



Department of Education

# Iowa School Performance Profiles

User Guide

September 2025

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## Introduction

The [Iowa School Performance Profiles \(ISPP\)](#) is an online tool showing how public schools 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 accountability score.

## Measures

### Learning Measures

Each school 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 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 increase 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 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 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 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 in a school who are proficient in English language arts (ELA), math and science based on 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 a school's accountability score. 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.

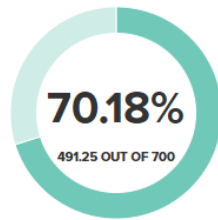
## Scores and Ratings

### OVERALL PERFORMANCE

**HIGH PERFORMING**

ESSA Support Category

No Support Required



State Average: 63.35%

#### 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 Ratings

Schools receive ratings based on their overall score. 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.

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 possible points for elementary/middle schools and 900 possible points for high schools. All schools 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 receive a score for each accountability measure (listed under “Learning Measures”), and then the scores are combined into an overall score.

Schools 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. School scores are used in two ways:

1. Assign ratings outlined in the above table
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 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.
- 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.

**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.

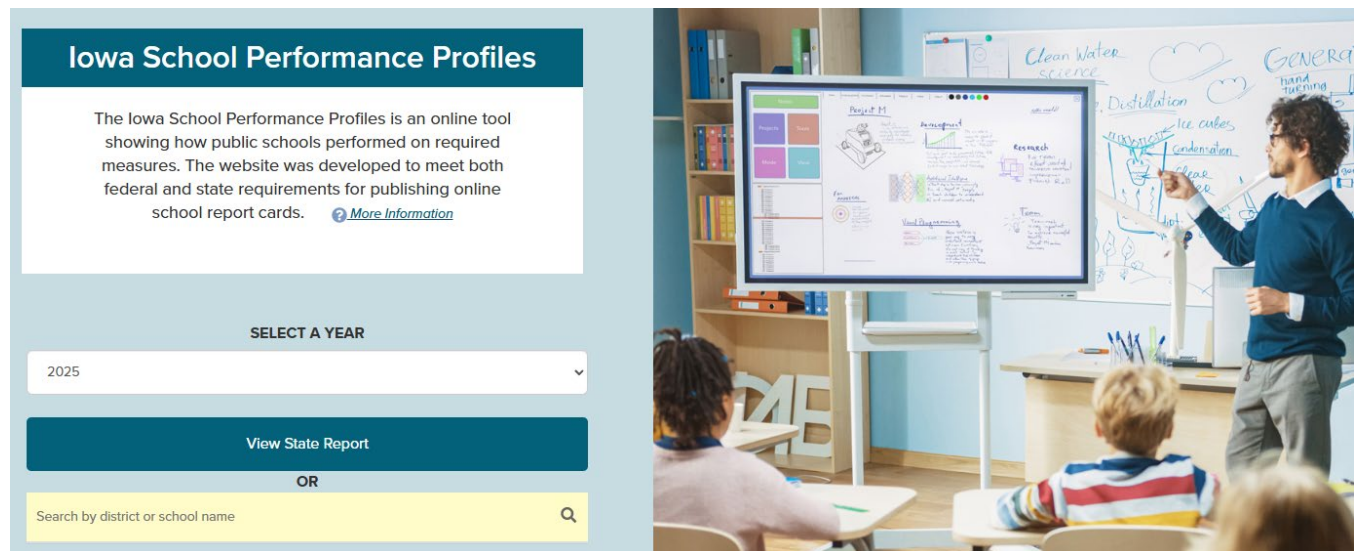
**No Support Required:** The majority of Iowa's schools will not be identified for support and improvement. Schools that are identified receive additional support from the state, develop school improvement plans and are subject to annual reporting requirements.

# 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.



The image shows the Iowa School Performance Profiles homepage on the left and a teacher in a classroom on the right. The homepage features a dark blue header with the title "Iowa School Performance Profiles". Below the header, a text box explains that the tool shows how public schools performed on required measures. A "SELECT A YEAR" dropdown menu is set to "2025". A dark blue button labeled "View State Report" is visible, followed by the word "OR" and a yellow search bar with the placeholder text "Search by district or school name" and a magnifying glass icon. The classroom image on the right shows a teacher pointing at a large interactive screen displaying a science project titled "Project M" with various diagrams and text. The teacher is also pointing at a whiteboard with handwritten notes on "Clean Water science", "Distillation", "ice cubes", "condensation", and "GENERAL hand hygiene".

