development in children. In fact, students who report higher levels of stress are more likely to score lower on standardized tests, experience language and learning difficulties, be suspended or expelled, fail a grade, and have poor health.</p> <p>Inclusion of school climate and safety as a measurable outcome in the state ESSA plan will increase awareness of - and the ability to respond to - mental health issues among students; connect students and families to appropriate services and supports; improve conditions for</p>	<p>engagement, parent engagement, conditions for learning, culture/climate.</p> <p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.</p>
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learning and behavioral outcomes for students; and implement evidence-based practices to address the needs of our most at-risk youth.

These outcomes are also included in the federal Now is the Time Project Advancing Wellness and Resilience in Education and School Climate Transformation Grants awarded to Iowa.

B. We encourage the state to include the Iowa Youth Survey and the Iowa Adverse Childhood Experiences (ACEs) data collected by the Iowa Department of Public Health as key measurements of school climate and safety.

The Iowa ACEs study is a large-scale, ongoing evaluation examining the link between childhood trauma and physical, mental, and financial health in adulthood. This data is important to Iowa school systems in building trauma sensitive practices that strengthen parent engagement and staff development.

The Iowa ACEs data shows that 56 percent of adults have experienced at least one adverse childhood experience (emotional, physical, or sexual abuse, substance abuse in the home, separation/divorce, domestic violence, incarcerated family member, or family member with mental illness). Nearly 15 percent of Iowa adults report four or more ACEs, an indication of significant childhood trauma. On average, five out of 30 employees will have four or more ACEs, and be at increased risk for heart attack, serious financial problems, smoking, absenteeism, and depression.

We gain an understanding of the next generation's health and behavior patterns by looking at youth risk factors. The Iowa Youth Survey captures the perceptions, attitudes, and behaviors of Iowa's 6th, 8th, and 11th graders. Risk factors for adverse childhood experiences in the Youth Survey can be identified by examining responses to 16 questions around issues including drug use, drinking alcohol, thoughts of suicide, bullying, having a happy home, and feeling connected to the community.

In 2014 one in four students reported at least three risk factors and 8 percent had six-plus risk factors, indicating significant levels of stress. Additionally, 23 percent have had a full drink of alcohol; 13 percent have had thoughts of suicide; and 9 percent have experienced bullying. 16 percent disagree with the statement: "Adults in my community care about people my age."

The continued collection of data through the Iowa Youth Survey and Iowa Adverse Childhood Experiences (ACEs) Survey by the Iowa Department of Public Health as key measurements of school climate and safety will allow the state to gather timely information on the links between

childhood trauma, resilience, student performance and long-term physical, mental and financial health outcomes among youth and adults (also known as the social determinants of health) in Iowa.

C. We encourage implementation of trauma-informed evidence-based practices in the state ESSA plan to address the needs of our most at-risk youth and improve school climate and safety for every student, teacher, and administrator.

Research indicates that a child’s environment is strengthened through social connections, parenting knowledge of appropriate child development and behavior, resilience, access to concrete supports such as food, shelter and clothing, nurturing and attachment. Community groups in Iowa work in partnership with families to build parent support and outreach that strengthen these protective factors.

The negative outcomes of ACEs can be offset by the presence of one dependable and caring adult. More often than not, that adult is a teacher.

Connections Matter is a research based framework designed to engage community members – including schools - in building caring connections to improve outcomes for kids. Educators and school systems are key partners in reducing the impact of childhood trauma. School districts can build resilience by adopting evidence based trauma sensitive practices and integrating support services into schools.

We know it can work because we’ve seen it work. A similar model was implemented in Washington State. After four years of implementing an ACEs response, Lincoln High School (Walla Walla, WA.) saw a 90 percent drop in suspensions; zero expulsions; and a 5x increase in graduation rates. After 10 years of trauma-sensitive practices, Cowlitz County, WA saw births to teen mothers drop 62 percent; infant mortality drop 43 percent; youth suicide and attempts decline 98 percent; youth arrests for violent crime drop 53 percent; and high school dropout rates reduced by 47 percent.

Pilot work in trauma-sensitive school practices is currently underway across the state. Cedar Rapids schools, in partnership with the University of Iowa’s College of Education, aim to develop evidence-based practices that help educators address students’ increasingly complex backgrounds and needs.

	<p>The implementation of trauma-informed evidence-based practices in the state ESSA plan will address the needs of our most at-risk youth and improve school climate and safety for all students and staff.</p> <p>Prevent Child Abuse Iowa believes that healthy, vibrant communities provide nurturing environments for kids. Our statewide network provides expertise in prevention to create a stronger, healthier Iowa. We offer our services in support of the state’s ESSA planning process, and thank you for your kind and thoughtful consideration.</p>	
Email	<p>Recommendations: Department needs to think about the connection between Title IV, Part B, and before-and-after school care (one avenue might be the Iowa After School Alliance).</p> <p>District should consider experiences prior to kindergarten as part of work to address academic underperformance, including community based child care programs. District should be encouraged to provide access to PD and resources to promote school readiness among children under the age of 5.</p> <p>Coordination of schedules (hours or days) for preschool and child care is necessary because anything less than a full-day or full-year means that child care services may likely be necessary. How can we encourage districts to be more responsive and better coordinate the services provided by districts and existing or new child care providers?</p>	EC: Include early childhood intentionally throughout the plan.
Email	<p>As I have reviewed the ESSA draft, specifically the "Well Rounded Education" component of the document beginning on page 69, I have found virtually no mention of Social Studies content and am concerned that our collective disciplines, and organizations throughout the state that support those disciplines, may be left out of this conversation and opportunity.</p> <p>Several Social Studies organizations, including mine, were present at a round table discussion with Director Wise and members of his team on December 8th. My take away from that meeting was that Social Studies, along with Fine Arts and Physical Education, were viewed as important components of well rounded education and that our respective disciplines would be included in Department of Education communications with AEAs, LEAs, and the public in order for recipients of ESSA funding to consider using their appropriated dollars for our programs and events.</p>	6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.

	I am disappointed in what appears to be a lack of visibility to viable Social Studies options in which LEAs can leverage ESSA funding and am hoping you will include this as you finalize your ESSA plan.	
Email	<p>Not having time to read the ESSA document, I perused the table of contents and glanced at a couple of areas. I did not see anything in the first draft about how the state is addressing behaviors in our schools. I am not talking about students who sass back to the teacher, can't stand in line, won't follow directions, etc.. I am talking about students with mental illness who shriek for extended periods of time, throw furniture, slam peers against the wall or to the floor, etc.. These students have mental illnesses, often brought on by trauma in their young lives. At the elementary level, classrooms are being evacuated at various times for safety purposes. Teachers are being required to keep these students in the general education setting. I do not believe these practices are conducive to bringing students to levels of academic proficiency. Educators need trauma-informed strategies in order for learning to take place. Districts need guidelines and resources. Though I am generally a proponent of inclusion, I do not believe that it should be at the expense of those students who are ready to learn. Please address this issue. It has a tremendous impact on student achievement!</p>	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.</p> <p>6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
Email	<ol style="list-style-type: none"> 1. If TLC does not show gains in student achievement in five years from the year the first districts implemented then get rid of it and put the money into general education funding. We sure could use it. 2. Use MAP testing instead of SBAC for state test. 3. If scores are not improving in literacy scrap the plan early literacy screening and testing. Let schools address how they see fit. 4. Make sure we are not just preparing kids to go onto four year degrees. Make sure we are preparing them for jobs right of Hs or a trade. 	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students</p>

	<ol style="list-style-type: none"> 5. Ensure the AEAs have focused purpose and services provided. That focus should be curriculum not printing, etc. 6. New site visit structure is much better because it focuses in on student achievement instead of policy. 7. Too much testing in plan. No money to go with it? 	<p>[alignment, what assessments will be used]</p> <p>4.S: Describe or make clear supports for targeted and comprehensive sites, what support looks like in a continuous improvement process, [e.g., is the summer institute required; how support is provided to educators/schools; how this might impact subgroups].</p> <p>5.TLC: Describe how TLC provides the structure for educator support; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].</p> <p>6.AC-CTE: Support all content areas and/or standards across content areas – Career and Technical Education.</p>
	<p>In the spirit of the New Year with a new education act to bring to the students of Iowa I would like to ask you to resolve to include teacher-librarians to what Iowa Schools need to be future ready. The heart of being a teacher-librarian is reading and research - two skills you will continue to use the rest of your life. There is not a day that goes by that we do not read for information and even just for enjoyment. And with the information rich society we are in we have more than we need to know at the click of a mouse. But so many kids do not understand that anyone can be an author online and they need to make sure their facts are credible. I worked with a group of Seniors last year that didn't understand why anyone would spend the time putting fake information online. And even though our students are digital natives, it does</p>	<p>5.PL-L: Support effective Professional Learning for educators [and describe what it looks like]– Librarians.</p> <p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>

	<p>not mean they are digital citizens. They need taught how to cite resources and give credit when they borrow all the information they find online and the more people that teach and remind them the better they will be.</p> <p>I currently serve students in two buildings in my district with only 1/2 of my day in each building. This causes our students to miss out on opportunities to learn research skills at the same time they are learning content in their classes. It also forces me to cut back on promoting reading when I am in the building because I need to use some of the time I am there to work on research skills. For students to get the best experience they need a teacher-librarian to be part of the everyday curriculum of the school.</p> <p>Some schools have turned their focus to hiring people to teach technology as that is where the information is found, but there are no requirements on classes an educator has to take to teach technology, so how can we be sure our kids are taught proper research skills? My daughters attend a school that against Iowa code has no Teacher-Librarian and my girls come home and tell me they just 'Google' it. We need to be sure our students can navigate and evaluate the resources they find on the technology they use. We should look to Teacher-Librarians to provide this education.</p>	
Email	<p>My question - What will Iowa's response to ESSA be regarding qualifications for paraeducators?</p> <p>My Comments</p> <p>Currently, Iowa has voluntary paraeducator certification, which is one way they can demonstrate being "highly qualified" (terminology from NCLB). The other two ways are having an AA degree or higher, or passing the Work Keys standardized test. The only one of these three that measures an individual's comprehension of the role of the paraeducator is state certification, which requires 90 clock hours of training that can only be provided by a program approved by the state (some are provided by colleges and others by AEA's) that must meet specific competencies mandated by the state.</p> <p>And, in some instances, an individual hired as a paraeducator is not required to meet any of the requirements mentioned above. No training, no post-secondary education, no minimum academic competence measured on a test.</p> <p>I'm recommending that the State of Iowa require that all paraeducators in Iowa be state</p>	<p>5.PL-Para: Support effective paraprofessionals – their professional learning, and the professional learning of educators who work with them to effectively direct them in the classroom.</p>

certified. If Iowa is to truly provide the best possible education for all its children, all school employees who provide or assist with instruction and behavior management should be trained, including paraeducators. (A grace period of two-three years for paraeducators currently employed but not certified to complete the certification should be allowed.) Iowa already has a certification system in place with our voluntary certification process, so transition to this would be relatively smooth. Also, there are approved training programs throughout the state as well as some of the training provided online, so individuals state-wide should all have access to training.

The person who cut my hair yesterday has a license from the State of Iowa that required specific training and ongoing training. I really don't think my hair should be considered more important than the education and well-being of our children.

Finally, teacher prep programs at all Iowa four year institutions should be required to include training for future teachers and administrators in the role of the teacher in directing the work of the paraeducator and in the distinction in roles of the teacher and paraeducator. Our Education Careers Advisory Committee, comprised of K-12 teachers, administrators, and paraeducators as well as education faculty from four year institutions in our area, has identified this lack of training for teachers as a high need area and has endorsed the switch to mandatory state certification for paraeducators.

While this paraeducator issue may not seem like a high enough priority for the State of Iowa to consider with all the other important issues facing education, I do see it as a high priority. While paraeducators come and go in many classrooms throughout the state each school day, many of the teachers whose classrooms they enter are unsure of the role of the paraeducator or their own role in directing their work, often creating confusion and even animosity, neither of which has a positive impact on the classroom. Many administrators are also unsure. Paraeducators are often given far too much responsibility for the education and behavior management of students. I'm aware of some paraeducators in Iowa actually given FULL responsibility for the education of specific students, writing their own lesson plans and developing related instructional materials completing on their own...with a high school education. All our students deserve to be taught by licensed teachers. Often, paraeducators are hired, with good intentions, to be "1-on-1". However, I have observed so often that the child does not need an adult by their side 100% of the time, and that paraeducator could be used to support other students in the classroom who need support. Often, our paraeducators could be utilized much more effectively for the benefit of more children. And, the creation of

	<p>dependency through a 1-on-1 situation could be avoided.</p> <p>These are just some of the issues our paraeducator certification candidates at Kirkwood Community College are trained in during their 90 clock hours of training. In addition, we have embedded these competencies in courses our future teachers take to prepare them to effectively direct the work of paraeducators. All future teachers in Iowa and all paraeducators in our state should have this minimal level of training. The quality of education in Iowa would be improved.</p>	
Email	<p>First of all, thank you for calling together this meeting of a few of the EC leaders in Iowa. Not only was it a worthy gesture, it provided those of us who will communicate back with systems and constituents some very valuable information.</p> <p>ESSA is obviously very complex. It would have been helpful to have some summary information to read ahead of time, so the two hour meeting could truly have been a focus group, with us brainstorming around particular issues and providing DOE with ideas, rather than having to have so much of it be presentation. I do plan to attend at least one meeting in January at an AEA site to provide more input.</p> <p>I also continue to be concerned that no one with a birth – age 5 focus seems to be on the ESSA advisory committee, despite our offers to identify candidates.</p> <p>Early childhood education begins at birth, as you both well know, always with parents, often with child care providers, and sometimes early interventionists. It continues through grade three but, as you know, most of the brain development occurs even before a child is eligible for our State Voluntary Preschool Programs. If we want this act to truly impact if/how every child can succeed, we must begin before preschool (or ECSE, if applicable).</p> <p>We all know the children least likely to succeed are not only diagnosed as having special needs, but also are coming to our public schools from families living under stress, in poverty, dealing with Adverse Childhood Experiences (addictions, incarceration, foster care), where English is not the primary language spoken at home, or from very mobile (migrant, immigrant) families. These young children and their families need early supports – early intervention beginning before age 3. Family support programs and child care programs must be key partners in ensuring this gets done. In many cases, the professionals working in these fields, just as the public pre-K to grade 12 teaching staff, have woefully inadequate professional development to</p>	<p>EC: Include early childhood intentionally throughout the plan.</p> <p>2.T: Include the following voices across the ESSA Teams and/or Advisory: Early Childhood, Students, and representation of wellness [e.g., physical education, health, wellness, nutrition]</p> <p>2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p> <p>5.PL-EC: Support effective Professional Learning for educators [and describe what it looks like]– Early Childhood.</p> <p>5.RR: Describe and fund activities specific to recruitment and retention of teachers, ensuring diversity/quality of educators in the field; focus on</p>

	<p>prepare them for these kinds of challenges. ESSA should and must (perhaps in Title II) strengthen professional preparation not only at the higher education level but also in ongoing inservice and training, and ensure quality, comprehensive content is include. School districts should invite and resource the costs for the birth through age 5 workforce to attend locally offered opportunities. These professionals are caring for those who will be enrolled in the school districts in the near future. In addition, these more diverse early childhood professionals could be a source to recruit more diverse educators for the future for the K-12 systems, if supported on their career pathways.</p> <p>Districts must partner with community-based child care and preschool to ensure every young child within the district has the maximum opportunity to arrive at kindergarten ready to succeed. Children may spend 2-3 hours a day in a district preschool but might spend 8 additional hours in child care. No matter what they learn in preschool, if child care is not quality or if it is “wasted time”, we are missing an important opportunity. There are some amazing models in the state, including sites in the Des Moines and Waterloo school district, of state pre K working alongside Head Start and community child care partners to provide “blended funding” 6-hour a day classrooms where every child is receiving programming that meets the highest quality standards, and all teachers and associates are appropriately educated and effective.</p> <p>One consideration I would have would be to encourage/require teacher education programs to earn national accreditation through CAEP or ECADA. ESSA should provide incentives from the local level for districts to hire teachers who attended such institutions, and the State of Iowa could encourage this as a means for ensuring quality preparation is occurring.</p> <p>I’d like to see BOEE and our higher education partners develop a DLL endorsement to assist those working in 0-5 and elementary school settings better understand how to support home language and literacy development before or hand-in-hand with English language and “read in English by grade 3” mandates. All young children speaking a language other than English at home should receive supports that promote bilingualism and biliteracy if we think they will be successful.</p> <p>Elementary administrators should have an ECE endorsement if they are supervising EC educators, or at least a minimum of 6 college credits specific to ECE.</p>	<p>shortage areas [e.g., deaf/blind/visually impaired, special education, early childhood, gifted and talented, school counselors, etc].</p>
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	<p>I am also concerned with that pre K through grade 3 teachers, many of whom are our Iowa AIEYC members, are feeling extreme pressure to teach inappropriately, pushing-down academics, and emphasizing reading skills to the exclusion of other domains of development and learning. Many studies have shown math and/or socio-emotional readiness at kindergarten entry to be more important than reading readiness as a predictor of success. Children often come to pre k or kindergarten from a NAEYC accredited or Head Start experience and actually lose ground in the primary grades. We must help LEAs and principals know how children ages birth to 8 learn and how intentionally planned play experiences can promote academic success. I hear of pre K classrooms and kindergartens around the state with nonsense words posted on the walls, so young children can practice sounding out “words” in preparation for upcoming assessments. This is alarming and inappropriate.</p> <p>There was much conversation on Thursday about “may” vs. “must” vs. “should” in the plan language. I encourage the Department to develop language that demonstrates their commitment to <i>every child, beginning at birth, will be healthy and successful</i>, Early Childhood Iowa’s vision. ESSA gives DOE and our state the opportunity to provide that message, using must or should, not only to the federal and state leadership, but to all our LEAs.</p>	
Email	<p>Thanks for the invitation to contribute to the plan. In light of "SEC. 2245. STEM MASTER TEACHER CORPS" of the ESSA, we suggest including this segment in the state's plan:</p> <p>The Iowa Governor's STEM Advisory Council in 2016-17 will conduct a vetting process to identify high quality STEM professional development, with the goal of scaling best practice in STEM p.d. throughout the state of Iowa in partnership with multiple higher education institutions. Identified exemplar STEM p.d. delivered by certified higher education partners will be the ideal vehicle for preparing Iowa's STEM Master Teacher Corps through the Governor's STEM Advisory Council in partnership with the Iowa Department of Education.</p> <p>Barb, that's the overview. If you like more detail, here it is!</p> <p>CONTEXT</p> <ol style="list-style-type: none"> a. The Governor’s STEM Advisory Council has led the development of school-workplace partnerships across the state, STEM BEST® (business engaging students and teachers). b. A hallmark of these (currently 18) partnerships, set to expand dramatically by Governor’s commitment, is to unite schools with employers for applied learning collaboratives. 	<p>2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p> <p>6.AC-CTE: Support all content areas and/or standards across content areas – Career and Technical Education.</p> <p>6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics.</p>

	<p>c. Polled members were asked “What P.D. do you most need?” and the consensus response was “Help making connections with business and industry.”</p> <p>d. Coinciding factors are (1) Advent of the Next Generation Science Standards which drive application of science concepts to engineering design, focused on local phenomena; and (2) A new STEM teaching endorsement requiring a substantial immersion in STEM practice.</p> <p>e. A census of all current P.D. across Iowa yielded a few close approximates to the vision for STEM P.D.*</p> <p>PROCESS (underway)</p> <ol style="list-style-type: none"> 1. Assemble a team of STEM education experts across the school-business spectrum to develop a vision for STEM professional development that answers the call of (c) above, adhering to tenets (e). 2. Compose a proposal and rubric for soliciting and evaluating exemplary professional development within the state of Iowa that could meet (c) and (e) goals. 3. Issue a statewide call for bids to higher education, educational support organizations, workforce entities, nonprofits, and other professional development deliverers. 4. Identify a scalable best practice in STEM Professional Development that meets the goals of (c) and (e). 5. Hold train-trainer workshops to equip interested professional developers to execute the model locally across Iowa. 6. Support trainers as they deliver the model to local educators – teachers, principals, community partners. 7. Work with pre-service educator institutions to incorporate the model into teacher development programs. 8. Evaluate the professional development for efficacy at achieving the vision of (c) and of (e). <p>ASSETS IN PLACE</p> <ul style="list-style-type: none"> • Inter-institutional STEM Champions Network • STEM Endorsement at Board of Educational Examiners • Five institutions implementing the STEM endorsement • STEM BEST schools implementing STEM 	
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	<ul style="list-style-type: none"> • STEM award-winning teachers (Kemin awardees) • Teacher Leaders cadre in nearly every district of the state • STEM Externs & STEM scaling educators throughout state • Business sector commitment to STEM • Steady legislative funding for STEM education • Partnership of Iowa Dept of Ed, AEAs, other state agencies (NGSS roll-out) • Consensus definition for STEM (Tsupros <u>et.al.</u>) • Three recent NSF grants to Iowa STEM support and feed in to this work – Noyce Scholars (DUE-0934866), Real World Externships (DRL-1031784), and Iowa STEM Ed. Evaluation (DRL-1238211) <p>KNOWN OPPORTUNITY GAPS</p> <ul style="list-style-type: none"> • Widely variable professional development models for STEM teachers, with variable evaluation. • 26 IHE’s not implementing the STEM endorsement • Variable interpretations of the BOEE STEM experience • Features of Quality STEM P.D., From STEM Schools Study, University of Chicago, 2014: <ul style="list-style-type: none"> ○ build community connections; ○ Incorporate local problems into teaching science and mathematics with technology and engineering tools and principles; ○ Link learning to careers; ○ Integrate the disciplines; ○ Empower student teams to take intellectual risks and innovate. 	
Email	<p>I would like to re-emphasize my hope that school nursing services be an important student support in ESSA in Iowa.</p> <p>The National Association of School Nurses recommends 1 nurse for every 750 students in the general population, 1 nurse for every 225 students with professional nursing services during the day, and 1 nurse for every 125 students with complex health care needs. In Sioux City, most of the school nurses have 1,800+ to 2,100+ students that we are responsible for every day. We travel between 2 – 4 buildings. I only am able to spend 2 days a week in my elementary school of over 700 students and 3 days a week in my middle school with over 1,100 students. Appropriate school nurse staffing is related to better student attendance and academic success.</p>	<p>6.S-SC: Support school counselors, school guidance programs</p> <p>6.S-N: Support school nurses.</p>

	<p>School nurses may be a student’s only healthcare provider. We manage a wide variety of health issues, including medication management, mental health issues (we also need more school counselors), management of many chronic and complex health conditions (diabetes, seizures, asthma, anaphylaxis, and basic first aid and illness care. Students needs today are not the same as they were 20 years ago. Medical advancements have allowed many more children with health conditions to survive to school age and be able to attend school. I have had students with tracheotomies, g-tubes with feedings during the day, bladder catheterizations, ports, percussion and nebulizer treatments, heart conditions, spinal and musculoskeletal disorders, and many more. I currently have 8 students with Type 1 diabetes in my middle school and over 100 with asthma. I also have over 60 daily doses of medication given in my 2 schools.</p> <p>The high case load for nurses in Sioux City only allows us to try and meet basic daily needs and we rarely have time to address issues that could improve attendance and school success. We do not have time for things like vision screening that could identify students who may need glasses. Sometimes students struggling with reading or math may just have a vision problem. We need more time in our school to be able to teach students how to manage their chronic health conditions like diabetes and asthma. When these conditions are not managed well, students will have much time out of the classroom. We also need time for consultation with parents, specialty physicians, and community resources to plan ways to manage health care for our students with complex conditions to keep them in school as much as possible.</p>	
Email	<p>Following Friday's IACTE meeting, I received an email from a colleague in one of our college prep programs in Iowa. Dave suggested I forward to both or you.</p> <p>She writes, "I have an idea to share with you. I have actually talked to a few Principals about this over the years but funding was not there to put this formally into place.I think it would be wonderful if our schools could identify and work with Gifted Students, or the Extended Learning Program, based on the top student in each school. So instead of developing the ELP classes based on a district wide score or a national score requirement, allow for the differentiation of each school having a program for their top scores based only on the school they are attending.I think this would open up some wonderful programs in some of our struggling buildings and encourage those bright students to do more. It would be a challenging and encouraging program based on the students in each building and hopefully inspire students to push themselves and gain the confidence to challenge themselves further."</p>	<p>6.S-May: Support the “mays” through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.</p>

Email	<p>Assessments:</p> <ul style="list-style-type: none"> I am pleased we are moving toward the Smarter Balanced Assessment. With it will come needs – communication to parents, educating the students and staff in how to give and take the tests, reporting techniques, use of the data to inform decisions, etc. As a state and as local districts, are we ready for the computer-based assessments? Will there be a process offered allowing districts to use an optional high school assessment – e.g., ACT, SAT, district-developed? If so and if approved for one district, will those be approved for any and all who choose to go that route or will each district have to apply? <p>Accountability:</p> <ul style="list-style-type: none"> I understand that state scores will continue to be the primary component of state accountability systems, although we will no longer have the adequate yearly progress requirements. What other academic indicators will be used for the report? Nonacademic indicators? Will we see a continuance of sharing NAEP results, graduate rates, average daily attendance, highly qualified teachers? Will we explore school climate as an indicator? Access AND participation to advanced coursework? Staff retention? Annual expected growth? College and career ready growth? Progress on closing the gap? <p>School Improvement:</p> <ul style="list-style-type: none"> There appears to be limited federal and state involvement recommended for schools and districts except for the identification of “Comprehensive” or “Targeted” support. CSI schools will have the district determine their focus for change, and interventions for targeted support will focus on sub-groups with the oversight by the district. What role will the state play in these school improvement plans? Having been a leader in the early years of the school improvement support from the state, we learned often that schools and districts didn’t know what they didn’t know until we helped them dig deeply in their data, helped them ask questions, helped them diagnose their problem(s), and then plan, implement and assess the impact of the necessary changes. 	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p> <p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p> <p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p>
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Professional Development:

- Title II funding has decreased over the past eight years; it has also been expanded to include others besides teachers (e.g., paraprofessionals, school leaders). My understanding as well is that there is an additional 3% set aside at the state level for the development of school leaders. Will we see these funds added to the TLC funds already allocated to districts? Will we see exploration of new ways to embed professional development? Will we look at residencies to prepare teachers and leaders in our schools? Are we assuring that the Title II funds will be used for professional development?

Educator Evaluations:

- I know that ESSA does not require evaluation of educators; I am so glad Iowa does – as well as provide supports to make sure that whatever their role (e.g., paraeducator, superintendent, principal, teacher, instructional coach, curriculum leaders, model teacher), there are supports in place to help them to become their very best.
- It will be important that we explore multiple indicators that would be useful in the evaluations as well as to personalize the professional learning for these educators – whatever it takes to assure we have *the* best in front of our students!

Well-Rounded Education:

- It is my understanding that several grants available earlier (e.g., Elementary and Secondary Counseling, Carol M. White Physical Education) under No Child Left Behind were eliminated in ESSA and that a new block grant is intended to provide funds *to every district* to support a well-rounded education, provide safe and healthy school environments, and enhance technology in education. I hope that our plan will support that well-rounded education – going beyond the “core” to support physical education, foreign language, computer science, counseling, etc. I know with this comes the need to ensure that our educators are fully prepared to address comprehensive needs of the students.

English Language Learners:

- I understand that English Language Learner proficiency is a mandatory component of school accountability. I certainly would endorse the option of not reporting out the testing results of first-year ELLs. I do think it would be in our best interest to have the first-year ELL students tested so that the results might guide the actions taken in the district/building to increase the students' success.

Funding Levels:

- It concerns me that the Title I allocation from the federal government has not increased much in the past eight years. I know that is something you individually don't have the power to increase but perhaps we as educators across the state could focus our advocacy for increased funding. It would be important that we send a common message – and the more details/priorities your team establishes for the use of Title I allocations, the better our stories/examples can be as we advocate for increases.
- The federal funding for professional development has decreased as well over the past ten years.
- Focused priorities and allocations to districts based on those priorities will be important to assure that each and every child benefits from ESSA in Iowa.

Public Engagement and Stakeholder Input:

- I so appreciate your seeking input from across the state. I know that took precious time and travel. The stakeholders' input, I am sure, will be valuable as you work with your advisory in putting together the final plan.
- A special thank you to those representing Iowa in developing the plan. Creating this plan will take multiple views and many hours as you complete the plan. Naturally, Iowa ASCD would like to have been represented on your advisory, but we are so appreciative that two of our members – Tom Ahart and Kevin Fiene – are on the team.
- I would like to offer my services if you need a reader/reviewer of drafts of the plan.

Email	<p>My passion is sharing learning experiences with gifted children of all ages and advocating for their right to learn something new at school. My diversified instructional experiences with them drive my interest in the possibilities that ESSA presents this population of students.</p> <p>I have been an educator of gifted children for over 30 years, 26 of them in the Fort Dodge Community School District. I've instructed them in a range of learning settings from a private pre-school to public high school, and of course in the 2nd -6th grade general education classes I've taught. Currently, I am our district's TAG Facilitator in addition to teaching 5-8 Middle School TAG classes in a pull out model. For ten years I was also the High school TAG instructor. In Fort Dodge, our department of four tries to be very proactive and "hands on" with services: we have developed PD power points for classroom teachers, a district Acceleration Plan, and serve as constant resources for differentiation materials.</p> <p>Professionally, I served as a Board member of the Iowa Talented and Gifted Association for 15 years, two of those years as its President. I continue to consult its membership and present at its annual fall state conference. I'm also a member of the National Association for Gifted Children for which I serve on the Professional Standards Committee. I am also the After-School STEM Academy Coordinator for our building.</p> <p>Thank you for taking this information and using it in any way you can. Our state has many strengths in the areas of Gifted Education. Let's build on the firm foundation we have to become the leader in meeting ESSA requirements that other states want to emulate!</p> <ul style="list-style-type: none"> Historically, education reform has focused on disadvantaged children; but disadvantage and low-performing are not synonymous. ESSA will not only allow but encourage and support identification of high-ability / disadvantaged children who are more difficult to identify as they often possess non-traditional skills and patterns. Gifted learners are finally a subgroup!!!! I am thrilled that the state is now <i>accountable</i> for the growth and support of high level learners. How we measure their growth will be very important: how will that be measured and defined? In our efforts to raise the number of students operating at an advanced level (high proficiency): how will advanced level be defined? what will that look like? (just a higher ceiling?) Will the state provide models for schools to use in their district plans? 	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.</p> <p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p> <p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>

	<p>While proficiency is determined to be at 65%, in gifted education we use 85% as a basis for possible acceleration. Will the different metrics and vocabulary become universally used?</p> <ul style="list-style-type: none"> • Adaptive tests such as Smarter Balance are need to allow high level learners to test without a ceiling. Test ceilings compromise data and skew results on annual yearly growth reports. • We need to be using honest teacher to student ratios when developing and using data. • Teacher preparation institutions must require at least one full CLASS on teaching gifted learners. No longer will a chapter in “the exceptional learner” book be sufficient! • The National Association for Gifted Children has a plethora of quality, research-based information, tools, and resources to guide our decisions as we move forward. Tools and resources that districts rarely/fully use in Iowa. Not a lot needs to be invented: just adapted for state and local district use. • There is another “bubble” of which to speak: the “high bubble” kids. These learners consistently score in the 80th-percentiles, but don’t qualify for state mandated gifted services. None-the-less, they are the kids for whom differentiation, honors classes, and high expectations are most needed. Several years ago at our local high school, we had eighty-five members of our 8th grade class of 325 register to take Honors English their freshman year. These were 80-percenters who were encouraged and motivated to be challenged in school. During the summer, it was determined that we could not staff a third honors section. Twenty five of those students were notified that they “weren’t smart enough” to take an honors level course and were put into a regular English class for the year. That is not the message we should be giving our highly-abled students!!! <p>I am concerned that Iowa school districts won’t know “where to start” so won’t begin the work needed right away when it comes to the gifted and highly level learner provisions of ESSA. They should be encouraged to start with their local TAG Specialists-- endorsed professionals— who can help launch any program</p>	
Email	<p>As a 70 year old retired educator, resident of Iowa since 1979, and Iowa taxpayer, I have the following suggestions/concerns as we implement ESSA.</p> <ol style="list-style-type: none"> 1. Any attempt to rigidly enforce judging districts according to their results in serving historically underserved groups is doomed to failure. More focus on evaluating the process by which they improve the performance of individual students identified as being in those groups 	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p>

would lead better results as a happy consequence. If test score differences between groups are used as an assessment tool (achievement gap), then the temptation will be to give fewer opportunities to soar academically for those not in the suggested groups in order to even out test results.

Example--in 1993 and 1994 at the local middle school, all math students were given the opportunity to use the newly available computer lab EXCEPT those in the three honors math sections.

Example--both of my parents came from homes in which English was not the first language. My mother spoke no English at all when entering first grade. Rather than segregating my parents out as in need of special help and tested separately, they were fully immersed in English at school and did quite well academically. As individuals they were pushed up to perform better in a curriculum that was not dumbed down. If they had been evaluated and classified now, they would have not only been English language learners, but also financially disadvantaged. Was their "achievement gap" in elementary school at all significant for educational policy? Not at all.

Granted that these may be highly atypical examples, although I think that English immersion education was more typical than not in rural Iowa during the 1920s and 1930s, it still is important that districts not overfocus on eliminating the differences in test results between groups that someone outside the district has selected for evaluation.

2. It appears that Iowa will have some flexibility in choosing an additional area, besides academics, in which to evaluate districts. Iowans are proud of our tradition of opportunities in Art and Music for children throughout the state. The All State Music Festival in Ames is telecast on IPTV several times during the Thanksgiving season with high viewership. Not only the hundreds of participants, but also the thousands more who prepared for auditions by practicing difficult music are pushed to excellence by the experience. Music education throughout the state is enhanced.

Some districts also highlight the achievements of their art students by special exhibitions. Those for whom English is not the first language have special opportunities to be recognized for their artistic and musical excellence. I suggest that in Iowa, districts are evaluated according to their offerings in art and music. In too many elementary schools, art is not taught. Instead, a teacher unqualified in art puts together a few crafts activities and

4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.

6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.

6.AC-M: Support all content areas and/or standards across content areas – Music.

	<p>pretends that he is teaching art. Even my grandmother in a public elementary school (grades 1 through 8) was taught formal drawing. My father in depression era elementary school, learned to read music well and was made familiar with the great musical works. His life was enriched by this fine education. Let's build on a rather unique strength of Iowa schools by making access to (no pull-outs) and excellence in art and music education an evaluation tool for districts.</p> <p>3. A growing trend among parents who value education is to home school their children. Often there is frustration with the one-size-fits-all approach in many districts. Open enrolling to a neighboring district does not really solve the problem of lack of parental choice. Not all who home school do so for religious reasons. My personal observation is that the children I have met who have been schooled at home are curious, physically fit, polite, and interesting little people who have not been burdened by the long hours most Iowa children spend in the classroom. Let's not evaluate districts by the number of days and hours kids are caged up at school. If a child can learn what she needs in the early grades in a half day, then let the district receive full day funding for that child while permitting her to go home for a nap or free outdoor play. For those who use the schools as daycare, loosen up the academic schedule in the afternoon so that our little ones do not come home so tired. Let them have a childhood!</p> <p>At the very least, reward those districts which permit parents some choice among schools and educational programs.</p>	
Email	<p>I am a regional director of services provided by the Iowa School for the Deaf <i>and</i> Iowa Educational Services for the Blind/Visually Impaired.</p> <p>Both agencies struggle to recruit and retain qualified teachers. There are no Teacher Preparation Program in Iowa for <i>Teachers of the Visually Impaired (TVIs)</i>.</p> <p>Please consider the possibility of establishing <u>reciprocity agreements</u> with other states that would allow graduates of TVI teacher preparation programs in Nebraska, Colorado, Minnesota and Illinois to teach in Iowa <u>without additional coursework requirements</u> currently required to secure licensure/certification in Iowa.</p> <p>Similarly, we have had no Teachers of the Deaf/Hard of Hearing (ToDs) graduate from Iowa Universities in recent years.</p>	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>5.RR: Describe and fund activities specific to recruitment and retention of teachers, ensuring diversity/quality of educators in the field; focus on shortage areas [e.g., deaf/blind/visually impaired, special education, early childhood, gifted and</p>

	<p>Please consider the possibility of establishing <u>reciprocity agreements</u> with other states that would allow graduates of ToD teacher preparation programs in Nebraska, Minnesota and Illinois to teach in Iowa <u>without additional coursework requirements</u> currently required to secure licensure/certification in Iowa.</p> <p>We hired a Teacher of the Deaf/Hard of Hearing in January 2016. The teacher graduated from the University of Tulsa and Webster University in St. Louis with degrees in Elementary Education, School Counseling and K-12 Deaf education. Yet, she was not able to begin teaching until late April because ETS had not scheduled the Praxis Exams until several months afterward <u>and</u> Praxis results were not issued by ETS to the Iowa BoEE in a timely manner.</p> <p>If the Praxis Exams remain a requirement, Let's make these exams available to prospective teachers throughout the school year and let's require ETS to issue results to BoEE in a timely manner.</p>	<p>talented, school counselors, etc].</p>
<p>Email</p>	<p>Attached are three documents that outline the recommendations and requirements for gifted education in state ESSA plans:</p> <ul style="list-style-type: none"> • "ESSA Q & A" is the handout I had at the meeting that describes in lay language the provisions for gifted education in ESSA. • "ESSA GT provisions" details the legislative provisions that support gifted and talented students in ESSA (with excerpts and references to the final bill language). • "NAGC memo to chief state school officers on ESSA" was sent from the National Association for Gifted Children (NAGC) Executive Director Rene Islas to state directors in May 2016. <p>Other information on gifted education and ESSA can be found on the NAGC website at http://www.nagc.org/get-involved/advocate-high-ability-learners/nagc-advocacy/federal-legislative-update/every-student</p> <p>I hope you find these documents valuable as the process of writing the state plan continues to unfold. I also hope these documents, and the words you heard at the ITAG conference from Sen. Grassley and Rep. Young, explain the attention and passion that gifted advocates have about giving voice to gifted education in Iowa's ESSA plan.</p> <p>Please let me know if there is additional information I can provide you at this point. I look forward to opportunities to work with you and the DE on gifted education issues.</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.</p> <p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>5.PL-GT: Support effective Professional Learning for educators [and describe</p>

		<p>what it looks like]– Gifted and Talented. 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>
Email	<p>As you develop your ESSA Plan, please incorporate the following concerns:</p> <ul style="list-style-type: none"> • By setting an n-size of 26 or fewer students, our State’s accountability systems can identify and support the state’s underserved students and realize the civil rights imperative inherent in the law. An n-size set higher than necessary to protect student information and be statistically sound is counterproductive to identifying and closing gaps. • Notwithstanding the various state-imposed timelines for intervention under ESSA, the State ESSA Plan must also explain how, when and where <i>struggling students</i> who need additional help now can receive the support they need when they need it. Our students, many of whom are already below grade level, cannot wait for these timelines to kick in. • The State’s ESSA Plan should address whether and how the State currently provides adequate education funding for all students. • Target additional resources to Early Childhood Education Programs. • Explain how the “Supplement Not Supplant” will be interpreted and enforced to ensure that federal Title I dollars are supplemental in Title I schools and that Title I schools are receiving their fair share of funding. • Incorporate polices that promote the recruitment and retention of high-quality teachers and principals in high-need schools. • While there is funding in ESSA to recruit and retain effective teachers (how is this to be used and where?), how will the ESSA Plan also increase teacher diversity, especially in light of the increasing gap between the percentage of public school students of color and the percentage of public school teachers of color? • How will the ESSA plan incorporate an understanding of trauma-informed education practice? • While targeted resource allocation is a critically important strategy to better support students of color, another key challenge is that our schools remain largely segregated. The ESSA Plan should, consequently, also aggressively and simultaneously support approaches to voluntary desegregation of schools by both race and socioeconomic status. • Also, consider strategies for drawing school attendance boundaries and selecting sites for new schools that promote greater, rather than less, diversity. 	<p>SS: Concern regarding supplement not supplant decisions- use funds as intended. SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance. 4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education. 4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios,</p>

	<ul style="list-style-type: none"> • Consult with transportation, housing authorities and housing development agencies when engaging in school site planning. • Work with transportation and housing agencies to share important information on school achievement, graduation rates, and demographic composition to create housing and school opportunities that best address the unique needs of students, families and communities and expand access to an excellent education. • How does the Plan promote the reduction of exclusionary disciplinary practices? • How does the Plan support the use of positive behavioral interventions and supports, including with special education services? • How will you prioritize prevention and intervention programs for children and youth who are neglected, delinquent or at-risk so that such children can obtain a regular high school diploma? • Have you established procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in a secondary school or in a reentry program that best meets the needs of the student, including the transfer of credits that such student earns during placement? • What opportunities will exist for such students to participate in credit-bearing courses while in high school, post-secondary education or career and technical education programming? • How will you facilitate the transition of such children and youth between the correctional facility and the local education agency or alternative education program? • How will you a. note when a youth has come into contact with both the child welfare and juvenile justice systems; and b. deliver services and interventions designed to keep them in school? • <i>With respect to accountability under ESSA, the State’s ESSA Plan should include discipline measures in school ratings.</i> School discipline indicators measure the percentage of students subjected to different types of disciplinary actions. Research shows that exclusionary discipline practices place students at greater risk for numerous academic and personal consequences, including lower achievement, disengagement from school, and increased risk of dropping out. • How will the required parental engagement activities under ESSA be administered? Will Local Education Agencies (LEAs) be given a choice whether to use a portion of those funds to fund a Title I parents association? What protections will the Title I parents association, their members and leadership have from retaliation, coercion, or harassment by school officials, or even by other members/leaders? How will such protections be enforced and by whom? What parameters will the ESSA Plan impose on LEA or school allocations of 	<p>performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.</p> <p>5.RR: Describe and fund activities specific to recruitment and retention of teachers, ensuring diversity/quality of educators in the field; focus on shortage areas [e.g., deaf/blind/visually impaired, special education, early childhood, gifted and talented, school counselors, etc].</p> <p>6.S-May: Support the “mays” through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.–specifically re: EC</p> <p>6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs..</p>
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	<p>funding, including minimum and maximum amounts for various categories of parental engagement? What protections will the Plan include for parent advocates, and for the students they represent, whose legitimate participation in student disciplinary hearings or meetings, or in IEP-related meetings or hearings, is arbitrarily curtailed, or is attempted to be curtailed?</p> <ul style="list-style-type: none"> To ensure student subgroup performance is not overlooked and that students receive the support they need, we recommend that when identifying schools for targeted intervention, the State ESSA Plan requires a review of data on <i>all</i> indicators in the accountability system and allow low performance on a single indicator to trigger intervention. Otherwise, students could have to fail on virtually everything—math, reading, graduation rates—before their low performance triggers a response. <p>Thank you for the opportunity to express our preliminary concerns with respect to the development of the ESSA Plan.</p>	
Traditional Mail	<p>Thank-you for having public meetings. I attend the November 2, 2016 form at GWAEA in Cedar Rapids, IA, as a retired alternative high school special education teacher, interested citizen and grandparent.</p> <p>I agreed with the audience speakers, especially on the following topics:</p> <ol style="list-style-type: none"> Lack of recess for elementary Lack of time for the arts and physical education Not letting preschool and kindergarten have time to play, which is an essential part of their development and learning That teachers know their students better than people in Des Moines or Washington DC There is way too much testing and progress monitoring. <p>1 & 2) I have grandchildren in a Cedar Rapids elementary school. In prior years, they could play on the equipment and in the grass fields before school. This year, they have to stand on the blacktop in line before school. School is from 8:45 – 3:45. First grader: in the morning he gets a “10-15 minute movement break” (watching smartboard videos and moving), and a 30 minute recess after lunch. “Specials” (art, music, physical education) are on a 3-day rotation for approximately 30 minutes except Friday which is reduced to 20 minutes. The fourth grader is the same except no morning “movement break; instead 15 minutes to walk/run the track in</p>	<p>P: Ensure there is more recess, child-directed play.</p> <p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p> <p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the</p>

	<p>the afternoon. In my opinion, both boys need more active time during school. And 30 minutes of music and art every 3rd day is not enough.</p> <p>3) Attached is an article about play and early childhood, “What happened to Kindergarten?” I have highlighted several points I feel are important to consider when developing the new ESSA requirements for Iowa.</p> <p>4) The parent who talked at our forum about his daughter made a good point: As a struggling student, her teachers know her better than officials in Des Moines or Washington DC. He also observed that as children get older, the gaps increase.</p> <p>5) My last 17 years in education were as a special education teacher in an alternative high school. Not everyone will earn a college degree, but everyone needs to find their place in the world by being a good citizen. Testing, including progress monitoring in special education, is unreasonable. At our alternative school, attendance was an issue, and valuable instructional and social skill development time was lost to so called “progress monitoring” Result showed little or no change between “monitorings” and students dread having to do them repeatedly.</p> <p>Other issues: I have concerns about how “identifying the lowest 5% of schools” will impact students and teachers. What will be the plan for them? Hopefully it will be putting more teachers and support personnel (i.e. paras, counselors) in classrooms, more emphasis on the arts, physical activity and enrichment during the school day, rather than more drill and tests on ‘academics’ to raise test scores. Schools need more teachers and paras in classrooms with struggling students, rather than more “created positions” and more “non-teaching/administrative” personnel.</p> <p>Attached is an article that makes some interesting points, “At this teacher-led school, educators decide what is best for students” There will always be a lowest 5% - Don’t forget the NCLB geniuses that said, :everyone needed to be at the 40th percentile or above” which was statistically impossible by definition of percentile.</p> <p>I also question holding back 3rd graders who struggle with reading based on test score and/or requirement them to attend summer school, etc, as an alternative to passing a test. What if schools put as much emphasis and resources toward teacher every child to swim by 3rd grade? This could save lives and provide life-long skills for health and recreation. Attached are two</p>	<p>voices/stakeholders included, etc.</p> <p>3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p> <p>4.ID: Provide clarity on how targeted and comprehensive sites are identified.</p> <p>4.M-ACT. Establish measures for reporting and accountability that include ACT, SAT, college and career ready and/or AP.</p> <p>4.S: Describe or make clear supports for targeted and comprehensive sites, what support looks like in a continuous improvement process, [e.g., is the summer institute required; how support is provided to educators/schools; how this might impact subgroups].</p> <p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p>
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	<p>articles of support: “Is there an optimal age for learning to swim?” and “The Stats: Why kids must learn to swim.”</p> <p>I like the idea of ACT or a similar existing standardize assessment for high school. This could serve several purposes: 1) complete the test requirement for college-bound, 2) give a standardized measure of all students, and 3) save money and time by reduce testing. Since all students, not just college bound, would take the test, schools should not be ‘rated’ on the test results. Perhaps giving the test in 12th grade rather than 11th would better measure K-12 learning.</p> <p>I did not understand discussion about “highly qualified” teachers at the forum. I do remember that at my school we had a staff member “qualified” to teach classes in child development and parenting at Kirkwood Community College, but was not “qualified” to teach high school students the same topics as a class during the school day.</p> <p>We now have a generation of students and new teachers that have only known NCLB, lack of adequate funding, and test scores as the ONLY measure of “success in school” Students are not “Test scores” Schools are not businesses. We don’t know until 10+ years after graduation if children became good people and productive citizens. Tests do not measure much of what is really important</p>	
Traditional Mail	<p>The Iowa Association of School Librarians (IASL) is writing on behalf of our members, representing school librarians all across Iowa and from every type of K-12 institution. We are pleased to offer the following recommendations to Iowa Department of Education concerning the development of our state’s ESSA Draft Plan. Thank you for soliciting stakeholder feedback to both specific questions and inviting comments in general.</p> <p>Accountability. As the Iowa DE considers ways to implement an accountability system that acknowledges meaningful differences between schools and addresses the success of all students as well as subgroups of students, we encourage you to adopt accountability policies and processes that utilize effective school library programs and school librarians as drivers for success. An effective school library program provides instruction designed to maximize student growth and progress, student academic achievement and student progress in English language proficiency. Effective school library programs help close student performance gaps and increase post-secondary readiness. The Iowa DE’s goals of increasing graduation rates by providing comprehensive and rigorous instructional support across all grade levels and content areas should acknowledge and integrate school libraries and licensed librarians for their significant and sustained work in supporting student achievement.</p>	<p>4.M-L: Establish measures for reporting and accountability that include library services/access.</p> <p>5.PL-L: Support effective Professional Learning for educators [and describe what it looks like]– Librarians.</p> <p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>

School Interventions and Improvement. As the Iowa DE considers strategies for school improvement, the school librarian community wants to highlight a 2013 report from the National Center for Literacy Education (NCLE) shows that when school librarians are highly involved leaders, they play a critical role in their schools through consistent and sustained collaboration with other educators. Significant new Title funding is becoming available through ESSA that would, if applied for and put to work by the Iowa Department of Education and AEAs, allow licensed librarians to focus on school improvement not only through direct student contact but also through professional development for all faculty members on information literacy and resources, instructional technology, and more. Collaboration among faculty and high quality professional development both play vital roles in the school improvement process. We want to highlight that evidence from study after study shows that the presence of an effective school library program and a certified school librarian positively affect all aspects of student achievement. We recommend that the Iowa DE consider the absence or presence of these effective school library programs and certified school librarians as a way to differentiate between schools and that support for programs and positions is a fundable intervention.

