

A STUDY OF IOWA STUDENT PERFORMANCE

20Feb26

This report is a live document showing the results and progress of the Education Sub-Committee of the GOP of Warren County group.

Members:

Mike Bruce, Ken Huck - chair

Mission Statement:

To make recommendations to improve the performance of students in Indianola, Warren County, and the state of Iowa to prepare them for success after graduation.

Why Is This Important:

As part of this study, Iowa student achievement was compared across the world, state-to-state, and within the state. Rankings are shown for the US, Iowa, and Iowa high schools. However, this is not about rankings. The goal is to improve Iowa student achievement. Rankings are merely a measurement of how we are doing.

Student achievement is important for a well functioning society and progression forward. The goal is to prepare our students to be as successful as they can be after graduation from high school, whether they go on to college, a trade school, or directly into the workforce. Not all students will go on to be doctors, lawyers, engineers, entrepreneurs, etc. Some may go into retail or take over the family farm. All graduates need to know that the basics allow them to be productive and successful.

Society is driven by technology and innovation. The US needs to compete and remain near the top of this. Those who have the edge can leverage power and control, whether it be in new chemicals or drugs, new materials, new digital computing, etc. Once someone has control over another, they can dictate how and where you live, how many children you can have, what job you can have, what access you have to money and other resources, what religion you can practice, etc. What it ultimately comes down to is freedom and liberty.

I view this importance as being similar to nuclear weapons. Several countries have the capability to use them against other countries, but they don't. Why? Because of the threat of mutually assured destruction. Similarly, this may apply to AI (artificial intelligence) and quantum mechanics. Whoever has superior technology could use that to attack other countries but hopefully will be deterred by a mutually assured response.

Tasks:

1. Determine current student performance in Warren County and the State of Iowa and compare it to other school districts, other states, and other countries.

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2. Determine current student performance for homeschooled and private school students and compare them to public school students.
3. Uncover areas of improvement in curriculum, performance goals, etc. and make recommendations for changes.
4. Determine curriculum influencers for Indianola schools and the state of Iowa.

A CAVEAT ON THE ACCURACY OF THE DATA

This was not a scientifically conducted study with statistical significance determined. It mostly used data from the Iowa Department of Education website as well as other internet sources, plus discussions with high school principals. Regardless, we believe the data to be accurate and sufficient for the recommendations we provide.

ACRONYMS:

ACAD RANK – Academic Rank, based on the ranking of IDOE proficiencies in science, math, and ELA for 212 Iowa high schools

ACT – American College Test

CASA - Consolidated Accountability and Support Application, an Iowa entity

ELA – English Language Arts

IDOE – Iowa Department of Education

IEA - International association for the evaluation of Educational Achievement

ISASP – Iowa Statewide Assessment of Student Progress

NAEP – National Assessment of Educational Progress

NCES – National Center for Education Statistics

OECD – Organization for Economic Cooperation and Development

OP RANK – Overall Performance Rank, based on the IDOE score

PIRLS – Program on International Reading Literature Studies, conducted by the IEA

PISA – Program for International Student Assessment, administered by OECD

STEM – Science, Technology, Engineering, and Math

TIMSS – Trends in International Math and Science Studies, administered by OECD

SAT – Scholastic Aptitude Test

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SUMMARY OF RESULTS:

After studying the performance of Iowa students and the US compared to other nations, clearly changes are warranted. In Iowa, standardized test scores have continued to drop each year for reading and have had no improvement in math and science since at least 2003. In fact, in September 2025, National Assessment of Educational Progress (NAEP) reported that the most recent test scores for 12th grade math and reading show significant reductions, and 8th grade science scores continuing to fall since 2019. Other countries have surpassed the U.S., and other states have surpassed Iowa.

Think of all of the programs that have been implemented in the last couple of decades. They are not working or at least are not effective enough. The “What”, “How”, and just as important, “When” all need to be looked at and revised: “what” is being taught, “how” is it being taught, and “when” are the concepts being introduced, (as in what grade level).

Global Comparison

See Appendix A for details.

1. According to the National Center for Education Statistics, (NCES), no state has received a rating of A and only two states have received a B: Massachusetts and New Jersey.
2. From 1995 – 2009, a Harvard study show that the higher a county’s performance, the more difficult it is to gain improvements. The US is about average with respect to other countries.
3. That study also shows that as a country’s economic growth increases, student performance also does. Again, the US is about average.
4. The Harvard study also finds no significant evidence that increased school expenditures, by itself, makes much of a difference in student performance.
5. In Iowa, between 1990 and 2008, there was virtually no gain in student performance despite increased spending, according to NAEP. In fact, Iowa had the lowest gains of all 50 states.
6. 2024 NAEP results: reading scores for 4th and 8th graders declined from 2019 and 2022 levels, 8th grade science scores fell 4 points since 2019, and 12th grade math scores declined 3 points from 2019.
7. 2025 NAEP results show reading for 4th and 8th grade continue to decline as does 12th grade math.
8. The 2022 NAEP Long Term Trend assessment for 9-year olds (4th grade) shows the largest decline in reading since 1990 and the first ever decline in math scores since 2020.

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9. Although 8th grade math scores are slightly above the national average, scores have continued to decline well below 2003 levels since 2017.
10. NAEP math scores for 12th grade show little change from 2009 to 2013.
11. In 2022, Program for International Student Assessment, (PISA), reports that the average US student math performance fell to the lowest overall results it has ever measured. This was the seventh consecutive time the US has failed to meet the international average since evaluations began.
12. PISA's 2022 global math results for 15-year-old students show the US ranked 34th behind other countries such as Canada, most all of western Europe, Vietnam, Malta, and of course, many Asian countries. The US was 7 points lower than the Organization for Economic Cooperation and Development, (OECD), average.
13. In science, PISA scores show the US above the global average but well below the top five. There has been no detectable change in science scores since 2006.
14. PISA shows no detectable change in math scores since 2003, (although they were higher in 2018 but now have declined to 2003 levels).
15. PIRLS (Progress in International Reading Literature Studies) and TIMSS (Trends in International Math and Science Studies). These are limited to 4th and 8th grade students and are out of scope for this study. However, they show declining trends since 2009, which influences high school student performance.

National Comparison

See Appendix B for details.

1. Iowa proficiency definitions seem to be less stringent than the NAEP definition.
2. Iowa student test performance requirements for the three levels of proficiency seem to decrease as the grade level increases. Further, the requirements for ELA (English language arts) are somewhat lower than for Science and Math.
3. Although Iowa student performance ranked near the top of the nation from 1992 to 2011, Iowa ranked last among 50 states in overall student performance improvement. Other states with nearly the same performance had a much higher performance growth rate. This could mean that these states will soon outperform Iowa if they haven't already.
4. 2024 NAEP test results show the scores for Iowa were the lowest since at least 2003, starting their decline in 2017.
5. These results also showed that black, Hispanic, and economically challenged students scored significantly lower than white students and non-economically challenged students.

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6. Iowa typically has a low percentage of students (2%) who participate in SAT testing. Therefore, it is difficult to make generalizations about the student population as a whole.
7. From September 2024 to October 2025, Iowa student SAT average scores dropped from 1208 to 1195, while the national average went from 1024 to 1028. This places Iowa students just into the top 25% level.
8. Kansas had the highest SAT average score at 1295, placing Iowa as the 12th highest average.
9. Iowa ACT scores have continued to drop since at least 2015 (22.2 vs. 21.0) but remain above the US average (19.4).
10. Iowa's ACT average in 2025 is 23rd among the 50 states.

Iowa High School Comparison

See Appendix C for details.

Iowa Private School SAT

1. Six of eight private schools studied have SAT scores at or above the Iowa public school average (1195). All scored above the US national average (1028). Three scored higher than the US state with the highest average (Kansas - 1256).

Iowa Homeschool SAT

1. Homeschool SAT scores are difficult to obtain. However, the national average for homeschooled students is around 1190 - 1200, (compared to the national public school SAT average of 1028).
2. Data shows that Iowa homeschooled students score near or above Iowa's public-school average.
3. Graduation requirements for homeschooled students in Iowa is an SAT score of 990.
4. Universities report that homeschool student performance continues to outperform public schooled students throughout their college studies.

Iowa Private School ACT

1. Of the ten Iowa private schools studied, all but one exceeded the Iowa public school average (21.0) and all exceeded the US national average (19.4).

Iowa Homeschool ACT

1. ACT scores for Iowa homeschooled students could not be obtained but the US average score for homeschooled students was 22.8, vs. Iowa public schools at 21.0, and the US average at 19.4.

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Iowa Public High School SAT / ACT

Iowa public high school SAT and ACT averages and their comparison to the US public averages were discussed above. Following is a more detailed look at Iowa high schools, grades 9-12.

Iowa Public High Schools

A more detailed study was conducted of Iowa high schools, grades 9-12. There were 212 of 353 public high schools in Iowa included in the study. The desire was to compare data from the top 10 highest academically performing high schools and compare it to the bottom 10 performing schools in hopes of identifying reasons for the difference in student performance. The study was limited to grades 9-12 to narrow the scope and focused on academic performance, as opposed to other criteria, for these reasons:

- The student performance is representative of all that their school can offer;
 - When comparing school-to-school, state-to-state, nation-to-nation, standardized test results are used that are focused on academics: math, science, reading. For example, NAEP testing focuses on a subject such as math and doesn't care what the school chronic absenteeism or 4-year graduation rate is.
1. The IA DOE website Iowa Schools Performance Profiles is not user friendly and should be upgraded. It is difficult to extract information or do comparison studies.
 2. The IA DOE performance grading system does not easily show academic performance as other factors can override the proficiency performance.
 3. It appears that some of the grading is incorrect or has errors.
 4. No school in Iowa was rated Exceptional, the highest rating.
 5. Some school information for high schools includes data as low as 5th grade.
 6. The overall scores in the different categories overlap, making the rating system confusing.
 7. 46% of the 212 high schools studied ranked Needs Improvement or Priority, the two lowest categories below Acceptable.
 8. Only the category of High Performance schools had a chronic absenteeism average below the state average. The top 10 schools' average absenteeism was about half of the state average.
 9. The state average chronic absenteeism is 21.45%. The top 10 schools' average was 17.20% and the bottom average was 57.95%. Two schools in the bottom 10 averages over 76%. No school in the bottom 10 had absenteeism better than 48%.
 10. Higher absenteeism appears to be associated with higher percentages of low social economic, minority, and disabled students.

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11. The top 10 high schools have proficiencies in science, math, and ELA that are 15% - 20% higher than the state average, while the bottom 10 high schools average 30% - 50% below state average.
12. Warren county high school's proficiencies compare favorably to the state averages.
13. Seven of the ten bottom academic-performing high schools are in two school districts: Des Moines and Davenport.
14. The number of students, and the number of students / the number of faculty ratio, in grades 9-12 overlap between the top 10 and bottom 10 schools. However, the ratio for the bottom 10 is 21.4 vs. 14.9 for the top 10, almost 44% higher.
15. There are top 10 academic-performing high schools with a higher percentage of low social economic and disabled students than some bottom 10 performing high schools.
16. There seems to be little difference in teacher licensing, experience, teachers with advanced degrees, or retention between top and bottom 10 schools.
17. The state averaged per student spending was \$17,991, while the top 10 averaged \$16,198 and the bottom 10 averaged \$18,856. One bottom 10 school spent almost \$32,000 per student.
18. Students in top 10 and bottom 10 academic-performing high schools rated their conditions for learning about the same, around 10% higher than the state average of 38%.
19. Few students in Iowa (perhaps 2%) take the SAT exam so comparisons might not be very meaningful. However, the bottom 10 schools were generally about 50 points above the national average (1024) but about 125 points below the state average (1195). The top 10 generally averaged about 100 points higher than the state average and about 300 points higher than the national average.
20. Top 10 school's ACT averaged 25.6 compared to the state average of 21.0. The bottom 10 average was right at the state average. The national average was 19.4.
21. It appears that the top 10 academic Iowa high schools mostly use in-house developed curriculum while the bottom 10 seem to utilize more purchased curriculum.
22. Some of the top 10 schools may use some level of purchased reference materials, but there is at least one that has no textbooks at all.

Warren County Comparison

See Appendix D for details.

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1. Indianola has the highest number of students (1139) and SE Warren County has the least (214).
2. Carlisle has the highest student / teacher ratio (20.3) and I-35 has the lowest (11.0)
3. All six schools have percentages of low social / economic, minority, and disabled students 10% or more below state averages.
4. Teacher experience at all but one school are on par with the state average (14 years) except for Martensdale / St. Mary's (8 years).
5. Four of the six schools have percentages of teachers with advanced degrees well below (5% - 30%) the state average (about 50%).
6. The percentage of staff retention for five of the schools is about the state average (85%) except for Martensdale / St. Mary's (60%).
7. I-35 high school has significantly more expenditure per student (\$24,430) than the state average (\$17,991), while Carlisle and Indianola are significantly lower (about \$14,300).
8. Conditions for learning percentage is about around the state average (39%) except for Martensdale / St. Mary's (28.5%).
9. The IDOE Overall Performance ratings and scores are above state average except for Indianola, rated as Needs Improvement.
10. Compared to the 212 high schools studied, SE Warren County ranked the highest at 37th overall in academic performance, Indianola the lowest of the six at 110th.
11. All six schools had average ACT scores well above the state average (23 – 25 vs. 21 for the state).
12. Four of the six schools had chronic absenteeism above the state average of 21.6%, SE Warren had the lowest at 15.7%.
13. Proficiencies for all six schools were at or above state averages except for Indianola in science.
14. Indianola's 2024 math proficiency (71%) is virtually unchanged since pre-COVID 2019 but is significantly below 2018's 84%.
15. Indianola's 2024 ELA proficiency (74.9%) is virtually unchanged since pre-COVID 2019 but is significantly below 2018's 82.5%.

Recommendations:

See Appendix E for details.

LIST OF APPENDICES

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Appendix A – GLOBAL COMPARISON

- NAEP
- PISA
- PIRLS, TIMSS

Appendix B – NATIONAL COMPARISON

- Proficiency Discussion
- Iowa Proficiency Definition
- NAEP
- SAT
- ACT

Appendix C – IN-STATE COMPARISON

- Private School SAT
- Homeschool SAT
- Private School ACT
- Homeschool ACT
- Iowa Public Schools

Appendix D – WARREN COUNTY COMPARISON

Appendix E – RECOMMENDATIONS

- Improvements for Comparisons to other States / Countries
- Improvements for Comparisons within the State
- Changes at the State Government Level

Appendix F – IOWA HIGH SCHOOL SCORES

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Following are study results from internet sources and data from various international standardized tests.

NAEP (National Assessment of Educational Progress), administered by NCES (National Center for Education Statistics)

Several publications provide state rankings for K-12 education, but they use different methods to come to their conclusions. The National Center for Education Statistics doesn't rank the states, but Education Week assigns each state a grade from A to F based on several factors. No state has achieved an A, and only two states have achieved a B: Massachusetts and New Jersey. ^[5]

We are also unable to find significant evidence that increased school expenditure, by itself, makes much of a difference.

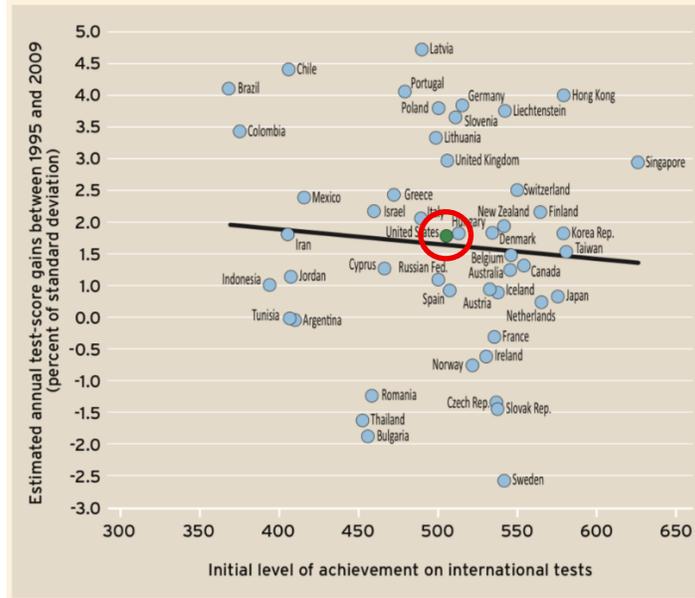
The following three charts are from “Achievement Growth: International and US State Trends in Student Performance”, Hanushek

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Figure 7. Relationship between a country's initial level of student achievement and its growth rate, 1995–2009



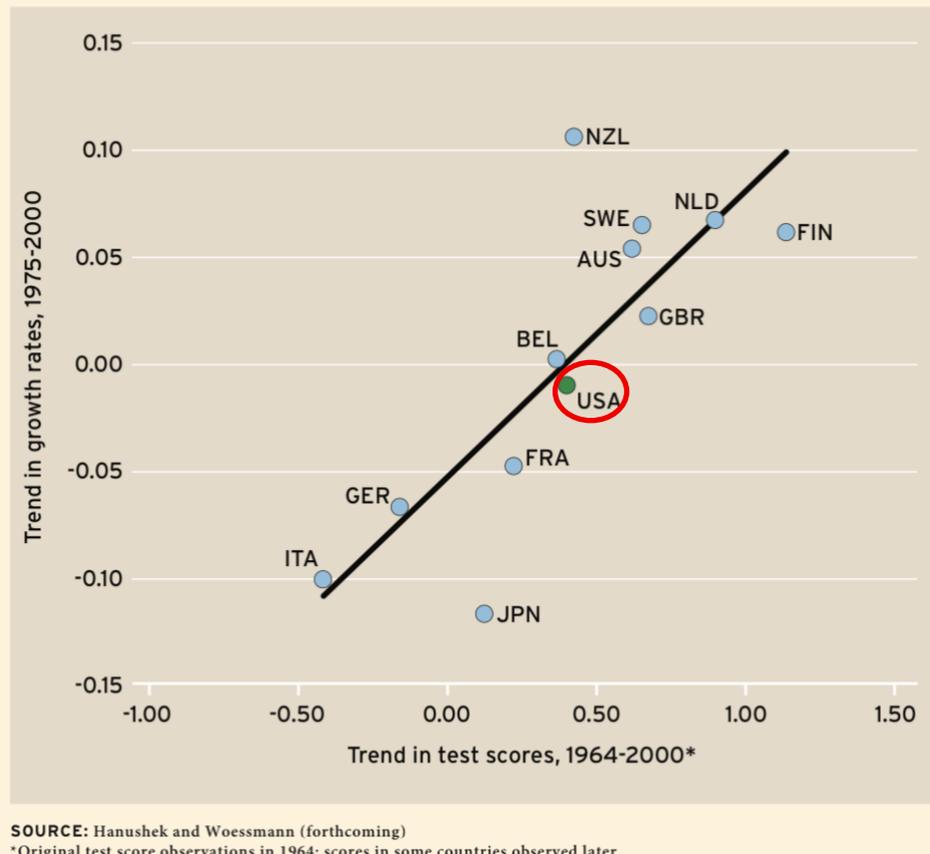
The above chart shows that generally the higher the initial performance, the more difficult it is to achieve improvements. The US is about average among other countries. The chart below shows that as a country's economy grows, test scores show a higher improvement.

