



Department of Education

# Iowa School Performance Profiles

User Guide

December 2025

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# Introduction

The [Iowa School Performance Profiles \(ISPP\)](#) is an online tool showing how public schools and districts have performed on multiple measures.

Iowa's [state plan](#) for school accountability and support under the federal Every Student Succeeds Act (ESSA) unifies Iowa's school accountability systems. It maintains a focus on school accountability, reflecting high expectations for all students, incentivizing evidence-based instructional practices and prioritizes partnership with schools most in need of support.

The ISPP website includes scores on a set of accountability measures required under ESSA, as well as ratings and identification of schools for support and improvement (Comprehensive and Targeted) based on the scores.

The website also includes additional data that are required for public reporting purposes under state or federal law but do not figure into a school's or district's accountability score.

## Measures

### Learning Measures

Each school and district receives an overall score based on its performance on accountability measures, which are under the "Learning Measures" dropdown menu of the website and listed below. Schools and districts also receive a score for each group of students, such as students with disabilities (student groups must have 20 or more students to receive a score). The measures are:

- Chronic Absenteeism and Attendance Growth: This includes two indicators:
  - Chronic Absenteeism: The percent of students who miss 10 percent or more of school days for any reason, excused or unexcused – for vacation, health conditions, suspensions, etc.
  - Attendance Growth: The change in attendance rate for students who were previously chronically absent.
- English Language Growth (ELPA21): For students whose first language is not English, this measures a student's progress in obtaining English language proficiency across the domains of reading, writing, listening and speaking. This measure is based on Iowa's English language proficiency assessments, ELPA21 and the Alt ELPA.
- Graduation Rate (High Schools): The percent of students who graduate from high school within four or five years.
- Growth: This examines student academic growth by looking at assessment scores over time to determine whether a student performed better or worse than their academic peers (students at the same grade level with similar prior scores).
- Participation Rate: The percent of students who participate in state assessments. While this indicator doesn't directly impact school accountability scores, low participation does impact the Proficiency indicator and school/district rating categories.
- Postsecondary Readiness (High Schools): This includes two indicators:
  - The percent of students earning college credit while in high school.
  - The percent of students participating in work-based learning while in high school.
- Proficiency: The percent of students who are proficient in English language arts (ELA), math and science based on state assessment results.

## Additional Metrics

The Iowa School Performance Profiles include additional metrics that are required by either federal or state law but are not included in accountability scores. The metrics are:

- Achievement (Average Scale Score): Information about the average performance of students in English language arts (ELA), mathematics and science.
- 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.
- Attendance: This measure shows the average daily attendance rate of students across the year.
- Civil Rights Data: This measure shows the number of students school districts reported to the U.S. Office of Civil Rights in the following areas: arrests, bullying/harassment, violence and preschool.
- Educator Effectiveness: This measure shows the number of public school teachers who are inexperienced, teaching out-of-field or ineffective.
- English Language Proficiency: This measure shows the percentage of English learners in kindergarten through 12th grade testing proficient in English.
- 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).
- 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](#).
- National Assessment of Educational Progress: This shows Iowa's latest results from the National Assessment of Educational Progress.
- Per Pupil Expenditures: This shows the school-level per pupil expenditure data as required by the Every Student Succeeds Act (ESSA).
- Percent of Students Not Assessed/Assessed: This measure shows the percentage of students who did not take/took an English language arts (ELA), mathematics or science assessment.
- Postsecondary Enrollment: This measure shows the percent of high school graduates who enrolled in postsecondary education within one year of high school graduation.
- Progress on State Goals: This provides information about student performance and interim progress toward meeting state long-term goals for academic achievement, graduation rates and progress toward English language proficiency, set forth in the state's plan.
- Staff Retention: This measures the staff turnover rate in a school, with the premise that the higher the turnover, the more challenges the school may face with constantly having to onboard new staff.
- Suspension and Expulsion: This measure provides information about the number of suspension and expulsion incidents by different student groups.

## Achievement Gaps

Narrowing the achievement and opportunity gap is a goal of the Iowa State Board of Education and the Iowa Department of Education. This section of the Iowa School Performance Profiles provides important information about the gaps in achievement among different student groups including students with disabilities, English learners, students from low-income families (i.e., eligible for free or reduced-price lunch) and students by race/ethnicity.

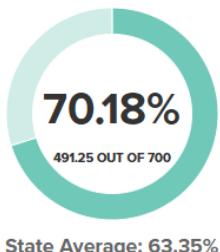
Data show how student groups are performing compared to each other, compared to the state average and compared to the benchmark cut score that identifies a school as Targeted.

