Iowa Statewide Accountability System Information Guide

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What's New – ISPP 2.0 Release Summary

The Department of Education is releasing a new version of the Iowa School Performance Profiles in the 2018-19 school year. Changes to the Performance Profiles can be categorized into 3 main areas: 1) new measures, 2) new functionality and 3) merger with the Iowa School Report card.

New measures were added to the website which were required by the Every Student Succeeds Act (ESSA) as well as measures that were part of the Iowa School Report Card. These include:

- Progress on State Goals (ESSA)
- Suspension and Expulsion (ESSA)
- Chronic Absenteeism (ESSA)
- Post-secondary Readiness (ESSA)
- Percent of Students Assessed (ESSA)
- National Assessment of Educational Progress (ESSA)
- Attendance (Report Card)
- Staff Retention (Report Card)

New functionality was also added to the site in order to make the site more user friendly. This includes the ability to print PDF, frequently asked questions and school comparison features. The added comparison allows for a side by side comparison of two districts or schools. The statewide comparison allows examination of all schools across a number of accountability measures. For example, you could look at all elementary schools by math proficiency and math growth to determine which schools have high proficiency and high growth.

A new feature has been added to the site to provide more information about student performance for the accountability measures. By default, the site displays the "Accountability View" which shows data for the students and subgroups that are part of a school's overall score. In the "Accountability View" a student has to be enrolled for a full academic year to be included in the "Accountability View." The minimum student group size is 20 for the "Accountability View."

In addition to the "Accountability View," an "In-depth View" has been added by clicking a toggle switch. The "In-depth View" includes additional subgroups which are required to be reported under ESSA. Additional subgroups included are: Migrant, Foster Care, Military Connected, Gender, Homeless and Grade breakdown. The minimum student group size is 10 for the "In-depth View." The "In-depth View" also shows the performance of all students regardless of how long that student is enrolled in a district. For example, a student who enrolled the day before the

assessment window would be included in the “In-depth View” but would not be included in the “Accountability View.”

The last set of changes to the Performance Profiles is the merger of the Iowa School Report Card rating categories into the Performance Profiles. The rating categories: Exceptional, High Performing, Commendable, Acceptable, Needs Improvement and Priority were added to the site alongside the ESSA determinations of a school in need of Comprehensive or Targeted support. In order to make this merger seamless, the existing cut point which determines Compressive schools (43.95) was maintained as an anchor and the additional categories were added to set the score range for each rating category.

The overall score of a school was maintained from the 1.0 release of the ISPP and not recalculated as part of the 2.0 release. The existing Overall score is used to determine the rating category of a school in the 2.0 release.

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

In the ISPP 2.0, a school’s Targeted status was also maintained from the original release. A school’s Targeted status is based on the performance of a subgroup of students in a school. Therefore, in this merged system, a school can have multiple rating categories: an ESSA rating (Comprehensive or Targeted) and a ISPP Rating (Exceptional, High Performing, Commendable, Acceptable, Need Improvement and Priority). The Comprehensive and ISPP Rating is determined from a school’s overall score. The Targeted status is determined by the subgroup score. The ISPP Rating categories will not be applied to subgroups.

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 indicators, 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 seven 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, and 7) Graduation Rate.

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. More information about how measures are combined can be found in the weightings and index calculation sections of this guide.

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. For the accountability release in early December, 2018, only groups numbering 20 or larger will be shown. However, a minimum N size of 10 will be used for reporting data for all students and all subgroups of students. When including data, 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 first year (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 One Reporting and Identification (2017-2018)							
Elementary/Middle School				High School			
Indicator			Weight	Indicator			Weight
Participation	Math	5%	10%	Participation	Math	5%	10%
	Read	5%			Read	5%	
Proficiency	Math	7%	14%	Proficiency	Math	5%	10%
	Read	7%			Read	5%	
Student Growth	Math	23.5%	47%	Student Growth	Math	20%	40%
	Read	23.5%			Read	20%	
Progress in Achieving ELP			10%	Progress in Achieving ELP			10%
Average Scale Score	Math	7%	14%	Average Scale Score	Math	5%	10%
	Read	7%			Read	5%	
Conditions for Learning			5%	Conditions for Learning			5%
				Graduation Rate	4-year	7.5%	15%
					5-year	7.5%	
				Postsecondary Readiness			0%
Total			100%	Total			100%

Due to rounding, the weighting percentage column may not total to 100 percent when the weights are adjusted. See Table 2 for an example. This middle school has less than 20 English learners so there is no score for Progress in Achieving ELP. The weighting percentages have been proportionally redistributed among all the other variables (except participation). The prorated weights add up to 100.03 percent.

