Attendance Center Rankings (ACR) Information

The Attendance Center Ranking requirements were established by House File (HF) 215 of the 2013 legislative session. Section 73 of HF 215 required the Iowa Department of Education (IDE) to develop a school performance system and report card for all attendance centers (schools). According to the legislation, this system must rank and classify schools into six categories (exceptional, high performing, commendable, acceptable, needs improvement, and priority) using multiple metrics. House File 215 also defines the metrics that must be included in the performance system. Those metrics are:

- Student Proficiency
- Student Academic Growth
- Closing Gap Score (Achievement Gaps)
- Graduation Rate
- Attendance Rate
- Parent Involvement, Engagement, and Satisfaction
- Employee Turnover
- Community Activities and Involvement
- College Readiness Rate

The IDE is working to define how each of these metrics will be measured. Additionally, the IDE has put together a small work group to determine how all the metrics listed will be combined into one value for ranking and categorization.

On January 30, 2015, the IDE will release proficiency and growth data (based on the 2013-14 school year) to the public for all schools. In this release of data, schools will not be ranked on the metrics. The January 2015 release will be measuring proficiency and growth with the following logic:

- **Student Proficiency:** Percent of full academic year (FAY) students proficient on Iowa Assessments and Alternate Assessment in reading and mathematics in grades 3-8 & 11.
- **Student Academic Growth:** A new growth towards college readiness model designed by the IDE will be calculated for reading and mathematics using Iowa Assessment scores for grades 4-8 & 11.
    - Growth will only be calculated for FAY students who took the Iowa Assessments in both the current and previous school year.
    - A student will make growth if they meet the net gain in standard score needed to be on target for hitting the standard score associated with college readiness (306 for both reading and math) by the end of their high school career (grade 12)
    - If student is already college ready, they must make typical growth.
    - This model creates very steep trajectories for high school students. See below.

5th Grade Reading	
NPR* at 4th Grade	Standard Score Net Gain Needed to Make Growth
10	17
25	16
50	14
75	14
90	14

11th Grade Reading	
NPR* at 10th Grade	Standard Score Net Gain Needed to Make Growth
10	53
25	36
50	19
75	7
90	7

NPR=National Percentile Rank

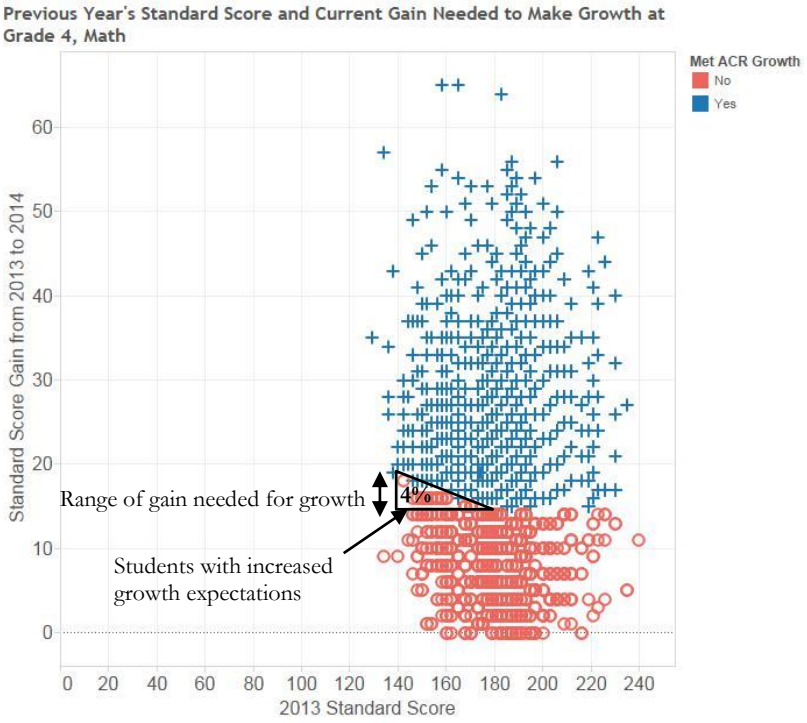
See the attached narrative for a detailed explanation of the inequitable growth expectations created by this model at the high school level.

The IDE plans to work this spring to develop measurements for the remaining metrics and a methodology for combining all metrics into one value to rank and categorize schools. These rankings and categories will be released to the public in the fall of 2015.