## District & State Overviews

Once a school district is selected, use the guidelines below to navigate through the website. The layout of the State Overview page is similar to that of the District Overview.

### District Information

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

Below the district's general information is a navigation menu that includes the specific indicators/reports for this district. 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 that district's performance in those categories. There is also an "Additional Metrics" dropdown menu which provides additional contextual data about a district that are not included in accountability scores.

Reporting Year: 2024

Search/Compare

Any School District  
AEA

Navigation Menu:

- DISTRICT SUMMARY
- LEARNING MEASURES
  - ACHIEVEMENT (AVERAGE SCALE SCORE)
  - ALTERNATE ASSESSMENT RESULTS
  - ATTENDANCE
  - CONDITIONS FOR LEARNING
  - CIVIL RIGHTS DATA
  - EDUCATOR EFFECTIVENESS
  - ENGLISH LANGUAGE PROFICIENCY
  - FINANCE DISTRICT REPORT CARD
  - NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
- ADDITIONAL METRICS
  - ACHIEVEMENT (AVERAGE SCALE SCORE)
  - ALTERNATE ASSESSMENT RESULTS
  - ATTENDANCE
  - CONDITIONS FOR LEARNING
  - CIVIL RIGHTS DATA
  - EDUCATOR EFFECTIVENESS
  - ENGLISH LANGUAGE PROFICIENCY
  - FINANCE DISTRICT REPORT CARD
  - NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
- HELP

ABOUT

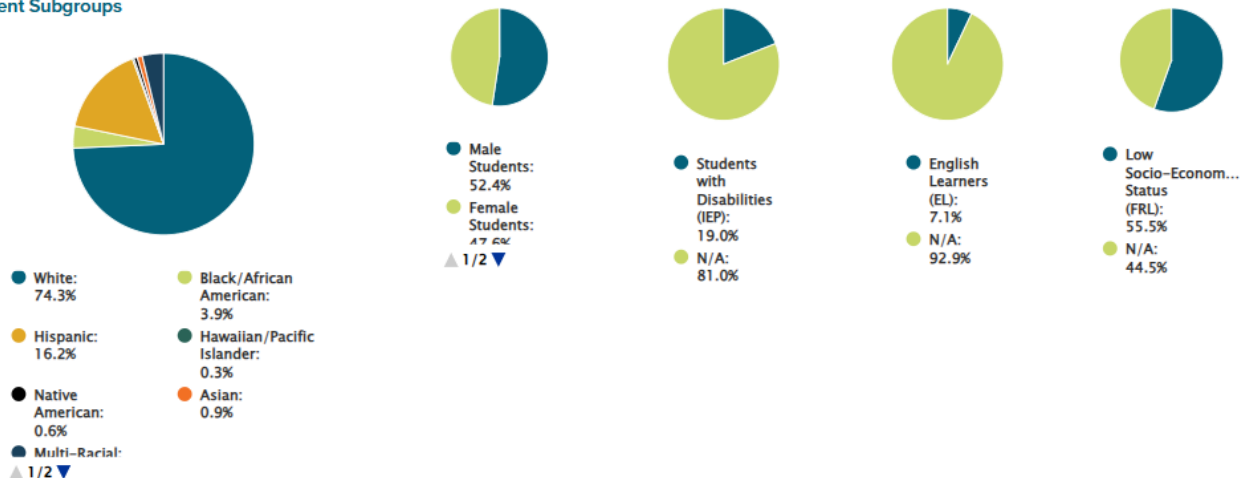
Superintendent      Enrollment      Grade Levels  
KG, 01, 02, 03, 06, 07, 08, 09, 12

### Demographics

In the Demographics section, student groups are broken down for the district 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

##### Student Subgroups





## Performance in Each Area

This section shows the district'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. The diamond marker and number below the bar represents the state average for that indicator.

### 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). ?



◆ State Average

## Schools

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.

