Department of Education

# Iowa School Performance Profiles

Technical Guide

September 2025

## Contents

# 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 student groups – 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 (Department) 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.

In spring 2024, the Department submitted a new version of its ESSA plan which included an updated accountability framework for Iowa schools which was first implemented in fall 2024. 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 accountability system utilizes a streamlined set of core indicators including proficiency results in English language arts, mathematics and science, student academic growth, chronic absenteeism, graduation rates and postsecondary readiness. This new accountability framework provides consistently rigorous, reliable and fair school ratings that are easily understood by families, educators and communities.

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 score should facilitate 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; Comprehensive schools are identified every three years and were last identified in fall 2024. See the ESSA Support Scenarios appendix of this document for examples of how these designations are communicated on the website. More information about how measures are combined can be found and Index Score Calculation section of this guide.

Table 1 displays the index score cut points for the rating categories for the 2024 and 2025 reporting years. More information can be found in the Determining Rating Category Cut Points section about how these were created.

Table 1: Rating Category Cut Points

| Rating Category | % of Points Earned | Elementary/Middle School Points Earned | High School Points Earned |
|---|---|---|---|
| Exceptional | 78.25% and above | 547.75 and above | 704.25 and above |
| High Performing | 69.60% - 78.24% | 487.20 - 547.74 | 626.40 - 704.24 |
| Commendable | 60.95% - 69.59% | 426.65 - 487.19 | 548.55 - 626.39 |
| Acceptable | 52.30% - 60.94% | 366.10 - 426.64 | 470.70 - 548.54 |
| Needs Improvement | 42.37% - 52.29% | 296.59 - 366.09 | 381.33 - 470.69 |
| Priority/Comprehensive | 42.36% and below | 296.58 and below | 381.32 and below |

# Minimum N-Size

Iowa uses a minimum N size of 20 for inclusion in the accountability calculations for all students and each student group. 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 groups 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 student group performance.

# Index Score Calculation

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 point value. The point value of each measure defines how much a given metric contributes to an overall score.

Tables 2a (Elementary/Middle School) and 2b (High School) provide an overview of each measure, total points, and the percentage it contributes to the overall index score. An overall school score is calculated and scores are also calculated for each student group including: racial/ethnic groups, students eligible for free or reduced priced lunch, English learners and students with disabilities.

Table 2a: Elementary/Middle School Point System to Calculate Overall Scores

| Measure | Points (% of Total) |
|---|---|
| Proficiency: English Language Arts (ELA) | 100 (14.3%) |
| Proficiency: Math | 100 (14.3%) |
| Proficiency: Science | 100 (14.3%) |
| Growth: English Language Arts (ELA) | 100 (14.3%) |
| Growth: Math | 100 (14.3%) |
| Growth: English Language Growth (ELPA21) | 100 (14.3%) |
| Chronic Absenteeism: Rate | 50 (7.1%) |
| Chronic Absenteeism: Attendance Growth | 50 (7.1%) |
| **Total** | **700 (100%)** |

Table 2b: High School Point System to Calculate Overall Scores

| Measure | Points (% of Total) |
|---|---|
| Proficiency: English Language Arts (ELA) | 100 (11.1%) |
| Proficiency: Math | 100 (11.1%) |
| Proficiency: Science | 100 (11.1%) |
| Growth: English Language Arts (ELA) | 100 (11.1%) |
| Growth: Math | 100 (11.1%) |
| Growth: English Language Growth (ELPA21) | 100 (11.1%) |
| Chronic Absenteeism: Rate | 50 (5.6%) |
| Chronic Absenteeism: Attendance Growth | 50 (5.6%) |
| Graduation Rate: 4-Year | 50 (5.6%) |
| Graduation Rate: 5-Year | 50 (5.6%) |
| Postsecondary Readiness | 100 (11.1%) |
| **Total** | **900 (100%)** |

## Redistribution of Points for Missing Measures

There are cases where a school or student group may be missing a measure or does not meet the minimum N-size (N ≥ 20) to calculate a score. In those cases, the value of measures needs to be adjusted to ensure elementary schools have 700 points and high schools have 900 points. The most common scenario for a redistribution of points are for schools that do not assess students in science or a school not having enough English learners to be able to calculate the English language growth indicator. Table 3 shows how points are redistributed depending on which measure has N < 20. Proficiency and growth are held equal to ensure that there is always an equal balance between these two measures when calculating scores.

Table 3: Redistribution of Points Business Rules

| Step | If this indicator has N < 20, then… | Its points are redistributed to… |
|---|---|---|
| 1 | Science Proficiency (100) | ELA Proficiency (100 → 150) and Math Proficiency (100 → 150) |
| 2 | English Language Growth (100) | ELA Growth (100 → 150) and Math Growth (100 → 150) |
| 3 | Attendance Growth (50) | Chronic Absenteeism (50 → 100) |
| 4 | 4-Year Graduation Rate (50) | 5-Year Graduation Rate (50 → 100) |
| 5 | 5-Year Graduation Rate (50) | 4-Year Graduation Rate (50 → 100) |
| 6a | 4-Year Graduation Rate (50) AND 5-Year Graduation Rate (50) | 100 points redistributed proportionally across the remaining indicators; these are redistributed based on the acquired points (after Steps 1-5 above), not based on the original points |
| 6b | College Credit (50) | 50 points redistributed proportionally across the remaining indicators; these are redistributed based on the acquired points (after Steps 1-5 above), not based on the original points |
| 6c | Work-Based Learning (50) | 50 points redistributed proportionally across the remaining indicators; these are redistributed based on the acquired points (after Steps 1-5 above), not based on the original points |

Table 4 provides an example of the redistribution of points at an elementary school that has N < 20 for the Science Proficiency and English Language Growth (ELPA21) measures.