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Figure 10. International trends in test scores and trends in economic growth



From “Achievement Growth: International and US State Trends in Student Performance”, Hanushek

What About Spending Increases? According to another popular theory, additional spending on education will yield gains in test scores. To see whether expenditure theory can account for the interstate variation, we plotted test-score gains against increments in spending between 1990 and 2009. As can be seen from the scattering of states into all parts of Figure 9, the data offers precious little support for the theory. Just about as many high-spending states showed relatively small gains as showed large ones. Maryland, Massachusetts, and New Jersey enjoyed substantial gains in student performance after committing substantial new fiscal resources. But other states with large spending increments, New York, Wyoming, and West Virginia, for example, had only marginal test-score gains to show for all that additional expenditure. And many states defied the theory by showing gains even when they did not commit much in the way of additional resources. It is true that spending and

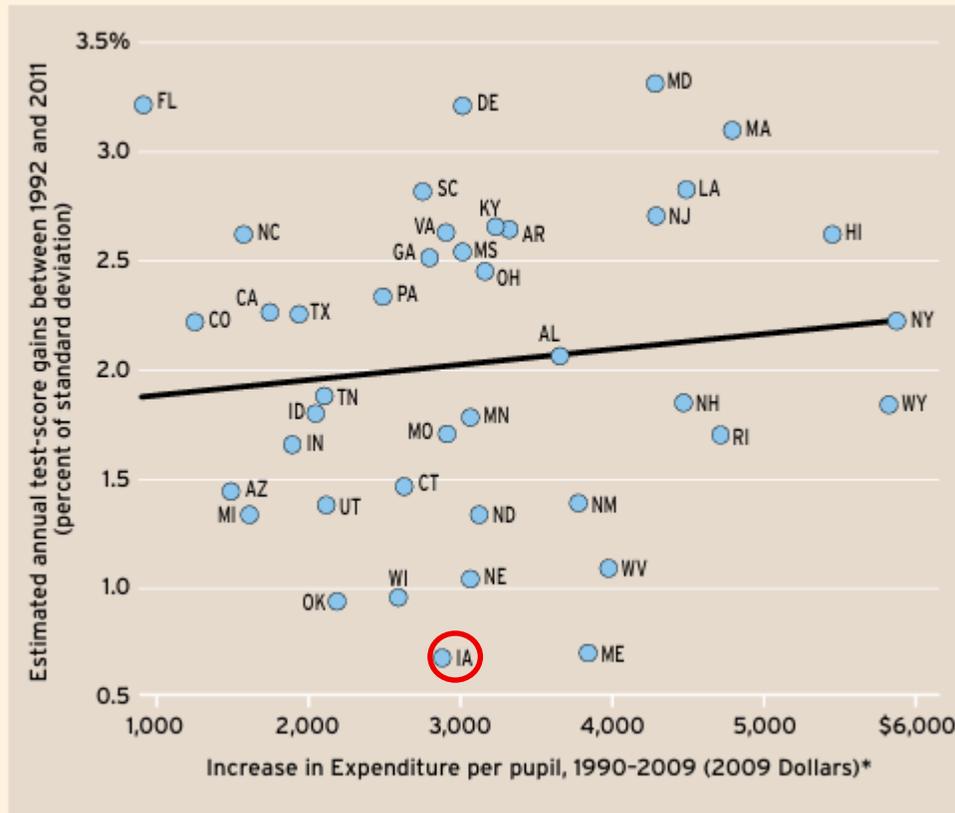
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achievement gains have a slight positive relationship, but the 0.12 correlation between new expenditure and test-score gain is of no statistical or substantive significance. On average, an additional \$1,000 in per-pupil spending is associated with a trivial annual gain in achievement of one-tenth of 1 percent of a standard deviation.

Figure 9. Relationship between increments in state expenditures per pupil and gains in student achievement, 1990–2008



*Change in expenditure per pupil adjusted for inflation; *Digest of Educational Statistics, 2011*

Despite increased spending, there has been virtually little gain in student performance in Iowa.

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◆ AI Overview

The latest NAEP results, released in September 2025, show a continued decline in student

performance, with significant drops in 4th and 8th-grade reading and 8th-grade science scores compared to 2019. Math scores for 12th graders also declined since 2019, while 4th and 8th-grade math scores have held steady or rebounded slightly after their initial drops. A larger percentage of 8th-grade students performed below the NAEP Basic level in reading compared to 2019. [🔗](#)



Key findings from the 2024 NAEP results:

- **Other findings:**

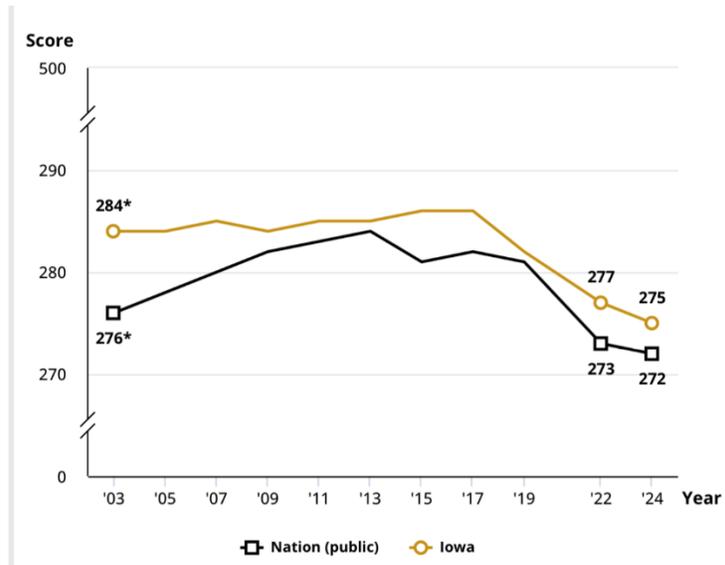
- Teacher work satisfaction showed a decline, with fewer teachers reporting their work was inspiring.
- A higher percentage of students who learned remotely during the 2020–21 school year reported having less frequent access to learning resources.
- The 2022 NAEP Long-Term Trend (LTT) assessment for 9-year-olds showed the largest average score decline in reading since 1990 and the first-ever decline in math scores compared to 2020. [🔗](#)

- **Reading:** Average reading scores for 4th and 8th graders declined from both 2019 and 2022 levels.
- **Science:** Eighth-grade science scores fell by 4 points since 2019.
- **Mathematics:**
 - 12th-grade math scores declined by 3 points since 2019.
 - However, 4th and 8th-grade math scores showed some recovery, with slight rebounds compared to 2022 scores after an initial pandemic-related drop.

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* Significantly different ($p < .05$) from 2024. Significance tests were performed using unrounded

Grade 8 Math Scores

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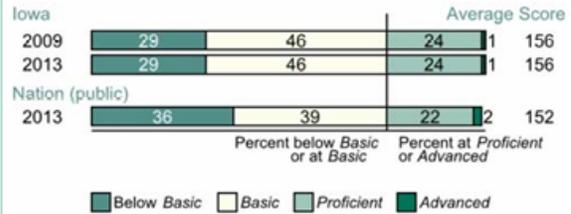
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Overall Results

- In 2013, the average score of twelfth-grade students in Iowa was 156. This was higher than the average score of 152 for public school students in the nation.
- The average score for students in Iowa in 2013 (156) was not significantly different from their average score in 2009 (156).
- The score gap between higher performing students (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 39 points in 2013. This performance gap was not significantly different from that in 2009 (38 points).
- The percentage of students in Iowa who performed at or above the NAEP *Proficient* level was 26 percent in 2013. This percentage was not significantly different from that in 2009 (25 percent).
- The percentage of students in Iowa who performed at or above the NAEP *Basic* level was 71 percent in 2013. This percentage was not significantly different from that in 2009 (71 percent).

Achievement-Level Percentages and Average Score Results



NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2013 to Other States/Jurisdictions

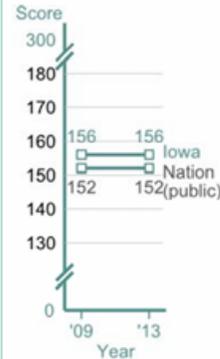


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2013, the average score in **Iowa** (156) was

- lower than those in 5 states/jurisdictions
- higher than those in 4 states/jurisdictions
- not significantly different from those in 3 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



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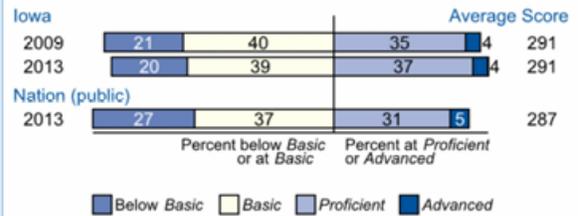
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Overall Results

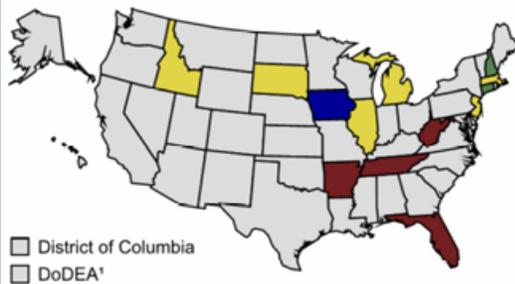
- In 2013, the average score of twelfth-grade students in Iowa was 291. This was higher than the average score of 287 for public school students in the nation.
- The average score for students in Iowa in 2013 (291) was not significantly different from their average score in 2009 (291).
- The score gap between higher performing students in Iowa (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 44 points in 2013. This performance gap was not significantly different from that in 2009 (44 points).
- The percentage of students in Iowa who performed at or above the NAEP *Proficient* level was 40 percent in 2013. This percentage was not significantly different from that in 2009 (39 percent).
- The percentage of students in Iowa who performed at or above the NAEP *Basic* level was 80 percent in 2013. This percentage was not significantly different from that in 2009 (79 percent).

Achievement-Level Percentages and Average Score Results



NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2013 to Other States/Jurisdictions

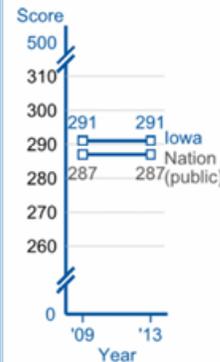


* Department of Defense Education Activity (overseas and domestic schools).

In 2013, the average score in **Iowa** (291) was

- lower than those in 2 states/jurisdictions
- higher than those in 4 states/jurisdictions
- not significantly different from those in 6 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



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PISA (Program for International Student Assessment), administered by OECD
(Organization for Economic Cooperation and Development)

Math

The average math performance of U.S. students fell 13 points in what PISA is calling the "lowest" overall results it has "ever measured."

The U.S. earned an average score of 465, plummeting under both its 2018 score and the international average of 480. The all-time low marks the seventh consecutive time the U.S. has failed to meet the international average since PISA evaluations began.

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Average scores and differences from U.S. average score of 15-year-old students on the Program for International Student Assessment (PISA) mathematics literacy scale, by education system: 2022

Education system	Average score	Difference from U.S. average score	Education system	Average score	Difference from U.S. average score
OECD average	472	◆	<i>Ukraine (18 of 27 Regions)¹</i>	441	-24 ▼
<i>Singapore</i>	575	110 ▲	<i>Serbia</i>	440	-25 ▼
<i>Macau (China)</i>	552	87 ▲	<i>United Arab Emirates</i>	431	-34 ▼
<i>Chinese Taipei</i>	547	82 ▲	<i>Greece</i>	430	-35 ▼
<i>Hong Kong (China)</i>	540	75 ▲	<i>Romania</i>	428	-37 ▼
<i>Japan</i>	536	71 ▲	<i>Kazakhstan</i>	425	-39 ▼
<i>Korea, Republic of</i>	527	62 ▲	<i>Mongolia</i>	425	-40 ▼
<i>Estonia</i>	510	45 ▲	<i>Cyprus</i>	418	-47 ▼
<i>Switzerland</i>	508	43 ▲	<i>Bulgaria</i>	417	-48 ▼
<i>Canada</i>	497	32 ▲	<i>Moldova, Republic of</i>	414	-51 ▼
<i>Netherlands</i>	493	28 ▲	<i>Qatar</i>	414	-51 ▼
<i>Ireland</i>	492	27 ▲	<i>Chile</i>	412	-53 ▼
<i>Belgium</i>	489	25 ▲	<i>Uruguay</i>	409	-56 ▼
<i>Denmark</i>	489	24 ▲	<i>Malaysia</i>	409	-56 ▼
<i>United Kingdom</i>	489	24 ▲	<i>Montenegro, Republic of</i>	406	-59 ▼
<i>Poland</i>	489	24 ▲	<i>Baku (Azerbaijan)¹</i>	397	-68 ▼
<i>Austria</i>	487	22 ▲	<i>Mexico¹</i>	395	-70 ▼
<i>Australia</i>	487	22 ▲	<i>Thailand¹</i>	394	-71 ▼
<i>Czech Republic</i>	487	22 ▲	<i>Peru</i>	391	-74 ▼
<i>Slovenia</i>	485	20 ▲	<i>Georgia</i>	390	-75 ▼
<i>Finland</i>	484	19 ▲	<i>Saudi Arabia</i>	389	-76 ▼
<i>Latvia</i>	483	18 ▲	<i>North Macedonia</i>	389	-76 ▼
<i>Sweden</i>	482	17 ▲	<i>Costa Rica</i>	385	-80 ▼
<i>New Zealand</i>	479	14! ▲	<i>Colombia¹</i>	383	-82 ▼
<i>Lithuania</i>	475	10! ▲	<i>Brazil</i>	379	-86 ▼
<i>Germany</i>	475	10!! ▲	<i>Argentina</i>	378	-87 ▼
<i>France</i>	474	◆	<i>Jamaica¹</i>	377	-87 ▼
<i>Spain</i>	473	◆	<i>Albania</i>	368	-97 ▼
<i>Hungary</i>	473	◆	<i>Palestinian Authority</i>	366	-99 ▼
<i>Portugal</i>	472	◆	<i>Indonesia</i>	366	-99 ▼
<i>Italy</i>	471	◆	<i>Morocco</i>	365	-100 ▼
<i>Vietnam¹</i>	469	◆	<i>Uzbekistan</i>	364	-101 ▼
<i>Norway</i>	468	◆	<i>Jordan</i>	361	-104 ▼
<i>Malta</i>	466	◆	<i>Panama¹</i>	357	-108 ▼
United States	465		<i>Kosovo</i>	355	-110 ▼
<i>Slovak Republic</i>	464	◆	<i>Philippines</i>	355	-110 ▼
<i>Croatia</i>	463	◆	<i>Guatemala²</i>	344	-121 ▼
<i>Iceland</i>	459	◆	<i>El Salvador¹</i>	343	-121 ▼
<i>Israel</i>	458	◆	<i>Dominican Republic¹</i>	339	-126 ▼
<i>Türkiye¹</i>	453	-12! ▼	<i>Paraguay¹</i>	338	-127 ▼
<i>Brunei Darussalam</i>	442	-23 ▼	<i>Cambodia²</i>	336	-128 ▼

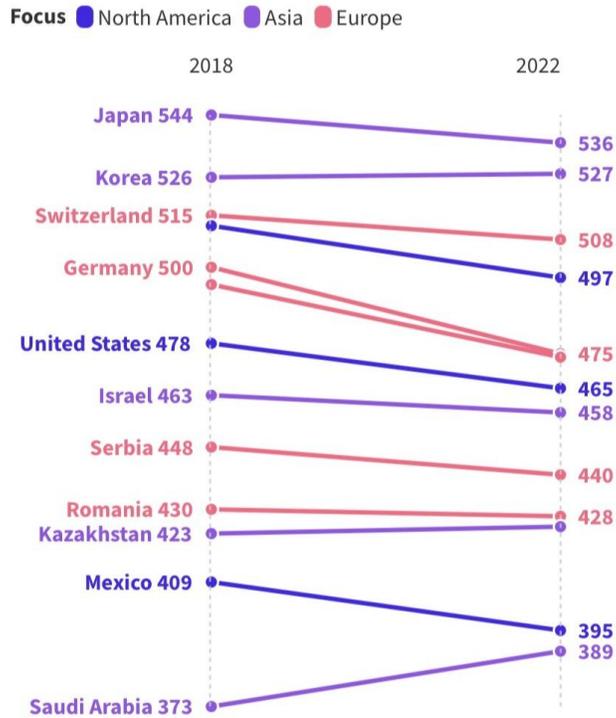
- ▲ Average score is higher than U.S. average score at the .05 level of statistical significance.
- ▼ Average score is lower than U.S. average score at the .05 level of statistical significance.
- ◆ Average score is not measurably different from U.S. average score at the .05 level of statistical significance.

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PISA Math Scores: 2018 vs 2022



Source: Organisation for Economic Co-operation and Development • Map produced by Julian Baron

The United States scored 499 in science, above the OECD average of 485 but still well below the top five highest scorers in science, which were:

- Singapore: 561
- Japan: 547
- Macao: 543
- Chinese Taipei: 537
- Korea: 528

It's clear when analyzing the U.S. results that the scores have been stable over time. They're not declining but there aren't any signs of improvement, either. There's been no detectable change in U.S. students' math scores since 2003 or in science scores since 2006.

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PIRLS (Progress on International Reading Literature Studies, conducted by the International Association for the Evaluation of Educational Achievement - IEA)

TIMSS (Trends in International Math and Science Studies, administered by OECD)

NOTE: additional student performance data is available via PIRLS and TIMSS. These are limited to 4th and 8th grade students and out of scope for this study. However, they show declining trends since 2009, which has an effect on high school student performance.

Noticing that the student math scores of Spain are higher than those of the U.S., I Googled as to why. Below are a couple of things I found.

◆ AI Overview

Student math scores are not consistently higher in Spain than in the US; in recent PISA assessments, the US average has been statistically similar to or slightly above Spain's, and both lag behind many other developed and Asian countries. The perception that Spain's scores are higher may stem from different educational systems, where **Spain has more standardized national curricula and a greater focus on core subjects compared to the more decentralized and varied US system**, and some European countries prioritize foundational skills more than the US does, which may lead to different learning outcomes. 



- **Standardization:** Spain has a more standardized national curriculum and grading system, where passing requires a deeper understanding of the material, whereas the US system can vary widely by state and district.
- **Curriculum focus:** Some European countries, including Spain, have a more academic-focused curriculum that emphasizes core subjects like math, similar to other national systems that may focus on memorization and foundational skills.
- **Grading and accountability:** In Spain, a score of 5 out of 10 is considered a passing grade (equivalent to a US C), and achieving the highest grades is rare, unlike in the US where grade inflation is more common.

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- **Educational model:** The US system, with its emphasis on extracurricular activities and less standardized curriculum, may produce students with different skill sets compared to the more rigorous and academic-focused European model. 

From REDDIT discussion, which may give us a clue.



Delde116 · 8mo ago

 Top 1% Commenter

I've had the opportunity to study under the American system when I was a kid, and the differences in content are quite different.

Generally speaking the difference between the Spanish and U.S academic system is that Spain by two comparison is 2 years ahead. (i.e a spanish fifth grader know the same as a U.S 7th grader, and a Spanish 7th grader knows the same as a U.S 10th grader).

In Spain, 7th graders are also taught World History as well as Spanish and World Geography (overall more general international knowledge like continents, countries, cities and major capitals, rivers, mountains). As for World History, they will be taught from the Cavemen era (homo sapiens) to Mesopotamia, Ancient Egypt, Greeks, Romans, Ancient Spain. Then from 7th Grade to 10th grade, they will learn more world history and Spain relation with that world history.

Biology or what we call Natural sciences is also part of 7th grade. In the 9th grade the academic content splits into either a more science centered approach or a more socials heavy approach (i.e, Biology, and Physics/Chemistry, or economics, history, latin). This separation is more prevalent in Highschool (Bachillerato) which is from grades 11 and 12.

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NATIONAL COMPARISONS

Before we begin comparing state student performance, we need to look at how proficiency is measured.

From the Iowa Department of Education website:

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what students in the United States know and can accomplish in various subject areas. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.

PROFICIENCY DISCUSSION

It is important to understand that the NAEP definition of proficiency used here is different from the one set by each state under No Child Left Behind, the federal law passed in 2002, which asked each state to take steps to ensure that adequate progress was being made each year so that all students would be proficient by 2014. That law allowed each state to set its own proficiency standard, and as a result, state proficiency standards have varied widely.¹⁶ In 2009 only five states—Massachusetts, Missouri, Washington, Hawaii, and New Mexico—set their proficiency standards at levels roughly equivalent to the NAEP level of proficiency.¹⁷ Meanwhile, Tennessee, Nebraska, Alabama, and Michigan, the states with the lowest proficiency standards, set them closer to the NAEP basic level.

 <https://www.brookings.edu/articles/the-naep-proficiency-myth/#>

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RESEARCH

The NAEP proficiency myth

Tom Loveless
June 13, 2016

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Does NAEP proficient mean grade level?

The [National Center for Education Statistics](#) (NCES) states emphatically, “Proficient is not synonymous with grade level performance.” The National Assessment Governing Board has a [brochure](#) with information on NAEP, including a section devoted to myths and facts. There, you will find this:

Myth: The NAEP Proficient level is like being on grade level.

Fact: Proficient on NAEP means competency over challenging subject matter. This is not the same thing as being “on grade level,” which refers to performance on local curriculum and standards. NAEP is a general assessment of knowledge and skills in a particular subject.

 <https://www.edweek.org/teaching-learning/what-does-proficient-on-the-naep-test-really-mean/2016/06>

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What Does ‘Proficient’ on the NAEP Test Really Mean?



By [Liana Loewus](#) — June 15, 2016 ⌚ 4 min read

Here’s how the National Center for Education Statistics, which administers NAEP, defines proficient: “Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.”

“Challenging subject matter” is the key term here, according to Loveless. Proficiency is a much tougher goal than being on grade level.

However, Campbell notes that the definition for “basic” performance, or the level below proficient, isn’t much help in clarifying the matter. NCES says that basic means “partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.” (See how the word proficient appears in that definition?)

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As states have moved to the Common Core State Standards and associated tests, many have attempted to set their own proficiency levels closer to NAEP's. In other words, some states have raised their expectations for students, and the percentage of students labeled proficient has gone down. (The standards themselves are also harder to master, most people agree, so that likely also contributes to drops in pass rates.)