The Attendance Center Rankings Growth Model in Practice

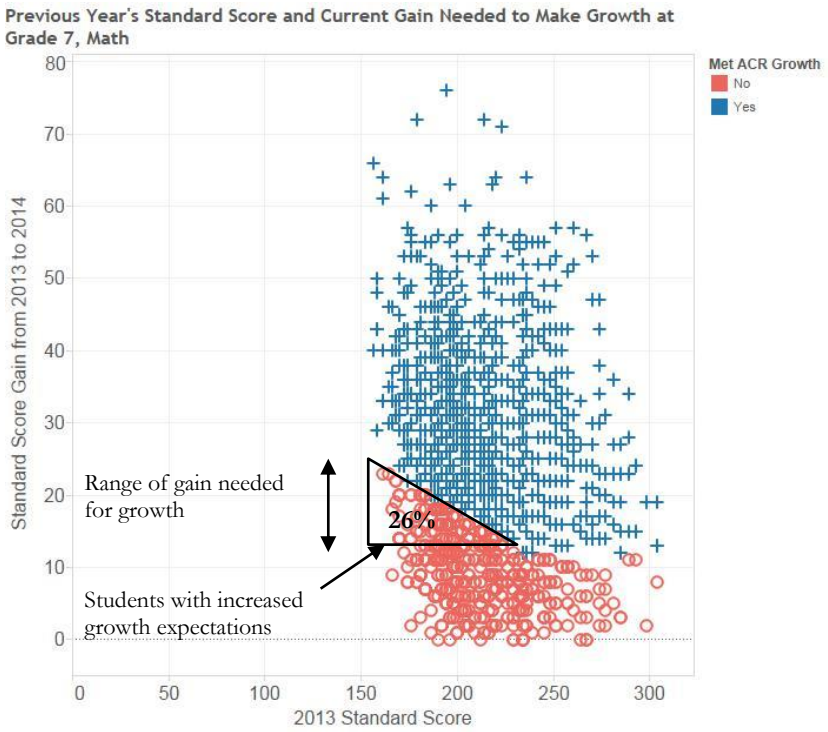
The growth model included in the state of Iowa's Attendance Center Rankings (ACR) measures growth on a trajectory towards college readiness. According to this model, all students must be on trajectory towards the minimum college readiness cut point (using Iowa Assessment standard scores) to make growth. If students score above the college readiness cut point, they must gain the standard scores of the average student to make growth. As operationalized, this growth model creates inequitable expectations for student growth.

At grade 4, the growth trajectories created for students are moderate, as students have several years to attain growth. However, these trajectories become steeper as students move up in grade level.



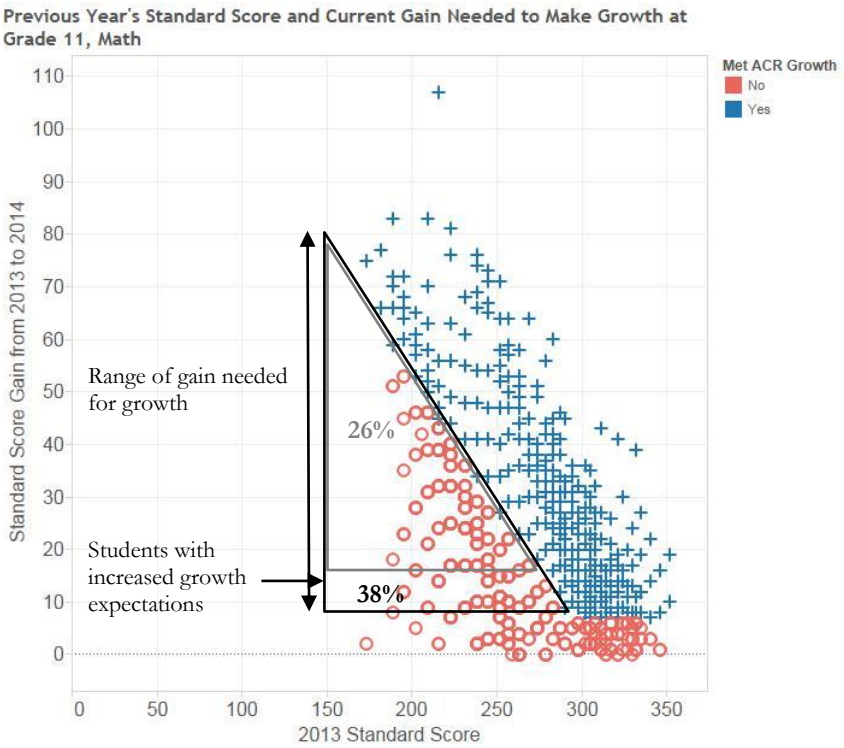
The graph to the left plots out last year's 4th grade students at DMPS. Students' standard scores on the Iowa Assessment math test from 2013 (3rd grade) are plotted on horizontal axis. The student gains in standard scores from 2013 (3rd grade) to 2014 (4th grade) are plotted on the vertical axis. Students displayed in blue made growth according to the ACR growth model, while students in red did not make growth. The gain in standard score needed to make growth varies from 15 to 20 standard scores based on the student's previous year (2013) standard score.

