



Iowa Statewide Accountability System Information Guide

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What is New - ISPP 5.0 (December 2021) Release Summary

The Iowa Department of Education is releasing a version of the Iowa School Performance Profiles for the 2021-2022 school year. New school index scores and school rating categories have been calculated with data from the 2020-2021 school year and are displayed on the ISPP for the 2021 reporting year. However, coinciding with a waiver received from the U.S. Department of Education in September 2021, no new schools have been identified for Targeted or Comprehensive Support and Improvement (TSI/CSI). Schools previously designated for TSI/CSI will continue with their current designations. The 2019 ESSA support status for each school is displayed on the 2021 ISPP for reference.

Some changes were made to how index scores are calculated; these can be categorized into permanent changes and one-year changes made to accommodate impacts to the data because of the disruptions to learning from the prior year. Both are listed below:

Permanent Index Score Methodological Changes

- Added 9th graders to Participation Rate/Proficiency Rate/Average Scale Score measures; added 9th/10th graders to Growth measure
- Switched from calculating the Growth measure on the ISASP reading scale score to the ISASP English language arts (ELA) scale score

Temporary (One-Year) Index Score Methodological Changes

- Since 2019-2020 data is not available due to state assessments being cancelled in spring of 2020, the Growth measure was calculated using 2017-2018, 2018-2019 and 2020-2021 using a skip-year methodology; due to the missing 2019-2020 data, 4th graders are not included in the Growth measure in 2020-2021
- Reduced the index score weights for the Growth measure and increased the index score weights for the Proficiency measure to compensate; this change was made due to the methodological changes to the Growth calculations necessitated by missing assessment data from spring 2020
- Due to the decreased weight on the Growth measure, the criteria for schools/subgroups receiving an index score (along with the criteria for a school being “back-mapped”) changed (see the Index Calculation section for more details)
- The results of students who took the ISASP remotely in an unproctored environment are not included in the Average Scale Score, Growth and

- Proficiency Rate measures (3.4% of all tested students statewide took the ISASP remotely); they still are included in the Participation Rate numerator
- Participation Rate changed from an all-or-nothing calculation (0 or 5 points) to a range of 0-5 based on the percentage of students tested for each subject (Total Points = 5 * Participation Rate %); Participation Rate still totals 10 points across both subject areas
 - The Proficiency Rate denominator is not adjusted if the participation rate falls below 95 percent (it is simply the number of students tested)

Along with the above changes, the [Changes to ISPP](#) page was updated to include updated information for the 2021 reporting year. This includes a status report for each measure included on the Iowa School Performance Profiles. There are also highlighted messages throughout the site on pages that are impacted which communicate any caveats that should be noted while interpreting the data that is shown.

ISPP 4.0 (December 2020) Release Summary

The Iowa Department of Education is released a new version of the Iowa School Performance Profiles (ISPP) during the 2020-21 school year. Unlike with typical updates, the most significant changes with this version of the website are related to data that is not available. In the spring of 2020, the Iowa Department of Education sent a request to the U.S. Department of Education (which was subsequently approved) to waive the requirements to administer all federal required assessments in the 2019-20 school year due to the global outbreak of the novel (new) coronavirus, also known as COVID-19. As such, many of the measures in the ISPP that would normally be reported are not available for the 2020 reporting year: Achievement (Average Scale Score), Conditions for Learning, Growth, Participation Rate, Postsecondary Readiness (CTE Concentrator and the Composite), Proficiency, Alternate Assessment Results, Percent Students Assessed and Science. If a measure is not available, it is not shown on the 2020 reporting year of the ISPP.

New accountability index scores and school rating categories were not calculated with data from the 2019-2020 school year. There were also no new schools identified for Targeted or Comprehensive Support and Improvement (TSI/CSI). Schools previously designated for TSI/CSI will continue with their current designations and have access to all training and support that is able to be supported via electronic/distance options. The 2019 overall accountability index score, rating category and Every Student Succeeds Act (ESSA) support status for each school are displayed on the 2020 ISPP for reference.

A new page on the ISPP called [COVID-19 Impacts on ISPP](#) was created to provide more detailed explanations on the status of each measure. There are also highlighted messages throughout the site on pages that are impacted which communicate the differences in how data is being displayed from a typical year and/or any caveats that should be noted while interpreting the data that is shown.

With all of that said, there is some new data/functionality on the ISPP site. [ESSA School Improvement Funds](#) is a new reporting measure displayed under the Additional Metrics menu (statewide-only) which lists the schools that received school improvement funds under Section 1003 of the Elementary and Secondary Education Act and the strategies they implemented. There are also features that were released in version 3.1 of the ISPP which was launched a few months prior to this update (see the next page for details).

ISPP 3.1 (October 2020) Release Summary

This version of the Iowa School Performance Profiles (ISPP) contains new school expenditure data which is required by the Every Student Succeeds Act (ESSA) and several new website enhancements.

Per Pupil Expenditures Data

The Every Student Succeeds Act requires districts to collect and report expenditure data by school. In order to meet this requirement, the Department of Education created a stakeholder group to assist with expanding the Chart of Accounts finance data collection. This is the first year of reporting these data for the fiscal year 2019.

Data Download Feature

The Department received many requests for data from the ISPP for local decision making. The ISPP has added the ability to download important data for schools. By clicking the orange download icon on the right side of the navigation bar at the top of each page, users can access [a new page where school-level data can be downloaded](#) into a spreadsheet format for offline use. The two types of available school-level data files are:

- School Summary Data – This data file contains one row per school and includes a wide variety of school characteristics including, but not limited to, overall school index score, school rating category, ESSA support status, contact information, student counts broken down by demographics and subgroup accountability index scores.
- School Learning Measures Data – This data file contains all available data for the selected learning measures (those used for accountability determinations) for all students and all available subgroups (cells with fewer than 20 students are not included in the file).

More information about the contents of these files can be found in the [ISPP Data Download File Specifications document](#).

Expanded Search & Comparison Feature

New functionality has been added to the School Comparison Report page to allow users to view performance data for the schools in their search results. Once you have selected your school and submitted your search criteria, you can choose one of three options to customize the data you see for the schools in your search results. A user can examine similar schools first by their demographic characteristics but also by their performance including raw score, standard score or points earned for each of the learning (accountability) measures.

ISPP 3.0 (January 2020) Release Summary

The Iowa Department of Education released this version of the Iowa School Performance Profiles in the 2019-20 school year. Changes to the Performance Profiles can be categorized into three main areas: 1) new measures, 2) new functionality and 3) update with a new year of data and inclusion of the new state general assessment – the Iowa Statewide Assessment of Student Progress (ISASP).

New measures were added to the website primarily in the Additional Metrics section (listed below). For more details, see each measure's description later in this guide.

- Alternate Assessment Results (Additional Metrics)
- Civil Rights Data (Additional Metrics)
- Educator Effectiveness (Additional Metrics)
- English Language Proficiency (Additional Metrics)
- Finance District Report Card (Additional Metrics – District-Level Only)
- Postsecondary Enrollment (Additional Metrics)
- Postsecondary Readiness (Learning Measures)
 - Moved from Additional Metrics to Learning Measures
- Science (Additional Metrics)

New functionality was also added in order to make the site more user friendly. This includes the ability to view previous years of data, the inclusion of Every Student Succeeds Act (ESSA) support status to differentiate from the most recent year's status, a school-level overall performance trend chart and a new school comparison search utility. As this is the first version of the site which adds an additional year of data, the home page now allows the user to choose which year of data they would like to view (defaulting to the most recent year).

Adding a second year of data to the website and progressing into the second year of the new school accountability system complicates the information being presented, particularly when it comes to the ESSA support status (Comprehensive or Targeted). In an attempt to distinguish between a school's most recent year status and their ESSA support status, a new label called ESSA Support has been added to various portions of the website: under ESSA Performance Category on the School Summary page, in the new Overall Performance Trend chart, in the School Table on the District Summary page and in the new ESSA Support section of the ESSA Designations page under the statewide Ratings menu.

This new label will indicate what year (if any) of the three-year Targeted or Comprehensive support cycle a school is in. Meanwhile, the Comprehensive

Status and Targeted Status labels will indicate the school's status in the current year. As an example, if a school was identified as Comprehensive in 2018 and increased their index score to be above the 43.95 threshold in 2019, their Comprehensive Status in 2019 is "Met" and their ESSA Support status is "Comprehensive Year 2."

In addition to the newly-added ability to view a snapshot of the prior year's data, a new Overall Performance Trend chart was added to the School Summary page to give users the ability to view a high-level summary of a school's status over time without needing to navigate between pages. The chart can be accessed by clicking the  button to the right of the Overall Performance header on the School Summary page. It contains the school's rating category, index score, ESSA performance category and the new ESSA support status label for each year with data.

The final new functionality of note on the website is a school comparison search utility that can be accessed by clicking Search/Compare at the top-right of the header and clicking View Comparison Search. Selecting a school will allow you to enter search criteria to find other schools in the state with similar demographic characteristics. For instance, selecting a school and entering "5" in the "% BEDS Enrollment" field will display all of the other schools in the state within 5% of the original school's total enrollment.