Standards and Assessment. As the Department of Education considers how to create, implement and measure challenging academic standards, we want to remind you that licensed school librarians are trained specifically to help students achieve the stated actions and goals of Iowa Core standards. Licensed school librarians teach research and evaluation skills every day. Only a centralized, curriculum-aligned school library program with an extensive range of print and non-print materials can provide the differentiated and diverse reading and listening breadth nor variety of informational texts required by the Iowa Core Standards. We urge IDOE to fully utilize federal Title monies like the Innovated Approaches to Literacy grant to help high needs schools to fully realize the academic gains of an effective school library program, and Title funds allow our school librarian colleagues to help implement challenging standards across the curriculum.

Teachers and Leaders. The Iowa Association of School Librarians encourages the Iowa Department of Education to enhance the statewide Teacher Leadership Program by recognizing certified teacher librarians as teacher leaders across schools and districts. School districts should be encouraged to utilize teacher librarians' expertise as leaders in professional development activities and utilize them for peer support for PD and CE in all settings. Schools and Districts can provide release time for the teacher librarians to lead and attend targeted professional development, which could include identifying resources (both digital and print) and evaluating and using the information to complete a learning task or project. Additionally, the teacher librarians can cultivate and sustain partnerships with institutions of higher learning, non-profit organizations, public libraries and corporations that can provide professional

development experiences for educators. Furthermore, teacher librarians can lead and implement school wide professional development activities, particularly related to digital resources, digital literacy and citizenship and gathering resources to support personalized professionalized learning initiatives. These actions, along with grant writing support, should build capacity and strengthen the effectiveness of both teachers and leaders. We urge the Iowa Department of Education to fully utilize federal Title monies like the “Innovate Approaches to Literacy” grant to help high needs schools fully realize the academic gains of an effective school library program, and other Title funds allow our school librarian colleagues to help implement challenging academic standards across the curriculum. School librarians act as collaborative instructional partners with other teachers to directly impact student learning and achievement and to advance curriculum development. We provide students with equitable access to up-to-date digital and print materials and technology and teach students appropriate and responsible technology use. Having a certified librarian in the school has repeatedly correlated with increased student achievement in decades of studies of both quantitative and qualitative measures.

Early Childhood. Highly qualified and certified teacher-librarians not only work with the general K-12 student population, but also with the preschool and ECSE population. Teacher-Librarians are shown to decrease educational achievement gaps for students entering school and provided students with a seamless transition from early learning settings to elementary school settings. We believe that a focus on early interventions through effective library programs will increase student confidence, success in learning, and achievement by students in all groups. A September survey polled -12 teacher-librarians in Iowa requesting information about teaching preschool and the ECSE programs. 76% of the teacher-librarians surveyed work with these student populations. A certified teacher-librarian also assists the instructors find technologies available to help multi-sensory needs of these early childhood learners. Iowa DE should consider utilizing school librarians as professional development leaders for other staff and help maximize their role regarding parent and family engagement strategies to help ensure that families are actively engaged in their child’s education. Iowa DE can capitalize on the school librarian’s connections with public librarians in order to provide joint professional learning opportunities with early childhood educators to help equip elementary school teams with knowledge and skills drawn from lessons of the early learning system.

Finance. The role of the teacher librarian in Iowa schools is evolving to meet 21st century learning needs and to integrate technological tools to enhance instruction and support multiple literacies. Iowa’s best schools have library programs that engage the entire school community to elevate the learning experience for all. In order to meet the demands of today’s learning needs, school librarians across the state are asking the Iowa DE to look at new and expanded

	<p>sources of federal money in addition to state and local funds. In particular, we encourage the Iowa DE to bundle up and apply for federal programs like Innovative Approaches to Literacy for high needs schools. New Title II and Title IV monies are available for library programs and our ESSA Plan should specifically encourage investments in academic and technology programs and services through effective school library programs. New Title monies are also available for school librarians for Continuing Education and Professional Development. We are recommending that the state takes part of its Title IV-Part A monies to hire staff dedicated to supporting school library programs and school librarians, including federal grant applications. Please know that the school librarian community is an interested, invested, and eager partner in this project for years to come.</p> <p>In summary, our community of Iowa school librarians is invested in the future of education across our state. We share common goals with other educators, parents and stakeholders wanting to address the academic and socio-emotional life of the child. We look forward to advancing those goals together. Sincerely, Becky Johnson, IASL Chair</p>	
Traditional Mail	<p>Attention ESSA Advisory Committee Members and Director Wise,</p> <p>A proper and complete education ensures children are well-prepared for the rest of their lives. This should include the wellbeing of the whole child, supporting their physical, mental and emotional health. However, with the ever-growing number of priorities competing for time during the school day, too many of our children have lost what was once a given: access to quality physical education (PE). PE is about far more than just fun and games. Strong PE programs taught by trained instructors not only improve the health of our children, but also help them perform better academically. A Centers for Disease Control analysis concluded that physical education improves student attendance, test scores, participation and enthusiasm for other academic subjects, motivation to learn and reduces discipline referrals. The research also showed PE can have a positive impact on cognitive ability, help kids avoid tobacco, and reduce their risk for insomnia, depression and anxiety. In short, active kids learn better, and quality PE programs help ensure that our children are on their way to a healthier future.</p> <p>You currently have an important opportunity to support healthier kids by supporting PE AS you meet to develop and finalize Iowa’s Every Student Succeeds Act (ESSA) implementation plan, we strongly encourage you to include physical education as a key indicator for school quality and student success.</p> <p>The new law includes important provisions and support to states and districts to ensure all children receive a “well-rounded” education and unlike under previous law, PE is now an approved option to help meet that requirement. ESSA also gives states the flexibility to use Title I, Title II and Title IV funds to support PE programs. These changes reflect the growing</p>	<p>5.PL-PE: Support effective Professional Learning for educators [and describe what it looks like]– PE, health, wellness.</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p> <p>6.S-May: Support the “mays” through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.</p>

	<p>consensus that PE is critical to student success. With the troubling trend of inactivity and health issues facing our children, including PE in our state’s plan is an important way to improve the health and well-being of every Iowa child – regardless of their zip code.</p> <p>We would welcome the opportunity to discuss the importance and tremendous value PE can provide as you engage in discussions on the state education plan, and we are happy be of assistance in any other way needed. Thank you for your consideration and for thinking of the health and well-being of our children as a critical building block of a successful education.</p> <p>AHA is asking that the following be included in the state ESSA plans and report cards: Number of elementary school students receiving/schools offering 150 minutes of physical education per week; Number of middle school students receiving/schools offering 225 of physical education per week; Percentage of schools requiring physical education for high school graduation.</p> <p>Sincerely, Stacy Frelund, Iowa Government Relations Director, AHA</p>	
Traditional Mail	<p>First, I want to extend a compliment to you for the extensive opportunities you have provided for input regarding the state plan for implementation of ESSA. Such broad-based engagement is certain to result in a sound approach to continuing to improve education in our state. Thank you for your leadership!</p> <p>I would like to underscore the importance of school libraries – and more importantly school librarians – in our educational systems today. While it is unfortunate that we have many situations where teachers and administrators have not experienced the impact of strong teacher librarians, in those cases where support has been afforded to library programs and staffing has been adequate (in quantity and quality) to truly make a difference, student achievement has been found to improve. No doubt you are aware of the extensive national research that found this to be so (summarized at https://www.ins.org/data-tools/school-librarians/impact-studies). Clearly, if best practice is a goal in the ESSA implementation, there is research here to suggest that supporting school libraries fits that parameter.</p> <p>In Iowa, we have may exemplary programs in districts large and small....I point to Iowa City, Ankeny, Ballard, Pleasant Valley, as a few of many examples. However, we have far too many school districts that lack programs that can make a difference for students.</p> <p>My own experience includes working in K-12 education, serving as tenured faculty at different times at both the University of Iowa and the University of Northern Iowa, and directing the library at Cornell College. These experiences have given me insight into what students need to know to be successful college students. I have particularly found the high school to higher</p>	<p>2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p> <p>4.M-L: Establish measures for reporting and accountability that include library services/access.</p> <p>5.PL-L: Support effective Professional Learning for educators [and describe what it looks like]– Librarians.</p> <p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>

	<p>education transition of interest in my research. To that end, I want to underscore the importance of school library programs in these times of excessive un-vetted information. “Media literacy is suddenly a front-burner issue for schools thanks to the recent presidential election, a spate of reports on “fake news” and new research demonstrating just how ill-equipped young people are to critically evaluate information they encounter online and via social media,” Education Week, December 19, 2016.</p> <p>The statement raises a critically important issue for our society. In an age of dissemination of information where we no longer benefit from editorial review, our students must learn skills of verification and authentication of information. Becoming critical consumers of information has never been a more crucial skill than it is today</p> <p>I write to encourage you to work to support information literacy programs in school libraries in Iowa. Strengthening the language regarding school library programs, and more specifically information literacy instruction in the ESSA implementation plan, maybe one step in this direction. This skill set of not just locating but also critically evaluation information and information sources is crucial to create the next generation of informed citizens. Iowa could lead the way in designing and implementing a statewide information literacy curriculum taught by information professionals (also known as librarians). Jean Donham, PhD, Professor, Retired, College of Education University of Northern Iowa.</p>	
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Table 4, Raw Data: ESSA ONLINE FEEDBACK with coded Summary Themes: First Draft [Feedback January-February]

Overview Section	Summary Themes
<p>Pg. 15 A. Should read "Standards for Students" instead of "Supports for Students" Pg. 15-16 I am concerned that there is no reference here to the Iowa academic standards that are required in the content areas. Where in the ESSA plan does it outline that all students are required to learn and meet the Iowa academic standards? The standards are the foundation of a well rounded education. Pg. 17 - B. Support for Educator Professional learning (development) for standards and student populations outside of School Improvement as needed.</p>	<p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p>
<p>Has anyone looked at the HS requirements to see if they fit into a typical school 4 yr calendar? Will students be forced out of electives to complete requirements, ie, Choir, Band?</p>	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p>

Strengths : Mentions English learners and equity (p.6) Guiding Principles emphasize equity in subgroups, including English learners (p.7) Executive summary refers to “equitable access to education, high standards and accountability, and a decrease in achievement gaps across subgroups-including...English Language Learners...” (p8) Long-Term Goals (p.8) includes English Language Proficiency Programs Included (p. 14) references Title I, Part C - Education of Migratory Children; Title III, Part A: Language Instruction for English Learners and Immigrant Students Overview of Iowa’s Supports includes language of “equity” for all students (p.15) Support for students includes addressing the needs of “all students” (p16) Support for educators includes professional learning on “historically disadvantaged students...English learners...(p17) PD for MTSS support for educators includes English learners. (p18) “Progress in achieving ELP” is included in Identification for supports on p. 20, P. 22-English learner baseline and long-term goal included in subgroup information Weakness Iowa Codes 216.9, 280.4 and Chapter 60 are not explicitly stated and referred to in this section at all. Could be included in multiple sections as needed. Opportunities Have there been any EL initiatives, etc. re: Title III (such as Lau Plan) in last five years? (p. 6) Under the Student Support section pg. 16 there could be an opportunity to list Iowa Code language related to EL students :Iowa Code 280.4, 216.9 Unfair or discriminatory practices — education, Chapter 60 - 281 Long-Term Goal (p. 9) #6 -- could the line “historically disadvantaged students...including English Learners...” be included Threats First bullet on page 6 “Developed a comprehensive early literacy initiative to ensure all students read proficiently by the end of third grade.” How are ELs assessed/accommodated for in this initiative? Fourth bullet on page 6 “...Future Ready Iowa initiative... ensuring citizens have access to education and training required for productive jobs and careers...” (citizens literal?)

4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.

5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.

5.PL-MTSS: Support effective Professional Learning on MTSS [appreciate the focus on MTSS].

6.E-I: Promote equity of instructional opportunity for all students.

OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).

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<p>"..School climate and safety are so integrally linked to academic achievement, active student and teacher engagement, and tiered systems of support for all students, but especially students with high failure risk (e.g., students with disabilities English language learners, students from disadvantaged and diverse backgrounds and environments)..." Source: Why School Climate Should be One of Your Indicators, Center for Positive Behavioral Interventions and Supports "...AN AVERAGE IOWA CLASSROOM Childhood trauma is often passed from generation to generation in cycles that are hard to break. Based on data from the 2012 Iowa Behavioral Risk Factor Surveillance System (BRFSS), on average, five out of every 30 students in an Iowa classroom live with a parent that has experienced significant childhood traumas. These experiences may impact a parent's stress response and can sometimes translate into tumultuous childhoods for their children.... When a child experiences stress in powerful, frequent, prolonged, and unpredictable doses, that level of stress can be detrimental to a child's development and life-long health. Adverse Childhood Experiences, or ACEs, are examples of traumatic or toxic stress that are now commonly acknowledged to be a major determinant of health and learning outcomes. ... Helping Traumatized Children Learn by Susan Cole is an excellent resource for educators, providing background in becoming trauma sensitive and laying the groundwork for developing education systems that are responsive to traumatized children. Successful models share core components. First, a school- or even district-wide acceptance that trauma and toxic stress impact the brains and bodies of children in school is fundamental. Without a common understanding and language, well-intentioned programs may have little impact on children's daily lives and learning potential. These models also focus on psychosocial needs of children and social-emotional learning, creating a sense of predictability, structure, and safety in a classroom, as well as the entire school. These models strive to help professionals hold kids accountable, while being mindful of their individual stress responses. The approaches acknowledge that professionals themselves may experience trauma and triggers as well. Educators and education systems have unique opportunities to respond to the social and emotional needs of the children they work with and the communities in which they operate. Here are some responses: Encourage a trauma-informed environment in your setting. Whether you are a teacher, an administrator, a librarian, or a bus driver, you can become trauma-informed and support a trauma informed environment in your school to usher in a safer, more stable and nurturing environment for your community overall. Encourage similar adoption among your peers and leaders. Educate your peers. Educate your peers about the impact of toxic stress on children and adults and build interest in a trauma-informed system involving all school staff. Integrate community and family services into schools. Support prevention of toxic stress exposure by encouraging the development of social-emotional and mental health services in the school setting and seek other opportunities in the community. Community partners could include health centers, family centers, food pantries, family support groups, and violence prevention group.." - Connections Matter (an Iowa initiative in response to ACEs in Iowa)</p>	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.</p> <p>6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
<p>Allowing teachers time to collaborate with their coworkers to address behavior or academic issues with students allows a proactive rather than reactive environment for the kids. Students seem to be more</p>	<p>5.E: Support our educators, more focus on educators,</p>

<p>connected with staff and other students using this method. Since the change over the scores have done nothing but drop.</p>	<p>mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 6.ECoI: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students.</p>
<p>Attention to evidence-based practice is encouraging as a pathway to Iowa leading the nation. I have found it disappointing, for example, to see too little attention paid to the substantial research base that associates school library programs with high student achievement, particularly in the area of literacy.</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated. 6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>Changes in structure are good. However, without changes in school culture, any changes will not be long-lasting. Supports from AEA to districts focus on structure & how rather than the "what" and changes in culture.</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated. RT: Take this opportunity to rethink education completely.</p>
<p>Evidence Based Universal Instruction: There are proven literacy programs that exist to include children with dyslexia in a general education classroom. These programs have shown to be successful for all students. Can the Department of Education review/recommend approved programs that fit into a Multi-Tiered System of Supports (MTSS) and make sample materials available to local districts for evaluation purposes?</p>	<p>5.PL-MTSS: Support effective Professional Learning [and describe what it looks like]—on MTSS [appreciate the focus on MTSS]. 5.PL-R: Support effective Professional Learning for</p>

	educators [and describe what it looks like]– Reading.
<p>I am concerned about what will happen to this plan if President Trump's administration decides school accountability is no longer important. I read that congress is planning to get rid of the rules which make these ESSA plans necessary. What will Iowa do if this happens? I also believe we need to rethink the resources you are planning to put towards safe and health schools. I don't know anyone who is against that idea - so that is not the problem. But our state has a literacy crisis. The DOE should not be spending valuable time and money on work groups, policies, plans etc. for safe and healthy schools until our literacy issues have been addressed! It is continually reported that there is no money for professional development for teachers, better curricula, etc. I believe our allocation of funds and time should reflect that literacy is a school's most important focus.</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p> <p>4.M-CS: Some concern about the 4th measure – will students take it seriously, will parents complete it, is it available in different languages, is it online or paper.</p> <p>5.PL-R: Support effective Professional Learning for educators [and describe what it looks like]– Reading.</p>
<p>I am disappointed that overall, there is rarely any mention of social studies as a necessary component to create "well-rounded" citizens and find it offensive that, as a teacher researcher, that there has not been more consideration on research-based best practices on how to get students engaged and actually help every student succeed. "Well-rounded" is used as a buzz word and there is no description of what that means or what is expected of students, but from what I read, "well-rounded" is intended to mean what White, middle class define as "well-rounded", which sadly in Iowa, does not focus on deliberation, civic engagement, or exposure to and close collaboration with students and teachers who are different than them. You mention using "evidence-based" methods to reach all students... what research-based materials? What is the "success" rate for those "evidence-based" methods? How are you ensuring that teachers are prepared to work in a diverse and politically charged environment? There is no mention in here about supporting families and communities that we serve. Why is that? That should be at the forefront of our minds if we want to "meet the needs of all students".</p>	<p>6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.</p> <p>6.E-I: Promote equity of instructional opportunity for all students.</p> <p>6.ECoI: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students.</p>

	<p>2.CF: Establish effective community and/or family engagement/partnerships.</p>
<p>I am excited about the variety and amounts of supports listed in this document however, I wonder where the funding for these supports will come from and how it will be available to schools on an on-going basis. Needs for our student in situations that effect learning, progress, and access is ongoing and seems to increase every year yet, the types of supports we need in place for them are not always consistent or common across schools. Things like a grade level At-Risk Teacher/Interventionist should be commonplace in many schools but, this is something districts must write a grant in order to hire one? This, along with full-time counselors, should be as consistently placed as a classroom teacher.</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p> <p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p>
<p>I am pleased to see that working with historically disadvantaged students such as ethnic & racial minorities and English Language Learners are included in the areas of emphasis for professional learning. I feel that the TLC framework allows districts to customize for the needs of specific buildings and personalize learning through small group or one-on-one (e.g. teacher working with a coach) interactions.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).</p> <p>6.E-I: Promote equity of instructional opportunity for all students.</p>
<p>I appreciate the focus on working with existing programs and services. I'm concerned about how small schools will be able to afford providing 3 units of fine arts classes to all students. WE NEED FUNDING FOR ALL OF THESE MANDATES!!!!!!!!!!!!!!!!!!!!!! Our schools, students, staff, and parents are hurting because of schools being under funded. As these expectations increase and funding decreases, the expectations will not be met. It is also decreasing professional interest in the education profession.</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p> <p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p>

<p>I do not necessarily like that our AEA's are being so much of a part of everything. It is not always positive. Also, I did not notice any academic requirement for information literacy which is absolutely vital in today's digital world.</p>	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p>
<p>I really appreciate the commitment to flexibility and local control. This is a hallmark of outstanding public education in Iowa.</p>	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p>
<p>I really just paid attention to the areas that regarded Physical Education. It is from my understanding, after reading it, that physical education is going to be a requirement, which it should. The benefits from physical education are so important to ANY person. Physical education has come such a long way and is so much more than just playing games and moving around. I feel that the majority of state physical educators are truly trying to produce physically literate individuals who are able to live life long healthy lives with the education that they receive taking PE.</p>	<p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness. 6.S-PE: Support quality programs for schools/educators to help students in all things related to health, wellness, physical education content.</p>
<p>I strongly encourage the Iowa legislature to support Education Savings Accounts. I can not afford to send my children to a nearby private school. With an Education Savings Account I would be able give my children the education I feel is best for them. In this great country of ours we can choose where to purchase groceries, where to purchase gas, where to shop for many other items that are best for my family, but when it comes to education we only have one choice...or those of us who can only afford once choice. In a sense it is a form of discrimination. Thank you for your time.</p>	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p>
<p>I support the IASL proposed changes in all sections of Iowa's ESSA plan. Utilize teacher librarians as teacher leaders.</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>I think Talented and Gifted needs more support/recognition in this area. There are so many different rules at different schools that these kids slip through the cracks and they need just as much help as the Title One kids do.</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p>

<p>I would like to see more specifics on health and PE requirements. Not enough of either especially health.</p>	<p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p>
<p>If a school district wants to succeed, there has to accountability from both the schools and the students. Too much focus has been put on accountability from the schools and lost focus on accountability from the students to do the required work in order to succeed in school. I believe in equal opportunity of education for all students. However, I feel the education is slanted and too much emphasis has been placed on serving disadvantaged population and the students not in those categories are being under served and not receiving the education they deserve.</p>	<p>RT: Take this opportunity to rethink education completely. 6.E-I: Promote equity of instructional opportunity for all students.</p>
<p>I'm encouraged to see the commitment to equity in access to a well-rounded education for all students, and I am hopeful that the final plan will continue this commitment. A well-rounded education, specifically arts education, is the right of every student in Iowa. While on paper, each student receives arts instruction, in practice, the time for that instruction has been eroded and students have been taken from arts classes to receive remedial instruction in reading and math. It is important that the state education department provide at least some guidelines on how much time should be devoted to minimal instruction in music and visual art. Access to arts instruction varies widely across the state, and over the last ten to fifteen years, the amount of the school day spent in those subject areas has been whittled down to less than half what it was previously. While respecting the rights of individual districts, it is important that the state give some guidance to administrators, teachers, parents and school boards about what is considered best practice for instruction in terms of time and resources.</p>	<p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning]. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts. 6.E-I: Promote equity of instructional opportunity for all students.</p>
<p>I'm reading about strategies, testing, teachers, etc. to start at an early age, but I did not read anything in Section 6 about paraprofessionals support for the behavior, social, and educational needs provided for students in Pk-12. All these plans can be made, but without a paraprofessional there to help implement them by helping the student want to be at school, help the student have success socially, encourage self-esteem growth, and educational support. Student success is a team effort!</p>	<p>5.PL-Para: Support effective paraprofessionals – their professional learning, and the professional learning of educators who work with them to effectively direct them in the classroom.</p>
<p>Inclusion of English Learners is appreciated. Citations for codes related to ELs is not evident. Could ELL initiatives such as Lau Plans, the ELL task force and some responses from the citations be included? The</p>	<p>OT: Other – such as Clarifications and/or focus on</p>

<p>comprehensive early literacy initiatives have not been supportive of the needs of English Learners and districts are placing students in intervention groups that are not supporting their literacy needs. Do you mean on p. 6 that not non citizens are not included?</p>	<p>state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>Iowa Codes 216.9, 280.4 and Chapter 60 are not explicitly stated and referred to in this section at all. Could be included in multiple sections as needed. First bullet on page 6 “Developed a comprehensive early literacy initiative to ensure all students read proficiently by the end of third grade.” How are ELs assessed/accommodated for in this initiative? Fourth bullet on page 6 “...Future Ready Iowa initiative... ensuring citizens have access to education and training required for productive jobs and careers...” (citizens or better worded as students?) Under the Student Support section pg. 16 there could be an opportunity to list Iowa Code language related to EL students :Iowa Code 280.4, 216.9 Unfair or discriminatory practices – education, Chapter 60 - 281 Long-Term Goal (p. 9) #6 -- could the line “historically disadvantaged students...including English Learners...” be included P. 6 the letter should also include initiatives in the ELL field - for example the systematic process of supporting all districts in Iowa to create Lau Plans that align to the standards as set by OCR.</p>	<p>A: Align ESSA with other efforts in Iowa/state law. OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>Iowa Codes 216.9, 280.4 and Chapter 60 are not explicitly stated and referred to in this section at all. Could be included in multiple sections as needed. First bullet on page 6 “Developed a comprehensive early literacy initiative to ensure all students read proficiently by the end of third grade.” How are ELs assessed/accommodated for in this initiative? Fourth bullet on page 6 “...Future Ready Iowa initiative... ensuring citizens have access to education and training required for productive jobs and careers...” (citizens literal?)</p>	<p>A: Align ESSA with other efforts in Iowa/state law. OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>Iowa should strive to have a top tier education system. The plans should include both public and private school systems. The stronger both are the better off all students and the entire state is.</p>	
<p>Iowa's plan can offer all the support and encouragement listed therein, but until the Iowa Legislature corrects the inequity in the SSA funding formula--would recommend a five-year catch-up plan--and supports a way to cover special education overruns and districts' inequitable transportation costs, districts will have to divert resources away from professional development for teachers and increased support for student achievement.</p>	

<p>It concerns me that the ESSA Plan begins with Grade 1. I understand that kindergarten (and preschool) are not required in the State of Iowa, but why not address it in the new Plan? We have an opportunity to engage early learners and the professional whom work with this age group with the new ESSA Plan. If we have the Statewide Voluntary Preschool Program operating in several school districts, why not incorporate those programs into the new Plan? As an early childhood advocate, which is not an option from which to choose above, I'm alarmed with the absence of such speech and planning within the new ESSA Plan. If we want students to succeed and become lifelong learners, education starts at birth, if not a prenatal care. I acknowledge that the Department cannot oversee and manage all-things education from birth onward, but the Plan covers Birth-Age 21, if I'm not mistaken. Therefore, a more defined effort needs to be part of the new Plan. Preschool and kindergarten should be part of the New Plan moving forward.</p>	<p>EC: Include early childhood intentionally throughout the plan. 6.S-EC: Support quality Early Childhood/Preschool programs.</p>
<p>It is not as strong as it once was.</p>	
<p>It should be easier for students who are below the average functioning level need to have assistance i.e. paraprofessional assistance.</p>	<p>5.PL-Para: Support effective paraprofessionals – their professional learning, and the professional learning of educators who work with them to effectively direct them in the classroom.</p>
<p>MIDTESOL advocates for increased professional learning opportunities for all educators especially in relation to students from diverse racial and ethnic groups as well as English Learners. We also support an emphasis on teaching content simultaneously with language as recommended by many experts including Dr. Kenji Hakuta from Stanford University (https://www.brookings.edu/blog/brown-center-chalkboard/2016/12/20/supporting-english-learners-and-treating-bilingualism-as-an-asset/).</p>	<p>5.PL-EL: Support effective Professional Learning for Educators [and describe what it looks like]– EL.</p>
<p>More emphasis needs to be placed on k-12 education in Iowa. Our schools used to some of the best, but now we are moving to average.</p>	
<p>MTSS, nice way to confuse your citizens. It is not helping with the behaviors of students in our schools. In fact, school personnel have no real way to control behaviors as it is always the rights of the offending student rather than what is best for ALL kids.</p>	<p>6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports.</p>
<p>need more support for students who are high-functioning</p>	<p>6.E-GT: Promote equity of instructional opportunity for</p>

	all students - Gifted and Talented.
On page 15 add a statement on learning standards for all students. Including Early Learning standards, Iowa Core, Iowa Core Essential Elements, Iowa EL Standards. These set up the outline for what students will learn. On page 15 Professional learning for educators on standards for instruction and assessment. Early Learning standards are found in Iowa Administrative Code are included in Iowa Code Chapter 16, Iowa Core is included in Iowa Code 256.7 Subsection 26 and 28. On page 18 Gifted and Talented should be added as a subgroup of students.	A: Align ESSA with other efforts in Iowa/state law. 3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability. 6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].
pg 17, para. 1 - Please include School Counseling Programs as "additional program opportunities" that the IDOE will "encourage districts to consider". School counselors have a state-level professional organization that the State DOE has included in the conversation for consideration when writing this report. Therefore, they should be included in this list as well. This is especially important given that school counselors are responsible for ensuring Iowa students obtain well-rounded educational opportunities, particularly at the middle and high schools.	6.S-SC: Support quality school counselors, school guidance programs.
Pg. 17 - B. Support for Educators - add gifted and talented to the 4th sentence - "Professional learning will have an emphasis on gifted and talented students, student with disabilities, . . ." Pg. 18 - B. Support for Educators - last paragraph - add gifted and talented to the "implementation of teaching to support all students . . ."	5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.
Please take steps to include experts representing all subgroups in the development of plans and initiatives to ensure that all voices and subgroup needs/considerations are brought to the table from the beginning. This would help avoid unintended consequences that leave students in these subgroups marginalized and poorly served. For example, ELI has resulted in English learners being placed in interventions that are not linguistically appropriate and do not address their needs.	2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts.
School choice is a voucher program. Most of us live in rural areas where the school choice plan will hurt our local public schools. Please do not pursue school voice legislation.	

<p>Section B of Overview (page 17): TLC is a strong system that provides a statewide framework to recruit, retain, and support all educators and leaders. I am wondering who/when it was decided to focus the attention of PD for DA and MTSS to align with the purpose of Title II (have internal and external stakeholders agreed that the emphasis should be on DA and MTSS?). Page 17-18: Significant changes were made; new information was added without seeking feedback from the team, or providing an explanation of the reasons for the additions. "SEC. 2001. PURPOSE. "The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to— "(1) increase student achievement consistent with the challenging State academic standards; "(2) improve the quality and effectiveness of teachers, principals, and other school leaders; "(3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and "(4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p> <p>5.TLC: Describe how TLC provides the structure for educator support/connect TLC; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].</p>
<p>Since Title II professional development funds requires states to include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify gifted and talented students and provide instruction based on the students' needs, how can the state ensure that gifted be included in Iowa's proposal?</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p>
<p>Stop social promotion...find an alternative ...putting the poorly prepared poorly motivated student in into a work-highly structured environment possibly the military</p>	
<p>Strength of this section: Evidence-Based Universal Instruction includes professional learning on Early Learning Standards and Iowa Core Standards. Question: Why change from "evidence-based" to "research-based" when describing instructional practices to meet the needs of all students? This is problematic for me, as right now, the DE is choosing to consider a very slim section of "research" while ignoring the work of literacy experts. I also appreciate that "how to effectively deliver instruction to maximize student engagement and achievement" is included in the description of Evidence-Based Intervention Systems.</p>	<p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p>
<p>Strengths : Mentions English learners and equity (p.6) Guiding Principles emphasize equity in subgroups, including English learners (p.7) Executive summary refers to "equitable access to education, high standards and accountability, and a decrease in achievement gaps across subgroups-including...English Language Learners..." (p8) Long-Term Goals (p. 8) includes English Language Proficiency Programs Included (p. 14) references Title I, Part C - Education of Migratory Children; Title III, Part A: Language Instruction for English</p>	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and</p>

<p>Learners and Immigrant Students Overview of Iowa’s Supports includes language of “equity” for all students (p. 15) Support for students includes addressing the needs of “all students” (p. 16) Support for educators includes professional learning on “historically disadvantaged students...English learners...(p. 17) PD for MTSS support for educators includes English learners. (p. 18) Weakness Iowa Codes 216.9, 280.4 and Chapter 60 are not explicitly stated and referred to in this section at all. Could be included in multiple sections as needed. Opportunities Have there been any EL initiatives, etc. re: Title III (such as Lau Plan) in last five years? (p. 6) Under the Student Support section pg. 16 there could be an opportunity to list Iowa Code language related to EL students :Iowa Code 280.4, 216.9 Unfair or discriminatory practices — education, Chapter 60 - 281 Long-Term Goal (p. 9) #6 -- could the line “historically disadvantaged students...including English Learners...” be included Threats Page 6 “Developed a comprehensive early literacy initiative to ensure all students read proficiently by the end of third grade.” How are ELs assessed/accommodated for in this initiative? Page 6 “...Future Ready Iowa initiative... ensuring citizens have access to education and training required for productive jobs and careers...” (is the term "citizens" literal?)</p>	<p>Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education. 5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL. 5.PL-MTSS: Support effective Professional Learning on MTSS [appreciate the focus on MTSS]. 6.E-I: Promote equity of instructional opportunity for all students. OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>Students in High School shall be able to receive credit for physical education if they are participating in a curricular, co-curricular or community sport or regular physical activity. These activities will be sponsored by a governing entity and documented by that entity. Library classes concerning information literacy should be an option within the career and technical education requirements. Technical education classes should only be required for one semester. Online options should be available. Unfortunately, gym and tech ed do take away</p>	<p>6.AC-AP: Support access to AP courses for students. 6.AC-CTE: Support all content areas and/or standards across content</p>

<p>from the ability for students to earn college credit at the high school level, and may need to be waived so students can take the optimal amount of AP and other Gifted and Talented course work offered. Educators should be able to gain professional learning through their state and national associations, such as the Iowa Library Association and the Iowa Academy of Science.</p>	<p>areas – Career and Technical Education. 6.S-L: Support strong libraries/library programs; and effective, certified librarians. 6.S-PE: Support quality programs for schools/educators to help students in all things related to health, wellness, physical education content.</p>
<p>Support for Students - Districts will need more support than simply PROVIDING a clearinghouse of evidence-based strategies. Will these strategies be for instruction or will these be student-learning strategies? AEA's provide the first line of support for helping schools learn about evidence-based strategies. In the past 5 years, the AEA focus and efficient use of providing learning opportunities for schools has improved immensely, in my opinion. Funding for AEA's has to be supported in order for this work to continue. Support for Educators - Principal Leadership to support TLC has been a critical piece to support success of the TLC program along with the professional development offerings through AEA's for Teacher Leaders in our state. As a participant in the Principal Leadership program, I cannot say enough good things about that opportunity! I hope that the next step in the process will be to add a learning component for superintendents who need to be able to take over for the hired coaches who are currently supporting principals in the class. It seems that Closing the Achievement Gap is (rightfully so) a high priority of the state. Schools are going to need high levels of support in the area of MTSS in order to identify high-payoff structures and instructional pieces (CIA) that have been proven to have positive effects. Differentiated Accountability System - It is concerning that middle school level is left out of the measures used to identify schools for support. This level is often a time of regression according to standardized assessment measures. No doubt, this phenomenon is related to the tumultuous changes and significant transitions youth experience through those years.</p>	<p>4.M: Clearly describe measures, calculations, etc. 5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.PL: Support effective Professional Learning for educators (regardless of content). 5.PL-MTSS: Support effective Professional Learning [and describe what it looks like]– on MTSS [appreciate the focus on MTSS].</p>
<p>Supports for Students In theory this is great. Your support emphasis is on at risk, minority and the non English learner. The emphasis should be on all children..period. Where little attention is given, little growth is gleaned. We have had a habit in the past to let these children learn on their own but they end up being to ones treated differently and their grades and attendance are reflecting the lack of importance in school. B. Supports for Educators again is as helpful as the training they receive. Unfortunately instead of giving them</p>	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical</p>

<p>the support in the classroom with the actual bad behavior of the children, we try to solve the issue by having them attend more training that only works in a controlled environment. The teachers need administrative and parental support to remove the boundaries the lack of discipline puts on the learning capabilities of the rest of the children in the classroom. Even the proclaimed self learners eventually tire of fighting the disruptive classroom environment and stop trying. Now you have a classroom where no matter how many mentors or development techniques that a teacher uses, 75-80% of the class has lost learning time that will not come back. C. Supports for Schools is what the parents and teachers are looking for. However, the few are controlling the many. Parents who yell the loudest are often unaware of the stress and impossibility of learning their decisions concerning their children are causing in the classroom. It should be mandated that parents of difficult children spend time each month to observe and help in their child's (or a different one) classrooms to begin becoming part of the solution and not add to the problems. Training supports teachers, but without some concrete discipline/behavior expectation lines again drawn in the classrooms, we are throwing away more money on bandaids..</p>	<p>assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate. 5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 6.E-I: Promote equity of instructional opportunity for all students.</p>
<p>Thank you for the conscious effort to to include ALL learners, including ELs, in the verbiage in this portion of the ESSA draft. Here are some points of feedback to consider for the overview: -Have there been any EL initiatives, etc. re: Title III (such as Lau Plan) in last five years? (p. 6) -Under the Student Support section pg. 16 there could be be an opportunity to list Iowa Code language related to EL students :Iowa Code 280.4, 216.9 Unfair or discriminatory practices — education, Chapter 60 - 281 -Long-Term Goal (p. 9) #6 -- could the line “historically disadvantaged students...including English Learners...” be included -SERIOUS consideration for the following: First bullet on page 6 “Developed a comprehensive early literacy initiative to ensure all students read proficiently by the end of third grade.” How are ELs assessed/accommodated for in this initiative? - Fourth bullet on page 6 “...Future Ready Iowa initiative... ensuring citizens have access to education and training required for productive jobs and careers...” (citizens literal?) Consider changing to "students"</p>	<p>A: Align ESSA with other efforts in Iowa/state law. OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA). 2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p>

<p>The AEA have challenge implementing statewide instructional practices. Larger LEAs are better suited to provide their own professional development than relying on the very limited resources and personnel of the AEA. The Training Cadres should have practitioners that have experience being actual school improvement implementers.</p>	<p>5.PL: Support effective Professional Learning for educators (regardless of content).</p>
<p>The first sentence is awkwardly written. In fact, so is the first paragraph. If you are going to assert that Iowa has an "evidence based practices" educational system, I hope that Iowa's schools will actually have one. There isn't much, if any, differentiation in schools now. Language Arts and math should both be leveled. Also, if you are going to provide superintendents more flexibility in how schools are operated, I hope you audit them. Is your collaborative infrastructure (your train the trainer model) also going to help professionals educate students who are proficient and highly proficient? Or just those students who need in the subgroups identified today? It should include the highly proficient and proficient students. The last paragraph on page 16 is not well written. On page 17, my children's junior high had and has exactly one talented and gifted course and for years only used one criteria--a standardized test score--to determine who should be admitted to it. This use of one selection criteria was a flagrant violation of state law, and the state apparently never caught it. Desk audits and collaborating with school districts on audits do not work. Requiring an LEA to come up with a school improvement plan every year is not enough. The LEAs need to be audited by the state. Otherwise, what is in your plan will not be effective overall. A few years ago, I spoke with the IDOE gentleman who was supposed to be overseeing the TAG in LEAs. He offered to make a phone call to my district; however, why had such a problem been allowed to continue for years? The IDOE representative, probably him, should have figured this out years ago. Teachers need professional learning and support to differentiate in the classroom. Differentiation within classrooms is not working. Teachers also need professional learning and support in their subject matter. We have some teachers who do not write as well as they should. Further, MTSS should be provided to students in disadvantage subgroups to enable them to qualify for TAG programming (and TAG programming should exist in all schools). The percent of high proficient students at each school and LEA must be reported publicly along with proficient and below proficient. The IDOE reported it years ago and should do the same. Otherwise, too many school districts will continue to focus on bringing those students just below proficient to proficient.</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability. 4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education. 5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented. 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>
<p>The support for student to have access and thrive within an equitable and well rounded education is not occurring in Iowa in too many places. I am a former veteran high school teacher and it has been what 30 years since A Nation At Risk was published. Reform after reform is not working from my perspective. The question is reform for whom? Our high schools need a major reinvention and the model to look at and use is the German model. There are three types of high school. The Gymnasium is designed to prepare pupils for high</p>	<p>RT: Take this opportunity to rethink education completely. 6.AC-CTE: Support all content areas and/or</p>

<p>education & finishes with the final exam Abitur. The Realschule has a broader range of emphasis for middle school students and also has a final exam in grade 10. The Hauptschule prepares pupils for vocational education and finishes with the final examination Hauptschulabschluss. Our talented and gifted students need an equivalent of the Gymnasium where they can shine. Research show when you bunch talented and gifted with the regular school population their intellectual and academic progress suffers. We know there is a crying need to recognize that not every high school graduate needs a four year college degree. A large number of career paths are middle skill jobs and our system desperately needs more career and technical programs (vocational) that incorporates apprenticeships. Stop this incessant piecemeal reform. Yes it will cost money. In Germany business and industry fund the apprenticeships and this should be done in Iowa.</p>	<p>standards across content areas – Career and Technical Education. 6.E-I: Promote equity of instructional opportunity for all students. 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>
<p>There should be a statement on learning standards for all students, including early learning standards, Iowa Core, Iowa Core essential elements, Iowa EL standards, etc. These set up the foundation of what all students learn across the state. In order to provide consistency and promote high levels of learning, these standards should be included throughout the plan.</p>	<p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p>
<p>There's not enough money to support this and all the extra it puts on teacher's is RIDICULOUS! Not to mention what about Title I students, ELL students, Special Education students, and kids that have low SES, or live in poverty there's so many exceptions it's a fright...and of course we've heard NOTHING about those plans. The governor has been wishy washy and no money to support it-especially after giving himself a raise.</p>	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds. 5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).</p>
<p>This is a lot of mumbo jumbo. The goal should be to educate kids from K-12. Local school boards should be providing a safe, professional work environment for teachers and students. Students should be expected to meet minimum standards. If minimum standards are not met, Boards and Administration should be backing</p>	<p>2.C: Establish a communication plan to disseminate/support this</p>

<p>teachers to hold back students who cannot meet those standards. This should not be a mark on the teacher or the school. It seems safe to say that the minimum standards could be much higher and schools who are focused on creating engaged, prepared students should be willing to stand pat behind recommendations to not pass students to the next grade or for diplomas who cannot complete the work at the level necessary to move on.</p>	<p>plan that makes sense to the greater population.</p>
<p>This plan actually says extremely little. From what I can tell teachers in Iowa are not required to have a masters in education (unlike many states), the professional development budget is significantly lower than most states. This is concerning as almost all Kindergarten and First Grade teachers I have met, don't actually know simple things, such as stages of reading development. This plan says "research based methods of instruction" but my visits to schools have found teachers have significant lack of knowledge in these areas. Without higher education for teachers or a healthy professional development budget with services that teach teachers sound practice, this is useless.</p>	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds. 5.PL-R: Support effective Professional Learning for educators [and describe what it looks like]– Reading.</p>
<p>This sounds quite ambitious. However, due to lack of funding and each district's different procedures for operating, I see a lot of this not happening. It looks pretty on paper, however.</p>	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p>
<p>Training cadre does not reflect body of knowledge necessary to address the needs of Talented and Gifted learners. Gifted specialists can provide this PD and support colleagues using evidence-based practices uniquely essential for gifted learners to grow. The MTSS model works from a deficit perspective which does not address those students whose strengths should alter their learning experience. Was surprised that the alignment of work did not explicitly state gifted and talented, as the state already mandates gifted education. Why not build upon what we already require? Gifted learners are 10% of our student population, which deserves mentioning specifically and not relegated to "but is not limited to. . ." P. 13 says IDOE will encourage districts to consider. . . gifted and talented." That wording seems odd since Iowa Code already mandates Talented and Gifted Programs!?!</p>	<p>A: Align ESSA with other efforts in Iowa/state law. OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA). 6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy,</p>

	implementation and/or supports.
Very pleased to see Physical Education listed as an area that the IDOE will encourage for districts to add or supplement. Physical Education provides opportunities for students to make healthy choices along with being the only subject that teaches social and emotional skills as highlighted in national physical education standards. Iowa Association of Health, Physical Education, Recreation, and Dance (IAHPERD) sees itself as a state-level professional organization in the area of Physical Education and Health Education and is excited to collaborate with IDOE to create exemplars and assist in providing quality physical education resources to districts and teachers across the state. This partnership should be continued to be discussed with the all “state-level professional organizations” that the IDOE intends to collaborate with.	<p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p> <p>6.S-PE: Support quality programs for schools/educators to help students in all things related to health, wellness, physical education content.</p>
WE need more civic education, and social studies programming that is on par with Math, Science and Reading.	6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.
We need to keep the Department of Education intact. I depend on their leadership to assist me with the most current laws and regulations for students with special needs along with Iowa Alternate Assessments. The essential elements is very important for me to assist my student with the ESSA. Not only do I work with the IAA, I also work with students who are mainstreamed in to general education and need access to the Iowa Core to meet ESSA.	6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].
We put so much emphasis on reading and math, (and now science) that we are losing out on so many other things that make up schools- especially elementary students. Kids are already expected to know so much, I feel as if more testing could hinder their overall learning.	6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].

