

School Accountability

under ESSA



Iowa and other states developed systems of school accountability and support in response to the federal Every Student Succeeds Act, the K-12 education law that replaced No Child Left Behind.

ESSA maintains a focus on school accountability and equity for all students but shifts decision-making to states and local school districts.

Iowa's system

Meets federal requirements outlined in ESSA but fits Iowa's context.

Focuses attention and resources to schools that need it most.

Is designed to support schools, not punish them.

Was created with broad stakeholder input.

Under ESSA, States Must:

- Develop plans for accountability and support
- Set achievement goals for all students to reach
- Identify schools for support and improvement every three years
- Publish school report cards with data and information

School Identification

Identification of Iowa schools for support and improvement is based on these measures:

Student Participation on State Assessments: Requires a minimum of 95 percent of a school's enrollment participate in annual state assessments.

Academic Achievement (measures the following):

Proficiency: Percentage of students in a school who are proficient in math and reading based on assessment results.

Average Scale Score: Information about the average performance of students in reading and mathematics in a school.

Student Growth: Measures overall student growth by looking at student percentiles and determining whether the student is meeting or exceeding growth targets.

Graduation Rate (high schools): Determines percentage of students who graduate from high school in four or five years.

Progress in Achieving English Language Proficiency: Measures a student's progress in obtaining English language proficiency across the domains of reading, writing, listening and speaking.

Conditions for Learning: Measures a school's safety, engagement and environment based on a survey of students in grades 6 through 12.

Postsecondary Readiness (high schools): Includes student participation and scores on college entrance exams, participation in postsecondary or advanced coursework, and percentage of students who are CTE concentrators.

Comprehensive and Targeted Schools

ESSA requires public schools to be identified for Comprehensive Support and Improvement and Targeted Support and Improvement using the measures outlined on the previous page. See how it's calculated below. The state provides support to identified schools.

Elementary and Middle Schools

Measure	Weighting*
Participation	10%
Academic Achievement	26%
Growth	44%
Progress toward ELP	10%
Conditions for Learning	10%
Total	100%

*Weightings will change in subsequent years.

High Schools

Measure	Weighting*
Participation	10%
Academic Achievement	18%
Growth	34%
Graduation Rate	15%
Progress toward ELP	10%
Conditions for Learning	8%
Total	100%

*Weightings will change in subsequent years.

Comprehensive	Targeted
High school has graduation rate below 67.1% and/or	School has one or more student subgroups performing as low as the lowest 5% of schools
School is in lowest 5 percent of Title I schools based on accountability measures	Subgroups: Eligible for free or reduced-price lunch, English learners, students with disabilities, students by race/ethnicity
Identified once every three years	Identified annually

Iowa School Performance Profiles

(New Report Card)

ESSA requires states to publish report cards reflecting the performance of the state, schools and school districts. Iowa's online report card is called Iowa School Performance Profiles.

Find out more at www.iaschoolperformance.gov.