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ISASP

**IOWA STATEWIDE ASSESSMENT
of STUDENT PROGRESS**

**Student Performance Changes
2024 to 2025**

Prepared By
Iowa Testing Programs

ISASP Student Performance Changes

The Iowa Statewide Assessment of Student Progress (ISASP) measures student achievement and understanding of the Iowa Academic Standards in English Language Arts (ELA), Mathematics and Science. Indicators of student proficiency and growth from grade-to-grade are provided. ISASP assesses students in English Language Arts and Mathematics for students in grades 3–11. The Science assessment is administered to students in grades 5, 8, and 10. The assessments, offered in both paper-and pencil and computer-based formats during the last quarter of the academic year, include multiple-choice and technology-enhanced items, constructed response items, and open-ended essay questions.

Understanding how students change and grow over time is extremely important as teachers and schools design education programs tied to standards in English Language Arts, Mathematics, and Science. Student achievement and growth can be characterized in a variety of ways, including proficiency, growth scores, and status relative to a goal such as college readiness. Three different types of metrics are available to help interpret ISASP results. A *proficiency-based reference* provides students and educators with descriptions and indicators of levels of proficiency as determined by the state of Iowa. Proficiency-based scores are criterion-referenced and reflect the level of achievement compared to the Iowa Academic Standards. A *normative-based reference* is provided through the state of Iowa percentile ranks that are available after each administration. A *growth reference* provides a metric for examining the change between two or more administrations of an assessment. ISASP was first administered in the spring of 2019, the second administration of ISASP was spring 2021 (after COVID cancelled the assessment in 2020) and the third administration was spring 2022. This document summarizes the changes in student performance for all test takers as well as for a matched set of test takers that completed both the 2024 and 2025 administrations. This document is designed to complement available information on proficiency rates and state percentile ranks.

ISASP Scale

The primary functions of the ISASP Scale Score are (1) to provide a consistent metric for translating ISASP scores into the standards-based achievement levels adopted by the Iowa State Board of Education of Not-Yet-Proficient, Proficient, and Advanced; (2) to establish a common metric for scores on ISASP forms across years that can be responsive to changes in assessment design such as adaptive testing; (3) to support future efforts related to metrics for student growth; and (4) to determine how far students are from the various proficiency levels without depending upon the changing raw scores across forms.

Table 1 provides the means and standard deviations of the ISASP scale score distributions used to develop the raw score to scale score conversion tables for the ISASP program. These can be used as reference points for future administrations. The steadily increasing means from grade-to-grade establish the expected change for grade cohorts. The ISASP scale scores can be used as a direct measure of year-to-year change on a common metric in a change-score growth model.

The distributions of ISASP scores also exhibit the property of steadily increasing variability across grades.

Table 1. Means and Standard Deviations of the ISASP Scale Score Distributions for 2019

<i>Grade</i>	Mean Scale Score	Standard Deviation
03	409	28.7
04	432	34.4
05	454	41.3
06	476	45.5
07	500	50.0
08	521	55.0
09	544	60.5
10	568	60.5
11	593	60.5

Average State Results for All Test Takers

The performance of all public and accredited private schools in the State of Iowa in 2025 is described in Table 2 using the average scale score metric.

