

# Iowa School Performance Profiles Release

November 2024



Department of Education

# Agenda

- Overview of Iowa's new, unified accountability framework
- Review methodology
- Overview of results
- Review ISPP website
  - New features
- School improvement timeline and supports

# Key Measures and Updated Point System

Elementary/Middle School			
Measure		Points (% of Total)	
Proficiency	ELA	100	300 (42.9%)
	Math	100	
	Science	100	
Growth	ELA	100	300 (42.9%)
	Math	100	
	English Learners (ELPA21)	100	
Chronic Absenteeism	Rate	50	100 (14.3%)
	Attendance Growth	50	
Total		700 (100%)	

High School			
Measure		Points (% of Total)	
Proficiency	ELA	100	300 (33.3%)
	Math	100	
	Science	100	
Growth	ELA	100	300 (33.3%)
	Math	100	
	English Learners (ELPA21)	100	
Chronic Absenteeism	Rate	50	100 (11.1%)
	Attendance Growth	50	
Graduation Rate	4-Year	50	100 (11.1%)
	5-Year	50	
Postsecondary Readiness	WBL	50	100 (11.1%)
	College Credit	50	
Total		900 (100%)	

# 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 higher rate of students missing school would not positively influence scores.

## Chronic Absenteeism Score Calculation

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

# Attendance Growth

- Measures the change in attendance rate of students who were chronically absent in 2022-23 between the 2022-23 and 2023-24 school year
- The previous year (2022-23) 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)
- Student had to be enrolled at the school for at least ten days in 2023-24 (and enrolled for at least ten days in any Iowa public school in 2022-23)

$$\frac{\text{total \# days present in building in 2023 - 24}}{\text{total \# days enrolled in building in 2023 - 24}} - \frac{\text{total \# days present statewide in 2022 - 23}}{\text{total \# days enrolled statewide in 2022 - 23}}$$

2022-23 Attendance Rate	2023-24 Attendance Rate	Calculation	Points Received
50%	59.8%	9.8 X 10 = 98 .98 X 50	49
35%	40%	5 X 10 = 50 .5 X 50 points	25

# Postsecondary Readiness Indicator

- Seniors from the 2022-23 school year who were in Iowa public schools for the four years leading up to that year
- 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 schools, or 2) took Advanced Placement (AP) courses AND took the AP Exam and received a score of 3 or higher
- Work-Based Learning
  - 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
- Industry Recognized Credentials will be phased in
- 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.

# Methodology - Redistribution of points

- Not all schools have the same set of measures available for scoring
- Examples
  - 26% of schools have enough English learners (20 or more) to have an English Language Growth (ELPA21) Measure
  - 78% of schools have 20 or more students tested in science (required in grades 5, 8, 10)
- The system holds total proficiency points and total growth points constant regardless if a school has all sub-measures

Elementary/Middle School			
Measure		Points (% of Total)	
Proficiency	ELA	<del>100</del> 150	300 (42.9%)
	Math	<del>100</del> 150	
	Science	<del>100</del> 0	
Growth	ELA	<del>100</del> 150	300 (42.9%)
	Math	<del>100</del> 150	
	English Learners (ELPA21)	<del>100</del> 0	