# Scores and Ratings

## OVERALL PERFORMANCE

**HIGH PERFORMING**

**ESSA Support Category**  
No Support Required



### Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

## School and District Ratings

Schools and districts receive ratings based on their overall score. An overall rating does not provide contextual information about a school/district 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/district to support all students in achieving their full potential.

While the index may not “tell the whole story,” 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 or district against the state average. Schools and districts can use this information to assist in developing achievement goals and to guide their improvement efforts.

Iowa’s accountability framework and point system includes a core set of indicators for all schools and districts including: Proficiency, Growth and Chronic Absenteeism. Additional indicators of Graduation Rate and Postsecondary Readiness are included for high schools (and districts with a high school). Due to the differences, the point total varies by school type with 700 points for elementary/middle schools (and districts without a high school) and 900 points for high schools (and districts with a high school). All district, 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 ratings and corresponding score ranges are as follows:

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

Schools and districts receive a score for each accountability measure (listed under “Learning Measures”), and then the scores are combined into an overall score.

Schools and districts also receive a score for each student group, such as students with disabilities. Student groups must have 20 or more students to receive a score. Scores are used in two ways:

1. Assign ratings outlined in the above table (both schools and districts)
2. Identify schools in need of support and improvement (Comprehensive and Targeted)

## Comprehensive & Targeted Schools

**Comprehensive:** A school is identified for Comprehensive support and improvement if its overall score falls within the lowest 5 percent of Title I schools in the state or its graduation rate falls below 66 percent. Generally, these schools need assistance and support based on the performance of the entire student population.

**Targeted:** A school is identified for Targeted support and improvement if any student group score is as low as the lowest 5 percent of Title I schools in the state (the same cut score used for Comprehensive designations). Student groups included for the purposes of this designation are: Students who are eligible for free or reduced-price meals, English learners, students with disabilities, and students by racial/ethnic group (Asian, Black/African American, Hawaiian/Pacific Islander, Hispanic, Multi-Racial, Native American, White).

Comprehensive schools maintain their designations for three years giving the schools time to build a meaningful school improvement plan that will be effective and sustaining. Targeted schools may exit this status after one year if the original student group(s) that led to the Targeted status improve above the identification benchmark.

**Rating Category Drop:** Schools and districts are dropped rating categories from the initial category their score would place them at for the following reasons:

- A school or district’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.
- A school’s rating category decreases by one if the school is identified for Targeted support.
  - While districts are not identified for the ESSA designation of Targeted support, districts are dropped one rating category if it has at least one student group below the cut score.
- A school’s rating category decreases by two if the school is identified for Extended-Targeted support.

**ESSA Support Category:** Schools may be either Comprehensive or Targeted, but they cannot be both. The Comprehensive designation will be identified for all schools that have this status. A Targeted designation will be listed if the school has one or more student groups that is underperforming.

**No Support Required:** The majority of Iowa’s schools will not be identified for support and improvement. Schools that are identified receive additional support from the state, develop school improvement plans and are subject to annual reporting requirements.

# Navigating the Site

## Homepage

The URL for the Iowa School Performance Profiles (ISPP) website is <https://www.iaschoolperformance.gov/ECP/Home/Index>. Follow either step 1 or step 2 below:

1. Click “View State Report” to see statistics for Iowa schools as a whole.
2. Click into the search field marked “Search by district or school name” and type in the name of the school or district of interest.



Iowa School Performance Profiles

The Iowa School Performance Profiles is an online tool showing how public schools performed on required measures. The website was developed to meet both federal and state requirements for publishing online school report cards. [More Information](#)

SELECT A YEAR

2025

**View State Report**

OR

Search by district or school name



## State Overview

Once View State Report is selected, use the guidelines below to navigate through the website.