In a piece published on the Washington Post's Answer Sheet blog, Carol Burris, a New York principal turned activist, argues that setting expectations too high can force teachers to go too fast. "If you set an unreasonable cut score on state tests and pressure teachers and kids to meet it, it can work against student learning, especially for students who struggle," she writes. "Sizeable numbers of kids will learn less than they might if the instructional pace and content were developmentally appropriate and well sequenced."

 <https://www.nagb.gov/content/dam/nagb/en/documents/naep/achievement-levels-descriptions.pdf>

In addition to reporting scale scores (e.g., average scores on a 0-500 or 0-300 scale, depending on grade and assessment), NAEP reports student performance using three achievement levels – *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. These achievement levels contextualize NAEP results according to student knowledge and skills measured by each assessment.

The National Assessment Governing Board (nagb.gov) sets NAEP achievement levels, which are:

NAEP Basic: This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for performance at the *NAEP Proficient* level.

NAEP Proficient*: This level represents solid academic performance for each NAEP assessment. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.

NAEP Advanced: This level signifies superior performance beyond NAEP Proficient.

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IOWA'S PROFICIENCY DEFINITION

Background on Proficiency in Iowa

Background

The Iowa Statewide Assessment of Student Progress (ISASP) replaced the former Iowa Assessments, with students taking the new tests for the first time in spring 2019. English Language Arts and Math tests were given to students in grades 3 through 11, while Science tests were given in grades 5, 8 and 10. Due to the implementation and scoring process for this new assessment, we are just now receiving results from the test administered in March/April 2019 (approximately 7 months ago).

Higher Expectations

ISASP better reflects what's being taught in Iowa classrooms and how students are progressing toward the grade-level expectations outlined in Iowa's academic standards. Because the new state test is more aligned to Iowa's academic standards, it is more challenging. These results will re-set the baseline for future progress on the new state test. They should not be compared to results from previous years' Iowa Assessments because the new state test measures Iowa's academic standards aligned to the appropriate grade level.

The proficiencies on the Iowa Department of Education (IDOE) website are based on the Iowa Assessment tests. These tests are administered only through grade 11 so are not indicative of grade 12 performance.

Performance Levels

The state of Iowa has adopted three performance levels for the ISASP: Advanced, Proficient, and Not-Yet-Proficient.

Performance Level	Descriptor
Advanced	Students performing at the Advanced level demonstrate thorough competence over the knowledge, skills, and abilities that meet the requirements for their grade level associated with academic readiness for college and careers in the subject.
Proficient	Students performing at the Proficient level demonstrate adequate competency over the knowledge, skills, and

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	abilities that meet the requirements for their grade level associated with academic readiness for college and careers in the subject area.
Not-Yet- Proficient	Students performing at the not-yet-proficient level have not yet demonstrated the knowledge and skills to be classified as Proficient.

These performance levels were recommended by a committee of Iowa educators and define the range of standard scores for each of the three categories. The standard score is a number that describes a student's location on the achievement continuum. The tables on the [Iowa Statewide Assessment of Student Progress](#) site show the standard scores that are used to determine a student's achievement level.

As one can see, Iowa's definition of "Proficient" is lower than the NAEP definition.

The following chart shows how Iowa determines different levels of proficiency from test scores. The left-hand columns are from the ISASP website. The right-hand columns are values calculated from the left-hand columns and are a percentage of the maximum scores possible.

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ISASP PROFICIENCY SCORES

SCIENCE

24-Jul-25

GRADE	NOT YET PROFICIENT		PROFICIENT		ADVANCED		NOT YET PROFICIENT		PROFICIENT		ADVANCED	
5	355	451	452	541	542	590	60%	76%	77%	92%	92%	100%
8	385	507	508	608	609	720	53%	70%	71%	84%	85%	100%
10	435	544	545	655	656	780	56%	70%	70%	84%	84%	100%

MATH

GRADE	NOT YET PROFICIENT		PROFICIENT		ADVANCED		NOT YET PROFICIENT		PROFICIENT		ADVANCED	
3	345	389	390	442	443	510	68%	76%	76%	87%	87%	100%
4	350	408	409	475	476	540	65%	76%	76%	88%	88%	100%
5	355	428	429	502	503	590	60%	73%	73%	85%	85%	100%
6	360	449	450	531	532	640	56%	70%	70%	83%	83%	100%
7	370	468	469	574	575	680	54%	69%	69%	84%	85%	100%
8	385	489	490	605	606	720	53%	68%	68%	84%	84%	100%
9	410	512	513	625	626	750	55%	68%	68%	83%	83%	100%
10	435	536	537	653	654	780	56%	69%	69%	84%	84%	100%
11	460	558	559	674	675	800	58%	70%	70%	84%	84%	100%

ELA

GRADE	NOT YET PROFICIENT		PROFICIENT		ADVANCED		NOT YET PROFICIENT		PROFICIENT		ADVANCED	
3	345	397	398	446	447	510	68%	78%	78%	87%	88%	100%
4	350	413	414	477	478	540	65%	76%	77%	88%	89%	100%
5	355	436	437	512	513	590	60%	74%	74%	87%	87%	100%
6	360	455	456	540	541	640	56%	71%	71%	84%	85%	100%
7	370	474	475	568	569	680	54%	70%	70%	84%	84%	100%
8	385	493	494	593	594	720	53%	68%	69%	82%	83%	100%
9	410	504	505	617	618	750	55%	67%	67%	82%	82%	100%
10	435	529	530	641	642	780	56%	68%	68%	82%	82%	100%
11	460	560	561	659	660	800	58%	70%	70%	82%	83%	100%

One can see that as the grade level increases, the percentage needed for a particular proficiency level decreases. In theory, this makes it easier for students to achieve each level of proficiency. Also, in the upper grades for ELA, the required percentage for the upper end of proficient is less than that for science and math. For example:

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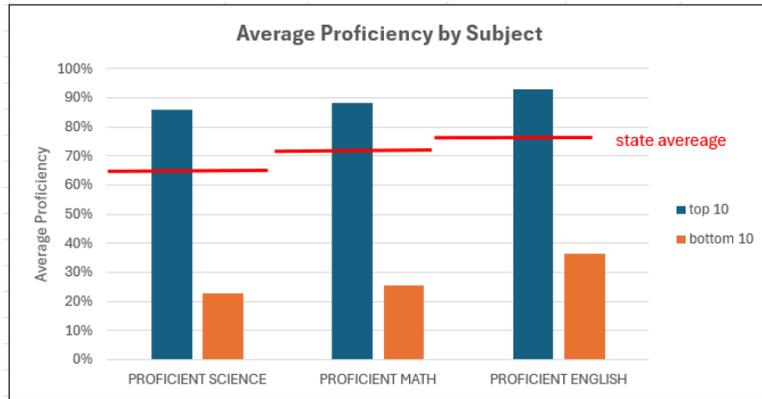
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Science Proficient range top end: Grade 5 – 92%
Grade 8 & 10 -84%

Math Proficient range top end: Grade 3 - 87%
Grade 4- 88%
Grade 10&11-84%

ELA Proficient range top end: Grade 3 - 87%
Grade 4- 88%
Grade 10&11-82%

The lower thresholds for ELA may explain why the proficiencies for ELA are consistently higher than those for science and math. See the chart below.



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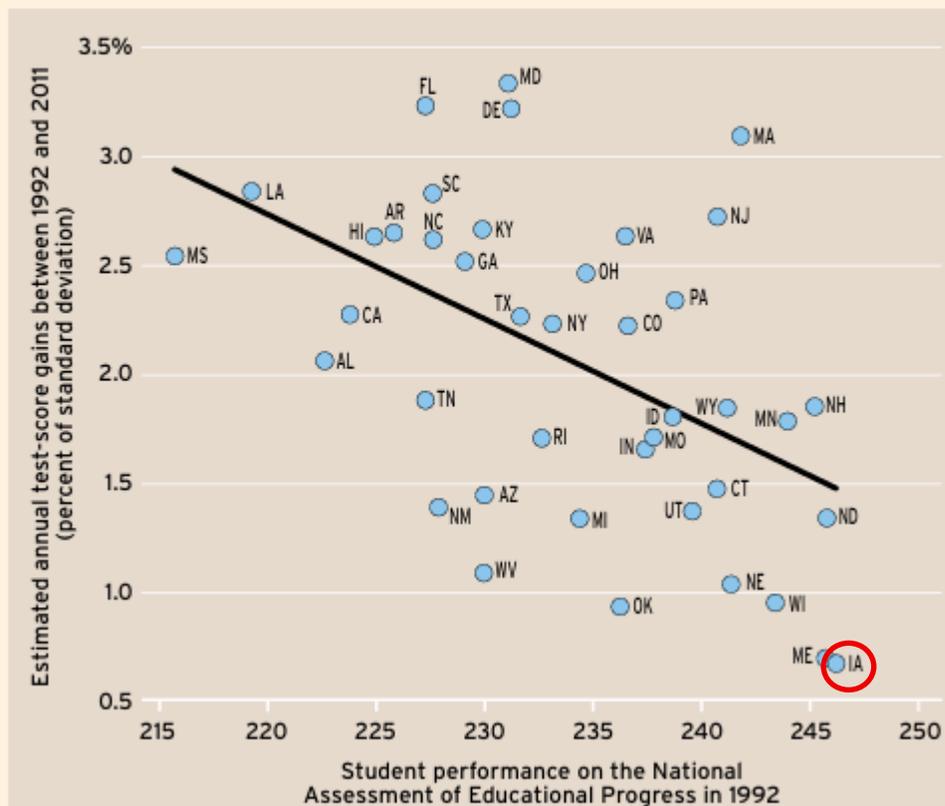
Following are study results from internet sources and data from various international standardized tests.

NAEP

From “Achievement Growth: International and US State Trends in Student Performance”, Hanushek, a Harvard study

Although Iowa students perform above most all other states, their rate of improvement is less than all other 50 states. However, it is important to note that there are other states with nearly the same performance but have a much higher performance growth rate. This could mean that these states will soon outperform Iowa if they haven't already.

Figure 8. Relationship between a state's initial level of student achievement and its growth rate, 1992–2011



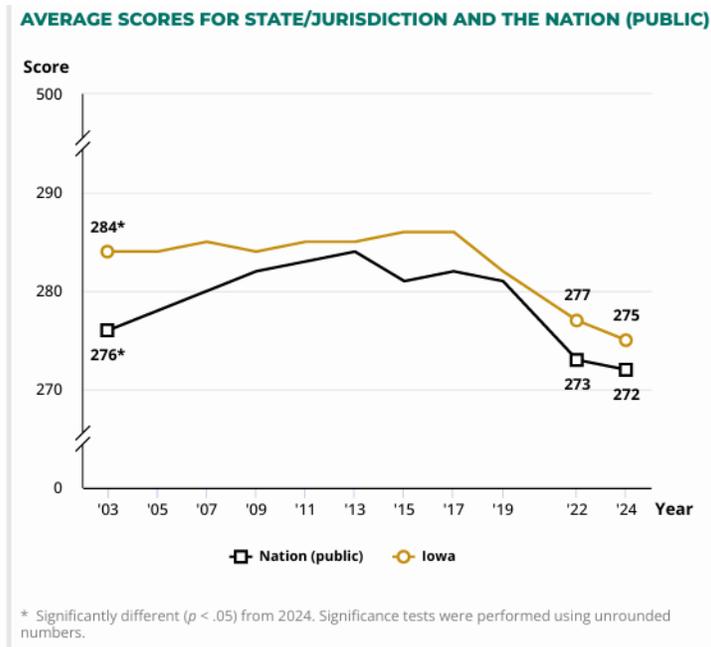
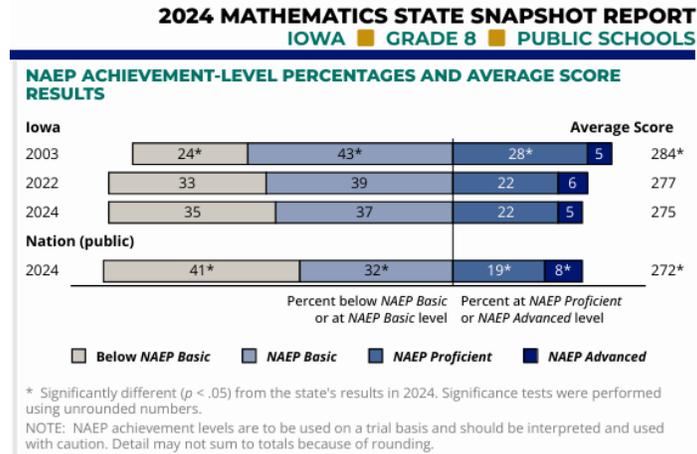
Below are NAEP results from 2024 for 8th grade math. (No results are available for higher grades). Although Iowa student achievement was above the national average, it was the lowest it has been since at least 2003. The decline started in 2017, according to the chart below. In the notes under the chart, NAEP points out that the compared to white students,

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black students scored 41 points lower, Hispanic students scored 24 points lower, and that economically challenged students scored 29 points lower than non-economically challenged students.



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RESULTS FOR STUDENT GROUPS IN 2024

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	PERCENTAGE AT OR ABOVE NAEP		PERCENTAGE AT NAEP ADVANCED
			BASIC	PROFICIENT	
Race/ethnicity					
American Indian/Alaska Native	#	‡	‡	‡	‡
Asian	3	‡	‡	‡	‡
Black	7	240	28	5	#
Hispanic	13	257	42	13	2
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races	5	277	64	31	6
White	72	281	72	32	5
Gender					
Male	51	276	65	29	6
Female	49	274	65	26	4
Economically disadvantaged status					
Economically disadvantaged	44	259	47	13	2
Not economically disadvantaged	56	287	78	38	8

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the Economically Disadvantaged Status is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

SCORE GAPS FOR STUDENT GROUPS

- In 2024, Black students had an average score that was 41 points lower than that for White students. This performance gap was wider than that in 2003 (30 points).
- In 2024, Hispanic students had an average score that was 24 points lower than that for White students. This performance gap was not significantly different from that in 2003 (32 points).
- In 2024, male students in Iowa had an average score that was not significantly different from that for female students.
- In 2024, students who were identified as economically disadvantaged had an average score that was 29 points lower than that for students who were identified as not economically disadvantaged. This performance gap was not significantly different from that in 2003 (24 points).

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NOTE: Fewer and fewer high school students are taking SAT / ACT tests since most colleges and universities have dropped requiring them. Approximately 68% of Iowa high school seniors took the ACT exam in 2014, while only 48% took it in 2023. Some students are electing to attend local community colleges for their initial college work in order to spend less on college education, and most of these institutions do not require SAT or ACT test scores either. Therefore, SAT / ACT scores are becoming less of an indicator of a particular school performance.

Also, across the nation, different states tend to use either the SAT or ACT tests more than the other. For example, in Iowa for students taking a test, only about 2% of students take the SAT while the remainder take the ACT. Some states only use the SAT.

SAT

When comparing SAT or ACT scores, one must consider the percentage of students taking the test in order to determine how representative the results are of a state's students. The percentage of students taking the SAT in a particular state varies from 1% to 100%. In Iowa, 2% of the students took the SAT.

Ref.: <https://www.ontocollege.com/average-sat-score/>



In September 2024, the national average was 1024, (Iowa 1208) and in October 2025, it was 1028, (Iowa 1195).

The chart below shows the percentage of students in each of the scoring ranges. Iowa's average places it in the upper half of students.

Total Score		
1400–1600	142,239	7%
1200–1390	329,072	17%
1000–1190	547,126	28%
800–990	601,348	30%
600–790	338,320	17%
400–590	15,786	
Mean	1024	
SD	229	

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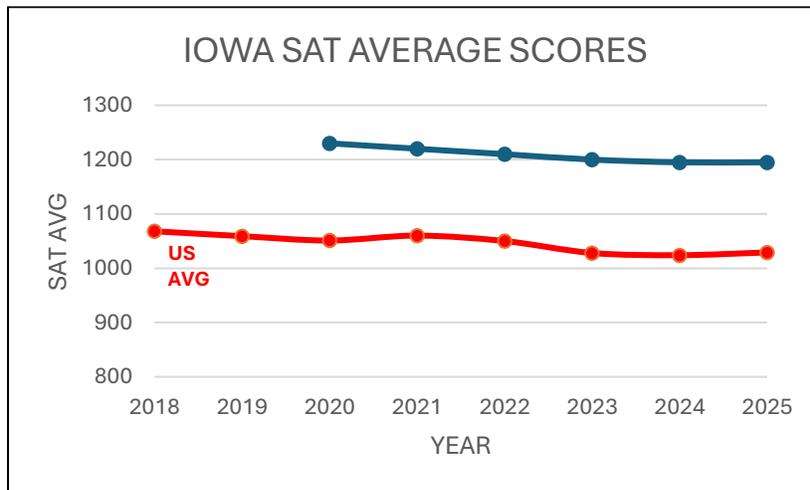
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In October 2025, the state with the highest SAT average score was Kansas at 1256. Iowa placed 12th at 1195.



Iowa SAT scores continue to drop since 2018. The chart below compares Iowa SAT scores with the US average.



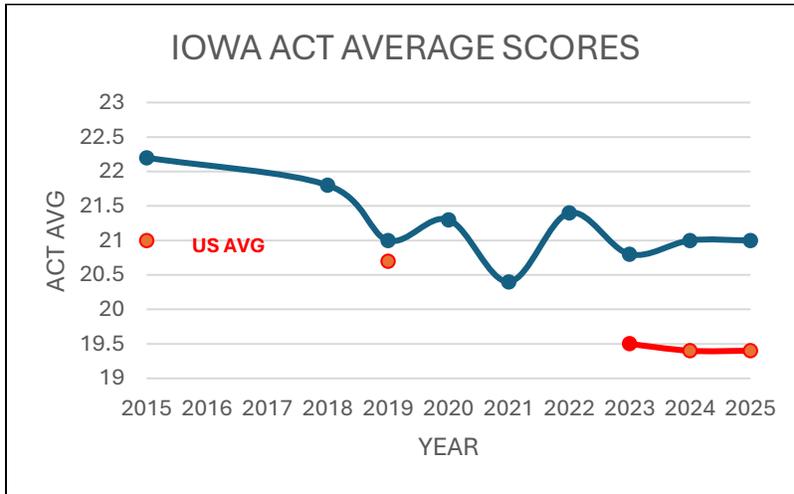
ACT

The chart below compares Iowa average scores with the US average. Although Iowa scores consistently above the US, scores continue to drop below the 2015 values. One can see the effect that COVID had on test scores in 2021.

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To give some context to scores, below were the general requirements for admission to Iowa State University, (no longer required?).

What ACT do you need to get into Iowa state?

... scores are accepted as part of Iowa State University's admissions requirements which will include a SAT Range between 1120-1330 and an ACT Range between **21-28**

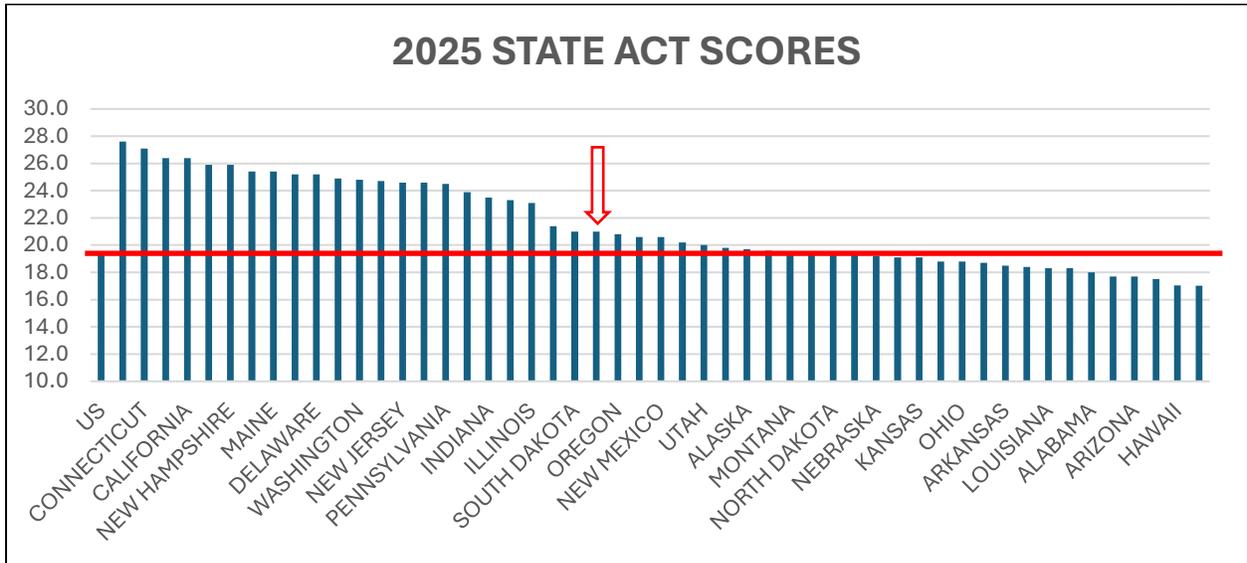
<https://testbook.com>

The following charts show the 2025 ACT scores by state, plotted highest to lowest. The District of Columbia is included for a total of 51, plus the US national average is shown. Iowa's average is indicated by the red arrow and is 23rd among the states.