The last set of changes to the Performance Profiles is the update of the site with a new year of data. Most measures now display data from the 2018-19 school year (see the Data Source Table at the end of this guide for specifics as this is not the case for every measure). This includes data from Iowa's new state general assessment – the Iowa Statewide Assessment of Student Progress (ISASP) – which was first administered in spring 2019. One major change being introduced with the ISASP is that English language arts – a composite of the reading and writing sub-tests – is the subject counted in the participation, proficiency and achievement measures rather than reading alone (as was the case in previous years with the Iowa Assessments). Since the growth measure uses multiple years of assessment data, the reading sub-test from the ISASP is still used in conjunction with reading scores from the Iowa Assessments to calculate student growth percentiles (see the Student Growth section for more details). The growth measure will switch to using the English language arts score once multiple years of ISASP data are available.

Since all of the measures going into schools' accountability scores are first standardized (see the Standardized Scores section), the distribution of schools' scores is very similar to the accountability scores released in the 2018-19 school year. Due to this, the same thresholds are being used for the school rating categories and ESSA Targeted school identification as in the previous year (see the Interpreting Scores section).

Background

On December 10, 2015, the *Every Student Succeeds Act* (ESSA) reauthorized the *Elementary and Secondary Education Act* (ESEA) of 1965. As part of this reauthorization, every state was required to submit a plan that addresses specific components of the law. ESSA is focused on equitable access to education, high standards and accountability, and a decrease in achievement gaps across subgroups – including students with disabilities, students who are economically disadvantaged, students from major ethnic and racial groups, English learners, students of military-connected families, as well as students who are migrant, homeless or in foster care.

Iowa's consolidated ESSA Plan serves as the foundation of the Iowa Department of Education's (IDOE) support for students, educators and schools. The [plan](#) is not only a requirement, but an opportunity to align work and a vehicle to reinforce commitment to equity, educational excellence and coordination of programs and support services.

While ESSA provided a set of measures, it did not propose a method for bringing multiple measures together into an overall rating system. The IDOE felt strongly that it must work with external stakeholders to complete the tasks. Specifically, the index must be built collaboratively with consensus around the process and methodology for rating Iowa schools.

Iowa's accountability system is comprised of multiple measures which are combined to determine an overall performance rating. This rating is a broad indicator of a school's needs. The index includes eight measures: 1) Participation in Assessments, 2) Academic Proficiency, 3) Student Growth, 4) Progress in Achieving English Language Proficiency (ELP), 5) Academic Achievement, 6) Conditions for Learning, 7) Graduation Rate and 8) Postsecondary Readiness.

There are approximately 1,300 public schools in Iowa which must be measured by the system. These represent different grade configurations from early childhood centers to high schools. Not all of the measures apply to all grades served. For example, graduation rates would not apply to grade schools. Therefore, it was important to build an index which accounts for the measures at each appropriate level.

Interpreting Scores

An overall school rating does not provide contextual information about a school nor does it make a conclusion about the quality of the staff or provide important information about ongoing work to raise student achievement. The Accountability Index should create a constructive dialog between educators, administrators and parents about the work that is currently underway in the school to support all students in achieving their full potential.

While the index may not “tell the whole story” about a school, it does offer a high-level view of student performance across a number of measures. A composite score is generated which consumers can use to compare a school against the state average. Schools can use this information to assist in developing achievement goals and to guide their improvement efforts.

Each school receives an overall rating based on their overall score. A school’s score is the sum of the accountability measures. Schools receiving Title I funds that fall into the lowest rating category are designated as needing Comprehensive support. See the ESSA Support Scenarios appendix of this document for examples of how comprehensive and targeted status are communicated on the website. More information about how measures are combined can be found in the weightings and index calculation sections of this guide.

New school index scores and school rating categories have been calculated and are displayed on the ISPP for the 2021 reporting year. Some one-year changes to how index scores are calculated to accommodate pandemic-related impacts to the data were made, such as reducing the weight of the Growth measure and increasing the weight of the Proficiency measure to compensate. However, coinciding with a waiver received from the U.S. Department of Education in September 2021, no new schools have been identified for Targeted or Comprehensive Support and Improvement (TSI/CSI). Schools previously designated for TSI/CSI will continue with their current designations and have access to all training and support that is able to be supported via electronic/distance options. The 2019 ESSA support status for each school is displayed on the 2021 ISPP for reference.

Rating Category	Score
Exceptional	66.31 and above
High Performing	60.61 - 66.30
Commendable	54.91 - 60.60
Acceptable	49.21 - 54.90
Needs Improvement	43.96 - 49.20
Priority/Comprehensive	43.95 and below

Minimum N-Size

Iowa uses a minimum N size of 20 for inclusion in the accountability calculations for all students and each subgroup. Using a minimum of 20 (for each measure) contributes to more stable data measures than a smaller N size. However, a minimum N size of 10 is used for reporting data for all students and all subgroups of students in the non-accountability portions of the website. Data with cell sizes of less than 10 (based on the denominator) are redacted to protect students from being identified.

The “Accountability View” and “In-depth View” functionality on the website provides different views which make up the N-size differences between the N size of 20 for accountability and 10 for reporting. By default, the site will automatically show the “Accountability View” in order to provide information about the measures which contribute to a school’s overall score. By clicking this toggle switch the display will change to an “In-depth View” to provide additional data and subgroup performance.

Weightings

Because an accountability system includes multiple metrics, the value of each in contributing to an overall score is a critical decision point. This is truly a value exercise in which one determines how much each measure is worth and assigns a “weighting.” The weight of each measure defines how much a given metric contributes to an overall score.

A consensus was reached to assign the following weightings for the second year – 2018-2019 (Table 1). Because each measure does not apply to all school levels and not all measures are available for each type of school a final decision was made to adjust the weighting to account for these differences.

Table 1

Year Two Reporting and Identification (2018-2019)							
Elementary/Middle School				High School			
Measure			Weight	Measure			Weight
Participation Rate	Math	5%	10%	Participation Rate	Math	5%	10%
	ELA	5%			ELA	5%	
Proficiency	Math	6%	12%	Proficiency	Math	4%	8%
	ELA	6%			ELA	4%	
Growth	Math	22%	44%	Growth	Math	17%	34%
	Read	22%			Read	17%	
English Language Progress			10%	English Language Progress			10%
Average Scale Score	Math	7%	14%	Average Scale Score	Math	5%	10%
	ELA	7%			ELA	5%	
Conditions for Learning			10%	Conditions for Learning			8%
				Graduation Rate	4-year	7.5%	15%
					5-year	7.5%	
				Postsecondary Readiness			5%
Total			100%	Total			100%

In the 2021 reporting year, as a temporary change, the methodological changes to the growth calculations were necessitated because of missing assessment data from spring 2020. Therefore, the index score weights for growth were reduced and the index score weights for proficiency were increased to compensate. See Table 2 for the complete index weights used for the 2021 reporting year.

Table 2

2020-2021 Temporary Index Weights							
Elementary/Middle School				High School			
Measure			Weight	Measure			Weight
Participation Rate	Math	5%	10%	Participation Rate	Math	5%	10%
	ELA	5%			ELA	5%	
Proficiency	Math	14%	28%	Proficiency	Math	10.5%	21%
	ELA	14%			ELA	10.5%	
Growth	Math	14%	28%	Growth	Math	10.5%	21%
	ELA	14%			ELA	10.5%	
English Language Progress			10%	English Language Progress			10%
Average Scale Score	Math	7%	14%	Average Scale Score	Math	5%	10%
	ELA	7%			ELA	5%	
Conditions for Learning			10%	Conditions for Learning			8%
				Graduation Rate	4-year	7.5%	15%
					5-year	7.5%	
				Postsecondary Readiness			5%
Total			100%	Total			100%

Due to rounding, the weighting percentage column may not total to 100 percent when the weights are adjusted. See Table 3 for an example. This middle school has fewer than 20 English learners so there is no score for English Language Progress. The weighting percentages have been proportionally redistributed among all the other variables (except participation). The prorated weights add up to 100.01 percent.

Table 3

Measure	Raw Score	Standard Score	Weighting Percentage	Total Points
Participation Rate – ELA	99.79	-	5.00	4.99
Participation Rate – Math	99.79	-	5.00	4.99
Proficiency – ELA	83.41	60.79	15.75	9.57
Proficiency – Math	84.55	61.68	15.75	9.71
Growth – ELA	64.00	64.22	15.75	10.11
Growth – Math	59.00	57.81	15.75	9.11
Average Scale Score – ELA	53.99	53.99	7.88	4.25
Average Scale Score – Math	53.96	53.96	7.88	4.25
Conditions for Learning	42.51	55.12	11.25	6.20
			100.01	63.18
			Total Percentage	Total Points

Standardized Scores

All of the raw score metrics in the report card, with the exception of participation, average scale score and postsecondary readiness, are percentages which range from 0 to 100. For example, an elementary school which has student growth rate with a median growth score of 60 in mathematics means that their typical student (from a growth perspective) grew more than 60 percent of their academic peers.