## 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](#) >

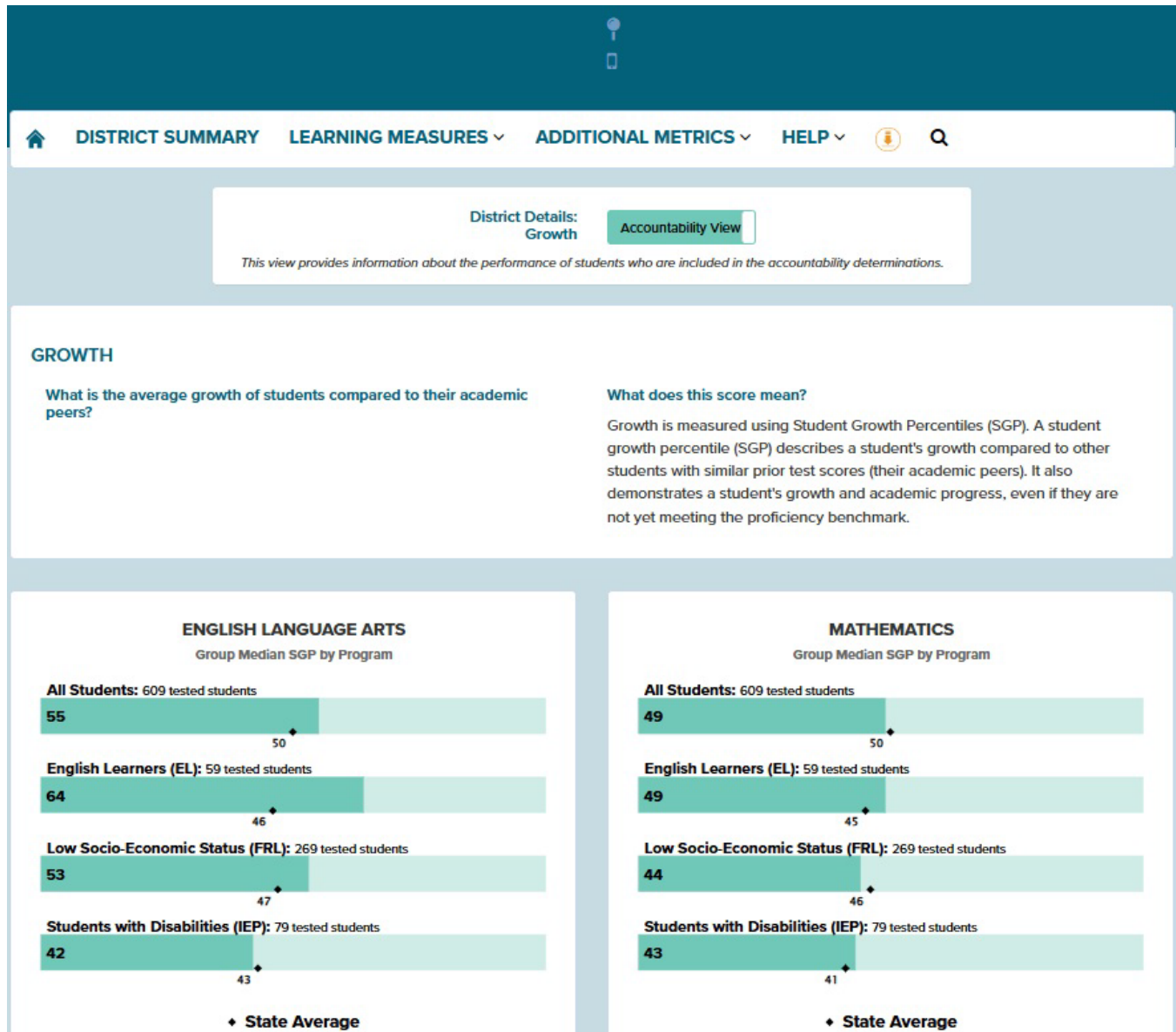
[Read Through Our Technical Guide](#) >

## District Learning Measures

Back at the top of the district page, the individual learning measures pages can be accessed by clicking the “Learning Measures” dropdown from any district-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.). Inside each bar is a marker and number that indicates the statewide average.

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



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

## School Overview

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

### School Information

The format is similar to the top of the District and State overview pages. The top of the page includes the school'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's general information is a navigation pane that includes the specific measures/reports for this school. 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.



### About

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

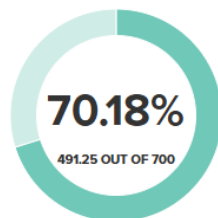
### Overall Performance

#### OVERALL PERFORMANCE ?

**HIGH PERFORMING**

ESSA Support Category

No Support Required



State Average: 63.35%

#### 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's performance rating (Exceptional, High Performing, Commendable, Acceptable, Needs Improvement or Priority).

For a deeper look into how the school is performing – and to ascertain whether the school needs additional support for improvement – is the selected school's 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 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's exact score in that category.

### 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). ?



## 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's overall score. To understand what each measure means, click on the measure for a detailed explanation.