### State Information

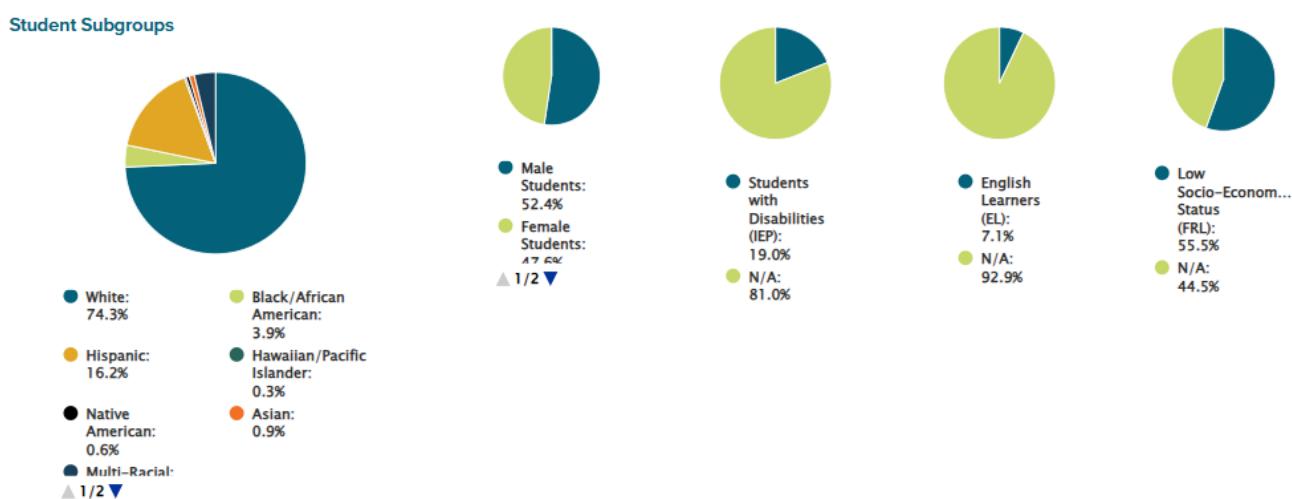
Located at the top of the page are the state's name and contact information.

Below the state's general information is a navigation menu that includes the specific indicators/reports. Access these by clicking on "Learning Measures" to open the dropdown menu of measures included in accountability determinations. From there, navigate to the individual measures which will provide a more specific breakdown of the state's performance in those categories. There is also an "Additional Metrics" dropdown menu which provides additional contextual data about the state that are not included in accountability scores.

## Demographics

In the Demographics section, student groups are broken down for the state by race/ethnicity, gender, students with disabilities, low socio-economic status and English learners. Each of these pie charts contains a color-coded legend to indicate which categories are represented by which color.

### DEMOGRAPHICS



## Performance in Each Area

This section shows the state's overall performance in different categories. These are scored on a scale of 1-100, and the numbered markers at the top of the chart provide a visual representation of each score on the chart. Each performance category also has an exact score listed on the far right. On the school and district versions of this chart, a diamond marker and number below the bar represent the state average for that indicator.

### PERFORMANCE IN EACH AREA

#### Accountability View



## Footer

No matter which page of the Iowa School Performance Profiles website you are on, there is a footer with a button that reads, “Read Through Our User Guide.” This will open up this user guide, which gives a high-level overview of the accountability system and how to navigate the site. In addition, there is a resource link “Read Through Our Technical Guide” which provides more detail about how measures are calculated and how the accountability system works.

HAVING TROUBLE?

[Read Through Our User Guide >](#)

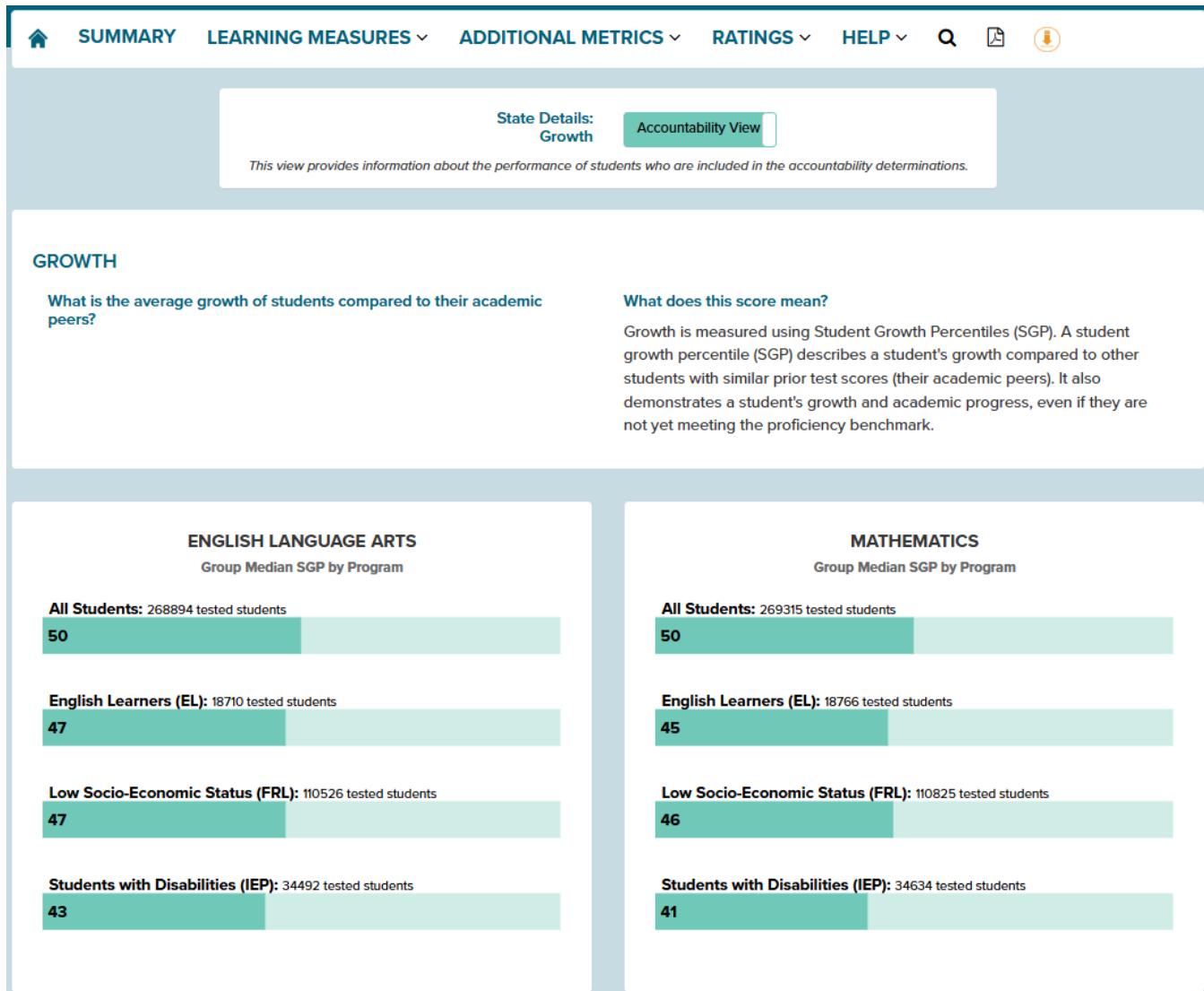
[Read Through Our Technical Guide >](#)