For ease of interpretation and to ensure that the central tendency of each measure does not impact the overall score, the raw scores are converted to a standard scale of measurement. Standardized scores have the same mean and standard deviation so they can be compared.

T-scores are standardized scores with a score of 50 as the mean and a standard deviation of 10. A difference of 10 from the mean indicates a difference of one standard deviation. It is easy to tell from a T-score whether a score is above or below average (T-score above 50 is above average and T-score below 50 is below average). Thus, a score of 60 is one standard deviation above the mean, while a score of 30 is two standard deviations below the mean.

$$T \text{ score} = \left(\frac{\text{score} - \text{mean}}{\text{standard deviation}} \right) \times 10 + 50$$

The score used in the equation is the average score for the group under consideration. The mean and standard deviation are the average and standard deviation for all schools in the state. The T-scores calculated for subgroups use the mean and standard deviation for the “All Students” group. For the ESSA index purposes, T-scores less than 0 are recorded as “0” and T-scores greater than 100 are recorded as “100.”

The T-score is multiplied by the weight of the accountability measure to determine points for the measure. The points for each measure are added together to determine each school’s overall index score. The one score in which a T-score is not used is participation (methodology described in the Accountability Measure: Participation Rate section).

Index Calculation

Each measure in the Accountability Index will be calculated individually, annually, standardized and multiplied by its weighting to yield the number of points contributed to the overall Accountability Index. School identification is based on all measures. The score for all measures will be added together then divided by the points possible for the school for an overall index score for each school.

If a school does not have a particular measure, the weighting for the missing measures are proportionally redistributed across the remaining measures. For example, if a school does not have the minimum 20 English learner (EL) students needed to record a score in English Language Progress the weighting for all other measures would be adjusted to spread out the missing 10 points for ELP (with the exception of Participation Rate; its weight is held fixed).

With the exception of the 2021 reporting year (see below), if a school does not have the Growth measure, the school does not have enough index areas for a valid identification (having enough data for Growth is also the criteria to determine if a school will receive an index score for a given subgroup). When this happens, the school will be “back-mapped” and assigned the score of the school where most of the students attend after leaving that school. If the school includes grade 12 (and has no school to which it can be back mapped), the school will be assigned the score of another high school in the same district where most of the school’s students attend.

The 2021 reporting year includes a temporary change to the school “back-mapping” methodology described in the previous paragraph. Since the weight of the Growth measure (temporarily) decreased in 2021, the criteria for whether a school is “back-mapped” (as well as for whether a subgroup receives an index score) also temporarily changed. In 2021, if a school (or subgroup) has enough data (20 or more students) for measures that make up more than 50 percent of the index weight, it receives its own index score. If the school does not, then it is “back-mapped.”

Subgroups

Along with the all students group, Iowa includes the following groups in the accountability system:

- Low socio-economic status as measured by free or reduced-price lunch eligibility (FRL)
- English learners (EL)
- Students with disabilities (IEP)
- Race/ethnicity
 - Asian
 - Black/African American
 - Hawaiian/Pacific Islander
 - Hispanic
 - Multi-racial
 - Native American
 - White

The same process that is completed for the all students group is repeated for all subgroups of 20 or more students within the school. This will result in a subgroup index score. The benchmark cut used to identify schools in need of comprehensive support will be compared to the subgroup score. Any subgroup scoring below this benchmark will identify the school as in need of targeted support. See the ESSA Support Scenarios appendix of this document for examples of how comprehensive and targeted status are communicated on the website.

There are also additional reporting subgroups which are shown on the performance profiles site. For the accountability measures, these subgroups will be shown when the “In-depth view” is selected. For the reporting measures, which are listed under the “Additional Metrics” dropdown, these additional subgroups will display by default. The minimum N size for these additional subgroups is 10 or more students.

The additional subgroups are:

- Foster Care
- Gender
- Grade
- Homeless
- Military Connected
- Migrant

Difference between Accountability and Reporting Measures

The Iowa School Performance Profiles includes multiple measures about the performance of the State as a whole as well as Iowa districts and schools. While all of these measures provide important information about the performance of students, not all of the measures contribute to a school's overall score. The below lists provide a breakdown of the differences between the Learning Measures (Accountability) and Additional Metrics (Reporting).

Learning Measures (Accountability)

- Achievement (Average Scale Score)
- Conditions for Learning
- English Language Progress
- Graduation Rate
- Growth
- Participation Rate
- Postsecondary Readiness
- Proficiency

Additional Metrics (Reporting)

- Alternate Assessment Results
- Attendance
- Chronic Absenteeism
- Civil Rights Data
- Educator Effectiveness
- English Language Proficiency
- ESSA School Improvement Funds
- Finance District Report Card
- National Assessment of Educational Progress
- Per Pupil Expenditures
- Percent Students Assessed
- Postsecondary Enrollment
- Progress on State Goals
- Science
- Staff Retention
- Suspension & Expulsion

Accountability Measure: Achievement (Average Scale Score)

The 2020-2021 data for this measure is available, although the results of students who took the ISASP remotely in an unproctored environment are not included in this measure (3.4% of all tested students statewide took the ISASP remotely). While assessment participation was high statewide (97.9% in ELA, 97.6% in Math), districts/buildings/subgroups with lower participation rates and/or higher rates of remote testing may have results that do not reflect the performance of all of their students.

Average Scale Score (grades 3-11) is calculated separately for English language arts (ELA) and mathematics and for each grade. Calculating by grade is necessary because the scaling across grades is different (higher grades have higher scale scores) and because the number of students in each grade is different across schools. All students who have been enrolled in the school for at least a partial academic year and completed the Iowa Statewide Assessment of Student Progress (ISASP) are included (with the exception being English learners in their first or second year of enrollment in the U.S.). Begin by calculating the mean and standard deviation by grade and subject for all students' scale scores equivalent across the state.

Use the statewide mean and standard deviation for each grade and content area to calculate each student's T-score:

$$T \text{ score} = \left(\frac{\text{student scale score} - \text{mean score grade state}}{\text{standard deviation grade state}} \right) \times 10 + 50$$

Find the mean of the T-scores across all students by school. Multiply the average T-score by the appropriate weighting (7 percent at elementary/middle; 5 percent at high school). This results in the number of index points a school receives for Average Scale Score for a content area.

Note: Starting in the 2018-2019 school year, all students taking the Iowa Statewide Assessment of Student Progress (ISASP) were assessed in the spring, removing the need to convert scale scores based on the period of assessment.

Accountability Measure: Conditions for Learning

Conditions for Learning (grades 3-12) is a measure of responses to a statewide survey of students on their practices and perceptions regarding school climate. All public schools in Iowa with students in grades 3 through 12 use a statewide online survey to assess Conditions for Learning. Only surveys from students in grades 6 through 12 are included in schools' accountability scores, while all surveys from students in grades 3 through 12

are included in the in-depth view. The survey is (1) confidential, anonymous, and voluntary, (2) completed annually in the spring, and (3) focuses on issues including physical safety, emotional safety, adult-student relationships, student-student relationships, and expectations/boundaries (these are referred to as constructs below). The information from the survey does not provide student-level results (all data are anonymous), but does provide aggregated information that may be used by a school building to identify strengths and weaknesses, and serves as a foundation on which to build an action plan for improving the learning environment for all students. The information will also help to determine the level of supports needed by schools, and the resources they may need to provide an optimal learning environment for all learners.

The basis for how the survey results translate to points toward a school's index score is the all positive response rate within each of the five constructs. The denominator for this rate is the number of responses for a construct where all survey items were answered. The numerator of the all positive response rate is the number of these surveys that had a positive response to every survey item within the construct.

The overall (or composite) all positive response rate for a school (or subgroup) is simply a weighted average of the five construct all positive response rates (or the sum of the five numerators divided by the sum of the five denominators). The mean and standard deviation for school percentages are calculated statewide. Finally, each school score is converted to a T-score.

$$T \text{ score} = \left(\frac{\text{mean percent positive school} - \text{mean percent positive state}}{\text{standard deviation state}} \right) \times 10 + 50$$

The resulting T-score is multiplied by the index percentage for (10 percent at elementary/middle, 8 percent at high school) resulting in the number of index points a school receives for Conditions for Learning.

Note: if a school has a participation rate in the Conditions for Learning student survey below 50 percent (grades 3-12), it will receive zero total points toward its index score for Conditions for Learning.

Accountability Measure: English Language Progress

The 2020-2021 data for this measure is available, although due to disruptions from the prior year, assessment participation was lower than normal (93.1% of English learners took the ELPA21 summative in spring 2021). Districts/buildings/subgroups with lower participation rates may have results that do not reflect the performance of all of their English learners.

English language progress, or progress in achieving English language proficiency (grades 3-12), will be calculated for English learners (EL) who have ELPA21 scores for both the 2019-20 and 2020-21 school years. Since each of the four domains (Reading, Writing, Listening and Speaking) has 5 achievement levels, a student can improve or decline up to four levels per domain in a given year. Aggregating across all four domains could yield a range of change from +16 levels to -16 levels. If the sum is greater than zero, growth has been met. If zero or less, growth is not met. Students at the maximum level 5 in each domain for both years count as having met growth (+1). Students missing a domain in either year will not have that domain included in the growth calculation – students are counted if they have at least one domain with a score in both years. Each student can only count once toward progress regardless of the number of domain levels they might have improved. For the percentage of students making growth, the numerator is the total number of students making at least 1 level gain. The denominator is the total number of students with a score in both years in at least one domain.