# Determining Rating Category Cut Points

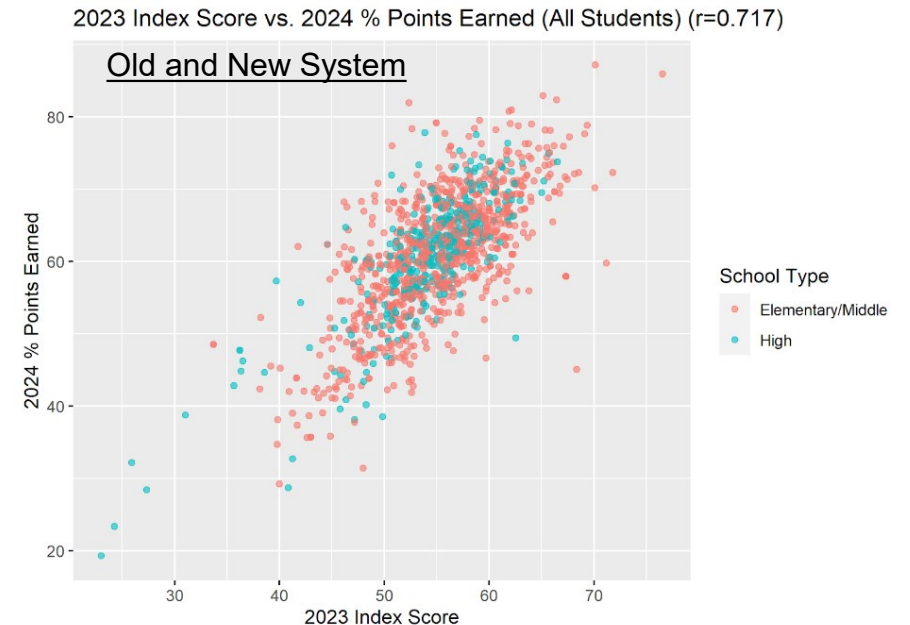
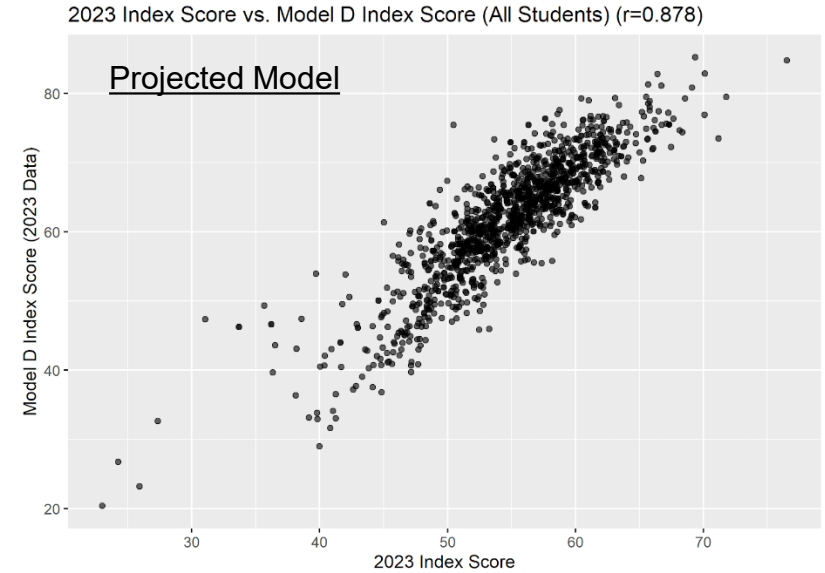
- Point totals vary by elementary/middle and high schools due to added indicators
- All schools and student group scores show both a point and percentage of points earned total
- Percentage of points earned creates a common metric across school types

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



# Comparing Systems

- High correlation between previous and new systems
  - .88 correlation - projected model
  - .72 correlation 2023 scores to 2024 scores
    - This is the same as the correlation between 2022 and 2023 scores
  - Schools with high scores on the previous system tend to have high scores on the new system
- Reinforces rationale for new system:
  - Easily understood
    - Transparent point system
    - Streamlined set of measures
  - Rigorous, reliable and fair



# Results - Comprehensive Support and Improvement

- 35 Comprehensive Support and Improvement (CSI) schools
  - 15 were CSI in 2023
  - 20 newly identified CSI schools in 2024
  - 16 2023 CSI schools exit CSI status (8 moving to TSI)
- 377 Targeted Support and Improvement (TSI) schools
  - 271 were identified in 2023 (CSI or TSI)
  - 106 newly identified TSI schools
  - 180 2023 TSI schools exit status