<p>While our school libraries need financial support to maintain quality collections, knowing federal and state funds come with added requirements that in essence kill the love of learning, I'm quickly coming to the conclusion that libraries should find other avenues of support outside of initiatives such as the ESSA. For instance, if we are to follow this: "...the focus will be on effective implementation of essential components of a Multi-Tiered System of Supports (MTSS): · Assessment and Data-Based Decision-Making. This includes training on the implementation, interpretation, and use of assessments results to support educators to make appropriate instructional decisions. This also includes understanding data-based decision-making practices at both the system and student level. · Evidence-Based Universal Instruction. This includes professional learning on Early Learning Standards and Iowa Core Standards, as well as research-based instructional practices to meet the needs of all students. · Evidence-Based Intervention System. This includes professional learning on how to diagnose and identify specific learning needs of individual students as well as groups of students, how to design instruction to address identified student need(s), and how to effectively deliver instruction to maximize student engagement and achievement." - Where does the love of reading come into play? That is not measurable. Up until recently I was all about figuring out how school libraries could receive a "piece of the pie", however seeing what public school classroom teachers go through now to teach reading and all that goes with it to document improvement, I don't want to be a part of it.</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>Why aren't the academic standards included in the description of supports for students? The description of a equitable well-rounded education should be begin on the academic standards. The standards dictate what students must learn, not course titles. Also, the model at the bottom of page 15 needs to includes Iowa Academic Standards. The delivery is focused only on professional learning delivered through SSIT. That is only a small percentage of the total professional development provided to improve the educational program in the state. Why is that the only professional development mentioned?</p>	<p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p>
<p>1. Long-Term Goals</p>	<p>Summary Themes</p>
<p>"Progress in achieving ELP" is included in Identification for supports on p. 20, P. 22-English learner baseline and long-term goal included in subgroup information</p>	
<p>I am happy to see that the work of the Iowa Assessment Task Force is still being honored in this document. I sincerely hope that cost is not used as a roadblock for Smarter Balanced Assessments in Iowa schools. If the IDOE really means it when they say that universal instruction should be around the Iowa Core, then this assessment must be used. Creating a realistic yet rigorous baseline will be important and challenging. Having said that, it will also be important that the DE is ready to provide lots of support in public relations when Iowa's scores are alarmingly low after the initial administration. Care will need to be taken to present the data as evidence that the expectations bar has been raised significantly (Core expectations) and Iowa schools are working to help ALL students meet those expectations, not as another sign that Iowa schools are</p>	<p>1.GA: General appreciation of the long-term goal areas, way of setting goals, assessments, measures [e.g., 95% graduation rate; input on goals, etc.] 3.SB: Concern about Smarter Balance not being the</p>

<p>"failing." This will be especially important given the influence of today's political environment on the public's perceptions of public schools. Using both 4 and 5 year graduation rates is important.</p>	<p>outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p>
<p>Strengths : Mentions English learners and equity (p.6) Guiding Principles emphasize equity in subgroups, including English learners (p.7) Executive summary refers to "equitable access to education, high standards and accountability, and a decrease in achievement gaps across subgroups-including...English Language Learners..." (p8) Long-Term Goals (p.8) includes English Language Proficiency Programs Included (p. 14) references Title I, Part C - Education of Migratory Children; Title III, Part A: Language Instruction for English Learners and Immigrant Students Overview of Iowa's Supports includes language of "equity" for all students (p.15) Support for students includes addressing the needs of "all students" (p16) Support for educators includes professional learning on "historically disadvantaged students...English learners...(p17) PD for MTSS support for educators includes English learners. (p18) "Progress in achieving ELP" is included in Identification for supports on p. 20, P. 22-English learner baseline and long-term goal included in subgroup information Weakness Iowa Codes 216.9, 280.4 and Chapter 60 are not explicitly stated and referred to in this section at all. Could be included in multiple sections as needed. Opportunities Have there been any EL initiatives, etc. re: Title III (such as Lau Plan) in last five years? (p. 6) Under the Student Support section pg. 16 there could be an opportunity to list Iowa Code language related to EL students :Iowa Code 280.4, 216.9 Unfair or discriminatory practices — education, Chapter 60 - 281 Long-Term Goal (p. 9) #6 -- could the line "historically disadvantaged students...including English Learners..." be included Threats First bullet on page 6 "Developed a comprehensive early literacy initiative to ensure all students read proficiently by the end of third grade." How are ELs assessed/accommodated for in this initiative? Fourth bullet on page 6 "...Future Ready Iowa initiative... ensuring citizens have access to education and training required for productive jobs and careers..." (citizens literal?)</p>	<p>1.GA-EL: General appreciation of the long-term section, specifically mention of EL.</p> <p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.</p> <p>5.PL-MTSS: Support effective Professional Learning on MTSS [appreciate the focus on MTSS].</p>

	<p>6.E-I: Promote equity of instructional opportunity for all students.</p> <p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>95% graduation rate is attainable and necessary</p>	<p>1.GA: General appreciation of the long-term goal areas, way of setting goals, assessments, measures [e.g., 95% graduation rate; input on goals, etc.]</p>
<p>95% graduation rate long term goal? What is the basis for this goal - it seems a little arbitrary. I do not wish to have our educators chasing an arbitrary goal, when they could be focusing on more important measures, such as academics, arts, etc? Real long-term goals for academics, as well as time lines for implementation probably would be helpful.</p>	<p>1.GC: General concerns or questions about the long-term goals and whether they will be attainable, how long-term goals will be set, and/or goals like the graduation cohort [4/5 year] or 95% goal.</p>
<p>A lot of jargon put in place to satisfy the feds.....in practice this looks ridiculous.</p>	<p>1.GC: General concerns or questions about the long-term goals and whether they will be attainable, how long-term goals will be set, and/or goals like the graduation cohort [4/5 year] or 95% goal.</p>

	2.C: Establish a communication plan to disseminate/support this plan that makes sense to the greater population.
Allowing students to pass each grade without doing the work and putting forth the effort should not be allowed!	1.GC: General concerns or questions about the long-term goals and whether they will be attainable, how long-term goals will be set, and/or goals like the graduation cohort [4/5 year] or 95% goal.
Choosing the Smarter Balance Assessment is the wrong assessment for Iowa students. The NWEA (https://www.nwea.org/) does a better assessment of where students currently are testing, charting goals and achievement and letting parent know where their child stands. Why doesn't Iowa use this assessment and place appropriate computers in schools to use this assessment? Results are done and charted in 24 hours. Students can be monitored three times a year if needed and students know their results at the time of testing. No time limit stress for kids, no filling in bubbles and no sending in tests to be calculated.	3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.
Computer-based instruction should not be part of the Long term plan.	OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).
Don't limit choice to Art or Music both are imperative to STEM success. Lots of evidence for steam. More emphasis on 2nd language.	6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa

	Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].
Early Education (universal pre-school) should be a top priority.	EC: Include early childhood intentionally throughout the plan.
Goals are good, but what happens when they are not met? Are schools penalized in any way?	1.GOALS: Set realistic goals across measures and detail what will happen if a district does not meet the goals set [e.g., growth specifically]
Great goal to have for proficiency. if it isnt' achieved, what happens? Are Local School Boards able to determine how to meet the goal and will they have the power to remove teachers who cannot meet the demand? Are they able to hold parents and students accountable when the effort, attendance, and test-taking are not meeting the standard set? I think it is great to have a 95% goal, but if the school is serious about educating, they should not be punished (such as withholding funding) for identifying and not passing under-performing students. The last goal should be to get to 95% while turning our students who cannot read at grade level or above and have not developed basic learning skills. There has to be rewards and consequences, or this is just an exercise in justifying educational bureaucracy that makes no effort to improve education in the state.	1.GA: General appreciation of the long-term goal areas, way of setting goals, assessments, measures [e.g., 95% graduation rate; input on goals, etc.] 1.GOALS: Set realistic goals across measures and detail what will happen if a district does not meet the goals set [e.g., growth specifically]
Great schools. Equal opportunity for all kids. Options and choices	1.GA: General appreciation of the long-term goal areas, way of setting goals, assessments, measures [e.g., 95% graduation rate; input on goals, etc.]

<p>Have there been any EL initiatives, etc. re: Title III (such as Lau Plan) in last five years that need to be included? (p. 6) Under the Student Support section pg. 16 could the document list Iowa Code language related to EL students such as: Iowa Code 280.4, 216.9 Unfair or discriminatory practices — education, Chapter 60 - 281 Long-Term Goal (p. 9) #6 -- could the line “historically disadvantaged students...including English Learners...” be included First bullet on page 6 “Developed a comprehensive early literacy initiative to ensure all students read proficiently by the end of third grade.” How are ELs assessed/accommodated for in this initiative? Fourth bullet on page 6 “...Future Ready Iowa initiative... ensuring citizens have access to education and training required for productive jobs and careers...” (citizens literal?)</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>Have there been any EL initiatives, etc. re: Title III (such as Lau Plan) in last five years? (p. 6) Long-Term Goal (p. 9) #6 -- could the line “historically disadvantaged students...including English Learners...” be included Fourth bullet on page 6 “...Future Ready Iowa initiative... ensuring citizens have access to education and training required for productive jobs and careers...” (citizens literal?)</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>How are 'Children with Disabilities' defined. How do you fit "Special ed" programs to overall graduation stats?</p>	<p>1.D: Include definitions [e.g., children with disabilities, EL, special education, gifted/talented, etc.]</p>
<p>How will gifted/talented be represented?</p>	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such</p>

	as Gifted and Talented or Special Education.
I am concerned that the graduation rate of students with disabilities is the lowest of any subgroup. I believe the Iowa DOE needs to do much more in terms of professional development in this area. Too many teachers view students with disabilities as the special educator's concern. I would like to see this professional development focus on literacy for students with disabilities in the early grades.	<p>1.GC: General concerns or questions about the long-term goals and whether they will be attainable, how long-term goals will be set, and/or goals like the graduation cohort [4/5 year] or 95% goal.</p> <p>5.PL-SE: Support effective Professional Learning for educators [and describe what it looks like]– Special Education.</p>
I am not as familiar with Smarter Balanced. Anxious to see how it will all pan out considering we are now in 2017. What will we as schools do in regards to science and social studies?	1.OC: Concerns or questions about other content areas – like science and social studies, not included in the long-term goals.

<p>I do not agree with the adoption of the Smarter Balanced assessments. The cost of these is huge and the adoption is an unfunded mandate. I would rather the state had worked with those responsible for the Iowa Assessments to develop a new assessment. I also do not believe Iowa and school districts have enough privacy protections in place. I do not want my children's data, whether identifiable or not, going out of state as it would with Smarter Balanced? What is your plan to protect children's privacy? Again, I do not want my children's information stored anywhere, especially out of state. FERPA is weak. Talented and gifted should be a subgroup, which should be broadly defined. If school superintendents don't have to track TAG students, they won't be inclined to offer sufficient educational opportunities for them. In fact, my LEA does very little for TAG kids and doesn't understand how to identify them. I'm unsure whether your SEA has any qualified persons who can help LEAs with this. TAG students deserve evidenced based practice also. Also, even if graduation rates improve, how do you measure whether the students you graduate have some minimum amount of skills? I would also not be surprised to see that assessment scores drop once new Smarter Balanced assessments are put into place. This drop in scores has happened in other states and will likely result in school districts investing more in technology and educational applications--another huge expense that will take away from money that could be spent on ensuring qualified teachers are in classrooms. Regrettably, this move to Smarter Balanced will also likely make English Language Arts even less language rich than it is now. I have heard multiple parents complain that our district's language arts program has deteriorated in recent years, moving more toward short stories and less language rich. If the IDOE wants to improve children's educational outcomes, please give us better language arts.</p>	<p>1.GC: General concerns or questions about the long-term goals and whether they will be attainable, how long-term goals will be set, and/or goals like the graduation cohort [4/5 year] or 95% goal.</p> <p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p> <p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.</p>
<p>I encourage the State to collect information about and take into account specific student characteristics of English Language Learners which could then lead to different targets or timelines for becoming proficient in English. For example, high school students who enter U.S. schools at age 15, 16, or 17 may have additional characteristics such as limited or interrupted formal education that will significantly impact their ability to meet graduation requirements in the typical 4-year time period and may lead to different patterns of growth in English language proficiency. Native language proficiency level is another factor that should be considered for English Language Learners of all ages. If we had increased flexibility based on student characteristics, that could alleviate some of the pressure for all ELLs to achieve English language proficiency at the same rate which is not a realistic expectation given their varied backgrounds. I also advocate that student voice be enlisted for feedback about ESSA. After all, students are our main consumer or customer of the education services we provide.</p>	<p>2.T: Include the following voices across the ESSA Teams and/or Advisory: Early Childhood, Students, and representation of wellness [e.g., physical education, health, wellness, nutrition]</p> <p>4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.</p>

<p>I hope that the adoption of a statewide assessment will result in a return to a focus on teaching and learning and a de-emphasis on measurement. Whill assessment is important, it should not be the tail that wags the dog, so to speak.</p>	<p>3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p>
<p>I like the idea of students being able to have a 5 year plan, if needed. It took me 5 years to graduate with my undergraduate degree and 7 years for my masters. Not every student learns at the same pace or with the same style.</p>	<p>1.GA: General appreciation of the long-term goal areas, way of setting goals, assessments, measures [e.g., 95% graduation rate; input on goals, etc.]</p>
<p>I understand the long-term goals, but I don't think the idea of holding a child back in 3rd grade or requiring them to attend summer school is going to fix the problem! There needs to be more accountability for the parents. I'm afraid that all the blame and fall out will be on the teachers-as it is-teachers are already fed up with paper work, assessments, and not being favored by many, except as a glorified babysitter. This is going to drive a further stake into the already disgruntled parents and their view of teachers. I've always worked in a title I school-you want to drive good teachers away from where they are needed the most-good plan-NOT!</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>If Smarter Balanced Assessments System fails, what will be the backup assessment? Will all schools be able to do this in May, can Iowa afford this, and what about science and social studies? Do all schools have the technological capabilities for this? With Smarter Balanced examinations, how much will the learning curve of using the program conflate students' baseline scores? How are the rates of a five-year cohort more rigorous? Can not comment on ELL plan. Iowa does not have one yet.</p>	<p>1.GC: General concerns or questions about the long-term goals and whether they will be attainable, how long-term goals will be set, and/or goals like the graduation cohort [4/5 year] or 95% goal. 3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that</p>

	Smarter Balanced should not be Iowa's outcome assessment.
Interested to hear the plan as it relates to continuing forward with Iowa Assessments or Smarter-Balanced Assessments.	3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.
-Iowa Codes 216.9, 280.4 and Chapter 60 are not explicitly stated and referred to in this section at all. Could be included in multiple sections as needed.	A: Align ESSA with other efforts in Iowa/state law.
Iowa Codes 216.9, 280.4 and Chapter 60 are not explicitly stated and referred to in this section at all. Could be included in multiple sections as needed. First bullet on page 6 "Developed a comprehensive early literacy initiative to ensure all students read proficiently by the end of third grade." How are ELs assessed/accommodated for in this initiative in ways that do not unfairly penalize them for developing language proficiency? Fourth bullet on page 6 "...Future Ready Iowa initiative... ensuring citizens have access to education and training required for productive jobs and careers..." (citizens literal?) Have there been any EL initiatives, etc. re: Title III (such as Lau Plan) in last five years? (p. 6) Under the Student Support section pg. 16 there could be an opportunity to list Iowa Code language related to EL students: Iowa Code 280.4, 216.9 Unfair or discriminatory practices — education, Chapter 60 - 281 Long-Term Goal (p. 9) #6 -- could the line "historically disadvantaged students...including English Learners..." be included	A: Align ESSA with other efforts in Iowa/state law. OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).
Is Smarter Balanced going to actually start 2017-2018?	
It seems to be a high cost for a small district at \$30 per student.	3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not

	be Iowa's outcome assessment.
Less emphasis on Advanced Placement in high schools and more help to get students ready for some form of college or training after high school.	
MIDTESOL appreciates the central role English language proficiency plays in the baseline and long term goals. One area of caution is the focus on a four-year graduation rate. Depending on the circumstances under which a student enrolls in Iowa schools, having only four years to graduate from high school may not be realistic for some English Learners, particularly those Students with Limited or Interrupted Formal Education (SLIFE). This is where taking into account various student factors under Section 1 C.i.1.(Description) could play a significant role in establishing flexibility based on student characteristics. In particular, we encourage the state to carefully consider how a student dual-identified as EL and with an IEP may be impacted.	1.GC: General concerns or questions about the long-term goals and whether they will be attainable, how long-term goals will be set, and/or goals like the graduation cohort [4/5 year] or 95% goal.
More information on Smarter Balance.....	
No news on this front. Too much effort is in making the cash stretch far enough for the year.	
Outcome based education would be fine if the outcome was a result of rigorous academic course work which would also include career and technical education. But outcome based education also needs to show parents and taxpayers well how good is the student, merely being proficient is not acceptable. Is the 40th percentile make anyone comfortable for declaring a student is proficient? HAHA. The Smarter Balanced Assessment System is another fraud being forced on Iowans. How will we know what a student does not know. This system adjusts the question to the level of the student's abilities. Well what if the student has been asleep at the wheel for 12 years. Probably won't know a lot.	1.GC: General concerns or questions about the long-term goals and whether they will be attainable, how long-term goals will be set, and/or goals like the graduation cohort [4/5 year] or 95% goal. 3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.

<p>Section 1. Input - will the Smarter Balance Assessment System be set up to have an increased test ceiling for students? If so, this will assist educators when making placement decisions and considering differentiation options for students both short and long-term. Table on Baseline and Long-Term Goals - I would ask that identified Gifted and Talented students be included as a baseline subgroup. Two of the other groups mentioned in the subgroups category have the same programming requirements that Gifted and Talented students have according to Iowa Code. Gifted and Talented students are required to be provided services within their district and therefore it behooves the Iowa DoE to ensure that those students are receiving the services the state is paying for them to receive. Tables on assessments - Ditto comment from above.</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p> <p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.</p>
<p>Seek out an alternative plan regarding students that are failing classes. We can no longer continue to pass students through middle school while failing classes. Students should be required to pass a class, prior to moving on to the next level. By not having a policy that holds students accountable for their progress, the transition to high school where passing classes is a requirement is harder and often discouraging for students.</p>	
<p>Set realistic goals for growth. We are not going to achieve 100% proficiency. We can achieve 90-95% proficiency. Proficiency should be based on achievement-not on how students compare to one another. Consider small schools when determining growth toward school-wide proficiency goals. Sometimes 1 student = 5% especially when considering sub-groups. Is there a way to prevent the bumps up and down in growth when one student has such an impact on % proficient?</p>	<p>1.GOALS: Set realistic goals across measures and detail what will happen if a district does not meet the goals set [e.g., growth specifically]</p>
<p>Setting all graduation subgroups at 95% is positive equity goal, however, the growth needed in some subgroups requires exponential improvements for some subgroups.</p>	<p>1.GA: General appreciation of the long-term goal areas, way of setting goals, assessments, measures [e.g., 95% graduation rate; input on goals, etc.]</p>
<p>Smarter balance - way too expensive and too many HOURS TESTING students!!!! Let's get real, concise Iowa Assessments tell you what you need to know - The basics.</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that</p>

	Smarter Balanced should not be Iowa's outcome assessment.
Smarter Balanced-will this program be funded? It is expensive. Sounds like a great program that could help our students.	3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.
Strengths: "Progress in achieving ELP" is included in Identification for supports on p. 20, P. 22: English learner baseline and long-term goal are included in subgroup information Weaknesses: Iowa Codes 216.9, 280.4 and Chapter 60 are not explicitly stated and referred to in this section at all. Could be included in multiple sections as needed. Long-Term Goal (p. 9) #6 -- The line "historically disadvantaged students...including English Learners..." should be included.	1.GA-EL: General appreciation of the long-term section, specifically mention of EL. A: Align ESSA with other efforts in Iowa/state law. OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).
Students wellness should be included in long term goals, PK-12. Not only will this improve life but improve academics.	4.M-PE: Establish measures for reporting and accountability that include PE/health/wellness metrics.
Subgroups do not reflect gifted learners as ESSA plan suggested. There are gifted learners within each of the stated subgroups; however, their abilities are often hidden in data that does not ask for measures beyond proficiency.	3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.

<p>Substantive social Studies education with emphasis on Global Issues and Civic literacy. Social Studies Education Prepares students: To access and understand the tools of democracy To effectively engage in public dialog To learn and apply critical thinking strategies in order to make good decisions The ability to reason about the consequences of actions in our interconnected world To understand compromise as essential to resolving conflict To understand the implications of the past and the interconnected nature of the world The ability to communicate and collaborate effectively across cultural and geographic boundaries To understand how our world's social, physical and living systems function and interaction To know how our world's diverse cultures, economic, technological and political systems, ecosystem and physical systems To exercise good judgment by understanding multiple perspectives The ability to analyze situations using the tools and perspectives of different disciplines To read beyond comprehension to the evaluation, synthesis, analysis and interpretation levels To move beyond self-interest to societal empathy and responsibility toward fellow citizens</p>	<p>6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.</p>
<p>The 95% graduation rate is a great goal to reach and based on the data in the report the goal should be attainable. In respect to the graduation rates, I'd question the validity of the data submitted by the districts. There should be checks and balances for the data submitted by the districts. I feel that districts are so data driven and they want their numbers to look good that they will "do whatever it takes" and pass along the students just so their numbers look good and don't care or realize that the students don't have the skills necessary to make it outside of high school.</p>	<p>1.GA: General appreciation of the long-term goal areas, way of setting goals, assessments, measures [e.g., 95% graduation rate; input on goals, etc.] 1.GRAD: Concern that the graduation long-term goal should be based on cohort through 21 or districts will push to graduate students rather than ensuring they understand the content.</p>
<p>The 95% success rate is a worthy goal in all areas, but some students will need longer than a five-year plan. I would recommend for special education to age 21, when students have to exit the school district by federal law.</p>	<p>1.GA: General appreciation of the long-term goal areas, way of setting goals, assessments, measures [e.g., 95% graduation rate; input on goals, etc.] 1.GRAD: Concern that the graduation long-term goal should be based on cohort through 21 or districts will push to graduate students</p>

	rather than ensuring they understand the content.
The Smarter Balanced Assessment System should be scrapped. It is too costly and takes away money from where it is truly needed.	3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.
The statewide assessments should align with the Iowa academic standards. There are no long-term goals related to students' progress on the Iowa academic standards. Proficiency needs to be linked to the required Iowa academic standards.	3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]
There is NO mention of goals for Talented and Gifted kids in this section.	
There is NOTHING stating Special Education Students, are they just getting swept under the rug??	
This gives me little information about how any goals will be achieved.	
This task force should include multiple parents of the most difficult children in the buildings. It usually has the same volunteer parents who are always there and who have children who cause little or no disruption in the classroom. These are valuable assets but those parents who are the hardest to deal with might have some helpful ways to regain control of our schools and ultimately the learning process. Without these folks you have no real insight and experience in dealing with these families every day.	2.CF: Establish effective community and/or family engagement/partnerships.
Was the ELL task force recommendations considered for this section? Did you include experts on English Learners as part of your inclusive process? Please, make sure goals include reference to ELs.	2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts.

<p>What measures related to gifted education will be included in the state report card? Examples of measures include use of strategies such as grade-skipping or content area acceleration and compacting of instruction that match the learning pace of gifted and talented students; participation in gifted education programs and services by students with disabilities, minority and low-income students, and English learners; and, success on moving low-income students to above-proficient levels of achievement on the state tests.</p>	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p>
<p>What other measures (along with Smarter Balanced Assessment) will be used to determine goals? How will this assessment be funded and sustained?</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p>
<p>When I review the long-term goals of graduation, specifically, my mind reverts to early childhood education. The best way to guarantee graduation rates and lifelong learning is to invest in a child's early learning years. Studies show that high-quality, developmentally- and age-appropriate programs that meet the needs of all young learners sets them on a path of success - higher graduation rates, less delinquency, greater net worth, less poverty, etc. Graduation rates at a high level, of course, is every educator's dream; the dream I wish to attach to that is one of quality in terms of early childhood education. The long-term goals to which the Plan speaks does not include early childhood; if not investing monies and time into teacher prep and student outcomes at an early age, how can one expect graduation rates in Iowa to maintain their high levels or even grow?</p>	<p>EC: Include early childhood intentionally throughout the plan. 4.M-EC: Establish measures for reporting and accountability that include Early Childhood data</p>

<p>Will Smarter Balanced be funded this year? This seems to be an expensive option for school districts. I do like the 5 year cohort group for those students who need the extra year to reach their graduation requirements.</p>	<p>1.GA: General appreciation of the long-term goal areas, way of setting goals, assessments, measures [e.g., 95% graduation rate; input on goals, etc.] 3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p>
<p>will the data continue with the students? or will it be like all other student data where you have different students entering each fall into the set?</p>	
<p>Your long term goals have ZERO mention of how you plan on reaching these goals. How you classify students is from a deficit perspective and looking at what students can't do instead of the rich cultural and social capital that ALL of our students bring to the classroom. There is also no mention of how social studies will play a role in obtaining these ridiculous goals.</p>	<p>1.GOALS: Set realistic goals across measures and detail what will happen if a district does not meet the goals set [e.g., growth specifically] 6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.</p>
<p>2. Monitoring and Technical Assistance</p>	
<p>Again, the type and versatility of stakeholders critical and will make a difference in writing an successful student act and one that actually works. Resist the urge to get many of the "important" people and write the ideal plan leaving out the very "important" people who represent the most difficult and challenging students. Teachers can teach only if the classroom is under control and the administration and the parents support them.</p>	<p>2.EV: Expand input and representation across stakeholders, community, parents, universities, teacher prep, subgroups, etc.</p>
<p>Appreciate the listening tours. Would like to see more representation from Iowa's Teacher Prep programs and content experts from Iowa's universities on work groups.</p>	<p>2.EV: Expand input and representation across stakeholders, community,</p>

	parents, universities, teacher prep, subgroups, etc.
As a regional affiliate of TESOL International Association, MIDTESOL would welcome the opportunity to share our expertise in the area of educating Iowa's English Learners.	2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts.
Before letting TLC people handle anything please check and see how each district is doing TLC. Some TLC groups are a waste of tax payer funds and do not help students.	5.TLC: Describe how TLC provides the structure for educator support/connect TLC; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].
Chart: Section 3. Academic Assessments - Should include reference to the Iowa academic standards. The only way to impact the efficacy of instruction is to align the assessment with the required standards.	6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].
Consultation what consultation. This is a joke. I live in Pella. I see no effort to consult with the community at large. When it comes to decisions being made at board level there is no outreach. Oh yea you can go to the board meetings and what get to speak for three minutes.	
Engagement across the state regarding ESSA has been inclusive, and the plan to continue such involvement increases the likelihood of sound decisions.	2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.
Gifted/Talented voices were included in the feedback; however, the plan does not contain much guidance for G/T/ throughout the state.	

<p>Hold teachers accountable. Great teachers get great pay.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.EE: Develop a new educator evaluation plan or system – consider how to evaluate different educators in their roles [e.g., school counselors evaluated by other school counselors]. 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>
<p>Section 2.1 on page 24 lists “specialized instructional support personnel” (would be better to specifically list ESL Endorsed teachers and Consultants) Page 24 - The document refers to intentionally aligning statewide work within the state ESSA plan, there are initiatives listed. The statewide work to systematically improve and monitor services for ELs through Lau Plans/Lau Plan Reviews needs to be captured here. Page 26 - Provision of communications in languages parents can understand (websites, emails, flyers, etc.) (p. 28-29) How will the stakeholders listed fit into our “issue-specific forum”? (p. 30-31) There has been low EL representation (educators, parents, etc.) at listening tour stops and within other issue-specific forums. The only one listed (thus far) is at the October 2016 stop in Sioux City. Page 32 -- Recommend calling out EL Professional Development as an example of alignment to work in the Overall Section P. 36 Fails to describe counselor considerations related to ELs Page 34 - It is not clear how it was determined that Iowa’s Unified Differentiated Accountability and Support system is an “appropriate and effective model” Page 34 - For ELs, N= 10 is recommended, especially for low-incidence schools Page 34 - Need to spell out specific EL professional learning beyond Iowa’s Differentiated Accountability and Support Page 35 - Need to also include support in the core area of English Language Development and corresponding English Language Proficiency (ELP) Standards Page 35 - Need to also include exemplars of evidence-based practices in English Learner programming P. 36, School librarians lack a cultural and linguistically relevant description of their role P. 37, mental health issues experienced by ELs and families and addressed by behavior interventions are lumped</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA). 2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts. 2.TY: Thank you for taking the time to host input</p>

together with non-EL behaviors. Evidence-based programs that focus on mental health fail to include trauma experienced by refugees and EL-informed work (Harvard et al) P.39 Training cadre (TC) team that includes AEA and IDOE of experts does not feature EL expertise A weakness is that the EL voice was not included in the initial draft of the IA-ESSA document; It is recommended to include EL representation in the initial writing process in addition to providing follow-up input (i.e., was there an EL advocate on the committee who wrote the Draft State Plan ESSA in Iowa document?). Threats: Does not call out ELs as a sub-group to the same extent as Gifted and Talented (based on %), when ELs continue to represent the fastest growing sub-group Lack of specific calling out of ELs sends a message to districts that they can reduce their focus on EL achievement and apply the same instruction and interventions, expecting the same results as for non-ELs If the N size is moved to 20, more schools will not be held accountable toward an AEA's AMAOs. Many more lower incidence schools will fall through the cracks and moved to having "meaningful consultation" with their AEA, as opposed to moving toward Corrective Action. This would greatly reduce the accountability for ELs, representing a huge step backwards P. 39, By claiming that "the TC ...specializes in interventions and supports for "historically disadvantaged students, interventions and supports" while not including the EL voice, research, or perspective, the Plan situates ELs to be underserved and mis-served by ESSA initiatives.

meetings, obtain input, listen, all the voices/stakeholders included, etc.

3.DS: Define subgroups – confusion or concern about subgroup delineation or definition and why some groups are not identified as a subgroup.

4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.

4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.

5.PL-EL: Support effective Professional Learning for Educators – EL.

6.AC: Support all content areas and/or standards

	<p>across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p> <p>6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
<p>Strengths: Page 24 - Broad group of Stakeholders Page 24 - Civil rights organizations representing English learners is specifically listed in Stakeholders Page 24 - Cites requirement to provide information in a language parents can understand, including use of interpreters. Impact statement on behalf of Gifted and Talented Page 32 -- We need to “keep in mind Iowa’s diversity” Page 33 - Multiple measures of accountability and concerns for subgroups including ELs included Page 34 - For Educator Excellence, input included professional learning in how to best serve ELs Page 35 - Renewed promotion of bilingual education P.39 Training cadre team that includes AEA and IDOE of experts cited Weaknesses: Section 2.1 on page 24 lists “specialized instructional support personnel” (would be better to specifically list ESL Endorsed teachers and Consultants) Page 24 - The document refers to intentionally aligning statewide work within the state ESSA plan, there are initiatives listed. The statewide work to systematically improve and monitor services for ELs through Lau Plans/Lau Plan Reviews needs to be captured here. Page 26 - Provision of communications in languages parents can understand (websites, emails, flyers, etc.) (p. 28-29) How will the stakeholders listed fit into our “issue-specific forum”? (p. 30-31) There has been low EL representation (educators, parents, etc.) at listening tour stops and within other issue-specific forums. The only one listed (thus far) is at the October 2016 stop in Sioux City. Page 32 -- Recommend calling out EL Professional Development as an example of alignment to work in the Overall Section P. 36 Fails to describe counselor considerations related to ELs Page 34 - It is not clear how it was determined that Iowa’s Unified Differentiated Accountability and Support system is an “appropriate and effective model” Page 34 - For ELs, N= 10 is recommended, especially for low-incidence schools Page 34 - Need to spell out specific EL professional learning beyond Iowa’s Differentiated Accountability and Support Page 35 - Need to also include support in the core area of English Language Development and corresponding English Language Proficiency (ELP) Standards Page 35 - Need to also include exemplars of evidence-based practices in English Learner programming P. 36, School librarians lack a cultural and linguistically relevant description of their role P. 37, mental health issues experienced by ELs and families</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p> <p>2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts.</p> <p>2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p> <p>3.DS: Define subgroups – confusion or concern about</p>

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subgroup delineation or definition and why some groups are not identified as a subgroup.

4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.

4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.

5.PL-EL: Support effective Professional Learning for Educators – EL.

6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential

	<p>Elements as a focus of professional learning]. 6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
<p>Again a lot of mumbo jumbo for people who have not previously been exposed to this document. Like the focus on Library accessibility. Why is the Governor listed first? Why not parents (who are listed near the bottom of the list)? I also support improved availability of guidance counselors to help with behavior and discipline and career readiness. Regardless of what this document really says or doesn't say, it is obvious that parents are less engaged in the education process which means their children are less engaged. The teachers are getting left holding an empty bag and often do not have the back up from their building principal. Principals need to have much more accountability in their individual building. So along with discipline and HR issues, they need to be regularly visiting classrooms to monitor student attitudes and behavior as well as that of teachers. And those Principals must help teachers hold students and parents accountable. And when Principals are AWOL, the School Board and Supt need to be able to step in and do their job -which is to get the Principal to do their job or move them out of the profession. Additionally, principals need to identify underperforming teachers need to be on a work program to help them improve. After 2 years of underperformance (1 of assessment and 1 of correction) then Boards and Principals need to move these teachers out of the profession ---NOT on to other schools, but actively helping them find a different vocation. In order to get the best performance, Boards need to have Supt, Principals and Teachers who are fully engaged during the school day. Accountability for education success is often not found just between 8:15am and 2:45pm school bells (or however long the school days are). Previously, teachers worked the day, then took papers and tests home to grade. It now seems to be common practice that anything that isn't done during the school day is now an imposition or goes undone. If this is the attitude of the ISEA and the profession, we may need to consider going back to lower pay for less work or move to year-round, all-day school calendar to make sure learning occurs between the designated time periods so as not to inconvenience teachers' social lives. There appears to be a bigger and bigger disconnect from pursuing a profession as a way of fulfillment and demonstrating superior ability to, what is the easiest thing for me to do for the least amount of work in the least number of days. So this group, be it 10% or 20% is now large enough that it is impacting colleagues and students negatively. There is no longer the dumb jock gym teacher or social studies teacher</p>	<p>2.EV: Expand input and representation across stakeholders, community, parents, universities, teacher prep, subgroups, etc.</p>

<p>that coaches 3 sports, its now become the grade school teacher, and the junior high English teacher and the high school math teacher.</p>	
<p>Definitely include more play and recess for all children with the exception of those involved in after school sports or club sports--I am writing in support of the comment you have already received. Physical exercise helps kids concentrate. Plus, many students spend a lot of each day waiting for other students to catch up. Also, please keep the tax paying public informed about how the TLC work is going. I know we have these teachers in our district; however, even I have no idea what they are doing or how they are improving educational outcomes. I ask my children and they don't know either. I hear one has two offices and others don't teach much and no one seems to know what is happening with them or at least it isn't publicized. The money to support the TLC program was supposed to be on top of state aid and it seems that it has replaced some of the state aid. Are we getting our money's worth? We might be better off with more teachers in the classroom and lower class sizes. If the SEA maintains the TLC program. teachers with effective classroom management skills, good subject matter skills, and excellent teaching ability should be selected. Educational outcomes would be better if there was more discipline in the classroom. Many teachers need help with classroom management. Sometimes some of the students are horribly behaved and disrupt learning for everyone else--this problem is happening too regularly. When you consult and get feedback from the public and specific groups, it would help if the education personnel and consultants soliciting the feedback were old enough to have had children of all ages go through the public school system--the social studies personnel soliciting feedback about the new proposed standards were very young, and while youth itself is not a problem, the lack of long term substantive experience is. Please include some older personnel who have a good long term practical understanding of how education works in real life. One of the pieces that is missing in Iowa's Educational system is that Iowa doesn't seem to benchmark against competitors--both public and private, both in and out of state, and both at the SEA and LEA level. As an example, if students had syllabi that actually described what was going to be taught that year (as contrasted with those syllabi that focus mostly on behavior), you could compare what course material is being covered with private prep schools and good public schools across the country and see how Iowa's schools stands up against their competition. This isn't happening, and our students suffer for it. Benchmarking needs to occur across state lines. Also, Iowa (or at least my children's district) might have the same curriculum in similar schools; however, the LEA doesn't measure whether the rigor and pacing remains the same. This measurement of rigor and pacing should be happening across the state with differentiation taking place for subgroups like TAG as needed. Right now, heterogeneous classrooms are not working! With the diversity of Iowa's children increasing, we need to make sure learning does not SLOW down in some schools (which is happening now). As the state's children become a more diverse group, performance expectations should not be lowered.</p>	<p>SC: Continue to support small class sizes. 5.TLC: Describe how TLC provides the structure for educator support/connect TLC; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins]. 5.PL-PE: Support effective Professional Learning for educators [and describe what it looks like]– PE, health, wellness.</p>

<p>Does not call out ELs as a sub-group to the same extent as Gifted and Talented (based on %), when ELs continue to represent the fastest growing sub-group Lack of specific calling out of ELs sends a message to districts that they can reduce their focus on EL achievement and apply the same instruction and interventions, expecting the same results as for non-ELs If the N size is moved to 20, more schools will not be held accountable toward an AEA’s AMAOs. Many more lower incidence schools will fall through the cracks and moved to having “meaningful consultation” with their AEA, as opposed to moving toward Corrective Action. This would greatly reduce the accountability for ELs, representing a huge step backwards P. 39, By claiming that “the TC ...specializes in interventions and supports for “historically disadvantaged students, interventions and supports” while not including the EL voice, research, or perspective, the Plan situates ELs to be underserved and mis-served by ESSA initiatives.</p>	<p>2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts. 3.DS: Define subgroups – confusion or concern about subgroup delineation or definition and why some groups are not identified as a subgroup. 4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education. 5.PL-EL: Support effective Professional Learning for Educators – EL.</p>
<p>I agree with: Effective professional learning for educators’ needs to be supported, specifically in the areas of gifted and talented. Gifted and Talented: · Make a focus on gifted and talented a requirement within ESSA. · Support development of quality professional learning in gifted and talented that is provided statewide and supported within universities. · Gifted and Talented educator to student ratio is out of balance and needs to be rectified to increase impact on student success. · Provide exemplars for districts regarding the role and</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p>

<p>best practices differentiation for gifted and talented populations. · Define gifted and talented as a subgroup for reporting and accountability purposes.</p>	<p>5.PL-IHE: Support effective Professional Learning for educators [and describe how Iowa will work with IHEs]– Institutes of Higher Education. 6.S-May: Support the “mays” through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.</p>
<p>I am very pleased to see the commitment to the role of the teacher librarian in our schools. In order to foster a culture of media and information literacy, it is so important to have a teacher librarian in every building. The closer we can move to that reality, the better served our students and communities and state will be.</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>I appreciate the effort the state department of education has put in to hear from all stake holders. I hope that effort will continue. I am concerned that most of the AEAs lack someone who is aware of developments and issues in arts education. I would encourage the state education department to continue to develop good relationships with the arts organizations already in existence, who can help provide guidance to teachers and individual school districts as they develop their individual plans.</p>	<p>2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p>
<p>I cannot believe that in this section, that diversity and "challenges this brings to us" are in the same sentence. This is incredibly and terribly offensive. Also offensive is how "stakeholders" (the list of 20 different groups/individuals that you have listed) apparently all expect the same things. I highly doubt that is the reality and it should not be worded as such. I would not want to consider myself a stakeholder in anything put into this section. Also, whenever there is an "unpopular view" in the stakeholders' demands, it always has "some" or "a few" in front of it. Status quo comments/recommendations just say, "stakeholders".</p>	
<p>I think the DOE did a good job with their tour of Iowa and offering sessions for community members to come after work hours. I think the wording of this survey makes it difficult for people to answer. Rather than having blank boxes for open ended feedback, I strongly recommend you ask targeted questions about specific issues related to the ESSA. Not all parents and teachers are familiar with this law, and few are going to have the time to read your lengthy document and respond to questions in this format. Please consider revising future surveys.</p>	<p>2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p>

<p>I think the list of consultation entities is complete. But to be sure, I would include librarians and administrators from the AEA system.</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>I would encourage the State to add an issue-specific forum regarding English Language Learners. Given the fact that many of the specific details surrounding ELLs are not fully explained in the draft version of Iowa's plan (Ready for Review: May 2017 Posting), it is a bit of a stretch to anticipate what the plan might be and provide feedback based on a guess.</p>	<p>2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts.</p>
<p>I'm disgusted by additional mandates without state and AEA support to implement them. Legislation requires additional work/services/etc. and the sources of information/guidance (AEA, DE, etc.) are further behind or as ignorant as the school districts expected to implement. I don't see AP courses as the best way to increase academic rigor for ELP students. I find it an antiquated system and believe use of Iowa community colleges and universities would be a better fit. I agree with the school counselor recommendations from section 6 of this section. Students cannot be expected to learn, perform well academically or behaviorally, or consider their future plans if they are in a state of crisis (mental health, family issues, etc.). School counselors, mental health professionals, and social workers are an integral component of this plan working. If we don't take care of our students and families, students (and Iowa's education system) will not succeed.</p>	<p>5.PL-IHE: Support effective Professional Learning for educators [and describe how Iowa will work with IHEs]– Institutes of Higher Education. 6.S-SC: Support school counselors, school guidance programs</p>
<p>Iowa School Report Card-would like to see FAST scores go into with helping the schools percentage. I don't feel it completely shows what ALL of our students can do at our school, just the upper grades who take the Iowa Assessments.</p>	<p>4.IRC: Provide clarity on the alignment between the Iowa School Report Card and its relation to ESSA.</p>

<p>It seems the stakeholder input has been well done. There are areas of the stakeholder suggestions I'd like to comment on: -I support the idea of the state heeding advice to not make the plan too big. Schools are scrambling to keep up with the number of requirements demanding high-order change. Teachers are feeling overwhelmed. Administrators are challenged with determining how to get it all done while not pushing their classroom professionals over the edge. We are still responding to demands of full implementation of the Iowa Core and MTSS. Give schools the time to get that right! It is the right work! -Let go of the state report card. It is creating a climate of fear and uncertainty that is counter-productive to our state's proud educational history. Few understand what the scores REALLY mean, no one is available to provide a thorough explanation, and we shouldn't be wasting people's time to explain it. If it's that complicated, why use it? Let it go. - Recommendation to have more play/recess for PK-Elem. More recess time -- no. If we are to have guidelines of x number of minutes of reading and writing AND you want us to increase recess time, this cannot be done without lengthening school day. Teachers can have the latitude to take "brain breaks" during their day, where kids can get short bursts of physical activity. Where do families come into play with providing exercise for children? -Support of high quality reading instruction is a must! Teachers and administrators want to do this right. Continue to provide support not a feeling of "gotcha". Help identify ways to celebrate success and publicize success of gains schools are making. This will provide models for others to emulate. Schools are looking for these!</p>	<p>B: Caution to not make the plan too big/like "Race to the top"/too focused on accountability/rush to get it done and lose focus on students.</p> <p>GC: General concern: stress on the system to implement all the things we are implementing/ESSA implementation/assessments that educators have to do, or leaving the plan too flexible/open to local control.</p> <p>2.TY: Thank you for taking the time to host input meetings, obtain input, listen, all the voices/stakeholders included, etc.</p> <p>5.PL-R: Support effective Professional Learning for educators [and describe what it looks like]– Reading.</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p>
<p>It's impossible to do a lot of what is being stated. I would like to see the expectations for the homeschoolers.</p>	<p>4.DAS: Provide clarity regarding alignment of state/federal measures and mandates and one-process – provide clarity on accountability/continuous improvement in general,</p>

	and/or what this looks like for all schools, e.g., charters, home school, online.
More support for AEA specialists to work with local districts would be beneficial.	
<p>P. 37, Mental health issues experienced by ELs and families and addressed by behavior interventions are lumped together with non-EL behaviors. Evidence-based programs that focus on mental health fail to include trauma experienced by refugees and EL-informed work (Harvard et al) Recommend calling out EL specific examples throughout Section 2 (e.g., EL professional development as an example of alignment to work in the Overall Section, counselor considerations related to ELs, spell out specific EL professional learning beyond Iowa’s Differentiated Accountability and Support, support in the core area of English Language Development and corresponding English Language Proficiency (ELP) Standards, inclusion of exemplars of evidence-based practices in English Learner programming Page 34 - For ELs, N= 10 is recommended, especially for low-incidence schools Moving forward, a recommendation was made by Title III Consultants to include EL representatives in the initial writing process in addition to providing follow-up input (i.e., was there an EL advocate on the committee who wrote the Draft State Plan ESSA in Iowa document?) Include ELs as a subgroup, to the same extent as Gifted and Talented, with bulleted suggestions, p. 36, e.g. Make a focus on ELs a requirement within ESSA Support development of quality professional learning in EL that is provided statewide and supported within universities Disaggregate ELs’ graduation rates by language groups for reporting and accountability purposes; would yield meaningful data to inform instruction Include a definition of ALL students making sure that the definition includes ELs Embed cultural insights in counselor training to inform counseling practices, e.g., ELs who have experienced trauma or refugee camps and exhibit behavior differences P. 36 , under School librarians: Offer a variety of books in languages represented by children and families in the district P. 36. Cont., Ensure multicultural representation in materials and environment where all students and families can see themselves reflected</p>	<p>2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts.</p> <p>3.DS: Define subgroups – confusion or concern about subgroup delineation or definition and why some groups are not identified as a subgroup.</p> <p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>5.PL-EL: Support effective Professional Learning for Educators [and describe what it looks like]– EL.</p> <p>5.PL-TI: Support effective Professional Learning for</p>

	<p>educators [and describe what it looks like]– Trauma-informed.</p> <p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p> <p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p> <p>6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
<p>Please make sure that educational information is written in language that parents can understand. There's so many acronyms in education that parents don't understand and it's hard to determine if their student(s) are understanding the material being taught. Checks and balances should in place to ensure that what the districts are doing is truly in the best interests of students and not trying to make their numbers look good.</p>	<p>2.C: Establish a communication plan to disseminate/support this plan that makes sense to the greater population.</p>
<p>Section 2.1 on page 24 lists “specialized instructional support personnel” (would be better to specifically list ESL Endorsed teachers and Consultants) Page 24 - The document refers to intentionally aligning statewide work within the state ESSA plan, there are initiatives listed. The statewide work to systematically improve and monitor services for ELs through Lau Plans/Lau Plan Reviews needs to be captured here. Page 26 - Provision of communications in languages parents can understand (websites, emails, flyers, etc.) (p. 30-31) There has been low EL representation (educators, parents, etc.) at listening tour stops and within other issue-specific forums. The only one listed (thus far) is at the October 2016 stop in Sioux City. Page 32 -- Recommend calling out EL Professional Development as an example of alignment to work in the Overall Section P. 36 Fails to describe counselor considerations related to ELs Page 34 - It is not clear how it was</p>	<p>2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts.</p> <p>3.DS: Define subgroups – confusion or concern about subgroup delineation or definition and why some</p>

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groups are not identified as a subgroup.

4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.

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Section 5/page 34: Part of aligning ESSA to current work is aligning professional learning to Iowa’s Unified Differentiated Accountability and Support system as well as to the Teacher Leadership and Compensation framework. Who provided or decided this? internal and external stakeholders who worked on drafting the plan for Section 5?