Determine percent of students in each school that made progress. To standardize the percent, convert the school percentage to a T-score using:

$$T \text{ score} = \left(\frac{\text{percent making growth school} - \text{percent making growth state}}{\text{standard deviation state}} \right) \times 10 + 50$$

Finally, multiply the T-score by 10 percent. This results in the number of index points a school receives for English language progress.

Accountability Measure: Graduation Rate

With the statewide identification system and Student Reporting in Iowa (SRI) data, Iowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their 9th grade year are not included in the cohort). The 4-year cohort graduation rate is calculated for the class of 2020 by dividing the number of students in the cohort who graduate with a regular high school diploma in 4 years or less (numerator) by the number of first-time 9th graders enrolled in the fall of 2016 minus the number of students who transferred out plus the total number of students who transferred in (denominator).

$$\text{Iowa 4-Year Cohort Graduation Rate} = (FG + TIG) / (F + TI - TO).$$

For the graduating class of 2020:

FG = First-time 9th grade students in fall of 2016 and graduated in 2020 or earlier

TIG = Students who transferred in grades 9 to 12 and graduated in 2020 or sooner

F = First-time 9th grade students in fall of 2016

TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12

TO = Transfer out (including emigrates and deceased)

First-time freshmen and transferred-in students include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuition in; and foreign students on visa. Those excluded are: home-schooled and nonpublic schooled students; public school students enrolled in another district, but taking courses on a part-time basis; and foreign students. Students receiving regular diplomas are included as graduates in the numerator. Early graduates are included in the original cohort. All students who take longer to graduate (including students with IEPs) are included in the denominator, but not in the numerator for the four-year rate.

The 5-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. The 5-year cohort graduation rate for the class of 2019 is calculated by dividing the number of students in the cohort (numerator) who graduate with a regular high school diploma in five years or less (by the 2019-20 school year) by the number of first-time 9th graders enrolled in the fall of 2015 minus the number of students who transferred out (between 2015 and 2019) plus the total number of students who transferred in (between 2015 and 2019). The 5-year cohort rate will maintain the same denominator as the previous year's 4-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

To standardize the graduation rates, calculate the mean and standard deviation for the state. Convert school graduation rates to a T-score using:

$$T \text{ score} = \left(\frac{\text{mean graduation rate school} - \text{mean graduation rate state}}{\text{standard deviation state}} \right) \times 10 + 50$$

Finally, multiply the T-score by the index percentage for graduation rate (7.5 percent for each calculation 4-year and 5-year, high school only). The result is the number of index points a school receives.

Accountability Measure: Growth

The 2020-2021 data for this measure is available, although the results of students who took the ISASP remotely in an unproctored environment are not included in this measure (3.4% of all tested students statewide took the ISASP remotely). While assessment participation was high

statewide (97.9% in ELA, 97.6% in Math), districts/buildings/subgroups with lower participation rates and/or higher rates of remote testing may have results that do not reflect the performance of all of their students. Since 2019-2020 data is not available due to state assessments being cancelled in spring 2020, the growth measure was calculated using 2017-2018, 2018-2019 and 2020-2021 using a skip-year methodology. Due to the missing 2019-2020 data, 4th graders are not included in the growth measure in 2020-2021.

Student growth rates (grades 4-11) are calculated for mathematics and English language art (ELA) separately. Student Growth Percentiles (SGP) (Betebenner, 2008 and Betebenner, 2009) are used to determine normative growth for students. An SGP describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations for SGPs are complex, percentiles are a familiar method of measuring students in comparison to their peers. The student growth percentile demonstrates a student's growth and academic progress, even if that student is not yet meeting standard.

A student growth percentile is a number between 1 and 99. If a student has an SGP of 85, we can say that they demonstrated equal to or more growth than 85 percent of their academic peers. A student with a low score on a state assessment can show high growth and a student with a high score can demonstrate low growth. Similarly, two students with very different scale scores can have the same SGP.

The median growth percentile summarizes student growth percentiles by school, district, state or other groups of interest. Medians are more appropriate to use than means when summarizing a collection of percentiles. The median is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score, which is the median. The median may not be as familiar to people as the mean, but it is similar in interpretation – it summarizes the group's center in a single number. At the state level, median SGPs for the 'All Students' group are almost always 50 since norms are established using student scores from only the current year. Half of the state's students have growth below 50 and half above.

To standardize the student growth percentiles, calculate the median, mean of the medians, and standard deviation of the medians for the school distribution. Convert school SGP medians to T-score by school using:

$$T \text{ score} = \left(\frac{\text{median SGP school} - \text{average median SGP state}}{\text{standard deviation median state}} \right) \times 10 + 50$$

Finally, multiply the T-score by the index weighting percentage for each content area. The result is the number of index points a school receives for

growth for a content area. Note: in the 2021 reporting year, as a temporary change, the methodological changes to the SGP calculations necessitated by missing assessment data from spring 2020, the index score weights for growth were reduced to 14 percent (from 22 percent) for each subject for elementary/middle schools and to 10.5 percent (from 17 percent) for each subject for high schools.

Accountability Measure: Participation Rate

The 2020-2021 data for this measure is available as normal, although the methodology for how it contributes to a school's index score for the 2021 reporting year has been temporarily changed (read below). ISASP remote testers ARE included in this measure.

Participation rates (grades 3-11) are calculated for English language arts (ELA) and mathematics separately. The participation rate is calculated by dividing the number of students tested with the Iowa Statewide Assessment of Student Progress (ISASP) plus the number of students tested with Dynamic Learning Maps (DLM) (numerator) by the number of students enrolled in the school at the time of testing (denominator). With the exception of the 2021 reporting year, if the resulting value is greater than 95 percent in a content area, the school receives five index points. If the participation is greater than 95 percent for both ELA and mathematics the school receives ten index points. If 95 percent participation rate is not met, a school receives no index points per content area not met. Note that if participation rate is not met (with the exception of the 2021 reporting year), consequences are applied to academic achievement elements (see proficiency).

In the 2021 reporting year, as a temporary change, schools receive index points directly proportional to their participation rate – Total Points = 5 * (Participation Rate %) – rather than the standard all-or-nothing point total dependent on the 95 percent threshold (explained above). As an example, if a school has a 93.2 percent participation rate in 2021, they would receive $5 * 0.932 = 4.66$ points. As another temporary change for 2021, the proficiency rate denominator is not adjusted if the participation rate falls below 95 percent.

Accountability Measure: Postsecondary Readiness

The Postsecondary Readiness Index (PSRI) includes multiple pathways where students can participate and demonstrate readiness for life beyond high school. This is important because students can choose a series of educational opportunities which contribute to their learning and preparedness for postsecondary. A student who participates in one or more of these areas

will contribute to a school’s overall index score. The table below provides an overview of each sub-measure as well as its weight within the index.

Sub-Measure	Description	Weighting
Participation in a college entrance exam (ACT or SAT)	% of students taking the ACT or SAT	16.7%
ACT/SAT Success	% of students taking the ACT or SAT with an ACT composite score 22 or higher or SAT total score of 1110 or higher	16.7%
College level, postsecondary or advanced coursework	% of students taking either PSEO, concurrent, AP or IB coursework while in high school	33.3%
Career and technical education (CTE)	% of students who are CTE concentrators (took 1.5 or more Carnegie units of coursework within one of six broad service areas defined in <u>Iowa Code section 256.11, subsection 5, paragraph "h"</u> while in high school)	33.3%

The denominator for the ACT/SAT participation, college-level coursework and CTE concentrator measures is based on an academic class; in this case, the Class of 2020 (those who attended an Iowa public high school for four years). Students are included in the numerator of the calculation if they participated in the relevant activity within their four years of high school. The denominator of the ACT/SAT success measure is the number in the Class of 2020 who participated in the ACT/SAT (the numerator of the ACT/SAT participation measure).

Accountability Measure: Proficiency

The 2020-2021 data for this measure is available, although the results of students who took the ISASP remotely in an unproctored environment are not included in this measure (3.4% of all tested students statewide took the ISASP remotely). While assessment participation was high statewide (97.9% in ELA, 97.6% in Math), districts/buildings/subgroups with lower participation rates and/or higher rates of remote testing may have results that do not reflect the performance of all of their students.

Proficiency rates (grades 3-11) are calculated for English language arts (ELA) and mathematics separately. All students who have been enrolled in the school for at least a partial academic year are included (with the exception being English learners in their first or second year of enrollment in the U.S.). To determine the percent proficient by school by content area, the numerator is the number of students who scored proficient on the state assessments (Iowa Statewide Assessment of Student Progress and DLM). The denominator of the measure will be calculated in order to ensure maximum participation in the assessment. Therefore, if participation is at or above 95 percent, the denominator will be the number of students tested. If participation is less than 95 percent, the denominator will be 95 percent of the students enrolled for at least a partial academic year who are not English learners in their first or second year of enrollment. Note: as a temporary change for the 2021 reporting year, the proficiency rate denominator is not adjusted if the participation rate falls below 95 percent (it is simply the number of students tested).