Table 4: Redistribution of Points Example

| Measure | Points Before Redistribution | Points After Redistribution |
|---|---|---|
| Proficiency: English Language Arts (ELA) | 100 | 150 |
| Proficiency: Math | 100 | 150 |
| Proficiency: Science | 100 | 0 |
| Growth: English Language Arts (ELA) | 100 | 150 |
| Growth: Math | 100 | 150 |
| Growth: English Language Growth (ELPA21) | 100 | 0 |
| Chronic Absenteeism: Rate | 50 | 50 |
| Chronic Absenteeism: Attendance Growth | 50 | 50 |
| **Total** | **700** | **700** |

## Minimum Criteria for Calculating Scores

The results of an accountability framework must be fair, consistent, reliable and valid. To ensure these requirements are met, a school and student group must have a comparable set of data in creating scores. For a school or student group to receive a score, the minimum N-size must be met (N ≥ 20) for all of these measures: ELA Growth, Math Growth, ELA Proficiency, Math Proficiency and Chronic Absenteeism.

## Example Score Calculations

In Tables 5 and 6 below, see two examples of the index score calculation. Table 5 represents an elementary school missing the Science Proficiency and English Language Growth (ELPA21) measures. Table 6 represents a high school missing the English Language Growth (ELPA21) measure.

Table 5: Example – Elementary School with No English Language Growth or Science Proficiency

| Measure | Raw Score | Possible Points | Formula | Total Points |
|---|---|---|---|---|
| Attendance Growth | 4.95 | 50 | 50 * (4.95 / 10) | 24.75 |
| Chronic Absenteeism | 6.02 | 50 | 50 * ((100 - 6.02) / 100) | 46.99 |
| Proficiency: ELA | 72.48 | 150 | 150 * (72.48 / 100) | 90.00 |
| Proficiency: Math | 77.64 | 150 | 150 * (77.64 / 100) | 90.00 |
| Growth: ELA | 60.00 | 150 | 150 * (60.00 / 100) | 108.72 |
| Growth: Math | 60.00 | 150 | 150 * (60.00 / 100) | 116.46 |
| **Total Points** | | **700** | | **476.92** |
| **% of Points Earned** | | | **476.92 / 700** | **68.13%** |

Table 6: Example – High School with No English Language Growth

| Measure | Raw Score | Possible Points | Formula | Total Points |
|---|---|---|---|---|
| Attendance Growth | 0.29 | 50 | 50 * (0.29 / 10) | 1.45 |
| Chronic Absenteeism | 25.24 | 50 | 50 * ((100 – 25.24) / 100) | 37.38 |
| Graduation Rate 4-Year | 100.00 | 50 | 50 * (100.00 / 100) | 50.00 |
| Graduation Rate 5-Year | 89.58 | 50 | 50 * (89.58 / 100) | 44.79 |
| Proficiency: ELA | 73.43 | 100 | 100 * (73.43 / 100) | 73.43 |
| Proficiency: Math | 67.83 | 100 | 100 * (67.83 / 100) | 67.83 |
| Proficiency: Science | 56.00 | 100 | 100 * (56.00 / 100) | 56.00 |
| Growth: ELA | 37.00 | 150 | 150 * (37.00 / 100) | 55.50 |
| Growth: Math | 33.00 | 150 | 150 * (33.00 / 100) | 49.50 |
| College Credit | 97.30 | 50 | 50 * (97.30 / 100) | 48.65 |
| Work-Based Learning | 56.76 | 50 | 50 * (56.76 / 100) | 28.38 |
| **Total Points** | | **900** | | **512.91** |
| **% of Points Earned** | | | **512.91 / 900** | **56.99%** |

# Student Group Scores

The Every Student Succeeds Act (ESSA) is a federal policy which aims to provide all children an opportunity to receive a fair, equitable and high-quality education and close educational achievement gaps between student groups. ESSA requires states to identify schools in need of Targeted Improvement and Support (TSI).

Iowa includes the following student groups in the accountability system:

- Low socio-economic status as measured by free or reduced-price lunch eligibility (FRL)
- English learners (EL)
    - Former ELs are included in the Proficiency and ELA/Math Growth accountability indicators for two years after exiting EL status; all other data reflects current ELs
- 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 each individual student group of 20 or more students within the school. This will result in a student group index score. The benchmark cut used to identify schools in need of comprehensive support is compared to the student

group score. Any student group 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 student groups which are shown on the Iowa School Performance Profiles website. For the accountability measures, these student groups will be shown when the "In-depth view" is selected. For the reporting measures, which are listed under the "Additional Metrics" dropdown, these additional student groups will display by default. The minimum N size for these additional student groups is 10 or more students.

The additional student groups are:

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

# ESSA Designations

The Every Student Succeeds Act (ESSA) requires the Department to identify schools in need of Comprehensive and Targeted Support and Improvement using the results of the school accountability system published on the Iowa School Performance Profiles and described in this document. Below are the ESSA designations schools are classified into along with a description of the entrance and exit criteria.