Strengths: Page 24 - Broad group of Stakeholders is represented Page 24 - Civil rights organizations representing English learners is specifically listed in Stakeholders Page 24 - Cites requirement to provide information in a language parents can understand, including use of interpreters. Impact statement on behalf of Gifted and Talented Page 32 -- We need to “keep in mind Iowa’s diversity” Page 33 - Multiple measures of accountability and concerns for subgroups including ELs included Page 34 - For Educator Excellence, input included professional learning in how to best serve ELs Page 35 - Renewed promotion of bilingual education P.39 Training cadre team that includes AEA and IDOE of experts cited Weaknesses: Section 2.1 on page 24 lists “specialized instructional support personnel” (would be better to specifically list ESL Endorsed teachers and Consultants) Page 24 - The document refers to intentionally aligning statewide work within the state ESSA plan, there are initiatives listed. The statewide work to systematically improve and monitor services for ELs through Lau Plans/Lau Plan Reviews needs to be captured here. Page 26 - Provision of communications in languages parents can understand (websites, emails, flyers, etc.) (p. 28-29) How will the stakeholders listed fit into our “issue-specific forum”? (p. 30-31) There has been low EL representation (educators, parents, etc.) at listening tour stops and within other issue-specific forums. The only one listed (thus far) is at the October 2016 stop in Sioux City. Page 32 -- Recommend calling out EL Professional Development as an example of alignment to work in the Overall Section P. 36 Fails to describe counselor considerations related to ELs Page 34 - It is not clear how it was determined that Iowa’s Unified Differentiated Accountability and Support system is an “appropriate and effective model” Page 34 - For ELs, N= 10 is recommended, especially for low-incidence schools Page 34 - Need to spell out specific EL professional learning beyond Iowa’s Differentiated Accountability and Support Page 35 - Need to also include support in the core area of English Language Development and corresponding English Language Proficiency (ELP) Standards Page 35 - Need to also include exemplars of evidence-based practices in English Learner programming P. 36, School librarians lack a cultural and linguistically relevant description of their role P. 37, mental health issues experienced by ELs and families and addressed by behavior interventions are lumped together with non-EL behaviors. Evidence-based programs that focus on mental health fail to include trauma experienced by refugees and EL-informed work (Harvard et al) P.39 Training cadre (TC) team that includes AEA and IDOE of experts does not feature EL expertise A weakness is that the EL voice was not included in the initial draft of the IA-ESSA document; It is recommended to include EL representation in the initial writing process in addition to providing follow-up input (i.e., was there an EL advocate on the committee who wrote the Draft State Plan ESSA in Iowa document?). Opportunities: Include ELs as a subgroup, to the same extent as Gifted and Talented, with bulleted suggestions, p. 36, e.g. Make a focus on ELs a requirement within ESSA Support development of quality professional learning in EL that is provided statewide and supported within universities EL educator to student ratio is out of balance and needs to be rectified to increase impact on student success Provide exemplars for districts regarding the role and best practices differentiation for EL populations Disaggregate ELs’ graduation rates by language groups for reporting and accountability purposes; would yield meaningful data to inform instruction Define ALL students making sure that the definition includes ELs This document is

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<p>Support good teachers. Pay teachers more to attract stellar people. Remove poor teachers.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).</p> <p>5.EE: Develop a new educator evaluation plan or</p>

	system – consider how to evaluate different educators in their roles [e.g., school counselors evaluated by other school counselors].
The part that stuck out to me was the section about teacher librarians and their roles and importance within the school system. I am so glad to see this in there!	6.S-L: Support strong libraries/library programs; and effective, certified librarians.
The report card does not include the entire student population...	
The state needs to hold ALL schools public and private accountable in the same manner that is equal to ALL students. We also need to become more educated and have some positive guidelines on behavior management in the classroom aligning it with PBIS. I also like the Smarter Balanced approach assessments. Most of my students perform better using a computer based test (CBT).	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment. [this is also indicated for any respondent that talks about G/T and ceiling effects]</p> <p>4.DAS: Provide clarity regarding alignment of state/federal measures and mandates and one-process – provide clarity on accountability/continuous improvement in general, and/or what this looks like for all schools, e.g., charters, home school, online.</p> <p>6.S-MH: Support quality programs to help schools/educators to work</p>

	with students/families with social-emotional-behavioral, mental health needs.
The teacher leadership and compensation program has only added another administrative layer to education by not having trained adults working directly with students. We don't need another layer to tell the teachers what they should be doing - all educationally trained adults working with all children all day long - it is all hands on deck to move our students forward.	5.TLC: Describe how TLC provides the structure for educator support/connect TLC; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].
The Unified Differentiated Accountability is just getting started and so far is based entirely on K-6 fluency probe data. How can we make this part of our ESSA system when the program hasn't been fully developed. We don't even know if we're going to have the resources - financial and human - to fully implement it.	4.DAS: Provide clarity regarding alignment of state/federal measures and mandates and one-process – provide clarity on accountability/continuous improvement in general, and/or what this looks like for all schools, e.g., charters, home school, online.
There are no gifted educators represented on the DE work teams. The perspective of gifted educators would enhance each of the work teams, bringing knowledge of "working beyond" the status quo, raising the bar, and reaching beyond current ceilings of data. Participation of gifted educators in these capacities would, again, show support of current state expectations in gifted education.	2.EV: Expand input and representation across stakeholders, community, parents, universities, teacher prep, subgroups, etc.
This section adequately captured input that was provided	

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5.PL-EL: Support effective Professional Learning for Educators [and describe what it looks like]– EL.
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<p>backwards P. 39, By claiming that “the TC ...specializes in interventions and supports for “historically disadvantaged students, interventions and supports” while not including the EL voice, research, or perspective, the Plan situates ELs to be underserved and mis-served by ESSA initiatives. Include ELs as a subgroup, to the same extent as Gifted and Talented, with bulleted suggestions, p. 36, e.g. Make a focus on ELs a requirement within ESSA Support development of quality professional learning in EL that is provided statewide and supported within universities EL educator to student ratio is out of balance and needs to be rectified to increase impact on student success Provide exemplars for districts regarding the role and best practices differentiation for EL populations Disaggregate ELs’ graduation rates by language groups for reporting and accountability purposes; would yield meaningful data to inform instruction Define ALL students making sure that the definition includes ELs This document is an opportunity to articulate for districts in an upfront way that ELs and other protected classes have specific needs that are required to be met and that differ from that of non-ELs Embed cultural insights in counselor training to inform counseling practices, e.g., ELs who have experienced trauma or refugee camps and exhibit behavior differences P. 36 , under School librarians: Offer a variety of books in languages represented by children and families in the district, P. 36. Cont., Ensure multicultural representation in materials and environment where all students and families can see themselves reflected P. 37 under Other State Agencies, add “...mental health that incorporates EL perspectives on mental health issues and instructional implications and interventions. Does not call out ELs as a sub-group to the same extent as Gifted and Talented (based on %), when ELs continue to represent the fastest growing sub-group Lack of specific calling out of ELs sends a message to districts that they can reduce their focus on EL achievement and apply the same instruction and interventions, expecting the same results as for non-ELs If the N size is moved to 20, more schools will not be held accountable toward an AEA’s AMAOs. Many more lower incidence schools will fall through the cracks and moved to having “meaningful consultation” with their AEA, as opposed to moving toward Corrective Action. This would greatly reduce the accountability for ELs, representing a huge step backwards P. 39, By claiming that “the TC ...specializes in interventions and supports for “historically disadvantaged students, interventions and supports” while not including the EL voice, research, or perspective, the Plan situates ELs to be underserved and mis-served by ESSA initiatives.</p>	<p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning]. 6.S-L: Support strong libraries/library programs; and effective, certified librarians. 6.S-May: Support the “mays” through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded. 6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
<p>What will the repercussions be if the students/school doesn't reach these benchmarks? What will we do to help those who need the extra help.</p>	<p>4.S: Describe or make clear supports for targeted and comprehensive sites, what support looks like in a continuous improvement process, [e.g., is the summer institute required; how support is provided to</p>

	educators/schools; how this might impact subgroups].
<p>While there have been broad groups of stakeholders, the communications about the events was not done well. I found out about one event only through IAEYC that was in my area. I don't specifically see that ELL was at the table from the beginning and are our fast growing population. While in some section it talks about use of other languages, we aren't sure that the overall plan is accounting for the language and cultural needs of families with cultural and language differences. The statewide work to systematically improve and monitor services for ELs through Lau Plans/Lau Plan Reviews needs to be captured here. Fails to describe counselor, librarians, those dealing with mental health issues for considerations related to ELs For ELs, N= 10 is recommended. The N of 20 is not appropriate for English Learners in low-incidence schools or in districts with fewer students in an accountability group. Please, include support in the core area of English Language Development and corresponding English Language Proficiency (ELP) Standards. Please, include exemplars of evidence-based practices in English Learner programming on p. 35 Training cadre (TC) team that includes AEA and IDOE experts does not feature English Learner expertise The information for Talented and Gifted would be an asset for English Learners,also.</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p> <p>5.PL-EL: Support effective Professional Learning for Educators [and describe what it looks like]– EL.</p> <p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.</p> <p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p> <p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p> <p>6.S-May: Support the “mays” through blockgrants, or some sort of state supported</p>

	<p>funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.</p> <p>6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
Why don't you round up for the State Report Card? We were so close to the higher ranking. It seems unfair.	4.IRC: Provide clarity on the alignment between the Iowa School Report Card and its relation to ESSA; either align to IRC; or do not align to IRC.
Will desk audits be rigorous without regular site visits? How will the site to site help?	
You will have teacher's cheating or fudging scores so that kids aren't being held back. Look what happened in Georgia in the past several years-changing test scores to look good! With these high stakes tests that's what will happen. Any teacher doesn't want to lose their job-but if you put our back up against a wall crazy things will happen OR once again you are going to lose all the decent teacher's. We've had issues with the Iowa Ed Portal since day one and it's SLOW and doesn't have enough band width to support even our entire state. Not the smartest idea either!	
3. Academic Standards and Assessments	Summary Themes
No matter which measures are chosen, we need to stick with them for a decade before deciding what the results actually show!	
Weaknesses For determining languages that are a significant extent, the newest data should be used. Currently 2015-16 data is reported. p. 43-45 Should universal screeners be included in this section B Is there consideration for cultural appropriateness in the interpretation of the academic measures? Using assessments in other languages when the child is not literate in their first language or has not had academic instruction in their first language may result in data that is not reliable. We are using norms for universal screeners to make determinations for services and interventions that aren't appropriate for the English Learners/Immigrant/Refugee populations. Has this been considered in data review? Is there a system in place to monitor data and gather input to ensure that the state is responding appropriately to changing	OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).

<p>student language needs? p. 45 iv. 1, 2 and 3 Appreciate the assessments now available in both English & Spanish p. 44</p>	<p>3.EL: Concern or confusion on the definition of “languages other than English that are present to a significant extent...” and/or EL information in this section as a whole.</p>
<p>I cannot emphasize enough the mixed signals being sent from the IDOE around the use of the FAST screeners and progress monitoring requirement! I would encourage you, as part of the "internal audit" to get into a variety of schools across the state to see first-hand the unintended (I hope) consequences of these practices. These requirements are causing teachers to lose focus of the Iowa Core in its entirety. The weight of the decisions being made using this 'screener' are significant, and in many cases, not in the best interest of Iowa's students.</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>A. Advanced Mathematics Coursework - Thank you for including the options for districts to include high school math to 8th graders and for highlighting Pre-AP coursework in your narrative.</p>	<p>3.M: Appreciation for the advanced mathematics coursework information and/or highlighting AP.</p>
<p>Again, Smarter Balance should be scrapped.</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa’s outcome assessment.</p>
<p>Although I believe assessments are an integral part of the Curriculum and Instruction Process, I acknowledge that we over-assess students throughout the week, month, and academic year. From progress monitoring to high-stakes testing, our students are missing instructional hours to be tested. The State imposed the Early Literacy Law, about which I have mixed feelings, for good cause. However, as a teacher of grade K, I see how my students are grossly over-assessed. It's interesting that the Plan doesn't include any of these assessments through the FAST/TIER System, yet begins at Grade 3 with Smarter Balance. What about the PK-2 years that</p>	<p>3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p>

prepare students for such a rigorous assessment? A greater focus needs to be placed on the early childhood years in terms of (a) funding, (b) teacher prep, (c) teacher licensure for grades PK-3, (d) administrative knowledge regarding early childhood practices, methodology, and pedagogy, and (e) access for students - those who don't qualify for Head Start but still need a high-quality program to meet their early learning needs.

EC: Include early childhood intentionally throughout the plan.

4.M-EC: Establish measures for reporting and accountability that include Early Childhood data.

5.PL-EC: Support effective Professional Learning for educators [and describe what it looks like]– Early Childhood.

5.RR: Describe and fund activities specific to recruitment and retention of teachers, ensuring diversity/quality of educators in the field; focus on shortage areas [e.g., deaf/blind/visually impaired, special education, early childhood, gifted and talented, school counselors, etc].

6.S-EC: Support quality Early Childhood/Preschool programs.

6.S-May: Support the “mays” through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.

<p>Any educator knows to just look at one assessment to judge or determine a child's future is downright awful! Let's give the children more assessments and tell them they're academic future depends on it. That's going to create kids who tense up, have test anxiety, create additional stress that no child needs or deserves.</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]</p>
<p>As a gifted and talented advocate, I feel strongly that standardized assessments should not have a ceiling so we meet all students needs and know where they are in their learning.</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p>

<p>As noted above, I do NOT support the move to Smarter Balanced Assessments. This is an unfunded mandate, will result in teachers teaching even more to the test, and will further show more gaps so that districts wrongly feel compelled to buy more technology and software. As an aside, the state needs a stronger conflict of interest law for school administrators who should not be paid by vendors directly or indirectly for their opinions on goods or services since the reality, in my opinion, is that people buy from people, and what these vendors are buying is access to administrators with the ability to purchase or recommend the purchase of goods and services. Regrettably, what we will end up with are educational products that are not a substitute for quality teachers. Iowa should be benchmarking its schools across state lines to make sure the education of Iowa's children is the best in the nation. The growth of high proficiency students needs to be assessed. Right now, my LEA's attitude seems to be those students who score well on standardized assessments don't need help or guidance. This attitude is wrong. ALL children are deserving of an education that helps them to advance. Too often, for example, students who are good readers with good comprehension skills are sitting around in classrooms waiting for other students to catch up--very unfair. Again, please hold LEAs to strict requirements to keep students information private and follow up with audits. With schools investing more in educational applications and teachers having technology in classrooms, students will end up putting their names into electronic textbooks and apps and schools will not be monitoring privacy to the extent necessary. FERPA isn't strong enough. I want all of my students' data protected. I want teachers trained in privacy. I don't want my children undergoing unnecessary electronic assessments on a day to day basis. I want quality teachers instead! Students are going to get assessed more than the SEAs realize and our SEA needs to step in and be proactive about stopping this now. ACT is assessing kids too much and parents are spending too much money for kids to take and retake the ACT. I also do not want ACT to measure socio and emotional intelligence of Iowa's students. This is too much like a medical test and wrong. Iowa must include TAG kids as a subgroup.</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p> <p>5.RR: Describe and fund activities specific to recruitment and retention of teachers, ensuring diversity/quality of educators in the field; focus on shortage areas [e.g., deaf/blind/visually impaired, special education, early childhood, gifted and talented, school counselors, etc].</p>
<p>As the state moves toward an assessment plan, what assurance is there that the state's assessment allows enough flexibility in above-level testing options so that a gifted student's academic gains can be measured? As the state explores options for growth models, what assurance is there that the growth model that state adopts can adequately and accurately measure growth of gifted students?</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p> <p>4.G: Establish a growth model using Iowa's outcome</p>

	assessment for accountability purposes.
Assessments as they are currently administered do not show me the taxpayer what a group of kids know. There should be an exit exam in order to obtain your high school diploma. A rigorous exit exam. I could care less if they know a foreign language. But do they know how to think, spell, read, and do math? Do they know anything about our nation's history.	3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]
At what point, will our lawmakers and administrators understand that a one-size-fits-all assessment is not adequate to determine a school's success. Certainly, accountability is important and necessary, however use of the Smarter Balanced assessment may not be the best assessment for all of Iowa's students and alternatives should be explored to create an accountability system that truly indicates academic achievement.	3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used] 3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.
Continue to make Iowa students some of the best scorers on standardized testing in the nation.	

<p>Currently 2015-16 data is reported. For determining languages that are a significant extent (4%), the newest data should be used (BEDS Fall 2016). p. 43-45 Consider adding universal screeners to the list of assessments p. 44 ii Consider the cultural appropriateness of the measures and how cultural biases will affect the interpretation of the student outcomes p. 44 Consider that assessments in other languages may not be reliable when the child is either not literate in their first language or has not had academic instruction in their first language. The norms the universal screeners are based upon which we are using to make determinations for proficiency, services, and interventions are not appropriate for English Learners, Immigrant, and Refugee populations. Consider creating a statewide system to monitor the student primary language data and gather input to ensure that the state is able to respond quickly & appropriately to changing student demographics & language needs. p. 45 iv. 1, 2 and 3</p>	<p>3.EL: Concern or confusion on the definition of “languages other than English that are present to a significant extent...” and/or EL information in this section as a whole.</p> <p>4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.</p>
<p>Do not adopt the Smarter Balance test. We don't want it. Keep the Iowa Assessment. Do not use the computer-based assessment approach. Do not continue the FAST Assessment system. Parents don't understand the scores and they mean nothing as a standardized score or the fluency per minute.</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa’s outcome assessment.</p> <p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>

<p>Dynamic Learning Maps (DLM) should be listed as our Alternate Assessment for students with Significant Cognitive Disabilities. English Language Arts (ELA), Mathematics, and Science Alternate Assessment 1% The Dynamic Learning Maps Alternate Assessments is the State of Iowa's AYP Alternate Assessment and promote fair measurement of student knowledge of the Iowa Core English Language Arts, Mathematics, & DLM Science Essential Elements. The DLM Alternate Assessments are for students with the most significant cognitive disabilities whose academic performance is appropriately judged against alternate achievement standards. Content areas and grades are: ELA: Grades 3-8, 10 and 11 Math: Grades 3-8, 10 and 11 Science: Grades 5, 8 and 11 The DLM ELA and Mathematics Alternate Assessments are year-long instructionally embedded assessments that include a year-end summative assessment. The DLM Science Alternate Assessments is a year-end assessment. All DLM Assessments integrate student assistive technology.</p>	<p>3.DLM: Include Dynamic Learning Maps as our alternate assessment for proficiency in ESSA, goals, reporting and/or accountability.</p>
<p>Everything about these assessments is based in outcomes instead of opportunities granted students. All of the talk about funds is just to pay for the assessments that obviously are not working. There is talk about supplying assessments to students in their native language, but speaking/understanding spoken language is not the same as having to read and write in it. I find it incredibly offensive as a bilingual instructor with a license to teach bilingual education that the assumption is there that if students speak another language at home, that they should be expected, only when assessed, to rely on whatever knowledge base they have in academic language in their native language to take high stakes tests. Students should be supplied the opportunity to learn in their native language if they are going to be tested in their native language.</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]. 3.EL: Concern or confusion on the definition of "languages other than English that are present to a significant extent..." and/or EL information in this section as a whole.</p>
<p>For determining languages that are a significant extent, the newest data should be used. Currently 2015-16 data is reported. p. 43-45 Should universal screeners be included in this section B Is there consideration for cultural appropriateness in the interpretation of these measures Using assessments in other languages when the child is not literate in their first language or has not had academic instruction in their first language may result in data that is not reliable We are using norms for universal screeners to make determinations for services and interventions that aren't appropriate for the English Learners/Immigrant/Refugee populations</p>	<p>3.EL: Concern or confusion on the definition of "languages other than English that are present to a significant extent..." and/or EL information in this section as a whole. 4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.</p>

<p>For determining languages that are a significant extent, the newest data should be used. Currently 2015-16 data is reported. p. 43-45 Should universal screeners be included in this section BIs there a system in place to monitor data and gather input to ensure that the state is responding appropriately to changing student language needs? p. 45 iv. 1, 2 and 3Is there consideration for cultural appropriateness in the interpretation of these measures Using assessments in other languages when the child is not literate in their first language or has not had academic instruction in their first language may result in data that is not reliable We are using norms for universal screeners to make determinations for services and interventions that aren't appropriate for the English Learners/Immigrant/Refugee populations</p>	<p>3.EL: Concern or confusion on the definition of "languages other than English that are present to a significant extent..." and/or EL information in this section as a whole.</p> <p>4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.</p>
<p>For determining languages that are a significant, the newest data should be used. Currently 2015-16 data is reported and may not reflect current needs (p. 43-45). A system should be put into place to monitor data and gather input to ensure that the state is responding appropriately to changing student language needs. p. 45 iv. 1, 2 and 3. Should universal screening assessments be included in this section B? Cultural appropriateness in the interpretation of these assessment measures should be considered. Using assessments in other languages when the child is not literate in their first language or has not had academic instruction in their first language may result in data that is not reliable We are using norms for universal screening assessments to make determinations for services and interventions that aren't appropriate for the English Learners/Immigrant/Refugee populations.</p>	<p>3.EL: Concern or confusion on the definition of "languages other than English that are present to a significant extent..." and/or EL information in this section as a whole.</p> <p>4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.</p>
<p>Get rid of Smarter Balanced Assessments - too much time and too much money!!!! They are not the basics that teachers and the community want.</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p>

<p>Good idea to do a language assessment. At what point do students who are not native English speakers held accountable for attendance and performance? They should not be mainstreamed immediately. They should be working with a specialist either in person or monitored/proctored in a virtual environment until they can be proficient to work in a classroom. In 1920's or 1950's or 1980's how did we handle non-English speaking students when we didn't have all the specialists available? How did those students manage to learn English and fit right in (much like foreign exchange students) with fewer problems, less drama, and less money? While it is important to help immigrants, it is also important to help the native-born students learn and not have them held back or distracted by mainstreaming students who should not be. Do other countries completely change their delivery if an English-only student is dropped into their classroom. Who does Japan, or Germany, or China, or France handle this?</p>	<p>3.EL: Concern or confusion on the definition of “languages other than English that are present to a significant extent...” and/or EL information in this section as a whole.</p>
<p>How can we assure the state's assessment allows enough flexibility in above-level testing options so that a gifted student's academic gains can be measured?</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p>
<p>How much testing can our kids endure?</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used].</p>
<p>How much testing can the students endure? Ridiculous. Too much testing!!!! I think we should look at where the students start and the growth that happens throughout the year.</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used].</p>
<p>How will schools who are considered "poor" pay for these expensive assessments? I do like that the assessments can be ordered in multiple languages. How much more testing can these KIDS possibly take?</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students</p>

	[alignment, what assessments will be used]. 3.F: Concern about funds to support assessments – who will support all the testing?
How will the state compare high schools that choose ACT vs. Iowa Assessments? How will districts afford the much more expensive ACT?	3.F: Concern about funds to support assessments – who will support all the testing?
I agree with the concern about high amount of assessments students have to take in school. I feel students spend more time taking assessments for data purposes than they spend actually learning. I understand teacher frustrations when they have to rush through material or have shortened instructional time because students have to take district required assessments.	3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used].
I have concerns about the State's ability to provide assessments in Languages other than English (LOTE) when it appears we will not be moving to Smarter Balanced. Also, I am unclear how ELPA21 providing native language translation of directions qualifies it as a LOTE assessment.	3.EL: Concern or confusion on the definition of “languages other than English that are present to a significant extent...” and/or EL information in this section as a whole.
I think administrators NEED to look at the assessments and have a guideline to follow and choices after seeing assessment results.	
I, again, go back to the funding of these assessments and the sustainability of them as well.	3.F: Concern about funds to support assessments – who will support all the testing?
Include the Dynamic Learning Maps Alternate Assessment for students with significant cognitive disabilities- federally required.	3.DLM: Include Dynamic Learning Maps as our alternate assessment for proficiency in ESSA, goals, reporting and/or accountability.

<p>It is a strength that Progress in English Language Proficiency is an indicator, however it would be more informative to look at growth from level to level from year to year versus % reaching proficiency Graduation Rate: Would recommend including a disaggregation of subgroups who graduate to determine if there is a gap among subgroups (e.g., ESL vs. Non-ESL) Concerned that with an accountability N size of 20, only about 25 districts will be held accountable for EL progress.</p>	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.M-Grad: Concern about how subgroups affect graduation rate [special education, G/T, transient population] – is a five year cohort rate sufficient?</p>
<p>It is imperative that assessments have ceilings that measure beyond grade level expectations and that the data from any assessment is used accordingly by districts. For instance, on Iowa Assessments, a score of 75% is above grade level; yet districts do not include these learners as needing more challenge in their coursework.</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p>
<p>Make effort to reduce academic assessments on EC, particularly to students not REQUIRED to be in formal education systems. (preschool/kindergarten) Penalizing a student into an "intervention/progress monitoring" setting for a parental choice to withhold formal education until first grade is demoralizing for a child who makes none of the decisions on their education. Allow children to experience educational settings and engagement without FAST (or other non-dignifying testing) until they have 1 year of formal instruction.</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students</p>

	<p>[alignment, what assessments will be used].</p> <p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>Mathematics- why is advanced coursework and faster pacing through standards and acceleration when appropriate limited to ONLY math? What about Science, ELA, History? ACT Aspire: Science It would be beneficial to add in the same language (i.e. above: advanced coursework and faster pacing through standards and acceleration when appropriate) and make it applicable to Science as well. Smarter Balanced We need to ensure there is sufficient range of above-level items in the state computerized assessment to adequately measure a gifted and talented student’s academic gains and growth.</p>	<p>1.OC: Concerns or questions about other content areas – like science and social studies, not included in the long-term goals.</p> <p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa’s outcome assessment.</p>
<p>More student evaluation of teachers and the courses they take. Every teacher must do an annual evaluation of schools administration.</p>	<p>5.EE: Develop a new educator evaluation plan or system – consider how to evaluate different educators in their roles [e.g., school counselors evaluated by other school counselors].</p>
<p>Need to reference Iowa Academic Standards</p>	<p>6.AC: Support all content areas and/or standards</p>

	<p>across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p>
<p>Not a concern for our district but glad that they are looking at providing different languages for students who need the test in their native language. Hopefully this will level the playing field.</p>	
<p>Not enough information provided to really comment. It is great that non-language content is assessed in native languages in possible. Testing is mammoth...so much so, that actual learning falls to the wayside. Many important subjects that are not tested are struggling.</p>	<p>3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used].</p>
<p>P. 44 refers to ELPA21 as our screening measure and we will be using TELPA in 16-17 Strengths All listed assessments are available in both English & Spanish p. 44 Weaknesses For determining languages that are a significant extent, the newest data should be used. Currently 2015-16 data is reported. p. 43-45 Should universal screeners be included in this section B Opportunities Is there a system in place to monitor data and gather input to ensure that the state is responding appropriately to changing student language needs? p. 45 iv. 1, 2 and 3 Threats Is there consideration for cultural appropriateness in the interpretation of these measures Using assessments in other languages when the child is not literate in their first language or has not had academic instruction in their first language may result in data that is not reliable We are using norms for universal screeners to make determinations for services and interventions that aren’t appropriate for the English Learners/Immigrant/Refugee populations</p>	<p>3.EL: Concern or confusion on the definition of “languages other than English that are present to a significant extent...” and/or EL information in this section as a whole. 4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.</p>
<p>P. 44 refers to ELPA21 as our screening measure and we will be using TELPA in 16-17 Is there a system in place to monitor data and gather input to ensure that the state is responding appropriately to changing student language needs? p. 45 iv. 1, 2 and 3 Is there consideration for cultural appropriateness in the interpretation of these measures Using assessments in other languages when the child is not literate in their first language or has not had academic instruction in their first language may result in data that is not reliable We are using norms for universal screeners to make determinations for services and interventions that aren’t appropriate for the English Learners/Immigrant/Refugee populations</p>	<p>3.EL: Concern or confusion on the definition of “languages other than English that are present to a significant extent...” and/or EL information in this section as a whole.</p>

	<p>4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.</p>
<p>School Culture and Climate as a key metric. Using evidence based interventions already in practice in the prevention community with support from community partners including the Child Abuse Prevention Councils active in 93 Iowa counties. Key indicators of trauma and stress among students in grades 6-11 can be measured in the Iowa Youth Survey. These assessments should continue to be one of the benchmarks in assessing social and emotional well-being of students - particularly questions pertaining to supportive relationships at school, friendships, substance abuse, sexual behavior, and feelings that the community cares about them. - - Connections Matter (an Iowa initiative in response to ACEs in Iowa) These same indicators hold true for teachers. See Section 6 below.</p>	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p>
<p>Section 3 – Academic assessments A: Advanced Mathematics Coursework, pg 43: Positive to see advanced math options – speaks to the need of advance learners for greater learning opportunities through acceleration and faster pace Math is a start and hopefully soon, the same importance, learning opportunities will be given in all core areas. B(ii) – Smarter Balance, pg 44: I know the decision for Smarter Balance has been put on hold. For any assessment tool being considered, I would advocate for the tool that provides enough items to measures growth for every learner, including the gifted and talented. Please assure the assessment removes the “ceiling” and individual growth can be measured from year to year. For every high level student to show growth there must be enough above-level items to adequately measure a student’s academic growth. The same point is true for ACT: Aspire for Science Assessment – must keep the test “ceiling” high for student with advanced Science knowledge and understanding to accurately demonstrate their ability and assess accurate measures of growth.</p>	<p>3.M: Appreciation for the advanced mathematics coursework information and/or highlighting AP. 3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa’s outcome assessment.</p>

<p>Section 3 Academic Assessments Languages Other than English Assessments available in multiple languages P. 44 refers to ELPA21 as our screening measure and we will be using TELPA in 16-17 Strengths All listed assessments are available in both English & Spanish p. 44 Weaknesses For determining languages that are a significant extent, the newest data should be used. Currently 2015-16 data is reported. p. 43-45 Should universal screeners be included in this section B Opportunities Is there a system in place to monitor data and gather input to ensure that the state is responding appropriately to changing student language needs? p. 45 iv. 1, 2 and 3 Threats Is there consideration for cultural appropriateness in the interpretation of these measures Using assessments in other languages when the child is not literate in their first language or has not had academic instruction in their first language may result in data that is not reliable We are using norms for universal screeners to make determinations for services and interventions that aren't appropriate for the English Learners/Immigrant/Refugee populations</p>	<p>3.EL: Concern or confusion on the definition of “languages other than English that are present to a significant extent...” and/or EL information in this section as a whole. 4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.</p>
<p>Smarter Balanced Assessments are on-line assessments. What kind of support will be available to schools which do not have the technological capabilities to administer the assessments?</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used].</p>
<p>Smarter Balanced will be a nightmare. Computer servers will crash and we can spend more time testing students for pointless skills and information. When are the homeschoolers taking the tests?</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p>

<p>Strengths All listed assessments are available in both English & Spanish (p. 44) Weaknesses For determining languages that are a significant extent, the newest data should be used. Currently 2015-16 data is reported. p. 43-45 Should universal screeners be included in this section B? Opportunities Is there a system in place to monitor data and gather input to ensure that the state is responding appropriately to changing student language needs? p. 45 iv. 1, 2 and 3 Threats Is there consideration for cultural appropriateness in the interpretation of these measures? Using assessments in other languages when the child is not literate in their first language or has not had academic instruction in their first language may result in data that is not reliable. We are using norms for universal screeners (i.e. FAST) to make determinations for services and interventions that aren't appropriate for the English Learners/Immigrant/Refugee populations.</p>	<p>3.EL: Concern or confusion on the definition of “languages other than English that are present to a significant extent...” and/or EL information in this section as a whole. 4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.</p>
<p>Students are over tested. They miss too much instructional time for assessments that are not used in a way that benefits students. We need more school district rather than state oversight to best serve students.</p>	<p>3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used].</p>
<p>The effort to identify a limited but efficacious approach to assessment allows for managing resources allocated to assessment to not take away from resources needed for learning and teaching.</p>	<p>3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used].</p>
<p>The types of assessments and frequency is not the issue as much as the lack of enthusiasm on part of the students. Even those children who we think should do well will eventually lose faith in a process that caters to only a few of the groups in a school. Tests scores will continue to go down unless we begin defining and defending the right of all children in the classroom the availability of information in an environment that is not in constant disruption.</p>	<p>3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used].</p>
<p>This only addresses Language, Math and Science. Any other assessments important? mentioned?</p>	<p>1.OC: Concerns or questions about other content areas – like science and social studies, not included in the long-term goals.</p>

<p>Too many tests</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used].</p>
<p>Too much testing....there are lots of students showing growth and that is not taken into consideration</p>	<p>3.GC: General concern about Iowa's outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used].</p>
<p>We need an assessment closely matched to the Iowa Core. Seems like Smarter Balanced is a better answer than Iowa Assessments. Wish there was a way to remove the pressure of "high stakes" to truly use assessment for learning and improving.</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p>
<p>We piloted the Smarter Balance test a couple of years ago and it was a nightmare. Our tiny school districts technology couldn't keep up and we only have 1 tech guy and he is already stretched too thin. It worries me to think that everyone will have to try and take these tests within a certain time window and there will be tech issues. We experience this problem when we do the FAST testing...</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p>
<p>Will Smarter Balance still be utilized? Will rural schools with slow/inadequate/unreliable wifi be provided with better resources for online tests?</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding</p>

	<p>next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p>
<p>4. Accountability and School Support</p>	<p>Summary Themes</p>
<p>Strengths Looking at the scale score is better than only looking at the percentile Looking at student growth The inclusion of the extended five year cohort rate for graduation. IS3 contains diversity as a measure of School Quality (p. 48) Subgroup report as a group is reported B. iii Inclusion of ELs as a subgroup in data for up to 4 years after exiting (p. 49) Weaknesses ESSA indicates Smarter Balanced as the assessment for 2017-18 & beyond - it this still the plan? DLM is not mentioned and would impact ELs The measure of growth for the ELPA21 isn't clear. The use of the overall scaled score could be an appropriate measure, but we need more information. . Potential weakness would be for Learning Supports IS3 for gaining input from families based on home language and computer literacy (if it is online or requires an internet connection/computer literacy). Does not discuss how scores from translated assessments will fold into growth/proficiency measures Flexibility for ELA assessment for first year immigrants is not clear p. 49 Which accountability measures are discussed in Ci.,ii., ... ? For ELPA21 data how will low incidence districts/or subgroups be held accountable for English progress? Can different Ns be used for different assessments? Could ELPA21 have a different accountability plan than the other assessments? (22% not included for accountability) Participation for the ELPA21 is guided by the federal requirement of 100% participation - can this be included in table 12? Table 12 is unclear How will be the accountability indicator weights be impacted when districts don't have an N of 20 for progress toward ELP? (table 13 p. 52) The Accountability Indicators Weights in (p.54 iv.) Growth double weighting for growth create difficulties for districts that have high numbers of ELs who are unlikely to achieve academic weighting? Progress toward ELP must have the same weighting as Growth (p. 52) Opportunities We appreciate that English Learners as a subgroup will have an opportunity for input of appropriate growth measures. (p. 43) Opportunity to gather by subgroups for School Incident Data Elements and through Surveys (IS3) Further disaggregation of subgroups (e.g. immigrant, migrant, ELs who have waived services, ELs receiving services) p. 49 Opportunity to bring in EL performance in the data review and needs assessment processes. p. 57 (should be added) Opportunity to bring EL support needs into state's support for comprehensive and targeted schools including appropriate interventions for ELs in the DE's white paper. p. 58 It is critical that interventions selected for ELs are appropriate for EL needs and language development. The state's list of approved strategies must indicate which strategies are in fact evidence-based for this subgroup p. 58 Threats Table 10 (p. 47-48) indicates that the same accountability measures will be used. The same practices may not be appropriate for students who have not had sufficient time to develop English proficiency. (e.g. newcomers to the US without English are compared with Native English peers) Graduation</p>	<p>3.DLM: Include Dynamic Learning Maps as our alternate assessment for proficiency in ESSA, goals, reporting and/or accountability.</p> <p>4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes.</p> <p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the</p>

<p>Rate will not be able to take into account students who enroll as a “nontraditional” freshman and do not have a full 4 years before they “age out” at 21 years of age. District accountability to help students graduate within the 4 year timeline With an accountability N size of 20, only about 25 districts will be held accountable for EL progress. The weight/urgency of Corrective Action would be significantly lessened.</p>	<p>assessment used/measure for EL. 4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate. 4.SS: Average scale score is appropriate to use. 4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p>
<p>To help educators gather data to assess needs and guide services for gifted and talented students, ITAG asks that "gifted and talented" be included as a subgroup in state reporting.</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.</p>
<p>Weaknesses ESSA indicates Smarter Balanced as the assessment for 2017-18 & beyond - it this still the plan? DLM is not mentioned and would impact ELs The measure of growth for the ELPA21 isn’t clear. The use of the overall scaled score could be an appropriate measure, but we need more information. . . Potential weakness would be for Learning Supports IS3 for gaining input from families based on home language and computer literacy (if it is online or requires an internet connection/computer literacy). Does not discuss how scores from translated assessments will fold into growth/proficiency measures Flexibility for ELA assessment for first year immigrants is not clear p. 49 Which accountability measures are discussed in Ci.,ii., ... ? For ELPA21 data how will low incidence districts/or subgroups be held accountable for English progress? Can different Ns be used for different assessments? Could ELPA21 have a different accountability plan than the other</p>	<p>2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts. 3.DLM: Include Dynamic Learning Maps as our alternate assessment for proficiency in ESSA, goals,</p>

assessments? (22% not included for accountability) Participation for the ELPA21 is guided by the federal requirement of 100% participation - can this be included in table 12? Table 12 is unclear How will be the accountability indicator weights be impacted when districts don't have an N of 20 for progress toward ELP? (table 13 p. 52) The Accountability Indicators Weights in (p.54 iv.) Growth double weighting for growth create difficulties for districts that have high numbers of ELs who are unlikely to achieve academic weighting? Progress toward ELP must have the same weighting as Growth (p. 52) Threats Table 10 (p. 47-48) indicates that the same accountability measures will be used. The same practices may not be appropriate for students who have not had sufficient time to develop English proficiency. (e.g. newcomers to the US without English are compared with Native English peers) Graduation Rate will not be able to take into account students who enroll as a "nontraditional" freshman and do not have a full 4 years before they "age out" at 21 years of age. District accountability to help students graduate within the 4 year timeline With an accountability N size of 20, only about 25 districts will be held accountable for EL progress. We appreciate that English Learners as a subgroup will have an opportunity for input of appropriate growth measures. (p. 43) Opportunity to gather by subgroups for School Incident Data Elements and through Surveys (IS3) Further disaggregation of subgroups (e.g. immigrant, migrant, ELs who have waived services, ELs receiving services) p. 49 Opportunity to bring in EL performance in the data review and needs assessment processes. p. 57 (should be added) Opportunity to bring EL support needs into state's support for comprehensive and targeted schools including appropriate interventions for ELs in the DE's white paper. p. 58 It is critical that interventions selected for ELs are appropriate for EL needs and language development. The state's list of approved strategies must indicate which strategies are in fact evidence-based for this subgroup p. 58 Does not call out ELs as a sub-group to the same extent as Gifted and Talented (based on %), when ELs continue to represent the fastest growing sub-group Lack of specific calling out of ELs sends a message to districts that they can reduce their focus on EL achievement and apply the same instruction and interventions, expecting the same results as for non-ELs If the N size is moved to 20, more schools will not be held accountable toward an AEA's AMAOs. Many more lower incidence schools will fall through the cracks and moved to having "meaningful consultation" with their AEA, as opposed to moving toward Corrective Action. This would greatly reduce the accountability for ELs, representing a huge step backwards P. 39, By claiming that "the TC ...specializes in interventions and supports for "historically disadvantaged students, interventions and supports" while not including the EL voice, research, or perspective, the Plan situates ELs to be underserved and mis-served by ESSA initiatives.

reporting and/or accountability.
3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.
4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.
4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.
4.M-NT: Establish measures for reporting and accountability that include

	<p>creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>4.M-CS: Some concern about the 4th measure – will students take it seriously, will parents complete it, is it available in different languages, is it online or paper.</p> <p>5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.</p>
<p>4.1: Accountability System - Thank you for including the Student Growth Percentile growth model! Using a growth model to assess students is far superior to the practical applications and overall measurement of a student's academic progress. I understand that the use of a growth model is still under debate (per discussion at the tour), but I highly encourage the use of this model in particular. The assessment for School Quality/Student Success is a strong assessment and I appreciate its inclusion in the Proposal Subgroups - I would ask that identified Gifted and Talented students be included as a subgroup of consideration for the State of Iowa. I understand that it the Iowa DoE is not interested in including a large number of subgroups in their proposal; however, the State of Iowa has consistently included Gifted and Talented students as a subgroup in need of services. Two of the other groups mentioned in the subgroups category have the same service requirements that Gifted and Talented students have according to Iowa Code. Gifted and Talented students are required to be provided services within there district and therefore it behoove the Iowa DoE to use the accountability system already put in place with the ESSA proposal to ensure that those students are receiving the services the state is paying for them to receive.</p>	<p>4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes.</p> <p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p>

	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.</p>
<p>Discuss p. 49 - flexibility language with the group Strengths Looking at the scale score is better than only looking at the percentile Looking at student growth The inclusion of the extended five year cohort rate for graduation. IS3 contains diversity as a measure of School Quality (p. 48) Subgroup report as a group is reported B. iii Inclusion of ELs as a subgroup in data for up to 4 years after exiting (p. 49) Weaknesses ESSA indicates Smarter Balanced as the assessment for 2017-18 & beyond - is this still the plan? DLM is not mentioned and would impact ELs The measure of growth for the ELPA21 isn't clear. The use of the overall scaled score could be an appropriate measure, but we need more information. . Potential weakness would be for Learning Supports IS3 for gaining input from families based on home language and computer literacy (if it is online or requires an internet connection/computer literacy). Does not discuss how scores from translated assessments will fold into growth/proficiency measures Flexibility for ELA assessment for first year immigrants is not clear p. 49 Which accountability measures are discussed in Ci.,ii., ... ? For ELPA21 data how will low incidence districts/or subgroups be held accountable for English progress? Can different Ns be used for different assessments? Could ELPA21 have a different accountability plan than the other assessments? (22% not included for accountability) Participation for the ELPA21 is guided by the federal requirement of 100% participation - can this be included in table 12? Table 12 is unclear How will the accountability indicator weights be impacted when districts don't have an N of 20 for progress toward ELP? (table 13 p. 52) The Accountability Indicators Weights in (p.54 iv.) Growth double weighting for growth create difficulties for districts that have high numbers of ELs who are unlikely to achieve academic weighting? Progress toward ELP must have the same weighting as Growth (p. 52) Opportunities We appreciate that English Learners as a subgroup will have an opportunity for input of appropriate growth measures. (p. 43) Opportunity to gather by subgroups for School Incident Data Elements and through Surveys (IS3) Further disaggregation of subgroups (e.g. immigrant, migrant, ELs who have waived services, ELs receiving services) p. 49 Opportunity to bring in EL performance in the data review and needs assessment processes. p. 57 (should be added) Opportunity to bring EL support needs into state's support for comprehensive and targeted schools including appropriate interventions for ELs in the DE's white paper. p. 58 It is critical that interventions selected for ELs are appropriate for EL needs and language development. The state's list of approved strategies must indicate which strategies are in fact evidence-based for this subgroup p. 58 Threats Table 10 (p. 47-48) indicates</p>	<p>3.DLM: Include Dynamic Learning Maps as our alternate assessment for proficiency in ESSA, goals, reporting and/or accountability.</p> <p>4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes.</p> <p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.M-EL: Establish measures for EL that include student</p>

that the same accountability measures will be used. The same practices may not be appropriate for students who have not had sufficient time to develop English proficiency. (e.g. newcomers to the US without English are compared with Native English peers) Graduation Rate will not be able to take into account students who enroll as a “nontraditional” freshman and do not have a full 4 years before they “age out” at 21 years of age. District accountability to help students graduate within the 4 year timeline With an accountability N size of 20, only about 25 districts will be held accountable for EL progress.

characteristics and/or some concern about the assessment used/measure for EL.

4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.

4.M-CS: Some concern about the 4th measure – will students take it seriously, will parents complete it, is it available in different languages, is it online or paper.

4.SS: Average scale score is appropriate to use.

4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].

DLM is not mentioned and would impact ELs. The measure of growth for the ELPA21 isn't clear. The use of the overall scaled score could be an appropriate measure, but educators would need more information to interpret this score. Potential weakness would be for Learning Supports IS3 for gaining input from families based on home language and computer literacy (if it is online or requires an internet connection/computer literacy). Does not discuss how scores from translated assessments will fold into growth/proficiency measures Flexibility for ELA assessment for first year immigrants is not clear p. 49 Which accountability measures are discussed in Ci.,ii., ... ? For ELPA21 data how will low incidence districts/or subgroups be held accountable for English progress? Can different N sizes be used for different assessments? ELPA21 accountability plan should reflect the specific requirements (100% participation and growth in proficiency). With the N size of 20 for accountability, only roughly 25 or 7% of Iowa districts would be held accountable for English learners. The Accountability Indicators Weights in (p.54 iv.) Growth: double weighting for academic growth could penalize districts that have high numbers of ELs who are unlikely to achieve academic weighting due to the developing English language proficiency of their students. Progress toward ELP should have the same weighting as academic growth (p. 52) We appreciate that English Learners as a subgroup will have an opportunity for input on appropriate growth measures. (p. 43) This provides an opportunity to gather and disaggregate data by subgroups for School Incident Data Elements and through Surveys (IS3) Further disaggregation of subgroups (e.g. immigrant, migrant, ELs who have waived services, ELs receiving services) could be insightful p. 49. EL performance should be included in the data review and needs assessment processes. p. 57 EL support needs must be included in the state's support for comprehensive and targeted schools including appropriate interventions for ELs in the DE's white paper. p. 58 It is critical that interventions selected for ELs are appropriate for EL needs and language development. The state's list of approved strategies must indicate which strategies are in fact evidence-based for this subgroup p. 58 Table 10 (p. 47-48) indicates that the same accountability measures will be used. The same practices may not be appropriate for students who have not had sufficient time to develop English proficiency. (e.g. newcomers to the US without English are compared with Native English peers) Graduation Rate will not be able to take into account students who enroll as a "nontraditional" freshman and do not have a full 4 years before they "age out" at 21 years of age. District accountability to help students graduate within the 4 year timeline With an accountability N size of 20, only about 25 districts will be held accountable for EL progress.

3.DLM: Include Dynamic Learning Maps as our alternate assessment for proficiency in ESSA, goals, reporting and/or accountability.

4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes.

4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.

4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.

4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical

assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.

4.M-CS: Some concern about the 4th measure – will students take it seriously, will parents complete it, is it available in different languages, is it online or paper.

4.SS: Average scale score is appropriate to use.

4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].

ESSA indicates Smarter Balanced as the assessment for 2017-18 & beyond - is this still the plan? DLM is not mentioned and this addition would impact ELs who are dually identified ELs & students with IEPs. The measure of growth for the ELPA21 isn't clear. I strongly suggest the use of the overall scaled score as an appropriate measure, but we need more information to truly understand what this scaled score represents. A potential weakness for the Learning Supports IS3 in regards to gaining input from families would be affording all families/students access to the survey based on their home language, level of literacy in their home language and/or English, and computer literacy (if it is online or requires an internet connection/computer literacy). ESSA does not discuss how scores from translated assessments will fold into growth/proficiency measures in the accountability plan. The access to the current Title III flexibility rule for ELA assessment within the first year in a US school for immigrants is not clear p. 49 Which accountability measures are considered in C. i.,ii. p. 50; it is not clear. How will low incidence districts/or ELL subgroups be held accountable for English progress on the ELPA21? Can different Ns be used for different assessments? Could ELPA21 have a different accountability plan than the other assessments? (22% of ELs across the state are not included for accountability; this would result in only 7% of districts/25 to be exact which would be held accountable for the ELPA21 growth accountability measure) ELs are a protected class of students for which Title III states that there must be 100% participation rate on the ELPA21. Can this be included in table 12, p. 51. In general table 12 is unclear. How will be the accountability indicator weights be impacted when districts don't have an N of 20 for progress toward ELP? (table 13 p. 52) The Accountability Indicators Weights in (p.54 iv.) Growth double weighting for growth create difficulties for districts that have high numbers of ELs who are unlikely to achieve academic weighting? Progress toward ELP must have at least the same weighting as the academic Growth measure if not more so as ELs need accelerated growth. (p. 52) If ELs only grow at the same rate as their grade level peers it will never be enough to gain the proficiency they need to be successful for college and/or career. Table 10 (p. 47-48) indicates that the same accountability measures will be used for all students across all subgroups. The same practices may not be appropriate for students who have not had sufficient time to develop English proficiency. (e.g. newcomers to the US without English proficiency are compared with Native English speaking peers) Students who enroll as a "nontraditional" freshman and do not have a full 4 years before they "age out" at 21 years of age may still create a problem for reporting the graduation rate. District accountability must motivate districts to help all students graduate within the 4 year timeline (even when enrolling with zero credits, gaps in education, and little to no English language proficiency. It is critical that interventions selected for ELs are appropriate for EL needs and language development. The state's list of approved strategies must indicate which strategies are in fact evidence-based for this subgroup p. 58

2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts.
3.DLM: Include Dynamic Learning Maps as our alternate assessment for proficiency in ESSA, goals, reporting and/or accountability.
3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.
4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.

4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.

4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.

4.M-CS: Some concern about the 4th measure – will students take it seriously, will parents complete it, is it available in different languages, is it online or paper.

5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.

ESSA indicates Smarter Balanced as the assessment for 2017-18 & beyond - is this still the plan? DLM is not mentioned and would include students on alternative assessment who are both native English speakers and English learners. The measure of growth for the ELPA21 isn't clear. The use of the overall scaled score could be an appropriate measure, but we need more information. Potential weakness would be for Learning Supports IS3 for gaining input from families based on home language and computer literacy (if it is online or requires an internet connection/computer literacy). Does not discuss how scores from translated assessments will fold into growth/proficiency measures Flexibility for ELA assessment for first year immigrants is not clear p. 49. Currently the ELPA21 can be used in place of the ELA assessment for students in US schools less than one year. Which accountability measures are discussed in Ci.,ii., ... ? For ELPA21 data how will low incidence districts/or subgroups be held accountable for English progress? Can different Ns be used for different assessments? Could ELPA21 have a different accountability plan than the other assessments? (22% not included for accountability) Participation for the ELPA21 is guided by the federal requirement of 100% participation - can this be included in table 12? Table 12 is unclear How will be the accountability indicator weights be impacted when districts don't have an N of 20 for progress toward ELP? (table 13 p. 52) Will this be a concern during federal reviews that there is limited accountability (only 25 districts in the state) Exclusion of 22% of students. The Accountability Indicators Weights in (p.54 iv.) Growth double weighting for growth create difficulties for districts that have high numbers of ELs (refugees/immigrants) who are unlikely to achieve academically? Progress toward ELP should have the same weighting of 2 as Growth (p. 52) Looking at the scale score is better than only looking at the percentile- this is a good move The inclusion of the extended five year cohort rate for graduation. IS3 contains diversity as a measure of School Quality (p. 48) B. iii Inclusion of ELs as a subgroup in data for up to 4 years after exiting (p. 49) is a plus We appreciate that English Learners as a subgroup will have an opportunity for input of appropriate growth measures. (p. 43) Opportunity to gather by subgroups for School Incident Data Elements and through Surveys (IS3) Further disaggregation of subgroups (e.g. immigrant, migrant, ELs who have waived services, ELs receiving services) p. 49 Opportunity to bring in EL performance in the data review and needs assessment processes. p. 57 (should be added) Opportunity to bring EL support needs into state's support for comprehensive and targeted schools including appropriate interventions for ELs in the DE's white paper. p. 58 It is critical that interventions selected for ELs are appropriate for EL needs and language development. The state's list of approved strategies must indicate which strategies are in fact evidence-based for this subgroup p. 58 Table 10 (p. 47-48) indicates that the same accountability measures will be used. The same practices may not be appropriate for students who have not had sufficient time to develop English proficiency. (e.g. newcomers to the US without English are compared with Native English peers) Graduation Rate will not be able to take into account students who enroll as a "nontraditional" freshman and do not have a full 4 years before they "age out" at 21 years of age. District accountability to help students graduate within the 4 year timeline With an accountability N size of 20, only about 25 districts will be held accountable for EL progress.