To standardize the proficiency rate, calculate the mean and the standard deviation for the distribution of school proficiency percentages. Convert percent proficient to a T-score using:

$$T \text{ score} = \left(\frac{\text{percent proficient school} - \text{mean percent proficient state}}{\text{standard deviation state}} \right) \times 10 + 50$$

Finally, multiply the T-score by the index weighting percentage for each content area. This results in the number of index points a school receives for proficiency. Note: in the 2021 reporting year, as a temporary, the methodological changes to the growth calculations necessitated by missing assessment data from spring 2020, the index score weights for proficiency were increased to 14 percent (from 6 percent) for each subject for elementary/middle schools and to 10.5 percent (from 4 percent) for each subject for high schools.

Reporting Measure: Alternate Assessment Results

The 2020-2021 data for this measure is available, assessment participation was lower than normal (84.8% of students with alternate assessment marked on their IEPs fully participated in the DLM in spring 2021). Districts/buildings/subgroups with lower participation rates may have results that do not reflect the performance of all of their students with significant cognitive disabilities.

This measure shows the number and percentage of students taking the Dynamic Learning Maps (DLM) Alternate Assessment who met the proficiency achievement benchmark in English language arts (ELA),

mathematics and science. The DLM assessments are Iowa's Alternate Assessments for students with the most significant cognitive disabilities whose academic performance is appropriately judged against alternate achievement standards. The DLM assessments for ELA and mathematics are yearlong instructionally embedded assessments for students in grades 3-11. Science is a year-end assessment for students in grades five, eight and 10.

Reporting Measure: Attendance

The data for this measure is (and always has been) lagged; data for 2019-2020 is displayed. Most students were physically in school for fewer than 130 days of the typical 180-day school year.

This measure shows the average daily attendance rate of students across the year. The calculation is based on the total number of days attended in school divided by the total number of days enrolled. Data items on this page come from the 2019-2020 spring Student Reporting in Iowa (SRI) collection.

Reporting Measure: Chronic Absenteeism

The data for this measure is (and always has been) lagged; data for 2019-2020 is displayed. Most students were physically in school for fewer than 130 days of the typical 180-day school year.

This measure shows the percentage of students who missed 10 percent or more school days for any reason, excused or unexcused. Attendance in school matters because students need to be in school to learn. Children who miss 10 percent or more of the days they should be in school – for any reason – are considered chronically absent. Children who are chronically absent from school are at risk of falling behind, which can hurt their chances of success in school. Data for this measure comes from the 2019-2020 spring Student Reporting in Iowa (SRI) collection.

Reporting Measure: Civil Rights Data

This measure shows the number of students school districts reported to the U.S. Office of Civil Rights in the 2017-2018 school year in the following areas: arrests, bullying/harassment, violence and preschool. Below are descriptions of the data included for each of these areas:

- **Arrests** - The number of reported school-related arrests of a student for any activity conducted on school grounds, during off-campus school

activities (including while taking school transportation) or due to a referral by any school official.

- **Bullying/Harassment** - The number of students who were reported as harassed or bullied to a responsible school employee.
- **Violence** - The number of documented incidents that occurred in school buildings, on school grounds, on school buses and at places that hold school-sponsored events or activities.
- **Preschool** - The number of children ages three through five who were reported by districts as enrolled in preschool programs or having received services. Districts may report preschool programs or services in district facilities, non-district facilities, or both, or by contracting with another entity.

Reporting Measure: Educator Effectiveness

This measure shows the number of public school teachers in the 2020-2021 school year who are inexperienced, teaching out-of-field or ineffective. Below are descriptions of the data included for each of these areas:

- **Inexperienced** - The number of educators who have an initial two-year license.
- **Teaching Out-of-Field** - The number of teachers operating on a provisional license because they do not meet the licensure requirements in a particular content area.
- **Ineffective** - The number of teachers who do not meet the Iowa Teaching Standards.

Reporting Measure: English Language Proficiency

The 2020-2021 data for this measure is available, assessment participation was lower than normal (93.1% of English learners took the ELPA21 summative in spring 2021). Districts/buildings/subgroups with lower participation rates may have results that do not reflect the performance of all of their English learners.

Iowa uses annual administration of the ELPA21 assessment to determine how many English learners tested proficient in English. This measure shows the percentage of English learners in kindergarten through 12th grade testing proficient in English overall as well as the percentage scoring 'Early Advanced' or 'Advanced' (these labels correspond to level scores of 4 or 5, respectively) in each of the domain areas of the ELPA21: reading, writing, speaking and listening. In order to be considered proficient, English learners must score 'Early Advanced' or 'Advanced' in all four of the domain areas.

Students testing proficient on the ELPA21 are exited from the English learner program.

Reporting Measure: ESSA School Improvement Funds

This measure provides a list of the schools in Iowa that received school improvement funds under Section 1003 of the Elementary and Secondary Education Act (ESEA), the amount of funds they received and the types of strategies they implemented in the 2020-2021 school year. The default view on the page (with School Improvement Activities selected) lists the strategies implemented by the schools while selecting School Improvement Allocations displays a list of the amount of funds allocated to each school that received funds.

Reporting Measure: Finance District Report Card

The purpose of the School District Financial Report Card is to assist school boards in satisfying legal requirements for the Iowa Code 279.63 Financial report. The board of directors of each public school district shall develop, maintain and distribute a financial report on an annual basis. The objective of the financial report shall be to facilitate public access to a variety of information and statistics relating to the education funding received by the school district, enrollment and employment figures and additional information. The version of this report card helps districts meet this legal requirement to build and report this information.

<https://www.legis.iowa.gov/DOCS/ACO/IC/LINC/Section.279.63.pdf>

Reporting Measure: National Assessment of Educational Progress

The NAEP is administered every two years. Data for the 2019 administration are displayed. Due to COVID-19, the 2021 NAEP administration was postponed until 2022. Data for 2022 will be available in fall 2022.

From the home page, click View State Report to navigate to the State of Iowa State Summary page. Iowa's latest results from the National Assessment of Education Progress is included under the Additional Metrics dropdown menu.

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what students in the United States know and can accomplish in various subject areas. Since NAEP assessments are administered uniformly using the same sets of test

booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same between administrations, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time. The following tables show the most recent results (2019) of NAEP for Iowa in grades 4 and 8 in reading and mathematics. Additional information on NAEP can be found at the [Nation's Report Card](#). Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects.

Reporting Measure: Per Pupil Expenditures

The Elementary and Secondary Education Act of 1965, as reauthorized by Every Student Succeeds Act (ESSA), requires all state education agencies and local education agencies to report school-level per pupil expenditure data. Department of Education staff worked with districts across the state and the Department's School-Level Reporting Advisory to develop and implement [Statewide School-Level Financial Coding Practices](#) beginning with FY19 reporting. FY19 (July 1, 2018 – June 30, 2019) reflects spending during the 2018-2019 school year.

Per pupil expenditure amounts, while informative, provide an incomplete framework in which to understand district and school expenditure levels. A wide range of per pupil expenditure values exist as the result of a multitude of district and school differences statewide. This document works to identify a number of those district-to-district and school-to-school dissimilarities and to provide examples of the types of expenditures impacted by those differences.

Note: Per pupil expenditures data is typically released in the March following the annual update of the Iowa School Performance Profiles.

District Variances

School districts in Iowa are comprised of distinct characteristics which may impact per pupil expenditure amounts. A number of differences and related examples of the impact on expenditures are provided below.

- Average Daily Membership (ADM) – Districts with higher ADM values (pupil counts) will have costs spread over more students which may decrease per pupil amounts. District ADMs range from 51 to 30,595.
- Salary schedules – Statewide, employee salary and benefit costs comprise approximately 80 percent of district General Fund expenditures. This value changes based on the district's salary schedule, which is influenced by years of experience (tenure) and education level.

- Geographic size – A small/large geographic area may decrease/increase per pupil transportation costs.
- Pupil density – Densely/Sparsely populated areas may decrease/increase per pupil transportation costs.
- Enrollment changes – Enrollment increase/decrease may impact per pupil spending as districts work to modify logistics to “right-size” the district (e.g., staff ratio and class sizes).
- Local coding practices – Each district was given the authority to make a number of local decisions regarding expenditure coding practices which may impact cost allocations.
- Revenue sources – Local efforts, planning, and programming may increase revenue sources (e.g., bond issue).
- Composition of students served – Actual students served by each district may not equal the population of resident students (e.g. whole grade sharing, open enrollment in/out, and tuitioned in/out)
- Construction – There are a number of districts across the state engaging in remodeling or new construction efforts which may temporarily elevate spending levels.

School Variances

Districts serve their unique student composition through a variety of settings, programs, staff makeup and ratios, and logistical environments. These variances can produce wide ranges in per pupil spending. A number of these differences and how they impact per pupil expenditure values are provided below.