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APPENDIX C – IN-STATE COMPARISON

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IN-STATE COMPARISONS

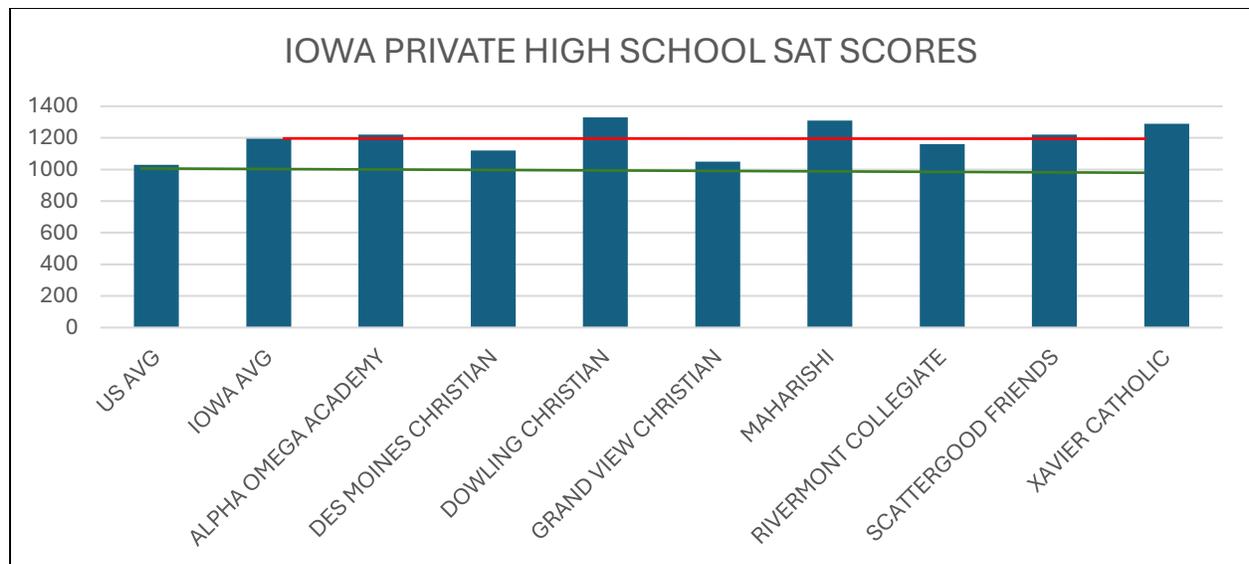
NOTE: The accuracy of SAT and ACT values gathered from internet sources is of some question. Different sources may give different values for the same school and date. There is even one case where the same source gave different values to the same entity as of the same date. What's more, the values didn't always agree with the numbers given by the school principals. Caution should be used when using these.

Private School SAT

Data for private schools is more difficult to obtain than public school data. Private school students usually have to take SAT / ACT tests as part of their admission into colleges and universities. This could potentially show a higher average than public schools as students not desiring to go on to college may not take the test, whereas in public schools, students may be encouraged to take the test to understand their readiness for education beyond high school. Keep in mind that only about 2% of Iowa public school students take the SAT so comparing results may not be indicative of actual student performance.

Ref: <https://www.privateschoolreview.com/sat-score-stats/iowa>

Average Private School SAT Scores in Iowa (2025)



One can see that these private school examples compare favorably with Iowa public schools. In fact, Dowling Christian's, Maharishi's, and Xavier Catholic's performance exceeds the nation's top state, Kansas (1256).

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APPENDIX C – IN-STATE COMPARISON

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Homeschool SAT

Data for homeschooled students is more difficult to obtain. However, universities say that homeschooled student entrance test scores are generally higher than public school student scores, and they tend to hold that performance edge throughout their college experience.

- Nationwide, homeschooled students typically score higher on standardized tests like the SAT compared to public school students. 
- The average SAT score for homeschooled students is around 1190, while the national average for all students is lower. 

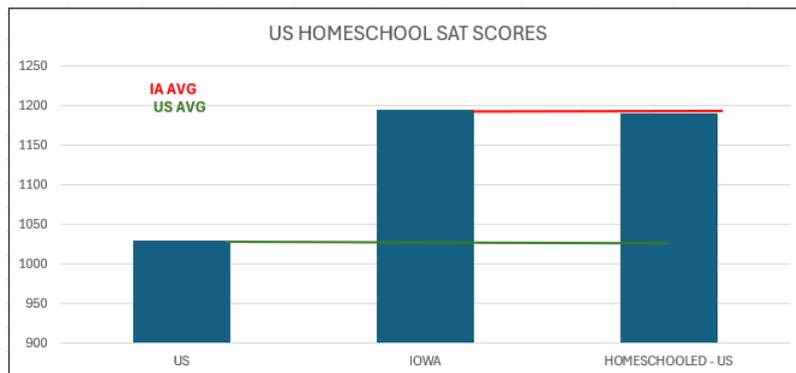
Homeschooled students generally have higher average SAT scores than the national average, with some sources citing scores around 1190 to 1200, while the national average has been around 1028 to 1060 in recent years. Research by the National Home Education Research Institute (NHERI) indicates that homeschooled students consistently perform better on standardized tests than their public school peers, scoring an average of 15 to 25 percentile points higher. 



Graduation requirements

- Homeschool students need a minimum combined score of 990 on the critical reading and mathematics sections of the SAT to meet Iowa graduation requirements.

The chart below shows how US-average homeschool student SAT scores compare to the US public school and Iowa public school scores.



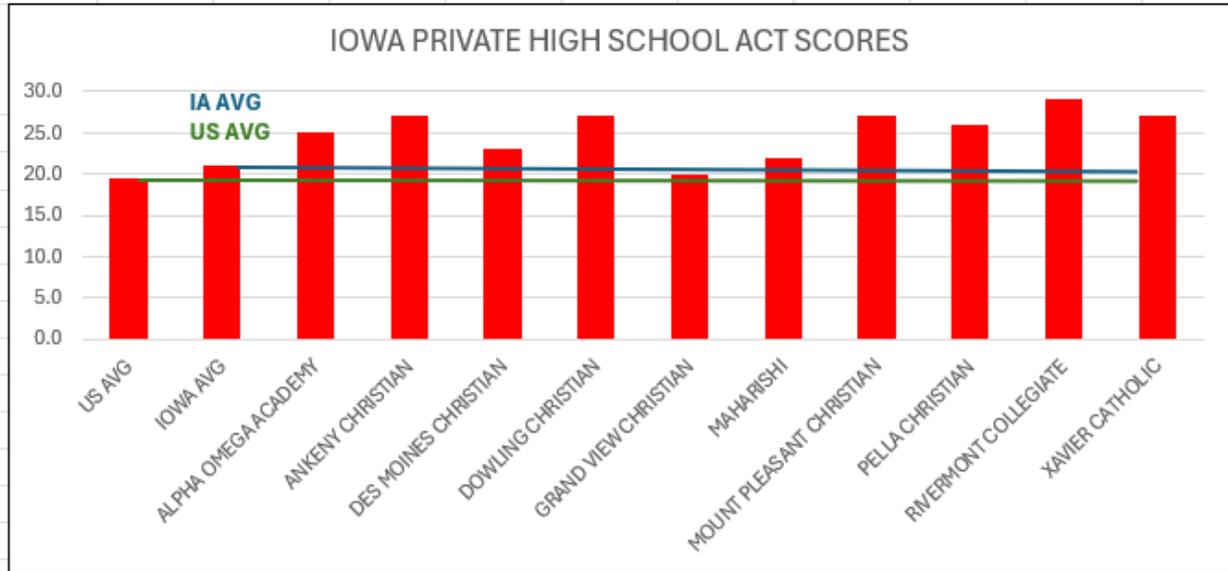
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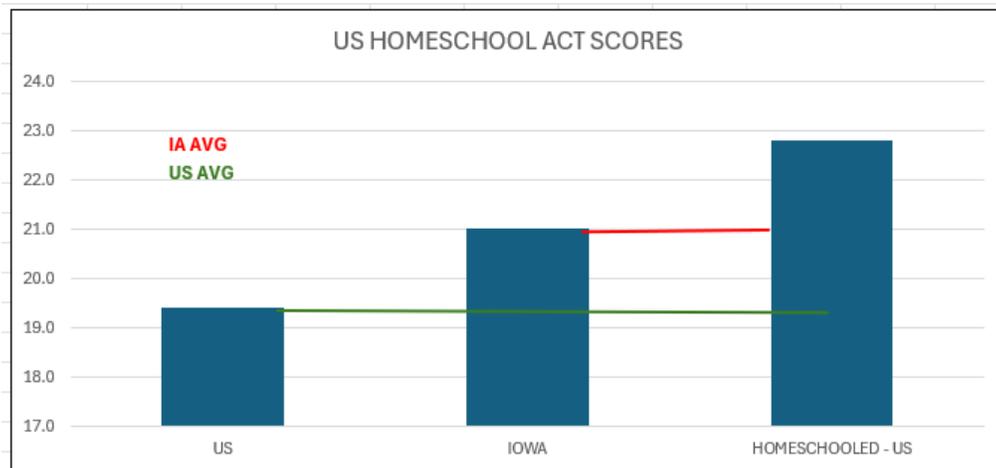
Private School ACT

Private schools in Iowa compare favorably to the average for public schools.



Homeschool ACT

ACT scores for Iowa homeschooled students could not be obtained. The chart below compares US average homeschool student ACT scores with the US public and Iowa public school average.



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Iowa Public Schools

The Iowa Department of Education maintains a system for rating public schools. The results are shown on a website: [Department of Education - Iowa School Performance Profiles](#). Individual schools may be selected to view results and there is data on several different drop-down menus. Data from 2024 was used for this study as the 2025 data was not yet available. It is believed that the proficiency scores were derived from the Iowa Assessment testing.

IDOE uses 10-12 criteria to determine an overall performance level. A score is determined by calculating a percentage of possible points for each of the criteria. Based on the total percentage, a school is then classified into one of six categories. These are highest to lowest:

- EXCEPTIONAL
- HIGH PERFORMING
- COMMENDABLE
- ACCEPTABLE
- IMPROVEMENT
- PRIORITY

Below is a typical example of a rating for a school.

Measure	Raw Score 	Possible Points	Total Points
Attendance Growth 	4.87	50.00	24.35
Chronic Absenteeism 	23.67	50.00	38.17
Graduation Rate 4-Years 	93.48	50.00	46.74
Graduation Rate 5-Years 	92.73	50.00	46.37
Growth English Language Arts 	86.50	150.00	129.75
Growth Mathematics 	70.00	150.00	105.00
Percent Proficient Science 	80.30	100.00	80.30
Percent Proficient Mathematics 	76.89	100.00	76.89
Percent Proficient English Language Arts 	85.38	100.00	85.38
Post-secondary readiness index Work-Based Learning 	44.19	50.00	22.10
Post-secondary readiness index College Credit 	90.70	50.00	45.35
			700.39 Total Points
			77.82% of possible Points

There is a lot of useful data in the database, but it is not really user friendly. The results make it difficult to determine how a particular school’s metrics compare with other schools, for example. Further, the overall performance rating system “muddies the water” in understanding a school’s academic performance.

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The criteria used are not consistent between schools. This may be due to data reported from the schools that was inconsistent. I have also noted inconsistencies in the points awarded to different schools that affect the overall performance rating, perhaps making the overall rating not reflective of actual school performance.

For example, comparing three high schools: Alburnett, Denver, and Waverly Shell-Rock. None of these three schools reported chronic absenteeism in 2023. Their reported chronic absenteeism for 2024 were 23.67%, 10.87%, and 17.65%, respectively. Looking at scoring for growth in attendance, the raw scores awarded out of 50 possible were 4.87, 5.63, and 0.84, respectively. Out of 50 possible points for this criterion, the percentages calculated were 24.35%, 28.15%, and 4.2%. These numbers do not make sense. (There also could have been an error in the website data). If the Waverly calculated percentage was between the Alburnett and Denver values, as is the actual chronic absenteeism, their calculated percentage may have been around 25%, raising their overall performance to about 71.88%. This probably would have them rated as High Performing instead of Commendable.

A more detailed study was conducted of Iowa high schools, grades 9-12. There are 353 public high schools in Iowa. However, the Iowa Department of Education (IDOE) website showing Iowa school performance profiles had some data missing from some schools. Some other schools were also not used: even though the “name” was “high school”, data was included from lower grades, some as low as 5th grade. These anomalies were not used so the number of schools studied was 212. Therefore, statements below may say “best” or “top” or similar terms, but we must remember not all schools were involved in the study. All of the statements below refer to this database of 212 schools. Although 212 of 353 schools is about 60%, it was some of the smaller schools that typically combined lower grade data with the 9-12 grades that were filtered out of the study, so it is believed that the study represents a much higher percentage of students.

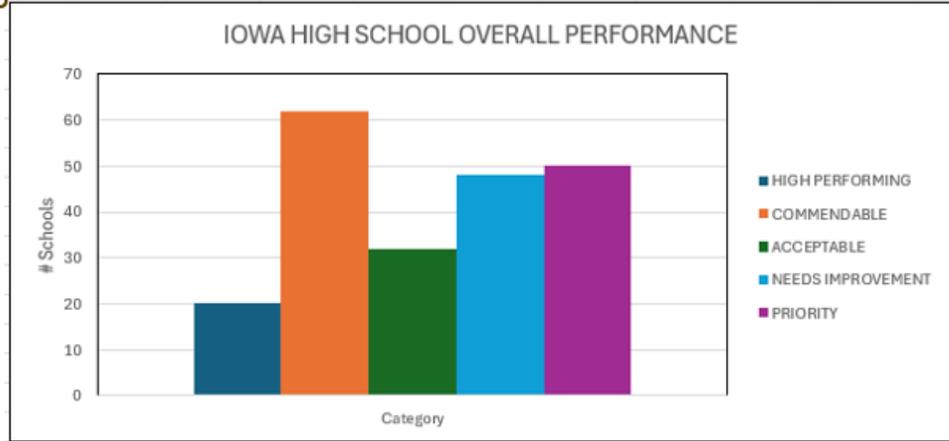
When comparing the IDOE overall scores to their given overall performance ratings, there is overlap in the overall performance percentages. This can cause confusion in the ratings. The chart shows the high, average, and low school percentages for each of the performance categories, the number of schools and percentage of the 212 schools that were in that category. The state average was 60.95%, (probably in the Needs Improvement category). See the chart below. About 54% of the 212 studied were categorized by IA DOE as Acceptable or better. Note that there were no schools rated Excellent.

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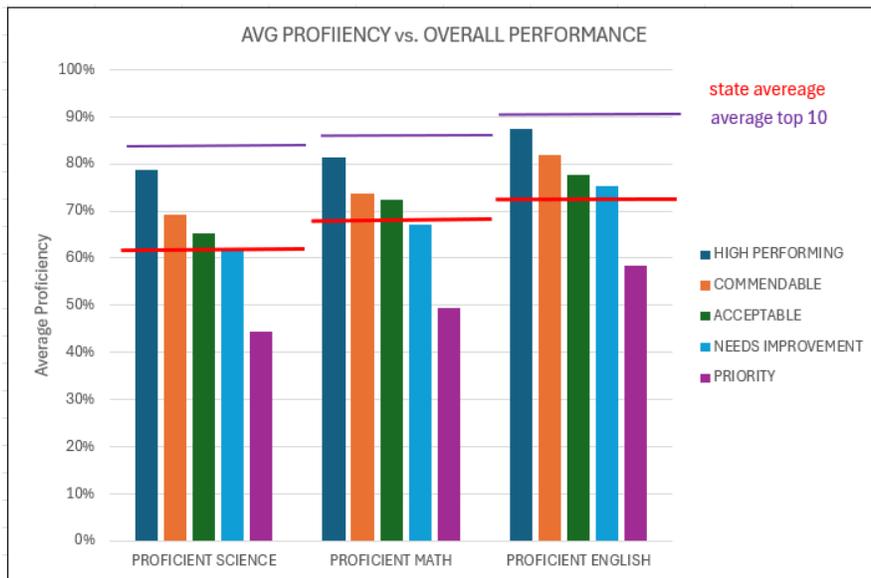
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EXCEPTIONAL	
0	
HIGH PERFORMING	CLASSIFICATION
20	# SCHOOLS
9.43%	% of 212
COMMENDABLE	
62	
29.25%	
ACCEPTABLE	
32	
15.09%	
NEEDS IMPROVEMENT	
48	
22.64%	
PRIORITY	
50	
23.58%	



Plotting each category's average proficiency in the three subject areas by their overall performance category generates the chart below.



Also shown are red lines representing the state average proficiencies and blue lines showing proficiencies for the top 10 schools, (more on that below).

NOTE: reference Appendix B for a discussion on Iowa proficiency ratings.

To focus on academics, a new method was created for this study. Using the proficiency scores in science, math, and ELA (English language arts), the 212 schools were first sorted by proficiency in science and ranked 1 – 212. Then the list was sorted by proficiency in

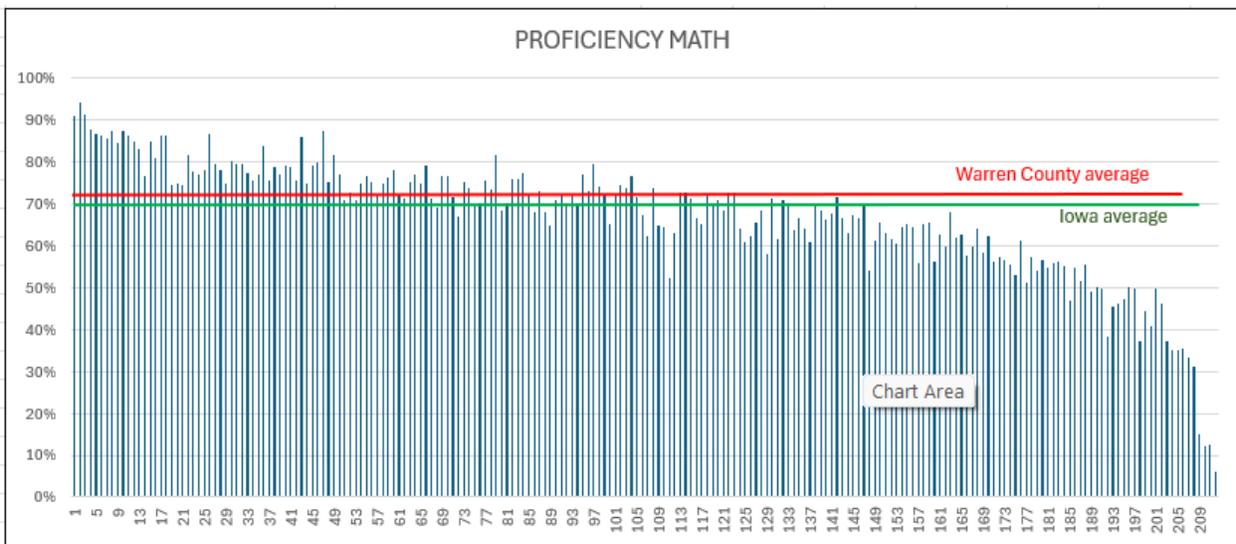
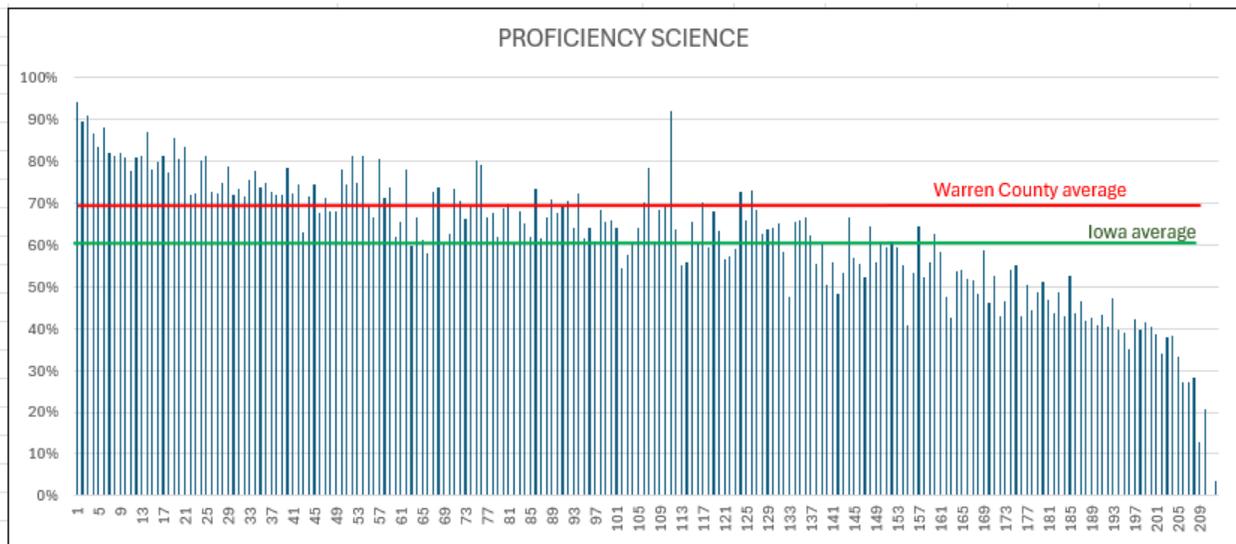
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math and ranked 1 - 212, and finally by proficiency in ELA and ranked 1 - 212. Next, each school's rankings were added to create an academic sum. Sorting by this sum, low to high, gave the high schools ranked by academic performance. The highest ranked school was ranked #1 in science, #3 in math, and #1 in ELA. The lowest ranked school was ranked #211 in science, and #212 in math and ELA.