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3.DLM: Include Dynamic Learning Maps as our alternate assessment for proficiency in ESSA, goals, reporting and/or accountability.
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	<p>4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.</p> <p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>4.M-CS: Some concern about the 4th measure – will students take it seriously, will parents complete it, is it available in different languages, is it online or paper.</p> <p>5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.</p>
<p>ESSA indicates Smarter Balanced as the assessment for 2017-18 & beyond - is this still the plan? DLM is not mentioned and would impact ELs The measure of growth for the ELPA21 isn't clear. The use of the overall scaled score could be an appropriate measure, but we need more information. . Potential weakness would be for Learning Supports IS3 for gaining input from families based on home language and computer literacy (if it is online or requires an internet connection/computer literacy). Does not discuss how scores from translated assessments will fold into growth/proficiency measures Flexibility for ELA assessment for first year immigrants is not clear p. 49 Which accountability measures are discussed in Ci.,ii., ... ? For ELPA21 data how will low incidence districts/or subgroups be held accountable for English progress? Can different Ns be used</p>	<p>2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts.</p> <p>3.DLM: Include Dynamic Learning Maps as our alternate assessment for</p>

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	<p>accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>4.M-CS: Some concern about the 4th measure – will students take it seriously, will parents complete it, is it available in different languages, is it online or paper.</p> <p>5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.</p>
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	<p>about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p> <p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.</p> <p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent</p>
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	<p>engagement, conditions for learning, culture/climate.</p> <p>4.M-CS: Some concern about the 4th measure – will students take it seriously, will parents complete it, is it available in different languages, is it online or paper.</p>
<p>Fund public education fully, to allow for class sizes to be small. Do this and our Iowa students will meet benchmarks. Two basic ideas that work. Fund public education & small class sizes.</p>	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds.</p> <p>SC: Continue to support small class sizes.</p>
<p>Get rid of Smarter Balanced Assessments.</p>	<p>3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment.</p>
<p>Given the established and reliable data centered on social - emotional - behavior health and the goal of creating an education framework of well-rounded students, I encourage the ESSA planning team to reconsider the current levels and weights specific to Conditions for Learning. Increasing the Level and increasing the Weighting would demonstrate the value Iowa places on the learning environment, necessity of positive relationships for students, and supporting safe schools for kids and teachers. I encourage the ESSA team to increase the LEVEL to at least 2 for Conditions for Learning and increase the WEIGHT to .95 for Conditions for Learning.</p>	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p>

	<p>4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p>
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<p>How will the "Iowa School Report Card" be utilized down the road? Right now we have points for every school but that's it- nothing really comes of it. I think it's great the amount of special education students will play into account for how tests are reported.</p>	<p>4.IRC: Provide clarity on the alignment between the Iowa School Report Card and its relation to ESSA.</p>
<p>I am concerned that the model for school support is structured in much the same way that our special education system is structured. The lowest performing schools receive the bulk of the resources with those who don't quite meet the threshold get less. Why not offer these 2nd tier schools comprehensive assistance before it gets that bad? I think the allocation of support resources needs to be revisited.</p>	<p>4.S: Describe or make clear supports for targeted and comprehensive sites, what support looks like in a continuous improvement</p>

	<p>process, [e.g., is the summer institute required; how support is provided to educators/schools; how this might impact subgroups].</p> <p>4.F: Provide clarity about the set aside funds and how they are calculated and used; use funds to support programs; use funds to support specific areas/groups; use funds to support targeted as much as comprehensive; revisit the funds.</p>
<p>I am concerned with the significant emphasis on the academic growth portion. Unless there is an effective mechanism in place to account for students who are already high achievers, this could be a bit of a "double whammy" for school districts with students who score high as there is "less room for improvement." I am also concerned that we are developing criteria without knowledge of the assessment to be used. I am very appreciative that you are not using the Iowa School Report Card data, as this is not a fair or productive picture of what a school is doing for students.</p>	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.IRC: Provide clarity on the alignment between the Iowa School Report Card and its relation to ESSA; either align to IRC; or do not align to IRC.</p>
<p>I applaud efforts to recognize social emotional learning and environments as essential in developing healthy, successful children. However, when you decrease the weight to be less than academic outcomes you are</p>	<p>4.M-NT: Establish measures for reporting and</p>

<p>negating the exact purpose (not to mention ignoring the mountain of research indicating otherwise) of adding this accountability measure in. Research has proven time and again that strong social - emotional skills and a positive healthy environment contribute more to success than any other factor. When you only partially recognize it you aren't improving the system. To actually make change and effect outcomes you must fully embrace the social-emotional-behavioral measurements as equal to academic measures at the very least. Though I must point out that if not equal SEB must be given higher weight than academic measures. By not addressing these basic needs we are undermining our success in academic measurement. Think of it like a heirarchy of need. Students will never achieve mastery in any academic skill without appropriate social emotional support. Continuing to think otherwise is ludicrous and will set us up to continue to fail. You can't build a house without a strong foundation.</p>	<p>accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate. 4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p>
<p>I applaud the State's decision to increase monitoring of ELLs to 4 years (from 2). This will allow for more accurate cohort comparison data for the subgroup. I do have concerns about including recently arrived ELLs in ELA assessments. This year, there were several families who arrived just before Iowa Assessments. As it is, the ELLs still must take the math and science parts of the test. How welcoming and helpful for a transition to a new school system is it when we must put a difficult test in front of the student in their first week (or month) of school? I do applaud the decision to phase in accountability over a longer time period than our current system allows for. While I understand the need for a larger N size for subgroups, note that over 20% of ELLs will not be included in accountability determinations. While an N size of 10 for public reporting helps to address that issue a little, I'm not sure that it's enough. I also would like more information about where the cuts between Levels A, B, and C for progress toward English language proficiency will be drawn. Will the cut points adjust from year to year? I'm also very interested to see how the practice run of data under the proposed ESSA accountability system will work out. It is a bit difficult at this point to have a good idea about all the ramifications of the new system.</p>	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education. 4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the</p>

	assessment used/measure for EL.
I believe that gifted and talented students should be a reporting subgroup so stakeholders and policy makers can have access to specific data to determine needs of these learners and plan for services to meet those needs.	3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.
I have concerns of the weighting of the Progress Towards English Language proficiency. These students will be tested and accounted for in other weighted indicators. Districts with a high saturation of ELs likely will be disadvantaged in this indexed reporting system. Many of our district ELs are refugees and newcomers. Please don't set up these school systems to be cast in a negative light through this accountability system.	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.</p>

<p>I like the Unified Differentiability Accountability and Support. Just about to undergo a site visit at our elementary. I hope that the process and outcome is as helpful as touted by the AEA and DE. Measuring school climate is difficult. Surveying community receives little input-often too few responses for reliability.</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated. 4.M: Clearly describe measures, calculations, etc. [THE 4TH MEASURE IS DIFFICULT]</p>
<p>I think the schools should be held accountable for student success. But the data submitted by the districts needs to be valid. It needs to be checked to see if students who signed up AP courses belong in those classes. It would not be in the best interest for the students to remain in those classes just because a district wants to be compliant with guideline for accountability.</p>	
<p>I would encourage the use of a growth model to measure success, especially for the subgroups such as ELL and special needs students. I would also encourage the department to promote measures of student engagement, and school climate, especially with arts related classes.</p>	<p>4.G: Establish a growth model using Iowa's outcome assessment for accountability purposes.</p>
<p>I would like to see students with mental illness included in the subgroups list. Perhaps this is covered by "students with disabilities?" I like the idea of measuring student success and school climate. These measures really affect students' sense of safety and ability to learn as well as staff's ability to educate.</p>	<p>3.S-MH: Establish mental health/illness as a subgroup for reporting and accountability. 4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p>

<p>I'm confused about the use of the Differentiated Accountability and Support system and how it aligns with the long-term goals outlined in section 1. Right now, this system only looks at data collected from a screening assessment that only tests discrete literacy skills. While I (kind of) understand the whole idea of "predictive validity" in relationship to a child's actual reading performance, it requires quite a leap of faith to think that this assessment also has "predictive validity" on the quality of universal instruction as related to Iowa Core. If this same idea (universal screening assessments) is spread to other areas of the curriculum, it will totally overwhelm the educational system. In practice, this system forces "accountability" to be the driver rather than "capacity building". The screening assessment is seen as the end target rather than realization of the broader expectations of the Iowa Core. In the Overview, it appears that the School Report Card is listed as the ESSA Measures and these are listed as required, while the Healthy Indicators (Differentiated Accountability) support is listed as optional. It also appears that Section 4 relies heavily on using the Healthy Indicators -- the first bullet from the ESSA Advisory. My feedback about Section 3 shows why this bullet is problematic. Furthermore, I have concerns about the ideas outlined in Section B Technical Assistance. A menu, by its very nature, limits choices. These ideas seem very similar to the ideas driving the Early Literacy Work, "if only we had everyone do the same thing, then everyone would learn to read." This does not jive with other statements within the document stating that needs of individual schools would be considered, nor does it take into account unique learning needs of students. While many schools could have similar scores or ratings, there are multiple and differing reasons for those scores. One size will not fit all. In theory, there are "best practices" that could be studied; in reality, these "best practices" are leading to recommendations of canned programs. From a management view (think DE and AEA) it is much easier to "train" teachers in a specific program than to truly build capacity in responding to the needs of learners, but it's not always the best thing for ALL learners. It is good to know that the state will not have a list of "approved" interventions as stated in Section B. There is a lot of gray area in the statement that "IDOE may provide" information to schools based on their white paper. The group working on the white paper needs to include far more diversity in thought than what they have presently if this work is to be robust.</p>	<p>.DAS: Provide clarity regarding alignment of state/federal measures and mandates and one-process – provide clarity on accountability in general, and/or what this looks like for all schools, e.g., charters, home school, online.</p> <p>4.IRC: Provide clarity on the alignment between the Iowa School Report Card and its relation to ESSA.</p> <p>4.S: Describe or make clear supports for targeted and comprehensive sites, what support looks like in a continuous improvement process, [e.g., is the summer institute required; how support is provided to educators/schools; how this might impact subgroups].</p>
<p>In section C part III on the determination of an N size of 10 and N of 20 these number seems very small for larger districts essentially making every group a subgroup. In section E Annual Meaningful Differentiation is weighted in a positive manner to encourage student and school growth. Schools that score at a high enough level should get an extra academic weight if they are in the top 10% of schools in the state academically. In section 4.3 it appears more money is going to the AEA to support districts. The AEA do not have the capacity to support the larger LEA in a meaningful manner larger LEA would rather provide their own support.</p>	<p>4.F: Provide clarity about the set aside funds and how they are calculated and used; use funds to support programs; use funds to support specific areas/groups; use funds to support targeted as much as comprehensive; revisit the funds.</p> <p>4.N: General concern about the N size for accountability</p>

	<p>and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.W: Establish weights as points only – or as weights only – but not both; increase the conditions for learning weight to equal the sum of proficiency and growth [increase to some # more than .75].</p>
<p>Include data collection and analysis for gifted students</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.</p>
<p>Iowa schools could offer more opportunities for acceleration for all kids, not just TAG kids. Be careful of grade specific standards because then school administrators will use them as an excuse not to advance children as has happened with the new science standards. My own observation is that too often, children with potential are not advanced because schools don't want classrooms with too many students who can't or won't do the work. We need higher expectations in Iowa for academics and behavior for ALL students so that students aren't held back from learning.</p>	<p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p>

	6.E-I: Promote equity of instructional opportunity for all students.
It is fine to do the tracking, but should we be as concerned about college prep, vs. having students who can proficiently, read and write in English, add/subtract/multiply/divide, and can learn via reading, demonstration, and listening? Not all students will go onto college. Those who will are going to be on a higher academic track anyway. For those going into skilled trades or directly into the workforce they need to have basic educational and social skills. Schools who do not have 100% of students attending college or getting 26+ on ACT should not be downgraded if they are graduating functioning members into society. Shouldn't 100% employability be as valuable or more valuable than college entrance exams or graduating kids who really shouldn't have made it past the 8th grade? Part of accountability is being able to fail kids. This also means grading them accordingly without consideration as to them being in the top half of their class or them not getting all A's. The new grading systems of +, o, - is a complete joke. Just as getting rid of class rank. If there are too many A students then perhaps the testing and grading needs to be harder or their needs to be additional emphasis on students taking AP level classes to earn class rank awards if it is that important to the college admissions process.	1.CTE: Concern that CTE is not included in long-term measures.
List of accountability subgroups does not include the 10% of our Iowa student population that is gifted. These students do not reflect a flat-line set of data. They can be under-achievers, at risk, ELL, (many) low SES, not ready for college, or non graduating students. These students represent a different level of talent that we need in our state workforce. That is why it is important to include them in accountability and support data. Often, schools who do not report "many/any" gifted learners are those who do not have the resources to identify them. These schools need support to do so. Table 10: A comprehensive picture of school success should include gifted learners as a subgroup.	3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.
Lower income schools don't have same opportunities for accelerated students as others.	
Many schools share with other districts.... many do not have the same bell or academic schedule. More uniform academic (block, modified block, 6, 7 & 8 period days) through-out the state. It's very hard to do true sharing when schedules are not the same between schools.	6.ECoI: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students.
MIDTESOL is very interested to learn how Levels A, B, and C will be defined for progress toward English language proficiency. While we understand the need for an N size of 20, note that the projections show more than 1 in 5 ELs will not be included in the accountability determination if the N size remains at 20. We do applaud the use of N size of 10 for public reporting, though.	4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL

	used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.
Multiple measures and a purposeful de-emphasis on ranking districts in the public eye would be beneficial.	
Need to get more input from the stakeholders to get an effective survey	
Page 47- Table 10 SGPs need to be able to measure growth of gifted students which means GT needs to be a subgroup and tests need to have high ceilings. Page 49- Identified gifted and talented students need to be included as a subgroup in state reporting so that educators and policymakers have data to assess needs and guide services.	3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.
Section 4 – Accountability, support and improvement for schools 4.1: Indicators, pg. 46-47: ESSA requires states to include at least one indicator of school quality or student success as part of the statewide accountability system. The requirement provides Iowa DE the opportunity to include indicators that lead to equity and excellence in all districts. Table 10, pg 47, lacks consideration and assurance that Student Growth Percentiles will be able to measure growth of gifted students. This point is a continuance of points about Smarter Balance and ACT: Aspire. If Iowa is to recognize “EVERY” student’s growth and success, tools must be in place that will measure academic growth at the highest levels as well as lowest levels. “ Every” means each and every learner, across the learning continuum. B: Subgroups, pg 31: Notes from the draft documenting the meeting with “Issue-Specific Forum – Gifted and Talented” representatives, indicates the group discussed the fact that G/T is not defined as a subgroup and requested it be added as a subgroup for reporting and accountability purposes. On pg.49, Gifted and Talented has not been defined as a subgroup - this is a crucial point in the effectiveness of ESSA in Iowa assuring every student is successful, making annual progress commensurate to ability. At the Jan. 12th listening session held in Ames, Director Wise and Deputy Director Tilly stated phrases to the group assembled such as, “...to ensure every kid does succeed”, "rigorous, well-rounded education for every student in Iowa”, “We want to do it right”, “be bold”, and “(ESSA) is not ours (DE), but it is ours (Iowa)”, “(ESSA) tells the story of Iowa, state and locally”. Gifted learners are part of Iowa and if Iowa DE continues as they have in past, not rewriting the “story”, is not moving every student in Iowa forward in academic growth. To not include gifted as subgroup is a miss opportunity to do what is right and equitable.	3.GC: General concern about Iowa’s outcome assessment and/or the amount of testing required of students [alignment, what assessments will be used]. 3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa’s outcome assessment. 3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.
Section 4 Accountability, Support and Improvement for Schools Accountability systems Subgroups N sizes Annual Meaningful Differentiation Participation Rate School Improvement Resources Technical Assistance Regarding Evidenced-Based Interventions More Rigorous Interventions Periodic Resource Review Discuss p.	1.GRAD: Concern that the graduation long-term goal should be based on cohort

<p>49 - flexibility language with the group Strengths Looking at the scale score is better than only looking at the percentile Looking at student growth The inclusion of the extended five year cohort rate for graduation. IS3 contains diversity as a measure of School Quality (p. 48) Subgroup report as a group is reported B. iii Inclusion of ELs as a subgroup in data for up to 4 years after exiting (p. 49) Weaknesses ESSA indicates Smarter Balanced as the assessment for 2017-18 & beyond - it this still the plan? DLM is not mentioned and would impact ELs The measure of growth for the ELPA21 isn't clear. The use of the overall scaled score could be an appropriate measure, but we need more information. . Potential weakness would be for Learning Supports IS3 for gaining input from families based on home language and computer literacy (if it is online or requires an internet connection/computer literacy). Does not discuss how scores from translated assessments will fold into growth/proficiency measures Flexibility for ELA assessment for first year immigrants is not clear p. 49 Which accountability measures are discussed in Ci.,ii., ... ? For ELPA21 data how will low incidence districts/or subgroups be held accountable for English progress? Can different Ns be used for different assessments? Could ELPA21 have a different accountability plan than the other assessments? (22% not included for accountability) Participation for the ELPA21 is guided by the federal requirement of 100% participation - can this be included in table 12? Table 12 is unclear How will be the accountability indicator weights be impacted when districts don't have an N of 20 for progress toward ELP? (table 13 p. 52) The Accountability Indicators Weights in (p.54 iv.) Growth double weighting for growth create difficulties for districts that have high numbers of ELs who are unlikely to achieve academic weighting? Progress toward ELP must have the same weighting as Growth (p. 52) Opportunities We appreciate that English Learners as a subgroup will have an opportunity for input of appropriate growth measures. (p. 43) Opportunity to gather by subgroups for School Incident Data Elements and through Surveys (IS3) Further disaggregation of subgroups (e.g. immigrant, migrant, ELs who have waived services, ELs receiving services) p. 49 Opportunity to bring in EL performance in the data review and needs assessment processes. p. 57 (should be added) Opportunity to bring EL support needs into state's support for comprehensive and targeted schools including appropriate interventions for ELs in the DE's white paper. p. 58 It is critical that interventions selected for ELs are appropriate for EL needs and language development. The state's list of approved strategies must indicate which strategies are in fact evidence-based for this subgroup p. 58 Threats Table 10 (p. 47-48) indicates that the same accountability measures will be used. The same practices may not be appropriate for students who have not had sufficient time to develop English proficiency. (e.g. newcomers to the US without English are compared with Native English peers) Graduation Rate will not be able to take into account students who enroll as a "nontraditional" freshman and do not have a full 4 years before they "age out" at 21 years of age. District accountability to help students graduate within the 4 year timeline With an accountability N size of 20, only about 25 districts will be held accountable for EL progress.</p>	<p>through 21 or districts will push to graduate students rather than ensuring they understand the content. 4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education. 4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL. 4.SS: Average scale score is appropriate to use. 5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.</p>
<p>Survey's do not provide a true picture, i.e. school climate, because we often have a difficult time getting people to take the surveys or to actually take them seriously.</p>	<p>4.M-CS: Some concern about the 4th measure – will students take it seriously, will</p>

	parents complete it, is it available in different languages, is it online or paper.
Table 11: For ELs, beneficial to include number of districts affected because we have several districts with fewer than 10 ELs and they must be held accountable for progress in English language growth and proficiency	4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.
Taxpayers are doing what they can.	
This is interesting and encouraging, especially school climate. How will validity and reliability of these assessments be insured? How will the different subgroups affect ratings?	4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4 th measure – student engagement, parent engagement, conditions for learning, culture/climate.
This is NOT going to improve our schools-you are going to have a ton of kids who aren't going to pass or like I mentioned above or cheat or find ways out! Parents will move kids to another state and come back when it's over-they'll find a way around it!	
This section mentions appropriate supports for students with disabilities. I would also like to see appropriate supports for students with high abilities.	6.E-GT: Promote equity of instructional opportunity for

	all students - Gifted and Talented.
This seems daunting and stressful to me. I like local control and this seems like a lot of government intervention.	
Under 4B, the subgroups as noted are consistent with my understanding of the usual subgroups, but we are missing an opportunity to disaggregate data for which there is easily available information and an obvious, if currently anecdotal, difference in performance--specifically, gender. It's obvious in looking at valedictorians, leadership award winners, school office holders, and ultimately college enrollment that girls are VASTLY outperforming boys. We know the data for postsecondary enrollment; we don't really understand when boys start falling off the tracks. Reporting on gender might help us better understand. 4C - 20 students is a big number for many districts--and probably most districts--in Iowa. Our district has 1250 students, and has no demographic subgroup other than white that comes close to meeting 20 students. If you don't measure them, in a mathematical sense they literally don't count. In a news release issued in 2015 by the Leadership Conference on Civil and Human Rights, signed by the League of United Latin American Citizens, the National Association for the Advancement of Colored People, and the Disability Rights Education and Defense Fund, among others, the organizations wrote: "Until federal law insisted that our children be included in these assessments, schools would try to sweep disparities under the rug by sending our children home or to another room while other students took the test. Hiding the achievement gaps meant that schools would not have to allocate time, effort, and resources to close them. Our communities had to fight for this simple right to be counted and we are standing by it."	<p>3.S-G: Establish gender as a subgroup for reporting and accountability.</p> <p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p>
What if the parent community does not take the conditions for learning indicator survey? Will that count against us especially as the majority do not have technical skills for online surveys, English skills, literacy skills, etc.? All grades 3rd and above should take the Conditions for Learning annually. An N of 10 makes more sense than an N of 20. Can you change the weighting of 1.0 to 0.5 or 0.75 for the "progress toward English Language Proficiency" indicator? It does not let us "off the hook" as those kids are counted in academic achievement as well as growth already.	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such</p>

	as Gifted and Talented or Special Education.
Where is the accountability for Home School, Charter, or Online schools? It appears they can do whatever they want and call it a school	4.DAS: Provide clarity regarding alignment of state/federal measures and mandates and one-process – provide clarity on accountability/ continuous improvement in general, and/or what this looks like for all schools, e.g., charters, home school, online.
You can measure accountability and know what you need to do to improve the schools but until teachers have the feel of the support of the administration education will not improve. Parents need to be held accountable as well. Free education should be a privilege as well as a right. There are other alternatives for families who want less for their children.	
You want to improve schools well accountability is fine. First our legislature for the first time in their history need to fund the schools at a much high level. And it needs to be equitable funding. Time for all of the school districts to sue the state of Iowa and the stinkin Iowa legislature over funding. Quit talking about it and do it.	F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.
5. Educator Quality	Summary Themes
Mentoring: Background of mentoring teachers leaders and administrators- Are they able to offer EL support to beginning and novice educators? Page 60- MTSS: Once ELs are identified for an intervention tier, are educators aware of appropriate EL strategies? Provide Mentors with an EL background for beginning educators and administrators LIEP services are not interventions	5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.PL-EL: Support effective Professional Learning for

	educators [and describe what it looks like]– EL.
<p>5.2 Support for Educators Strengths: Page 65- Table 17-First box- Develop and provide professional development opportunities to increase teachers’ effectiveness in effective MTSS implementation to support teaching all students including English learners.... 5.1 Educator Development, Retention, and Advancement Concerns/Weaknesses: Page 60- MTSS: Once ELs are identified for an intervention tier, are educators aware of appropriate EL strategies and interventions? LIEP services are not interventions. Work with the Iowa Reading Research Center to develop this? Mentoring: Background of mentoring teachers leaders and administrators- Are they able to offer EL support to beginning and novice educators? Opportunity: Mentors with an EL background for beginning educators and administrators Question: page 66- “accredited” in the minority student definition section- what does this mean? A minority student is any person who is enrolled in an accredited elementary, middle or secondary school in the state.....</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.D: Provide clear definitions [e.g., definition of minority student]. 5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL. 5.PL-MTSS: Support effective Professional Learning on MTSS [appreciate the focus on MTSS].</p>
<p>5.2 Support for Educators Strengths: Page 65- Table 17-First box- Develop and provide professional development opportunities to increase teachers’ effectiveness in effective MTSS implementation to support teaching all students including English learners.... 5.1 Educator Development, Retention, and Advancement Concerns/Weaknesses: Page 60- MTSS: Once ELs are identified for an intervention tier, are educators aware of appropriate EL strategies? LIEP services are not interventions Mentoring: Background of mentoring teachers leaders and administrators- Are they able to offer EL support to beginning and novice educators? Opportunity: Mentors with an EL background for beginning educators and administrators Question: page 66- “accredited” in the minority student definition section- what does this mean? A minority student is any person who is enrolled in an accredited elementary, middle or secondary school in the state.....</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.D: Provide clear definitions [e.g., definition of minority student]. 5.PL-EL: Support effective Professional Learning for</p>

	<p>educators [and describe what it looks like]– EL.</p> <p>5.PL-MTSS: Support effective Professional Learning on MTSS [appreciate the focus on MTSS].</p>
<p>Accurate data helps me as an educator to provide needed direct instruction in the areas of need with my students.</p>	
<p>Adverse Childhood Experiences, or ACEs, are traumatic events or toxic stress that are now commonly acknowledged by the scientific community to be a major determinant of health outcomes. Iowa adults with 4 or more ACEs were two times more likely to report being diabetic, and four times more likely to report chronic obstructive pulmonary disease compared to those who reported no exposure to ACEs. 5 out of 30 employees have experienced significant childhood trauma. ACCORDING TO RESEARCH FROM THE CDC AND IOWA ACES, EMPLOYEES EXPERIENCING FOUR OR MORE ACES COMPARED TO THOSE WITH ZERO ARE 2x more ilinely to suffer a heart attack, 6x more likely to suffer depression, 2x absenteeism, and 3x as likely to suffer job problems. Self care and the value of supportive relationships can create a healthier work environment and have positive long term health outcomes for teachers, administrators and staff. Using Iowa ACEs data, districts can create an understanding of the risks of poor mental, physical, and financial health among adults who experienced significant childhood trauma. - Connections Matter (an Iowa initiative in response to ACEs in Iowa)</p>	<p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.</p>

Again, the fact that the FAST Screener is the major data collected in the DA system is a problem....using that data to determine what professional learning needs to take place is too limited. I would welcome support from the DE in terms of GT and Media services, but that is not going to come from the current DA system data. Nor will the current DA system provide enough information to truly judge "the needs of the system." In Section B on Educator Preparation, Hattie's work is used to emphasize the need for MTSS. The draft says, "Therefore MTSS is a critical framework to support all students, as it creates an optimal environment of access and equity of academic and nonacademic success for all by taking into consideration each student's current performance, analyzing their needs, and matching their needs to evidence-based instruction. Notice that this statement refers to "each student's current performance"; this raises questions for me about relying very heavily on a test that tries to "predict" issues a student may have. Section 5.2 Support for Educators seems to indicate that the majority of efforts (and money) will be used to train teachers and pre-service teachers on the MTSS supports within the Differentiated Accountability System rather than deeper understanding of the Iowa Core (including the needed shifts in practice and understanding DOK) and working with the Smarter Balanced Assessment System. While it could be argued that this work has already been done, I would counter that this work is complex and requires ongoing support. Focusing support predominantly on DA seems to contradict the statements in the Overview which indicated that the supports associated with the ESSA Measures would be required for all while the Healthy Indicators (DA) would be optional. The skills/thinking assessed with SBA should be the target for which our schools are aiming. I'm not finding "support for educators" with this aim in mind.

4.DAS: Provide clarity regarding alignment of state/federal measures and mandates and one-process – provide clarity on accountability/ continuous improvement in general, and/or what this looks like for all schools, e.g., charters, home school, online.

4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.

5.PL: Support effective Professional Learning for educators [and describe what it looks like](regardless of content).

6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or

	<p>the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p> <p>6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports.</p>
<p>Arts educators deserve access to professional development in their subject area, not just in math and science. Again, if AEAs are the only resource individual districts have to help develop PD, most of them lack arts consultants. Districts must be aware of the possibilities that exist for their arts teachers, and then should be encouraged to include those in their district PD plans. The state department of education and AEAs could help with awareness.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p>
<p>As a member of the team who worked on this section, I consider there are significant changes to this section, from the draft submitted to the DE by the team, to the first draft provided to the public. The first draft opened for public feedback does not represent the work of the team, including external stakeholders who provided important feedback to the team. Page 17-18: Significant changes were made; new information was added without seeking feedback from the team, or providing an explanation of the reasons for the additions. Page 60-64 I am concerned that the public may be under the impression that the first ESSA draft is the result of the DE Section 5 work team and its external stakeholders who worked on this section. Significant changes were made to the public draft, it does not represent the work done by the internal and external team.</p>	
<p>As far as teacher preparation goes, research shows, and anecdotal evidence from pre-service teachers in their student teaching semester, that although what is mentioned in this section is supported at the university level, that it is not carried over and/or supported in the classrooms that these teachers work in. They are not getting examples of effective teaching because of the desperation to match teacher candidates with in-service teachers. What ends up happening is that our teacher candidates come back to us with a lot of negative experiences and things that they don't want to do when becoming a teacher. However, because of the way the institution is set up and the expectation of teachers to perform in a certain way, keep their heads down,</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more</p>

<p>not question what they are doing, that it is very easy to quickly and quietly forget/put their undergraduate methods courses and learning in the back of their mind.</p>	<p>planning/collaboration time and/or general comment). 5.PL: Support effective Professional Learning for educators [and describe what it looks like](regardless of content).</p>
<p>As it stands there is an inconsistent amount of time some districts have where teachers are participating in professional development. What might be in place, or could be in place, where the calendars across the state could be more in-sync with one another to allow for districts to come together and learn?</p>	
<p>Concern that MTSS will be provided through an EL lens LIEP services are not interventions. LIEP services are part of the core for ELs Need mentors with EL background for beginning educators of ELs In addition to professional development opportunities in MTSS, educators of ELs need EL professional development opportunities p. 66- in lieu of 'minority', disaggregate for linguistic subgroups We have standardized entry and exit criteria for ELs so no need to re-invent</p>	<p>5.PL-MTSS: Support effective Professional Learning on MTSS [appreciate the focus on MTSS]. 5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.</p>
<p>Continued support for professional development and staving off the calls to make student achievement a measure of teacher evaluation would be beneficial.</p>	<p>5.PL: Support effective Professional Learning for educators [and describe what it looks like](regardless of content). 5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).</p>

<p>Current Teacher Leaders do not have the coursework necessary to guide classroom teachers in serving the gifted. Because the state of Iowa requires an endorsement to be a "highly qualified" teacher of gifted learners, an endorsed teacher must be a part of teacher support and PD. Title II now names PD in gifted education specifically. Iowa should be intentional and specific in following that lead. In applying for Title II PD funds, states must include information about "how they plan to improve the skills of teachers and other school leaders that will enable them to identify gifted and talented students and provide instruction based on the students' needs." How will gifted be included in Iowa's proposal that relies heavily on deficit skills model of MTSS and TLC?</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p> <p>5.TLC: Describe how TLC provides the structure for educator support/connect TLC; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].</p> <p>6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports.</p>
<p>Cut administrative cost for school districts. Most districts have far too many administrative positions. More focus should be on teachers not administrators.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).</p>
<p>Due to shortage of monies, some of our best educators leave. They can't pay for their classroom needs and the personal spending plans.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more</p>

	planning/collaboration time and/or general comment).
Educators need to be treated like professionals and not managed like part of a corporation.	5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).
Educators should be able to gain professional learning through their state and national associations, such as the Iowa Library Association and the Iowa Academy of Science.	
I am pleased to see the requirement for teacher candidates to be trained in meeting the needs of ELLs. I also applaud mentoring programs for new teachers and continued support of TLC.	5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL. 5.TLC: Describe how TLC provides the structure for educator support/connect TLC; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].

<p>I am so unimpressed with the educational jargon used in MTSS. All of the jargon is not going to improve how our students behave. Schools need real support: the removal of threats by the community when a student is removed from school due to disruptive and/or violent behavior. Schools need to be able to in-school suspend without threats from parents. Students are required to behave as productive citizens.</p>	<p>2.C: Establish a communication plan to disseminate/support this plan that makes sense to the greater population. 6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports. 6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
<p>I want to ensure that Fine Arts teachers are given equal opportunity for professional development with all other subject areas included in a "well-rounded" education.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p>
<p>I was on the external vetting group and knew what we agreed upon and submitted and do not see this reflected in the 1st draft of ESSA. We had a list of strategies that we compiled and I saw very few of these listed in the draft. I am concerned that our input was not included and that the DE gave the appearance of gathering input but did their own plan. This is very concerning to me!</p>	
<p>I'm all for supporting excellent educators. But I feel that in order to be considered for a TLC position, that the person should be in the classroom for at least 10 years. I don't think after 5 years a person has really good grasp on classroom practices. I think a teacher being in the classroom for 10 years would have better knowledge on how to help with student achievement and classroom management because they've had to chance to work with more students to figure out what works well for different types of student learning.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).</p>

	<p>5.TLC: Describe how TLC provides the structure for educator support/connect TLC; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].</p>
<p>In applying for Title II professional development funds, states must include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify gifted and talented students and provide instruction based on the students' needs. How will gifted be included in Iowa's proposal that relies heavily on MTSS and TLC?</p>	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p> <p>5.TLC: Describe how TLC provides the structure for educator support/connect TLC; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g.,</p>

	special education, EL, gifted/talented, admins].
Iowa doesn't know how to support excellent educators! Let's just keep dumping on us and pray we'll get different results!	
<p>Mentoring & Induction: As a past member of the M/I Program, I can say that the New Plan needs beefing up. My program as a first- and second-year teacher was muddled, at best. My program was run through the AEA and was quite haphazard. I'm in hopes that the New Plan will address the needs of new teachers to a greater degree. Teacher Evaluation Procedures: After having been in the field for more than a decade, I can say that I've had a multitude of evaluation procedures applied to my teaching. It would be beneficial if the State, in it's New Plan, would design a statewide Evaluation Procedure that all districts must use and be held accountable to. Teachers need to know, concisely, what is being asked of them and what expectations are part of their evaluative process; one statewide procedure would relieve the stress of teachers in terms of various evaluative procedures between and among districts. Administrator Evaluation Procedures: As a teacher who has an administrative license, I feel that the administrative evaluation process needs to include teacher input. It seems outdated that we have a plan in place to evaluate administrators that includes only the top-down approach. As a result, those who work closely with administrators are overlooked; the teachers' voices aren't heard when we have the most to say. Teacher Quality Committees: More accountability for individual school districts needs to be infused with the New Plan. Several districts don't even operate under the Code/Rules of the TQC. It's disappointing that some districts operate under the authority of the I.A.C., yet others disregard the code in its entirety. Peer Review: This system, in its current form, is rudimentary. My district, as a case in point, underutilizes the power of this process entirely. More direction needs to be given by the DE in terms of what to do and when to do it. TLC: Rural schools have difficulty implementing this program as it was intended. In fact, many rural schools don't even have enough FTEs on staff to fill the leadership positions. What does the program become when all applicants are advanced to leaders? Basically, the result is a higher salary with no real change in programming, etc. I'd like to see change in this program since it will become part of the SSA formula in the coming years.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.EE: Develop a new educator evaluation plan or system – consider how to evaluate different educators in their roles [e.g., school counselors evaluated by other school counselors]. 5.TLC: Describe how TLC provides the structure for educator support/connect TLC; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].</p>
MIDTESOL applauds the requirement that teacher candidates be required to complete coursework to meet the needs of English Learners. Our organization includes professors at universities across the state who are involved in pre- and inservice teacher training.	5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.
More collaboration time would be amazing! Simply more planning time would be great, especially at small schools. Many small schools are operating with suck skeleton crews! How can we fund this? New evaluations would be great, but how will it be more reliable than the one that we have now (which is flawed)?	5.E: Support our educators, more focus on educators, mentoring for areas that are

	<p>shortage areas, and/or include as part of TLC (more funds, more planning/ collaboration time and/or general comment).</p> <p>5.EE: Develop a new educator evaluation plan or system – consider how to evaluate different educators in their roles [e.g., school counselors evaluated by other school counselors].</p>
<p>MTSS is a great initiative TLC groups are trying to help make a difference in our buildings.</p>	<p>6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports.</p> <p>5.TLC: Describe how TLC provides the structure for educator support/connect TLC; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].</p>
<p>MTSS is really heavily embedded here! It is great in theory, but I think we have a lot of evidence that implementation is not effective here in Iowa. How many educators know how to do an effective Tier II intervention for literacy? What about the US DOE's study last year that RTI/MTSS has largely failed students with disabilities and delayed evaluations? If MTSS is such a big part of our state's education system - what are the universities doing to prepare teachers to teach in this framework?</p>	<p>6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy,</p>

	implementation and/or supports.
<p>MTSS-Once ELs are identified for an intervention tier, are educators and administrators aware of appropriate EL strategies? Are they aware that not all interventions are good for ELs even though they may be helpful to their English speaking peers? Are educators and administrators aware of the fact that the EL program (LIEP) is NOT an intervention? Mentoring is a strength, however, do those mentoring teacher leaders and administrators have a background in EL? Do they have a basic understanding about language acquisition and the stages children progress through? Are they able to offer EL support to beginning and novice educators? Language data needs to be desegregated</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.</p>
<p>Need more collaboration time for teachers, additional support for teachers with students who have special needs.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.PL-SE: Support effective Professional Learning for educators [and describe what it looks like]– Special Education.</p>
<p>Non-public educators have a stake in the system as well. They also adhere to state and federal requirements with little or no funding from those sources. Consider their voices as well and consider supporting the STUDENTS in those settings with Title money as well.</p>	
<p>Page 60- MTSS: Once ELs are identified for an intervention tier, are educators aware of appropriate EL strategies? LIEP services are not interventions Mentoring: Background of mentoring teachers leaders and administrators- Are they able to offer EL support to beginning and novice educators?</p>	

<p>Page 60- MTSS: Once ELs are identified for an intervention tier, are educators aware of appropriate EL strategies? It is critical that the interventions consider linguistic needs. LIEP services are not interventions Mentoring: Background of mentoring teachers leaders and administrators- Are they able to offer EL support to beginning and novice educators? It is important to build capacity in all educators to design and deliver linguistically appropriate instruction and interpret language proficiency data to drive instruction. Please include mentors with an EL background for beginning educators and administrators page 66- “accredited” in the minority student definition section- what does this mean? A minority student is any person who is enrolled in an accredited elementary, middle or secondary school in the state.....</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.D: Provide clear definitions [e.g., definition of minority student]. 5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.</p>
<p>Page 60- MTSS: Once ELs are identified for an intervention tier, are educators aware of appropriate EL strategies? LIEP services are not interventions Mentoring: Background of mentoring teachers leaders and administrators- Are they able to offer EL support to beginning and novice educators?</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.</p>
<p>Page 60- Section 5 Iowa's MTSS plans need to include instruction on interventions/accommodations for gifted students so that they, too, show continuous progress. Page 61- mention of IAC, Chapter 79, We are pleased to see it stated and specified that teacher candidates must have training in needs of GT students. Gifted education is a must in Title II, so the state must show how they plan in addressing needs of GT students. Page 63-TLCs To ensure all students and teachers are being represented and supported it would be beneficial to consider a teacher leader having gifted and talented expertise. Page 65- Table 17 Please add Gifted and Talented students to the groups in Table 17</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability. 5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p>

<p>Pay them more! I would pay more taxes to do so. Less administrators</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).</p>
<p>PAY THEM MORE. PAY ALL TEACHERS WHO ARE EDUCATORS MORE MONEY.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).</p>
<p>Pre-service education programs are critical in changing teacher attitudes and dispositions. We can not hope to ever change the school culture if we don't start with the pre-service teaching programs.</p>	<p>5.PL-IHE: Support effective Professional Learning for educators [and describe how Iowa will work with IHEs]– Institutes of Higher Education.</p>
<p>Quality PD for Social Studies instruction</p>	<p>6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.</p>
<p>Section 5 – supporting excellent educators 5.1: Educator Development, Retention, and Advancement B: Educator Preparation Program Strategies, pg 60: Research by John Hattie is submitted as evidence that “MTSS ranked third on the list of interventions with the greatest impact on student achievement, and especially with students who were struggling...” What does research tell us about the impact MTSS when applied to gifted learners? Working in a district where MTSS has been implemented for a few years and providing leadership for a school MTSS committee, I know firsthand how rarely MTSS is implemented for G/T learners – it is viewed as a tool for struggling learners, less than proficient. Administrators and classroom teachers have a significant need for professional development regarding identification and instruction for gifted learners. In applying for Title II professional development funds, states must include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify gifted and talented students and</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability. 4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL</p>

provide instruction based on the students' needs. Districts that receive Title II professional development funds must use the money to address the learning needs of all students. Gifted Education is a must in Title II, Part A. The first draft of ESSA has no mention of gifted and talented as part of Title II professional development plan for educator development. At this point, the first draft of ESSA maintains the focus continues to be on struggling learners and schools in need of targeted or comprehensive support. The targeted or comprehensive supports mentioned apply to schools where targeted groups (subgroups) are not achieving.

Pg 63: Teacher Leadership and Compensation System: How does TLC offer support for gifted learners? If teachers are lacking professional development to identify and instruct gifted learners, where are the gifted experts within the TLC framework? Pg 65 –Skills to Address Specific Learning Needs, Table 17: How will SEA improve the skills of teachers, administrators, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students.... Gifted and talented students do have very specific learning needs yet they are not included in the groups listed as students with specific learning needs. Gifted learners are not defined as an ESSA subgroup, not part of Title II, Part A, teacher development / professional development plan to identify and instruct gifted learners, research has not been cited pertaining to the effect size of MTSS interventions for gifted learners, Teacher Leadership Compensation System has not embraced the gifted learners within the framework and gifted students are not considered to have specific learning needs. Gifted learners do not appear to be part of Iowa's first draft of ESSA. Be bold and ensure every student, including gifted students, succeeds in Iowa!

used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.

5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.

5.TLC: Describe how TLC provides the structure for educator support/connect TLC; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].

6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented

6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports.

<p>Section 5: Supporting Excellent Educators 5.2 Support for Educators Strengths: Page 65- Table 17-First box- Develop and provide professional development opportunities to increase teachers’ effectiveness in effective MTSS implementation to support teaching all students including English learners.... 5.1 Educator Development, Retention, and Advancement Concerns/Weaknesses: Page 60- MTSS: Once ELs are identified for an intervention tier, are educators aware of appropriate EL strategies? LIEP services are not interventions Mentoring: Background of mentoring teachers leaders and administrators- Are they able to offer EL support to beginning and novice educators? Opportunity: Mentors with an EL background for beginning educators and administrators Question: page 66- “accredited” in the minority student definition section- what does this mean? A minority student is any person who is enrolled in an accredited elementary, middle or secondary school in the state.....</p>	<p>5.D: Provide clear definitions [e.g., definition of minority student]. 5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL. 5.PL-MTSS: Support effective Professional Learning on MTSS [appreciate the focus on MTSS].</p>
<p>Strengths: Page 65- Table 17-First box- Develop and provide professional development opportunities to increase teachers’ effectiveness in effective MTSS implementation to support teaching all students including English learners.... 5.1 Educator Development, Retention, and Advancement Concerns/Weaknesses: Page 60- MTSS: Once ELs are identified for an intervention tier, are educators aware of appropriate EL strategies? LIEP services are not interventions Mentoring: Background of mentoring teachers leaders and administrators- Are they able to offer EL support to beginning and novice educators? Opportunity: Mentors with an EL background for beginning educators and administrators Question: page 66- “accredited” in the minority student definition section- what does this mean? A minority student is any person who is enrolled in an accredited elementary, middle or secondary school in the state.....</p>	<p>5.D: Provide clear definitions [e.g., definition of minority student]. 5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.</p>

	<p>5.PL-MTSS: Support effective Professional Learning on MTSS [appreciate the focus on MTSS].</p>
<p>Teachers need more collaboration time.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).</p>
<p>Teachers often don't know what to do with TAG students or even how to identify them. This is sometimes true of even the LEA administrator in charge of TAG. Sometimes, teachers don't even seem to like TAG students. All Iowa schools should offer opportunities for acceleration and this should be more standardized (but not obsessively so) across the state. It is reprehensible that TAG students are used too often as helpers and teachers in the classroom when many of these kids already know the material themselves so it doesn't add to their education to teach the material--the TAG kids jobs is to be a student, not the teacher. Teachers need more professional development on how to meet these TAG kids needs, and as importantly, what not to do to meet these students needs. Teachers also need some training in gender bias so, for example, girls are not selected more than boys to be the teacher's helper in the classroom (which is happening too often). Schools do not understand how to identify them. The identification criteria should be broad and should follow state law. The SEA needs to audit individual school districts.</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented. 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>
<p>Teachers should be rewarded for a job well done. If Principals and Boards and Parents were more engagedd this would not be difficult to track. Rewards should be done at the Board level. Everyone in a District should know on purpose or on accident who the good and bad teachers are. Teachers should know who needs to be weeded out and so should their Principal. Most students even know who the good and bad teachers are. So rather than hiding behind abstract rating tools, give the local boards more credit and leeway on how to manage their staffs locally. TEachers with a poor track record should have their grades follow them. Eventually they will improve or they will leave the profession just like another principal may help them improve or help them by not hiring them.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/ collaboration time and/or general comment). 5.EE: Develop a new educator evaluation plan or</p>

	system – consider how to evaluate different educators in their roles [e.g., school counselors evaluated by other school counselors].
Thank you for the inclusion of gifted and talented students in the important subgroups about which educators should be knowledgeable.	3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.
The Mentor program needs to ensure that mentors are experienced in culturally diverse situations and have experience with a diverse group of learners such as Special Education students and English Language Learners in order to fully support the educator being mentored in these cases. More awareness needs to be developed around quality professional development for administrators and teachers working with English Language Learners. Clarification needs to be made around the definition of "minority students"- A minority student is any person who is enrolled in an accredited elementary, middle or secondary school in the state.....why does this specifically say "accredited schools"? Within the MTSS framework, when interventions are discussed, there is a misconception across Iowa that LIEP services (ELL services that districts provide are considered interventions). LIEP services are required and interventions need to be beyond those services.	5.D: Provide clear definitions [e.g., definition of minority student]. 5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.PL-EL: Support effective Professional Learning for educators [and describe what it looks like]– EL.
The TLC program seems to be making more administrative positions many teachers I've talked to creating an "us" vs. "them" mentality. Put this money in the general fund. This program is draining districts.	5.TLC: Describe how TLC provides the structure for educator support/connect TLC; and/or some concern about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].
The TQ program is a giant waste of funds. It would be nice to pay the people who are teaching kids each day more money rather than those that are teaching two classes per day and then making other teachers do more paperwork. In my 23 years as a classroom teacher, I HAVE NOT seen a bigger waste of money than this program.	5.TLC: Describe how TLC provides the structure for educator support/connect TLC; and/or some concern

	<p>about TLC efficacy, use or focus; training/support for specific content areas [e.g., special education, EL, gifted/talented, admins].</p>
<p>There is significant work that needs to be done to recruit the necessary number of educators to shape our students' future. At this point, educators/education is not valued in our society. Educators do not feel supported or valued and are unlikely to continue in the profession. If we are going to provide the best possible education for the students of Iowa, education must become a valued, lucrative profession that treats its employees well.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 5.RR: Describe and fund activities specific to recruitment and retention of teachers, ensuring diversity/quality of educators in the field; focus on shortage areas [e.g., deaf/blind/visually impaired, special education, early childhood, gifted and talented, school counselors, etc].</p>
<p>This is a great idea and is a benefit for the teachers as well. keeping up to date on techniques will make them better teachers. Lets give them continued educational information not just techniques making information powerful rather than just techniques to control environments that will probably never get controlled.</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p>
<p>This is vital to our children and educators. The children are our future.</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p>

<p>This plan outlines some goals without any budget or specifics about how it will achieve these goals. How do you plan on supporting teachers with literacy instruction. All professional development I have seen is "in-house" in many cases it is older teachers that know outdated and ineffective practices teaching them to the new teachers. Isn't it time to get Universities and educational researchers into the schools to support teachers. The divide between what we know about teaching from a research perspective and what teachers do in the classroom is a massive and troublesome gap.</p>	<p>5.PL: Support effective Professional Learning for educators [and describe what it looks like](regardless of content). 5.PL-IHE: Support effective Professional Learning for educators [and describe how Iowa will work with IHEs]– Institutes of Higher Education.</p>
<p>Title II professional development funds should include plans to improve the skills of teachers and other school leaders that will enable them to identify gifted and talented students and provide instruction based on the students' needs.</p>	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education. 5.PL-GT: Support effective Professional Learning for educators – Gifted and Talented.</p>
<p>To what degree will extra help be provided for the ELL, Sped, T&G etc</p>	<p>5.PL-EL: Support effective Professional Learning for Educators – EL. 5.PL-GT: Support effective Professional Learning for</p>