## Comprehensive Support and Improvement (CSI)

- Entrance Criteria: Schools are identified for CSI every three years and are placed into a three-year cycle of support. The most recent reporting year schools were identified for CSI was 2024. Schools are identified for CSI if they meet one of the following criteria:
    - The school receives Title 1, Part A funds AND are in the lowest 5% (as measured by the school's index score) of schools receiving Title 1, Part A funds, OR
    - The school is a high school with a 4-year graduation rate AND a 5-year graduation rate below 66 percent (the school doesn't need to be receiving Title 1, Part A funds to be identified for CSI under this criteria)
- Exit Criteria: Schools are eligible to exit CSI status at the end of their three-year cycle (the same year a new cohort of CSI schools are identified). To exit CSI status, the school must meet both of the following criteria:
    - The school is above the lowest 5% (as measured by the school's index score) of schools receiving Title 1, Part A funds OR the school is no longer receiving Title 1, Part A funds.
    - The school is a high school with a 4-year graduation rate OR a 5-year graduation rate above 66.1 percent (if the high school doesn't meet this exit criteria, it will not exit CSI status regardless of whether or not it is receiving Title 1, Part A funds)

### Targeted Support and Improvement (TSI)

- Entrance Criteria: Schools are identified for TSI annually. Schools are identified for TSI if they have at least one student group with an index score below the cut score used for CSI identification (the 5th percentile of Title 1 schools).
- Exit Criteria: Schools are eligible to exit TSI status annually. To exit TSI status, all of the student groups the school was originally identified for must have an index score above the cut score used for CSI identification (the 5th percentile of Title 1 schools).
    - Note: It is possible for a school to exit TSI and re-enter TSI in the same year if all of the student groups the school was originally identified for have an index score above the cut score but a *different* student group has a score below the cut score.

# 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. Below are lists of the Learning Measures (Accountability) and Additional Metrics (Reporting) measures on the website.

### Learning Measures (Accountability)

- Chronic Absenteeism and Attendance Growth
- English Language Growth (ELPA21)
- Graduation Rate
- Growth
- Participation Rate
- Postsecondary Readiness
- Proficiency

### Additional Metrics (Reporting)

- Achievement (Average Scale Score)
- Alternate Assessment Results
- Attendance
- Civil Rights Data
- Educator Effectiveness
- English Language Proficiency
- ESSA School Improvement Funds (Only visible on Statewide page)
- Finance District Report Card (Only visible on district pages)
- National Assessment of Educational Progress
- Per Pupil Expenditures
- Percent Students Not Assessed/Assessed
- Postsecondary Enrollment
- Progress on State Goals
- Staff Retention
- Suspension & Expulsion

# Rating Categories

Iowa's accountability framework and point system includes a core set of indicators for all schools including: Proficiency, Growth and Chronic Absenteeism. Additional indicators of Graduation Rate and Postsecondary Readiness are included for high schools. Due to the differences, the point total varies by school type with 700 points for elementary/middle schools and 900 points for high schools. All school and student group scores show both a point total and a percent of points earned. The percent of points earned is a common metric that can be applied across school type in order to create one set of cut points. The first consideration in setting the cut point is to first identify the lowest 5 percent of Title I schools. This anchor cut point is at 42.36% for the 2024 and 2025 reporting years which equates to a point total of 296.58 for elementary and middle schools and 381.32 points for high schools. The cut scores between the remaining rating categories were set using the state average and standard deviation of all schools' index scores from 2024 – the cut score between Acceptable and Commendable is set at the state average and each category range is one standard deviation wide. Table 5 shows the results of this methodology and the range of scores and percentages for each rating category.

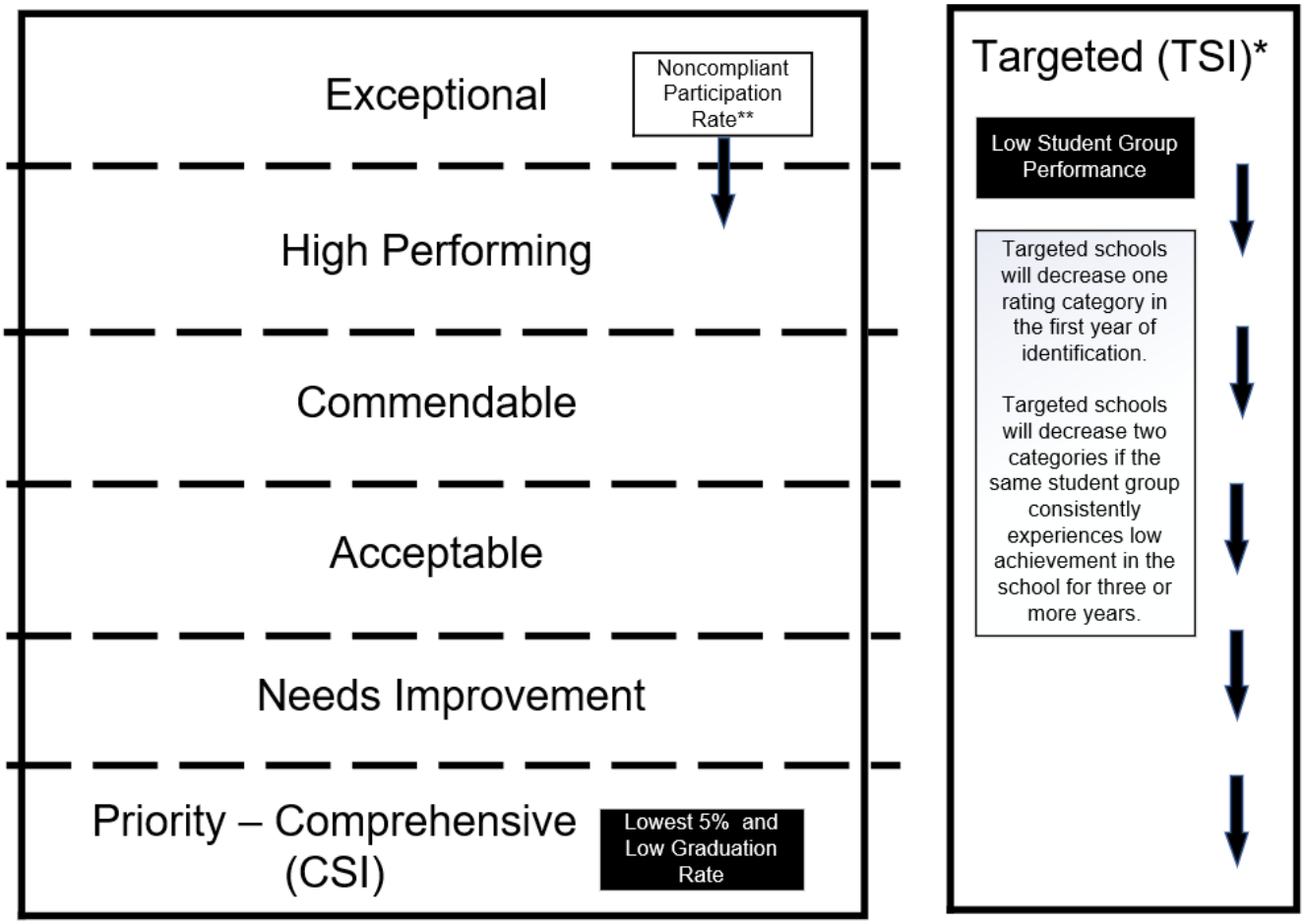
Table 5: Rating Category Cut Points Prior to Drops

