

2003-2004 ACCOUNTABILITY RESULTS A USER GUIDE FOR THE SCHOOL-LEVEL TABLE

The following tables show school-level accountability results for each district.

Column A: School Name lists, in alphabetical order, the name of each school, with the district's schools grouped according to the three **Accountability School Types**:

Elementary/Middle Schools are schools with grades only in the K-9 range.

Combination Schools are schools with grades 10 and/or 11 and at least one grade in the K-7 range.

High Schools are schools with grades 10 and/or 11 that do not have grades outside of the 8-12 range.

Elementary, middle, and combination schools have been in accountability since fall 1999. High schools entered accountability in fall 2001.

Column B: Grade Configuration provides the school's grade configuration associated with the current accountability results for the 2003-04 school year. The 2004-05 grade configuration is shown for schools that have undergone major grade reconfigurations reflected in the data used in the accountability results, as requested by the school district. The data used to calculate the 2004 Baseline SPS and the 2005 Growth Target reflect the new grade configuration. (PK is PreKindergarten, and K is Kindergarten).

Column C: Magnet Status indicates whether a school has academic entrance requirements (e.g., GPA, test scores). These requirements apply to the whole school, encompassing all grades.

Columns will be **shaded** for schools that do not have data available. If a school has closed, "**Closed**" is listed in Columns H through O (excluding M).

Columns D through J: School Performance Score (SPS) Component: (Note: *SPS* is an abbreviation for School Performance Score).

Column D: The **Baseline SPS (2003)** is the primary measure of a school's overall performance calculated in 2003. The Baseline SPS was calculated using two years of data and all four of the LEAP 21/GEE 21 tests (English Language Arts (ELA), Mathematics, Social Studies, and Science) in addition to The Iowa Tests results and attendance and dropout data. The test results for LAA students are included, and the results for the students formerly designated as LAA-B were included as zeroes. This SPS was used to determine the school's Growth Target for 2004.

Column E: The **Growth SPS (2004)** uses one year of data and all four LEAP 21/GEE 21 subject area tests in addition to The Iowa Tests results and attendance and dropout data. The Growth SPS (2004) includes test results for Students with Disabilities who took the LAA. It also includes the regular assessment results for students formerly designated as LAA-B.

Column F: Growth is the difference between a school's Baseline SPS (2003) and its Growth SPS (2004).

Column G: The **Growth Target (2004)** was calculated in 2003 and is the amount of progress that a school needed to make by 2004 to remain on track for reaching the state's SPS goal of 120.0 for 2014. The minimum Growth Target is 2.0.

Column H: A school is **Eligible for Rewards** if it was assigned either the Exemplary Academic Growth or Recognized Academic Growth labels. Subgroup growth was evaluated as part of the Growth Labels assignment; therefore, it was not evaluated again in determining reward eligibility.

Column I: Baseline SPS (2004) was calculated using two years of data and all four LEAP 21/GEE 21 subject area tests in addition to The Iowa Tests results and attendance and dropout data. The Baseline SPS (2004) includes the test results for LAA students and the regular assessment results for students formerly designated as LAA-B.

Column J: The **Growth Target (2005)** was calculated in 2004 using the Baseline SPS (2004) and is the amount of progress that a school must make by 2005 to stay on target for meeting

the state's SPS goal of 120.0 for 2014. The minimum Growth Target (2005) is 2.0.

Columns K and L: These columns indicate whether a school made **Adequate Yearly Progress (AYP)** for the **SPS Component** and the **Subgroup Component**.

Column K: Schools make AYP for the **SPS Component** if they have a Baseline SPS (2004) of 45 or above.

Column L: To make AYP for the **Subgroup Component**, each subgroup must meet requirements in three areas: test participation, academic performance, and an additional academic indicator (attendance rate or non-dropout rate). The cell is shaded to denote a school that was not eligible for Subgroup Component evaluation. A school must have grades 4, 8, and/or 10 to have a Subgroup Component.

Columns M through O: Labels: These columns describe the Growth Labels, Performance Labels, and School Improvement levels assigned to schools in 2004.

Column M: Growth Label (2004) describes the level of growth achieved by a school and was assigned in fall 2004. Please note that the Growth Label definitions have changed for 2004.

- The **Exemplary Academic Growth** label was assigned to schools that meet their Growth Targets, are not in School Improvement, and show 2.0 or more points of growth for their subgroups (five ethnicities, Limited English Proficient, Free/Reduced Price Lunch, and Students with Disabilities).
- The **Recognized Academic Growth** label was assigned to schools that meet their Growth Targets. These schools may be in School Improvement and/or may not have achieved 2.0 or more growth for all their subgroups listed above.
- The **Minimal Academic Growth** label was assigned to schools improving but not meeting their Growth Targets.
- The **No Growth** label was assigned to schools with a change in School Performance Scores (SPS) of 0 to minus (-) 2.5 points.

- The **School in Decline** label was assigned to schools with a declining SPS of more than minus (-) 2.5 points.

No Label Assigned indicates that no Growth Label was assigned because these schools have a Baseline SPS (2004) of 120.0 or more, and they did not achieve their Growth Targets.

Column N: Performance Label (2004): A **performance label** was assigned to each school in 2004 using the Baseline SPS (2004).

- The **Five Stars** label was assigned to a school with an SPS of 140.0 or higher.
- The **Four Stars** label was assigned to a school with an SPS of 120.0 to 139.9.
- The **Three Stars** label was assigned to a school with an SPS of 100.0 to 119.9.
- The **Two Stars** label was assigned to a school with an SPS of 80.0 to 99.9.
- The **One Star** label was assigned to a school with an of 60.0 to 79.9.
- The **Academic Warning** label was assigned to a school with an SPS of 45.0 to 59.9.
- The **Academically Unacceptable** label was assigned to a school with an SPS of below 45.0.

Column O: School Improvement: This column indicates the School Improvement level for each school. Although there are six levels, only levels one through five were assigned this year. The six School Improvement levels replace the three Corrective Actions levels used in previous years. **Not in SI** indicates a school is not in School Improvement. If a school is in one of the five possible levels of School Improvement, Column O will contain either **SI 1, SI 2, SI 3, SI 4, or SI 5**. A school that fails to make AYP for its Subgroup Component in the same subject (English Language Arts, Mathematics, or All Students Additional Academic Indicator) for two consecutive years is in SI 2.

The 2003-04 Growth SPS state average for all schools is 84.1. The 2003-04 Baseline SPS state average for all schools is 82.9.