# TSI Designations

Student Group	All Schools				
	Total # of Schools (2024)	2024		2023 w/ Reset of ESSA Designations*	
		# of Targeted Schools	% of Targeted Schools	# of Targeted Schools	% of Targeted Schools
English Learners (EL)	1,282	78	6.1%	63	4.9%
Low Socioeconomic Status (FRL)	1,282	47	3.7%	89	6.9%
Students with Disabilities (IEP)	1,282	351	27.4%	296	23.1%
Asian	1,282	0	0.0%	2	0.2%
Black/African American	1,282	54	4.2%	71	5.5%
Hawaiian/Pacific Islander	1,282	11	0.9%	8	0.6%
Hispanic	1,282	21	1.6%	28	2.2%
Multi-Racial	1,282	12	0.9%	30	2.3%
Native American	1,282	1	0.1%	3	0.2%
White	1,282	6	0.5%	19	1.5%
<b>Total Targeted Schools</b>	<b>1,282</b>	<b>377</b>	<b>29.4%</b>	<b>355</b>	<b>27.7%</b>

# TSI Designations by School Size and Type

District Size Category	# Districts	Total K-12 Enrollment	K-12 % FRL-Eligible Students	# Schools	# Comprehensive Schools	% Comprehensive Schools	# Targeted Schools	% Targeted Schools
< 1,000	214	114,819	37.8%	536	2	0.4%	69	12.9%
1,000-7,499	99	210,202	38.7%	476	6	1.3%	167	35.1%
7,500+	12	153,425	48.9%	268	26	9.7%	141	52.6%
Independent Charter Schools	2	246	19.9%	2	1	50.0%	0	0.0%
Total	327	478,692	41.8%	1,282	35	2.7%	377	29.4%

# CSI Designations by AEA Region

AEA Region	# Schools	# CSI Schools	% CSI Schools	Proportion of CSI Schools	# TSI Schools	% TSI Schools	Proportion of TSI Schools
Central Rivers	198	4	2.0%	11.4%	47	23.7%	12.5%
Grant Wood	171	3	1.8%	8.6%	57	33.3%	15.1%
Great Prairie	105	3	2.9%	8.6%	31	29.5%	8.2%
Green Hills	126	0	0.0%	0.0%	35	27.8%	9.3%
Heartland	285	13	4.6%	37.1%	94	33.0%	24.9%
Keystone	85	1	1.2%	2.9%	26	30.6%	6.9%
Mississippi Bend	94	9	9.6%	25.7%	35	37.2%	9.3%
Northwest	116	0	0.0%	0.0%	24	20.7%	6.4%
Prairie Lakes	102	2	2.0%	5.7%	28	27.5%	7.4%
Total	1,282	35	2.7%	100.0%	377	29.4%	100.0%

# Website Updates

- New accountability system
- Score comparability
- Highlight a few important changes
- New color scheme and branding

## 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

2024

View State Report

OR

Search by district or school name



# School Page Updates

- CHRONIC ABSENTEEISM AND ATTENDANCE GROWTH
- ENGLISH LANGUAGE GROWTH (ELPA21)
- GROWTH
- PARTICIPATION RATE
- PROFICIENCY