| Rating Category | % of Points Earned | Elementary/Middle School Points Earned | High School Points Earned |
|---|---|---|---|
| Exceptional | 78.25% and above | 547.75 and above | 704.25 and above |
| High Performing | 69.60% - 78.24% | 487.20 - 547.74 | 626.40 - 704.24 |
| Commendable | 60.95% - 69.59% | 426.65 - 487.19 | 548.55 - 626.39 |
| Acceptable | 52.30% - 60.94% | 366.10 - 426.64 | 470.70 - 548.54 |
| Needs Improvement | 42.37% - 52.29% | 296.59 - 366.09 | 381.33 - 470.69 |
| Priority/Comprehensive | 42.36% and below | 296.58 and below | 381.32 and below |

## Drops in Rating Categories

Schools are dropped rating categories from the initial category their score would place them at for the following reasons:

- A school's rating category decreases by one if its Composite (combined ELA/Math/Science) participation rate on state assessments is less than 95% **for any student group** for both of the last two years.
    - The addition of the requirement the student group was below 95% in two consecutive years was added in the 2025 reporting year; in the 2024 reporting year, a school was dropped a rating category if just one year was below 95%.
- A school's rating category decreases by one if the school is identified for Targeted support.
- A school's rating category decreases by two if the school is identified for Extended-Targeted support.




* Student groups include Race/Ethnicity, Students with Disabilities, English Learners, and Students Eligible for Free or Reduced Lunch
** A school that is below the federal 95% participation rate requirement will decrease one rating category

# Accountability Measures

## Accountability Measure: Chronic Absenteeism and Attendance Growth

### Chronic Absenteeism

Chronic Absenteeism is defined as a student who missed 10 percent or more of their school year. Chronic Absenteeism is calculated for all students enrolled in grades K-12. A student must be enrolled in school for a minimum of 10 days in a school to be included. Chronic Absenteeism is reverse-scored so that having a lower rate of students missing school positively impacts accountability scores.

$$Total\ Points = (100 - Chronic\ Absenteeism\ Rate)\% * Possible\ Points$$

Table 6 includes examples of how scores are calculated for this indicator. For example, if a school has a rate of 20 percent, the school would get 80 percent of the possible points for this indicator.

Table 6: Chronic Absenteeism Score Calculation

| Chronic Absenteeism Rate | Calculation | Points Received |
|---|---|---|
| 20% | 80% X 50 possible points | 40 |
| 30% | 70% X 50 possible points | 35 |

The Iowa School Performance Profiles (ISPP) measure of chronic absenteeism only counts each student once within each entity (school, district, state) they were enrolled at. If a student had multiple enrollments within a school within a year, the student's days enrolled and days present are aggregated across those enrollment periods within the school before making a chronic absenteeism determination (and then the student is counted once in the school-level data). Similarly, if a student was enrolled in multiple schools within a district within a year, the student's days enrolled and days present are aggregated across all those enrollment periods within the district before making a district-level chronic absenteeism determination (and then the student is counted once in the district-level data).

Two resources related to attendance and chronic absenteeism data located on the Attendance & Chronic Absenteeism page of the Department's website that may be helpful to districts and schools are:

- Attendance Coding Technical Assistance – Helps inform districts on attendance coding and decision making across Student Information Systems (SIS) at the local level
- Attendance Data Reporting: Where and How It's Used – Describes the different systems that include attendance data and their intended purpose