Raw scores represent a school'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

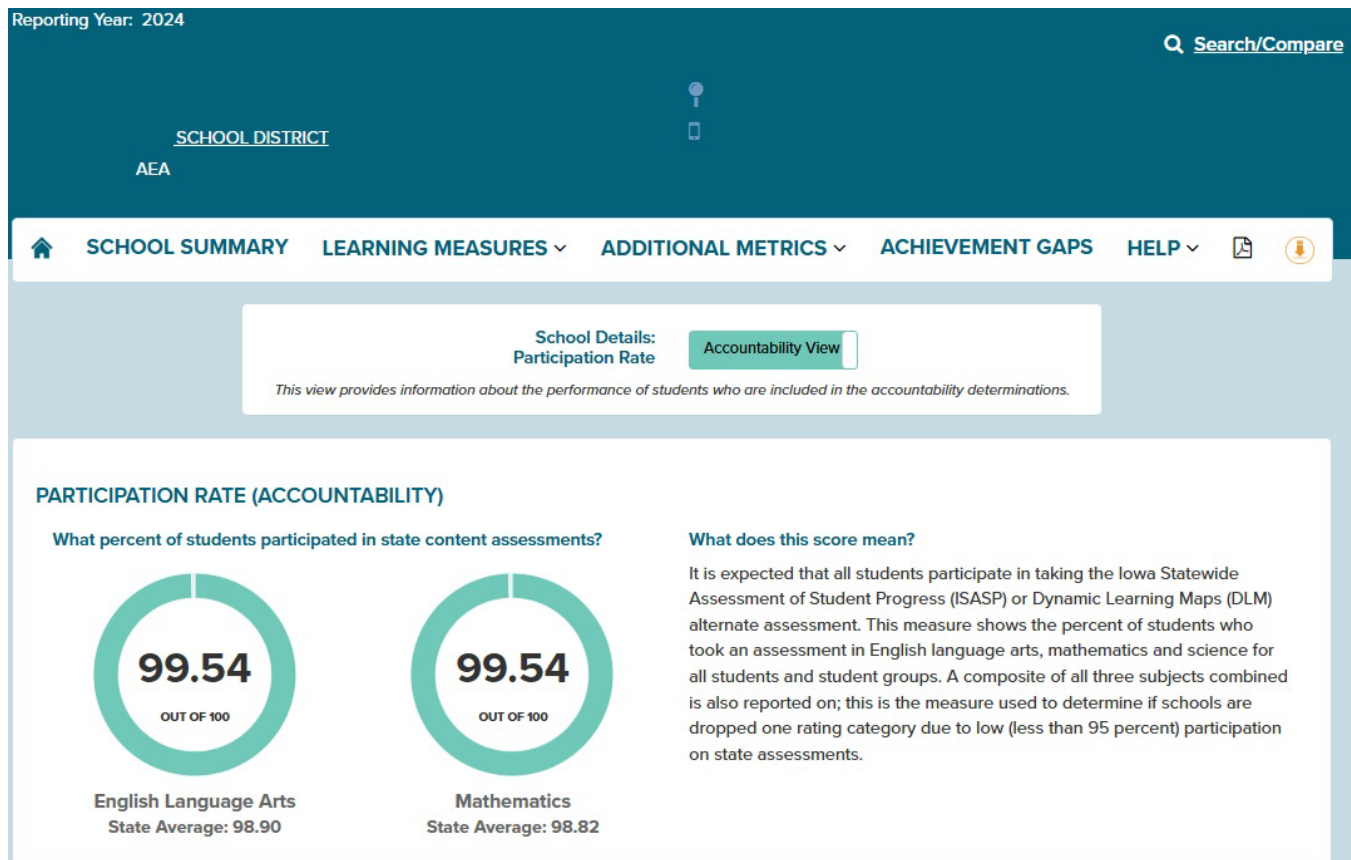
| Measure  | Raw Score ? | Possible Points | Total Points                        |
|--|-------------|-----------------|-------------------------------------|
| <a href="#">Attendance Growth</a> ?                                  | 3.19        | 50.00           | 15.95                               |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