	<p>educators – Gifted and Talented.</p> <p>5.PL-SE: Support effective Professional Learning for educators – Special Education.</p>
To what degree will teachers receive training for the various needs of students	<p>5.PL-EL: Support effective Professional Learning for Educators – EL.</p> <p>5.PL-GT: Support effective Professional Learning for educators – Gifted and Talented.</p> <p>5.PL-SE: Support effective Professional Learning for educators – Special Education.</p>
Under 5B, the response indicates teachers must be prepared to work with "Students from diverse ethnic, racial and socioeconomic backgrounds," but our state's teacher identification, education, and certification programs fall far short of equity in terms of the proportion of teachers who come from minority backgrounds (about 2 percent) compared to students who are from minority backgrounds (more than 20 percent, and growing rapidly). We need to look honestly at why this 1:10 disparity exists (literally, 1000 percent) and take real steps to reduce that gap. It means changing from a paradigm in which administrators look in the mirror and see the model and instead look at their students and see the possibilities--and then adjust (or overhaul) their policies -- that are failing to provide equity today -- to better align the people in front our classrooms with the students sitting in them.	<p>5.RR: Describe and fund activities specific to recruitment and retention of teachers, ensuring diversity/quality of educators in the field; focus on shortage areas [e.g., deaf/blind/visually impaired, special education, early childhood, gifted and talented, school counselors, etc].</p>
Using funds to support pre-service teachers in MTSS is a thumbs up! We are a third year TLC school. I think, given time, this will have positive impact.	<p>6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy,</p>

	implementation and/or supports.
Well done!	OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.
Whenever providing examples of students that MTSS will support, descriptions should include the gifted/talented subgroup as well.	6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports.
While I. Am unsure what strategies will work, I think it is important that we raise the status of the teaching profession in the eyes of our public. A campaign to demonstrate, encourage, advocate for the value of th profession and for the commitment of professional teachers seems needed. For too long, we have heard the criticism of teachers emphasizing the small proportion of people in the field who may not live up to the professional standards that most teaches hold.	5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).
While Teacher Leadership is good in it's idea, it puts far too many restrictions on districts in regards for use of this funding. It creates an environment in which good teachers are forced to leave the classroom in order to maintain positions that would otherwise be cut based on inadequate legislative funding. I would rather see this money put into the general fund and allow local school districts discretion in how this money is spent.	5.TLC: Describe how TLC provides the structure for educator support; some concern about TLC efficacy, use or focus.
Why doesn't Iowa have a new teacher substitute (intern) for an entire year at the grade level they completed their education program in? This way the teacher can gain knowledge of classroom management, PD and other teaching activities without having grades and such to complete. This way they can gain valuable experience in their grade level or other grade levels, get paid to teach, and yet have the time to know if they really want to continue teaching.	
6. School Conditions, Transitions and Programs	Summary Themes

<p>There may be a disconnect here again between the aims of Iowa Core and Iowa’s MTSS system. A key feature of Iowa’s MTSS System is the (over)reliance on the literacy screener. Recent studies seem to indicate that the promise of MTSS isn’t always realized in schools. When there is a rigid connection between screener scores and resulting instructional practices (in Iowa’s case, required weekly progress monitoring and interventions usually based on FAST performance), the required ‘treatment’ may actually limit learning for some students. For instance, there isn’t much noticeable difference between a child who consistently scores 1 point above the cut point and the child who consistently scores one point below the cut point. Yet the second child must endure weekly progress monitoring and perhaps an intervention that takes them away from other learning opportunities that could have a positive impact on overall reading achievement. The Introduction of the ELA Standards has vital information to consider. Point number 5 in the Key Design Considerations says “The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs.” When the standards document is interpreted and implemented in this way, it is the standards themselves that are the “ultimate equalizer” rather than Iowa’s MTSS framework. I also have to comment on Item 4 – Early Literacy Progression. In a document full of research references, it is disheartening to see that retention is still listed as a part of this progression. There is a plethora of research documenting the negative effects of retention. We can do better than this. I also want to ask you to please consider the time that is involved with each of the screeners and progress monitoring tasks that are put in place. My feedback for Section 4 discussed the possibility of overwhelming the system with these tasks. Keeping up with the literacy reporting requirements has added a huge load to the already heavy schedules of instructional coaches and administrators. The possibility of adding behavior and math to this is frightening.</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA). 6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning]. 6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports.</p>
<p>1 in 5 students have learning or attention difficulties. It is important that schools have the resources beyond a menu or list of evidence-based resources. While we understand that state resources are available to ALL schools, not just those identified as targeted or comprehensive, it is unclear what that would look like for students who do not attend a targeted or comprehensive school. Specialized materials and strategies as well as specially trained staff are necessary for the 1 in 5 students with learning and attention needs. For those students, "doing the same thing" (classroom instruction) in a smaller group or through one-on-one instruction is not effective. Our 1 in 5 students need specialized attention specific to their individual needs. MTSS is the process for achieving this, but will the resources be available? If we have the science to identify students with specific learning disabilities earlier, will MTSS delay access to this specialization? Additionally, it must be</p>	<p>5.PL-IHE: Support effective Professional Learning for educators [and describe how Iowa will work with IHEs]– Institutes of Higher Education. 6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work</p>

<p>noted that teacher prep programs and ongoing professional development is needed to provide teachers with skills to identify needs, match needs with appropriate interventions and progress monitoring, and analyze data to make appropriate data based decisions about the instruction/intervention for this population.</p>	<p>and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports.</p>
<p>6.1: Need to include Iowa Core Essential Elements. These are federally required (alternate achievement standards) for students with significant cognitive disabilities.</p>	<p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p>
<p>A.4. Summer School Summer School Teachers need to be qualified with experience and education in early literacy. Summer School Teachers need access to information regarding the level and abilities of child prior to beginning so that appropriate instruction can be prepared. Summer School Teachers need appropriate materials including curricula. We do not need substitute teachers walking in on the first day of summer school with no prior knowledge of students. We need planning and accountability.</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>All students deserve opportunity to a well-rounded education, regardless of whether they live in a rural area, or in an urban setting. Arts access to the general public is more limited in rural areas of the state, so extra effort must be expended to see that students in those areas get the same opportunity as their peers.</p>	<p>6.ECoI: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students.</p>
<p>All students need to know when they enter high school and apply themselves, they will be ready for college or additional training after graduation.</p>	
<p>All students should reflect gifted students and their programs throughout.</p>	<p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>

<p>As a mother myself of two amazing students-my kids always missed the STUPID cut off by a point or two on the fluency-so that puts a label on my child and considers them in the RED! Trust me-I make sure my child can read fluently and comprehend what they read, because I myself am literate and know that by missing a cut off by one or two or three or whatever doesn't make one a poor reader! My daughter who's in 7th grade now, has all A's except for 1 B and you wanted to tell me that she was a poor reader because she missed the cut off- whatever!</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>Bullying is wrong but as a whole we do not provide education nor support to those being bullied. They haven't the skills to survive. Students will say something instead of asking "why". It comes across as bullying or meanness. A child that bullies is usually bullied at home.</p>	<p>6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
<p>Choices for our students. Equal opportunity for our students. How can it be that richer school districts can provide better education than facilities than some of our areas that need it most? Right now the public school system is not equal. Kids in Waterloo school district are not afforded the same opportunity as those in the Cedar Falls district. Need to find solutions to make our school systems more equal.</p>	<p>6.ECoi: Promote equity of collaboration among districts across the state to increase instructional opportunities for all students.</p>
<p>Data driven, evidence based instruction, and evidenced based interventions academically and with behaviors.</p>	<p>6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports.</p>
<p>Fund special education! Our local schools don't have enough teachers to help kids with special needs! They are not able to be served how they need to be served.</p>	<p>SF: Provide adequate special education funding.</p>
<p>I am worried that when we put out "Plans" like this we try to make sure groups of people are taken care of at the expense of other students. The overall State of Iowa Plan should be to put together a basic plan that students need to meet certain goals then leave it to the school districts to come up with the best plan. Allow for vouchers. This will make districts work harder to make better standards and push our students to the top in the nation. We need to set the bar high and Iowa can do this.</p>	<p>6.E-I: Promote equity of instructional opportunity for all students.</p>

<p>I believe that the implementation of NCLB left a gaping hole in education for students in the area of social studies. As a social studies teacher I know that I definitely saw a decrease in the content knowledge of my students when they reached me in 7th grade. In my district the largest gap was in geography. According to Marzano, a majority of a student's academic vocabulary comes from the social studies. It doesn't make sense to limit social studies. Its educational value to the individual student is paramount and its contribution to the civic consciousness of the country is paramount.</p>	<p>6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.</p>
<p>I did not see a lot of information about support for students with disabilities. Is this something that will be addressed elsewhere or should there be more information included in the ESSA Report?</p>	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p>
<p>I feel the education is slanted and too much emphasis has been placed on serving disadvantaged population and the students not in those categories are being under served and not receiving the education they deserve. From observing the school work my daughter brings home and what I see in the school where I work, the course work is not rigorous and that is doing a disservice to the students who want more rigorous course work. The average and above average students are not being challenged in their classes because the course work has to be lowered for other students. Also, students are taking AP courses that can't handle the work load teachers having to adjust course work to meet the needs of those students because they are being pressured by the districts and administrators to keep the students in those classes who are struggling to make their numbers look good.</p>	<p>6.E-I: Promote equity of instructional opportunity for all students.</p>
<p>I like that STEM and CTE are included in this. I did not see anything about information literacy and the school library which is concerning.</p>	<p>6.AC-CTE: Support all content areas and/or standards across content areas – Career and Technical Education.</p>

	<p>6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics.</p> <p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>I notice there virtual nothing supporting social studies education with the ESSA. It is a core subject and our students need the subject to have a well-rounded education. No Child Left Behind caused Social Studies to be left behind and ESSA continues to push social studies out of education.</p>	<p>6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.</p>
<p>I want to ensure that all students have equal access to a standards-based education in the Fine Arts that is an inherent part of a "well-rounded" education</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>I would like more information about any changes for Title III, Part A: Language Instruction for ELLs & Immigrant Students. I am aware of discrepancies between various states entry and exit criteria for ELLs. I am a proponent of standardizing the criteria. I am confused about point 3. under E.i. that references not including "performance on an academic content assessment" as I believe this conflicts with our current exit criteria.</p>	<p>4.N: General concern about the N size for accountability and what this means for subgroups [e.g., English Learners, Gifted and Talented, Special Education]. How is the measure for EL used in accountability? How are all sites held accountable even if the N-size is less than 20? Concern that the accountability system does not support subgroups such as Gifted and Talented or Special Education.</p> <p>4.M-EL: Establish measures for EL that include student characteristics and/or some</p>

	concern about the assessment used/measure for EL.
I would like to see social studies specifically identified in this document. I am concerned that social studies has been neglected for the past few years. This neglect has impacted the resources available for these subjects. Social Studies allows students to have a sense of self and the skills and knowledge to take action.	6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.
If Future Ready Iowa is going to be successful, money needs to be allocated for these experiences for students.	6.S-May: Support the “mays” through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.
If Iowa really wants to help students achieve all they can be we need to support and have financial backing to have a teacher librarian in each building. Having one librarian serve 700 or more students, in different buildings at different locations is ridiculous. Funding needs to be provided to supply full time librarians in each building. Libraries can't be open early or late due to para schedules, libraries are served by only para-professional staff and not teachers, student needs can't be met by not having full libraries and full time teacher librarians.	6.S-L: Support strong libraries/library programs; and effective, certified librarians.
Iowa code section 279.68 specifically refers to students with dyslexia being taught appropriately; however the teachers are not specifically trained how to teach dyslexic students. Fluency and fast reading strategies are the exact opposite of teaching tools that a dyslexic student needs; however the FAST test is still required for dyslexic students to pass, even though they are unable to do so. Holding a child back a grade because they are dyslexic and cannot perform to regular student standards and we're born with dyslexia is wrong. There should be a specific exemption from these literacy standards for students who have been assessed as having dyslexia.	5.PL-R: Support effective Professional Learning for educators [and describe what it looks like]– Reading.
It is almost impossible to hire highly qualified paraeducators in Title I buildings especially in high minority, high EL communities with high poverty. The workforce pool just does not support this applicant pool. Please remove the highly qualified hurdles that we face at Title I schoolwide schools when hiring paras.	5.RR: Describe and fund activities specific to recruitment and retention of teachers, ensuring diversity/quality of educators in the field; focus on shortage areas [e.g., deaf/blind/visually impaired,

	special education, early childhood, gifted and talented, school counselors, etc].
It is essential that the state funds consider the needs of all students . The migratory and immigrants sub-groups are just a few example that would benefit .	F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.
It is important to help all students. But lets balance helping all students with some common sense. Some kids are unable to be mainstreamed. Rather than forcing that issue, special needs, or ESL, or behavioral problem students need to be able to be educated separate if needed. Everyone who graduated from an Iowa High School in the past 100 years had a class with a troubled kid, a special needs kid, and a "foreign" kid. Each of those experiences varied. But the entire education system wasn't turned upside down to accommodate one boy or girl. The vast majority of these kids were held to high standards and were better for it. Those who didn't succeed either did eventually (after some failures and tears) or they never did -most of it based on their attitude. But those students were not allowed to distract the teacher or their fellow students or detract from the overall education of their classmates "just because." The teacher should be able to make that call. If they are a professional, they are going to be able to work with that student or not. Additional funding for staff to help those students either needs to come from the parents of that student and/or from the statewide taxes collected to educate our kids.	6.E-I: Promote equity of instructional opportunity for all students.
It would be good to see technology woven into the various parts of section 6. Rather than allowing technology to be a stand alone, technology should be woven into areas such as 6B. Technology could be explicitly woven into the description of MTSS. Technology might be a means by which an intervention is delivered to a student or it could be an approach that helps to meet the needs of students who are achieving at levels higher than peers.	6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology , Engineering and Mathematics.

<p>Learning Supports: This section is directly tied to the role of a school counselor and essentially describes the counselors role in detail, however, there is no mention of school counselors in this section at all. Given the federal attention on the importance of school counseling in aiding with child development in our schools, I would like to request that the role of the school counselor be mentioned at least as one of the groups directly responsible for ensuring these Learning Supports are implemented in our schools. STEM and CTE: While STEM and CTE departments are important in our schools it is important to remember that it is school counselors who are implementing many of the college and career initiatives in our schools. The school counselor is the individual who is trained in career assessment and forms the bridge from the student to the courses or post-secondary school that will aid them in achieving the STEM or CTE career. That role should be recognized as an integral part of the connection between the students and these two wonderful programs in our Iowa schools.</p>	<p>6.S-SC: Support quality school counselors, school guidance programs.</p>
<p>Lower income need support for math and reading.</p>	
<p>Many things that create a well rounded student are not included in the Iowa Core. Without these things, a child will never be well rounded. Music, PE, Art, and Health must be included in the core or change the wording. State standards also need to be created for each of these groups. Embarrassment that only state without Standards for these.</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts. 6.AC-M: Support all content areas and/or standards across content areas – Music. 6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p>
<p>More funds should be put toward helping english language learners. Getting the students up to speed quickly helps everyone out.</p>	<p>5.PL-EL: Support effective Professional Learning for Educators [and describe what it looks like]– EL. 6.E-I: Promote equity of instructional opportunity for all students.</p>
<p>MTSS - again - ugh! The jargon is just what it is - jargon the doesn't explain to the community how schools work within our communities. I know all of the levels of disparity: ELL, low income, racial groups - what is the commonality among all? The state needs to address poverty on our state!</p>	<p>2.C: Establish a communication plan to disseminate/support this plan that makes sense to the greater population.</p>

	<p>6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports.</p>
<p>MTSS, Iowa Early Learning Standards and the Iowa Core Standards, TLC (Teacher leadership and Compensation), Early Literacy Progression, STEM and CTE are all used to support students and get them from pk to college and career ready.</p>	<p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p> <p>6.AC-CTE: Support all content areas and/or standards across content areas – Career and Technical Education.</p> <p>6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics.</p> <p>6.MTSS: Focus on MTSS will help to improve student outcomes, focus our work and/or is appreciated; and/or some confusion about MTSS, efficacy, implementation and/or supports.</p>

<p>Need for EL specific professional development in addition to MTSS</p>	<p>5.PL-EL: Support effective Professional Learning for Educators [and describe what it looks like]– EL. 5.PL-MTSS: Support effective Professional Learning [and describe what it looks like]– on MTSS [appreciate the focus on MTSS].</p>
<p>One of the increasing needs I see in this area is in mental health and at-risk students. This is an area that needs continued and increased funding and professional development/training so that teachers (pre-service and career) can work with the students and families appropriately and well.</p>	<p>6.S-May: Support the “mays” through blockgrants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded. 6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
<p>Page 70-71 Iowa Core Standards are included. ELP Standards are not referenced and need to be referenced somewhere in ESSA Page 75-76 Behavioral supports: Cultural sensitivity should be addressed in this area Page 77 question- Education of Migratory Children- “aged 3 through 21” on page 78 towards the top “students age birth to 22” Page 83- Section E- Language Instruction for ELs and Immigrant Students. Title III- Needs clarification. What should be included? Entrance procedure? Exit criteria and procedures? There is no reference to the Lau Plan. Page 88 Section vi. Last paragraph- The Homeless Education Program’s State Coordinator shall collaborate and coordinate with other programs, bureaus and divisions within the IDOE with provide specific supports, such as Migrant Education, Title I Program, Special Education, Gifted and Talented Education.....add English Language Learner Program (LIEP). Page 89- Add Title III/EL Plan</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA). 5.PL-EL: Support effective Professional Learning for Educators [and describe what it looks like]– EL.</p>

	<p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p> <p>6.PR: Program requirements need to be explicit, across all programs [entrance/exit, homeless, migrant, title 1, etc.]</p>
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<p>Professional library and counseling services should be available for all students during all educational hours. What are we doing for the Gifted and Talented students? I can't seem to find them mentioned in this document.</p>	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians. 6.S-SC: Support quality school counselors, school guidance programs.</p>
<p>Providing financial and professional development support for special education and ELL would be beneficial.</p>	<p>SF: Provide adequate special education funding.</p>

	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p>
<p>Provisions for a well-rounded and supportive education should include gifted and talented students.</p>	<p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>
<p>Public schools were first started in order to promote democratic education. In order to maintain the democratic ideals of public school, we must have public policy that represents a need to address this area. These ideals are encapsulated in not only the state's definition for college and career readiness (Students are able to identify and navigate their personal, civic, and social responsibilities to engage in local, national, and global contexts.), but also called out in the Department's vision statement (Iowa students will become productive citizens in a democratic society, and successful participants in a global community.) Teaching students to become productive members of society will not happen through osmosis. As a business person in the community, I see everyday the lack of this focus not only in my business, but also in the larger community. I believe it was the intention of ESSA to correct the mistakes of NCLB and move towards truly thinking about well rounded education. Although I certainly support efforts around literacy and math, we will not move students forward (in test scores or college and career readiness) until we truly embrace well rounded education. We have so narrowly focused on reading and math that we have forgotten everything else. Social studies should be directly emphasized in this plan. How can GT, PE, librarians, etc. be called out and there is virtually no reference to social studies?</p>	<p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p> <p>6.AC-CTE: Support all content areas and/or standards across content areas – Career and Technical Education.</p> <p>6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p> <p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>

	<p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>Reading Recovery is not the only reading program, and in fact, it is not appropriate or helpful for all children plus it is an expensive way to teach reading. I fully support the work of Iowa's Reading Center, and hope that it is used to educate, not just the public, but teachers and administrators about effective reading strategies. Toward helping students read better, I support teaching foreign language starting in kindergarten. At least they would learn the parts of speech sooner. I would also be in favor of some schools offering Latin as one choice. As the SEA, the Iowa Department of Education needs to audit special education more. Right now, the SEA does not even have a way to determine if the services listed in the IEP were actually provided--this should not be happening. Once again, please make TAG a reported subgroup and go back to reporting the scores of high proficiency students. Please do not just have school district submit a school improvement or other plan but audit them as well and penalize the LEAs if they have problems. Otherwise, problems in Iowa won't get fixed. The AEAs need to be audited by the state as well. Please require SEAs to provide acceleration opportunities and make sure your state standards aren't so inflexible that superintendents use them as an excuse not to help TAG and other capable students. Iowa's education is deteriorating, and I do not have confidence in my LEA's superintendent. The state also needs to do a better job of helping LEAs to identify talented curriculum coordinators and provide them with professional development--ours doesn't have any incentive to provide good educational experiences and outcomes for capable and highly capable students! Even though my school district is larger, there is too much of a one size fits all approach to education. Any improvement plan submitted by individual LEAs to the state should require more detail, including specifics what the LEA, for example, is doing to educate TAG students. The SEA should not just read and analyze LEA plans but actually make surprise unannounced visits to LEAs to verify compliance. The SEA should also survey parents to make sure LEA reported services, whether they be TAG or special ed, are being received. It's not enough to just collect data.</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability. 5.EE: Develop a new educator evaluation plan or system – consider how to evaluate different educators in their roles [e.g., school counselors evaluated by other school counselors]. 5.PL-R: Support effective Professional Learning for educators [and describe what it looks like]– Reading. 6.S-BL: Support bilingual education (in preschool; in school; to support families).</p>

<p>Section 6 the acronym STEM needs to be changed to STEAM to include the Arts. see Iowa Arts Core standards which are already written.</p>	
<p>Strength: Page 69 ELs are mentioned as a specific subgroup of students when considering academic and non-academic needs. Concerns/Weaknesses Page 70-71 Iowa Core Standards are included. ELP Standards are not referenced in this section...??? Where should the ELP standards be included? Page 75-76 Behavioral supports: Cultural sensitivity should be addressed in this area Page 77 question- Education of Migratory Children- “aged 3 through 21” on page 78 towards the top “students age birth to 22” Page 83- Section E- Language Instruction for ELs and Immigrant Students. Title III- Needs clarification. What should be included? Entrance procedure? Exit criteria and procedures? There is no reference to the Lau Plan. Are ELPA21 results the only criteria used for exiting? Page 88 Section vi. Last paragraph- The Homeless Education Program’s State Coordinator shall collaborate and coordinate with other programs, bureaus and divisions within the IDOE with provide specific supports, such as Migrant Education, Title I Program, Special Education, Gifted and Talented Education.....add English Language Learner Program (LIEP). Page 89- Do we need to add any Title III/EL Plan here? Opportunities: May be a good section to clarify questions we have from an EL lense.</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA). 3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability. 6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning]. 6.PR: Program requirements need to be explicit, across all programs [entrance/exit, homeless, migrant, title 1, etc.]</p>

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6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].
6.PR: Program requirements need to be explicit, across all programs [entrance/exit, homeless, migrant, title 1, etc.]

<p>Supporting all students. What does that mean? Our schools have replaced or are being forced to replace the family. This will not work. Families have to be involved in their child's education. Poor kids need extra help, but that should come in the form of additional education when needed during the summer. If anything add one more hour a day onto the school day. Guess what you will add 30 days to the school year. Time to really get some learning done. Set HIGH expectations for all students. Teach students how to be responsible and then give them the tools and provide them with opportunities to lead and be responsible. You will be supporting students by doing this more than anything you could do. We have a young man at Central College who now has the eyes of the nation watching him. He is a wrestler. His dad abandoned them. They lived in a car. His mother passed away from cancer. He came to Central and was rough around the edges. Had a few issues that needed to be resolved. But Head Coach Eric Van Kley told him failure is not an option. Jaime Miranda did not give up he got better both athletically and academically. If he can succeed anybody else can reach what ever dream they want to reach. But we fail students when we lower standards and do not hold them responsible for their actions. There is no room to have a school in Iowa that allows students to hand their home work in when ever they want to. That is bullshit. It is time for Iowans to push for excellence not mediocrity.</p>	
<p>The great thing about caring connections and a trauma sensitive approach in schools is that the impact affects everyone. Students who feel connected at school have lower rates of absenteeism, higher graduation rates, fewer drop outs and fewer attempts at teen suicide and fewer teen pregnancies. (Washington State data). Some Iowa schools are already implementing this practice through existing PBIS structures. I encourage the Dept of Education to take a high priority in implementing trauma sensitive practices in IOwa schools as a part of School Culture and Climate metrics in the state ESSA plan.</p>	<p>4.M-PE: Establish measures for reporting and accountability that include PE/health/wellness metrics. [trauma-informed metric specifically].</p> <p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.</p>

<p>The instructions for this section includes: "The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards." If there are no state physical education standards, does this mean that physical education will lack the opportunity to receive funds? Also on page 74 and 75 this statement occurs in a paragraph highlighting Iowa Core. "Through alignment to Iowa's high academic standards, all Iowa students are provided equal access to a challenging, well-rounded instructional experience..... Though not all content areas are represented in the Iowa Core, several other content areas represented in the federal well-rounded definition (8101) have available established definitions, standards and guidelines that have been developed by national or state-level organizations." There is no mandate or directive for school districts to align curriculum and instruction to the national (Physical Education) standards, so how can we assure students are receiving quality physical education (or other non-Iowa Core areas) to have a well-rounded education? Why have the Iowa Core? Why not just have "Iowa Standards" in all content areas. To have well-rounded and successful students, content areas that are required to be offered and taught per Iowa Code 256.11 should have challenging academic standards that guide teachers to provide high quality instruction. Iowa will not be able to back up any claim that students are receiving challenging, high quality physical education (music, art, etc) instruction without adopted national standards or state level created standards to align curriculum and instruction with. Content areas who do not have state standards or any directives from IDOE to use national standards will continue to voice the need for standards with IDOE and other necessary avenues. A push for increased integrity from IDOE will also be advocated to ensure schools are including health education as required in Iowa Code 256.11.</p>	<p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p>
<p>There are NOT enough supports in place for teachers in order to support all students. Period.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).</p>
<p>There is no reference to the English Language Proficiency Standards. How will cultural sensitivities be address when supporting academic and behavioral needs of ELs? Page 83- Section E- Language Instruction for ELs and Immigrant Students. Title III- Needs clarification. What should be included? Entrance procedure? Exit criteria and procedures? There is no reference to the Lau Plan. Are ELPA21 results the only criteria used for exiting? Page 88 Section vi. Last paragraph- The Homeless Education Program's State Coordinator shall collaborate and coordinate with other programs, bureaus and divisions within the IDOE with provide specific supports, such as Migrant Education, Title I Program, Special Education, Gifted and Talented Education.....add English Language Learner Program (LIEP). Page 89- Add Title III/EL Assurance Plan here?</p>	<p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential</p>

	Elements as a focus of professional learning].
There should be mention of English Language Proficiency Standards in this section.	6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].
This does not reflect the student who does not fall in these categories. These children who come to class every day with learning expectations but are struggling to learn due to disruptive classroom environments or waiting for a group of students to catch up. Give those classrooms additional help that will allow the teacher to stay on task with all the students. We are not a state of children with issues, we are a state of issues concerning children. Why are we needing to list every issue. Where does that leave the child who does not have a bulleted issue?	6.E-I: Promote equity of instructional opportunity for all students.
This section, to me, is the most comprehensive. It addresses ALL stakeholders, including early childhood, which, to me, is the Plan's first acknowledgement. The tie from the Iowa Early Learning Standards to the Iowa Core is nice, and it has been a coordinated effort since 2006 to provide this tie. When speaking of well-rounded education, I refer to my undergraduate and graduate training as an early childhood educator. Early childhood educators teach to the whole child - cognitively, physically, socially, and emotionally. That being said, we often times revert to cognitive development only once students are in grades 1+. Therefore, we're missing the window of opportunity to reach many children in terms of a whole child methodology that creates well-rounded citizens simply because we do not place a focus on high-quality early learning in our districts. ALL PK-3 teacher AND administrators should have pre-service training in early childhood education to better understand the proper ages and stages of child development.	EC: Include early childhood intentionally throughout the plan. 5.PL-EC: Support effective Professional Learning for Educators [and describe what it looks like]– Early Childhood. 6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential

	Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].
TLC is showing positive improvements in the district I am at. MTSS and other RTI will only be effective when the culture within the school is addressed. There are structure changes and there are culture changes. Doing all the structural changes without changing the culture will do nothing.	5.TLC: Describe how TLC provides the structure for educator support; and/or some concern about TLC efficacy, use or focus.
Under 6.2 Program-Specific Requirements, E. Title III, Part A, we ask for clarification regarding standardization of the state's exit criteria, specifically item #3. Currently, English Learners must be proficient on both math and reading in the same year they score proficient on the ELPA21. Does item #3 indicate a change in that requirement? We look for more specific details about English Learners in general throughout the plan as there are still several sections (including this one) where those details are not yet available for review.	6.PR: Program requirements need to be explicit, across all programs [entrance/exit, homeless, migrant, title 1, etc.]
Under Evidence-Based Intervention System it is stated in the draft plan (across all subgroups). Gifted and Talented students must be added as a subgroup.	3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.
Until gifted students are represented as a subgroup and in the language, "all" students will not mean "ALL" students. All means our rural gifted who do not have the access opportunities that others do; all means our disadvantaged gifted, whose numbers increase annually if we can identify them; all means our gifted ELL students who need specific measures to be identified; all means that gifted youth are not discriminated against because "it's easy for them, they'll get it anyway."	3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.
We are providing a lot of supports for students but there is always room for more.	
We have so many poor and homeless kids that have tremendous challenges to deal with. We need community based mental health counseling and other assistance. What is written here is a bunch of jargon that really doesn't mean anything. The Republican controlled legislature is out to destroy public education by starving it for funding and then adding more unfunded mandates. Just make everything a private charter or homeschool and we can eliminate the Dept of Ed. That's what we will see in 8-10 years anyway. All I see here are words and nothing more.	2.C: Establish a communication plan to disseminate/support this plan that makes sense to the greater population. 6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.

Well done!	OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.
What determines career ready?	1.CTE: Concern that CTE is not included in long-term measures.
What is career ready? Could this become a more valid assessment? College ready is easier to figure out.	1.CTE: Concern that CTE is not included in long-term measures.
What is going to determine what career ready means? Fifth graders aren't going to be college and career ready in fifth grade.	1.CTE: Concern that CTE is not included in long-term measures.
What measures related to gifted education will be included in the state report card? Examples of measures include use of strategies such as grade-skipping or content area acceleration and compacting of instruction that match the learning pace of gifted and talented students; participation in gifted education programs and services by students with disabilities, minority and low-income students, and English learners; and, success on moving low-income students to above-proficient levels of achievement on the state tests.	
Where are paraprofessionals in this plan? See "Overview of ESSA" above.	5.PL-Para: Support effective paraprofessionals – their professional learning, and the professional learning of educators who work with them to effectively direct them in the classroom.
Where is the support for Special Ed?	
Appendices A through I	Summary Themes
Consider inclusion of Iowa Code 216.9, 280.4 and Chapter 60	OT: Other – such as Clarifications and/or focus on state law (e.g., what about the LAU plan, special education law, universal screening, retention, confusion about intersection

	of state/fed law – otherwise not applicable to ESSA).
did not review this section	
<i>English Learner expertise/representative</i> should be part of a team as listed in Appendix C to represent English Learners.	2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts.
<i>English Learner expertise/representative</i> should be part of the leadership team. It is interesting to read the raw data from listening tours and forum stops.	2.F: Establish issue-specific forums or feedback sessions for indicated areas: English Learner Experts; Special Education Experts.
G/T appears in the stakeholder's comments much more consistently than in the report itself. Title II funding requires schools to plan for PD on the needs of GT students. How will the state ensure schools are accountable for this?	5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.
Here's my overall comment. If you want folks and businesses to locate and stay in the state, up its education. A diverse population is not an excuse for not teaching all students or not having high expectations. Require better more detailed school improvement plans, and audit and penalize schools who don't honor their school improvement plans. Make sure schools aren't just focused on getting those students below proficient to proficient. Recognize good teachers and make sure the schools educational colleges get support to graduate quality students. One area that you didn't ask about is making sure each classroom has a quality teacher in the classroom every day. The civil rights data shows that many LEAs have high teacher absenteeism rates. When this is happening with regularity, kids aren't getting properly educated. Help LEAs to devise an incentive program to make sure as many teachers show up every day as possible. Not only does TAG deserve more attention, special education does as well. Too often over the years, parents have brought evidence based practice to the schools. Teachers and administrators need more professional development in this area and IEPs need to be honored. Thank you for the opportunity to comment.	<p>5.EE: Develop a new educator evaluation plan or system – consider how to evaluate different educators in their roles [e.g., school counselors evaluated by other school counselors].</p> <p>5.PL-SE: Support effective Professional Learning for educators – Special Education.</p> <p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p> <p>6.E-I: Promote equity of instructional opportunity for all students.</p>

<p>I believe ESSA provides the State an opportunity to increase ELL services for early childhood. At the very least, I would advocate that we need to provide training for early childhood educators around best practices for teaching ELLs. There is also a great opportunity to increase dual language programs at the preschool level and up into elementary school. See suggestions from Hakuta & Pecheone (2016) https://www.brookings.edu/blog/brown-center-chalkboard/2016/12/20/supporting-english-learners-and-treating-bilingualism-as-an-asset/.</p>	<p>5.PL-EL: Support effective Professional Learning for Educators – EL. 6.S-EC: Support quality Early Childhood/Preschool programs.</p>
<p>I would like to see a break down of who is on the committees, are there any teachers who are teaching right now or is just people whom have never been or haven't been in a classroom</p>	
<p>I'm glad I don't have to keep track of this. Obviously, this was put together by people who don't teach or work with kids everyday.</p>	
<p>Many good people are involved in the process, which gives me a greater measure of confidence in the final report.</p>	
<p>Most of the charts are worthless to the un-initiated. 109 pages!!!! Lots of good nuggets in the comments from the listening tour. Probably would make sense for Local School Boards and Legislature to focus what is being said in those comment sections as much as anything this report might actually say.</p>	
<p>Please address all the children. Find a way to be politically popular with all families, not just those in section 6. Those not listed in section 6 are drowning in the classroom amongst discipline, insufficient classroom help and a notion that they will somehow learn on their own. Find a way to support those teachers who are treated with injury or inappropriate language from students. How can these children and families become owners of their inappropriate behavior to other children? How can that parent/guardian become part of the solution not just a voice for the problem? Maybe Make training or classes on behavior techniques available to families who might not know where to go for help or lack the funds to get direction.</p>	<p>5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment). 6.E-I: Promote equity of instructional opportunity for all students. 6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>

Table 5, Raw Data: ESSA ONLINE FEEDBACK with coded Summary Themes: Second Draft [Feedback June-July]

Post-Secondary Readiness Feedback			
45 Total Responses			
	Post-Secondary Readiness should be included as an Indicator		This particular Post-Secondary Readiness measure should be used
	Agree – Strongly Agree	25	Agree – Strongly Agree
	No Opinion	5	No Opinion
	Disagree – Strongly Disagree	9	Disagree – Strongly Disagree
Post-secondary readiness should include the arts (i.e., music, art, dance and theatre).			
It is my understanding that the Iowa Assessment is the tool that determines readiness. There should be more than a yearly test to determine readiness. The current test is not aligned to Iowa Common Core standards anyway.			
The focus seems to be on students who lack readiness, and it would be interesting to see if there are other measures that could assess students who were ready. Additionally, partnerships with private colleges/universities would be interesting, as the population of students who attend those schools is likely to be qualitatively different than the population of public college/university students.			
I'm concerned about the validity of the measure, as it only includes graduates who go on to public colleges and universities in Iowa. I'm also concerned that the measure will be highly correlated to proficiency and just give more weight to proficiency in the model.			
I have two concerns: (1) How "English course" defined? Is this the verbal/linguistic aspect of English or does it also include reading and writing? (2) Why are only math and English the only subjects assessed is Postsecondary Readiness? Why not include ALL remedial coursework required. For example, a high school graduate wishing to study Music should not need remedial coursework in music.			
Post secondary readiness is not an indicator or a quality education. It is an indicator of a readiness as defined by colleges and universities...a moving line...that is controlled by the amount of money they would like to earn.			
I was disturbed to see an "other academic indicator" added to the accountability measures for high school: percent of graduates taking remedial courses at an Iowa college/university. 1) the validity of the measure as it only applies to students that attend a public college or university in Iowa; we have many students who attend schools in Missouri and Nebraska due to our proximity to bordering states. 2) the correlation of this measure to the proficiency measure already included in the required measures, compounding the impact - or essentially increasing the weighting - of the proficiency model 3) it is not required by the USDE; if Iowa is going to add a non-required measure, I would hope that it would provide some value to our schools or at least additional clarity to our communities. Perhaps Postsecondary enrollment or attainment would be a stronger measure.			
It does not take into consideration English Language Learners may need additional supportive classes in College.			
I disagree with this because it is not clear how that is measured once students graduate high school and continue in the postsecondary readiness part of their lives. If the guidelines were more clear, it would be helpful for schools to know what needs to be focused on.			
Post secondary: this should include vocational training.			

<p>There is no workforce equivalent to include in the measurement. By using the Postsecondary Readiness as a portion of the measure - you are excluding the success of the graduated students who decided to directly enter the workforce. This would be skilled trades (including union apprenticeships), military and other entry-level service and office occupations. If we are to measure students' success after graduation, then we need to include some measure of that workforce readiness. By only including Postsecondary, it is explicitly establishing bias (both cultural and statistical) in the data.</p>	
<p>EMAIL. Can you share with me the thinking behind the inclusion of the postsecondary readiness measure included in the Iowa ESSA Plan? I was under the impression that it was not required and, maybe more importantly, I don't believe the measure included in the plan has validity.</p>	
<p>Overview Section</p>	<p>Summary Themes</p>
<p>This is 2017, not 1817. The people drafting this ESSA greatly undervalue the arts (i.e., music, art, dance, and theatre) as subjects that can spur creative tasks. There is so much more Iowa could do with education to help create future creative and compassionate citizens, but the educational leaders are too attracted to simple test measures.</p>	<p>RT: Take this opportunity to rethink education completely.</p>
<p>Plans are wonderful but are there any teeth to what is suggested? Are these unfunded mandates? If they are, schools may not comply because of budget issues. I apologize for not thoroughly writing on each section, but I just learned about the survey yesterday and it is due today. Again, the biggest issue with any kind of plan is going to be monetary. The next issue is will school districts that do not have many minority populations choose curriculum that is representative and inclusive of people different than they are? This is important to try to education children and reduce the feelings of tribalism that are so prevalent today. Not all history is about old white guys, for example.</p>	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds. GC: General concern: stress on the system to implement all the things we are implementing/ESSA implementation/assessments that educators have to do, or leaving the plan too flexible/open to local control.</p>
<p>I believe that fine arts play a crucial role in the concept of well rounded education. Therefore, I believe it should be specifically included in the ESSA plan.</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>Working for a well-rounded education, including the fine arts, is a wonderful departure from "No Child Left Behind". I would support the work of the DOE to continue to work with Iowa arts organizations to create standards and strategies for promoting a well-rounded education. One of these strategies should include professional development in each school district.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p>

	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>Glad to see a well-rounded education is important. This includes taking classes in art, music and theater. It is important students have a chance to feel and learn empathy, which comes naturally through the arts. More professional develop is needed in the fine arts content area since we are part of a well-rounded education.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>I am in agreement that a "well-rounded education" is important and that the fine arts should NOT be overlooked—it must be stated and then defined. If anything, I would believe more than 3 units should be required. I also support the work of the Department of Education to collaborate with state level organizations on creating exemplars & strategies for promoting a well-rounded education. This should entail professional development at the local level.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts. 6.S-May: Support the “mays” through block grants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.</p>
<p>Thank you for including "well-rounded education" concept, which includes the Fine Arts. I also support the work of the Dept. of Ed to collaborate with State Level organizations on creating exemplars and strategies for promoting a well-rounded education.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>

<p>I believe that the highest degree of importance must be given to the conditions for learning, particularly social-emotional development. Schools have the most contact time, and potentially the best opportunities, to impact the social-emotional development for children in grades K-12. Without solid mental health and emotional competence, children are not prepared to be good learners. If Iowa schools systematically and universally prioritize the social-emotional development of young children, our state can significantly reduce the negative long term effects of underdeveloped children becoming adults with mental and substance abuse disorders, chronic disease, and high risk life styles.</p>	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p>
<p>Students need a well-rounded education that includes the Fine Arts. Professional Development funds are needed for Fine Arts instructors (thru Title II). Fine Arts participation needs to be an indicator of School Quality, throughout high school</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>Be sure to include students to be a part of the fine arts and promote well-rounded education and be sure it is not just focused on a few main subjects. Students may do well in a trade class, sport or activity or a fine arts class that may keep them motivated to work harder in other classes they struggle.</p>	<p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning]. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>I encourage the state of Iowa to support the importance of a "well rounded education" as a departure from the No Child Left Behind concept of concentrating on only a few subjects. Fine arts education is my particular concern. Of the 12 states that have submitted their ESSA plans so far, 70% of them address the fine arts as</p>	<p>6.AC-FA: Support all content areas and/or standards</p>

<p>part of a "well rounded" education. The Iowa ESSA plan needs to reflect this change of focus. The state of Iowa has an opportunity to be truly innovative in how education is delivered in our state. I appreciated the initiative taken by the Department of Education to collaborate with state level organizations to help promote a "well rounded education".</p>	<p>across content areas – Fine Arts. 6.S-May: Support the “mays” through block grants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.</p>
<p>I very much appreciate the transparency and opportunity for community input in the ESSA planning process. While there are many innovative components to the plan, it is evident that limited funding has curbed vision and ultimately the outcomes for Iowa communities. It is not clear how the Voice of the Student was included in the ESSA plan. It seems students and community members are interested in including sexual abuse and sexual violence prevention in Iowa curriculum, yet there is no evidence of that in this plan. A recent article published by the Gazette featured interviews with a number of students and teachers who believe Iowa students would benefit from a more comprehensive curriculum earlier than 9th grade when some have already been victimized and many are sexually active.</p>	<p>2.T: Include the following voices across the ESSA Teams and/or Advisory: Early Childhood, Students, and representation of wellness [e.g., physical education, health, wellness, nutrition] 5.PL-V: Support effective Professional Learning for Educators [and describe what it looks like]- on Violence/Sexual Abuse.</p>
<p>I am interested in making sure ESSA includes wording for a well rounded education INCLUDING fine arts as I don't believe it is well rounded without learning in this area.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>I am strongly in favor of the concept of a "well-rounded education" that includes the arts in the big picture. This is an improvement over NCLB. While the arts are not as measurable as other disciplines, the goal of education must not be to produce only empirically measurable data, rather to produce critically-thinking, life-appreciating, fully-contributing societal members. Plato knew that, Aristotle knew that, and we must rediscover that.</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>I appreciate that fine arts are being included as part of a "well-rounded" education and would like to see fine arts mentioned more specifically in other areas of the ESSA plan. I feel as though there is a vague reference</p>	<p>6.AC-FA: Support all content areas and/or standards</p>

<p>early in the plan and then very little else that specifically addresses how fine arts are going to be included and supported through professional development at the state and local level.</p>	<p>across content areas – Fine Arts.</p>
<p>Are we making sure that the arts are encouraged in every school?</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>One of the crucial differences between this education bill and others before it is the inclusion of fine arts as important components of well-rounded education. The DOE needs to form strong partnerships with state fine arts organizations to ensure that strategies for creating well-rounded educational outcomes in the arts is possible and probable. This includes providing funding for fine arts educators to receive discipline-specific PD.</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts. 6.S-May: Support the “mays” through block grants, or some sort of state supported funds, develop exemplars, and/or explicitly indicate that an area or group should be funded.</p>
<p>A. Title I, Part A: Improving Basic Programs Operated by Local Education Agencies (LEAs)</p>	<p>Summary Themes</p>
<p>LGBT students should be included in accountability reporting. They are a marginalized and underrepresented group. These children need our help. They are not political pawns.</p>	<p>3.S-L: Establish LGBT as a subgroup for reporting and accountability.</p>
<p>Fine arts involvement could be included to measure school quality.</p>	<p>4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.</p>
<p>Include “gifted” as a subgroup for accountability. The Iowa DE does not include “gifted” as a subgroup in the second draft despite hearing this request from gifted advocates throughout the state after the first ESSA draft was released. Having “gifted and talented” as a subgroup allow for accountability and better planning for services. For example, having gifted as a subgroup in four-year graduation data would help identify which districts need more aid in serving gifted underachievers.</p> <p>Ensure that the state's assessment systems can adequately measure the academic achievement and academic growth of gifted students. Is there enough flexibility in above-level testing options so that a gifted student's academic achievement and growth can be accurately measured?</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability. 3.I: Establish assessments to impact efficacy of instruction for all students. 3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication</p>

	<p>about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment. [this is also indicated for any respondent that talks about G/T and ceiling effects]</p>
<p>Include "gifted" as a subgroup for accountability. The Iowa DE does not include "gifted" as a subgroup in the second draft despite hearing this request from gifted advocates throughout the state after the first ESSA draft was released. Having "gifted and talented" as a subgroup allow for accountability and better planning for services. For example, having gifted as a subgroup in four-year graduation data would help identify which districts need more aid in serving gifted underachievers.</p> <p>Ensure that the state's assessment systems can adequately measure the academic achievement and academic growth of gifted students. Is there enough flexibility in above-level testing options so that a gifted student's academic achievement and growth can be accurately measured?</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability. 3.I: Establish assessments to impact efficacy of instruction for all students. 3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment. [this is also indicated for any respondent that talks about G/T and ceiling effects]</p>
<p>*Include "gifted" as a subgroup for accountability. The Iowa DE does not include "gifted" as a subgroup in the second draft despite hearing this request from gifted advocates throughout the state after the first ESSA draft was released. Having "gifted and talented" as a subgroup allow for accountability and better planning for services. For example, having gifted as a subgroup in four-year graduation data would help identify which districts need more aid in serving gifted underachievers.</p> <p>*Ensure that the state's assessment systems can adequately measure the academic achievement and academic growth of gifted students. Is there enough flexibility in above-level testing options so that a gifted student's academic achievement and growth can be accurately measured?</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability. 3.I: Establish assessments to impact efficacy of instruction for all students. 3.SB: Concern about Smarter Balance not being the outcome assessment and</p>

	<p>what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be Iowa's outcome assessment. [this is also indicated for any respondent that talks about G/T and ceiling effects]</p>
<p>It is important to have funding for all students to have access to a well-rounded education. It would also be important to have fine arts participation included as an indicator of school quality.</p>	<p>4.M-FAM: Establish measures for reporting and accountability that include fine arts and music. 6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p>
<p>Include "gifted" as a subgroup for accountability. The Iowa DE does not include "gifted" as a subgroup in the second draft despite hearing this request from gifted advocates throughout the state after the first ESSA draft was released. Having "gifted and talented" as a subgroup allow for accountability and better planning for services. For example, having gifted as a subgroup in four-year graduation data would help identify which districts need more aid in serving gifted underachievers.</p> <p>Ensure that the state's assessment systems can adequately measure the academic achievement and academic growth of gifted students. Is there enough flexibility in above-level testing options so that a gifted student's academic achievement and growth can be accurately measured?</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability. 3.I: Establish assessments to impact efficacy of instruction for all students. 3.SB: Concern about Smarter Balance not being the outcome assessment and what this means regarding next steps, communication about results/use, and/or expressed belief that Smarter Balanced should not be</p>

	lowa's outcome assessment. [this is also indicated for any respondent that talks about G/T and ceiling effects]
gifted as a subgroup. assessment systems	3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability. 3.I: Establish assessments to impact efficacy of instruction for all students.
I would like to see inclusion of the arts as an indicator of the quality of a school.	4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.
Fine Arts participation and output of work should be included as an indicator of school quality.	4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.
Participation in the Fine Arts should be included as a measure of and indicator of school quality.	4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.
Please include Fine Arts participation as an indicator of school quality.	4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.