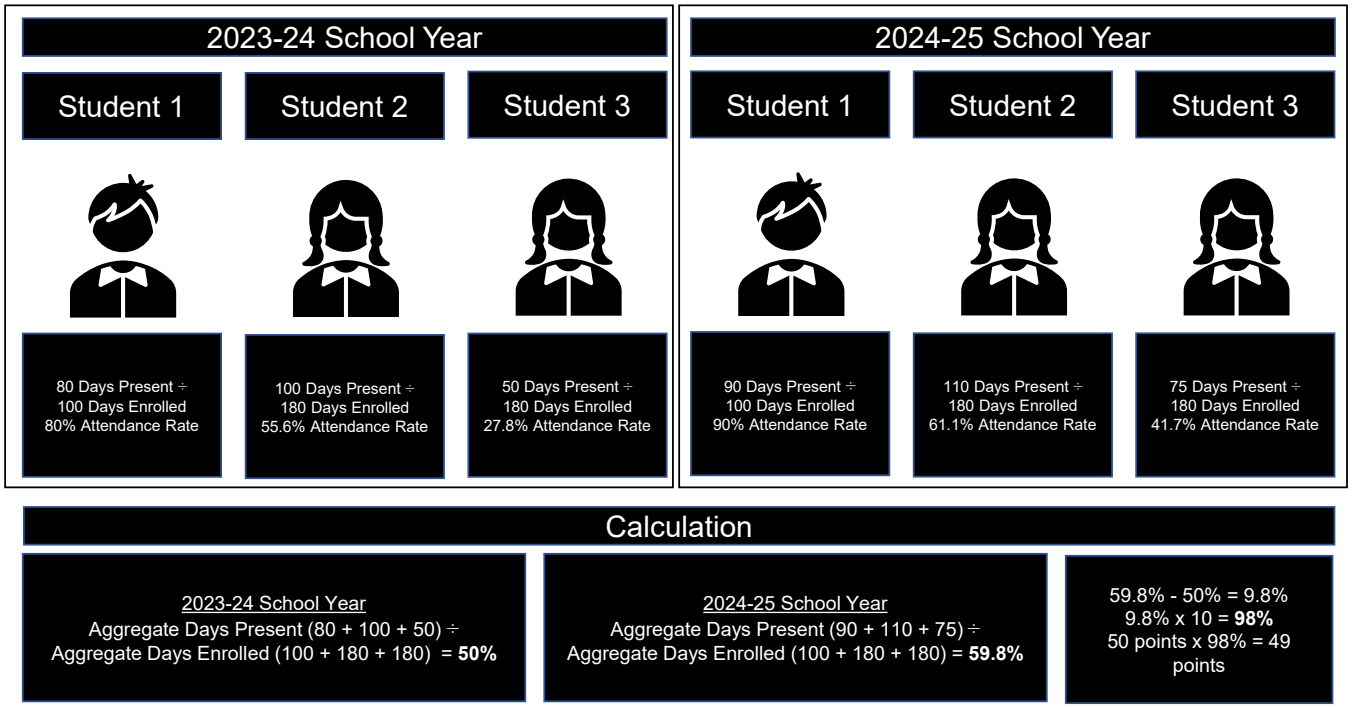
### Attendance Growth

The Attendance Growth indicator measures the change in attendance rate of students who were chronically absent in 2023-24 between the 2023-24 and 2024-25 school year. The previous year (2023-24) chronically absent determination and attendance rate are calculated across all of the student's Iowa public school enrollments (adding up days enrolled and days present across all of their enrollment periods). To be included in a school's 2024-25 Attendance Growth calculation, the student had to be enrolled at the school for at least ten days in 2024-25 (and enrolled for at least ten days in any Iowa public school in 2023-24). The change in attendance rate calculation, which is for the population of students enrolled in the school in 2024-25 who were chronically absent (wherever they were enrolled) in 2023-24, is:

$$Attendance\ Growth = \frac{\#\ days\ present\ in\ building\ in\ 2023-24}{\#\ days\ enrolled\ in\ building\ in\ 2023-24} - \frac{\#\ days\ present\ statewide\ in\ 2022-23}{\#\ days\ enrolled\ statewide\ in\ 2022-23}$$

This percentage point change is multiplied by ten in order to determine what percentage of the possible points the school will earn for the indicator. So, for example, if the group of chronically absent students had a 3.5 percentage point increase in their attendance rate between 2023-24 and 2024-25, the school would receive 35% of the possible points for the Attendance Growth indicator. If the group had an increase in their attendance rate of 10 percentage points or higher, the school would receive 100% of the possible points for the Attendance Growth indicator. If the group had a decrease in their attendance rate, the school would receive 0 points for the Attendance Growth indicator.

The below figure provides a visual representation of the indicator along with the detail of the calculation. The pool includes students who were chronically absent in the 2023-24 school year. It compares the attendance of the student in the 2023-24 school year compared to the 2024-25 school year. A school or student group must still meet the minimum N-size of 20 or more students for this indicator.




District and school staff with access to the EdInsight platform (available via the Iowa EdPortal) can access the **EdInsight IND 11.3 - Attendance Needs List Report** which provides a list of students enrolled in their buildings in 2025-26 who were identified as chronically absent during the 2024-25 school year and therefore will be part of the 2025-26 ISPP Attendance Growth indicator.

## Accountability Measure: English Language Growth (ELPA21)

English language growth, or progress in achieving English language proficiency (grades 1-12), is calculated for English learners (EL) who have ELPA21 or Alt ELPA scores for both the 2023-24 and 2024-25 school years. The English Language Growth measure on the Iowa School Performance Profiles began including students taking the Alt ELPA, the alternate version of the assessment for students with the most significant cognitive disabilities, in the 2024 reporting year. Since each of the four domains (Reading, Writing, Listening and Speaking) has five achievement levels for the general ELPA21 and four for the Alt ELPA, a student can improve or decline up to four levels per domain in a given year (three for the Alt ELPA). Aggregating across all domains could yield a range of change from +16 levels to -16 levels (+12 to -12 for the Alt ELPA). If the sum is greater than zero, growth has been met. If zero or less, growth is not met. A student who scores at the maximum level in a particular domain (e.g. Reading) two years in a row will be calculated as having a growth score in that domain of

+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 one level gain. The denominator is the total number of students with a score in both years in at least one domain. A school receives points toward its accountability index score proportional to the percentage of students making growth; for example, if the school has 63% of English learners demonstrating growth, it receives 63% * 100 possible points = 63 total points.

## 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 2024 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 2020 minus the number of students who transferred out plus the total number of students who transferred in (denominator).

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

For the graduating class of 2024:

FG = First-time 9th grade students in fall of 2020 and graduated in 2024 or earlier

TIG = Students who transferred in grades 9 to 12 and graduated in 2024 or sooner

F = First-time 9th grade students in fall of 2020

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. A school receives points toward its accountability index score proportional to its graduation rate; for example, if the school's 4-year graduation rate is 94%, it receives 94% * 100 possible points = 94 total points.

The 5-year cohort graduation rate is calculated using a similar methodology as the 4-year cohort rate. The 5-year cohort graduation rate for the class of 2023 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 2023-24 school year) by the number of first-time 9th graders enrolled in the fall of 2019 minus the number of students who transferred out (between 2019 and 2023) plus the total number of students who transferred in (between 2019 and 2023). The 5-year cohort rate maintains the same denominator as the previous year's 4-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

## Accountability Measure: Growth

Student growth (grades 4-11) is calculated for mathematics and English language arts (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 SGP demonstrates a student's academic progress, even if that student is not yet meeting standard.