## School Learning Measures and Additional Metrics

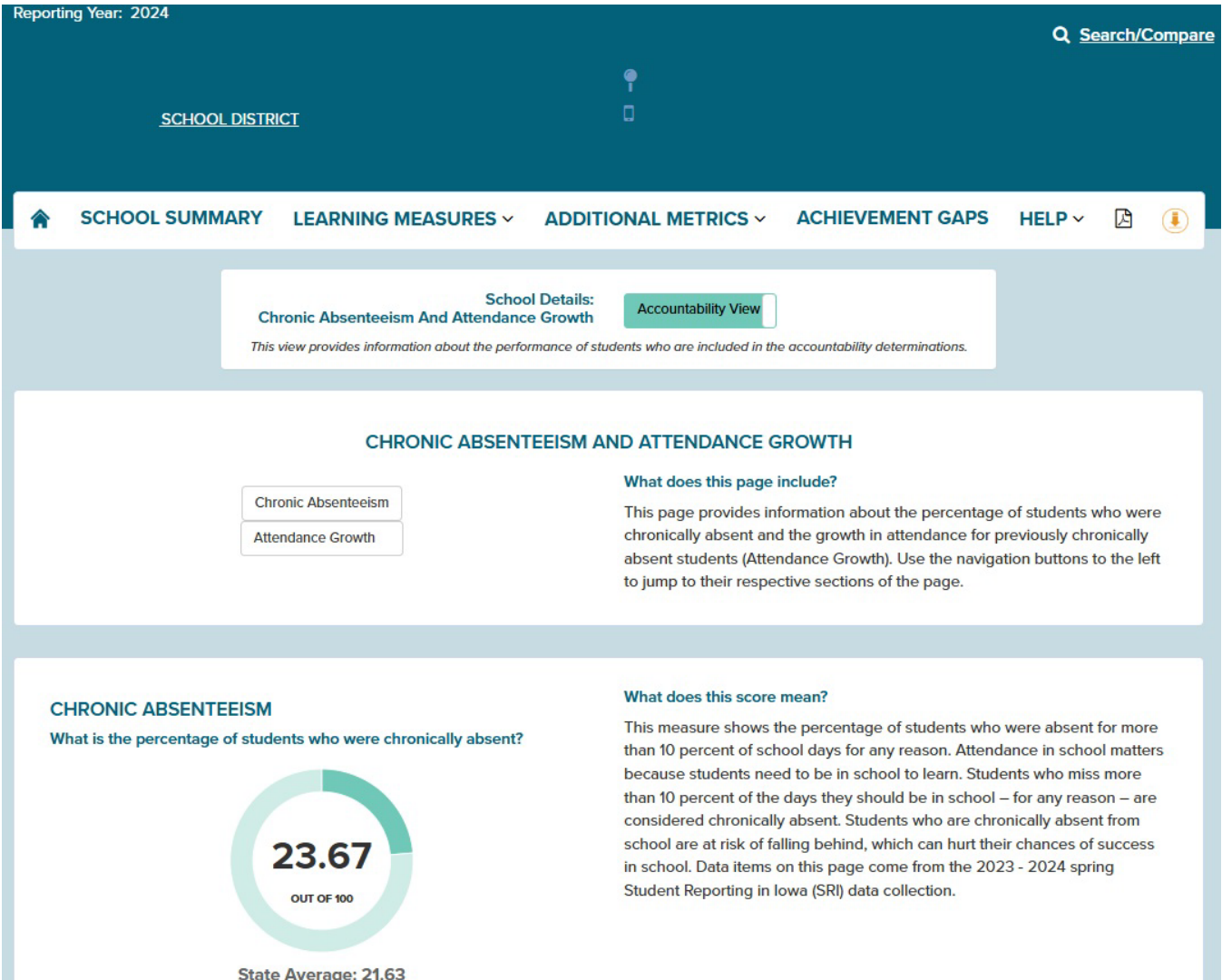
The individual learning measures pages can be accessed by clicking the “Learning Measures” dropdown on any school-level page and clicking on the measure title needed.

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 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.



Chronic Absenteeism Page





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).