Table 2

Indicator	Raw Score	Standard Score	Weighting Percentage	Total Points
Assessment Participation Reading	99.52	5.00	5.00	5.00
Assessment Participation Math	99.68	5.00	5.00	5.00
Percent Proficient Reading	69.87	43.58	7.88	3.43
Percent Proficient Math	65.64	39.66	7.88	3.12
Average School Achievement Reading	49.19	49.19	7.88	3.87
Average School Achievement Math	46.19	46.49	7.88	3.66
Growth Reading	48.00	48.07	26.44	12.71
Growth Math	39.00	39.57	26.44	10.46
Conditions for Learning	34.00	32.09	5.63	1.85
			100.03	49.1
			Total Percentage	Total Points

Standardized Scores

All of the raw score metrics in the report card, with the exception of participation and average scale score, 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 both reading and mathematics outperforms 60 percent of their 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.

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

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 students in the state. 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 will be multiplied by the weight of the indicator to determine points for the indicator. The points for each indicator will be added together to determine each school's overall index score. The one score in which a T-score is not used is participation (described later).

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 indicators. 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 indicator, the weighting for the missing indicators are proportionally redistributed across the remaining indicators. For example, if a school does not have the minimum 20 English Learner (EL) students needed to record a score in Progress in Achieving ELP the weighting for all other measures would be adjusted to spread out the missing 10 points for ELP.

If a school does not have the Student Growth indicator, the school does not have enough index areas for a valid identification. 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.

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
    - Native American
    - White
    - Multi-racial

The same process that is completed for the all students group will be 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.

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 table provides a breakdown of the differences between the Learning Measures (Accountability) and Additional Metrics (Reporting).

Learning Measures (Accountability)	Additional Metrics (Reporting)
• Participation Proficiency • Growth • Average Student • Achievement • English Language Progress • Conditions for Learning • Graduation Rates	• Attendance • Chronic Absenteeism • Finance • National Assessment of Educational Progress • Percent Students Assessed • Postsecondary Readiness • Progress on State Goals • Staff Retention • Suspension & Expulsion

Accountability Indicator: Participation

Participation Rates (grades 3-8, 10, and 11) are calculated for mathematics and reading separately. The participation rate is calculated by dividing the number of students tested with the Iowa Assessments 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). 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 reading 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, consequences are applied to academic achievement elements (see proficiency).

Accountability Measure: Proficiency

Proficiency rates (grades 3-8, 10, and 11) are calculated for mathematics and reading separately. All students who have been enrolled in the school for a full academic year are included. 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 Assessments and DLM). The denominator of the indicator 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.

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:

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

Finally, multiply the T-score by the index percentage for each content area (7 percent at elementary/middle, 5 percent at high school). This results in the number of index points a school receives for proficiency.

Accountability Measure: Student Growth

Student growth rates (grades 4-8, and 11) are calculated for mathematics and reading 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 he/she demonstrated equal to or more growth than 85 percent of her 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 average in a single number. At the state level, median SGPs 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:

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

Finally, multiply the T-score by the index percentage for each content area (23.5 percent at elementary/middle, 20 percent at high school). The result is the number of index points a school receives for growth for a content.

Accountability Measure: Progress in Achieving ELP

Progress in achieving ELP (grades 3-12) will be calculated for English Learners (EL) who have ELPA21 scores for both the 2016-17 and 2017-18 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 of 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 dimension in either year will not have that dimension included in the growth calculation. Each student can only count once toward progress regardless of the number of domain levels she/he 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 by the total number of students assessed across two years.

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

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

Finally, multiply by the T-score by 10 percent. This results in the number of index points a school receives for Progress in Achieving English Language Proficiency.

Accountability Measure: Average Scale Score

Average Scale Score (grades 3-8, 10, and 11) is calculated separately for reading and mathematics and for each grade. Calculating by grade is necessary because the scaling across grades is different (higher grades have higher National Scale Scores [NSS]) and because the number of students in each grade is different across schools. All students who have been enrolled in the school for a full academic year and completed the Iowa Assessment are included. Begin by converting the student NSS scores to equivalent Spring NSS for all fall and midyear testers using a linear transformation. Next calculate mean and standard deviation by grade and subject for all students' spring NSS equivalent across the state.

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

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

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

Accountability Measure: Conditions for Learning

Conditions for Learning (grades 5-12) 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 5 through 12 use a statewide online survey to assess Conditions for Learning. 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. 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.

Positive responses divided by the total number of responses in each of the 5 domain areas are calculated for each school. The 5 domains are then averaged to give 1 value for each school. The mean and standard deviation for school percentages are calculated statewide. Finally, each school score is converted to a T-score.

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

The resulting T-score is multiplied by 5 percent resulting in the number of index points a school receives for Conditions for Learning.