An SGP 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 SGP summarizes SGPs by school, district, state or other groups of interest. The median is calculated by ordering individual SGPs from lowest to highest and identifying the middle score, which is the median. The median is similar in interpretation to the mean – 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 so there are an equal number of students at each SGP level. Half of the state's students have SGPs below 50 and half above. All students who have been enrolled in the school for at least a partial academic year (154 calendar days) prior to testing and received a score on the Iowa Statewide Assessment of Student Progress (ISASP) are included in the Accountability View (with the exception being English learners in their first year of enrollment in the U.S.) while all tested students are included in the In-Depth View. A school receives points toward its accountability index score proportional to the median SGP of its students; for example, if the school has a median Math SGP of 54, it receives (54 / 100) * 100 possible points = 54 total points.

## Accountability Measure: Participation Rate

Participation rates (grades 3-11) are calculated for English language arts (ELA), mathematics and science separately and combined. 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 the Dynamic Learning Maps (DLM) alternate assessment (numerator) by the number of students enrolled in the school at the time of testing (denominator) – those enrolled in the school for the full two-week period beginning with the school's first day of ISASP testing.

There are multiple ways in which a noncompliant participation rate will affect a school. If a school or student group has less than a 95 percent participation rate, that school's/student group's proficiency rate will be impacted. For more information, see the Proficiency section. Additionally, if a school has *any student group* with a composite (ELA, math and science combined) participation rate below 95 percent in the current year AND the previous year, then the school will drop a rating category on the Iowa School Performance Profiles. For example, if a school was in the High Performing rating category the school would decrease a rating to be Commendable. For more information, see the Rating Categories section. The composite participation rate is calculated across all three subjects:

Composite Participation Rate Formula

$$composite\ participation\ rate = \frac{\#\ tested\ in\ math + \#\ tested\ in\ ELA + \#\ tested\ in\ science}{\#\ enrolled\ for\ math + \#\ enrolled\ for\ ELA + \#\ enrolled\ for\ science}$$

Composite Participation Rate Example

$$\frac{94\ tested\ in\ math + 97\ tested\ in\ ELA + 31\ tested\ in\ science}{100\ enrolled\ for\ math + 100\ enrolled\ for\ ELA + 33\ enrolled\ for\ science} = \frac{222}{233} = 95.3\%\ participation\ rate$$

## Accountability Measure: Postsecondary Readiness

The Postsecondary Readiness indicator 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 life after high school. A student who participates in one or more of these areas will contribute positively to a school's overall score. Table 7 provides an overview of each sub-measure as well as its overall points. The students who are reflected in this data are seniors who were in Iowa public schools for the four years leading up to that year; the year for each sub-measure varies and is described below.

Table 7: Postsecondary Readiness Sub-Measures

| Sub-Measure | Description | Population | Possible Points |
|---|---|---|---|
| College Credit | The percent of students earning college credit while in high school | 2023-24 Seniors | 50 |
| Work-Based Learning | The percent of students participating in work-based learning while in high school | 2024-25 Seniors | 50 |

### College Credit

Students are counted as having earned college credit while in high school if they either 1) earned credit through joint enrollment courses taken while in high school, or 2) took Advanced Placement (AP) courses AND took the AP Exam and received a score of 3 or higher. Joint enrollment credits earned are collected through data sharing with the Iowa Department of Education Bureau of Community Colleges and Postsecondary Readiness. AP exam data is collected through data sharing with College Board. A school receives points toward its accountability index score proportional to the percentage of students earning college credit; for example, if the school has 71% of students earning college credit, it receives 71% * 50 possible points = 35.5 total points.

### Work-Based Learning

Students are counted as having had a work-based learning experience while in high school if they had a work-based learning experience identified through one of the following:

- Enrolled in a course in the Winter Student Reporting in Iowa (SRI) data collection that has a work-based learning School Courses for the Exchange of Data (SCED) course code
- Enrolled in a course in the Winter SRI data collection that is tagged with an Embedded Work-Based Learning code on the approved list
- Identified within the Secondary Career and Technical Education Reporting Application (SCTERA) as having participated in work-based learning
    - Note: Starting in the 2025-26 school year, the SCTERA work-based learning collection will be replaced with the SRI Individual Work-Based Learning data element

See the Career-Connected Learning page of the Iowa Department of Education website for more specific information on what qualifies as a work-based learning experience. A school receives points toward its accountability index score proportional to the percentage of students participating in a work-based learning experience; for example, if the school has 27% of students earning college credit, it receives 27% * 50 possible points = 13.5 total points.

### Industry-Recognized Credentials

Another sub-measure that is planned to be a part of Iowa's accountability system in the future is the percent of students earning an industry-recognized credential (IRC) while in high school. The Iowa Department of Education began collecting data on IRCs in the Student Reporting in Iowa (SRI) data collection in the 2024-25 school year. For more information about IRCs, including the Approved Industry-Recognized Credentials List, see the Industry-Recognized Credentials web page.

## Accountability Measure: Proficiency

Proficiency rates are calculated for English language arts (ELA), mathematics and science separately (grades 3-11 for ELA/mathematics, grades 5, 8 and 10 for science). All students who have been enrolled in the school for at least a partial academic year (154 calendar days) prior to testing are included in the Accountability View (with the exception being English learners in their first or second year of enrollment in the U.S.) while all tested students are included in the In-Depth View. 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 the Dynamic Learning Maps alternate assessment). The denominator of the measure is calculated in order to ensure maximum participation in the assessment. Therefore, if participation is at or above 95 percent, the denominator is the number of students tested. If participation is less than 95 percent, the denominator is 95 percent of the students enrolled for at least a partial academic year who are not English learners in their first of second year of enrollment. Note: as a temporary change for the 2021 reporting year, the proficiency rate denominator was not adjusted if the participation rate fell below 95 percent (it was simply the number of students tested). A school receives points toward its accountability index score proportional to the proficiency rate; for example, if the school has a math proficiency rate of 71%, it receives 71% * 100 possible points = 71 total points.