Table 2. Average Scale Scores for 2025 and 2024 by Subject and Grade

<i>Subject</i>	<i>Grade</i>	2025			2024		
		N-Count	Mean	SD	N-Count	Mean	SD
<i>ELA</i>	03	39153	411.7	27.9	38556	408.6	27.5
	04	39026	439.4	34.7	38873	435.7	34.3
	05	39238	458.4	40.6	38548	458.7	40.6
	06	38879	483.7	44.4	38162	485.5	43.4
	07	38557	506.6	47.4	37995	512.4	49.7
	08	38418	536.4	51.1	38854	530.9	49.6
	09	39888	545.7	56.6	40079	544.6	57.6
	10	39730	570.5	59.5	40159	571.7	62.2
	11	39071	593.2	61.1	38404	592.8	59.2
<i>Math</i>	03	39170	412.4	30.2	38585	412.8	29.9
	04	39042	435.8	37.5	38896	434.4	37.4
	05	39255	454.5	41.0	38572	454.3	41.0
	06	38901	480.0	47.7	38190	478.6	47.3
	07	38584	503.9	53.9	38052	500.5	52.7
	08	38473	533.3	59.2	38911	531.3	58.6
	09	39945	545.1	66.1	40160	541.1	64.8
	10	39806	567.5	59.1	40259	565.0	58.7
	11	39142	595.3	66.8	38519	595.6	67.1
<i>Science</i>	05	39236	462.7	37.4	38557	461.8	37.5
	08	38432	536.2	54.0	38862	528.6	52.0
	10	39780	575.1	65.4	40152	566.7	64.2

State Results for Matched Cohorts

Tables 3 to 7 provide results for matched cohorts of students. Matching records for 2024 and 2025 ISASP was done so that only students that completed tests in both years were included. All students in the state datasets had verified state identification numbers. Students were removed from the matched datasets if they did not complete the applicable test for both years (i.e., removed from the ELA dataset if they did not have an ELA score for both 2024 and 2025). This process resulted in the final matched datasets with student records for Grades 4-11 in 2025 matched to their records for Grades 3-10 in 2024 for ELA and Mathematics. Science is only administered in Grades 5, 8, and 10, so there were no students in 2024 that also completed Science in 2025.

Table 3. Average Scale Scores for Matched Cohort by Race/Ethnicity by Grade for ELA

Race	2025				2024		
	N-Count	Grade	Mean	SD	Grade	Mean	SD
Asian	944	04	449.9	35.9	03	415.3	28.6
African American	2415	04	418.9	32.7	03	392.6	25.0
Hispanic	4769	04	425.6	34.1	03	396.8	26.0
Two or more races	1907	04	435.2	34.5	03	405.2	27.4
American Indian	115	04	426.6	31.4	03	399.3	24.8
N. Hawaiian/Pac. Islander	229	04	417.1	28.7	03	390.3	22.1
White	26955	04	444.8	32.8	03	412.9	26.5
Asian	944	05	467.4	41.9	04	440.7	35.1
African American	2459	05	434.0	37.2	04	413.6	32.1
Hispanic	4646	05	441.9	38.3	04	420.2	33.8
Two or more races	1931	05	453.4	40.5	04	430.8	34.5
American Indian	131	05	441.9	35.7	04	420.8	30.9
N. Hawaiian/Pac. Islander	239	05	428.4	32.2	04	408.3	29.3
White	27276	05	465.0	38.8	04	441.3	32.4
Asian	954	06	493.8	47.6	05	464.8	44.1
African American	2326	06	456.8	40.7	05	433.5	37.0
Hispanic	4643	06	465.1	41.2	05	441.6	38.5
Two or more races	1923	06	477.9	44.5	05	453.8	40.2
American Indian	116	06	461.3	40.0	05	441.0	35.0
N. Hawaiian/Pac. Islander	228	06	448.1	38.9	05	424.8	35.1
White	27113	06	490.9	42.3	05	465.1	38.8
Asian	991	07	524.2	49.5	06	495.5	47.5
African American	2287	07	475.1	43.6	06	455.5	38.5
Hispanic	4520	07	487.8	45.7	06	465.2	42.0
Two or more races	1851	07	500.9	47.8	06	480.3	43.8
American Indian	138	07	487.2	44.0	06	466.2	38.4
N. Hawaiian/Pac. Islander	218	07	469.3	38.5	06	448.5	36.2
White	26891	07	514.3	44.6	06	492.8	41.0
Asian	918	08	553.0	55.3	07	527.3	54.3
African American	2369	08	503.9	48.2	07	479.7	47.2
Hispanic	4584	08	515.6	49.2	07	490.7	48.8
Two or more races	1671	08	531.7	51.2	07	507.6	49.7
American Indian	136	08	512.1	46.6	07	493.0	43.0
N. Hawaiian/Pac. Islander	231	08	494.8	47.6	07	473.3	48.3
White	26831	08	545.0	47.6	07	520.6	46.6
Asian	903	09	563.9	57.2	08	543.0	51.8
African American	2274	09	510.7	52.7	08	495.6	47.0
Hispanic	4615	09	524.6	53.8	08	509.4	48.9
Two or more races	1746	09	541.0	56.3	08	524.0	49.2
American Indian	126	09	530.7	49.5	08	516.0	41.8
N. Hawaiian/Pac. Islander	198	09	499.2	47.4	08	484.6	41.5
White	27508	09	556.3	52.5	08	539.4	46.3

