



Every Student Succeeds Act: Iowa School Performance Profile Data Review



Department of Education

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Background & Connections

Iowa's ESSA plan serves as the foundation for the state's system of accountability and support for students, educators, and schools (see [Every Student Succeeds Act](#)). Under ESSA, states identify public school districts, state-accredited nonpublic schools, and area education agencies (AEA) for support. Further support can be provided by the Department of Education School Improvement Consultants or the local Area Education Agency Network members.

Designation for support to schools is based on the ISPP Index, with varying levels of support and monitoring depending on the school's designation. ESSA identifications requiring action plans and supports fall into one of four categories: *Comprehensive*, *Targeted*, *Extended-Comprehensive* and *Extended-Targeted*, each of which requires some support and state or local monitoring. The *ISPP Data Review* is a tool to guide building-level teams through Step 1 of the *Continuous Improvement Process* ([Figure 1](#)).

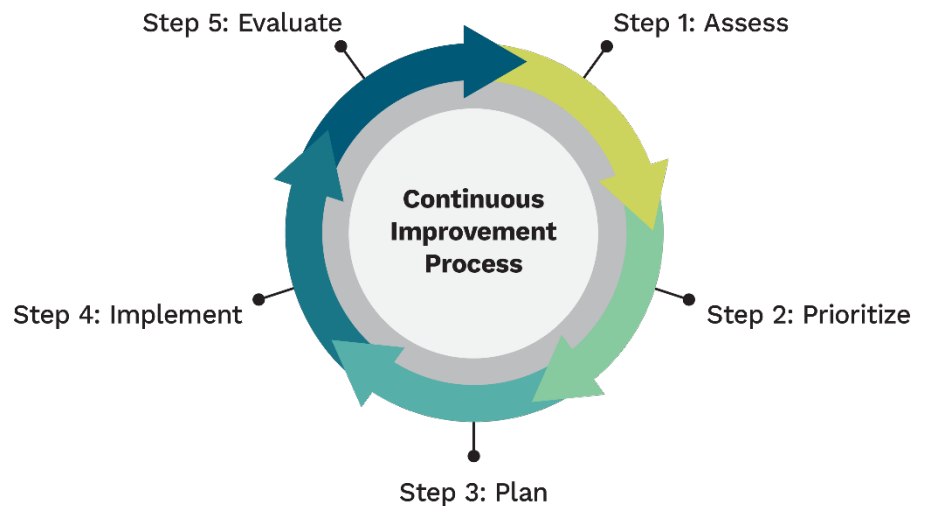


Figure 1 Iowa's Five-Step Continuous Improvement Process

Iowa School Profile Data Review

The [Iowa School Performance Profile](#) (ISPP) is the accountability index used to designate schools in accordance with ESSA requirements. The purpose of this *Data Review* guide is to support schools in the annual review and analysis of ISPP data. This guide provides basic steps and guiding questions to support teams in reviewing and interpreting initial findings. A self-guided module in [Iowa Learning Online Professional Development \(ILOPD\)](#) is available by searching for "ESSA Data Review for Designated Schools".

Index Calculation

ESSA designations are based on the ISPP, which is applied to all public K-12 schools receiving Title I funds. The Department of Education developed the index with input from statewide stakeholders and meets the federal ESSA requirements. [Table 1](#) provides a list of the data elements on which the ISPP index is based, along with a brief explanation.

Table 1 ISPP Index Data Elements

Indicator	Definition
Assessment Participation	Percentage of students who participated in the reading, mathematics, and science state assessment, including alternate assessment when appropriate.
Graduation Rate ¹	This measure determines the percentage of students who graduate from high school within four or five years.
Student 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).
Percent Proficient	The percentage of students in a school who are proficient in English language arts (ELA), math, and science, based on assessment results.
English Language Growth	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.
Chronic Absenteeism Rate	The percentage of students who miss more than 10 percent of school days for any reason, including excused or unexcused absence due to vacations, health conditions, suspensions, etc.
Attendance Growth	The increase in attendance rate for students who were previously chronically absent.
Post-Secondary Readiness ¹	The percentage of students earning college credit while in high school. The percentage of students participating in work-based learning while in high school.

Additional ESSA accountability information can be found on the Iowa School Performance Profile website. A [User Guide](#) (detailed data explanations and interpretation guidance) and [Technical Guide](#) (statistical and data explanations) are available to support local ISPP data use. Data are reported by building and, when appropriate, by student groups. Consistent with Iowa's Continuous Improvement Process ([Figure 1](#)), Step 1 is driven by three activities outlined in the subsequent substeps.

¹ Secondary settings

Step 1A: Collect and Analyze Data

Building-Level Data

Schools should access and make a copy of the [Iowa School Performance Profile Data Review Table](#) to use locally to complete Steps 1A and 1B. Schools should manually enter their data in the table and begin the building and student group analyses.

Building-Level Analysis

Local teams may have data team meeting structures and protocols in place. Review and interpretation of these data may begin with the building-level analysis questions that follow.

