

## 2005-2006 ACCOUNTABILITY RESULTS

### A USER GUIDE FOR THE SCHOOL-LEVEL TABLE

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

Schools that had severe impact from the hurricanes and chose to start over as new schools in accountability are waived from accountability for 2005-06. Data for these schools are not included in the tables.

*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 2005-06 school year.

*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 are **shaded** for schools that do not have data available. If a school has closed, "**Closed**" is listed in Columns H through O (excluding M). If a school has entered the Recovery School District, "**RSD**" is listed in Columns H through O (excluding M).

*Columns D through J:* These columns describe the **School Performance Score (SPS) Component** results for all accountability schools in each district.

*Column D:* The **Transition Baseline SPS (2005)** was calculated to be used to determine SPS growth during the transition from The Iowa Tests to LEAP. The Transition Baseline SPS was calculated using two years of data and all four of the LEAP/GEE tests (English Language Arts (ELA), Mathematics, Social Studies, and Science). The test results for Students with Disabilities who took the LEAP Alternate Assessment 1 (LAA 1) test are included. This SPS was used to determine the school's Growth Target for 2006.

*Column E:* The **Growth SPS (2006)** uses one year of data and all four LEAP/GEE subject area tests and attendance and dropout data. The Growth SPS (2006) includes test results for Students with Disabilities who took the LAA 1.

*Column F:* **Growth** is the difference between a school's Transition Baseline SPS (2005) and its Growth SPS (2006).

*Column G:* The **Growth Target (2006)** was calculated using the Transition Baseline SPS (2005) and is the amount of progress that a school needed to make by 2006 to remain on track for reaching the state's SPS goal of 120.0 for 2014. The minimum Growth Target is 2.0, and the maximum Growth Target is 10.0.

*Column H:* A school is **Eligible for Rewards** if it was assigned either the *Exemplary Academic Growth* or *Recognized Academic Growth* labels.

*Column I:* **Baseline SPS (2006)** was calculated using one year of assessment data that includes all four LEAP/GEE, LEAP, LAA 1, and LAA 2 subject area tests and two years of attendance and dropout data.

*Column J:* The **Growth Target (2007)** was calculated using the Baseline SPS (2006) and is the amount of progress that a school needs to make by 2007 to remain on track for reaching the state's SPS goal of 120.0 for 2014. The minimum Growth Target is 2.0, and the maximum Growth Target is 10.0.

*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 made AYP for the **SPS Component** if they have a Baseline SPS (2006) of 60.0 or above.

*Column L:* To make AYP for the **Subgroup Component**, each subgroup had to meet requirements in test participation and academic performance. The whole school had to meet requirements for 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 3-8, and/or 10 to have a Subgroup Component.

*Columns M through O: Labels* – These columns include the Growth Labels, Performance Labels, and Academic Assistance/School Improvement levels assigned to schools in 2005.

*Column M: Growth Label (2006)* describes the level of growth achieved by a school and was assigned in fall 2006.

- The **Exemplary Academic Growth** label was assigned to schools that met their Growth Targets, are not in School Improvement, and achieved Subgroup Performance Score (GPS) growth of 2.0 points or more for their applicable subgroups (five ethnicities, Limited English Proficient, Free/Reduced Price Lunch, and Students with Disabilities).
- The **Recognized Academic Growth** label was assigned to schools that met their Growth Targets. These schools may be in School Improvement and/or may not have achieved Subgroup Performance Score (GPS) growth of 2.0 points or more for each of the applicable subgroups listed above.
- The **Minimal Academic Growth** label was assigned to schools that improved their SPS by at least 0.1 points but did not meet their Growth Targets.
- The **No Growth** label was assigned to schools with a change in SPS of 0 to minus (-) 2.5 points.
- The **School in Decline** label was assigned to schools with an SPS decline of more than 2.5 points.

**No Label Assigned** indicates that no Growth Label was assigned because these schools have a Baseline SPS (2005) of 105.0 or more, but they did not achieve their Growth Targets.

*Column N: Performance Label (2006) – A Performance Label* was assigned to each school in 2006 using the Baseline SPS (2005).

- The **Five Stars** label was assigned to a school with a Baseline SPS (2006) of 140.0 or higher.
- The **Four Stars** label was assigned to schools with a Baseline SPS (2006) of 120.0 to 139.9.
- The **Three Stars** label was assigned to schools with a Baseline SPS (2006) of 100.0 to 119.9.
- The **Two Stars** label was assigned to schools with a Baseline SPS (2006) of 80.0 to 99.9.
- The **One Star** label was assigned to schools with a Baseline SPS (2006) of 60.0 to 79.9.
- The **Academically Unacceptable** label was assigned to schools with a Baseline SPS (2006) below 60.0.

*Column O: Academic Assistance (AA)/School Improvement (SI) (2005) –* This column indicates the Academic Assistance/School Improvement level for each school. There are six levels of AA, levels one through six, and five levels of SI, two through six. Schools with a Baseline SPS (2006) between 60.0 and 119.9 that failed to make required growth are in AA. The first level of AA and all five levels of SI were assigned this year. *Not in AA/SI* indicates a school is not in Academic Assistance/School Improvement.

The 2005-06 State Growth SPS for all schools is 87.6.

The 2005-06 State Baseline SPS for all schools is 85.1.