

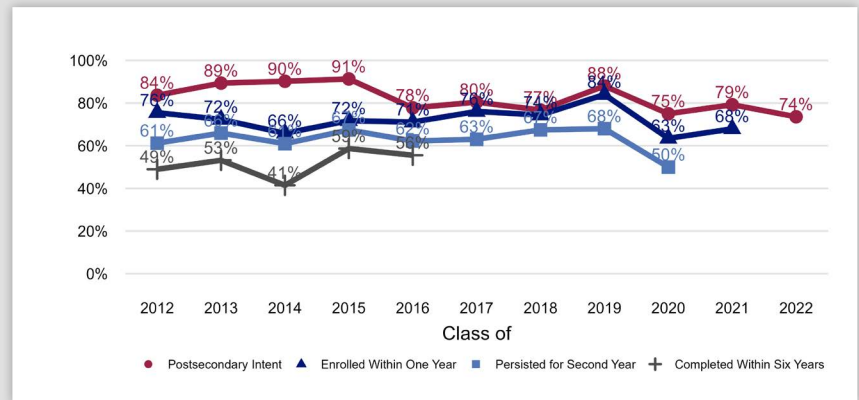
# Future Ready District Data Summary

## NORTH LINN CSD

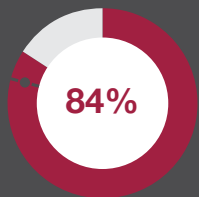
### FALL 2023

This report includes the most recent years' data available for each of these key indicators of Future Readiness.

## PREP Trendlines



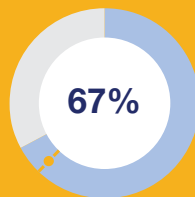
### Preschool Participation



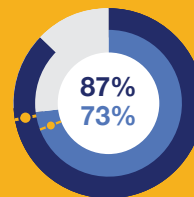
% of Kindergarteners who participated in preschool the prior year

### Academic Performance

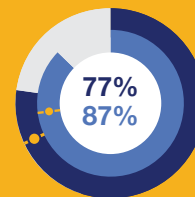
- K-3
- 3-5
- 6-11
- 5/8/10



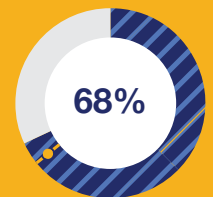
% at spring benchmark on Healthy Indicator #3 (Literacy)



% proficient on ISASP/DLM (ELA)



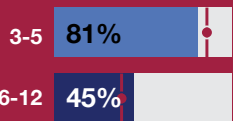
% proficient on ISASP/DLM (Math)



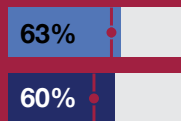
% proficient on ISASP/DLM (Science)

### Conditions for Learning

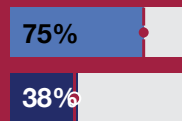
% of students who had a positive response on all items across each construct, by grade levels