### Partial Academic Year

The number of days that is used to determine Partial Academic Year (PAY) is 154 calendar days (22 weeks). Any student who tests and is enrolled 154 calendar days prior to their school's first day of ISASP testing is considered enrolled for a PAY and is included in the accountability Proficiency and Growth calculations.

# Reporting Measures

## Reporting Measure: Achievement (Average Scale Score)

Average scale score provides the average score on the Iowa Statewide Assessment of Student Progress (ISASP) by grade level for each reportable student group. This metric provides a picture of the average achievement of students and student groups instead of looking at the percentage of students over a particular cut point (i.e., proficiency). The average performance in English Language Arts, Mathematics and Science in a given school or district can be compared to the state average.

## Reporting Measure: Alternate Assessment Results

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

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 on this page for the 2025 reporting year come from the 2024-25 Student Reporting in Iowa (SRI) spring data 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 2020-21 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 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

Iowa uses annual administration of the ELPA21 and Alt ELPA assessments to determine how many English learners tested proficient in English. The English Language Proficiency measure on the Iowa School Performance Profiles began including students taking the Alt ELPA, the alternate version of the assessment for students with the most significant cognitive disabilities, in the 2024 reporting year. 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’ in each of the domain areas of the ELPA21 and Alt ELPA: 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 (or the two modalities, receptive and productive, for the Alt ELPA). Students testing proficient on the ELPA21 or Alt ELPA 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. 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. Note that this page is only visible in the Additional Metrics drop-down when on a Statewide page.

## 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. Note that this page is only visible in the Additional Metrics drop-down when on a district-level page.

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

## Reporting Measure: National Assessment of Educational Progress

Iowa's latest results from the National Assessment of Education Progress (NAEP) are included under the Additional Metrics dropdown menu. The 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 test format 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 tables show the most recent results (2024) 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 or grades.

## 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 2018-19 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 spring 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 approximately 50 to 29,000.
- 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 learner (EL) 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 approximately 20 to 2,100.
- 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., EL 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., EL, 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 Not Assessed/Assessed

This measure shows the percent of students who did not take (or took) an English language arts (ELA), mathematics or science state 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 student, for example, who was hospitalized does not count in a participation rate but would show up on the percent of students assessed measure. Toggle between the percent of students not assessed and assessed measures using the button at the top of the page.

## Reporting Measure: Postsecondary Enrollment

This measure shows the percent of high school graduates who enrolled 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.

## 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 31). 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 consider 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 2027-28 school year. For all students, the expectation of the percent of students who are proficient increases by one percentage point each year. For student groups, the expectation varies between one and four percentage points per year depending on the size of the baseline gap with all students. The gap in this section of the plan refers to the gap in proficiency between all students and different groups of students. The proficiency gap will decrease with the higher targets for student groups. This measure reports the State, District and School progress in meeting the goals for proficiency by grade and by student group. The display shows both the yearly target as well as the long-term goal.

## Reporting Measure: Staff Retention

This measure 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. It 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 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. Data on this page are collected through the Student Reporting in Iowa (SRI) spring data collection. This measure combines both in-school and out-of-school suspensions 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, 2025).

### Accountability Measures (Learning Measures)

| Measure | Source | Years |
|---|---|---|
| Attendance Growth | Student Reporting in Iowa (Spring) | 2023-24 and 2024-25 (2 years needed for growth) |
| Chronic Absenteeism | Student Reporting in Iowa (Spring) | 2024-25 |
| English Language Growth | ELPA21 and Alt ELPA | 2022-23 and 2023-24 (2 years needed for growth) |
| Graduation Rate | Student Reporting in Iowa | 4 Year rate – Class of 2023<br>5 Year rate – Class of 2022 |
| Growth | Iowa Statewide Assessment of Student Progress (ISASP) | 2021-22, 2022-23, 2023-24 – 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) | 2023-24 |
| Postsecondary Readiness | Student Reporting in Iowa to form the cohort; for the sources of the sub-measures, see the table below | See the table below |
| Proficiency | Iowa Statewide Assessment of Student Progress (ISASP) and Dynamic Learning Maps (DLM) | 2024-25 |

### Postsecondary Readiness Sub-Measures (Learning Measures)

| Sub-Measure | Source | Years |
|---|---|---|
| College Credit | Community College MIS (Joint Enrollment)<br>College Board (AP Exams) | Seniors from 2023-24 who were enrolled in Iowa public schools for the four years leading up to that year (Class of 2024) |

| Sub-Measure | Source | Years |
|---|---|---|
| Work-Based Learning | Student Reporting in Iowa (Winter), SCTERA | Seniors from 2024-25 who were enrolled in Iowa public schools for the four years leading up to that year (Class of 2025) |