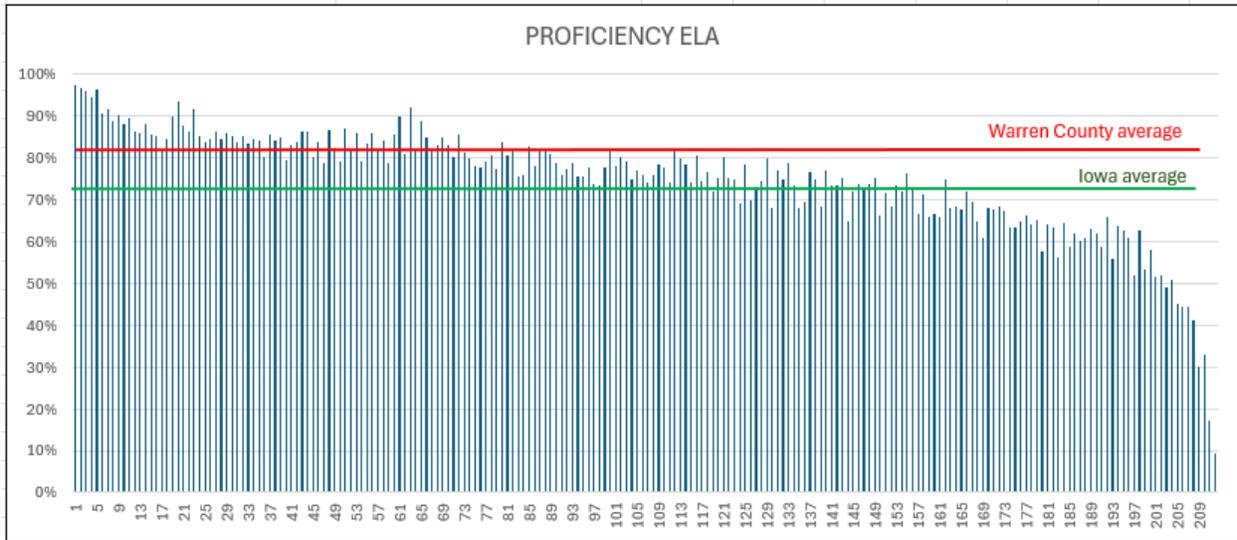
The charts below show how proficiencies in Science, Math, and English language arts were distributed among the 212 Iowa high schools analyzed. The values are displayed from the top academically ranked school to the bottom. I have also shown the average proficiencies for the six high schools in Warren County and the Iowa state averages.



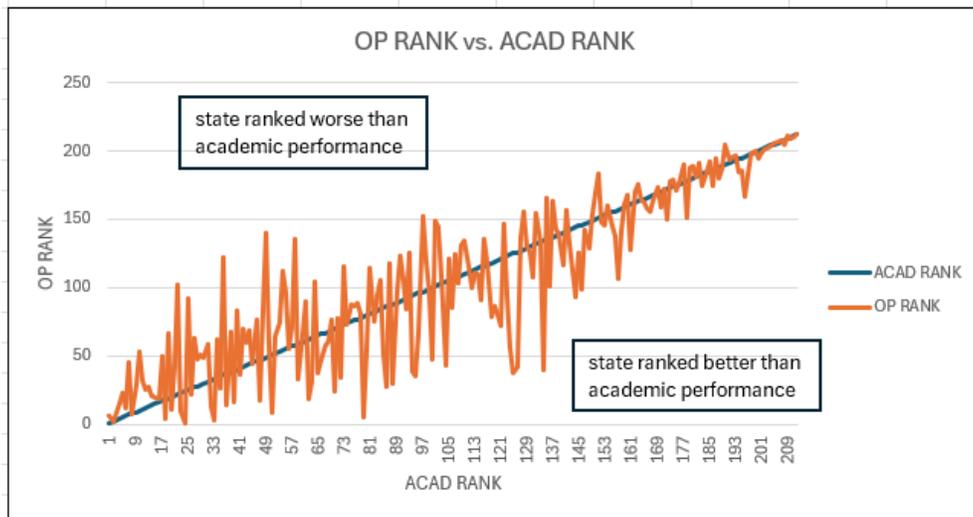
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The schools were ranked 1 – 212 by their overall percentage using the state values. Plotting this vs. the academic ranking produced the following charts. It shows the variation between the two ranking systems.

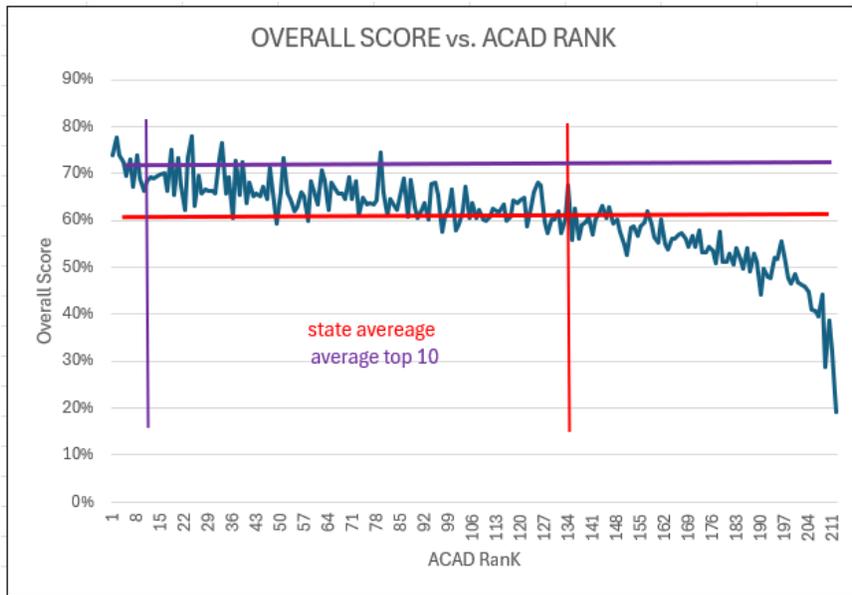


This chart clearly shows why the state ranking system does not reflect the academic performance of schools. There is a lot of variability.

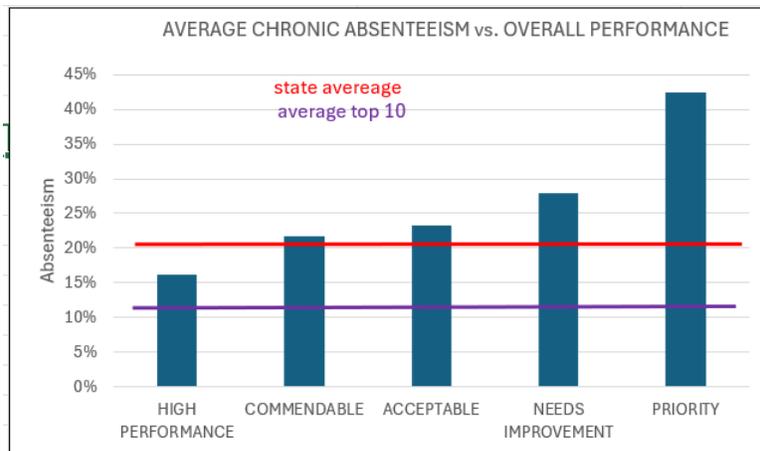
The following chart shows how the state’s overall score relates to the academic ranking. Also shown are the state’s and top 10 high school’s averages. It shows some school overall scores higher than the top 10 average, again showing how these scores do not represent a school’s academic performance. It also shows that the top 10 schools score well above the state average overall performance rating.

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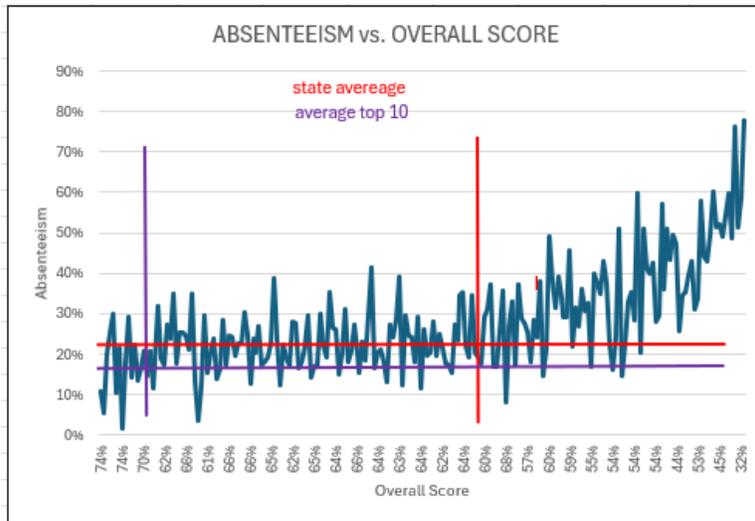
There seems to be a clear connection between chronic absenteeism and state performance. The average chronic absenteeism was found for each of the state performance categories and their overall state scores and are plotted below. This could be one of the biggest drivers of student performance.



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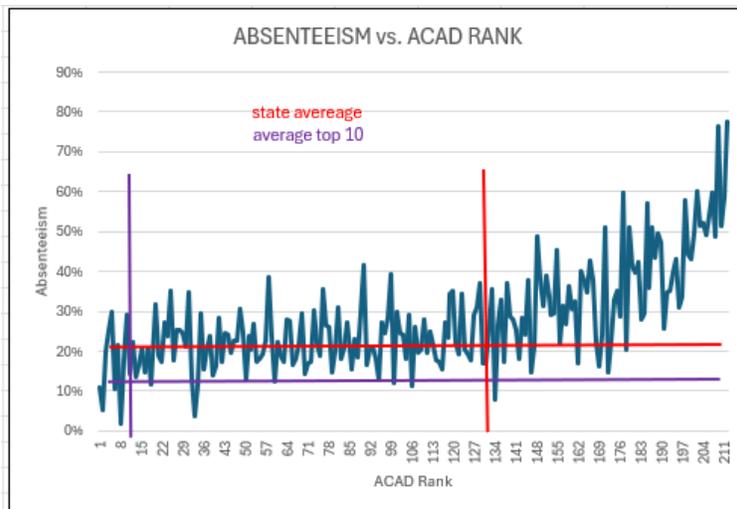
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Again, the red lines show that state’s average chronic absenteeism (21.63%) and the blue lines show the average for the top 10 high schools. What is interesting is that there are top 10 high schools with chronic absenteeism approaching 30%.

The following chart shows chronic absenteeism versus academic ranking. The state average and top 10 averages are also shown. What is also alarming is the high rate of chronic absenteeism in the poorer academic-performing schools.

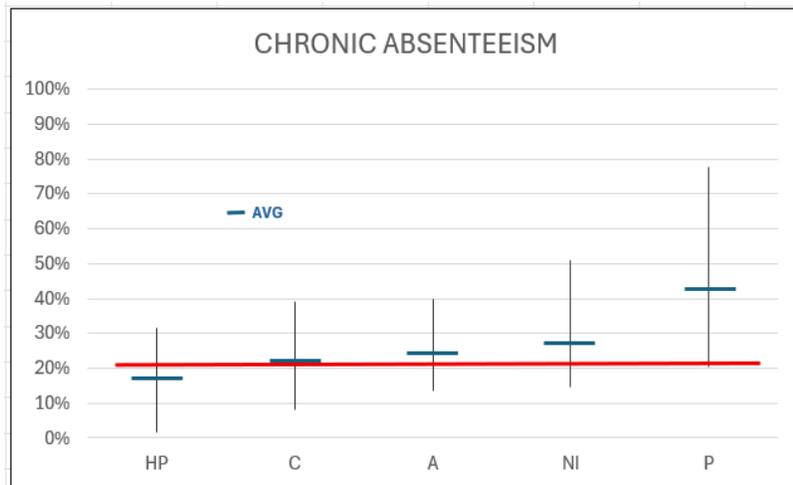


The chart below shows another way to look at how absenteeism varies with IA overall performance rating. It shows that within each category there is at least one school whose chronic absenteeism is as good or as bad as a school in any other category. This means that even with absenteeism higher than desired, to a point, a school’s overall performance can still be high based on other factors.

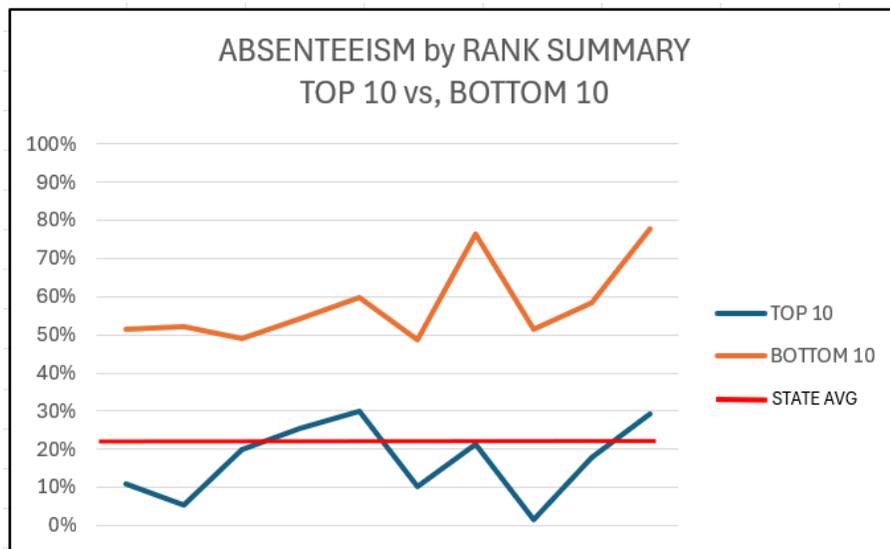
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When looking at the top 10 vs. bottom 10 academically ranked schools, the chart below shows how chronic absenteeism varies. No school in the top 10 academically had absenteeism over 30% and most were below the state’s average. No school in the bottom 10 had absenteeism under 48%.



Looking more closely at what potential factors affect absenteeism, the following charts look at the relationships between absenteeism and low social / economic status, percentage of minority students, and percentage of students with disabilities. Each chart shows that schools with higher percentages of each of these three categories of students also have higher absenteeism. This perhaps indicates areas to focus efforts on improving attendance.

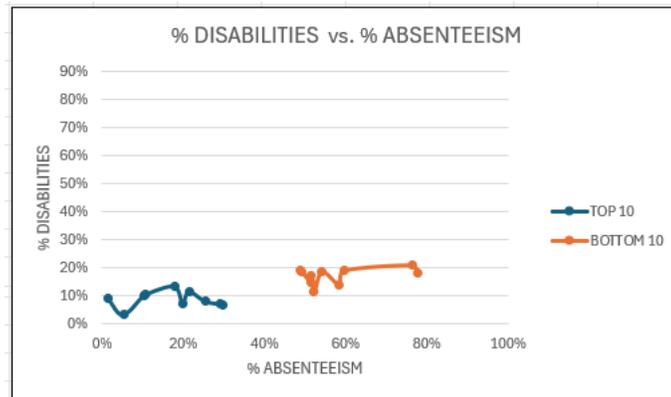
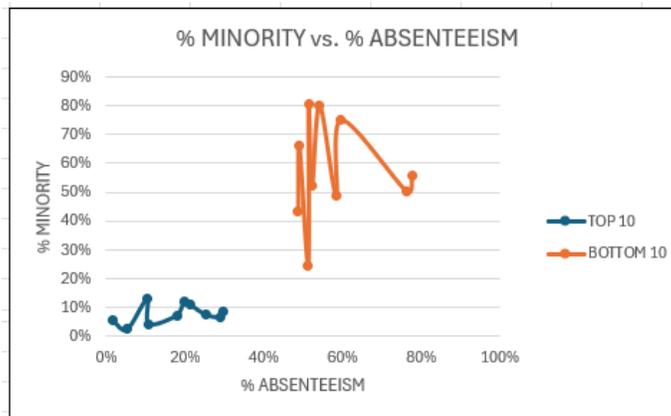
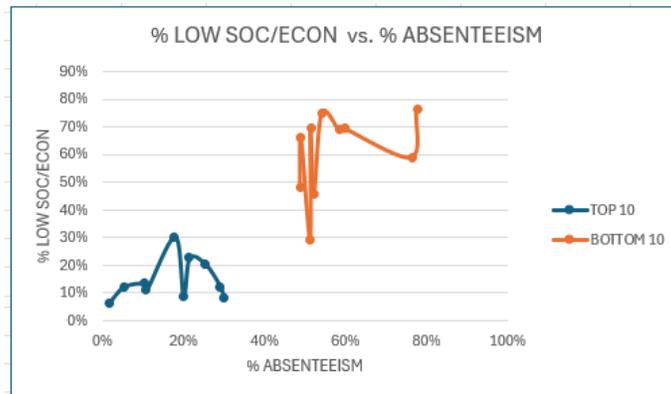
NOTE: the following three charts plot % low social economic, % minority, and % disabled vs. % absenteeism. These can be somewhat misleading as there is most likely crossover

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included between these three groups. The charts should not be interpreted separately from each other.

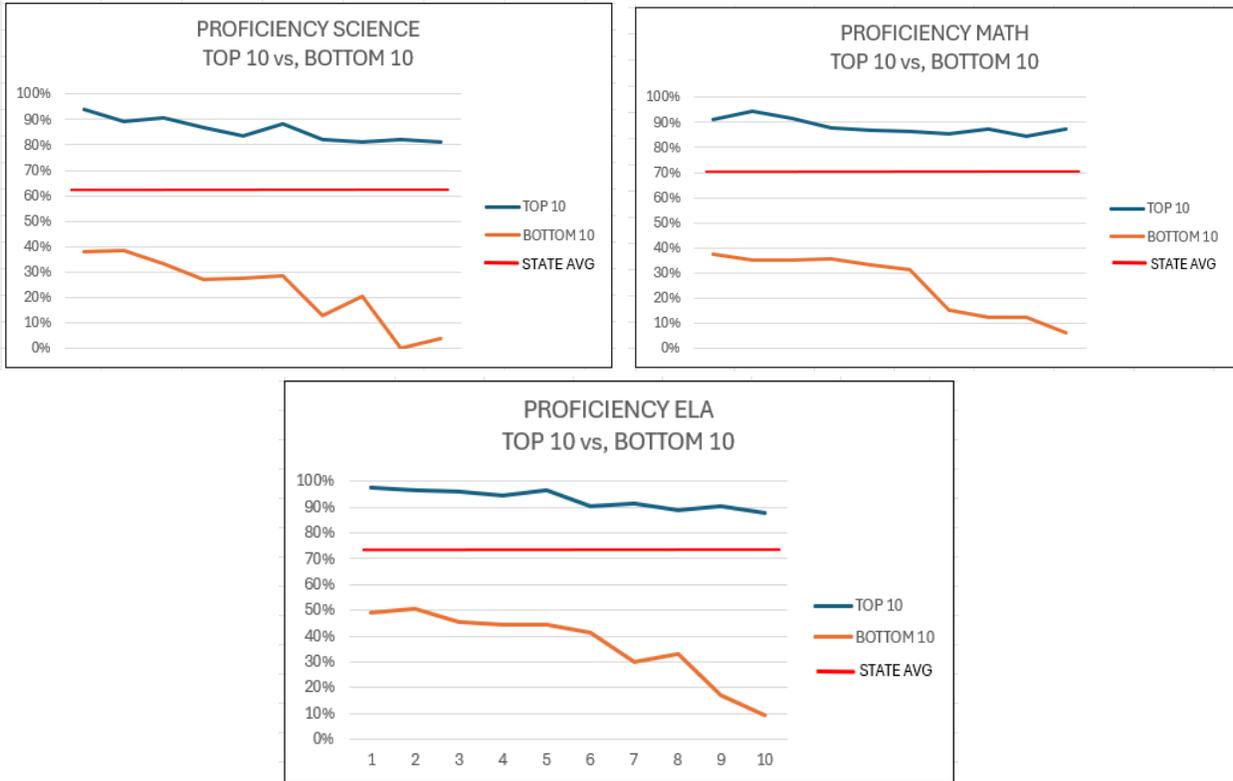


The charts below show the differences in proficiency for science, math, and ELA for the top 10 and bottom 10 high schools. The gap between the top 10 and bottom 10 is large, as is the gap between the bottom 10 and the state average. It can be concluded from this that the best way to improve Iowa's overall performance may be to improve the schools with the lowest proficiency ratings. However, this may also be most difficult to do unless chronic absenteeism can be improved.