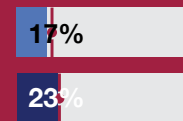
Student Student



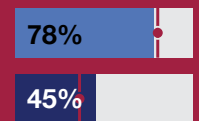
Physical Safety



Expectations/Boundaries



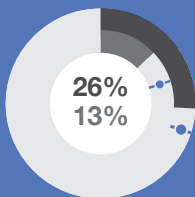
Emotional Safety



Adult Student

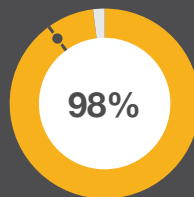
### Chronic Absenteeism

- K-5
- 6-12



% who were absent 10% or more days

### Graduation



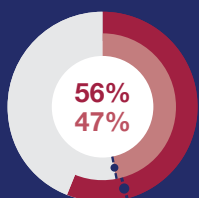
% who graduated within 4 years

### FAFSA

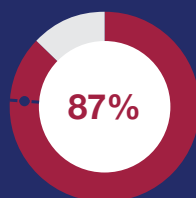


% of high school seniors who completed a FAFSA during their senior year

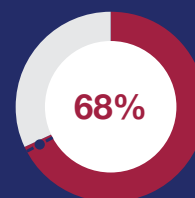
### Postsecondary Readiness Index



- % who took the ACT/SAT
- % who succeeded on the ACT/SAT



% who took college-level coursework



% who were CTE concentrators

## SYSTEM-LEVEL GUIDING QUESTIONS FOR CONTINUOUS IMPROVEMENT

Step 1: Assess	Step 2: Prioritize	Step 3: Plan	Step 4: Implement	Step 5: Evaluate
<ul style="list-style-type: none"> <li>What does our current data tell us about learner Future Ready outcomes?</li> <li>What are our shared expectations of postsecondary outcomes in our district?</li> <li>Is there a gap between current outcomes and our shared expectations for all learners?</li> <li>If yes, why are learner outcomes not where we want them to be - what is the problem?</li> <li>How will we verify that our hypothesis around what is needed is correct?</li> </ul>	<ul style="list-style-type: none"> <li>What areas are most critical for us to prioritize our resources and efforts?</li> <li>What evidence-based strategies or system-wide interventions, services, and supports will address the identified areas across all grade levels/ building configurations?</li> <li>What do we need to do to support/remove barriers to this work?</li> </ul>	<ul style="list-style-type: none"> <li>What is our plan to address the priority area(s) of need? (what, when, how, where)</li> <li>How will we know that we are making progress on our plan?</li> <li>How will we know that what we are doing has an impact?</li> </ul>	<ul style="list-style-type: none"> <li>Are we following the plan as it is intended?</li> <li>Are we implementing strategies, services, and interventions with fidelity? If not, why not?</li> </ul>	<ul style="list-style-type: none"> <li>Did our plan work to help address the identified priority areas?</li> <li>What evidence do we have to support these improved outcomes?</li> </ul>

*\*Adapted from Iowa's 5-Step Continuous Improvement Process for Schools*

## DATA DICTIONARY

Data element	Title of descriptor with link to source	Full description
<b>PREP Trendline</b>	<a href="#">PREP Trendline</a>	Percent of Iowa public high school graduates from 2012-2022 whose plan at graduation included enrolling in a postsecondary education or training program; those who enrolled in a postsecondary education or training program within one year of graduating high school; those who enrolled within one year AND enrolled for a second year or earned a credential during the first year; and those who completed a postsecondary degree or award within six years of graduating from high school
<b>Preschool Participation</b>	<a href="#">% of Kindergarteners who participated in preschool the prior year</a>	Percent of 2022-2023 Iowa public school first-time kindergarten students who participated in a preschool program as reported by parent/guardian; included in annual SRI fall data collection (reporting year lag)
<b>Academic Performance</b>	<a href="#">% at spring benchmark on Healthy Indicator #3 (Literacy)</a>	Percent of 2022-2023 Iowa public school 3rd-grade students who performed at or above benchmark in Spring 2023 on Iowa's Healthy Indicator #3: Literacy
	<a href="#">% proficient on ISASP/DLM (ELA)</a>	Percent of 2022-2023 Iowa public school students who achieved proficiency on ISASP/DLM, by content area and grade level bands in grades 3-11 (ELA and Math) or in grades 5/8/10 (Science). Excludes students not enrolled in the school for a partial academic year (half a school year) and excludes English learners enrolled in the U.S. for less than two years
	<a href="#">% proficient on ISASP/DLM (Math)</a>	
	<a href="#">% proficient on ISASP/DLM (Science)</a>	
<b>Conditions for Learning</b>	<a href="#">% of students who had a positive response on all items across each construct, by grade levels</a>	Conditions for Learning 2022-2023 results, separated by grade level bands (note: survey items are aligned but not the same; use caution in comparing 3-5 and 6-12 results)
<b>Chronic Absenteeism</b>	<a href="#">% who were absent 10% or more days</a>	Percent of 2021-2022 Iowa public school K-12 students who were absent 10% or more days (excused or unexcused), by grade level bands (reporting year lag)
<b>Graduation</b>	<a href="#">% who graduated within 4 years</a>	Percent of Iowa public school students who graduated high school within four years of entering high school; Class of 2022 (reporting year lag)
<b>FAFSA</b>	<a href="#">% of high school seniors who completed a FAFSA during their senior year</a>	Percent of Iowa public school students in the graduating class of 2023 who completed a FAFSA during their senior year
<b>Postsecondary Readiness Index</b>	<a href="#">% who took the ACT/SAT</a>	Percent of Iowa public school students in the graduating class of 2022 who participated in the ACT or SAT during high school (reporting year lag)
	<a href="#">% who succeeded on the ACT/SAT</a>	Percent of Iowa public school students in the graduating class of 2022 who participated in the ACT or SAT during high school AND scored at least 22 on the ACT Composite Score or at least 1110 on SAT Total Score (reporting year lag)
	<a href="#">% who took college-level coursework</a>	Percent of Iowa public school students in the graduating class of 2022 who took a college-level course during high school, including AP/IB, concurrent enrollment, PSEO, or other SYP programs (reporting year lag)
	<a href="#">% who were CTE concentrators</a>	Percent of Iowa public school students in the graduating class of 2022 who were identified as having completed a CTE concentration (took 1.5 or more Carnegie units within one CTE program) during high school (reporting year lag)

*\*If a district did not meet the reporting threshold for a given measure or did not report a given field, there will be a blank value in that section.*

# Iowa School Performance Profile

The Iowa School Performance Profiles is an online tool showing how public schools performed on required measures. The website was developed to meet both federal and state requirements for publishing online school report cards: The federal Every Student Succeeds Act and House File 215, adopted by Iowa lawmakers in 2013.

The website includes:

- Scores on school accountability measures required under ESSA
- Ratings based on those scores: Exceptional, High Performing, Commendable, Acceptable, Needs Improvement, and Priority
- Identification of schools for support and improvement based on accountability scores (Comprehensive and Targeted schools)
- Additional education data that must be reported by law but do not figure into school accountability scores

Click Here to go to the [Iowa School Performance Profile website.](#)