## State Learning Measures

Back at the top of the state page, the individual learning measures pages can be accessed by clicking the “Learning Measures” dropdown from any state-level page and clicking on the measure title needed.

Using “Growth” as an example (see image below), this shows the median student growth percentile in English language arts and math. It further breaks down this information by student groups (e.g. students with disabilities, low socio-economic status, English Learners, etc.). On the district and school versions of this page, a marker and number on each bar indicates the statewide average.

All other learning measures have a page similar in structure to “Growth.”



Click on “Summary” in the main navigation pane to return to the State Summary page or click on “Search/Compare” or the home button to search for a school or district.

## School and District Overview

Once a school or district is selected, use the guidelines below to navigate through the data.

### School/District Information

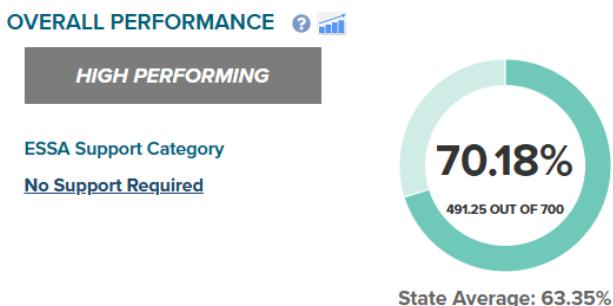
The format is similar to the top of the State overview page. The top of the page includes the school or district's name and contact information. Use the "Search/Compare" button at the upper right to go back and search for another school or district.

Below the school or district's general information is a navigation pane that includes the specific measures/reports for this school/district. Click through these categories and pages (found on the dropdown menus or page titles) to navigate immediately to the data, or continue scrolling down the page to see a statistical overview of the school/district.

### About

Below the school or district's information is some more specific information about the school or district selected: administrator, enrollment numbers and grades served.

### Overall Performance



#### Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

Under the Overall Performance heading is the school or district's performance rating (Exceptional, High Performing, Commendable, Acceptable, Needs Improvement or Priority).

For a deeper look into how the school or district is performing – and to ascertain whether the school needs additional support for improvement – is the score, with numbers and a visual representation. To the right is a short description of how overall performance should be understood. To the left is the school's Every Student Succeeds Act (ESSA) Support Category.

If the ESSA Support Category is Comprehensive, then the school is in the bottom 5 percent of the state's Title I schools based on performance. If the ESSA Support Category is Targeted, the school has one or more student groups performing as low as the lowest 5 percent of Title I schools in the state.

Below this is a Demographics section, which the user can choose to display or hide.

## Performance in Each Area

This chart lists each measure that contributes to the overall school/district score and the score earned in each category. These are scored on a scale of 1-100, and the numbered markers at the top of the chart give a visual representation of each score on the chart. Each performance category has a number listed on the right for the school/district's exact score in that category.