- In which indicators are we meeting or exceeding state averages?
- In which indicators is our building *not* meeting expectations? For these indicators, consider a review of data disaggregated by student group (student group analysis is required for targeted schools and will be completed in Step 1B).
- Which indicators are close to targets? Far from targets?
- How do these data look relative to prior data, if available? Is there a trend?
- What are the initial implications for our work?

Student Group Data

Schools identified as *Targeted* continue to use the [Iowa School Performance Profile Data Review Table](#) to gather and analyze data for student group(s) upon which a Targeted designation was based. The “Achievement Gaps” tab will be helpful to find data by student groups. [Table 2](#) provides the required and optional student groups schools should analyze in their review of data.

Table 2 Student Groups

Student Groups ²	Race and Ethnicity ²	Optional ³
Socio-Economic Status, Students with Disabilities, English Learners	Black/African American, Native Hawaiian or Pacific Islander, Hispanic, Native American, Asian, White, Multi-Racial	Military-Connected, Migrant, Homeless, Foster Care

² Required

³ These student groups are included in reporting data but are not an accountability student group.

Student Group Analysis

Local teams may already have data team meeting structures and protocols in place. Review and interpretation of these data may begin with student group analysis questions that follow.

- Are there any performance trends noted across our system and student groups?
- In which performance category(s) are student groups meeting or exceeding state averages?
- In which categories did the performance of student groups not meet expectations? Which ones are close to targets? Far from targets?
- What does general education/universal instruction look like for these student groups?
- What are the initial student group implications for our work?

Step 1B: Create Data Summary Statements

Using the data and discussion from Step 1A, teams now compose summary statements from their *ISPP Data Review*. The following prompts may help teams organize those summaries:

1. Based on your initial view of building-level data, what observations can be made? At this time, teams should observe and summarize the data rather than speculate on precisely “Why” the data are the way they are.
2. Which potential areas of prioritization need additional investigation or team discussions?
3. If there are multiple areas of need, how might we prioritize our efforts and resources?
4. What other existing data sources (e.g., additional assessment data, attendance trends, behavior data) might help identify gaps and needs?
5. Additional summary observations.

Record the team’s *Summary Statements* in the [Iowa School Performance Profile Data Review Table](#). *Note:* The *Data Review Table* (Step 1A) and *Data Summary Statements* (Step 1B) will be updated in CASA.

Important: Teams are reminded that the *ISPP Data Review* is just *one* of the data pieces teams review and interpret. A district [Resource Allocation Review](#), Self-Assessment of MTSS implementation (i.e., SAMI), early warning indicator (EWS) data, and other relevant information will also be used locally to prioritize and plan.

Step 1C: Determine Area(s) of Need

Using the Data Statements created in Step 1B, identify those 2-3 content areas that are of interest and in need of action. Leadership teams will base this on local discussions. [Table 3](#) provides considerations for prioritizing areas of need.

Table 3 Prioritization: Checklist and Strategy

Prioritization Checklist	Team Prioritization Strategy
☐ The greatest urgency ☐ Those closest to student learning ☐ Those that are foundational for efficient and effective school functioning	1. In team conversations, discuss each Data Statement (~ 1-2 min.) using the prioritized checklist criteria. After discussion, each member <i>ranks</i> the data statement individually as either: 1) low priority 2) medium priority 3) high priority 2. Record the individual rating scores per Data Statement. 3. Total the rankings per Data Statement. Top 2-3 scores indicate the prioritized inequity data statements from the leadership team.

Note: The initial prioritization of content area(s) completed in Step 1C will also be entered in CASA as part of the required ESSA Data Review.

In addition to the two required ESSA analyses (i.e., [ESSA Resource Allocation Review](#) and [ISPP Data Review](#)), school teams should consider those available and highly relevant to student learning. Prior to action planning, teams may review student attendance and behavior patterns, as well as academic and behavioral screening data, for example.

Next Steps

1. CASA Upload of ISPP Data Table and Summary Statements.
 - a. Log into the [Consolidated Accountability and Support Application \(CASA\)](#).
 - b. Click on the current ESSA folder.
 - c. Upload building's [ESSA Iowa School Performance Profile Data Review Table](#) (Step 1A) and accompanying *Summary Statements* (Step 1B).
 - d. Enter the identified content *Areas of Need Statements* (Step 1C)
 - e. Submit.
2. Complete the required [ESSA Resource Allocation Review](#) (if not done already)
3. Complete local needs assessment using the Self-Assessment of MTSS implementation (i.e., SAMI)

After completing the required Resource Allocation Review and the ISPP Data Review, schools will complete a local needs assessment (i.e., the SAMI). SAMI facilitation is available through regional, AEA-led sessions *and* as a self-guided online module through [Iowa Learning Online Professional Development \(ILOPD\)](#). Within the ILOPD, search for “Self-Assessment of MTSS Implementation (SAMI).” This module will guide leadership teams through the SAMI process and inform future detailed planning.