### Reporting Measures (Additional Metrics)

| Measure | Source | Years |
|---|---|---|
| Achievement (Average Scale Score) | Iowa Statewide Assessment of Student Progress (ISASP) | 2024-25 |
| Alternate Assessment Results | Dynamic Learning Maps (DLM) | 2024-25 |
| Attendance | Student Reporting in Iowa (Spring) | 2024-25 |
| Civil Rights Data | U.S. Office of Civil Rights | 2020-21 |
| Educator Effectiveness | Inexperienced/Teaching Out-of-Field: Fall Basic Educational Data Survey (BEDS) Staff Data Collection, Board of Educational Examiners (BOEE) Licensure Data Ineffective: Spring BEDS Data Collection | 2024-25 |
| English Language Proficiency | ELPA21 and Alt ELPA | 2024-25 |
| ESSA School Improvement Funds | Iowa Department of Education Consolidated Accountability and Support Application (CASA) | 2024-25 |
| 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 2025 |
| National Assessment of Educational Progress (NAEP) | US Department of Education | 2024 |
| Per Pupil Expenditures | Certified Annual Report (CAR) | State Fiscal Year 2025 (reflects spending during the 2024-25 school year –will be released in spring 2026) |

| Measure | Source | Years |
|---|---|---|
| Percent of Students Not Assessed/Assessed | Student Reporting in Iowa, Iowa Statewide Assessment of Student Progress (ISASP) and Dynamic Learning Maps (DLM) | 2024-25 |
| Postsecondary Enrollment | Iowa Postsecondary Readiness Reports | Iowa Public High School Graduates from Classes of 2021 through 2023 |
| Progress on State Goals | Iowa Statewide Assessment of Student Progress (ISASP) and Dynamic Learning Maps (DLM), ELPA21, Alt ELPA and Student Reporting in Iowa | 2024-25– ISASP/DLM<br>2024-25– ELPA21 and Alt ELPA<br>Graduation Rate – Class of 2024 (4 year) and Class of 2023 (5 year) |
| Staff Retention | Fall Basic Educational Data Survey (BEDS) Staff Data Collection | October 2023 and October 2024 (2 years needed for retention) |
| Suspension and Expulsion | Student Reporting in Iowa (Spring) | 2024-25 |

## 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 student group 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 student groups (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.

Both axes show a different measure. The default display shows student enrollment on the vertical axis compared to the overall index score of the school on the horizontal 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

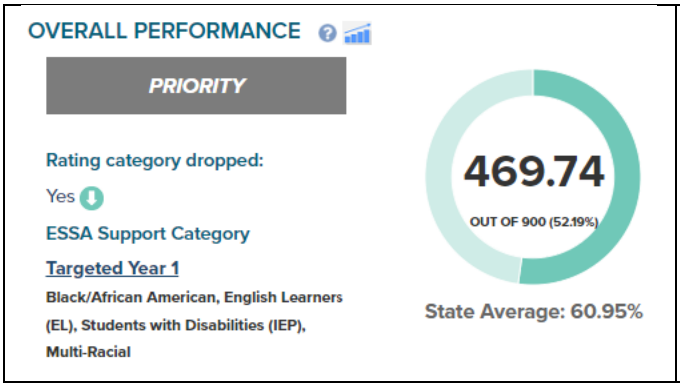
The School Comparison Search tool on the Iowa School Performance Profiles site allows users to select a school and then find similar schools based on selected criteria. It can be accessed through the Search/Compare button at the top-right of every page by clicking the View Comparison Search button. Once 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 two 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.
- Total Points – Displays the total points going into the school's overall index score for each Learning Measure.

## Appendix: ESSA Support Scenarios

This appendix provides examples of some of the more common scenarios through the 2025 reporting year 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 Category 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 and their index score for student groups included in the accountability system.

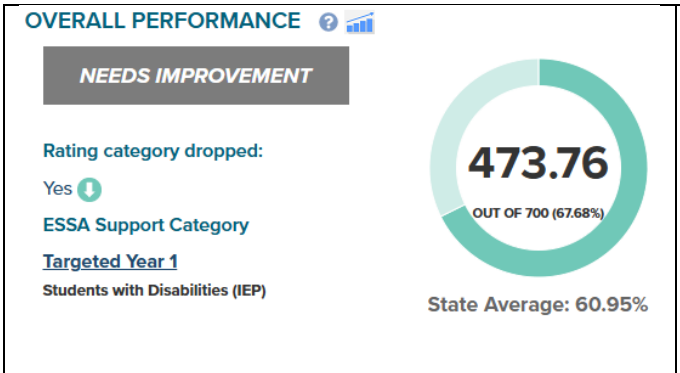
Scenario 1: Targeted School Dropping One Rating Category




This school is a Targeted School due to at least one student group performing below the cut point (42.36%). This school had an overall score that was in the Needs Improvement range. However, this school's rating category was decreased one rating category for the following reason:

- Rating category was dropped by one due to the school being identified for Targeted status

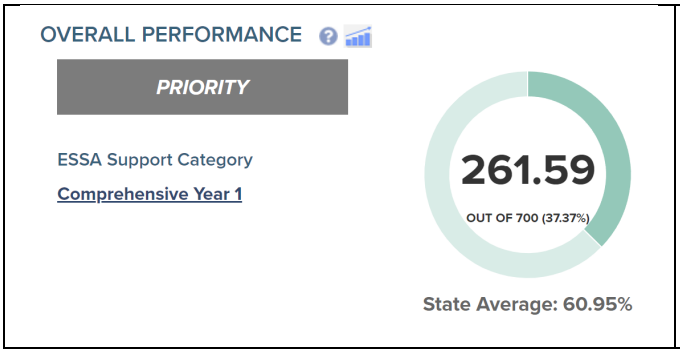
Scenario 2: Targeted School Dropping Two Rating Categories




This school is a Targeted School due to at least one student group performing below the cut point (42.36%). This school had an overall score that was in the Commendable range. However, this school's rating category was decreased two rating categories for the following reasons:

- Rating category was dropped by one for having at least one student group with less than 95% participation rate on state assessments in the current AND previous year
- Rating category was dropped by one due to the school being identified for Targeted status

Scenario 3: Comprehensive School




This school is a Comprehensive School due to the overall low index score (identified in the 2024 reporting year). The score of 261.59 is below the 296.58 for elementary schools and below the 42.36% of points earn cut. This school will be in a three-year cycle for support and improvement.