### PERFORMANCE IN EACH AREA

Accountability View



## Performance Detail

The performance detail table shows how the raw scores translate to the total points earned for each measure. When added up, all the measures total the school or district's overall score. To understand what each measure means, click on the measure for a detailed explanation.

Raw scores represent a school or district's actual score from 0 to 100. Possible points provide the total possible points for each measure. For all of the measures that have a total of 100 points possible, the raw score is also the total points received out of 100 (with the exception of chronic absenteeism which is reverse-scored). For example, the school in the screenshot below has a science proficiency rate of 80.60%, so the school receives 80.60 points for that measure. The measures attendance growth, chronic absenteeism, postsecondary readiness – work-based learning and postsecondary readiness – college credit have 50 possible points.

For more information about how these scores are calculated, see the [Iowa School Performance Profiles Technical Guide](#).

### PERFORMANCE DETAIL

Measure	Raw Score <small>?</small>	Possible Points	Total Points
<a href="#">Attendance Growth <small>?</small></a>	3.19	<b>50.00</b>	15.95
<a href="#">Chronic Absenteeism <small>?</small></a>	22.59	<b>50.00</b>	38.71
<a href="#">English Language Growth (ELPA21) Composite <small>?</small></a>	71.43	<b>100.00</b>	71.43
<a href="#">Graduation Rate 4-Years <small>?</small></a>	80.65	<b>50.00</b>	40.33
<a href="#">Graduation Rate 5-Years <small>?</small></a>	94.32	<b>50.00</b>	47.16
<a href="#">Growth Mathematics <small>?</small></a>	48.50	<b>100.00</b>	48.50
<a href="#">Growth English Language Arts <small>?</small></a>	48.00	<b>100.00</b>	48.00
<a href="#">Percent Proficient English Language Arts <small>?</small></a>	81.59	<b>100.00</b>	81.59
<a href="#">Percent Proficient Mathematics <small>?</small></a>	72.38	<b>100.00</b>	72.38
<a href="#">Percent Proficient Science <small>?</small></a>	80.60	<b>100.00</b>	80.60
<a href="#">Post-secondary readiness index Work-Based Learning <small>?</small></a>	20.24	<b>50.00</b>	10.12
<a href="#">Post-secondary readiness index College Credit <small>?</small></a>	64.29	<b>50.00</b>	32.15
			<b>586.91</b>
			Total Points
			<b>65.21%</b>
			of possible Points

## Schools

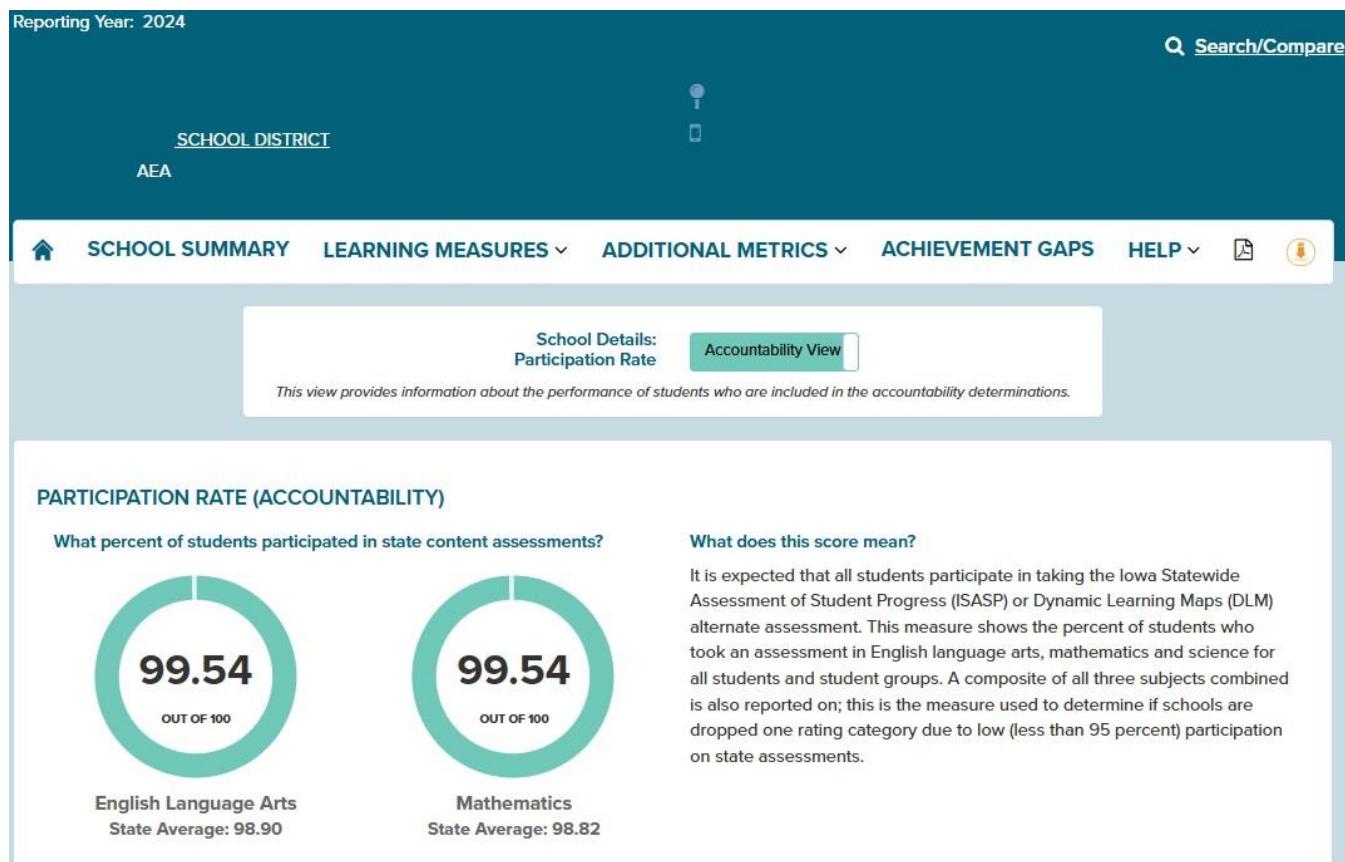
For districts only, this section lists out all of the schools included in the district, including some basic information such as grades served, school type, Comprehensive status (if applicable) and Targeted status (if applicable). Each of the school names are linked; clicking on a school will take users to that school's report card page where more in-depth charts and data about that school's performance and demographics are available. These school report cards can be accessed either within the district page or by clicking the Search/Compare button in the header of the site and searching by school name.