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 2017 by dividing the number of students in the cohort (numerator) who graduate with a regular high school diploma in 4 years or less by the number of first-

time 9th graders enrolled in the fall of 2013 minus the number of students who transferred out plus the total number of students who transferred in.

Iowa 4-Year Cohort Graduation Rate = (FG + TIG) / (F + TI - TO).

For the graduating class of 2017:

FG = First-time 9th grade students in fall of 2013 and graduated in 2017 or earlier

TIG = Students who transferred in grades 9 to 12 and graduated in 2017 or sooner

F = First-time 9th grade students in fall of 2013

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 2016 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 2016-17 school year) by the number of first-time 9th graders enrolled in the fall of 2012 minus the number of students who transferred out (between 2012 and 2016) plus the total number of students who transferred in (between 2012 and 2016). 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 T-score by school using:

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

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.

Reporting Measure: Progress on State Goals

Iowa's 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 student's 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.

Reporting Measure: Suspension and Expulsion

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 2016-2017 spring Student Reporting in Iowa (SRI) collection. This measure combines both in-school and out of school suspension together.

Reporting Measure: Chronic Absenteeism

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 2016-2017 spring Student Reporting in Iowa (SRI) collection.

Reporting Measure: Attendance

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 2016-2017 spring Student Reporting in Iowa (SRI) collection.

Reporting Measure: Percent of Students Assessed

This measure shows the percent of students who took a reading or mathematics assessment. This includes students who took either the Iowa Assessments or the Dynamic Learning Maps assessment. Both the Percent of Students Assessed and Participation rate measure 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 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 Readiness

The Postsecondary Readiness Index (PSRI) is a new measure in the Iowa School Performance Profiles (ISPP). PSRI includes multiple pathways where students can participate and demonstrate readiness for life beyond high school. This is important because students can chose 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 score. The below table provides an overview of each indicator. This release of the ISPP displays each indicator so districts and schools can see their results prior to the phase in of this indicator as an accountability measure. PSRI will be included in the accountability index for a high school in the winter 2019 release of the ISPP. The table also provides information about the weighting of this indicator when it is included.

Indicator	Measurement	Weighting
Participation in a college entrance exam and ACT or SAT score	% of students taking ACT/SAT % of students with an ACT of 22 or higher or SAT of 1110 or higher	15% 15%
College level, postsecondary or advanced coursework	% of students taking either PSEO or concurrent or % of students taking either AP or IB	30%
Career and technical education (CTE)	% of CTE concentrators	30%
Career and academic plan	% of students with plan in 8th and updated across time	10%
Work based learning	Workgroup to define and propose measurement	0% in year 1 and phased in over time

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 that 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: National Assessment of Educational Progress

From the View State Report menu option it will take you 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 (2017) 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.

Data Source Table

The below table provides details for each measure, the source and years included on the Iowa School Performance Profiles.

Measure	Source	Years
Accountability Measures (Learning Measures)		
Participation Rate	Student Reporting in Iowa, Iowa Assessments and Dynamic Learning Maps	2017-18
Proficiency	Iowa Assessments and Dynamic Learning Maps	2017-18

Growth	Iowa Assessments	2015-16, 2016-17 and 2017-18 (2 years minimum needed for growth and 2015-16 is used if available)
Achievement (Average Scale Score)	Iowa Assessments	2017-18
English Language Progress	ELPA21	2016-17 and 2017-18 (2 years needed for progress)
Graduation Rate	Student Reporting in Iowa	4 Year rate – Class of 2017 5 Year rate – Class of 2016
Reporting Measure (Additional Metrics)		
Attendance	Student Reporting in Iowa	2016-17
Chronic Absenteeism	Student Reporting in Iowa	2016-17
National Assessment of Educational Progress	US Department of Education	2017
Postsecondary Readiness (Additional Metrics)		
Advanced Placement	Student Reporting in Iowa	Class of 2017
Postsecondary Enrollment Options	Student Reporting in Iowa	Class of 2017

Concurrent Enrollment	Student Reporting in Iowa	Class of 2017
International Baccalaureate Enrollment	Student Reporting in Iowa	Class of 2017
ACT Participation and ACT Success	ACT	Class of 2017
SAT Participation SAT Success	College Board	Class of 2017
Career and Technical Education	Student Reporting in Iowa and Secondary CTE	2017-18
Reporting Measure (Additional Metrics)		
Staff Retention	Fall BEDS Staff	October 2016 and October 2017 (2 years needed for retention)
Suspension and Expulsion	Student Reporting in Iowa	2016-17
Progress on State Goals	Iowa Assessment, ELPA21 and Student Reporting in Iowa	2017-18 – Iowa Assessment and ELPA21 Graduation Rate – Class of 2017 (4 year) and Class of 2016 (5 year)