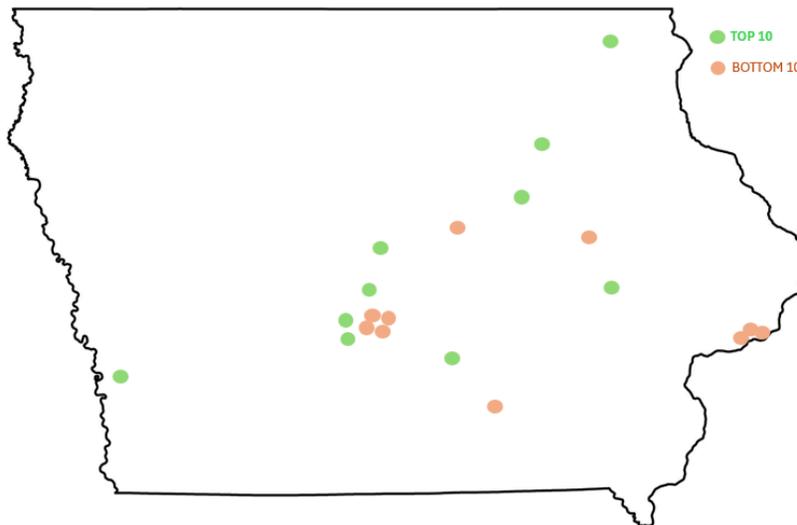
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Below is an image showing the locations of the top and bottom 10 academic performing high schools. Four of the bottom 10-performing high schools are located in Des Moines, three are in Davenport.

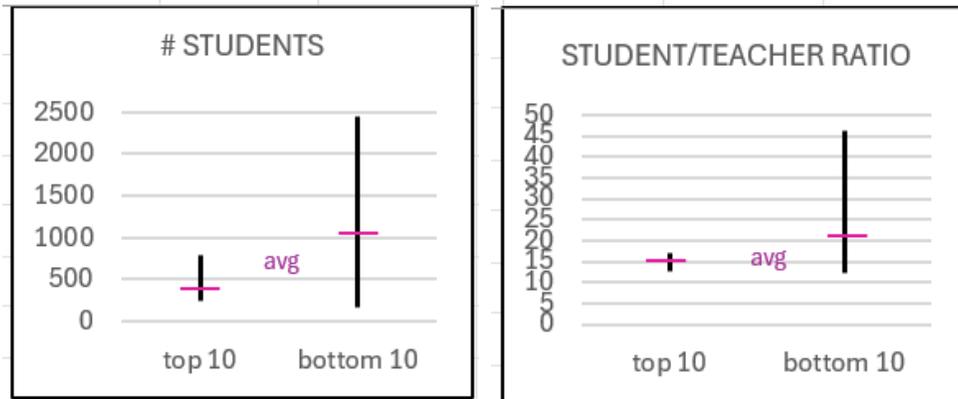


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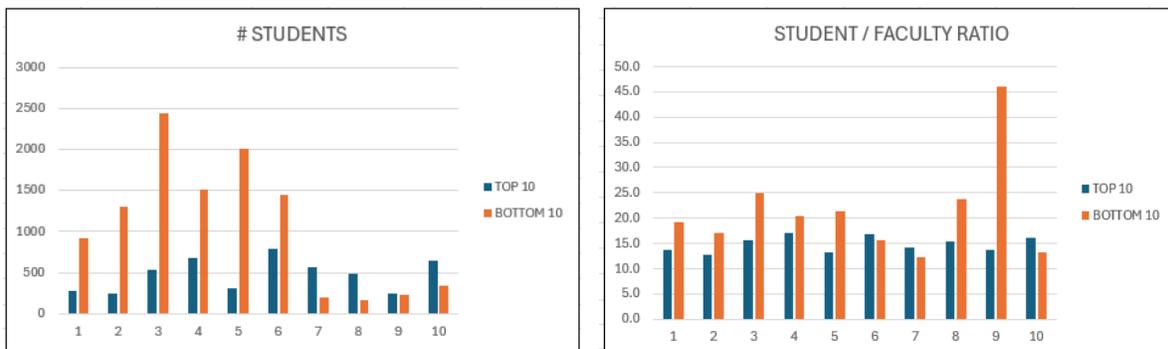
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Multiple metrics were compared between the top and bottom 10 performing high schools. Several of the metrics show that values between the top and bottom 10 overlap, indicating that performance may not be strictly due the factor measured, but could be a combination of other factors: number of students, student / faculty ratio, percentage of low social / economic students, and percentage of students with disabilities. In other words, there were schools with similar values for the metric that performed in the top 10 in the state. The charts are below. Note that the student / faculty ratio is not per class, but rather a calculation for the whole high school. The purple horizontal lines are the average for each category, and the red lines are the state average.



From these two charts below, one can see that there are schools in the bottom 10 that have less students than some schools in the top 10, and there are schools in the bottom 10 that have lower student / teacher ratios than some schools in the top 10, although the average for the bottom 10 is greater than the top 10: 21.4 vs. 14.9.

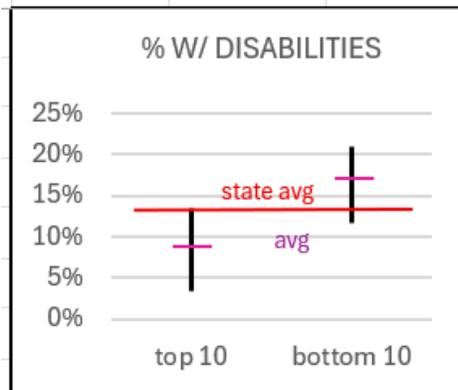
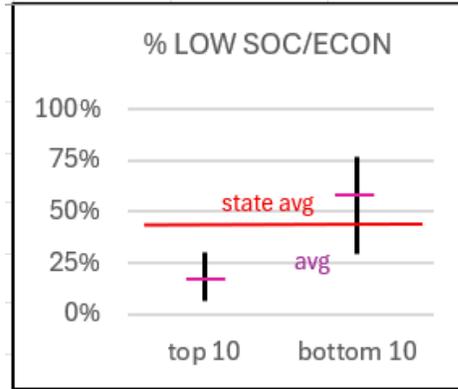
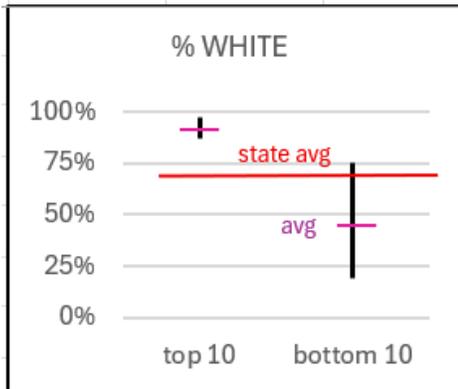
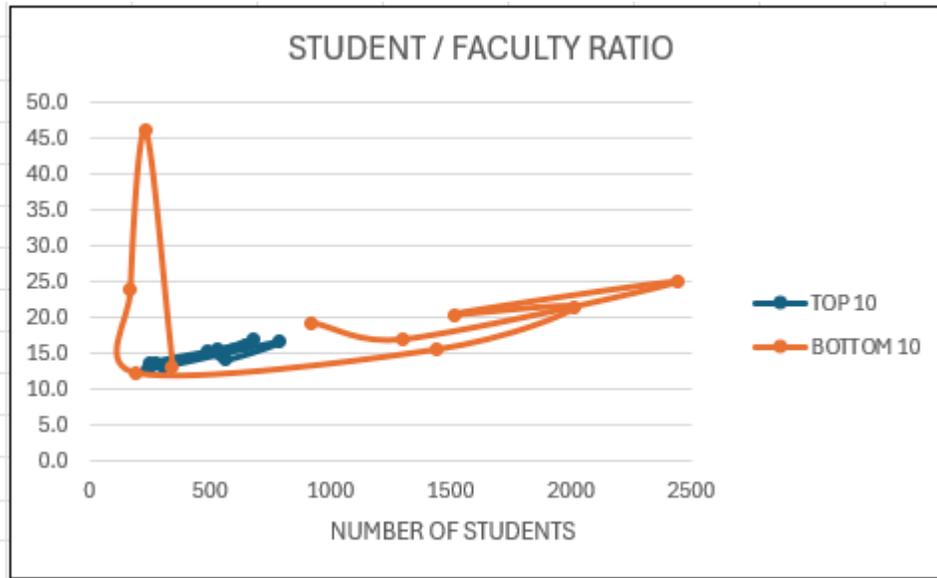
NOTE: the student / faculty ratios shown here are not class sizes, although it may be indirectly related. It is calculated as the number of students in grades 9-12 divided by the number of faculty.



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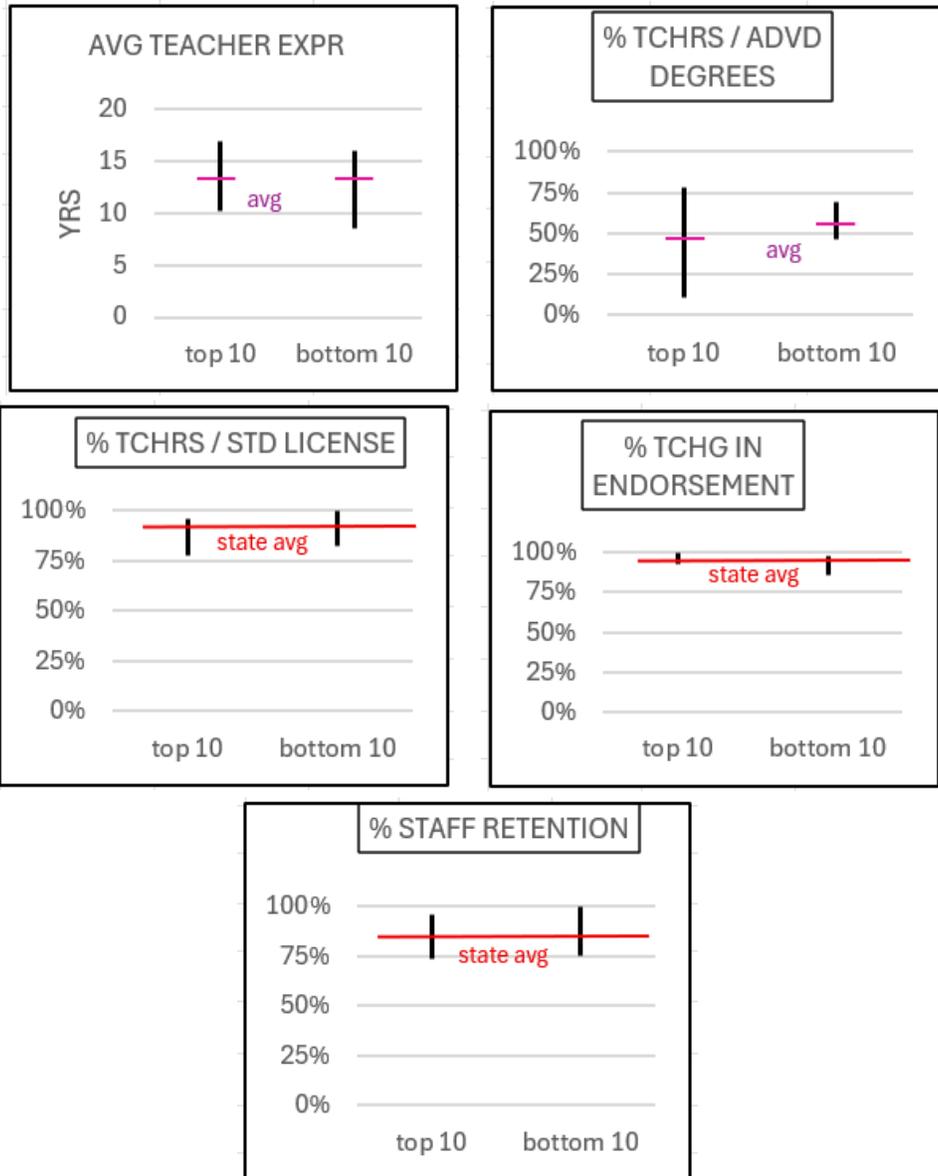


Looking specifically at teachers, there doesn't seem to be very much difference between top and bottom ten schools. It is noted, however, that bottom ten schools had a higher average number of teachers with advanced degrees. Experience and retention were similar between top and bottom ten schools.

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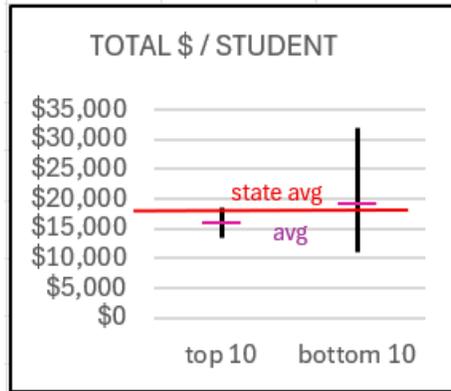


Another interesting point: the average expenditure per student for the state was \$17,991 at mid-tier, while the average for top ten schools was \$16,198 and for bottom ten schools it was \$18,856. One school spent almost \$32,000 per student and yet was ranked academically 209 out of 212 schools.

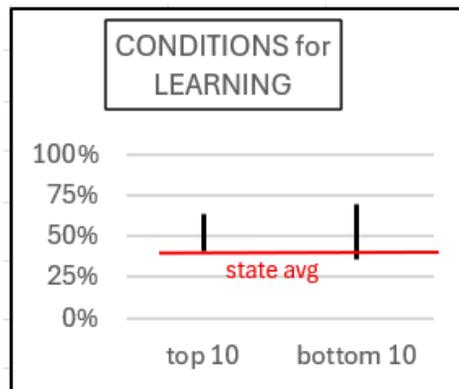
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The Conditions for Learning metric attempts to measure how the students feel about the learning environment at their school. It includes measuring how the student feels about adult / student relationships, emotional safety, expectations / boundaries, physical safety, and student – student relationships, The state average was about 39% while the top and bottom ten both averaged about 49%.



Note: please reference the discussion regarding SAT and ACT scores in Appendix B as well as at the beginning of this Appendix.

Not all of the top and bottom 10 schools studied had SAT and/or ACT averages that could be found. For the schools that had data, the charts below show comparisons between them as well as the state and national averages.

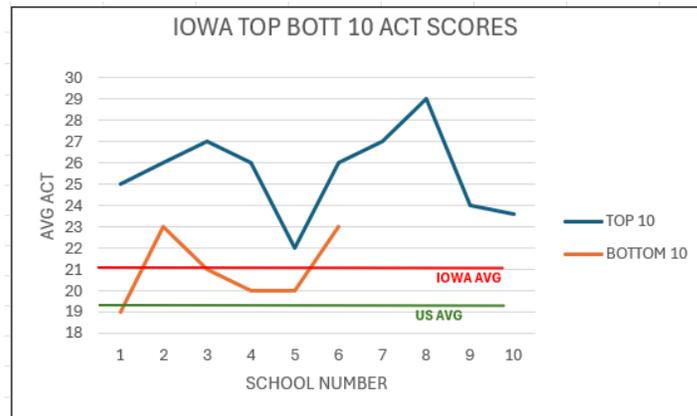
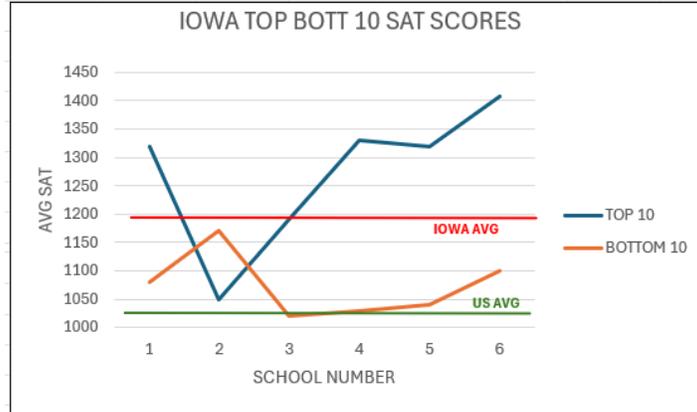
It is interesting to note that only one of the six bottom 10 schools that we had data for scored less than the national average, but none achieved the state average. There was one top 10 school that scored below the state average, but this same school scored above the state average on the ACT. This data point is probably an anomaly due to a low number of students taking the test.

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Half of the bottom 10 schools that we had data for score at or above the state average ACT score. Only one school scored below the US average. All top 10 schools scored well above the state ACT average.



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Part of the data compared between the top 10 and bottom 10 academic-performing Iowa high schools was curriculum. What was discovered was surprising. The top-performing schools mostly used in-house developed curriculum, carefully crafted to meet state requirements. Most also used other resources as a supplement or as a reference. One top 10 school has no textbooks. The bottom 10 schools used mostly purchased curriculum, as shown in the chart below.

- In-house developed curriculum
- Purchased curriculum

		CURRICULUM CURRENTLY USED						
	RANK	HIGH SCHOOL NAME	SCIENCE	SCIENCE ADD ON	MATH	MATH ADD ON	ENGLISH LANGUAGE ARTS	ELA ADD ON
TOP 10	1	Denver High School	9-12 gr in-house curriculum carefully conforming to state standards.	6-8 gr uses Amplify for last 4 years and is a great basis for h.s.	Big Ideas	supplemented with outside resources	in-house	Holt-McDougal Common Core
	4	ADM Senior High	teacher created units	HMH Science, LabAids, Chemistry for Ential science, Positive Physics, Proeject Lead the Way	Carnegie Math, Blitzer PreCalculus, Calculus of a Single Variable, Book Stats Modeling the World		in-house	
	6	Pella High School	in-house	Discovery used as a reference	in-house with elements of algebra, geometry and other used ion every grade throughout the year	Illustrative Math by Kendall Hunt as a reference	in-house, students choose a genre and use books sets associated with them	
	7	Decorah High School	currently under curric. review, in-house being used now		Carnegie		HMH (Houghton Mifflin Harcourt	
	8	Solon High School	in house		in house		in house	
	9	Indy Center High Sch	in-house	supplements STEMScopes by Accelerate Learning	in-house	supplemented by Illustrative Math by Kendall Hunt	in-house developed	My Perspectives by Sawas learning
	10	North Polk High School	no text book, in-house developed curric, use internet resources	carefully built lessons to meet state and national stds	no text book, in-house developed curric.	carefully built lessons to meet state and national stds use internet resources, use McGraw - Hoill "Reveal" as a resource	no text book, in-house developed curric.	carefully built lessons to meet state and national stds use internet resources
BOTT OM 10	203	Hoover High School	OpenSciEd		Illustrative Math		Odell Education High School Literacy	
	204	North (DAV) High Scho	OpenSciEd, Project Lead the Way		HMH Math	Intro AGA (algebra 1, geometry, algebra 2)	HMH Intro Literature	
	205	Lincoln High School	OpenSciEd		Illustrative Math		Odell Education High School Literacy	
	206	North (DSM) High Sch	OpenSciEd		Illustrative Math		Odell Education High School Literacy	
	207	East (DSM) High Scho	OpenSciEd		Illustrative Math		Odell Education High School Literacy	
	208	West (DAV) High Scho	OpenSciEd, Project Lead the Way		HMH Math	Intro AGA (algebra 1, geometry, algebra 2)	HMH Intro Literature	
	209	Mid City High	OpenSciEd, Project Lead the Way		HMH Math	Intro AGA (algebra 1, geometry, algebra 2)	HMH Intro Literature	

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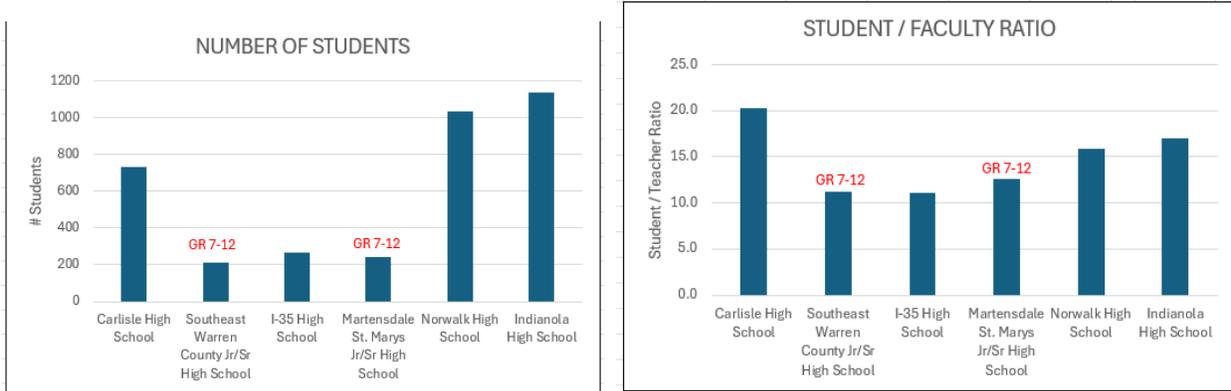
APPENDIX D – WARREN COUNTY COMPARISON

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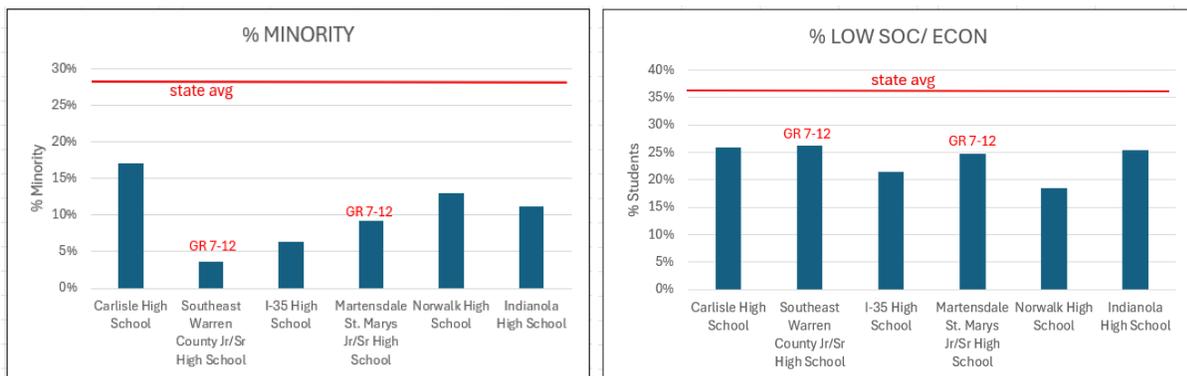
WARREN COUNTY COMPARISONS

NOTE: Multiple elements for the six high schools in Warren County were compared to each other and to the state averages. Note that the 2024 data available from the Iowa Department of Education (IDOE) – Iowa School Performance Profiles – was not consistent as to what grade levels were include in the data. Four of the six had data for grades 9 – 12 while Martensdale – St. Mary’s and Southeast Warren County data also included grades 7 - 9. This has a direct effect on some of the metrics, such as number of students, and may affect other metrics in unknown ways.