## School Learning Measures and Additional Metrics

The individual learning measures pages can be accessed by clicking the “Learning Measures” dropdown on any school-level page and clicking on the measure title needed.

Learning Measures data are displayed in one of two ways. Using “Participation Rate” as an example, this detail page lists the measure selected underneath the main menu bar (in this example, it reads “School Details: Participation Rate”). Below that is an introduction to the school’s Participation Rate breakdown (or the breakdown of whichever measure was selected in the dropdown), which features one or two circle graphs showing the school’s percentage out of 100 for each subject. Images below show examples of measures with two circle graphs and one circle graph, respectively. Chronic Absenteeism is the featured example for a learning measure detail page with only one circle graph.

Similar to the district and state learning measures detail pages, below the top section of the page is a block layout that breaks down the school’s data categories for each measure by student group.



Reporting Year: 2024 Q Search/Compare

SCHOOL DISTRICT  
AEA

SCHOOL SUMMARY LEARNING MEASURES ▾ ADDITIONAL METRICS ▾ ACHIEVEMENT GAPS HELP ▾

School Details:  
Participation Rate Accountability View

*This view provides information about the performance of students who are included in the accountability determinations.*

**PARTICIPATION RATE (ACCOUNTABILITY)**

What percent of students participated in state content assessments?

 <b>99.54</b> OUT OF 100 English Language Arts State Average: 98.90	 <b>99.54</b> OUT OF 100 Mathematics State Average: 98.82
--	--

What does this score mean?

It is expected that all students participate in taking the Iowa Statewide Assessment of Student Progress (ISASP) or Dynamic Learning Maps (DLM) alternate assessment. This measure shows the percent of students who took an assessment in English language arts, mathematics and science for all students and student groups. A composite of all three subjects combined is also reported on; this is the measure used to determine if schools are dropped one rating category due to low (less than 95 percent) participation on state assessments.

## Chronic Absenteeism Page

Reporting Year: 2024

[Search/Compare](#)

SCHOOL DISTRICT

[SCHOOL SUMMARY](#) [LEARNING MEASURES](#) [ADDITIONAL METRICS](#) [ACHIEVEMENT GAPS](#) [HELP](#) [PRINT](#) [REPORT CARD](#)

**School Details:**  
Chronic Absenteeism And Attendance Growth

[Accountability View](#)

*This view provides information about the performance of students who are included in the accountability determinations.*

### CHRONIC ABSENTEEISM AND ATTENDANCE GROWTH

[Chronic Absenteeism](#)

[Attendance Growth](#)

**What does this page include?**

This page provides information about the percentage of students who were chronically absent and the growth in attendance for previously chronically absent students (Attendance Growth). Use the navigation buttons to the left to jump to their respective sections of the page.