- Unique or expanded programming – May cost more than regular instructional programs (e.g., block scheduling and construction trade program).
- Building size and building age – Older, larger buildings may cost more to maintain.
- Specially funded programs – A number of programs provided by schools are attached to specific revenue sources. This revenue is meant to supplement (add to) existing funding which means it should cost more to educate a student participating in the specially funded program than an average student not participating in the program (e.g., English Language Learner (ELL) and at-risk/dropout program participants).
- Staff ratios and classroom sizes – Lower staff to student ratios and smaller class sizes may result in higher spending per pupil.
- Average Daily Membership (ADM) – Schools with higher ADM values (pupil counts) will have costs spread over more students. School ADM values range from 20 to 2,146.

- Teacher tenure and teachers with master's degrees – Higher tenured (years of experience) teachers and teachers with higher education levels are more advanced on the salary schedule. Teacher experience ranges from one to 43 years. The percent of teachers with master's degrees at a school range from zero percent to 100 percent.
- Activity programs – The majority of student activity program (e.g., extracurricular and co-curricular activities) costs are incurred at the high school level.
- Technology – Some districts elect to provide a 1:1 technology environment – meaning they pay for each student to have a digital device on which to learn. This is an added and ongoing cost for some districts.
- Revenue sources – Unique student populations and programming may drive additional revenue to a school (e.g., Title and special education programs).
- Grades served – The Department does not require standard alignment of grades served at any instructional level. One district may have three elementary schools which all serve grades Kindergarten (K)- 6 while another district may also have three elementary schools with one serving K-1, another serving 2-3, and the final serving 4-5. Across the state, there are middle schools starting as early as grade 5 and as late as grade 8; there are high schools that start as early as grade 7 and as late as grade 10.

Potential Revenue Sources

The amount districts have available to spend is impacted by the revenue received and their level of spending authority. Revenue sources and amounts vary based on multiple factors including, but not limited to, the following: district choice (e.g., bond issuance and levies), actual district costs (e.g., transportation equity payments), actual district services (e.g., programs), and student populations served (e.g., ELL program participants). Examples of possible district and/or school revenue sources are provided below.

- State aid payments
 - District cost per pupil
 - Transportation equity payments
 - Specially funded programs (e.g., ELL, special education, and at-risk/dropout prevention)
 - Categorical funding (e.g., talented and gifted, professional development, teacher salary supplement (TSS), and teacher leadership supplement (TLC))
 - Supplementary weighting
 - Operational sharing
 - Concurrent enrollment

- Whole grade sharing
 - Joint employment
- Other local, state, or federal grants and payments (e.g., Early Literacy Implementation grant, Title funding, Perkins funding, National School Lunch Program, and Federal Emergency Management Funds (FEMA))
- Local tax levies (e.g., Cash Reserve Levy, Physical Plant & Equipment Levy (PPEL), and Management Fund Levy)
- Transportation fees for optional services
- Enterprise operations (e.g., construction program and student farm)
- Local bond issuance
- Tax payments (e.g., property tax and SAVE sales tax)
- Enrollment makeup (e.g., tuition payments for open enrolled students)
- Nonpublic school transportation and textbooks
- Student activity program (e.g., fundraising and gate revenue)
- Donations from private sources (e.g., fundraising, United Way, and Food Bank)
- Sale of assets (e.g., unused school building, surplus equipment, and home constructed from student construction trade program)
- Sale of services (e.g., sale of staff time to other entity)
- Rental income (e.g., income from renting out district space to community groups)
- Interest revenue
- Flowthrough to Area Education Agency
- Other revenue

Reporting Measure: Percent of Students Assessed

This measure shows the percent of students who took an English language arts (ELA) or mathematics assessment. This includes students who took either the Iowa Statewide Assessment of Student Progress (ISASP) or the Dynamic Learning Maps (DLM) alternate assessment. The percent of students assessed and participation rate measures will be close but not the same because of the students who are included in the denominator. There are cases where students are not included in the participation rates. A medical illness or a student who took an assessment in another district are a couple of examples of these situations. A student, for example, who was hospitalized does not count in a participation rate but would show up on the percent of student assessed measure.

Reporting Measure: Postsecondary Enrollment

This measure shows the percent of high school graduates who matched enrollment in postsecondary education within one year of high school graduation. The three most recently available combined graduating classes are included in the data on this page. The source of this data is the [Enrollment Demographics report](#) on the [Iowa Postsecondary Readiness Reports \(PRR\)](#) website. For more information on the methodology behind this data, please refer to the [PRR Technical Guide](#).

Reporting Measure: Progress on State Goals

Iowa's [Every Student Succeeds Act \(ESSA\) plan](#) includes the establishment of long-term goals and measures of interim progress (page 35). Each state must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates and English language proficiency, set forth in the state's ESSA plan. For academic achievement and graduation rates, the state's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

The plan includes a 5-year long-term goal to be reached in the 2021-2022 school year. For all students, the expectation of the percent students who are proficient increases by half a percentage point each year. For subgroups, the expectation is to increase the percent of students proficient by one percentage point per year. The gap in this section of the plan refers to the gap between proficiency between all students and different subgroups of students. The proficiency gap will decrease with the higher targets for subgroups.

This measure reports the State, District and School progress in meeting the goals for proficiency by grade and by subgroup. The display shows both the yearly target as well as the long-term goal.

The assessment data reported on this page is from the 2017-2018 administration of the Iowa Assessments. Goals setting on the more recent Iowa Statewide Assessment of Student Progress (ISASP) has not been completed at this time. This page will be updated after goal setting for the ISASP has occurred. Goals for English Language Progress and Graduation Rate are the most recent data available.

Reporting Measure: Science

The 2020-2021 data for this measure is available, although the results of students who took the ISASP remotely in an unproctored environment are not included in this measure (3.4% of all tested students statewide took the ISASP remotely). While assessment participation was high statewide (97.0% in Science), districts/buildings/subgroups with lower participation rates and/or higher rates of remote testing may have results that do not reflect the performance of all of their students.

Students in grades five, eight and 10 taking the statewide assessments – Iowa Statewide Assessment of Student Progress (ISASP) and the Dynamic Learning Maps (DLM) alternate assessment – are assessed in the subject of science. Proficiency rates for science are calculated and reported via this measure but are not included in schools' accountability scores. To determine the percent proficient, the numerator is the number of students who scored proficient on the ISASP or DLM. The denominator of the calculation is the number of students who were assessed.

Reporting Measure: Staff Retention

This metric reports the percentage of teachers, administrators and other licensed professionals who are employed in the same school building. Significant staff turnover can impact work place climate and culture.

This measure provides a breakdown of the individual positions within the school from one year to the next. This measure is calculated for all licensed staff who were employed in a school from the first year and those who are still employed the second year are counted as retained. This measure does not take into account whether more staff were added in the second year. The display shows a breakdown of retention for all staff, career teachers, administrators and beginning teachers.

Career teachers are teaching staff who have moved from a beginning-teacher license to that of a regular teaching license. Beginning teachers are those educators on a beginning-teacher license (typically less than two years experience).

Reporting Measure: Suspension and Expulsion

The data for this measure is (and always has been) lagged; data for 2019-2020 is displayed. Due to COVID-19, most students were physically in school for fewer than 130 days of the typical 180-day school year.

The Every Student Succeeds Act (ESSA) requires the reporting of suspension and expulsion data. This measure provides information about the number of suspension and expulsion incidents by different student groups in the prior year. Data items on this page come from the 2019-2020 spring Student Reporting in Iowa (SRI) collection. This measure combines both in-school and out of school suspension together.

Data Source Table

The below table provides details for each measure, the source and years included on the Iowa School Performance Profiles (for the most recent reporting year, 2021). Note that many measures do not have data available for the 2020 reporting year as, due to COVID-19, all federally-required assessments were not administered in spring 2020.