Among the students who did not make growth according to the ACR model, **4 percent** met or exceeded a standard score gain of 15, the gain expected of high achieving students in the ACR model.



This graph plots out last year's 7th grade students at DMPS. The gain in standard score needed to make growth varies from 12 to 25 standard scores based on the student's previous year (2013) standard score.

Among the students who did not make growth according to the ACR model, **26 percent** met or exceeded a standard score gain of 12, the gain expected of high achieving students in the ACR model.



This graph plots out last year's 11th grade students at DMPS. The gain in standard score needed to make growth varies from 7 to 80 standard scores based on the student's previous year (2013) standard score.

Among the students who did not make growth according to the ACR model, **38 percent** met or exceeded a standard score gain of 7, the gain expected of high achieving students in the ACR model. Additionally, **26 percent** (246 students) gained at least 14 standard score points, doubling the gains expected for high achieving students.

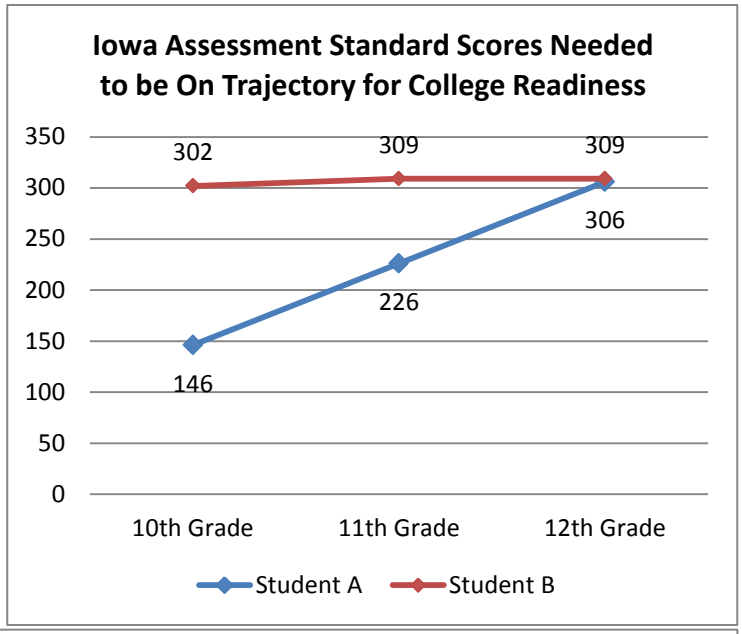
As illustrated in the graphs above, the higher achieving a student was in the previous year, the less they are required to grow in the ACR growth model. At the same time, unrealistic growth expectations are set for our lowest achieving students.

Attendance Center Ranking Growth Model: A Tale of Two DMPS Students

An example of two actual Des Moines Public Schools (DMPS) 11th grade students is below. Names have been removed to protect the identity of students.

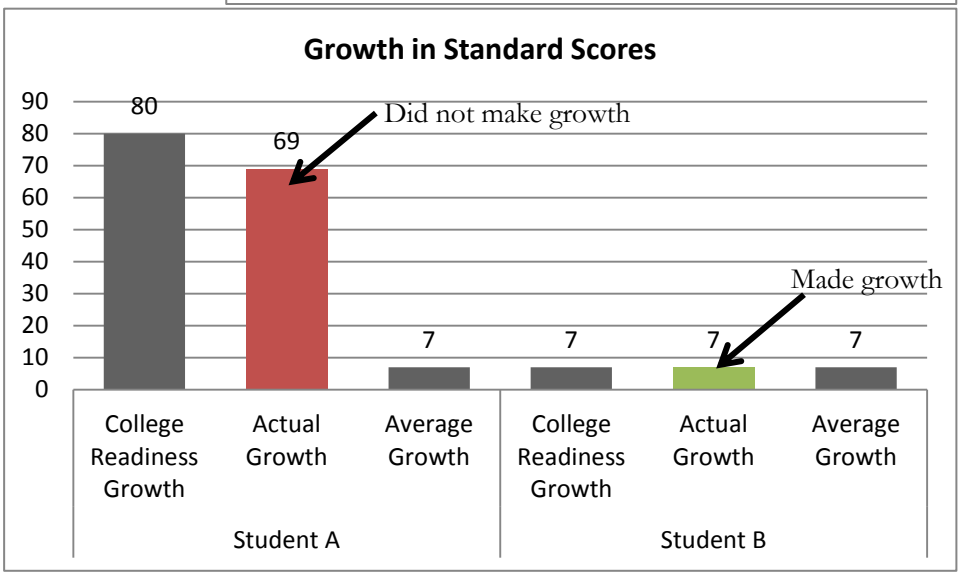
Student A arrived in the Des Moines as a refugee from Burma in the summer of 2011. She enrolled at North High School in August as a 9th grader in the intensive English language program. When she took the Iowa Assessment reading test in the spring of 2013 as a 10th grader, she earned a standard score of 146, which is equivalent to reading at a first grade level during the sixth month of the school year. In order to be on trajectory towards a standard score of 306 by her 12th grade year, student A must grow by 80 standards scores in her 11th grade year, earning a standard score of 226 (equivalent to reading at a 7th grade level), almost 11.5 times the gain of the average 11th grader.