<p>I believe the Iowa Department of Education should:</p> <p>Increase the weight of Conditions for Learning as a measurement of student achievement to better prepare our kids for future success in the workforce, family and community.</p> <p>Include evidence-based trauma-informed practices in Adult-to-Student Engagement goals.</p> <p>Include sexual abuse prevention programming in teacher certification and grant funding opportunities for local school districts to reduce the number of Adverse Childhood Experiences in Iowa.</p>	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.</p> <p>5.PL-V: Support effective Professional Learning for Educators [and describe what it looks like]- on Violence/Sexual Abuse.</p>
<p>We believe the Iowa Department of Education should:</p> <p>Increase the weight of Conditions for Learning as a measurement of student achievement to better prepare our kids for future success in the workforce, family and community.</p> <p>Include evidence-based trauma-informed practices in Adult-to-Student Engagement goals.</p> <p>Include sexual abuse prevention programming in teacher certification and grant funding opportunities for local school districts to reduce the number of Adverse Childhood Experiences in Iowa.</p>	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>5.PL-TI: Support effective Professional Learning for educators [and describe what</p>

	<p>it looks like]– Trauma-informed.</p> <p>5.PL-V: Support effective Professional Learning for Educators [and describe what it looks like]- on Violence/Sexual Abuse.</p>
<p>Students need a well-rounded education that includes the Fine Arts. Professional Development funds are needed for Fine Arts instructors (thru Title II). Fine Arts participation needs to be an indicator of School Quality, throughout high school</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p> <p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>I believe the Iowa Department of Education should:</p> <ul style="list-style-type: none"> * Increase the weight of Conditions for Learning as a measurement of student achievement to better prepare our kids for future success in the workforce, family and community. * Include evidence-based trauma-informed practices in Adult-to-Student Engagement goals. * Include sexual abuse prevention programming in teacher certification and grant funding opportunities for local school districts to reduce the number of Adverse Childhood Experiences in Iowa. 	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.</p> <p>5.PL-V: Support effective Professional Learning for Educators [and describe what it looks like]- on Violence/Sexual Abuse.</p>

<p>We believe the Iowa Department of Education should:</p> <ul style="list-style-type: none"> o Increase the weight of Conditions for Learning as a measurement of student achievement to better prepare our kids for future success in the workforce, family and community. o Include evidence-based trauma-informed practices in Adult-to-Student Engagement goals. <p>Include sexual abuse prevention programming in teacher certification and grant funding opportunities for local school districts to reduce the number of Adverse Childhood Experiences in Iowa.</p>	<p>4.M-NT: Establish measures for reporting and accountability that include creativity, or school climate and/or not typical assessments (e.g., portfolios, performance) - support for the 4th measure – student engagement, parent engagement, conditions for learning, culture/climate.</p> <p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.</p> <p>5.PL-V: Support effective Professional Learning for Educators [and describe what it looks like]- on Violence/Sexual Abuse.</p>
<p>Again, promote the fine arts to show what a quality education is a part of. Students not involved in the fine arts options should be given opportunities to participate in fine arts exploratory classes and this needs to be funded and curriculum built.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p> <p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>I would suggest fine arts participation be included as an indicator of school quality. Of the 12 state plans that have been submitted to the Department of Education, 60% of them have included fine arts participation as an indicator of school quality.</p>	<p>4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.</p>

<p>The state ESSA plan seems to be missing an essential component in education that has positively impacted learning and behavior in other states: trauma sensitive practices. More than 52% of adults in Iowa report experiencing some type of trauma, abuse, or household dysfunction growing up. These are the parents of our students. The Iowa Youth Survey indicates that nearly 25% of our students are engaging in the sort of risky behavior that indicates they are living in similar toxic home environments. Stressed brains cannot learn. Data collected since 1992 on Adverse Childhood Experiences shows the impact on toxic stress on brain development in early childhood. Kids living in households where drug use, domestic violence, neglect, physical or sexual abuse is occurring have physically different brains that impact their ability to learn and their behavior in the classroom. 25% coincidentally is the same % of kids in Iowa who are reading below grade level proficiency. Our Dept of Education and ESSA plan should prioritize training of Iowa teachers and staff in the basics of Adverse Childhood Experiences and the impact positive trusting relationships have on student learning, test scores, and behavior. Other states that have used this framework have seen significant improvements in graduation rates, drops in teen pregnancy rates, fewer attempts of suicide, fewer suspensions and expulsions, and a savings of over \$1.4B in state spending. A detailed plan of trauma informed practice should be a priority in this plan.</p>	<p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.</p>
<p>There are many measures of school quality, just as there are many measures of community quality of life. When people look at the quality of life in their communities, they will oftentimes note access to quality healthcare, education, employment opportunities, and arts and entertainment. Our schools must reflect our communities. Including fine arts as an indicator of school quality will go a long way to ensuring this happens.</p>	<p>4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.</p>
<p>Once again, it would be wonderful to see fine arts included more explicitly here. Could fine arts participation be used as one of the indicators of school quality?</p>	<p>4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.</p>
<p>How are the Fine Arts included in the education of our students? They could be an indicator of quality education.</p>	<p>4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.</p>
<p>How are the fine arts included in this?</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>Fine arts participation should be used as an indicator of school quality. Perhaps the number of at-risk or migratory students who are enrolled in the arts could further distinguish schools of quality.</p>	<p>4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.</p>
<p>B. Title I, Part C: Education of Migratory Children</p>	<p>Summary Themes</p>

<p>It is not clear what the strata are for the "stratified random sample" to select those who will be reassessed. What steps are in place to keep from racial stereotyping and profile becoming an issue with assessments?</p>	
<p>Please include Fine Arts Participation by this subgroup.</p>	<p>4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.</p>
<p>C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</p>	<p>Summary Themes</p>
<p>Iowa is totally missing the educational boat on this. Anyone who thinks they can help reduce the percentage of at-risk students with more tutoring either hasn't read the research or denies the complexity of social system in which they work. Tutoring is not going to help. Investment in the families to help connect the schools with the lives of the community will. This includes arts programs, social group programs, service projects, and other programs that are focused on non-academic abilities and potentials.</p>	
<p>Please include Fine Arts programs as an indicator. I work in a school with a high number of at-risk students and have found that students who are low-income and participate in band have NO ACHIEVEMENT GAP when it comes to their more privileged classmates.</p>	<p>4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.</p>
<p>The Iowa ESSA plan must include on-going training in trauma-informed practices for all public education staff. Teachers need continued consultation and support from administrators and specialists, in order to manage the needs of individual students who experience neglect and trauma, as well as to manage their own emotional reactions to challenging students.</p>	<p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.</p>
<p>Offer after school FINE ARTS or TRADE opportunities and transportation funding for students who are not participating in after school activities or sports.</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>I am very much in support of the collaborative plan you've put together. I question the readiness of the partner agencies. Given the challenges facing DHS, how might this plan work in reality? Has your team created an MOU or other supporting documentation that impacts DHS protocol?</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p>
<p>The expectation for receiving a high school diploma with every system in place and monitored should be higher than 25% in order to decrease recidivism.</p>	

<p>This section only focuses on students who are in contact with DHS and/or DOC. It does not focus on prevention DOC involvement at all. We need to be less reactive and more proactive with our dollars and our policies. I agree that we do need better collaboration between these agencies, but we HAVE to prevent the need where we can.</p>	
<p>D. Title II, Part A: Supporting Effective Instruction</p>	<p>Summary Theme</p>
<p>What is the assessment of MTSS? How are teachers expected to make data-driven decision or research-based decisions if they are allowed access to research. A healthy company does research and uses this to help the employees and customers. How do teachers get the research data needed to effect change in their classroom? This research needs to have direct applications to their area and classrooms. Can Iowa universities help with this? Medical Colleges help with medical research. Why can't colleges help with education research? Does the IA DOE not utilize colleges for research?</p>	
<p>Again, fine arts instructors should be included in professional development plans, especially with the new development of the academic standards here in Iowa.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>Specify how gifted education will be included in the state’s MTSS plan. In applying for Title II professional development funds, states must (by federal statute) include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify and students and provide instruction based on the students’ needs. How will be the needs of gifted students be addressed in the state's proposal that relies heavily on MTSS?</p>	<p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>
<p>Specify how gifted education will be included in the state’s MTSS plan. In applying for Title II professional development funds, states must (by federal statute) include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify and students and provide instruction based on the students’ needs. How will be the needs of gifted students be addressed in the state's proposal that relies heavily on MTSS?</p>	<p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>
<p>*Specify how gifted education will be included in the state’s MTSS plan. In applying for Title II professional development funds, states must (by federal statute) include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify and students and provide instruction based on the students’ needs. How will be the needs of gifted students be addressed in the state's proposal that relies heavily on MTSS?</p>	<p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>

<p>Professional development for all subject areas is part of offering a well-rounded education. This should include specific professional development for the fine arts teachers as well. The Iowa fine arts academic standards being adopted would be one way to help with teacher preparation and development.</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p>
<p>Specify how gifted education will be included in the state’s MTSS plan. In applying for Title II professional development funds, states must (by federal statute) include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify and students and provide instruction based on the students’ needs. How will the needs of gifted students be addressed in the state's proposal that relies heavily on MTSS?</p>	<p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>
<p>gifted in MTSS</p>	<p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>
<p>Need professional development for all content areas, including art and music. More training dealing with the new state fine arts standards will be crucial.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p>
<p>Include Professional Development for ALL subject areas of a "well-rounded education." This should be stated exactly and should be interpreted to include all subject areas as defined.</p> <p>Include professional development funds for fine arts teachers—especially considering the adoption fine arts academic standards for Iowa.</p>	<p>5.PL: Support effective Professional Learning for educators (regardless of content).</p> <p>6.AC: Support all content areas and/or standards across content areas [e.g., include Early Learning/Iowa Core standards/Essential Elements in the plan and/or the ELS/Iowa Core/Essential Elements as a focus of professional learning].</p>
<p>Include professional development for ALL subject areas.</p>	<p>5.PL: Support effective Professional Learning for educators (regardless of content).</p>

<p>Include professional development for all subject areas of a "well-rounded" education, including the fine Arts. In teacher prep programs - inclusion of professional development for fine arts teachers, especially considering the adoption fine arts academic standards for Iowa.</p>	<p>5.PL: Support effective Professional Learning for educators (regardless of content). 5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>Supporting effective instruction must include supporting teachers through training on sexual abuse prevention as well as trauma-informed skills for working with at risk children. Teachers also need consultation and self-care opportunities to maintain a high level of performance as educators.</p>	<p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed. 5.PL-V: Support effective Professional Learning for Educators [and describe what it looks like]- on Violence/Sexual Abuse.</p>
<p>Students need a well-rounded education that includes the Fine Arts. Professional Development funds are needed for Fine Arts instructors (thru Title II). Fine Arts participation needs to be an indicator of School Quality, throughout high school</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>Well-rounded instruction starts with professional development that includes "specials" such as PE, Family/Consumer Science, Fine Arts, trade courses. Fine Arts Standards are now going to be included in the Iowa Academic Standards. This needs to be included.</p>	<p>5.PL-PE: Support effective Professional Learning for educators [and describe what it looks like]– PE, health, wellness.</p>

	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p> <p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>I am hoping that this section will include the possibility of professional development for all subject areas of a "well rounded" education. (page #83). I also believe professional development under Teacher Preparation (page #89) is especially important considering the adoption of fine arts academic standards for our state. Again, ESSA needs to be a clear departure of NCLB. That was the legislative intent.</p>	<p>5.PL: Support effective Professional Learning for educators (regardless of content).</p> <p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p> <p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>Supporting effective instruction includes skills in trauma informed practices. Iowa teachers should be supported with access to research, TA, training, and guidance on developing trauma sensitive classrooms and fostering social connections among peers and students. Research shows that supportive social connections mitigate the impact of toxic stress and foster resiliency in children.</p> <p>Additionally, sexual abuse and exploitation of students is a real concern in Iowa schools. Iowa data shows that 1 out of 10 kids are sexually abused before the age of 18. That means 3 kids in every Iowa classroom. 4 out of 10 Iowans diagnosed with HIV report being sexually abused as a child. Sometimes the abuse is perpetrated by a school leader, yet our teachers do not know the signs of sexual abuse or how to respond when reports are made. In fact one kindergarten teacher was arrested just this past year for her failure to report multiple students' reports of sexual abuse in her classroom. The Iowa Dept of Education needs to prioritize prevention and require teachers to take one course in sexual abuse prevention before re-certification. The training will help them better identify signs of sexual abuse or grooming and know how to appropriately respond. Training is free and provided by local child abuse prevention organizations throughout Iowa. Other on-line training is less than \$25. We cannot wait for another tragedy like the kindergartners to act.</p>	<p>5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.</p>

<p>Supporting effective instruction is valuable but needs to be available for all teachers in the various necessary subjects, including fine arts. I am hopeful that professional development funds will be available for fine arts teachers through Title II.</p>	<p>5.PL: Support effective Professional Learning for educators (regardless of content). 5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p>
<p>Page 83 refers to the inclusion of professional development for all areas of a well rounded education. This must include the fine arts. Also, in regard to teacher preparation on page 89, inclusion of professional development for fine arts teachers is vital, including the adoption of fine arts standards for Iowa. We are the ONLY state that does not have adopted standards for the fine arts!</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>If we are supposed to support effective instruction for ALL teachers, this means that professional development and support resources need to be available for all areas, including non-Core areas such as the fine arts. This is especially important since Iowa is currently working on adopting standards for fine arts education.</p>	<p>5.PL: Support effective Professional Learning for educators (regardless of content). 5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>Professional development as well as TLC support should be offered to fine arts teachers, as well.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p>
<p>Make sure that there is effective and thoughtful support available to ALL TEACHERS!</p>	<p>5.PL: Support effective Professional Learning for educators (regardless of content).</p>

	5.E: Support our educators, more focus on educators, mentoring for areas that are shortage areas, and/or include as part of TLC (more funds, more planning/collaboration time and/or general comment).
Professional development of fine arts subjects teachers must play an important part of ESSA implementation. These teachers have been totally neglected by district-level PD for many years (decades) and the time is now to ensure that PD for ALL teachers in their discipline-specific content areas is realized! In November, Iowa's first ever (voluntary) state standards in the arts will be submitted to the BOE for approval and adoption. PD for implementation of these new standards--by qualified arts educators on the standards review team--will be necessary for fidelity.	5.PL: Support effective Professional Learning for educators (regardless of content). 5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.
One way we support effective instruction is to ensure that teachers are able to manage the behavior in the classroom and have the support they need to work with students who come to school with mental health and behavioral difficulties. This is not mentioned near enough throughout this document. I see it in the feedback and yet not enough in the actual policy. There is policy under school climate, but it is vague and doesn't address individual student needs.	6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.
E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement	
No feedback provided for this section	
F. Title IV, Part A: Student Support and Academic Enrichment Grants	Summary Theme
It would be good to clearly define engagement as related to cognitive functions. Iowa needs to get away from simple, and start moving towards complex. Iowa should have an education system that people are attracted to. It's not attractive right now.	
I support enrichment grants that will provide training for sexual abuse prevention programs.	5.PL-V: Support effective Professional Learning for Educators [and describe what

	it looks like]- on Violence/Sexual Abuse.
The draft provided did not list the options for these grants, which I understand to be prevention focused. Perhaps they're in another section of the document....?	
This policy does not support individual student mental health and behavioral needs, but school climate. While school climate is important, more needs to be done to support individual students who are struggling.	6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.
G. Title IV, Part B: 21st Century Community Learning Centers	Summary Theme
Arts-integrated learning will assist in students achieving proficiency in math and reading. The arts are a powerful tool.	6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.
I would the see the inclusion of support for arts-integrated learning programs which research has shown increases student achievement in math & reading.	6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.
Include arts-integrated learning to help students gain proficiency in math and reading.	6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.
Include arts-integrated learning to help students gain proficiency in math and reading.	6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.
Iowa is totally missing the educational boat on this. Anyone who thinks they can help reduce the percentage of at-risk students with more tutoring either hasn't read the research or denies the complexity of social system in which they work. Tutoring is not going to help. Investment in the families to help connect the schools with the lives of the community will. This includes arts programs, social group programs, service projects, and other programs that are focused on non-academic abilities and potentials.	RT: Take this opportunity to rethink education completely.

<p>Just look at what Minnesota is doing with using technology and the arts to improve reading and math skills! http://kstp.com/news/minnesota-lawmakers-allocate-500-thousand-rock-n-read-project-4526065/?cat=12196 Iowa should be engaging in this type of enrichment!</p>	<p>6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>Research has shown that arts-integrated learning helps students gain proficiency in math and reading.</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>Students not just involved in the Fine Arts, but standards that teach art and music literacy will also help students gain skills in Reading and Math.</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>The arts-integration can help students gain proficiency in math and reading.</p>	<p>6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>H. Title V, Part B, Subpart 2: Rural and Low Income Program</p>	<p>Summary Theme</p>
<p>How about support for mental health providers? What about the school psychologists in the state. There is no mention of them here or any where in the document. This is a resource that is VERY underutilized.</p>	<p>6.S-MH: Support quality programs to help schools/educators to work with students/families with social-emotional-behavioral, mental health needs.</p>
<p>Providing instruction for rural schools to access professional learning and development is good. Please avoid the funneling money to non-research, motivational think-tankers who are wanting to make money. Does "The Music Man" ring a bell? If Iowa is going to invest money in our children's future, there should at least be (a) research to support it or (b) steps in place to measure the effectiveness of the investment and whether or not to invest again. Please don't be sold on flashy ideas with multi-syllable words. Iowa rural communities could be places where the arts thrive. Our education system should support this.</p>	

I. Education for Homeless Children and Youth Program, McKinney Vento Homeless Assistance Act, Title VII, Subtitle B	Summary Theme
This is another example of the benefit of having a trauma-informed school system. Teachers need support and training to address the social and emotional and behavioral challenges of these at-risk youth.	5.PL-TI: Support effective Professional Learning for educators [and describe what it looks like]– Trauma-informed.
Appendices A through H	Summary Theme
<p>Appendix B Please make this correction to Table 25, Issue Specific Forums School Librarians. [Note, all other persons listed in this table (other than school librarians) include their school district and position title, in addition to any state association title, if any.]</p> <p>Val Ehlers -- add K-12 Teacher Librarian, Gladbrook-Reinbeck CSD Dixie Forcht - add MS/HS Teacher Librarian, South Tama CSD Sarah Staudt - add PreK-12 Teacher Librarian, Mason City CSD Becky Johnson - add Willson Middle School Teacher Librarian, Cedar Rapids, CSD</p> <p>Also present at the November 30 meeting were: Joan Taylor, University of Northern Iowa, Department of Curriculum & Instruction Karla Krueger, University of Northern Iowa, Department of Curriculum & Instruction</p>	
I am hopeful the inclusion of fine arts will be considered an indicator of a quality school and that students will be educated in arts through high school.	4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.
Students need a well-rounded education that includes the Fine Arts. Professional Development funds are needed for Fine Arts instructors (thru Title II). Fine Arts participation needs to be an indicator of School Quality, throughout high school	5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.
Written Comments [Email]	Summary Themes

<p>The mission statement of ITAG includes: <i>"Advocacy: by encouraging informed educational professionals, parents, policy makers, and all other stakeholders to take appropriate action for the benefit of talented and gifted learners."</i></p> <p>For your further reading on the concern for gifted and talented learners living in poverty or in rural Iowa, please read this research paper on the effects on these students when they do not have educators and stakeholders advocating for inclusion of ALL students: http://www.aei.org/publication/fully-developing-the-potential-of-academically-advanced-students-helping-them-will-help-society/?platform=hootsuite--</p> <p>I think you'll more fully understand the hopes of my TAG educators's that the ESSA drafting was the perfect transition to speak for all learners in Iowa.</p> <p>Please share with anyone else you think should be so advised. With a state education position, they should have accurate information on all learners when making decisions. There are too many myths that baggage the uninformed. And I know you want to do the right thing!!!</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p>
<p>I am an Iowa voter who cares about all children receiving a high-quality education. I am writing to strongly urge you to improve Iowa's plan for the Every Student Succeeds Act (ESSA) so that it considers the needs of children with learning and attention issues, such as Dyslexia and ADHD, in three key ways described below.</p> <p>I want every child to be able to reach their full potential. This includes students who are obviously gifted, and those whose gifts may require a bit of extra support to unlock their gifts. I believe whenever a child or person does well, our society benefits. Iowa's education plan needs to support every child.</p> <p>In the 2015-2016 school year, more than 34,000 students in Iowa were identified with specific learning disabilities. This represents 60% of all students with disabilities in bur state. Over 67% of Iowa students with learning disabilities participate in the general education classroom for 80% or more of the school day. Approximately 82% of students with learning disabilities in Iowa graduate with a regular high school diploma. These students are all impacted by ESSA, and it is important that we get our state plan right!</p> <p>Iowa's draft plan excels in some areas--specifically, the focus on multi-tiered systems of supports (MTSS)--a framework that can help students with learning and attention issues thrive! This framework ensures that children get extra assistance and interventions as soon as they begin to struggle--helping more students stay</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p> <p>4.M: Clearly describe measures, calculations, etc. [long-term goals]</p> <p>4.ID: Provide clarity on how targeted and comprehensive sites are identified. [targeted, identified based on any subgroup performing as low as the lowest 5%]</p>

on track. Not only does Iowa's plan focus on MTSS, it provides resources and supports to help teachers learn how to do this work well.

However, there are some areas for improvement. Here are three specific changes I would like to see you make that will help students with learning and attention issues in Iowa.

First, Iowa needs to set rigorous achievement goals that are the same for all groups of students, including those with learning and attention issues. The Iowa draft plan sets much lower long term academic achievement goals for students with disabilities compared to the goals for other groups. For example, to meet the long-term goals, only 41.9% of third grade students with disabilities need to be proficient in reading, compared to 78.5% of all third graders. In high school, the gaps become even larger, with only 33.1% of 11th grade students with disabilities needing to be proficient in reading, compared to 80.4% of all students. There are similar gaps in the goals for math. Setting different goals for different students sends a message that the state of Iowa does not believe that students with disabilities can successfully achieve in school. The state should set consistent long-term academic achievement goals for all groups of students and help all students reach those standards. This would be consistent with Iowa's approach to goals for graduation rates.

Second, the Iowa plan must focus on identifying schools where students are struggling and have a plan to provide critical supports. In its plan, schools would receive targeted supports after certain groups of student, like students with disabilities, do not make any progress at all for three years. This means that if a group has been doing poorly, but is making even a tiny bit of progress--the state will not provide targeted supports to help that school improve services for those students. Our ESSA plan must make sure that schools quickly recognize when groups of students like students with disabilities are struggling and take quick action to help them meaningfully improve. By providing support and resources to help schools improve, we can identify schools for productive purposes rather than punitive ones.

Third, Iowa needs to provide more information about the school climate survey. In its plan, schools would be held responsible for school climate based on surveys administered to students in grades 5-12. While the plan says that Iowa will adapt the survey for earlier grades, and that the plan appendix would have more details on how the state will do that and on the reliability and validity of the survey--that information is not currently in the plan. I urge the state to provide this information to ensure that parents and schools understand the surveys better.

[specifics about Conditions for Learning will be provided in the final submission]

<p>As you know, the creation of the ESSA plan is just the beginning of the hard work that is ahead as parents, educators and policymakers will need to work together to help the law fulfill its goal of providing every student a high-quality education. I hope you will consider this feedback before you finalize Iowa's ESSA plan.</p>	
<p>Dear Iowa Department of Education, Gifted education is included in federal ESSA statute. Iowa state code requires all districts to have a K-12 gifted and talented program. Despite this, Iowa's second draft of the state ESSA plan fails to address the needs of gifted and talented students.</p> <p>As an advocate for strong gifted services in Iowa, I ask that the following points be addressed in the next ESSA draft.</p> <ul style="list-style-type: none"> • Include "gifted" as a subgroup for accountability. The Iowa DE does not include "gifted" as a subgroup in the second draft despite hearing this request from gifted advocates throughout the state after the first ESSA draft was released. Having "gifted and talented" as a subgroup allow for accountability and better planning for services. For example, having gifted as a subgroup in four-year graduation data would help identify which districts need more aid in serving gifted underachievers. • Ensure that the state's assessment systems can adequately measure the academic achievement and academic growth of gifted students. Is there enough flexibility in above-level testing options so that a gifted student's academic achievement and growth can be accurately measured? • Specify how gifted education will be included in the state's MTSS plan. In applying for Title II professional development funds, states <i>must</i> (by federal statute) include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify and students and provide instruction based on the students' needs. How will the needs of gifted students be addressed in the state's proposal that relies heavily on MTSS? <p>The gifted population in our state are not only in our large, highly populated school districts. Gifted learners who live in rural areas do not have the same opportunities that their peers in larger cities do. It is an often overlooked challenge for small and combined districts to identify and address the needs of their gifted learners. Few classroom teachers have had coursework in gifted education; challenged funding additionally exacerbates the efforts of these districts to provide quality services. As has been used many times, "zip code should not determine the quality of education in Iowa." If we say <i>all learners</i>, are we truly intending <i>all learners</i>?</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.</p> <p>3.I: Establish assessments to impact efficacy of instruction for all students.</p> <p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p> <p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>

<p>Iowa's ESSA Plan provides an opportunity to be a leader among states by including gifted learners as a subgroup--not ignoring the opportunity to do so. I hope that the drafters and reviewers of our state plan can see their way to do what is right (which is not always popular) not what is popular (but not always right!)</p>	
<p>Iowa Department of Education,</p> <p>Last winter I attended both stakeholder and informational meetings providing feedback regarding Iowa's first draft of the state ESSA plan. I have been anxiously awaiting the opportunity to review Iowa's second draft of the state ESSA plan and I am saddened and disappointed to see the Iowa Department of Education has again decided to not include gifted and talented students in Iowa in the ESSA plan.</p> <p>As you know, gifted education is included in federal ESSA statute. Iowa state code requires all districts to have a K-12 gifted and talented program. Despite this, Iowa's second draft of the state ESSA plan fails to address the needs of gifted and talented students. Why is the Department of Education turning their back to gifted learners in Iowa?</p> <p>As an advocate for strong gifted services in Iowa and a teacher for gifted and talented students, I am again asking that the following points be addressed in the next ESSA draft.</p> <ul style="list-style-type: none"> • Include "gifted" as a subgroup for accountability. The Iowa DE does not include "gifted" as a subgroup in the second draft despite hearing this request from gifted advocates throughout the state after the first ESSA draft was released. From reviewing the second draft of Iowa's ESSA plan, pg. 149, it appears the Department of Education in Iowa acknowledges that<i>"if gifted and talented was added as a subgroup, it would ensure that this population would be a higher priority [data reporting, review and be responsible to this population above what is currently occurring]."</i> The document goes on to say; <i>"There was an additional concern around the rationale for having gifted and talented as a subgroup [i.e., what would we do with the data as a state]. It was generally agreed that gifted and talented could be data disaggregated at the local level."</i> What would the DOE do with the data? I would hope the DOE would assure school districts are addressing the unique learning needs of gifted learners and when the State of Iowa says <i>Every Student Succeeds</i>, they are including gifted and talented in "every". In my 20+ years working with gifted learners in the same large, metro district, the district has never disaggregated the data to examine how gifted learners are faring at the local level. As with the current subgroups, having "gifted and talented" as a subgroup allows for accountability and better planning for gifted services. For example, having gifted as a subgroup in four-year graduation data would help identify which districts need more aid in serving gifted underachievers. • Ensure that the state's assessment systems can adequately measure the academic achievement and academic growth of gifted students. Iowa must use an assessment system with adequate room at 	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.</p> <p>3.I: Establish assessments to impact efficacy of instruction for all students.</p> <p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p> <p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>

<p>the top levels to measure yearly academic achievement and academic growth for our gifted students. Is there enough flexibility in above-level testing options so that a gifted student's academic achievement and growth can be accurately measured?</p> <ul style="list-style-type: none"> • Specify how gifted education will be included in the state's MTSS plan. In applying for Title II professional development funds, states <i>must</i> (by federal statute) include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify students and provide instruction based on the students' needs. How will the needs of gifted students be addressed in the state's proposal that relies heavily on MTSS? I am part of the MTSS Committee at my school and meeting after meeting teachers struggle to know and understand how to support gifted learners within the MTSS framework. In-service teachers do not have the knowledge, skills or strategies to identify students in the classroom or adequately provide instruction based on the needs of gifted students in the classroom or provide appropriate interventions for high ability learners. Professional development focused specifically on gifted learners is greatly needed to increase teacher and administrator knowledge and understanding of gifted learners characteristics and learning needs. Please specify gifted education be included in the state's MTSS plan and the use of Title II professional development funds as noted in federal statute. <p>This is the time for Iowa Department of Education to be a leader and mandate gifted learners have a place in Iowa's ESSA plan. Thank you for your time and consideration.</p>	
<p>Dear Iowa Department of Education,</p> <p>Gifted education is included in federal ESSA statute<http://iowatag.us13.list-manage1.com/track/click?u=b98d6885f0a3eca2627d54a6f&id=2d87387478&e=2797157fe1>. Iowa state code requires all districts to have a K-12 gifted and talented program. Despite this, Iowa's second draft of the state ESSA plan fails to address the needs of gifted and talented students.</p> <p>As an advocate for strong gifted services in Iowa, I ask that the following points be addressed in the next ESSA draft.</p> <ul style="list-style-type: none"> * Include "gifted" as a subgroup for accountability. The Iowa DE does not include "gifted" as a subgroup in the second draft despite hearing this request from gifted advocates throughout the state after the first ESSA draft was released. Having "gifted and talented" as a subgroup allow for accountability and better planning for services. For example, having gifted as a subgroup in four-year graduation data would help identify which districts need more aid in serving gifted underachievers. * Ensure that the state's assessment systems can adequately measure the academic achievement and academic growth of gifted students. Is there enough flexibility in above-level testing options so that a gifted 	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.</p> <p>3.I: Establish assessments to impact efficacy of instruction for all students.</p> <p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p> <p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>

<p>student's academic achievement and growth can be accurately measured?</p> <p>* Specify how gifted education will be included in the state's MTSS plan. In applying for Title II professional development funds, states must (by federal statute) include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify and students and provide instruction based on the students' needs. How will be the needs of gifted students be addressed in the state's proposal that relies heavily on MTSS?</p> <p>Thank you for your time!!</p>	
<p>Good afternoon.</p> <p>I'm writing to weigh in on ESSA as today is the last day you'll consider feedback. I have a few concerns.</p> <p>First, why is it that ESSA only requires 41.5% of learning disabled third graders be proficient in reading? A large chunk of those students are dyslexic and with the appropriate intervention could be proficient readers. Wouldn't it be beneficial to focus more on providing multi-sensory, evidence based reading instruction to the learning disabled students than to hold them, as a whole, to a lower standard? The message that ESSA is sending by doing this is that those students aren't as capable as their typically abled peers, when in fact, a large portion of them (including my own dyslexic 3rd grader) absolutely are.</p> <p>Second; I'm concerned about what makes a school eligible for "targeted support" under ESSA. There needs to be a revision on the qualifications so schools can receive the support they need. I recently read an example saying that when a school that starts with a ridiculously low proficiency score, like 10%, makes a HALF OF A PERCENTAGE of growth over 3 years, they would not qualify for targeted support under ESSA because the school did, in fact, show growth. I'd like to see all schools under a certain percentage receive that support and continue to receive that support until they reach average proficiency AND they need to continue to be monitored after that support is pulled.</p> <p>Please take these points into consideration while revising ESSA before it goes into full effect.</p>	<p>4.M: Clearly describe measures, calculations, etc. [long-term goals]</p> <p>4.ID: Provide clarity on how targeted and comprehensive sites are identified. [targeted, identified based on any subgroup performing as low as the lowest 5%]</p>
<p>Dear Iowa Department of Education,</p> <p>Gifted education is included in federal ESSA statute. Iowa state code requires all districts to have a K-12 gifted and talented program. Despite this, Iowa's second draft of the state ESSA plan fails to address the needs of gifted and talented students.</p> <p>As an advocate for strong gifted services in Iowa, I ask that the following points be addressed in the next ESSA draft.</p>	<p>3.S-GT: Establish Gifted and Talented as a subgroup for reporting and accountability.</p> <p>3.I: Establish assessments to impact efficacy of instruction for all students.</p> <p>5.PL-GT: Support effective Professional Learning for</p>

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<p>Dear Director Wise,</p> <p>I am an Iowa voter who cares about all children receiving a high-quality education. I am writing to strongly urge you to improve Iowa's plan for the Every Student Succeeds Act (ESSA) so that it considers the needs of children with learning and attention issues, such as Dyslexia and ADHD, in three key ways described below.</p> <p>Before I share with you my observations about the draft ESSA plan, I'd like to share the story of my child who has learning and attention issues (or a child I care about). My child was first identified for special education due to struggles with reading, math and attention. While this made learning challenging, we made sure to provide every support and resource he needed. Most importantly, my child and I, together with the school, had high expectations for success, recognized his significant strengths, and used effective interventions. Today, my child is thriving in school.]</p> <p>In the 2015-2016 school year, more than 34,000 students in Iowa were identified with specific learning disabilities. This represents 60% of all students with disabilities in our state. Over 67% of Iowa students with learning disabilities participate in the general education classroom for 80% or more of the school</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p> <p>4.M: Clearly describe measures, calculations, etc. [long-term goals]</p> <p>4.ID: Provide clarity on how targeted and comprehensive sites are identified. [targeted, identified based on any subgroup performing as low as the lowest 5%]</p>

day. Approximately 82% of students with learning disabilities in Iowa graduate with a regular high school diploma. These students are all impacted by ESSA, and it is important that we get our state plan right!

Iowa's draft plan excels in some areas--specifically, the focus on multi-tiered systems of supports (MTSS)--a framework that can help students with learning and attention issues thrive! This framework ensures that children get extra assistance and interventions as soon as they begin to struggle--helping more students stay on track. Not only does Iowa's plan focus on MTSS, it provides resources and supports to help teachers learn how to do this work well.

However, there are some areas for improvement. Here are three specific changes I would like to see you make that will help students with learning and attention issues in Iowa.

First, Iowa needs to set rigorous achievement goals that are the same for all groups of students, including those with learning and attention issues. The Iowa draft plan sets much lower long term academic achievement goals for students with disabilities compared to the goals for other groups. For example, to meet the long-term goals, only 41.9% of third grade students with disabilities need to be proficient in reading, compared to 78.5% of all third graders. In high school, the gaps become even larger, with only 33.1% of 11th grade students with disabilities needing to be proficient in reading, compared to 80.4% of all students. There are similar gaps in the goals for math. Setting different goals for different students sends a message that the state of Iowa does not believe that students with disabilities can successfully achieve in school. The state should set consistent long-term academic achievement goals for all groups of students and help all students reach those standards. This would be consistent with Iowa's approach to goals for graduation rates.

Second, the Iowa plan must focus on identifying schools where students are struggling and have a plan to provide critical supports. In its plan, schools would only receive targeted supports after certain groups of student, like students with disabilities, do not make any progress at all for three years. This means that if a group has been doing poorly, but is making even a tiny bit of progress--the state will not provide targeted supports to help that school improve services for those students. Our ESSA plan must make sure that schools quickly recognize when groups of students like students with disabilities are struggling and take quick action to help them meaningfully improve. By providing support and resources to help schools improve, we can identify schools for productive purposes rather than punitive ones.

<p>Third, Iowa needs to provide more information about the school climate survey. In its plan, schools would be held responsible for school climate based on surveys administered to students in grades 5-12. While the plan says that Iowa will adapt the survey for earlier grades, and that the plan appendix would have more details on how the state will do that and on the reliability and validity of the survey—that information is not currently in the plan. I urge the state to provide this information to ensure that parents and schools understand the surveys better.</p> <p>As you know, the creation of the ESSA plan is just the beginning of the hard work that is ahead as parents, educators and policymakers will need to work together to help the law fulfill its goal of providing every student a high-quality education. I hope you will consider this feedback before you finalize Iowa's ESSA plan.</p>	
<p>Greetings, Ryan Wise, Director of IA Department of Education, David Tilly, Deputy Director and all—</p> <p>You requested and informed Iowans they can provide feedback on the Second Draft of Iowa’s Every Student Succeeds Act (ESSA) Plan dated 6-16-17, by email to essa@iowa.gov. Here it is as you requested.</p> <p><u>EXECUTIVE SUMMARY</u></p> <p>The ‘Plan’ is typical of previous plans that failed. Its GUIDING PRINCIPLES are flawed! It cited activities, verbs that <u>can’t</u> be measured, rather than results--nouns that <u>can</u> be measured. So it is results-less and useless. And it failed to mention, much less address, educators’ adamantly flawed belief it is the students who are flawed, not the schools. ESSA has stopped educators from blaming students publicly, so they do it privately and in practice. And this has been proven time and again by past educator school fixes that failed and resulted in no educator lessons learned. Special Education is a painful example of such a child abusive failure. Special Education should only be for those students who have been diagnosed by a doctor with a disability – IT SHOULD NOT BE FOR STUDENTS THE SCHOOL HAS FAILED TO EDUCATE – but Iowa educators continue to place students in Special Ed rather than remediating them by figuring out what it was the schools did wrong in the first place.</p> <p><u>FLAWED IOWA’S ESSA PLAN’S GUIDING PRINCIPLES</u></p> <p>A close review of the following 6 IOWA’S ESSA GUIDING PRINCIPLES on page viii showed it was useless educator babble as usual and a complete waste of time to read more. The PRINCIPALS cited activities, verbs, saying we will: implement, communicate, proceed with, assert, work, and emphasize. And you</p>	<p>GC: General concern: stress on the system to implement all the things we are implementing/ESSA implementation/assessments that educators have to do, or leaving the plan too flexible/open to local control.</p> <p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the Lau plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p> <p>RT: Take this opportunity to rethink education completely.</p>

know activities (verbs) cannot be measured. Results (nouns) like test scores and student achievement, can be measured and they were not mentioned, again as usual for educator babble. When the **PRINCIPLES** of a plan are so flagrantly flawed, it is a **SCAM** and a waste of time to read it!! It ought to be junked and replaced with a plan that will at least state and achieve measurably improved results, how they will be achieved, when they will be achieved and at what cost or savings!!! It would also state a recovery plan for students if it fails, as all previous 'plans' have failed. Previous plans failed because Iowa educators continue to believe students are defective rather than the teaching. Students caught in a curriculum change from one of memorization to one of effectively teaching concepts to all learning styles **require effective remediation** but Iowa schools have failed to this, preferring to avoid accountability by blaming students for the situation. The foundational principles listed in the 2nd ESSA draft for Iowa clearly show no recognition of the problem of failing to accept responsibility for the situation that brought government intervention.

"The foundational principles listed below served to guide our approach to the development of Iowa's ESSA Plan. The Iowa Department of Education (IDOE) is committed to:

1. **Implementing an Inclusive Process.** We will implement an inclusive process that balances various internal and external stakeholder inputs, reinforces priority outcomes, and demonstrates value for our partnerships with these stakeholders.
2. **Prioritizing Frequent Communication.** We will communicate frequently with internal staff members, the field (including parents and the public) and state leadership.
3. **Supporting Iowa's Context.** We will proceed with the development of Iowa's ESSA Plan while federal regulations are developed. We will ensure our plan supports any federal regulations developed while staying true to Iowa's specific needs and context.
4. **Maintaining the Intent and Spirit of ESSA.** We will assert that Iowa's interpretation of ESSA is what guides the development of our ESSA State Plan.
5. **Maximizing District Flexibility.** We will work to maximize flexibility for Iowa's school districts.
6. **Ensuring Equity for Historically Disadvantaged Students.** We will emphasize equity in results across all subgroups identified in ESSA: students with disabilities, students who are economically disadvantaged, students from diverse ethnic and racial groups, English Learners, students of military connected families, as well as students who are migrant, homeless or in foster care."

4.M: Clearly describe measures, calculations, etc.

[long-term goals]

4.ID: Provide clarity on how targeted and comprehensive sites are identified. [targeted, identified based on any subgroup performing as low as the lowest 5%]

EDUCATOR'S FLAWED BELIEF STUDENTS ARE DEFECTIVE, NOT SCHOOLS

Some education theories have stayed around far too long. This link provides an overview of some:

<http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/influential-theories-of-learning/>

Two theories used in Iowa for far too long, with one, Cognitive Psychology, still in use are:

In Iowa, cognitive psychology did not move completely away from behaviorism, and that continues to be reflected in the 2nd draft of Iowa's response to ESSA. Students continue to be blamed for the failure of training teachers to effectively teach concepts – and using these effective techniques to effectively remediate.

According to the latest report from the National Council on Teacher Quality, all but four of Iowa's teacher training programs fail to include all five of the concepts known as the science of reading. The University of Iowa finally moved up from the two reported in the previous reports to 5 with this last one (likely because the Iowa Reading Center is attached to it), but that does not mean they know how to effectively teach these five concepts – preferring to falsely blame students who do not learn as having something wrong with them.

Teaching math still has a tendency to rely on memorization rather than effectively teaching the process to all learning styles. **Understanding the process is more important than the quick memorization of math facts (justified by too many educators as necessary to be able to spend more time on higher level problems). Understanding the process at all levels is important to properly understanding the result, an indication of critical thinking skills.**

Educators are failing to demonstrate higher level critical thinking skills in taking responsibility for achieving results – thus demonstrating accountability according to ESSA.

PAST SCHOOL FIX FAILURES

Director Wise bogusly claims Iowa is in an excellent position to succeed with this 'Plan'. But he didn't, and couldn't, cite any past plan that succeeded in improving anything!! And he didn't cite anything that was learned from the following school fix failures—which all to date have cost over **\$200 billion!!** **Neither did he**

address the fact that Iowa students are falling in rankings on NAEP as other states figure out what they have been doing wrong.

[WHY SUMMER READING, TEACHER LEADERSHIP & OTHER 'EDUCATION FIXES' FAILED](#)

[SCHOOL BOARDS--ALL 3 IA SUMMER READING PROGRAMS FAILED](#)

Note. Not all statements were coded, however all feedback was reviewed and considered in revisions of Iowa's ESSA Plan.

Table 6, Raw Data: ESSA ONLINE FEEDBACK with coded Summary Themes: Third Draft [Feedback August-September]

Overview Section	Summary Themes
<p>Section D. Title II, Part A: Supporting Effective Instruction Gifted and talented support must remain in our ESSA for this group to continue to thrive and make effective gains. Professional development and effective teaching needs continued funding.</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented. 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>
<p>Fine arts should continue to be an integral element of our state's education plan. Development of critical thinking and problem solving are addressed no where else in our curriculum at such a high level. In addition, the aesthetic value of arts education is invaluable in maintaining the quality of life in the state of Iowa.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p>
<p>I advocate for fine arts inclusion and specifically music education as an important component of a well-rounded education. This well-rounded education piece cannot be overstated. This is a complete and necessary departure from the very narrow view of education provided by NCLB. Music was specifically enumerated as an important component of a well-rounded education with ESSA, and it is time for Iowa to make good on this promise (made at the federal level) to all Iowa students!</p> <p>I support the work of the Department of Education to collaborate with state level organizations on creating exemplars, fine arts standards, and strategies for promoting a well-rounded education. This would hopefully entail professional development at the local level.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts. 6.AC-M: Support all content areas and/or standards across content areas – Music. OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p>
<p>I believe that it is important to state the importance of the "well-rounded education" concept as a departure from "No Child Left Behind" and that this DOES include the fine arts.</p>	<p>6.AC-FA: Support all content areas and/or standards</p>

Support the work of the Department of Education to collaborate with state level organizations on creating exemplars & strategies for promoting a well-rounded education. This would hopefully entail professional development at the local level.	across content areas – Fine Arts. OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.
I support the work of the Iowa Arts Alliance. Any and all suggestions they make are supported by me. I'm a band director and a member of the Iowa Bandmasters Association. Fine Arts are an important part of a well rounded education. Specific language to acknowledge and include this are necessary to our education system and need to be fully addressed in ESSA.	6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.
I want to make sure that the "well rounded; education aspect of ESSA is paramount in the implementation of this plan. This plan needs to be a marked departure from the NCLB focus on math and reading. Fine arts are a part of a well rounded education and there is very little in this plan to address this portion of a well-rounded education. We do not want to let this opportunity to broaden the scope of what "well rounded education means for the students of Iowa.	6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.
I would like to see the continued inclusion of fine arts as part of a well-rounded education	6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.
It is important to understand how a system works (or is intended to work) so as to know whether or not it is working!	
It's a bit confusing as to why social studies is listed in "additional programming" alongside PE. Social Studies should be considered a core class and be alongside math, ELA and science having the same importance. Social Studies equips students to think critically and gives them a background and desire to be a well-educated citizenry.	6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.
Not enough about student wellness and physical education. Vital for all students. Without physical activity, students will never achieve their full potential in the classroom. If we want the best readers, writers, and understanding of math, science, etc, their must be more activity.	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness
Physical Education is not mentioned at all. Please make this change to include EVERY curricular area!	6.AC: Support all content areas and/or standards across content areas (e.g.,

	<p>include Early Learning/Iowa required standards/Essential Elements in the plan and/or the ELS/Iowa required standards/Essential Elements as a focus of professional learning).</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p>
<p>Reporting reading achievement by using the FAST system and only fluency measure is not representing the act of "reading" and carries no comprehension measure. It is also timed and does not represent what a child can do if they are frightened by the timing issue. The system does not work adequately, and currently is NOT up and running. Again, not reliable because the system does not work that holds the reading data, and not valid because it is timed for 1 minute and has no comprehension measure.</p>	<p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the Lau plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>Schools should have more decision making regarding the funding they receive.</p>	<p>F: Include or promote state and/or local flexibility within the plan, equity and/or flexibility in funds, indication of a need for more funds.</p>
<p>The most glaring issue in this is that there is no mention of Physical Education. How can any document related to education omit the part that creates and builds brain networks and healthy bodies? How we will we achieve our Healthiest State Initiative with kids sitting all day? Something else that we know is not good for kids. Back up and look at all the science research that clearly tells us that we need more physical education, not less. This also directly affects all the other sections.</p>	<p>6.AC-PE: Support all content areas and/or standards across content areas –</p>

	Physical Education, health, wellness
There is no mention of Physical Education in this. Section F should mention Physical Education. If you look at our kids and our society, we are all getting bigger and health care is rising. Physical Education needs to be important in the schools!	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.
We all have an interest in ensuring Iowa students are prepared to meet tomorrow's challenges and attain future success through a well-rounded education. Research demonstrates that physically fit students are better learners; they exhibit superior cognitive function. Physical education is necessary education. We cannot control what problems students face before they enter our school buildings, but we can provide them with the tools necessary to be resilient and successful. Health is the foundation in the creation of a high-achieving student.	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.
Why is there no mention of the importance of physical education? Every research ever completed explains the importance of and connection of fitness scores and academic success. You need to be advocating for more quality physical education time in the schools. We are the resource help students need to activate brains and prepare them for learning. How about we get on board with the research and act on it?	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.
Wondering why Physical Education was not mentioned? Research shows that physically active kids have more active brains and literature supports the connection between healthy bodies and healthy minds. It seems odd that Physical Education is not mentioned when we are talking about every student succeeding.	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.
You are missing one of the most important components to a child's education-Physical Education. Kids need physical activity in their life. Exercise is the only thing that creates new brain cells and without physical activity our students will become more sedentary, inactive, and lack the healthy lifestyle that is critical to academic success. It has been scientifically proven time and time again that physically active students do better academically. How can such a crucial part of one's life be eliminated????	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.