First, here are the demographics for the six Warren County high schools. Indianola has the most students. The student / teacher ratio is not per classroom, but rather the total for the high school.



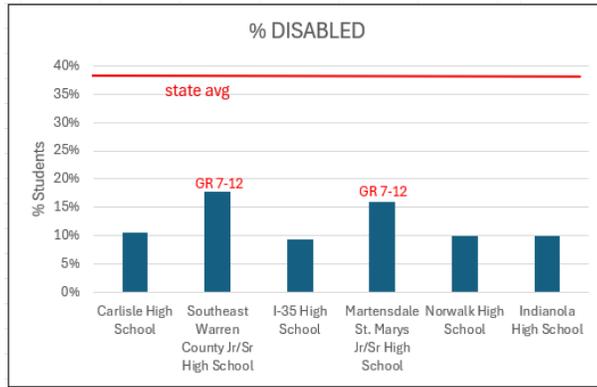
The schools have lower percentages of minority, low social / economic, and disabled students than the state averages.



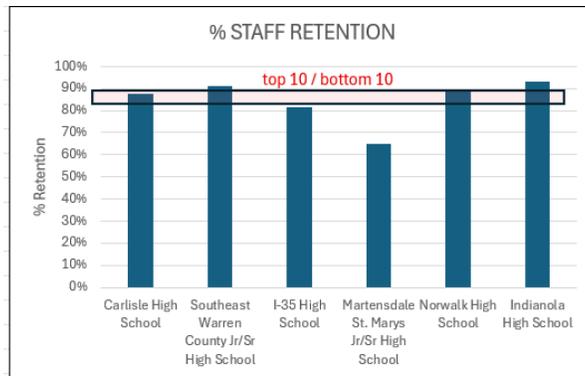
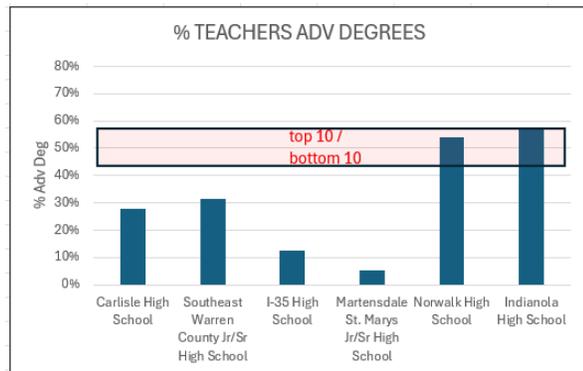
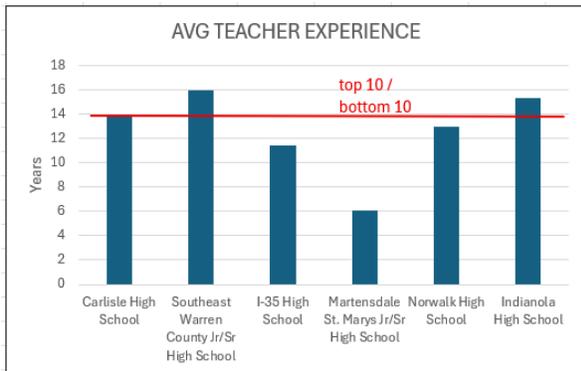
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The red lines on the charts below show the averages for the top and bottom 10 high schools in Iowa. It appears that Martensdale / St. Mary’s has teachers with significantly less experience and fewer teachers with advanced degrees. It also has the lowest teacher retention rate.

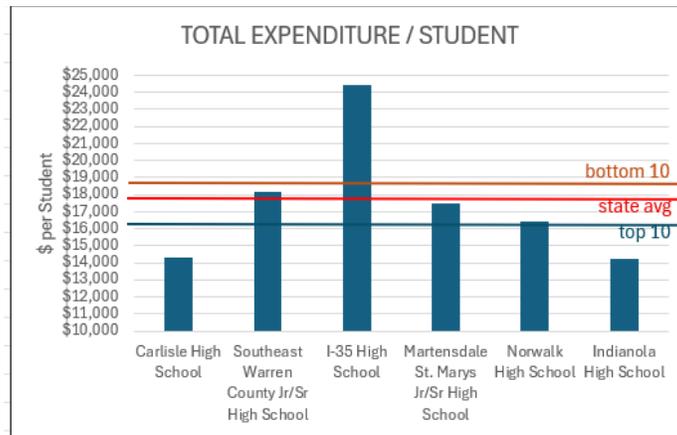


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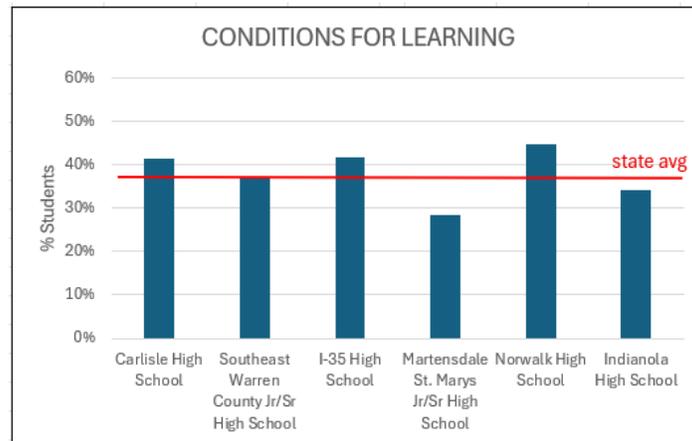
APPENDIX D – WARREN COUNTY COMPARISON

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The next chart shows the expenditure per student compared to the state average, as well as the top and bottom 10 high schools in Iowa.



This chart shows how comfortable the students are in their school. It reflects their opinions on emotional and physical safety, teacher – student and student – student relations, etc. Compared to the state average, all but two compare favorably with the state average.



Now, let's take a look at student performance. One may want to compare these charts with the previous demographic charts to possibly reveal any correlations. For example, there doesn't seem to be a correlation between expenditure per student and student performance.

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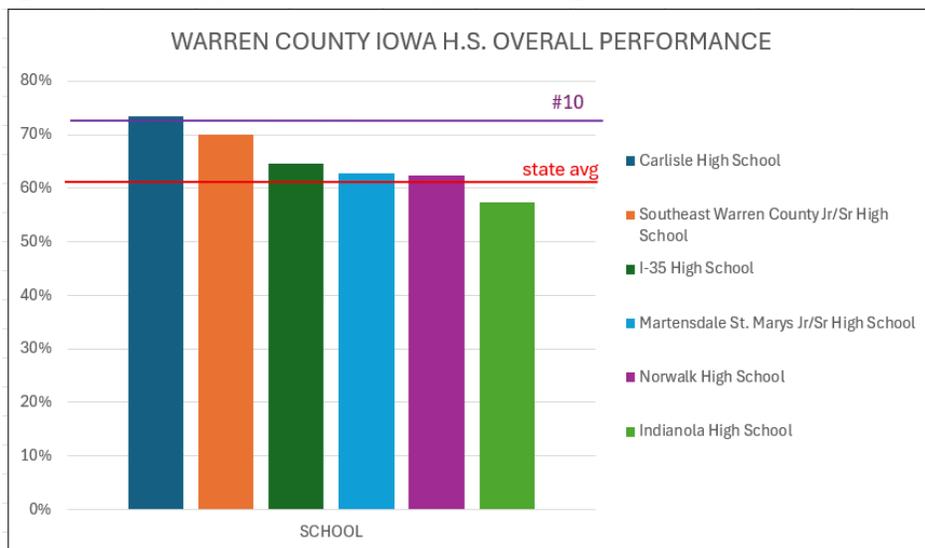
APPENDIX D – WARREN COUNTY COMPARISON

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The IDOE assigns a classification to each school based on its overall performance score it calculates. As a reminder, this score is not only based on academic performance, but as many as eight other factors indirectly related to performance. (Reference Appendix B for an explanation). The chart below shows the 2024 classifications assigned to each school. The list is sorted by the overall IDOE score, highest to lowest.

STATE AVERAGES	COMMENDABLE	60.95%
SCHOOL	OVERALL PERFORMANCE	SCORE
Carlisle High School	HIGH PERFORMING	73.34%
Southeast Warren County Jr/Sr High School	HIGH PERFORMING	69.95%
I-35 High School	COMMENDABLE	64.62%
Martensdale St. Marys Jr/Sr High School	ACCEPTABLE	62.82%
Norwalk High School	ACCEPTABLE	62.35%
Indianola High School	NEEDS IMPROVEMENT	57.36%

The following chart compares the school’s Overall Performance score, given by the IDOE, to the state average as well as the Iowa top academic high schools, (see Appendix C for details on the academic scoring). All but one exceeds the state average, one exceeds the top 10 average, and one approaches the top 10 average.

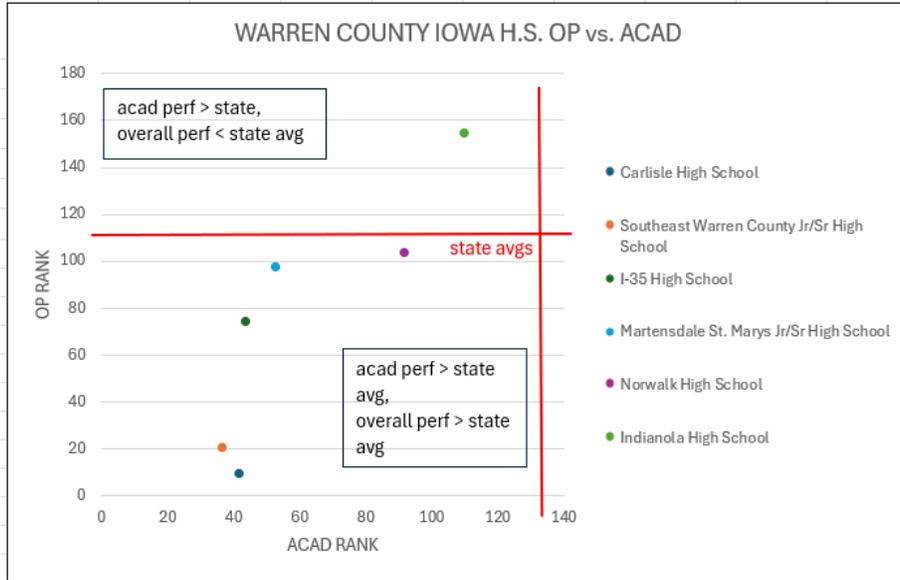


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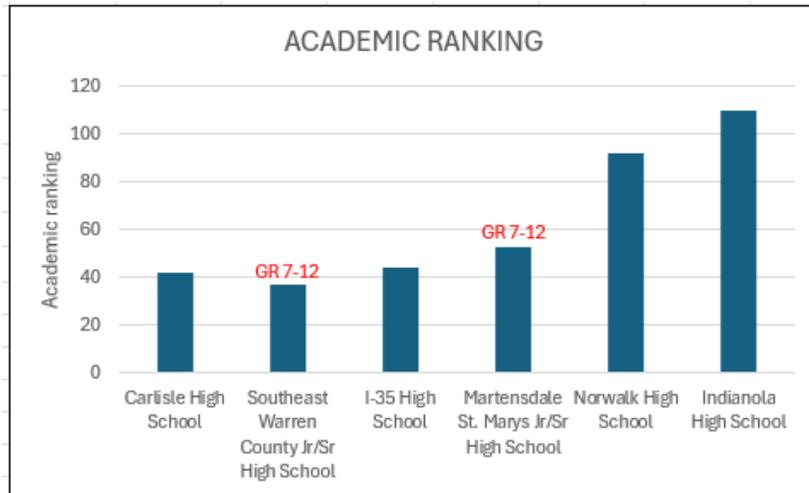
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Looking at the school’s IDOE overall performance ranking vs. its academic performance ranking, the chart below shows that all schools perform better than the state average academic rank, but Indianola is worse than the state average overall performance ranking.



Comparing the academic rankings of the schools to 212 of Iowa high schools, Southeast Warren County ranks the highest at 37 out of 212. All rank better than the state average of 134.

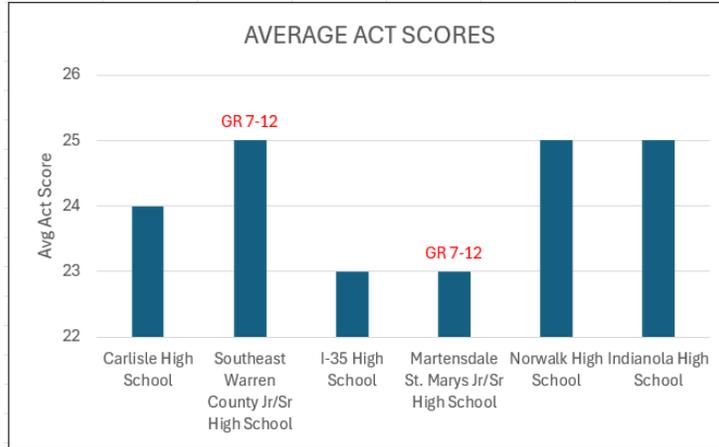


A STUDY OF IOWA SCHOOL PERFORMANCE

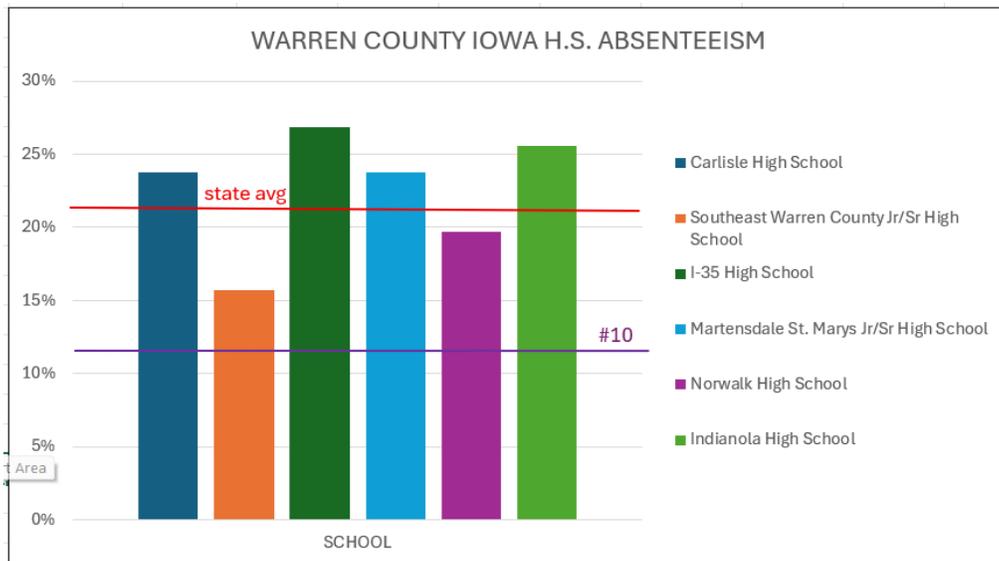
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Comparing ACT scores, Southeast Warren’s performance is reflected in an average of 25. (Reference Appendix C for a discussion on ACT scores). The Iowa average is 21.0 and the US average is 19.4.



Chronic absenteeism seems to be an important factor in predicting student performance. The following chart shows how Warren County high schools compare to the state average as well as Iowa’s top 10 academic high schools. Four of the six schools have chronic absenteeism greater than the state average.

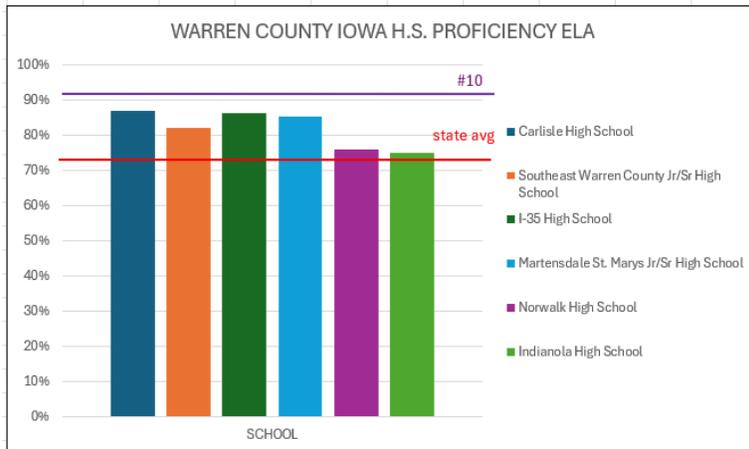
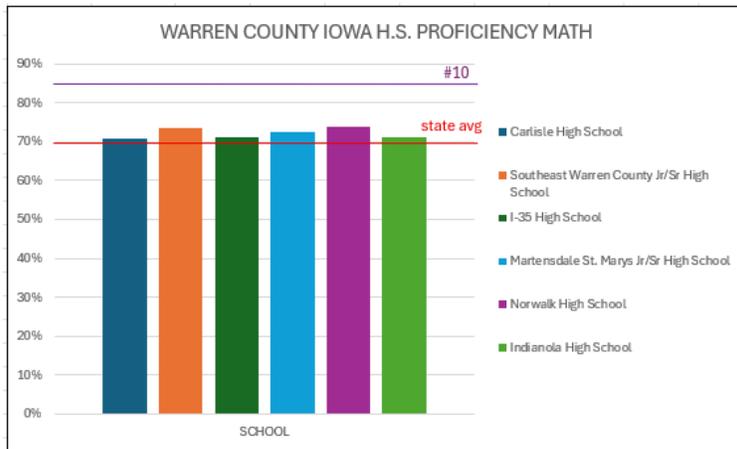
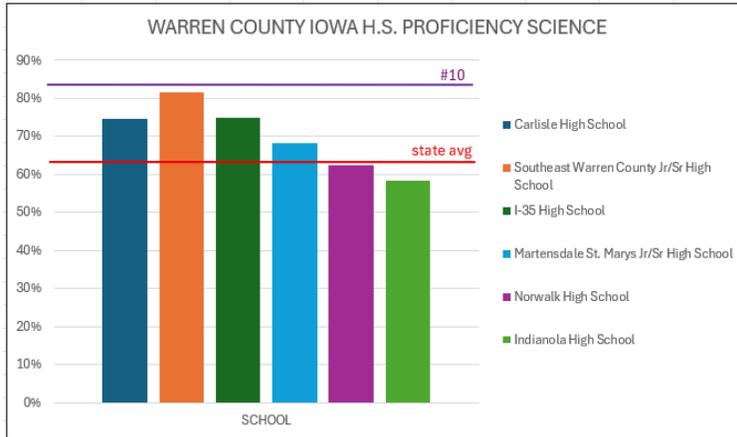


The following charts show the various high school’s proficiencies. Except for Indianola’s proficiency in science, all high schools compare favorably with the state averages but have a ways to go to the level of top 10 in Iowa.

