



Iowa Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- Iowa uses a composite index to calculate an annual summative performance score and to identify schools for comprehensive and targeted support and improvement (CSI/TSI).
- Iowa plans to introduce a measure of postsecondary readiness into its composite index beginning with 2018-19 results, weighted at 5%.
- Iowa includes a measure of conditions for learning as determined by student survey results in the domains of safety, engagement, and environment.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation	
<input checked="" type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)	
<input type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)	
Summative Ratings	
1-100 numerical value (pending clarification)	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	✓
GAP Achievement gap	
ELP English language proficiency/progress	✓
4-year graduation rate	✓
EAR Early learning	
WRE Well-rounded education	
Persistence	
EXT Extended-year graduation rate(s)	✓
OTG On-track to graduation	
Dropout rate	
College and career readiness	
COL College enrollment	
ADV Advanced coursework or sequence	
CPT College placement test(s)	
CTE Career and technical education or work-based learning	
Readiness to learn	
CFL Conditions for learning/school climate	✓
SEL Social-emotional learning	
CHR Chronic absenteeism	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 20 for accountability, N = 10 for reporting)
Major racial/ethnic subgroups
Asian
Black/African American
Hawaiian/Pacific Islander
Hispanic
Multiracial
Native American
White
Other required subgroups
Economically disadvantaged
Students with disabilities
English learners
Nonrequired subgroups
Not applicable

Subjects Used for Accountability		
Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science		
Social studies		
Other		



Annual Differentiation System

Iowa uses the following composite index to calculate annual performance scores for all public schools and to identify schools for CSI and TSI (see also “School Improvement Categories”).

Iowa Composite Index for Determination of Annual Summative Ratings and CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weighting	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency (ELA, math)	28%	20%
	Average scale score (ELA, math)		
	Participation rate	10%	10%
 Other academic	Student growth (ELA, math)	47%	40%
 Graduation rate	4- and 5-year graduation rates	--	15%
ELP English language proficiency progress	ELP growth (SGP)	10%	10%
Academic indicators subtotal		95%	95%
SQSS School quality or student success	Conditions for learning	5%	5%
SQSS indicator subtotal		5%	5%
Total		100%	100%

Note 1: ELA=English language arts; SGP=student growth percentile

Note 2: Iowa does not include its participation rate measure in any of the ESSA indicators in its state plan. It is included as a component of academic achievement here, consistent with ESSA requirement to embed participation rate in the achievement calculation.

Note 3: Student growth is included in the academic achievement indicator for high schools in Iowa’s state plan.

Note 4: Iowa submitted an alternate weighting scheme for the year 2018–19, which phases in a measure of postsecondary readiness at 5%.

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (ELA, math)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	Average scale score (ELA, math)	Average raw score attained on annual statewide assessments.
	Participation rate	Percentage of enrolled students participating in annual statewide assessments.
 Other academic	Student growth (ELA, math)	Student growth percentile that ranks year-to-year change in annual statewide assessment results for each participating student.
 Graduation rate	4- and 5-year graduation rates	The percentage of students within an adjusted cohort who graduate within 4 or 5 years, respectively, with a regular high school diploma. Pending clarification regarding how the measures are combined.
ELP English language proficiency progress	ELP growth	Student growth percentile that ranks year-to-year change in annual statewide ELP assessment results for each participating student.
SQSS School quality or student success	Conditions for learning	Student survey results regarding conditions for learning across the following domains: <ul style="list-style-type: none"> • Safety: physical safety, emotional safety • Engagement: respect for diversity, student-to-student relations, adult-to-student relations • Environment: clear expectations, physical environment

Note: ELA=English language arts; SGP=student growth percentile

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of schools, as ranked by composite index score Low graduation rate school: 4-year graduation rate less than 67% (pending clarification) Chronically underperforming subgroup (i.e., 3 years failure to exit TSI status) 	Any Title I school with subgroup(s) meeting either of the following criteria: <ul style="list-style-type: none"> Subgroup composite index score below threshold for the identification of bottom 5% of Title I schools based on all students Subgroup composite index score “with a zero-to-negative growth trajectory...for 3 years” 	State does describe a discrete category of schools for ATS explicitly by category 1 of TSI schools uses federal requirement for ATS identification
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and every 3 years thereafter 2021–22 for chronically underperforming subgroup schools and every 3 years thereafter 	<ul style="list-style-type: none"> 2018–19 and every 3 years thereafter for category 1 of TSI schools 2021–22 and every 3 years thereafter for category 2 of TSI schools 	Not applicable
Years of improvement to exit status	1 year of improvement required to exit CSI status (minimum 3 years in status)	1 year of improvement required to exit TSI status (minimum 3 years in status)	Not applicable

Note: Iowa describes a combined 4- and 5-year graduation rate for the composite index but the measure used to identify low graduation rate CSI schools is unclear.

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1	✓	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2		Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		