### CHRONIC ABSENTEEISM

What is the percentage of students who were chronically absent?



**23.67**  
OUT OF 100

State Average: 21.63

**What does this score mean?**

This measure shows the percentage of students who were absent for more than 10 percent of school days for any reason. Attendance in school matters because students need to be in school to learn. Students who miss more than 10 percent of the days they should be in school – for any reason – are considered chronically absent. Students who are chronically absent from school are at risk of falling behind, which can hurt their chances of success in school. Data items on this page come from the 2023 - 2024 spring Student Reporting in Iowa (SRI) data collection.

Further down the page is the Attendance Growth indicator that shows the difference in the attendance rate for previously chronically absent students (including the attendance rates for that group of students in both years).

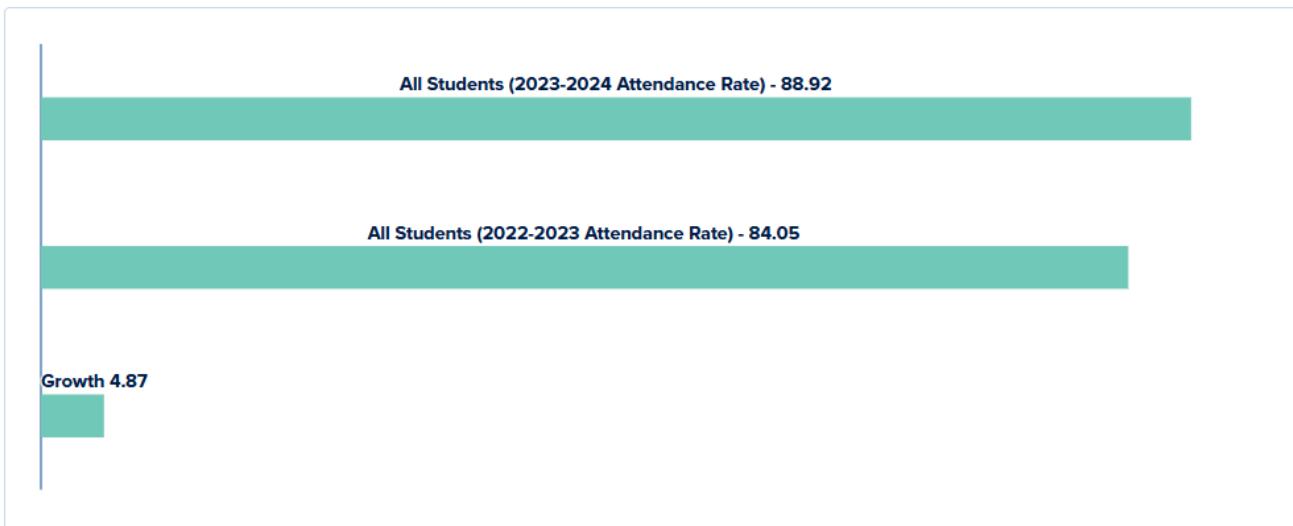
## ATTENDANCE GROWTH

How has the attendance rate of students who were previously chronically absent changed?

What does this score mean?

This measure shows the growth in attendance rates for students who were chronically absent in the prior school year. The attendance rate of chronically absent students from the 2022 - 2023 school year is compared to the attendance rate of the same students in the 2023 - 2024 school year. The difference between the attendance rate of these students is measured to see if there was an increase in overall attendance.

### ALL PREVIOUSLY CHRONICALLY ABSENT STUDENTS



This chart shows the attendance rate of students who were chronically absent in the prior year across two school years. The difference is the change in attendance rate of those students who were previously chronically absent.

Click on "Summary" in the main navigation pane to return to the school/district overview or choose "Search/Compare" or the home button to search for a new school or district.

## Additional Tools

### Accountability and In-Depth Views

The site includes a feature on the Learning Measure pages to toggle between two different views of the data. By default, the site displays the “Accountability View,” which shows data for the students that are part of a school or district’s accountability score. The minimum student group size is 20 for the “Accountability View” as this is the minimum number for the data to be included in the accountability calculations. Especially in smaller school districts, the “Accountability View” often will not include data for all student groups because there are fewer than 20 students in them.

PERFORMANCE IN EACH AREA

Accountability View

**Accountability view:** This view provides information about the performance of students who are included in the accountability score (N>=20). [?](#)

The “In-depth View” provides additional information about student performance. By clicking the “Accountability View” toggle, the display will switch to “In-depth View.” The “In-depth View” is more inclusive and displays performance for all students and has a minimum student size for reporting of 10. Educators may find the information in the “In-depth view” useful in looking into smaller student groups. For example, a student who enrolled the day before the assessment window would be included in the “In-Depth View” of the Proficiency or Growth pages but would not be included in the “Accountability View.” The “In-Depth View” also includes additional student groups which are required to be reported under the Every Student Succeeds Act (ESSA). Additional student groups included are: Migrant, Foster Care, Military Connected, Gender, Homeless and Grade breakdown.

