ESSA Iowa School Performance Profile Data Review Table (Step 1A)

The following table is a template local teams use to complete Step 1A. Teams may add Student Group columns, edit the student groups included, copy and make a second table, for example. If editing, be sure State Average, if used, matches the student group raw score.

Boxes highlighted in gray below align with the IDEA-DA Implementation Support Rubric. (This is located on the Data Files tab -IDEA-DA Google Site)

The column highlighted in blue below connects to learners with disabilities. Scores in this column may provide updated information data in the district's designated area of need for IDEA-DA. Please remember that the ESSA identification process is not identical to the IDEA-DA designation process though. Rows in gray are also measures on IDEA-DA.

| Indicator | School | | Student Groups | | | | | |
	Raw Score	State Average (All Students)	Raw Score (w/ IEP)	State Average (w/ IEP)	Raw Score (Low SES)	State Average (Low SES)	Raw Score (_____)	State Average (_____)
Assessment Participation: English Language Arts		98.90		97.97		98.23		
Assessment Participation: Mathematics		98.82		97.75		98.12		
Assessment Participation: Science		98.57		96.92		97.68		
Assessment Participation: Composite		98.82		97.73		98.11		
4-Year Cohort Graduation Rate [1]		87.46		67.87		78.65		
5-Year Cohort Graduation Rate [1]		89.65		75.10		81.71		
Attendance Growth		2.18		2.10		1.89		
Chronic Absenteeism		21.63		30.45		31.85		

Growth: English Language Arts		50		43		47	
Growth: Mathematics		50		41		46	
English Language Growth (ELPA21) Composite		60.21		48.57		59.53	
Percent Proficient: English Language Arts		72.72		27.60		58.83	
Percent Proficient: Mathematics		69.81		29.11		55.11	
Percent Proficient: Science		61.55		22.09		45.83	
Postsecondary Readiness: College Credit [1]		68.99		31.52		52.87	
Postsecondary Readiness: Work-Based Learning [1]		25.47		25.72		24.23	

[1] Secondary settings

Data Summary Statements (Step 1B)

1. Based on your initial view of building-level data, what observations can be made? At this time teams should simply observe and summarize the data rather than speculate on precisely "Why" the data are the way they are.

2. Which potential areas of prioritization need additional investigation or team discussions?

3. If there are multiple areas of need, how might we prioritize our efforts and resources?

4. What other existing data sources (e.g., additional assessment data, attendance trends, behavior data) might be helpful in identifying gaps and needs?
IDEA Data Considerations: Implementation Plan, District Progress Report, Implementation Support Rubric, FIT/CSA data

5. Additional summary observations?

Area of Need (Step 1C)

Prioritize the data statements.

1. Using the Data Statements created in Step 1B, identify those 2-3 areas that are of interest and in need of action. Consider ranking according to the **Priority Checklist**.

Priority Checklist:

- the greatest urgency,
- the closest to student learning, and/or
- the most foundational for efficient and effective school functioning

Which data statements are areas of prioritization that need additional investigation, team discussion, and focus in the action plan? (Enter in CASA in " C2: Determined Areas of Need".)

IDEA-DA Consideration: How might you support alignment and efficiency to IDEA-DA by prioritizing work in special education? What might the team need to know or understand about the district IDEA-DA implementation plan or how a district plan supports a building plan in order to align the work?

2. What other existing data sources (e.g., additional assessment data, attendance trends, behavior data) might be helpful in identifying gaps and needs?

IDEA Data Considerations: Implementation Plan, District Progress Report, Implementation Support Rubric, FIT/CSA data