<i>Asian</i>	867	10	589.7	62.7	09	560.6	60.6
<i>African American</i>	2352	10	530.3	54.6	09	504.3	52.8
<i>Hispanic</i>	4902	10	547.3	57.7	09	520.8	55.4
<i>Two or more races</i>	1656	10	565.9	60.5	09	540.5	57.9
<i>American Indian</i>	111	10	558.5	58.8	09	528.9	55.7
<i>N. Hawaiian/Pac. Islander</i>	193	10	523.8	48.2	09	496.8	52.3
<i>White</i>	27858	10	580.6	56.0	09	555.6	53.7
<i>Asian</i>	935	11	610.1	68.6	10	589.4	68.7
<i>African American</i>	2203	11	551.3	54.2	10	530.4	56.8
<i>Hispanic</i>	4620	11	569.5	57.5	10	549.5	58.9
<i>Two or more races</i>	1560	11	586.2	60.9	10	567.6	61.4
<i>American Indian</i>	119	11	571.2	60.2	10	552.4	62.3
<i>N. Hawaiian/Pac. Islander</i>	146	11	539.5	50.6	10	518.0	49.1
<i>White</i>	27808	11	602.8	58.5	10	583.3	58.5

Table 4. Average Scale Scores for Matched Cohort by Race/Ethnicity by Grade for Mathematics

<i>Race</i>	2025				2024		
	N-Count	Grade	Mean	SD	Grade	Mean	SD
<i>Asian</i>	943	04	449.7	41.8	03	421.2	33.2
<i>African American</i>	2421	04	410.1	29.6	03	393.2	24.0
<i>Hispanic</i>	4778	04	419.0	32.8	03	398.9	26.0
<i>Two or more races</i>	1908	04	429.7	36.9	03	407.4	28.7
<i>American Indian</i>	114	04	420.6	33.2	03	399.4	24.1
<i>N. Hawaiian/Pac. Islander</i>	230	04	405.4	23.8	03	389.6	19.9
<i>White</i>	26976	04	442.3	36.5	03	417.9	29.3
<i>Asian</i>	945	05	471.2	48.0	04	442.5	40.7
<i>African American</i>	2464	05	429.5	33.9	04	406.9	29.2
<i>Hispanic</i>	4652	05	436.6	35.1	04	416.9	32.3
<i>Two or more races</i>	1932	05	448.2	40.6	04	427.1	36.2
<i>American Indian</i>	132	05	433.7	34.8	04	416.1	33.7
<i>N. Hawaiian/Pac. Islander</i>	239	05	426.1	31.7	04	404.2	27.6
<i>White</i>	27288	05	461.2	40.1	04	441.0	36.4
<i>Asian</i>	956	06	499.3	58.7	05	470.1	49.4
<i>African American</i>	2329	06	448.5	37.0	05	429.0	33.4
<i>Hispanic</i>	4652	06	459.6	40.3	05	437.1	35.9
<i>Two or more races</i>	1922	06	470.7	46.4	05	447.3	40.1
<i>American Indian</i>	116	06	455.6	37.1	05	433.3	34.2
<i>N. Hawaiian/Pac. Islander</i>	228	06	445.3	36.7	05	424.1	32.3
<i>White</i>	27137	06	487.7	46.7	05	460.5	40.1
<i>Asian</i>	990	07	530.7	64.7	06	498.8	56.6
<i>African American</i>	2296	07	465.8	39.1	06	443.6	35.5
<i>Hispanic</i>	4528	07	481.4	45.6	06	457.1	40.2
<i>Two or more races</i>	1859	07	494.5	52.8	06	470.2	46.2
<i>American Indian</i>	138	07	476.9	45.3	06	454.7	38.9