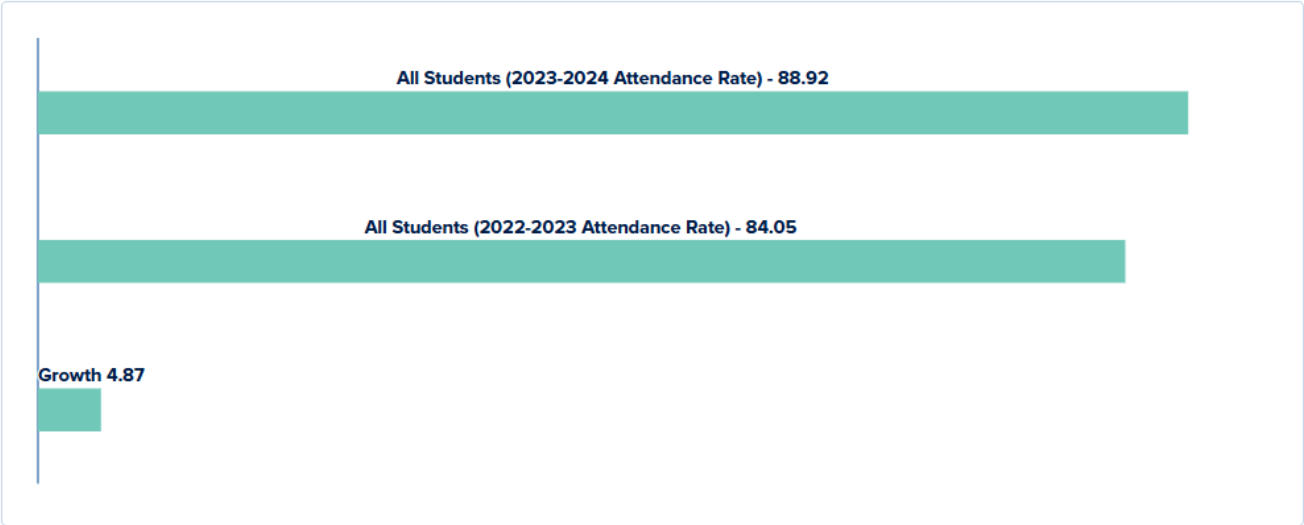
ATTENDANCE GROWTH

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 “School Summary” in the main navigation pane to return to the school 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’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 $\geq$ 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 $\geq$ 10). ?

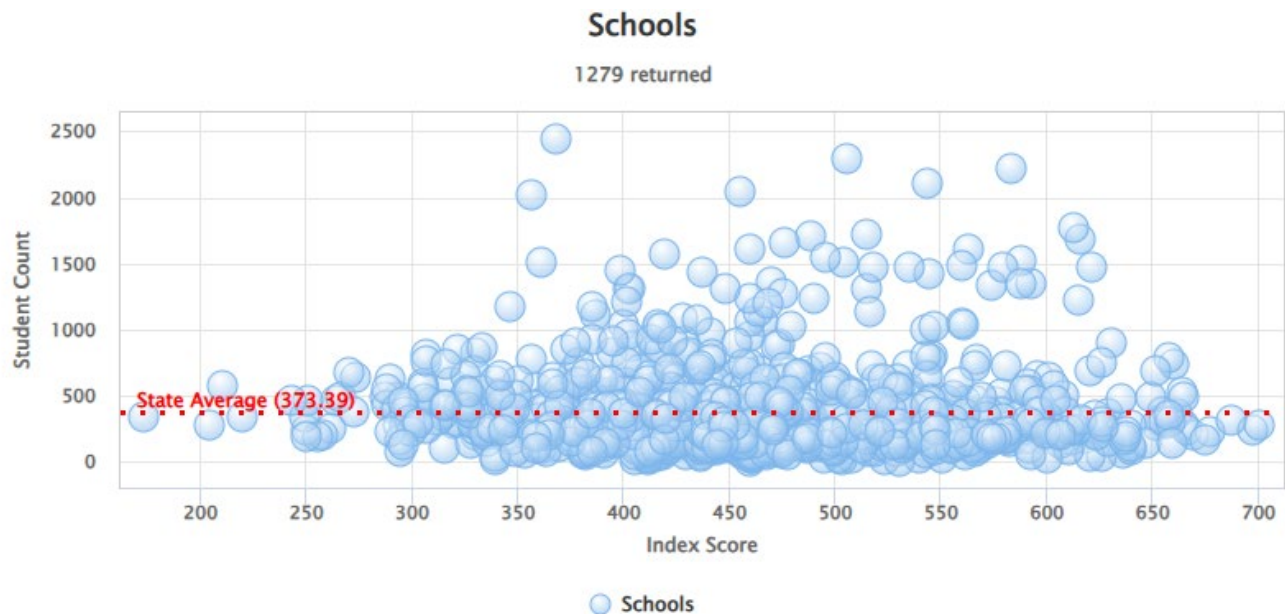
## Comparison Chart

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:**

Index Score

**Y Axis:**

Student Count

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:**

Select a Category

Group Data

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

**Locate By:**

Select a Category

Locate School