Accountability Measures (Learning Measures)

Measure	Source	Years
Achievement (Average Scale Score)	Iowa Statewide Assessment of Student Progress (ISASP)	2020-21
Conditions for Learning	Conditions for Learning survey	2020-21
English Language Progress	ELPA21	2019-20 and 2020-21 (2 years needed for progress)
Graduation Rate	Student Reporting in Iowa	4 Year rate – Class of 2020 5 Year rate – Class of 2019
Growth	Iowa Assessments, Iowa Statewide Assessment of Student Progress (ISASP)	2017-18 – Iowa Assessments 2018-19 and 2020-21 – ISASP (2 years minimum needed for growth)
Participation Rate	Student Reporting in Iowa, Iowa Statewide Assessment of Student Progress (ISASP) and Dynamic Learning Maps (DLM)	2020-21
Postsecondary Readiness	For the source of the components of the Postsecondary	For the years of the components of the Postsecondary

Measure	Source	Years
	Readiness measure, see the table below	Readiness measure, see the table below
Proficiency	Iowa Statewide Assessment of Student Progress (ISASP) and Dynamic Learning Maps (DLM)	2020-21

Postsecondary Readiness Sub-Measures (Learning Measures)

Sub-Measure	Source	Years
Advanced Placement (AP)	Student Reporting in Iowa	Class of 2020
Postsecondary Enrollment Options (PSEO)	Student Reporting in Iowa	Class of 2020
Concurrent Enrollment	Student Reporting in Iowa	Class of 2020
International Baccalaureate (IB) Enrollment	Student Reporting in Iowa	Class of 2020
ACT Participation and ACT Success	ACT	Class of 2020
SAT Participation and SAT Success	College Board	Class of 2020
Career and Technical Education Concentrators	Student Reporting in Iowa and Secondary CTE	Class of 2020

Reporting Measures (Additional Metrics)

Measure	Source	Years
Alternate Assessment Results	Dynamic Learning Maps (DLM)	2020-21
Attendance	Student Reporting in Iowa	2019-20
Chronic Absenteeism	Student Reporting in Iowa	2019-20
Civil Rights Data	U.S. Office of Civil Rights	2017-18
Educator Effectiveness	Inexperienced/Teaching Out-of-Field: Fall Basic Educational Data Survey (BEDS) Staff Data Collection, Board of	2020-21

Measure	Source	Years
	Educational Examiners (BOEE) Licensure Data Ineffective: Spring BEDS Data Collection	
English Language Proficiency	ELPA21	2020-21
ESSA School Improvement Funds	Iowa Department of Education Consolidated Accountability and Support Application (CASA)	2020-21
Finance District Report Card	Iowa Department of Management Aid and Levy Worksheets, Fall Basic Educational Data Survey (BEDS) Staff Data Collection, Federal Program Allocations	State Fiscal Year 2021
National Assessment of Educational Progress (NAEP)	US Department of Education	2019
Per Pupil Expenditures	Certified Annual Report (CAR)	State Fiscal Year 2021 (reflects spending during the 2020-21 school year – will be released in spring 2022)
Percent of Students Assessed	Student Reporting in Iowa, Iowa Statewide Assessment of Student Progress (ISASP) and Dynamic Learning Maps (DLM)	2020-21
Postsecondary Enrollment	Iowa Postsecondary Readiness Reports	Iowa Public High School Graduates from Classes of 2017 through 2019
Progress on State Goals	Iowa Assessments, ELPA21 and Student Reporting in Iowa	2017-18 – Iowa Assessments 2020-21 – ELPA21 Graduation Rate – Class of 2020 (4 year) and Class of 2019 (5 year)
Science	Iowa Statewide Assessment of Student Progress (ISASP) and	2020-21

Measure	Source	Years
	Dynamic Learning Maps (DLM)	
Staff Retention	Fall Basic Educational Data Survey (BEDS) Staff Data Collection	October 2020 and October 2021 (2 years needed for retention)
Suspension and Expulsion	Student Reporting in Iowa	2019-20

Website Feature: Data Download

School-level data from the Iowa School Performance Profiles site can be downloaded into a spreadsheet format for offline use by visiting the [Data Download page](#). This page can be accessed on the site by clicking the orange download icon on the right side of the navigation bar at the top of each page. The two types of available school-level data files are:

- School Summary Data – This data file contains one row per school and includes a wide variety of school characteristics including, but not limited to, overall school index score, school rating category, ESSA support status, contact information, student counts broken down by demographics and subgroup accountability index scores.
- School Learning Measures Data – This data file contains all available data for the selected learning measures (those used for accountability determinations) for all students and all available subgroups (cells with fewer than 20 students are not included in the file).

More information about the contents of these files can be found in the [ISPP Data Download File Specifications document](#).

Website Feature: School Comparison Chart

The [School Comparison Chart tool](#) on the Iowa School Performance Profiles site enables educators to compare their schools with others. It can be accessed through the Search/Compare button at the top-right of every page by clicking the View Comparison Chart button. The tool is designed to give the user the ability to compare and contrast using multiple attributes such as school type (elementary, middle, high) and school rating across multiple accountability measures, such as growth and proficiency. This information can be used to identify like schools that are excelling and determine what practices are in place that lead to student success.

Each axis (x and y) shows a different measure. The default display shows student enrollment on the y axis compared to the overall index score of the school on the x axis. Specific schools can be located on the chart by using the Locate By feature at the bottom of the left-hand pane.

Website Feature: School Comparison Search

The [School Comparison Search tool](#) on the Iowa School Performance Profiles site allows users to select a school and then find similar schools based on selected criteria. It can be accessed through the Search/Compare button at the top-right of every page by clicking the View Comparison Search button. Once the search criteria have been entered and the list of similar schools has been identified, the user can choose to either view demographic characteristics of those schools or performance details (data from the school's Learning Measures that count toward its accountability score). Under performance details, there are three options:

- Raw Score – Displays the raw, or actual, value for each Learning Measure. For example, for Percent Proficient Math, the percentage of students who scored proficient or above in the math assessment is shown while, for Growth Math, the median student growth percentile in math is shown.
- Standard Score – Displays the raw score after it has been standardized across schools. Details for how this is calculated can be found in the [Standardized Scores section](#) of this document.
- Total Points – Displays the total points going into the school's overall index score for each Learning Measure. Details for how this is calculated from the standard score can be found in the [Weightings section](#) of this document.

Appendix: ESSA Support Scenarios

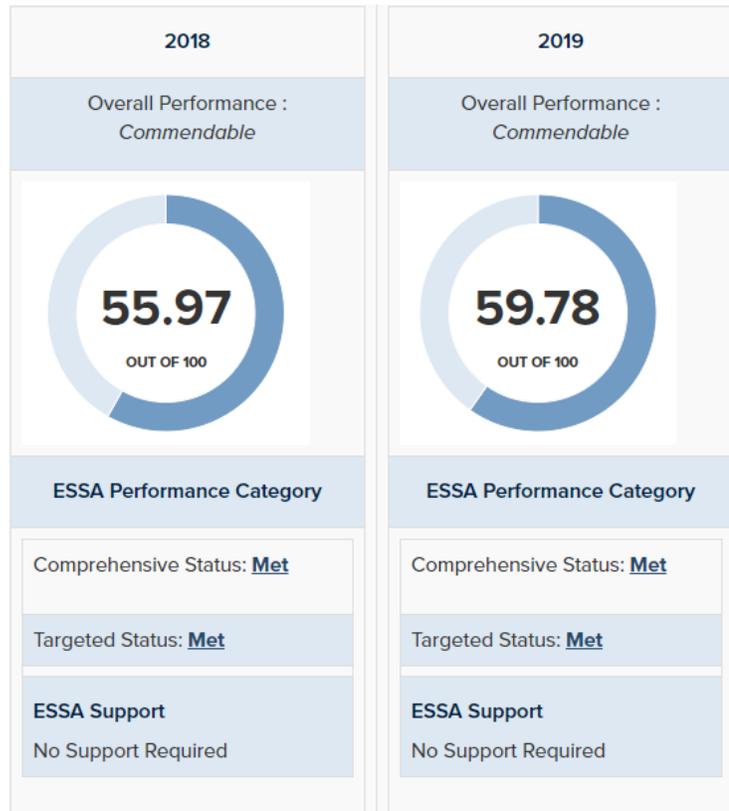
This appendix provides examples of some of the more common scenarios when it comes to identification of schools as Comprehensive or Targeted for the purposes of the Every Student Succeeds Act (ESSA) and the ESSA Support label that goes with them. Each scenario includes a brief description of the example school's situation related to their index score for all students in both years (relevant for Comprehensive school identification) and their index score for subgroups included in the accountability system (relevant for Targeted school identification – see the Subgroups section).

Also included is a screenshot example of the Overall Performance Trend chart (accessible by clicking the  button to the right of the Overall Performance header on the School Summary page) for a school that falls into the given scenario. Note that the Comprehensive status and Targeted status fields represent the school's status in that given year while the ESSA Support field indicates which year of support (Comprehensive or Targeted) of the three-year cycle the school is in which depends on the first year they were identified.