Student Performance Changes 2024 to 2025

<i>N. Hawaiian/Pac. Islander</i>	217	07	463.3	37.2	06	441.1	32.1
<i>White</i>	26916	07	512.6	52.8	06	486.4	46.0
<i>Asian</i>	918	08	563.1	72.9	07	524.0	66.7
<i>African American</i>	2387	08	494.5	45.9	07	465.2	39.1
<i>Hispanic</i>	4592	08	509.8	50.1	07	478.3	43.7
<i>Two or more races</i>	1684	08	524.7	58.4	07	492.5	51.2
<i>American Indian</i>	136	08	507.0	53.1	07	477.8	47.1
<i>N. Hawaiian/Pac. Islander</i>	235	08	493.6	48.1	07	459.6	41.4
<i>White</i>	26882	08	542.7	58.0	07	508.8	51.8
<i>Asian</i>	906	09	581.6	82.1	08	559.2	71.2
<i>African American</i>	2291	09	504.4	49.4	08	490.8	44.9
<i>Hispanic</i>	4637	09	519.6	56.6	08	506.8	49.9
<i>Two or more races</i>	1748	09	534.9	64.4	08	520.9	57.4
<i>American Indian</i>	126	09	518.1	57.6	08	507.7	51.2
<i>N. Hawaiian/Pac. Islander</i>	201	09	497.5	40.1	08	487.6	40.4
<i>White</i>	27539	09	556.4	64.6	08	540.7	57.2
<i>Asian</i>	870	10	595.6	73.4	09	573.4	80.4
<i>African American</i>	2360	10	529.7	44.5	09	498.2	47.0
<i>Hispanic</i>	4915	10	544.0	47.9	09	515.5	54.5
<i>Two or more races</i>	1664	10	557.8	58.2	09	533.4	64.5
<i>American Indian</i>	111	10	550.3	50.5	09	515.3	49.9
<i>N. Hawaiian/Pac. Islander</i>	196	10	528.2	42.7	09	497.4	44.1
<i>White</i>	27914	10	577.1	58.5	09	552.4	63.7
<i>Asian</i>	934	11	626.9	82.8	10	595.6	75.5
<i>African American</i>	2219	11	551.1	48.2	10	529.7	43.4
<i>Hispanic</i>	4646	11	568.7	54.3	10	542.7	47.4
<i>Two or more races</i>	1565	11	583.4	64.8	10	557.2	55.7
<i>American Indian</i>	121	11	567.1	56.8	10	545.8	53.5
<i>N. Hawaiian/Pac. Islander</i>	148	11	539.8	35.4	10	520.0	32.0
<i>White</i>	27866	11	605.4	66.5	10	575.1	58.2

Table 5. Average Scale Scores for Matched Cohort by Individualized Education Plan (IEP) by Subject and Grade