A. Title I, Part A: Improving Basic Programs Operated by Local Education Agencies (LEAs)	Summary Themes
Continue to provide appropriate funding for the talented and gifted.	6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.
Having a guided review process for academic standards is a good idea and will keep Iowa educators current with best practices in the various disciplines.	
<p>I would like to see rhetoric within ESSA that addresses the need for LEAs to improve the overall implementation of school library programs. Effective school library programs staffed with a certified teacher librarian build a LEA's capacity to deliver student mastery of national/state standards by providing guidance, connections, resources as well as teacher leadership for all levels of learners in all subject areas.</p> <p>Set to be released this September are the new National School Library Standards and Program Guidelines which may provide additional guidance with meeting 21st century learning needs in multiple literacies as well as serve and support the work of Future Ready Schools and our state's Digital Learning Plan.</p>	<p>5.PL-L: Support effective Professional Learning for educators (and describe what it looks like)– Librarians.</p> <p>6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
Include fine arts participation levels as a measure of school quality!	4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.
inclusion of Fine Arts participation as an indicator of school quality	4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.
Please consider adding Fine Arts participation as an indicator of school quality.	4.M-FAM: Establish measures for reporting and accountability that include fine arts and music.
<p>Post-secondary readiness index: There is not requirement from the USDE for a post-secondary readiness in the plan. This goes against the minimum to meet compliance approach that the IDE claims to be taking.</p> <p>Consistently performing subgroups: What if the subgroup has an above average accountability index score and no growth? Would the school be identified for targeted assistance?</p> <p>How is the IDE defining the trajectory? If a subgroup as a single year with a positive trajectory but an overall 3 year negative trajectory, would that be included as zero-to-negative?</p>	<p>Post-Secondary Readiness</p> <p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p>

Consistently performing subgroups: inconsistent definitions on pages 62 & 66 ESSA Indicators and Weights: There is a large difference (10%) in the weighting of Conditions for Learning in year 3 between elementary/middle and high schools. Concerned this may cause a difference between elementary/middle and high schools and over-identify schools from one of the categories.	
What about PE?	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.
B. Title I, Part C: Education of Migratory Children	Summary Themes
Table 17. Service Delivery Plan, p. 80 Table 18. Required Activities, Measures and Resources, p. 81 Who are the migrant students referred to in these charts? What is a PFS migrant student? Our district has students who are identified as migrant through the state recruitment and eligibility process, but we do not have a Migrant Education Program. Does Table 17 refer to all migrant students?	SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.
The acronyms were confusing for an area outside of my knowledge. Is there a way to link or find out definitions for understanding the acronyms.	2.C: Establish a communication plan to disseminate/support this plan that makes sense to the greater population.
C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk	Summary Themes
Foster care students were listed. I would change it to include, children who are/or ever have been in foster care. As a parent who has children adopted from foster care, I can assure you that their struggles do not magically disappear after adoption but rather continue to affect them for years. Unfortunately, once adopted, many supports that these children need are cut off. Education is hindered by their various issues and they often continue to struggle in the school setting.	SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.
Added funding for At-Risk programs and drop out prevention programs.	
Believe that more resources should be earmarked for prevention efforts rather than removal	
Obesity is a health equity issue exacerbated by poverty. Students at risk for a bevy of undesirable outcomes, including: absenteeism, poor grades and drop out, deserve daily physical activity opportunities at school in K-12. For those of us fortunate to live in safe neighborhoods full of children on bikes and families out on evening walks, it is difficult to imagine that some children live in areas where it is unsafe to play outside because of crime, violence and inadequate recreational facilities. Physical activity can also help manage disruptive	4.M-PE: Establish measures for reporting and

<p>classroom behaviors and a growing body of research is establishing physical fitness as a critical pathway to resilience and health. Read about it here: https://www.ncbi.nlm.nih.gov/pubmed/24146240</p>	<p>accountability that include PE/health/wellness metrics.</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p>
<p>Seamless transition for students leaving correctional institutions is a worthy goal as it currently does not happen to the detriment of the student.</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p>
<p>Section C: Title I, Part D states, The Department will collaborate with the Iowa Department of Human services (DHS) and the Iowa Department of Corrections (DOC) to create seamless transitions for youth leaving correctional institutions in Iowa. The three agencies will work collaboratively to provide quality programming at each of stage of a youth’s transition:</p> <ul style="list-style-type: none"> • Entry into secure care • Residence • Exit from secure care • Aftercare <p>Question: Are these agencies familiar with the cultural, educational (Language Instruction Educational Program-LIEP) and language needs of English Learners? Do they have the means to communicate in a language most easily understood by children, youth and parents? There is not mention of EL specific professional development.</p>	<p>5.PL-EL: Support effective Professional Learning for Educators (and describe what it looks like)– EL.</p>
<p>Under the professional development/training section there is no mention of training/PD on working with EL students and families.</p> <p>Professional Development/Training</p> <ul style="list-style-type: none"> • Agencies will establish coordinated efforts for professional development of staff, in areas of transitions, transition requirements for DHS, JCS, and special education. • Create a joint staff development plan to address the unique needs. • State agencies will provide ongoing technical assistance and feedback 	<p>4.M-EL: Establish measures for EL that include student characteristics and/or some concern about the assessment used/measure for EL.</p> <p>5.PL-EL: Support effective Professional Learning for</p>

<p>throughout the year</p> <p>In Student outcomes, what about EL students and their performance on ELPA21? Student outcomes will be measured by:</p> <ul style="list-style-type: none"> • Earned passing grades for 80 percent of the classes taken • Completion of 80 percent of the courses started while in the facility • Annually, 25 percent of students between the ages of 17-21 will complete their high school diploma or it equivalence. 	<p>Educators (and describe what it looks like)– EL.</p>
<p>D. Title II, Part A: Supporting Effective Instruction</p>	<p>Summary Theme</p>
<p>Section D. Title II, Part A: Supporting Effective Instruction. Gifted and talented support must remain in our ESSA for this group to continue to thrive and make effective gains.</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented. 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p>
<p>Dear Iowa Department of Education,</p> <p>The Iowa Talented and Gifted Association, as well as lowans statewide who advocate for an educational system that supports the needs of gifted and talented students, are disappointed at the continued omission of gifted and talented students in the third draft ESSA plan.</p> <p>Gifted education is included in federal ESSA statute. ESSA specifically states that the SEA plan “shall include the following: A description of how the State educational agency will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.” Furthermore, Iowa state code requires all districts to have a K-12 gifted and talented program.</p> <p>Despite the language of ESSA and state code, and despite the feedback from many lowans across the state asking the DE to include the needs of gifted and talented students, Iowa’s third draft of the state ESSA plan fails to address the needs of gifted and talented students.</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented. 6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p> <p>Specific language to include: GT</p>

<p>The Iowa Department of Education writes in ESSA Draft 3, Section D. Title II, Part A: Supporting Effective Instruction, page 91 that, “The Department intends to use Title II, Part A funds to support implementation of effective Multi-Tiered System of Supports (MTSS) within Iowa’s Unified Differentiated Accountability System.”</p> <p>For MTSS to be fully inclusive of all students in Iowa, and for the state DE to demonstrate transparency and accountability in the ESSA plan, the needs of gifted and talented students must be addressed within the state plan. ITAG requests the DE to show its commitment to serving all students by specifically addressing gifted and talented students in the state ESSA plan by including the following language. This language is modeled after the Wisconsin DPI ESSA plan to explain how gifted and talented students will be included in Wisconsin’s approach using RtI.</p> <p>Gifted and Talented Every school district must offer a gifted and talented program (Iowa Code, section 257.42). Pursuant to IC section 257.44, gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any one or more of the following areas: 1) general intellectual ability; 2) creative thinking; 3) leadership ability; 4) visual and performing arts ability; and 5) specific ability aptitude.</p> <p>The Iowa Department of Education establishes guidelines and offers guidance and technical assistance to educators, administrators, schools, and districts on 1. Program goals, objectives, and activities to meet the needs of gifted and talented children. 2. Student identification criteria and procedures. 3. Staff in-service education design. 4. Staff utilization plans. 5. Evaluation criteria and procedures and performance measures. 6. Program budget. 7. Qualifications required of personnel administering the program. 8. Other factors the department requires.</p> <p>The Iowa Department of Education will improve the skills of teachers, principals, and other school leaders in order to enable them to identify students who are gifted and talented by disseminating exemplars and best practices for including gifted within an MTSS framework and including gifted and talented in state professional learning about MTSS.</p> <p>ITAG recognizes the effort it has taken the DE to create and revise the draft ESSA plans. However, the continued omission of gifted and talented students goes against ESSA statute and does an educational disservice to the needs of the gifted and talented students. We ask that the exemplar language above be included in the state's final draft of ESSA.</p>	
<p>Dear Iowa Department of Education,</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe</p>

I study the special needs of gifted and talented students. If anyone thinks these students can navigate through life "better" than others, they are incorrect. A special set of challenges face them. To neglect this fact is irresponsible to their mental health. To neglect their needs is just as disgusting as neglecting the special needs of other students who fall far outside the norm.

The Iowa Talented and Gifted Association, as well as lowans statewide who advocate for an educational system that supports the needs of gifted and talented students, are disappointed at the continued omission of gifted and talented students in the third draft ESSA plan.

Gifted education is included in federal ESSA statute. ESSA specifically states that the SEA plan "shall include the following: A description of how the State educational agency will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students." Furthermore, Iowa state code requires all districts to have a K-12 gifted and talented program.

Despite the language of ESSA and state code, and despite the feedback from many lowans across the state asking the DE to include the needs of gifted and talented students, Iowa's third draft of the state ESSA plan fails to address the needs of gifted and talented students.

The Iowa Department of Education writes in ESSA Draft 3, Section D. Title II, Part A: Supporting Effective Instruction, page 91 that, "The Department intends to use Title II, Part A funds to support implementation of effective Multi-Tiered System of Supports (MTSS) within Iowa's Unified Differentiated Accountability System."

For MTSS to be fully inclusive of all students in Iowa, and for the state DE to demonstrate transparency and accountability in the ESSA plan, the needs of gifted and talented students must be addressed within the state plan. ITAG requests the DE to show its commitment to serving all students by specifically addressing gifted and talented students in the state ESSA plan by including the following language. This language is modeled after the Wisconsin DPI ESSA plan to explain how gifted and talented students will be included in Wisconsin's approach using RtI.

Gifted and Talented

Every school district must offer a gifted and talented program (Iowa Code, section 257.42). Pursuant to IC section 257.44, gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any one or more of the following areas: 1) general intellectual ability; 2) creative thinking; 3) leadership ability; 4) visual and performing arts ability; and 5) specific ability aptitude.

what it looks like]– Gifted and Talented.

6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.

Specific language to include:
GT

<p>The Iowa Department of Education establishes guidelines and offers guidance and technical assistance to educators, administrators, schools, and districts on 1. Program goals, objectives, and activities to meet the needs of gifted and talented children. 2. Student identification criteria and procedures. 3. Staff in-service education design. 4. Staff utilization plans. 5. Evaluation criteria and procedures and performance measures. 6. Program budget. 7. Qualifications required of personnel administering the program. 8. Other factors the department requires.</p> <p>The Iowa Department of Education will improve the skills of teachers, principals, and other school leaders in order to enable them to identify students who are gifted and talented by disseminating exemplars and best practices for including gifted within an MTSS framework and including gifted and talented in state professional learning about MTSS.</p> <p>ITAG recognizes the effort it has taken the DE to create and revise the draft ESSA plans. However, the continued omission of gifted and talented students goes against ESSA statute and does an educational disservice to the needs of the gifted and talented students. We ask that the exemplar language above be included in the state's final draft of ESSA.</p>	
<p>Inclusion of professional development for all subject areas of a "well rounded education" including the fine arts (page #91)</p> <p>Teacher Preparation (page #99) Inclusion of professional development for fine arts teachers, especially considering the adoption fine arts academic standards for Iowa</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>It's so disappointing there isn't a Section specifically for Talented and Gifted students anywhere. Why?</p>	<p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented</p>
<p>Physical education quality varies widely in Iowa schools in the absence of comprehensive standards that address: teacher certification, contact hours, curriculum and assessment. Effective instruction in physical education ensures students are not only competent in the skills necessary to live an active lifestyle, but the energy expenditure and overall physical fitness gained can improve student learning in other areas.</p>	<p>4.M-PE: Establish measures for reporting and</p>

<p>Charles Hillman, Ph.D., Associate Professor in the Department of Kinesiology and Community Health at the University of Illinois Urbana-Champaign, and his colleagues studied whether cardiovascular exercise would change brain function in preadolescent children. The answer is yes. The researchers found that for their 9 and 10-year-old participants (20 in all), moderate activity - akin to a brisk walk around the school building - increased neuroelectric (or brain) activity. This, in turn, translated into better and faster test performance. "Simply put, physical activity will help kids learn better," says Hillman. "There's nothing magical going on. Physical activity causes changes in the brain. As a result, we're seeing changes in behavior." http://www.actionforhealthykids.org/storage/documents/pdfs/afhk_thelearningconnection_digitaledition.pdf</p>	<p>accountability that include PE/health/wellness metrics.</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p>
<p>Professional development for all subject areas of a "well-rounded education" including the fine arts is integral to the success of implementation of ESSA and the Iowa Fine Arts Standards which are currently in an adoption process.</p>	<p>5.PL: Support effective Professional Learning for educators (regardless of content).</p> <p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p>
<p>Professional development should be available for all subject areas of a "well rounded education" including the fine arts.</p>	<p>5.PL: Support effective Professional Learning for educators (regardless of content).</p> <p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p>
<p>The availability of professional development of all teachers included in a "well rounded" education is very important. This plan is a great opportunity to broaden the scope of supporting effective instruction across the school curriculum.</p> <p>With the adoption of fine arts standards for the state of Iowa, professional development is very important for implementation of these standards.</p>	<p>5.PL: Support effective Professional Learning for educators (regardless of content).</p> <p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.</p>
<p>There is a place for effective school library programs staffed with a certified teacher librarian to support effective instruction in schools. In this third draft of ESSA there is no mention of the role of a school library program staffed with a certified teacher librarian as an additional mean to support effective instruction. Could</p>	<p>5.PL-L: Support effective Professional Learning for educators (and describe</p>

<p>there be consideration to mention Administrative Code 12.3(12) in this section of ESSA to reiterate there are existing supports in place with the roles of the teacher librarian to support MTSS, implement professional growth systems, and collect and interpret data that can be used to develop, deliver and support instruction that achieves desired student outcomes?</p>	<p>what it looks like)– Librarians. 6.S-L: Support strong libraries/library programs; and effective, certified librarians.</p>
<p>Would like to see support for professional development for fine arts teachers after the adoption of new standards.</p>	<p>5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. 6.AC-FA: Support all content areas and/or standards across content areas – Fine Arts.</p>
<p>E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement</p>	
<p>1. For entrance criteria, include identification within 30 days of enrollment if at beginning of year or within 14 days if enrolled later in the school year.</p> <p>2. Do we limit improvement plans to only evidence-based strategies? Please call out strategies to improve both content and language development for ELs.</p> <p>Bottom of 100...allow English Learners to be successful in both Iowa Language and Academic Standards.</p> <p>3. For districts with ELs , include the MTSS for ELs Supplemental Guide</p>	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance. OT: Other – such as Clarifications and/or focus on state law (e.g., what about the Lau plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>p.101: How will the IDE define effectiveness of strategies?</p>	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in</p>

	subsequent guidance or technical assistance.
<p>Regarding entrance criteria, what about the two-week timeline for screening once a student enrolls after the first thirty days of the school year?</p> <p>What will the "improvement plans" look like?</p> <p>What does the SEA deem as evidence-based practices?</p> <p>For "Iowa Academic Standards", do ELP Standards fit under this umbrella? Please specify.</p> <p>The monthly action plan data review: Who will be responsible for this? SEA? AEA?</p> <p>What venue will the "continued professional learning support" menu be available in? Please specify.</p> <p>Is the "summer institute" mentioned Our Kids? Will this be part of that conference? Or will this be completely separate?</p>	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the Lau plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
<p>Section 1 (Entrance and Exit) - it states that districts have 30 days for entrance criteria. The current practice is 14 days from the start of the year, 30 days after the start. (Would need to add 14 days from the start?)</p> <p>Section 2</p> <ul style="list-style-type: none"> - what are matched evidence-based strategies? How will these be decided? Used systemically? - what are the 3 year cycle of improvement plans? What's the criteria? If the N size is 20, most of our districts won't meet this. What is the accountability for these districts? What does the accountability look like? Who will review and facilitate these plans? - Last sentence 'Iowa Academic Standards'? Are the ELP standards included in these? need to be stated? - Whose responsible for the 'monthly action plan data review'? - Summer institute - will this be the Our Kids conference or is this something else required? and for whom? <p>Section 3</p> <ul style="list-style-type: none"> - should the MTSS English Learner Supplemental Guide be added to this section with the DA and support system? 	<p>SQ-GTA: Specific questions or comments across the plan that will be addressed in subsequent guidance or technical assistance.</p> <p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the Lau plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>
F. Title IV, Part A: Student Support and Academic Enrichment Grants	Summary Theme
Add Physical Education!	6.AC-PE: Support all content areas and/or standards

	across content areas – Physical Education, health, wellness.
<p>Healthy children = better learners.</p> <p>The equation is simple, and we all must do the math. One-third of our kids are overweight or obese, putting them at risk for a variety of health complications and chronic diseases, including heart disease, gallbladder disease, asthma, Type 2 diabetes and cancer. Alarming, obesity contributes to one-fifth of all cancer deaths in the United States. The solution, though, to this national epidemic is within reach. Funding high-quality physical education and health at each grade level K-12 ensures students develop the skills and confidence to lead a healthy, active and productive life when they graduate from the Iowa school system.</p>	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.
<p>I have specific concerns regarding the shift back toward the Iowa Youth Survey. there was a general sense of displeasure from our stakeholders regarding the use of the IYS in goal setting. So last year, after considerable effort to persuade our stakeholders that there was a better model, we moved away from the IYS survey toward a nationally normed survey that allowed us to gather more actionable data from students, parents, and staff. We have set district improvement goals around this new model. Now it sounds like we need to abandon this, wait, and "hope" that the new survey when ready will give us actionable stakeholder results.</p> <p>Wouldn't it be simpler to just require districts to have a system in place, and offer the IYS as an option. this way those using Gallup, or CAYCI can continue with existing goals.</p>	4.M-CS: Some concern about the 4 th measure – will students take it seriously, will parents complete it, is it available in different languages, is it online or paper.
<p>Physical Education needs to be added. Students need to exercise. A healthy body creates a healthy mind. Your brain is more active to learn after a workout. Studies have proven it.</p>	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.
<p>There is no mention of Physical Education. Brain research suggests that a half hour of rigorous physical activity helps promote brain cell growth. This is a serious oversight that needs to be fixed. I want my child to be active during the school day. What good is a learned mind without a healthy body?</p>	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.
<p>Where is physical education? You list music and arts but not PE? That is ridiculous and could end up destroying all quality programs across the state.</p>	6.AC-PE: Support all content areas and/or standards

	across content areas – Physical Education, health, wellness.
Will information about subgroups in these areas be integrated into the plans for support and enrichment.	
Wondering why Physical Education was not mentioned? Research shows that physically active kids have more active brains and literature supports the connection between healthy bodies and healthy minds. It seems odd that Physical Education is not mentioned when we are talking about every student succeeding.	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.
G. Title IV, Part B: 21st Century Community Learning Centers	Summary Theme
Inclusion of arts-integrated learning to help students gain proficiency in math & reading	5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.
Inclusion of arts-integrated learning to help students gain proficiency in math & reading can be an essential part of 21st Century Learning Centers. The state of Iowa need to support this concept.	5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts.
Inclusion of fine arts integration practices to ensure that students can develop their abilities in math, reading, and other subjects through fine-arts integrated lessons. This might include allow space and time in the fine arts specialists schedules to deliver their own curriculum and at the same time, have the ability to work with classroom teachers in support of other curricula through the arts. Remember, ESSA specifically said to SUPPLEMENT not SUPPLANT existing programs. It will be important for Iowa to ADD fine arts integration WITHOUT LOSING any current focus on the separate, but equally important, sequential and rigorous fine arts curricula!	5.PL-FA: Support effective Professional Learning for educators [and describe what it looks like]– Fine Arts. SS: Concern regarding supplement not supplant decisions- use funds as intended.
H. Title V, Part B, Subpart 2: Rural and Low Income Program	Summary Theme
This will be a great help to rural schools who struggle.	OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.

I. Education for Homeless Children and Youth Program, McKinney Vento Homeless Assistance Act, Title VII, Subtitle B	Summary Theme
4. Access to Services - should include EL services to ensure services continue even though a child is homeless.	5.PL-EL: Support effective Professional Learning for Educators (and describe what it looks like)– EL.
EL subgroup to be specifically named.	3.DS: Define subgroups – confusion or concern about subgroup delineation or definition and why some groups are not identified as a subgroup.
First paragraph refers in two places to Title VIII. Is it Title VII or VIII?	
Should the sub-group for EL be named specifically to ensure students receive services under 34, Access to Services?	3.DS: Define subgroups – confusion or concern about subgroup delineation or definition and why some groups are not identified as a subgroup.
Appendices A through H	Summary Theme
Appendix H Step 2 typo: Across all indicators is the subgroup consistently underperforming?	
Let us not forget the importance of physical activity and a well-rounded physical education program as a part of the formula for successful student learning. It is well documented that physical education plays a vital and key role in the successful academic performance of students. Physical education should not be left out of the essential needs for students, and should be required at all grade levels.	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness
Please add Physical Education to section F. It is important for our youth and their health!!	6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.

<p>Social Studies should be included in long term goals. It has already been marginalized as a legacy of NCLB. One of the earliest laws created by the United States was in 1787. It stated "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." Good government happens when students are exposed to social studies and this plan does not emphasize that enough.</p>	<p>6.AC-SS: Support all content areas and/or standards across content areas – Social Studies.</p>
<p align="center">Written Comments [Email]</p>	<p align="center">Summary Themes</p>
<p>I am writing on behalf of the College in High School Alliance to provide feedback on the state's ESSA plan. Please don't hesitate to let me know if there is any further information that we might be able to provide or questions we can answer. The Honorable David Tilly Iowa Department of Education, Grimes State Office Building, 400 E. 14th St., Des Moines, IA 50319-0146</p> <p>Dear Deputy Director Tilly, The steering committee of the College in High School Alliance appreciates the opportunity to provide feedback on Iowa's draft State Plan under the Every Student Succeeds Act (ESSA.). The College in High School Alliance (CHSA) is a coalition of leading national, state, and local organizations committed to policies that support high-quality dual enrollment, concurrent enrollment, and early college high schools. The CHSA believes that greater support for these models at the federal, state, and local levels will significantly improve the secondary and postsecondary outcomes of students, particularly those from low-income and middle-class backgrounds.</p> <p>ESSA presents a unique opportunity for states and districts to help more young people enter and complete college by implementing school designs that improve the transition between high school and higher education. Early college and dual enrollment opportunities, which introduce high school students to college coursework, offer the potential to accelerate progression into—and success in—postsecondary education for students of all backgrounds. ESSA explicitly encourages states to use these approaches.</p> <p>Students who attend schools with high-quality dual enrollment (including concurrent enrollment) or early college designs are more likely to graduate high school, immediately enroll in college, and persist to completion than their peers. At the same time, these models provide students with significant flexibility in how to tailor their academic programs to their specific needs. They also meet a top priority of many families: reducing the time and cost for students to earn degrees and enter the workforce.</p> <p>We strongly encourage Iowa to include access, participation, and completion of dual enrollment, concurrent enrollment, and early college high school as part as part of its Title I accountability system. A number of Iowa</p>	<p>4.M-ACT. Establish measures for reporting and accountability that include ACT, SAT, college and career ready and/or AP.</p> <p>Post-Secondary Readiness</p>

institutions already offer these successful programs, and by building access to advanced coursework into a broader indicator measuring access to advanced coursework, institutions will be encouraged to consider adding new programs or expanding their current options for students.

In the current draft of Iowa’s plan, a Postsecondary College Readiness indicator that measures the number of high school graduates requiring remediation once enrolled in postsecondary education has been included. Building upon that indicator, by including a focus on expanding access, participation, and completion of quality dual enrollment, concurrent enrollment, and early college high school will assist in improving results, as studies have shown that these models are effective in reducing the need of high school graduates to take remedial classes¹ and on improving overall college attainment.²

The College in High School Alliance proposes the following best practices in incorporating dual and concurrent enrollment and early college high school into State Accountability Systems:

1. Focus on completion of college courses, not just access to them.
2. Ensure each measure of college coursework is weighted meaningfully in the accountability system, with a meaningful denominator (such as the ninth-grade cohort).
3. Increase points awarded for greater numbers of college credit accumulated, including completion of a degree or credential.
4. Allow a range of models for participating in advanced coursework and earning college credit (e.g., dual enrollment, early college, AP, and IB).
5. Disaggregate various advanced coursework models and weight them equally.
6. Use consistent definitions of early college and dual and concurrent enrollment programs.
7. Build the necessary system and financial capacity to ensure widespread student access and success in quality college courses.

More detail on these recommendations and best practices, as well as other ways states can leverage ESSA in support of early college and dual enrollment, can be found in our guide, “How to Scale College in High School: A State Policy Guide for Implementing Dual Enrollment and Early College Designs Under the Every Student Succeeds Act,” available [here](#). ESSA provides opportunities to support dual enrollment, concurrent enrollment, and early college high schools not just through Title I’s accountability system, but also school improvement programs available under Title I, professional development for these programs under Title II, supporting English language learners as part of Title III, and are allowable uses for states and school districts as part of the Title IV Part A Student Success and Academic Enrichment grant program. More detail on those opportunities can be found in our State Policy Guide linked above, and we would be pleased to discuss them further.

We appreciate the opportunity to provide feedback, and understand the complexities that states are grappling with in establishing new systems under ESSA. We are happy to make ourselves available for a conversation with national experts about how to develop indicators for student and school success that include dual enrollment, concurrent enrollment, and early college high school if interested. If so, please contact Alexander Perry, Coordinator of the College in High School Alliance at alex@majoritygroup.com or (202) 431-7221.

Sincerely,
The Steering Committee of the College in High School Alliance

1 Colorado Department of Higher Education (2014), The Effects of Concurrent Enrollment on the College-Going and Remedial Education Rates of Colorado's High School Students, Accessed on July 27, 2017:

<http://highered.colorado.gov/academics/concurrent/>

2 Brian P. An, Educational Evaluation and Policy Analysis (2013), The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit?, Accessed on July 27, 2017:

<http://ies.ed.gov/ncee/wwc/Study/77095>

As we consider the Every Student Succeeds Plan for Iowa, I am curious about the discrepancy between measuring graduation rates for schools and not requiring any information from parents who are home schooling. How can a school be rewarded or penalized for a graduation rate when we don't know if a student is dropping out or being home schooled? Couldn't we assume that every student who is not in school is being home schooled by his/her family?

I am beginning my 32nd year of teaching in Iowa public schools, and I believe very strongly that all students need a supportive, quality education and that all students should graduate from high school equipped to learn at further education, but the state of Iowa is undermining this ideal by making requirements of schools while at the same time not requiring even minimum requirements of home schools.

Don't know if this is an appropriate place for my comments, but from my years of work on the Statewide Longitudinal Data System, my conclusion on PS readiness is that it needs to be broken down into a framework like the following:

PS Readiness - STEM (Engineering): Requirements include the advanced math required and possibly chem & bio (not as familiar with the science requirements) & ACT/SAT scores

PS Readiness - 4 Year Degree: Requirements include appropriate math and foreign language & ACT/SAT scores

<p>PS Readiness - 2 year Degree: Requirements are minimal to my knowledge, but Community college could better define</p> <p>PS Readiness - Workforce: Requirements might include attendance and some minimal GPA</p> <p>I don't know the details, but from a data perspective, each component would require different measures. Any omnibus measure for all would be the minimum common denominator, which is probably a high school diploma.</p> <p>Thanks for an opportunity to comment.</p>	
<p>Thank you for inviting public review of Draft 3 of the ESSA Iowa plan. I enjoyed reading through it last night. It is a monumental undertaking, cogently written, and capturing of the many good things going on in Iowa education as well as areas for improvement.</p> <p>My two-cents will not surprise you: Draft #3 changed significantly in a way that is near and dear to my heart -- reference to STEM education. I didn't see the guideline changes from the feds, so clearly I'm ignorant on why changes were made. But the only substantive mention of STEM is page 76 alongside CTE.</p> <p>The point is well-taken that a variety of sub-groups wish they were more prominent in the plan (G/T, ESL, ELA, Math, Science, etc.), and maybe STEM is just one more constituency. But given that STEM education is a well-established priority of this administration and our state, I feel there could be much more focus on the potential contributions of Iowa's STEM partners and programs regarding:</p> <ol style="list-style-type: none"> 1. Teacher preparation; 2. Teacher professional development; 3. Learning standards alignment; 4. Curriculum; 5. Community engagement, and more. <p>If the opportunity were to present itself, my team and I would be happy to draft language for particular sections of the plan that would integrate our state's STEM priorities and activities into the ESSA plan. Let me know if that opportunity might present itself. Or, I'd welcome your feedback about the changes made that led to the Draft 3 iteration which reduced STEM.</p>	<p>OA: Overall appreciation of the plan, indication that the plan is liked/appropriate, or parts of the plan are appreciated.</p> <p>6.AC-STEM: Support all content areas and/or standards across content areas – Science, Technology, Engineering and Mathematics.</p>

The Iowa Talented and Gifted Association, as well as lowans statewide who advocate for an educational system that supports the needs of gifted and talented students, are disappointed at the continued omission of gifted and talented students in the third draft ESSA plan.

Gifted education is included in [federal ESSA statute](#). ESSA specifically states that the SEA plan “shall include the following: A description of how the State educational agency will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.” Furthermore, Iowa state code requires all districts to have a K-12 gifted and talented program.

Despite the language of ESSA and state code, and despite the feedback from many lowans across the state asking the DE to include the needs of gifted and talented students, Iowa’s third draft of the state ESSA plan fails to address the needs of gifted and talented students.

The Iowa Department of Education writes in ESSA Draft 3, Section D. Title II, Part A: Supporting Effective Instruction, page 91 that, “The Department intends to use Title II, Part A funds to support implementation of effective Multi-Tiered System of Supports (MTSS) within Iowa’s Unified Differentiated Accountability System.”

For MTSS to be fully inclusive of all students in Iowa, and for the state DE to demonstrate transparency and accountability in the ESSA plan, the needs of gifted and talented students must be addressed within the state plan. ITAG requests the DE to show its commitment to serving all students by specifically addressing gifted and talented students in the state ESSA plan by including the following language. This language is modelled after the [Wisconsin DPI ESSA plan](#) to explain how gifted and talented students will be included in Wisconsin’s approach using RtI.

Gifted and Talented

Every school district must offer a gifted and talented program (Iowa Code, section 257.42). Pursuant to IC section 257.44, gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any one or more of the following areas: 1) general intellectual ability; 2) creative thinking; 3) leadership ability; 4) visual and performing arts ability; and 5) specific ability aptitude.

The Iowa Department of Education establishes guidelines and offers guidance and technical assistance to educators, administrators, schools, and districts on 1. Program goals, objectives, and activities to meet the needs of gifted and talented children. 2. Student identification criteria and procedures. 3. Staff in-service education design. 4. Staff utilization plans. 5. Evaluation criteria and procedures and performance measures.

5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.

6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.

Specific language to include:
GT

<p>6. Program budget. 7. Qualifications required of personnel administering the program. 8. Other factors the department requires.</p> <p>The Iowa Department of Education will improve the skills of teachers, principals, and other school leaders in order to enable them to identify students who are gifted and talented by disseminating exemplars and best practices for including gifted within an MTSS framework and including gifted and talented in state professional learning about MTSS.</p> <p>ITAG recognizes the effort it has taken the DE to create and revise the draft ESSA plans. However, the continued omission of gifted and talented students goes against ESSA statute and does an educational disservice to the needs of the gifted and talented students. We ask that the exemplar language above be included in the state's final draft of ESSA.</p>	
<p>Sep 4, 2017</p> <p>Director Ryan Wise IA</p> <p>Dear Director Wise,</p> <p>I am an Iowa voter who cares about all children receiving a high-quality education. I am writing to strongly urge you to improve Iowa's plan for the Every Student Succeeds Act (ESSA) so that it considers the needs of children with learning and attention issues, such as Dyslexia and ADHD, in three key ways described below.</p> <p>Before I share with you my observations about the draft ESSA plan, I'd like to share the story of my children who have learning and attention issues (or a child I care about). My children were first identified for special education due to struggles with reading, math and attention. While this made learning challenging, we made sure to provide private support and resource they needed. The School District told us our children's grades were not low enough for Special Education. Why does my children have to fail before they receive services. I started advocating for my first child in 2011. It is now 2017 and the school district still does not have resources to teach my children. I need the laws to be more specific to help my children. I should not have to provide private services.</p> <p>In the 2015-2016 school year, more than 34,000 students in Iowa were identified with specific learning disabilities. This represents 60% of all students with disabilities in our state. Over 67% of Iowa students with learning disabilities participate in the general education classroom for 80% or more of the school day. Approximately 82% of students with learning disabilities in Iowa graduate with a regular high school</p>	<p>5.PL-SE: Support effective Professional Learning for educators (and describe what it looks like)– Special Education.</p> <p>6.E-I: Promote equity of instructional opportunity for all students.</p> <p>OT: Other – such as Clarifications and/or focus on state law (e.g., what about the Lau plan, special education law, universal screening, retention, confusion about intersection of state/fed law – otherwise not applicable to ESSA).</p>

diploma. These students are all impacted by ESSA, and it is important that we get our state plan right!

Iowa's draft plan excels in some areas--specifically, the focus on multi-tiered systems of supports (MTSS)--a framework that can help students with learning and attention issues thrive! This framework ensures that children get extra assistance and interventions as soon as they begin to struggle--helping more students stay on track. Not only does Iowa's plan focus on MTSS, it provides resources and supports to help teachers learn how to do this work well.

However, there are some areas for improvement. Here are three specific changes I would like to see you make that will help students with learning and attention issues in Iowa.

First, Iowa needs to set rigorous achievement goals that are the same for all groups of students, including those with learning and attention issues. The Iowa draft plan sets much lower long term academic achievement goals for students with disabilities compared to the goals for other groups. For example, to meet the long-term goals, only 41.9% of third grade students with disabilities need to be proficient in reading, compared to 78.5% of all third graders. In high school, the gaps become even larger, with only 33.1% of 11th grade students with disabilities needing to be proficient in reading, compared to 80.4% of all students. There are similar gaps in the goals for math. Setting different goals for different students sends a message that the state of Iowa does not believe that students with disabilities can successfully achieve in school. The state should set consistent long-term academic achievement goals for all groups of students and help all students reach those standards. This would be consistent with Iowa's approach to goals for graduation rates.

Second, the Iowa plan must focus on identifying schools where students are struggling and have a plan to provide critical supports. In its plan, schools would only receive targeted supports after certain groups of student, like students with disabilities, do not make any progress at all for three years. This means that if a group has been doing poorly, but is making even a tiny bit of progress--the state will not provide targeted supports to help that school improve services for those students. Our ESSA plan must make sure that schools quickly recognize when groups of students like students with disabilities are struggling and take quick action to help them meaningfully improve. By providing support and resources to help schools improve, we can identify schools for productive purposes rather than punitive ones.

Third, Iowa needs to provide more information about the school climate survey. In its plan, schools would be held responsible for school climate based on surveys administered to students in grades 5-12. While the plan says that Iowa will adapt the survey for earlier grades, and that the plan appendix would have more details on how the state will do that and on the reliability and validity of the survey—that information is not currently in

<p>the plan. I urge the state to provide this information to ensure that parents and schools understand the surveys better.</p> <p>As you know, the creation of the ESSA plan is just the beginning of the hard work that is ahead as parents, educators and policymakers will need to work together to help the law fulfill its goal of providing every student a high-quality education. I hope you will consider this feedback before you finalize Iowa's ESSA plan.</p>	
<p>The Iowa Talented and Gifted Association, as well as Iowans statewide who advocate for an educational system that supports the needs of gifted and talented students, are disappointed at the continued omission of gifted and talented students in the third draft ESSA plan.</p> <p>Gifted education is included in federal ESSA statute. ESSA specifically states that the SEA plan “shall include the following: A description of how the State educational agency will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.” Furthermore, Iowa state code requires all districts to have a K-12 gifted and talented program.</p> <p>Despite the language of ESSA and state code, and despite the feedback from many Iowans across the state asking the DE to include the needs of gifted and talented students, Iowa’s third draft of the state ESSA plan fails to address the needs of gifted and talented students.</p> <p>The Iowa Department of Education writes in ESSA Draft 3, Section D. Title II, Part A: Supporting Effective Instruction, page 91 that, “The Department intends to use Title II, Part A funds to support implementation of effective Multi-Tiered System of Supports (MTSS) within Iowa’s Unified Differentiated Accountability System.”</p> <p>For MTSS to be fully inclusive of all students in Iowa, and for the state DE to demonstrate transparency and accountability in the ESSA plan, the needs of gifted and talented students must be addressed within the state plan. ITAG requests the DE to show its commitment to serving all students by specifically addressing gifted and talented students in the state ESSA plan by including the following language. This language is modelled after the Wisconsin DPI ESSA plan to explain how gifted and talented students will be included in Wisconsin’s approach using RtI.</p> <p>Gifted and Talented Every school district must offer a gifted and talented program (Iowa Code, section 257.42). Pursuant to IC section 257.44, gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any one or more of the following areas: 1) general intellectual ability; 2) creative</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p> <p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p> <p>Specific language to include: GT</p>

<p>thinking; 3) leadership ability; 4) visual and performing arts ability; and 5) specific ability aptitude.</p> <p>The Iowa Department of Education establishes guidelines and offers guidance and technical assistance to educators, administrators, schools, and districts on 1. Program goals, objectives, and activities to meet the needs of gifted and talented children. 2. Student identification criteria and procedures. 3. Staff in-service education design. 4. Staff utilization plans. 5. Evaluation criteria and procedures and performance measures. 6. Program budget. 7. Qualifications required of personnel administering the program. 8. Other factors the department requires.</p> <p>The Iowa Department of Education will improve the skills of teachers, principals, and other school leaders in order to enable them to identify students who are gifted and talented by disseminating exemplars and best practices for including gifted within an MTSS framework and including gifted and talented in state professional learning about MTSS.</p> <p>ITAG recognizes the effort it has taken the DE to create and revise the draft ESSA plans. However, the continued omission of gifted and talented students goes against ESSA statute and does an educational disservice to the needs of the gifted and talented students. We ask that the exemplar language above be included in the state's final draft of ESSA.</p>	
<p>Dear Iowa Department of Education,</p> <p>The Iowa Talented and Gifted Association, as well as Iowans statewide who advocate for an educational system that supports the needs of gifted and talented students, are disappointed at the continued omission of gifted and talented students in the third draft ESSA plan.</p> <p>Gifted education is included in federal ESSA statute. ESSA specifically states that the SEA plan “shall include the following: A description of how the State educational agency will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.” Furthermore, Iowa state code requires all districts to have a K-12 gifted and talented program.</p> <p>Despite the language of ESSA and state code, and despite the feedback from many Iowans across the state asking the DE to include the needs of gifted and talented students, Iowa’s third draft of the state ESSA plan fails to address the needs of gifted and talented students.</p> <p>The Iowa Department of Education writes in ESSA Draft 3, Section D. Title II, Part A: Supporting Effective</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p> <p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p> <p>Specific language to include: GT</p>

Instruction, page 91 that, “The Department intends to use Title II, Part A funds to support implementation of effective Multi-Tiered System of Supports (MTSS) within Iowa’s *Unified Differentiated Accountability System*.”

For MTSS to be fully inclusive of all students in Iowa, and for the state DE to demonstrate transparency and accountability in the ESSA plan, the needs of gifted and talented students must be addressed within the state plan. ITAG requests the DE to show its commitment to serving all students by specifically addressing gifted and talented students in the state ESSA plan by including the following language. This language is modeled after the [Wisconsin DPI ESSA plan](#) to explain how gifted and talented students will be included in Wisconsin’s approach using Rtl.

Gifted and Talented

Every school district must offer a gifted and talented program (Iowa Code, section 257.42). Pursuant to IC section 257.44, gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any one or more of the following areas: 1) general intellectual ability; 2) creative thinking; 3) leadership ability; 4) visual and performing arts ability; and 5) specific ability aptitude.

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The Iowa Department of Education will improve the skills of teachers, principals, and other school leaders in order to enable them to identify students who are gifted and talented by disseminating exemplars and best practices for including gifted within an MTSS framework and including gifted and talented in state professional learning about MTSS.

ITAG recognizes the effort it has taken the DE to create and revise the draft ESSA plans. However, the continued omission of gifted and talented students goes against ESSA statute and does an educational disservice to the needs of the gifted and talented students. We ask that the exemplar language above be included in the state's final draft of ESSA

Thank you for your time and attention!

I am disappointed by the lack of response from the draft ESSA plan to the federally legislated provisions for talented and gifted students. It does not address gifted and talented education in any substantial way. There is

6.E-GT: Promote equity of instructional opportunity for

<p>almost no mention of GT in the content of the draft, though there are many references to GT in the appendix, indicating comments and concerns of many advocates for GT education that are being summarily dismissed in draft 3.</p> <p>Iowa prides itself on quality education, yet it continues to ignore the needs of its brightest students. We would find it ludicrous to ignore the needs of struggling students. I wonder why it continues to be so easy to summarily dismiss GT students as though they do not deserve our attention, time, or resources.</p>	<p>all students - Gifted and Talented.</p>
<p>Dear Iowa Department of Education,</p> <p>As a parent of exceptionally talented and gifted children, I find it completely disheartening that the Iowa Department of Education does not recognize that talented and gifted children MUST be specifically defined as a subgroup and means and measures defined in this ESSA document as it is important to the education of ALL Iowans. AEA's used to test for giftedness and provide specialty camps and services for talented and gifted--no longer. Gifted are becoming more and more limited, and schools are limiting the number of students identified to meet classroom needs. Talented and gifted students are drop outs, suicide victims, lack challenge, isolated, overlooked, misunderstood.... They deserve to succeed as well. The "Every Student Succeeds Act" does not extend its purpose to say, "except talented and gifted." The needs of the talented and gifted have fallen short since "No Child Left Behind," and part of the purpose of the ESSA was to remedy that document's faults, and if the Iowa Dept. of Education does not recognize that fault, then it will continue to not meet the needs of "Every Student." You've heard from numerous advocates for talented and gifted, please take our comments seriously. The following is a letter expanding upon my feelings:</p> <p>"The Iowa Talented and Gifted Association, as well as Iowans statewide who advocate for an educational system that supports the needs of gifted and talented students, are disappointed at the continued omission of gifted and talented students in the third draft ESSA plan.</p> <p>Gifted education is included in federal ESSA statute. ESSA specifically states that the SEA plan "shall include the following: A description of how the State educational agency will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students." Furthermore, Iowa state code requires all districts to have a K-12 gifted and talented program.</p>	<p>5.PL-GT: Support effective Professional Learning for educators [and describe what it looks like]– Gifted and Talented.</p> <p>6.E-GT: Promote equity of instructional opportunity for all students - Gifted and Talented.</p> <p>Specific language to include: GT</p>

Despite the language of ESSA and state code, and despite the feedback from many Iowans across the state asking the DE to include the needs of gifted and talented students, **Iowa's third draft of the state ESSA plan fails to address the needs of gifted and talented students.**

The Iowa Department of Education writes in ESSA Draft 3, Section D. Title II, Part A: Supporting Effective Instruction, page 91 that, "The Department intends to use Title II, Part A funds to support implementation of effective Multi-Tiered System of Supports (MTSS) within Iowa's *Unified Differentiated Accountability System*."

For MTSS to be fully inclusive of all students in Iowa, and for the state DE to demonstrate transparency and accountability in the ESSA plan, the needs of gifted and talented students must be addressed within the state plan. ITAG requests the DE to show its commitment to serving all students by specifically addressing gifted and talented students in the state ESSA plan by including the following language. This language is modeled after the [Wisconsin DPI ESSA plan](#) to explain how gifted and talented students will be included in Wisconsin's approach using RtI.

Gifted and Talented

Every school district must offer a gifted and talented program (Iowa Code, section 257.42). Pursuant to IC section 257.44, gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any one or more of the following areas: 1) general intellectual ability; 2) creative thinking; 3) leadership ability; 4) visual and performing arts ability; and 5) specific ability aptitude.

The Iowa Department of Education establishes guidelines and offers guidance and technical assistance to educators, administrators, schools, and districts on 1. Program goals, objectives, and activities to meet the needs of gifted and talented children. 2. Student identification criteria and procedures. 3. Staff in-service education design. 4. Staff utilization plans. 5. Evaluation criteria and procedures and performance measures. 6. Program budget. 7. Qualifications required of personnel administering the program. 8. Other factors the department requires.

The Iowa Department of Education will improve the skills of teachers, principals, and other school leaders in order to enable them to identify students who are gifted and talented by disseminating exemplars and best practices for including gifted within an MTSS framework and including gifted and talented in state professional

<p><i>learning about MTSS.</i></p> <p>ITAG recognizes the effort it has taken the DE to create and revise the draft ESSA plans. However, the continued omission of gifted and talented students goes against ESSA statute and does an educational disservice to the needs of the gifted and talented students. We ask that the exemplar language above be included in the state's final draft of ESSA."</p> <p>Thank you for your efforts in this document. I hope that you take the time to recognize EVERY STUDENT.</p>	
<p>September 11, 2017</p> <p>Deputy Director David Tilly/ESSA Feedback Grimes State Office Building 400 E. 14th St. Des Moines, IA 50319-0146</p> <p>Dear Mr. Tilly,</p> <p>I am writing to ask that you include physical education (PE) as a key indicator for school quality and student success, as you develop and finalize our state’s Every Student Succeeds Act (ESSA) implementation plan. We have submitted comments throughout the drafting process and are disappointed that PE has not made the final plan.</p> <p>A proper and complete education ensures children are well-prepared for the rest of their lives. This should include the wellbeing of the whole child, supporting their physical, mental and emotional health. However, with the ever-growing number of priorities competing for time during the school day, too many of our children have lost what was once a given: access to quality physical education (PE).</p> <p>Strong PE programs taught by trained instructors not only improve the health of our children, but also help them perform better academically. A Centers for Disease Control analysis concluded that physical education improves student attendance, test scores, participation and enthusiasm for other academic subjects, motivation to learn, and reduces discipline referrals.</p> <p>In short, active kids learn better, and effective PE program help ensure that our children are on their way to a healthier future. We hope as the plan becomes implemented, we can continue to work with your department to include PE in elements of this plan.</p>	<p>4.M-PE: Establish measures for reporting and accountability that include PE/health/wellness metrics.</p> <p>5.PL-PE: Support effective Professional Learning for educators (and describe what it looks like)– PE, health, wellness.</p> <p>6.AC-PE: Support all content areas and/or standards across content areas – Physical Education, health, wellness.</p>

Dear Director Wise,

I am an Iowa voter who cares about all children receiving a high-quality education. I am writing to strongly urge you to improve Iowa's plan for the Every Student Succeeds Act (ESSA) so that it considers the needs of children with learning and attention issues, such as Dyslexia and ADHD, in three key ways described below.

Before I share with you my observations about the draft ESSA plan, I'd like to share the story of my 8 year old daughter, Harper, who has moderate dyslexia and attention issues. Dyslexia runs in our family. My child was first identified for reading intervention in 1st grade due to struggles with reading on the FAST reading assessment. While this made learning challenging, we are financially capable of providing her with private tutoring to help remediate her learning differences. As informed parents, we made sure to provide every support and resources she needed, including accommodations in school outlined in a 504 Plan. Today, my child is doing better in school, but she needs support and she is not alone. Other students, many with less resources, are falling through the cracks in Iowa. Children not identified early and given appropriate instruction, are more likely to drop out. Please even the playing field for all children in Iowa.

In the 2015-2016 school year, more than 34,000 students in Iowa were identified with specific learning disabilities. This represents 60% of all students with disabilities in our state. Over 67% of Iowa students with learning disabilities participate in the general education classroom for 80% or more of the school day. Approximately 82% of students with learning disabilities in Iowa graduate with a regular high school diploma. These students are all impacted by ESSA, and it is important that we get our state plan right!

Iowa's draft plan excels in some areas--specifically, the focus on multi-tiered systems of supports (MTSS)--a framework that can help students with learning and attention issues thrive! This framework ensures that children get extra assistance and interventions as soon as they begin to struggle-- helping more students stay on track. Not only does Iowa's plan focus on MTSS, it provides resources and supports to help teachers learn how to do this work well.

However, there are some areas for improvement. Here are three specific changes I would like to see you make that will help students with learning and attention issues in Iowa.

First, Iowa needs to set rigorous achievement goals that are the same for all groups of students, including those with learning and attention issues. The Iowa draft plan sets much lower long term academic achievement goals for students with disabilities compared to the goals for other groups. For example, to meet the long-term goals, only 41.9% of third grade students with disabilities need to be proficient in reading,

5.PL-SE: Support effective Professional Learning for educators (and describe what it looks like)-- Special Education.

6.E-I: Promote equity of instructional opportunity for all students.

OT: Other -- such as Clarifications and/or focus on state law (e.g., what about the Lau plan, special education law, universal screening, retention, confusion about intersection of state/fed law -- otherwise not applicable to ESSA).

compared to 78.5% of all third graders. In high school, the gaps become even larger, with only 33.1% of 11th grade students with disabilities needing to be proficient in reading, compared to 80.4% of all students. There are similar gaps in the goals for math. Setting different goals for different students sends a message that the state of Iowa does not believe that students with disabilities can successfully achieve in school. The state should set consistent long-term academic achievement goals for all groups of students and help all students reach those standards. This would be consistent with Iowa's approach to goals for graduation rates.

Second, the Iowa plan must focus on identifying schools where students are struggling and have a plan to provide critical supports. In its plan, schools would only receive targeted supports after certain groups of student, like students with disabilities, do not make any progress at all for three years. This means that if a group has been doing poorly, but is making even a tiny bit of progress--the state will not provide targeted supports to help that school improve services for those students. Our ESSA plan must make sure that schools quickly recognize when groups of students like students with disabilities are struggling and take quick action to help them meaningfully improve. By providing support and resources to help schools improve, we can identify schools for productive purposes rather than punitive ones.

Third, Iowa needs to provide more information about the school climate survey. In its plan, schools would be held responsible for school climate based on surveys administered to students in grades 5-12. While the plan says that Iowa will adapt the survey for earlier grades, and that the plan appendix would have more details on how the state will do that and on the reliability and validity of the survey--that information is not currently in the plan. I urge the state to provide this information to ensure that parents and schools understand the surveys better.

As you know, the creation of the ESSA plan is just the beginning of the hard work that is ahead as parents, educators and policymakers will need to work together to help the law fulfill its goal of providing every student a high-quality education. I hope you will consider this feedback before you finalize Iowa's ESSA plan.

Note. Not all statements were coded, however all feedback was reviewed and considered in revisions of Iowa's ESSA Plan.

