

FALL 2003 SCHOOL ACCOUNTABILITY RESULTS A USER'S 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 **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 (2002-2003) provides the school's grade configuration associated with the current accountability results for the 2002-03 school year. (PK is Pre-Kindergarten, and K is Kindergarten).

If a school has closed, "Closed" will be listed in Columns G through N (excluding L). Columns will be shaded for schools that do not have data available.

Columns C through I: School Performance Score (SPS) Component: (Note: SPS is an abbreviation for School Performance Score).

Column C: The **Baseline SPS (2001)** is the primary measure of a school's overall performance that was calculated in 2001. For grades K-8, this Baseline SPS was calculated using two years of data and all four of the LEAP 21 tests (English Language Arts (ELA), Mathematics, Social Studies, and Science) in addition to The Iowa Tests results and attendance and dropout data. For grades 9-12, one year of data and only the ELA and Mathematics GEE 21 tests were used. This SPS was used to determine the school's Growth Target for 2003.

Column D: The **Growth SPS (2003)** uses two years of data and all four LEAP 21/GEE 21 subject area tests for grades K-12. Like the Baseline SPS (2001), the Growth SPS (2003) DOES NOT include test results for students with disabilities who took the LAA and LAA-B tests.

Column E: Growth is the difference between a school's Baseline SPS (2001) and its Growth SPS (2003).

Column F: The **Two-Year Growth Target (2003)** was calculated in 2001 and is the amount of progress that a school needed to make over a two-year period (by 2003) to remain on track for reaching the state's ten-year goal. The minimum Growth Target is 5.0.

Column G: A school is **Eligible for Rewards** if it was assigned either the Exemplary Academic Growth or Recognized Academic Growth label, and it demonstrated 0.1 growth for both its poverty (students eligible to receive free or reduced-priced lunch) and students with disabilities subgroups.

Column H: Baseline SPS (2003) was calculated using two years of data and all four LEAP 21/GEE 21 subject area tests. The Baseline SPS (2003) DOES include the test results for students with disabilities who took the LAA and LAA-B tests, making this SPS different from the Growth SPS (2003).

Column I: The **Annual Growth Target (2004)** was calculated in 2003 using the Baseline SPS (2003) and is the amount of progress that a school must make by 2004 to stay on target for meeting the state's SPS goal of 120.0 for 2014. Beginning in 2003, the accountability system has become an annual system and will no longer use two-year cycles. The minimum Annual Growth Target (2004) is 2.0.

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

Column J: Schools make AYP for the **SPS Component** if they have a Growth SPS of 45 or above.

Column K: 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 because it did not have grades 4, 8, or 10.

Columns L through N: Labels: These columns describe the Growth Labels, Performance Labels, and School Improvement levels assigned to schools in 2003.

Column L: Growth Label (2003) describes the level of growth achieved by a school and was assigned in fall 2003.

- The **Exemplary Academic Growth** label was assigned to schools exceeding their Growth Targets by 5.0 points or more.
- The **Recognized Academic Growth** label was assigned to schools meeting or exceeding their Growth Targets by fewer than 5.0 points.
- 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 (-) 5.0 points.
- The **School in Decline** label was assigned to schools with a declining SPS of more than minus (-) 5.0 points.

No Label Assigned indicates that no Growth Label was assigned because these schools have either a Growth SPS (2003) or a Baseline SPS (2003) of 100.0 or more, and they did not achieve their Growth Targets.

Column M: Performance Label (2003): A **performance label** was assigned to each school in 2003. Please note

that the performance labels and definitions have changed for 2003.

- 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 SPS 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 N: School Improvement: This column indicates the School Improvement level for each school. Although there are six levels, only levels one through four 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 four possible levels of School Improvement, Column N will contain either **“SI-1,” “SI-2,” “SI-3,” or “SI-4.”**

The 2001 applicable state average for Elementary and Middle Schools was 79.9. The 2001 applicable state average for Combination and High Schools was 75.9.

The 2002 applicable state average for Elementary and Middle Schools was 82.1. The 2002 applicable state average for Combination and High Schools was 75.7.

The 2003 Growth state average for Elementary and Middle Schools is 83.0. The 2003 Growth state average for Combination and High Schools is 79.2. The 2003 Baseline SPS state average for all schools is 80.5.

Please Note: The Growth SPS (2003) was used to determine a school's Growth Label, reward eligibility, SPS Component AYP status, and School Improvement status.

The Baseline SPS (2003) was used to determine a school's Performance Label. If a school's Growth SPS was less than 45, a one-year Growth SPS was calculated and used to determine the school's SPS Component AYP status, SI level, and Performance Label.