## ABOUT

Principal

Enrol

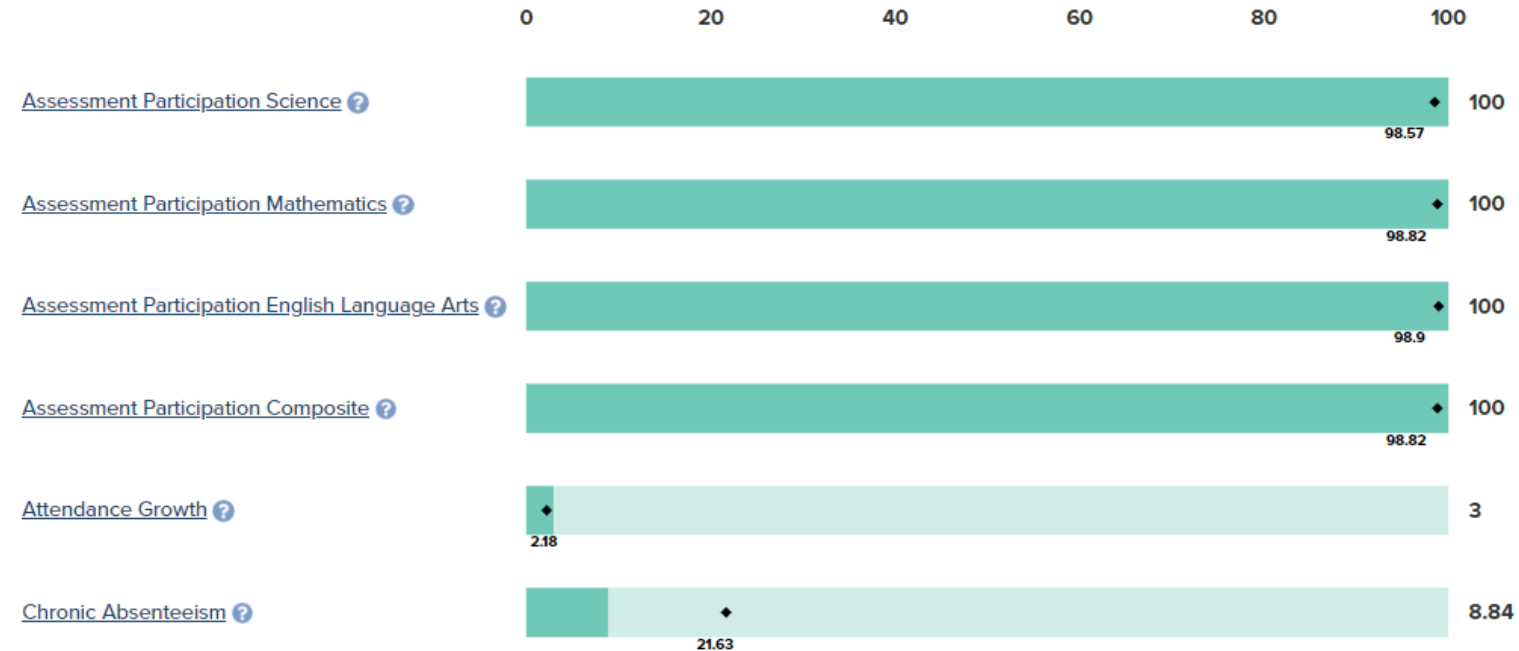
School Type

County

## 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). ?



# School Page Updates

## PERFORMANCE DETAIL

Measure	Raw Score ?	Possible Points	Total Points
<a href="#">Attendance Growth</a> ?	3.00	<b>50.00</b>	15.00
<a href="#">Chronic Absenteeism</a> ?	8.84	<b>50.00</b>	45.58
<a href="#">English Language Growth (ELPA21) Composite</a> ?	48.00	<b>100.00</b>	48.00
<a href="#">Growth English Language Arts</a> ?	49.00	<b>100.00</b>	49.00
<a href="#">Growth Mathematics</a> ?	48.00	<b>100.00</b>	48.00
<a href="#">Percent Proficient Science</a> ?	75.58	<b>100.00</b>	75.58
<a href="#">Percent Proficient English Language Arts</a> ?	87.91	<b>100.00</b>	87.91
<a href="#">Percent Proficient Mathematics</a> ?	86.60	<b>100.00</b>	86.60
			<b>455.67</b> Total Points
			<b>65.10%</b> of possible Points

*\*Summing the Possible Points column may not equal 100 due to rounding calculations.*



# Scenarios

## Scenario 1: Targeted School Drop in One Rating Categories

OVERALL PERFORMANCE  

**PRIORITY**

Rating category dropped:

Yes 

ESSA Support Category

Targeted Year 1

Black/African American, English Learners  
(EL), Students with Disabilities (IEP),  
Multi-Racial



State Average: 60.95%

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

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

## Scenario 2: Comprehensive School

OVERALL PERFORMANCE  

**PRIORITY**

ESSA Support Category

Comprehensive Year 1



State Average: 60.95%

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

# New Resources

- Updated technical guide
- NEW EdInsight Attendance Needs List Report
- [New attendance data supports document](#)
- Updated User Guide and Fact Sheet