PERFORMANCE IN EACH AREA

In-depth View

**In-depth view:** This view provides information about the performance of all students (N>=10). [?](#)

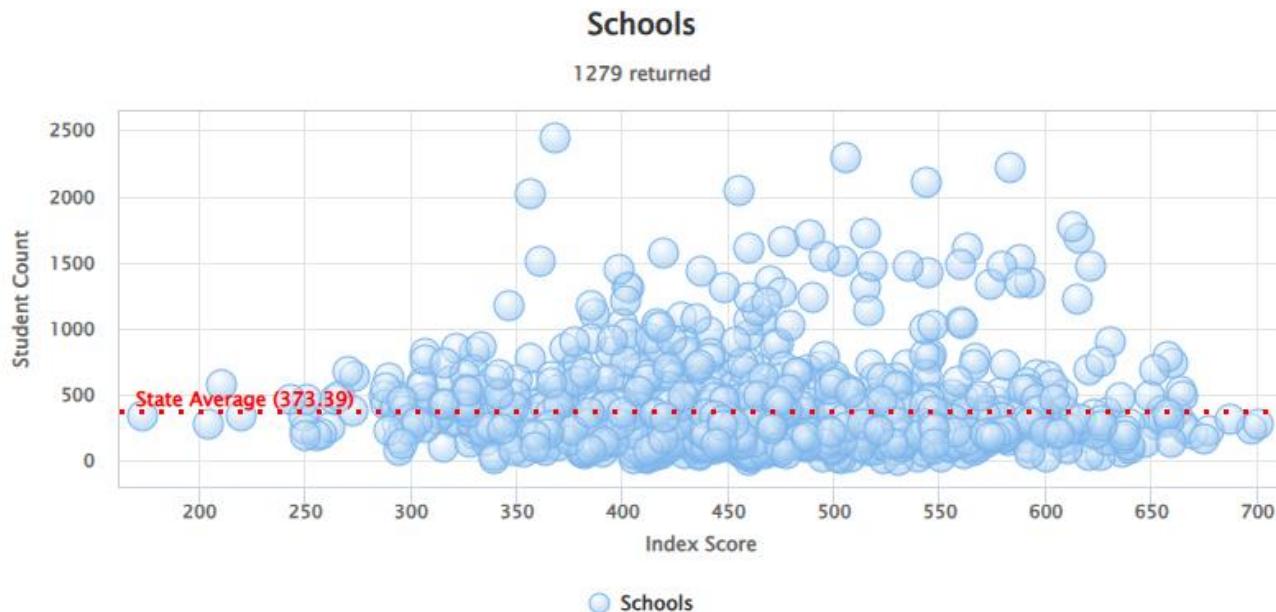
## Comparison Chart

In addition, users have the ability to compare their schools to others by clicking Search/Compare at the top right of the page and then selecting “View Comparison Chart.”

 [Search/Compare](#)

That will take you to what's called a scatterplot chart. It is designed to give users 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. Stakeholders can use this information to identify like schools that are excelling and determine what practices are in place that lead to student success.

The comparison chart provides a tool to explore school performance across multiple accountability measures. On the scatterplot, each bubble represents a school. The default display shows student enrollment on the vertical (Y) axis and overall school score on the horizontal (X) axis. This default display shows there is no relationship between the number of students in a school and a school's overall score.



There are several important features which allow a user to choose different accountability measures. Clicking the measures (Participation Rate, Graduation Rate, Growth, Attendance Growth, Chronic Absenteeism and English Language Growth) in the X Axis and Y Axis drop-down menus will update the scatterplot to display those measures.

### SCHOOL VIEW

This chart represents cohort scores and or counts for any schools who have data for the given measurement selected from the "X Axis" and "Y Axis" option boxes below.

**X Axis:**

**Y Axis:**

**Fetch New Data**

In addition, a user can use the Group By dropdown to color schools by: School Type (Elementary, Middle, High School), Rating Category (Exceptional, High Performing, Commendable, Acceptable, Needs Improvement and Priority), Comprehensive Status and Targeted Status.

Lastly, you can use the Locate By dropdown to locate a particular school on the scatterplot.

Use the following dropdown to pick a grouping you would like to see the current data.

**Grouping By:**

**Group Data**

Use the following dropdown to pick a school and then locate that school in the chart.

**Locate By:**

**Locate School**