Subject			2025			2024		
	IEP	N-Count	Grade	Mean	SD	Grade	Mean	SD
ELA	No	31795	04	446.2	31.3	03	413.6	25.6
	Yes	5539	04	405.4	30.2	03	382.7	21.8
	No	32138	05	466.4	37.0	04	442.3	31.1
	Yes	5488	05	417.5	31.8	04	399.7	27.4
	No	32155	06	491.9	40.9	05	466.3	37.3
	Yes	5148	06	439.5	34.4	05	415.6	29.3
	No	32277	07	515.2	43.4	06	492.8	40.4
	Yes	4619	07	456.9	35.8	06	440.1	32.6
	No	32444	08	545.5	46.3	07	520.8	45.9
	Yes	4296	08	480.0	39.7	07	457.4	36.3
	No	33266	09	556.5	51.3	08	539.1	45.6
	Yes	4104	09	485.3	41.4	08	474.6	37.1
	No	34157	10	579.3	56.1	09	554.1	53.7
	Yes	3782	10	509.9	43.0	09	482.9	40.9
	No	33917	11	601.5	58.4	10	582.2	58.4
	Yes	3474	11	529.2	40.0	10	506.7	41.0
Math	No	31815	04	441.5	36.1	03	417.1	29.0
	Yes	5555	04	407.9	31.1	03	390.5	24.0
	No	32153	05	461.0	39.6	04	440.1	36.0
	Yes	5499	05	422.1	31.3	04	403.9	28.8
	No	32171	06	487.4	46.1	05	460.6	39.6
	Yes	5169	06	440.0	34.5	05	419.0	29.3
	No	32300	07	512.0	52.4	06	485.6	45.7
	Yes	4644	07	456.6	34.9	06	435.7	31.8
	No	32516	08	542.1	57.5	07	507.9	51.4
	Yes	4318	08	479.1	36.6	07	452.1	31.2
	No	33318	09	555.4	64.4	08	539.5	56.9
	Yes	4130	09	486.8	38.0	08	476.5	34.9
	No	34227	10	574.9	58.3	09	550.2	63.6
	Yes	3803	10	516.8	34.4	09	483.3	36.0
	No	34009	11	603.3	66.0	10	573.4	57.8
	Yes	3490	11	534.1	35.4	10	513.8	31.8

Table 6. Average Scale Scores for Matched Cohort by Free and Reduced Lunch (FRL) by Subject and Grade

Subject			2025			2024		
	FRL	N-Count	Grade	Mean	SD	Grade	Mean	SD
ELA	No	21933	04	449.7	31.8	03	416.6	26.0
	Yes	15401	04	426.5	33.1	03	398.2	25.6
	No	22115	05	470.5	37.6	04	445.9	31.4
	Yes	15511	05	443.2	38.2	04	422.1	33.0
	No	22320	06	497.3	41.4	05	470.7	37.9
	Yes	14983	06	465.7	40.7	05	442.2	37.8
	No	22406	07	521.1	43.5	06	498.7	40.1
	Yes	14490	07	487.4	44.0	06	467.0	40.5
	No	22614	08	551.8	46.1	07	527.3	45.4
	Yes	14126	08	515.6	48.5	07	491.1	46.9
	No	23327	09	562.9	50.7	08	545.2	44.8
	Yes	14043	09	524.9	53.7	08	510.0	47.9
	No	23945	10	586.9	55.3	09	561.7	52.8
	Yes	13994	10	547.6	56.1	09	521.9	54.3
	No	24442	11	608.2	58.2	10	588.9	58.3
	Yes	12949	11	569.4	57.1	10	549.3	57.7
Math	No	21953	04	447.0	36.3	03	421.6	29.4
	Yes	15417	04	421.5	33.6	03	401.2	26.3
	No	22121	05	466.2	40.4	04	445.1	36.2
	Yes	15531	05	439.8	36.4	04	420.2	33.9
	No	22331	06	494.5	46.8	05	465.8	40.4
	Yes	15009	06	460.5	40.9	05	438.6	35.9
	No	22415	07	519.7	53.3	06	492.8	46.5
	Yes	14529	07	482.4	46.0	06	458.4	40.2
	No	22639	08	550.8	58.4	07	515.7	52.6
	Yes	14195	08	509.1	50.4	07	478.7	43.9
	No	23347	09	564.8	65.6	08	547.8	57.8
	Yes	14101	09	519.7	55.3	08	507.4	49.9
	No	23977	10	584.0	59.7	09	560.0	65.0
	Yes	14053	10	543.7	48.0	09	515.5	53.1
	No	24486	11	612.4	67.4	10	580.9	59.3
	Yes	13013	11	567.7	54.9	10	543.2	48.1