# Supports for Schools with Designations TSI and CSI



Department of Education

# Requirements and Support for TSI AND CSI Schools

- District Resource Allocation Review (RAR)
  - Purpose: to support the District in reviewing the use and distribution of resources across the system
  - 4 state RAR webinar sessions (December - January)
- Iowa School Performance Profiles Data Review (11-18 to 2-3)
  - Purpose: to support the school in reviewing and analyzing the Iowa School Performance Profile (ISPP) data
- Self-Assessment of MTSS Implementation (11-18 to 2-3)
  - Purpose: to support building leadership teams in engaging in active discussions about the strengths and challenges in current MTSS implementation surrounding the five conceptual areas

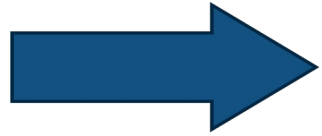
The [ESSA Dashboard](#) includes the requirements for all responsible parties and due dates for each protocol.

# Requirements and Support for TSI Schools

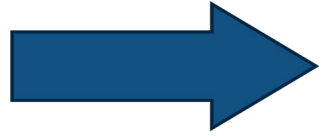
- Action Plan (11-18 to 2-3)
  - Purpose: to utilize all available data to develop comprehensive plans (including prioritized goals, action steps, implementation monitoring, measures of success, and timelines) to improve building outcomes
- Check In (11-18 to 5-30)
  - Purpose: to document progress towards goals on the needs assessments and the action plan
  - January, March, May

# Requirements and Support for CSI Schools: Site Visit

## Comprehensive Review: Building Insights and Interviews (November - January)

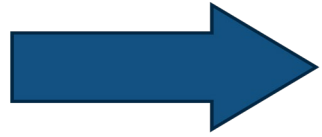


Introduction to the process and supports / Q&A (virtual)



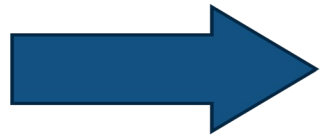
Principal Survey

- Questions for the principal to differentiate IDOE support of implementation of goals, conceptual areas, climate, structures, and systems



Interviews with building leader(s) (virtual)

- Managerial, Instructional, Systems



Interviews with teachers / staff (in person)



Staff meeting to review process / support (in person)

# Requirements and Support for CSI Schools: Site Visit and Recommendations

## Site Visits: (January - April)

- Purpose: to provide recommendations for action plan development
- One day in length
- Include a team from the Department of Education
- Schools designated as E-CSI and CSI last year will not be required to have a site visit, unless requested.

## Site Visit Report Overview:

- Report review with recommendations to be included in the action plan

## Action Plan (developed after the site visit):

- Purpose: to utilize all available data and site visit recommendations to develop comprehensive plans (including prioritized goals, action steps, implementation monitoring, measures of success, and timelines) to improve building outcomes

# Requirements and Support for CSI Schools: Monthly Support

## Continuous Improvement Cycle Monthly Onsite Visits

- Purpose: The Iowa Department of Education and school will have monthly onsite visits to assess, prioritize, plan, implement, and evaluate the school improvement plan.
- Begin after the site visit (March/April 2025 - August 2028)
- The majority of visits will include visits to classrooms to monitor effects of implementation of action plans on student outcomes. Visits may also include observations of PLCs/CLCs, attendance/co-facilitation of professional learning, attendance at MTSS/ILT/BLT/other leaders meetings, and data analysis.



# Requirements and Support for CSI Schools: Leadership Support

## District Leadership Meetings (March/April 2025 - August 2028):

- Purpose: The Iowa Department of Education will meet quarterly with district leaders to review progress of the CSI schools, discuss trends, and provide systemic support.

## Leadership Academy:

- Purpose: Designed to support leadership development
- Potential multiple levels of leadership support
  - More intensive development for leaders within a district that has three or more designated schools