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ISASP

IOWA STATEWIDE ASSESSMENT
of STUDENT PROGRESS

**Using Growth on the ISASP to
Establish Goals**

Prepared By
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Using Growth on the ISASP to Establish Goals

The Iowa Statewide Assessment of Student Progress (ISASP) Scale Score metric can be used to measure growth between two administrations of the assessment. The difference between two scale scores can be calculated and compared against state and district results. Growth can also be used to set a goal for future performance on ISASP.

State Growth Results

The tables in this document provide the average growth between grades in 2021-2022 and 2022-2023 for Reading (Table 1a) and Mathematics (Table 2a) for all students in Iowa. In addition, similar information is provided for English Learners, students that are eligible for free and reduced lunch, and students with IEPs (Tables 1b-1d and Tables 2b-2d).

The averages are based on **matched groups of students**. For example, all students included from 2021 were also included in 2022. The same is true for the 2022-2023 comparison. The nonconsecutive grade levels for Science (Grades 5, 8, and 10) do not lend themselves to parallel information and are not included in this document.

The results provided in Tables 1 and 2 describe the average growth in the state of Iowa for multiple two-year comparisons. Comparing student or school growth to these averages can be useful in establishing goals for instruction and future ISASP performance.

Setting Goals

Growth can also be used to set a goal for future performance on the ISASP. Setting growth goals for future performance should use as much information as possible (for example, knowledge of your student population, state results, transition years, and student-specific considerations). Growth results can also be compared against the state’s average changes between two years. The results in Table 3 provide general guidelines for setting growth goals. Based on the state’s averages, students demonstrating greater than a 40-point increase in scale scores between two years is above the 75th percentile. Students demonstrating less than a 15-point increase in scale scores are less than the 25th percentile.

Table 3. Setting Goals for Growth

	Difference Between Scale Score (Year 2) and Scale Score (Year 1)
Outpacing	> 40
Steady Pace	15–40
Slower Pace	< 15

Growth results can also be compared against the predicted growth that was established as part of the ISASP development. The predicted growth can be found at:

https://iowa.pearsonaccess.com/resources/reporting-resources/ISASP%20Matched%20Cohorts_2023_2022.pdf

Average Change in Reading Performance Tables

Tables 1a-1d on pages 3–4 provide the average growth between grades in 2021-2022 and 2022-2023 for Reading.

Table 1a. Average Change in Reading Performance for Matched Cohorts of All Students

Grade	2021–2022		2022–2023	
	N	Mean	N	Mean
3 to 4	34460	39.11	36315	26.64
4 to 5	34419	21.88	35944	25.55
5 to 6	35442	24.24	35805	23.39
6 to 7	35831	24.93	36797	26.71
7 to 8	36740	32.26	37462	16.81
8 to 9	36392	26.93	38279	25.33
9 to 10	35331	36.78	38145	21.80
10 to 11	33384	16.36	35816	19.41

Table 1b. Average Change in Reading Performance for Matched Cohorts of English Learners

Grade	2021–2022		2022–2023	
	N	Mean	N	Mean
3 to 4	2258	32.96	2610	21.61
4 to 5	2027	23.05	2191	26.48
5 to 6	1679	23.61	1927	20.88
6 to 7	1577	21.85	1711	23.33
7 to 8	1564	31.14	1615	22.39
8 to 9	1472	34.01	1734	19.34
9 to 10	1575	36.04	1816	17.46
10 to 11	1570	15.83	1688	21.84

Table 1c. Average Change in Reading Performance for Matched Cohorts for Students Eligible to Receive Free and Reduced Lunch

Grade	2021–2022		2022–2023	
	N	Mean	N	Mean
3 to 4	14028	36.85	14922	24.36
4 to 5	13992	21.80	14443	25.06
5 to 6	14213	22.54	14301	20.33
6 to 7	14144	22.68	14379	23.95
7 to 8	14223	32.10	14524	18.01
8 to 9	13578	30.00	14558	24.01
9 to 10	12699	37.66	14032	19.36
10 to 11	11143	17.21	12161	18.70

Table 1d. Average Change in Reading Performance for Matched Cohorts for Students with IEPs

Grade	2021–2022		2022–2023	
	N	Mean	N	Mean
3 to 4	4436	29.53	4946	19.34
4 to 5	4546	22.07	4977	24.70
5 to 6	4667	24.24	4879	22.54
6 to 7	4595	21.88	4850	21.99
7 to 8	4601	29.31	4689	17.90
8 to 9	4280	31.68	4624	22.79
9 to 10	3780	34.84	4212	18.03
10 to 11	3216	17.56	3524	22.61

Average Change in Mathematics Performance Tables

Tables 2a-2d on pages 5–6 provide the average growth between grades in 2021-2022 and 2022-2023 for Mathematics.

Table 2a. Average Change in Mathematics Performance for Matched Cohorts for All Students

Grade	2021–2022		2022–2023	
	N	Mean	N	Mean
3 to 4	34461	20.98	36309	23.32
4 to 5	34421	22.85	35935	24.09
5 to 6	35450	26.51	35812	26.78
6 to 7	35820	21.52	36816	24.61
7 to 8	36736	27.07	37443	34.85
8 to 9	36402	13.60	38301	20.83
9 to 10	35384	23.07	38180	31.96
10 to 11	33421	22.69	35838	35.79

Table 2b. Average Change in Mathematics Performance for Matched Cohorts for English Learners

Grade	2021–2022		2022–2023	
	N	Mean	N	Mean
3 to 4	2258	17.82	2609	19.7
4 to 5	2025	19.74	2190	23.03
5 to 6	1674	19.52	1928	21.13
6 to 7	1581	22.62	1707	24.02
7 to 8	1566	26.44	1616	29.94
8 to 9	1483	9.56	1734	10.65
9 to 10	1592	23.79	1820	32.81
10 to 11	1571	25.88	1699	31.34

Table 2c. Average Change in Mathematics Performance for Matched Cohorts for Students Eligible to Receive Free and Reduced Lunch

Grade	2021–2022		2022–2023	
	N	Mean	N	Mean
3 to 4	14030	18.63	14916	20.97
4 to 5	13995	20.49	14432	22.92
5 to 6	14218	22.93	14312	23.94
6 to 7	14132	21.08	14386	23.38
7 to 8	14221	26.36	14499	32.25
8 to 9	13590	10.54	14575	16.17
9 to 10	12737	22.64	14046	32.47
10 to 11	11160	21.58	12173	31.89

Table 2d. Average Change in Mathematics Performance for Matched Cohorts for Students with IEPs

Grade	2021–2022		2022–2023	
	N	Mean	N	Mean
3 to 4	4440	16.39	4947	18.47
4 to 5	4555	18.55	4981	20.67
5 to 6	4665	18.59	4888	22.34
6 to 7	4589	22.42	4847	23.37
7 to 8	4597	25.90	4687	27.17
8 to 9	4286	8.61	4627	10.61
9 to 10	3787	24.00	4223	33.93
10 to 11	3209	25.45	3530	29.04