Table 7. Average Scale Score for Matched Cohort for English Learners (EL) by Subject and Grade

Subject			2025			2024		
	EL	N-Count	Grade	Mean	SD	Grade	Mean	SD
ELA	No	34773	04	442.8	33.3	03	411.3	26.6
	Yes	2561	04	404.1	26.1	03	378.8	17.5
	No	35312	05	462.3	39.0	04	438.9	32.8
	Yes	2314	05	413.2	26.5	04	392.8	22.2
	No	35195	06	487.8	42.7	05	462.4	39.0
	Yes	2108	06	432.4	28.5	05	407.9	23.5
	No	35016	07	511.0	45.3	06	489.4	41.6
	Yes	1880	07	448.6	30.6	06	427.2	26.2
	No	34874	08	541.4	48.4	07	517.1	47.3
	Yes	1866	08	471.8	35.5	07	444.9	32.5
	No	35635	09	552.2	53.3	08	535.4	47.2
	Yes	1735	09	476.2	35.3	08	463.2	32.2
	No	35975	10	576.5	56.9	09	551.3	54.5
	Yes	1964	10	495.9	35.5	09	467.8	32.2
	No	35561	11	598.8	59.1	10	579.4	59.1
	Yes	1830	11	517.2	33.0	10	492.5	33.1
Math	No	34801	04	438.9	37.0	03	415.3	29.5
	Yes	2569	04	403.1	24.3	03	384.4	17.4
	No	35330	05	457.9	40.5	04	437.3	36.8
	Yes	2322	05	416.9	24.1	04	396.8	20.8
	No	35226	06	483.6	47.1	05	457.3	40.4
	Yes	2114	06	435.0	27.2	05	413.7	23.1
	No	35060	07	507.9	53.4	06	482.0	46.6
	Yes	1884	07	452.5	28.3	06	429.2	25.0
	No	34959	08	537.8	58.5	07	504.3	52.2
	Yes	1875	08	476.7	32.1	07	447.9	25.2
	No	35707	09	550.9	65.2	08	535.4	57.9
	Yes	1741	09	484.6	34.8	08	473.7	30.2
	No	36060	10	572.2	58.6	09	547.1	64.1
	Yes	1970	10	513.3	31.6	09	478.6	29.6
	No	35653	11	600.1	66.5	10	570.8	58.1
	Yes	1846	11	534.7	35.0	10	509.8	28.2

Gain Scores

The ISASP tests are vertically aligned and scaled. This means that each successive test level builds upon the content and skills previously measured to ensure that tests taken over multiple grade levels show a coherent progression in learning. Each test is developed for a different grade level, student growth and progress can be monitored using the same scale. Table 8 provides the predicted growth between two grades.

Gain scores can be used to quantify the change in performance from one year to the next for either an individual student or for a group of students. Average gain scores for a class or school can be calculated by subtracting each student's prior scale score from their current-year score (i.e., $SS_{\text{Year2}} - SS_{\text{Year1}}$) and then taking the average over all students. The sign and magnitude of the gain scores are important in indicating the change in performance. The magnitude of the gain score indicates how much the group of students has changed, whereas the sign indicates if the gain is positive (signifying improvement) or negative (signifying decline).

Table 8. Predicted Growth based on ISASP Vertical Scale

<i>Grade</i>	Mean Scale Score	Standard Deviation	Predicted Growth for One Year
03	409	28.7	
04	432	34.4	23
05	454	41.3	22
06	476	45.5	22
07	500	50.0	24
08	521	55.0	21
09	544	60.5	23
10	568	60.5	24
11	593	60.5	25