Scenario #1: School is not Comprehensive or Targeted in either year

All Students: Index above the 43.95 cut score in both years (resulting in Met Comprehensive status)

Subgroups: Index above the 43.95 cut score for all subgroups with N > 19 in both years (resulting in Met Targeted status)

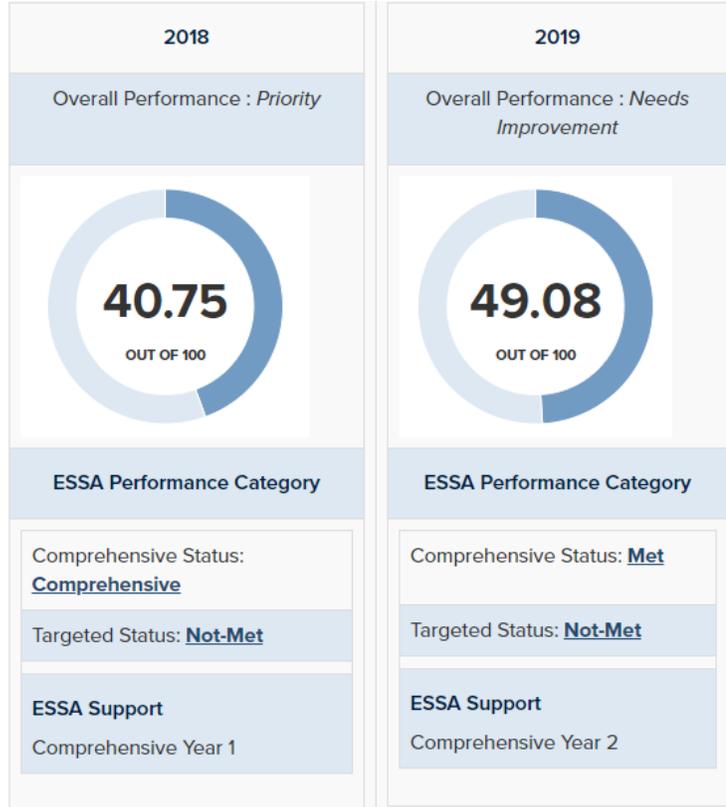


Scenario #2: School is identified as Comprehensive in 2018; index increases above threshold in 2019

All Students: Index below the 43.95 cut score in 2018 (causing Comprehensive identification) and increases above the cut score in 2019 (resulting in Met Comprehensive status)

Subgroups: Index below the 43.95 cut score for at least one subgroup in both years (resulting in Not-Met Targeted status)

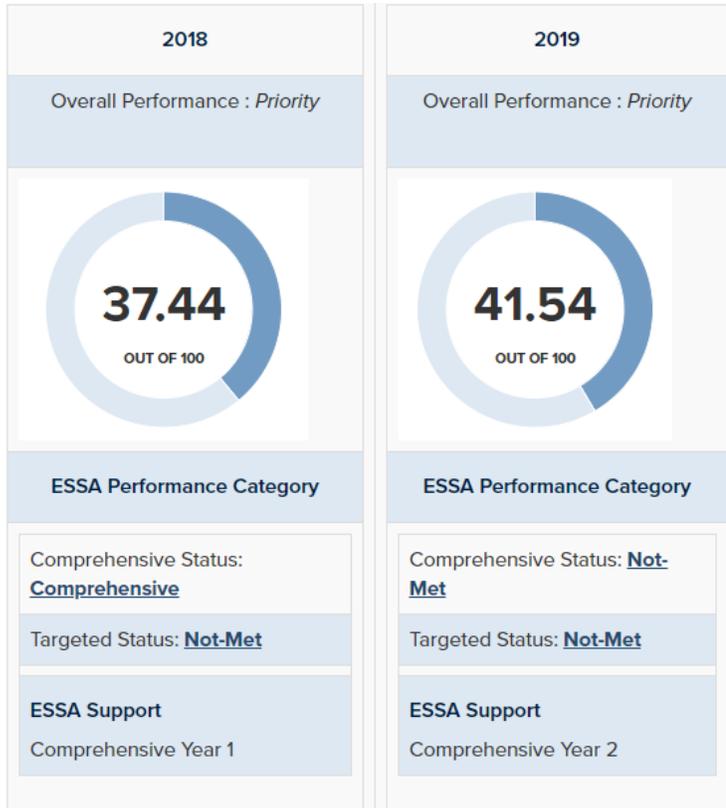
Note: Comprehensive schools cannot also be identified as Targeted



Scenario #3: School is identified as Comprehensive in 2018; index stays below threshold in 2019

All Students: Index below the 43.95 cut score in 2018 (causing Comprehensive identification) and it stays below the cut score in 2019 (resulting in Not-Met Comprehensive status)

Subgroups: Index below the 43.95 cut score for at least one subgroup in both years (resulting in Not-Met Targeted status)



Scenario #4: School is identified as Targeted in 2018; all subgroup indices increase above threshold in 2019

All Students: Index above the 43.95 cut score in both years (resulting in Met Comprehensive status)

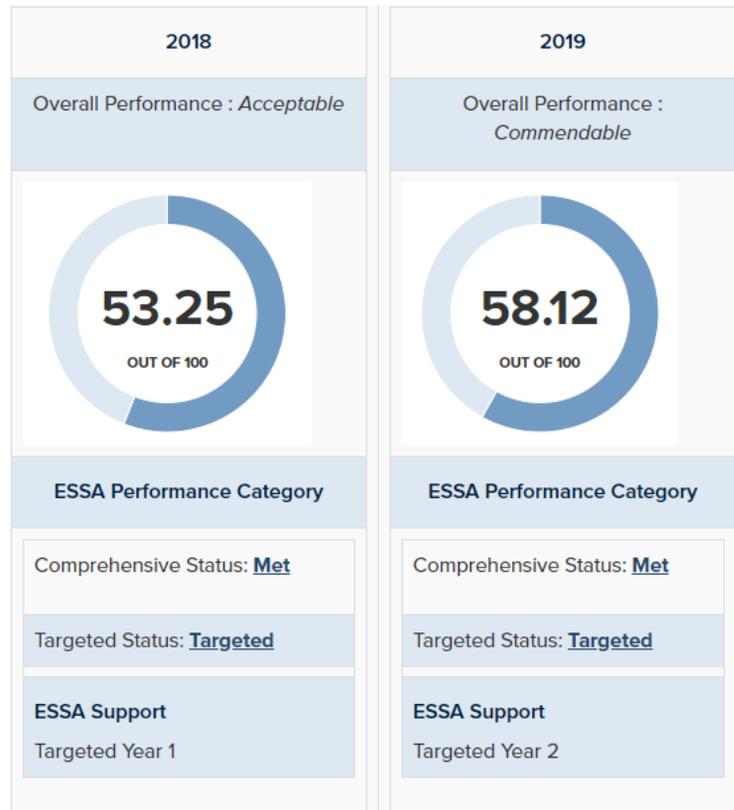
Subgroups: Index below the 43.95 cut score for at least one subgroup in 2018 (causing Targeted identification) and all subgroup indices (with N > 19) increase above the cut score in 2019 (resulting in Met Targeted status)



Scenario #5: School is identified as Targeted in 2018; at least one subgroup index stays below threshold in 2019

All Students: Index above the 43.95 cut score in both years (resulting in Met Comprehensive status)

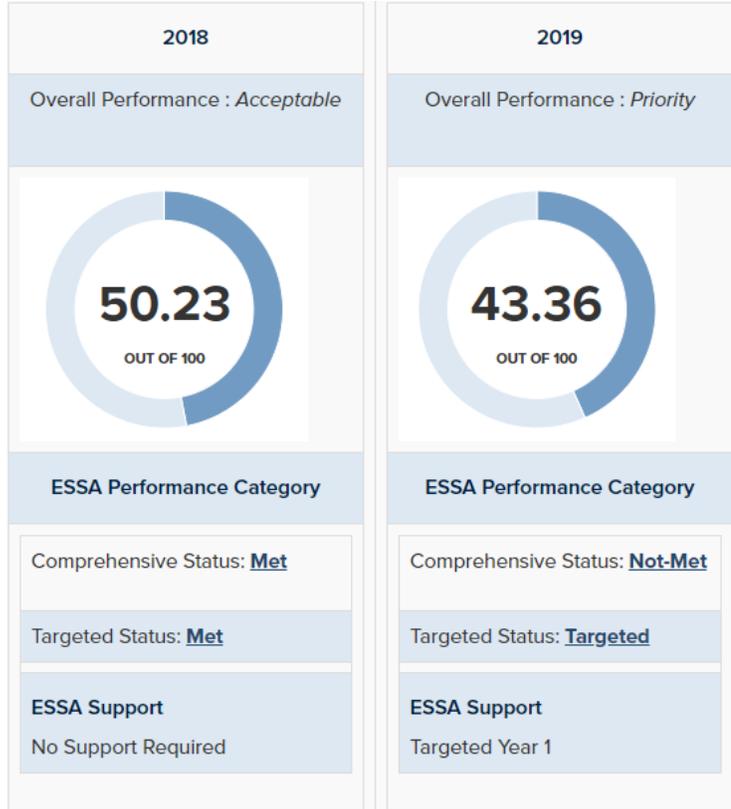
Subgroups: Index below the 43.95 cut score for at least one subgroup in 2018 (causing Targeted identification) and at least one subgroup stays below the cut score in 2019 (resulting in Targeted status)



Scenario #6: School is identified as Targeted for the first time in 2019, overall index also falls below

All Students: Index above the 43.95 cut score in 2018 (resulting in Met Comprehensive status) and it falls below the cut score in 2019 (resulting in Not-Met Comprehensive status – Comprehensive identification only occurs every three years)

Subgroups: Index above the 43.95 cut score for all subgroups with N > 19 in 2018 (resulting in Met Targeted status) and at least one subgroup goes below the cut score in 2019 (causing Targeted identification)



Scenario #7: School is identified as Targeted for the first time in 2019, overall index stays above threshold

All Students: Index above the 43.95 cut score in both years (resulting in Met Comprehensive status)

Subgroups: Index above the 43.95 cut score for all subgroups with N > 19 in 2018 (resulting in Met Targeted status) and at least one subgroup goes below the cut score in 2019 (causing Targeted identification)