In reality, student A grew by 69 standard scores in her 11th grade year, advancing from reading at a first grade level the previous year to reading at a sixth grade level. Even though student A grew five grade levels in her reading comprehension, she did not make growth according to the ACR college readiness growth model.



Student B started his education at Des Moines Public Schools, attending kindergarten at Morris Elementary School. By the time student B took the Iowa Assessment reading test in 10th grade at Lincoln High School, he earned a standard score of 302, equivalent to reading at a post-secondary level. Since student B is already reading very close to the college readiness minimum cut point, student B must grow by 7 standard scores (the growth of the average 11th grade student) to make growth in his 11th grade year.

When student B takes the test as an 11th grader, he scores 309, growing by exactly 7 standard scores. Student B makes growth according to the ACR college readiness growth model, while demonstrating only 10 percent of the growth that student A, who did not make growth according to the model.



Additional examples of DMPS students who demonstrated tremendous growth, but did not meet growth according to the ACR growth model are listed below:

- **Student C** enrolled at Des Moines Public Schools as a 7th grader at Callanan Middle School. By the time Student C took the Iowa Assessment math test in 10th grade at Roosevelt High School, he earned a standard score of 195, equivalent to performing at a 4th grade level. In order to be on

trajectory towards a standard score of 306 by his 11th grade year, Student C must grow by 56 standards scores in his 11th grade year, earning a standard score of 251 (equivalent to performing at a 9th grade level), 8 times the gain of the average 11th grader. In reality, Student C grew by 53 standard scores in his 11th grade year, advancing from performing mathematical functions at a 4th grade level the previous year to performing at an 8th grade level. Even though Student C grew 4 grade levels in his math abilities, he did not make growth according to the ACR growth model.

- **Student D** enrolled at Des Moines Public Schools as a 3rd grader at Monroe Elementary School. By the time student D took the Iowa Assessment math test in 7th grade at Hiatt Middle School, she earned a standard score of 175, equivalent to performing at a 2nd grade level. In order to be on trajectory towards a standard score of 306 by her 11th grade year, student D must grow by 27 standards scores in her 8th grade year, earning a standard score of 202 (equivalent to performing at a 5th grade level), 2.5 times the gain of the average 8th grader. In reality, student D grew by 26 standard scores in her 8th grade year, advancing from performing mathematical functions at a 2nd grade level the previous year to performing at almost a 5th grade level. Even though student D grew almost 3 grade levels in her math abilities, she did not make growth according to the ACR growth model.
- **Student E** arrived in the Des Moines as a refugee from Kenya in the fall of 2009. He enrolled at Meredith Middle School as a 7th grader in the intensive English language program. By the time student E took the Iowa Assessment reading test in 10th grade at Hoover High School, he earned a standard score of 186, equivalent to reading at a 3rd grade level. In order to be on trajectory towards a standard score of 306 by his 11th grade year, student E must grow by 60 standards scores in his 11th grade year, earning a standard score of 246 (equivalent to performing at an 8th grade level), 8.5 times the gain of the average 11th grader. In reality, student E grew by 57 standard scores in his 11th grade year, advancing from reading at a 3rd grade level the previous year to performing at a 7th grade level. Even though student E grew 4 grade levels in his reading abilities, he did not make growth according to the ACR growth model.
- **Student F** enrolled at Des Moines Public Schools as a kindergartener at Capital View Elementary School and was identified as having a learning disability. By the time student F took the Iowa Assessment reading test in 7th grade at Goodrell Middle School, he earned a standard score of 165, equivalent to reading at a 2nd grade level. In order to be on trajectory towards a standard score of 306 by his 11th grade year, student F must grow by 29 standards scores in his 8th grade year, earning a standard score of 194 (equivalent to performing at a 4th grade level), 2.5 times the gain of the average 8th grader. In reality, student F grew by 28 standard scores in his 8th grade year, advancing from reading at a 2nd grade level the previous year to performing at almost a 4th grade level. Even though student F grew almost 2 grade levels in his reading abilities, he did not make growth according to the ACR growth model.