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The chart below compares demographics between the highest academic performing high school in Warren County, Southeast Warren, to the lowest performing, Indianola. The colors show how each school’s metric compares to the average of the six county high schools; blue is above the average, orange is below the average.

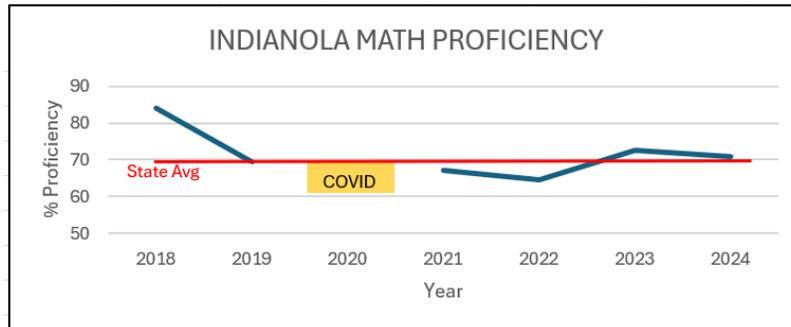
	advantageous			disadvantageous						
	NUMBER OF STUDENTS	STUDENT / TEACHER RATIO	% MINORITY	% LOW SOC/ECON STUDENTS	% STUDENTS W/ DISABILITIES	TOTAL EXPENDITURE PER STUDENT	AVG TEACHER EXPERIENCE (yrs)	% TEACHER ADVANCED DEGREES	STAFF RETENTION	CONDITIONS FOR LEARNING
SOUTHEAST WARREN	214	11.3	3.7%	26.2%	17.8%	\$18,124	16.0	31.6%	90.9%	36.9%
INDIANOLA	1139	17.0	11.2%	25.5%	10.0%	\$14,250	15.3	56.7%	93.0%	34.3%

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Taking a closer look at Indianola specifically, math proficiency hasn't changed since 2019, Pre-COVID, but is significantly lower than the earliest data available, 2018.



English language arts proficiency also remains flat and significantly lower than the 2018 level.



There isn't data available for proficiency in science before 2024. However, the chart above shows that the school scores significantly below that state average and below the other Warren County high schools.

CONCLUSIONS:

1. Indianola was listed by the state as “Needs Improvement”. This is partly due to its low proficiency by students in science. This should be investigated.
2. I-35 and Martensdale / St. Mary’s school average ACT scores appear to be lower than their academic performance would infer. This should be looked into. It may be due to a lower number of students taking the test, or it could be for other reasons.
3. Southeast Warren County ranks the highest academic performance of the six county high schools. Compared to the average of the six high schools, it has fewer students, a lower student teacher ratio, a lower percentage of minorities, more expenditure per student, and higher staff retention. However, it has more low social / economic and disabled students, lower teacher experience and percentage of teachers with advanced degrees, and lower conditions for learning.

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4. Indianola has the lowest academic performance in Warren County. Compared to the average of the six high schools, it had a lower percentage of students with disabilities, a higher percentage of teachers with advanced degrees, and higher staff retention. However, it had the highest number of students, higher than average student / teacher ratio, a higher percentage of minorities and students with low social / economic status, less expenditure per student, teachers with less experience, and below average conditions for learning.
5. This conclusion may apply to county performance but not necessarily to national performance. Based on 3 & 4 above, one could argue that the percentage of low social / economic and disabled students, teacher experience and teachers with advanced degrees, staff retention, and conditions for learning should not be a detriment to student performance. The number of students, student / teacher ratios, the percentage of minorities, and expenditure per student may have influences.

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APPENDIX E – RECOMMENDATIONS

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RECOMMENDATIONS

Changes definitely need to be made as existing efforts are seemingly falling short. Unique methods and new ideas need to be tried and implemented. This reduction in student achievement that we see didn't happen overnight but was decades in the making. It isn't going to be fixed overnight: there isn't a simple, one item to correct that is going to make a big difference by itself.

The recommendations below are from the GOP of Warren County Call to Action Committee - Education to help improve Iowa student academic performance. Although the categories listed below are specific to certain comparisons, improvements made in any area are likely to improve student achievement across all areas.

The following recommendations come from a study and comparing data. They are not guaranteed to work but seem to be a step in the right direction. They are listed here more as a food for thought, to promote discussion, or to perhaps spur other ideas that may be effective. How these might be implemented is left up to others who are more expert.

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To improve Iowa student achievement compared to other states/countries:

1. The most effective way to improve the state's average is to improve the low performing schools.
2. Iowa ranks last (50th of 50 states) in student performance improvements year-over-year. 2024 NAEP results show that black and Hispanic students scored significantly lower compared to white students. These students should be the focus of making improvements.
3. Although NAEP measured Iowa's student achievement highest among states in 1992, its growth rate was the lowest of all 50 states. One can assume that the higher one is, it is more difficult to make improvements. However, North Dakota and New Hampshire scored nearly as well but had improvement growth rates that are two to three times greater than Iowa's. This should be looked into to determine what they are doing compared to Iowa.
4. The 2024 NAEP results also show that economically challenged students scored lower than non-economically challenged students. They should also be a focus for making improvements, determining the factors that affect achievement.
5. Reduce the use of (but not totally eliminate) multiple choice tests toward fill-in-the-blank tests. Instead of eliminating a couple of obvious wrong answers and guessing from the remaining choices, either the student will know the answer or they won't.
6. Perform a study on high achieving-student countries and determine what methods they use and what curriculum is used to get their outstanding results and determine if this can be incorporated into the US teaching. Consider introducing math and science concepts at up to two grade levels earlier in elementary grade levels.

To improve Iowa student achievement within the state:

1. Attack chronic absenteeism. It is difficult for students to learn if they are not in school. This will not be easy to make rapid improvements as there are parent and family issues that are involved. The desire to learn needs to have an internal element in the student as well. One step that could be implemented would be to constantly encourage students, discussing the importance of education in ways appropriate for each grade level. Progressive yearly targets should be established to achieve rates approaching 15% or better.
2. Another technique used to improve attendance, that at least one Iowa top 10 school is using, is peer pressure. This is accomplished by a small group challenging another small group to attendance performance. Homerooms may be a good group to use. Perhaps every quarter, a prize that would be incentivized enough to create interest, such as a half-day field trip, or some famous person's visit to that room only, etc., something that would appeal to the high-percentage chronic

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APPENDIX E – RECOMMENDATIONS

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absenteeism profiles. This could be coordinated between high school, middle school, and elementary school, or even with neighboring schools. Rules need to be put in place so that one group doesn't continuously dominate winning.

3. Chronic absenteeism seems to be higher in schools with higher percentages of low social economic, disabled, and minority students. This should be the main focus for improvement.
4. It appears that even low percentages of disabled students create a significant amount of absenteeism. This should be investigated for the reasons why. Is it a combination of disability with minority or low social economic students, or are disabled students requiring more time out of school that is being recorded as non-excused absence, or something else?
5. Student/faculty ratios should be reduced from 21:1 (current for poor performing schools) to approach 15:1 (current for the high performing schools), particularly for STEM classes. This might be accomplished through scheduling.
6. Teacher experience, percentage with advanced degrees, retention, etc. don't seem to be much different between top and bottom performing students. What can't be seen from the data is if there are leniency differences that lead to grade inflation. One way to determine this would be to compare classroom grades at various grade levels at schools to standardized test / proficiency scores (NAEP, ACT, ISASP). If there is teacher bias, steps can be taken to correct this.
7. To check for other teacher biases or grade inflation, students with grades can be compared to NAEP, ISASP, or other standardized test results. For example, if 3/4 of the class is getting As and Bs but their class proficiency, as measured by testing, is only 25%, there is a problem.
8. The problems we see at the high school level are evident in middle school or even at the elementary level NAEP test results. A similar study should be done at these levels to identify and correct inadequacies.
9. Some schools may have to decide between better academic performance and the number of extra-curricular activities that are offered. For example, are school funds being used for a new \$65 million football stadium when there aren't enough teachers and classrooms to reduce high student / teacher ratios. Where is the priority?
10. School superintendents and principals need to be held accountable for student achievement and attendance. Perhaps parents should insist that measurable goals for these should be incorporated into their employment contracts.
11. In the early elementary grades, students might be asked, "What do you want to be when you grow up?". Typical answers might be firefighter, policemen, astronaut, etc.

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But as students get older, this is the wrong question to ask. In the later middle school grades, the question should be, "What standard of living do you want?". This then progresses to what various careers can provide this and what education is required and what classes need to be taken. This turns into a plan for grades 9 – 12 that needs to be reviewed with the parents and student every year... for every student.

12. At each grade level, teachers could weekly choose a couple of struggling students and share what they observe. The students may be struggling with classroom work, social issues, or attendance issues. Develop a to figure out what is going on and address it to improve those students' performance and general happiness. This is already being done at one top 10 Iowa high school, maybe more.

Recommendations at the State government level:

1. Goals for student achievement should not focus on national averages, but rather on global performance.
2. Revise the definitions of "proficiency" to more closely reflect that used by NAEP. The main difference is that Iowa considers proficiency to be at grade level, whereas NAEP defines it as at grade level plus some proficiency at advanced levels.
3. Currently, proficiency scores are allowed to drop lower in the upper grade levels but still be considered "proficient"; ELA percentages should be raised to be the same as math and science percentages.
4. Make the database of school data more user friendly and communicate this information availability, especially to principals and underperforming schools. Tools should be added to extract and compare schools.
5. There should be more checks on the accuracy of the data and analysis in the IDOE website to avoid mistakes. In addition, there are currently quirks on accessing data, such as by year.
6. The IDOE performance levels should have firm cutoff percentages instead of the overlapping of performance scores it now has in order to provide consistency and clarification.
7. Provide digitized public access to certain portions of the Universal K-12 Desk Audits, currently managed by CASA (Consolidated Accountability and Support Application) in order to improve transparency for parents and others as to what resources (curriculum) the schools use for teaching.
8. Another piece of information that parents would like to see for each school is related to behavior issues. An example might be how many student suspensions have occurred in the past year. I know this might bring up a whole realm of issues, such as what is the definition, can the numbers be fudged, etc., but it brings

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transparency to the parents as to the school environment their children are in, and could affect what school they select if given choices.

9. Create an academic metric, based on proficiencies of STEM classes, in order to make this more visible and targeted for improvement. Currently this is difficult to extract.
10. Student performance in social studies / civics should be measured the same as math and science: proficiency and year-to-year growth. Social studies / civics should also be added to the Universal Desk Audits to report curriculums being used.
11. All of history needs to be taught: the good, the bad, and the ugly. This is how students can see the mistakes made in the past, so they aren't repeated in the future.
12. Consider earlier introduction of math and science curriculum by as much as two years from where it is at now to improve global student performance.
13. The top 10 Iowa high schools' expenditure per student are about \$1000 less than the state average. The bottom 10 high schools' expenditure per student are about \$1000 higher than the state average. It seems that once a certain basic level of spending is met, additional money does not seem to help student performance. It depends on what the money is being used for. Additional money may likely improve student performance if it is spent in the right area, such as reducing classroom sizes.
14. It appears that Iowa top academic performing schools use in-house developed curriculum and the bottom performing schools are using purchased curriculum. I don't know if any top performing schools would share their curriculum or if it would even be transferable, but perhaps the state could set up training on how to develop similar curriculums for the lower performing schools and follow it through implementation.
15. If SAT / ACT scores for homeschooled students are required to confirm graduation, these should be made available (without identifying the individuals) to the public for transparency.
16. Public school SAT / ACT average scores by school should be available to the public for transparency. The same should be required for private schools.
17. The state needs to discuss the IDOE Iowa School Performance Profiles website with school faculty: explain how the data is generated and how the schools can use it to improve student achievement. Some principals didn't know how their school scores were generated.
18. The state needs to inform parents about the IDOE Iowa School Performance Profiles website and how to use it to check on their children's schools. For schools with

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issues, the parents will be able to address their school's board, superintendent, principal, etc. to fix issues that are holding back their children's achievement.

19. Perhaps the state could organize and support a teacher exchange program between a top academic-performing high school and a low performing school, for a semester or a school year. The top-school teacher might take their school's in-house developed curriculum and show the low-performing school how to teach it, review and discuss it internally, change it to keep it relevant, etc. The low-performing school's teacher will be immersed in the culture of the high-performing school and learn the same.

Outstanding Question:

I haven't given this too much thought, but I do not understand the expenditure and amount of money the schools are using. Some of the top academic-performing high schools have fewer students and lower student / faculty ratios. One would think that economies of scale would favor schools with more students, higher student / faculty ratios, and higher spending per student. If this is the case, then it supports the argument that additional spending won't really improve a larger school's academic performance. It may mean that they are spending their funds on things that are not supporting student achievement. Is this correct?

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APPENDIX F – IOWA HIGH SCHOOL SCORES

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SCORES

Below are the scores that were used for ranking Iowa high schools. The values are from the Iowa Department of Education's (IDOE) Iowa School Performance Profiles website for the year 2024. The list contains 212 out of approximately 353 schools. More schools were not included for various reasons: missing data, data combined with lower grades than 9 - 12, etc.

Performance scores and classifications assigned by the state are shown as well as an academic ranking, created by using proficiencies in science, math, and English language arts (ELA). The top line in the chart, highlighted in light blue, are the state averages and the rankings of where those values place the state average compared to the 212 high schools. The values above the state averages show the highest, average, and lowest values for the 212 schools in each of their respective columns.

DEFINITIONS:

OP RANK – schools were sorted by their IDOE performance score, highest to lowest and then numbered 1 – 212

OVERALL PERFORMANCE – the classification assigned by the IDOE, based on their performance score

SCORE – the school's performance score assigned by IDOE

ABSENTEEISM – percent chronic absenteeism as reported by IDOE

PROFICIENCY SCIENCE – as reported by IDOE

PROFICIENCY MATH – as reported by IDOE

PROFICIENCY ELA – as reported by IDOE for ELA

RANK ABSTM – assigned by sorting, lowest to highest, IDOE reported chronic absenteeism

RANK SCIENCE – assigned by sorting, highest to lowest, IDOE reported proficiency

RANK MATH – assigned by sorting, highest to lowest, IDOE reported proficiency

RANK ELA - assigned by sorting, highest to lowest, IDOE reported proficiency in ELA

RANK SUM – summation of ranks in proficiency in science, math, and ELA

ACAD RANK – assigned by sorting, lowest to highest, Rank Sum

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			77.85%	HIGH	94.20%	94.41%	97.56%						
			60.83%	AVG	62.01%	67.06%	74.74%						
YEAR 2024			19.30%	LOW	0.00%	5.99%	9.22%	ACADEMICS					
STATE AVERAGES	116	COMMENDABLE	60.95%	21.63%	61.55%	69.81%	72.72%	80	122	113	144	379	134
SCHOOL	OP RANK	OVERALL PERFORMANCE	SCORE	ABSENTEEISM	PROFICIENT SCIENCE	PROFICIENT MATH	PROFICIENT ENGLISH	RANK ABSTM	RANK SCIENCE	RANK MATH	RANK ELA	RANK SUM	ACAD RANK
Denver High School	6	HIGH PERFORMING	73.88%	10.87%	94.20%	91.22%	97.56%	6	1	3	1	5	1
Treynor High School	2	HIGH PERFORMING	77.52%	5.31%	89.47%	94.41%	96.65%	3	4	1	2	7	2
Gilbert High School	8	HIGH PERFORMING	73.80%	19.96%	90.84%	91.53%	96.03%	65	3	2	4	9	3
ADM Senior High	15	COMMENDABLE	72.43%	25.46%	86.75%	87.85%	94.53%	110	7	4	5	16	4
Van Meter High School	23	COMMENDABLE	69.55%	29.87%	83.33%	86.88%	96.38%	143	9	8	3	20	5
Pella High School	12	HIGH PERFORMING	73.14%	10.33%	88.18%	86.23%	90.53%	5	5	13	10	28	6
Decorah High School	45	COMMENDABLE	67.11%	21.49%	82.14%	85.50%	91.63%	79	11	15	9	35	7
Solon High School	7	HIGH PERFORMING	73.88%	1.64%	81.15%	87.32%	88.76%	1	17	6	16	39	8
Grundy Center High School	29	COMMENDABLE	68.86%	17.89%	81.94%	84.49%	90.37%	45	12	18	11	41	9
North Polk High School	53	NEEDS IMPROVEMENT	66.18%	29.15%	81.01%	87.58%	88.00%	136	20	5	18	43	10
Pleasant Valley High School	32	COMMENDABLE	68.42%	14.12%	77.66%	86.43%	89.73%	17	33	11	14	58	11
Roland Story High School	25	COMMENDABLE	69.25%	22.10%	81.08%	85.11%	86.38%	84	19	16	23	58	12
Dike New Hartford High School	28	ACCEPTABLE	68.92%	13.43%	81.43%	83.10%	85.92%	15	13	20	30	63	13
Aplington Parkersburg High School	21	HIGH PERFORMING	69.62%	16.48%	87.03%	76.68%	88.08%	29	6	50	17	73	14
Lynville-Sully High School	20	HIGH PERFORMING	69.88%	20.63%	78.05%	84.82%	85.71%	72	31	17	31	79	15
Western Dubuque High School	19	HIGH PERFORMING	70.06%	14.49%	79.72%	80.95%	85.25%	19	25	24	36	85	16
West Lyon High School	50	COMMENDABLE	66.23%	20.63%	81.43%	86.51%	81.86%	73	14	10	67	91	17
St. Ansgar High School	4	HIGH PERFORMING	74.97%	11.66%	77.27%	86.32%	84.62%	8	35	12	44	91	18
Underwood High School	66	COMMENDABLE	65.39%	18.33%	85.71%	74.42%	90.12%	52	8	72	12	92	19
Osage High School	11	HIGH PERFORMING	73.20%	31.68%	80.46%	74.77%	93.46%	152	22	69	6	97	20
Maquoketa Valley Senior High School	41	COMMENDABLE	67.49%	18.89%	83.33%	74.52%	87.90%	55	10	70	19	99	21
Center Point Urbana High School	102	COMMENDABLE	62.38%	17.41%	72.00%	81.88%	86.52%	40	58	21	22	101	22
Kingsley-Pierson High School	10	HIGH PERFORMING	73.26%	27.15%	72.50%	77.78%	91.92%	120	55	39	8	102	23
Alburnett High School	1	HIGH PERFORMING	77.85%	23.67%	80.30%	76.89%	85.38%	94	23	47	35	105	24
Grinnell High School	92	ACCEPTABLE	63.24%	35.02%	81.15%	78.10%	83.76%	163	18	36	52	106	25

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APPENDIX F – IOWA HIGH SCHOOL SCORES

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SCHOOL	OP RANK	OVERALL PERFORMANCE	SCORE	ABSENTEEISM	PROFICIENT SCIENCE	PROFICIENT MATH	PROFICIENT ENGLISH	RANK ABSTM	RANK SCIENCE	RANK MATH	RANK ELA	RANK SUM	ACAD RANK
Waverly Shell Rock High School	22	ACCEPTABLE	69.57%	17.65%	72.68%	86.70%	84.52%	42	53	9	45	107	26
Lake Mills High School	63	COMMENDABLE	65.63%	25.35%	72.34%	79.74%	86.27%	109	57	27	26	110	27
AHSTW High	47	COMMENDABLE	66.62%	25.35%	75.00%	78.00%	84.67%	108	37	37	43	117	28
North Union High School	51	COMMENDABLE	66.22%	24.60%	78.95%	75.00%	85.94%	103	27	65	29	121	29
MOC-Floyd Valley High School	49	COMMENDABLE	66.30%	21.26%	71.88%	80.11%	85.23%	77	61	25	38	124	30
Ankeny High School	59	NEEDS IMPROVEMENT	65.87%	34.91%	73.45%	79.53%	84.05%	162	48	29	51	128	31
Shenandoah High School	13	HIGH PERFORMING	73.04%	13.25%	71.64%	79.52%	85.24%	14	63	30	37	130	32
Central Lee High School	3	HIGH PERFORMING	76.39%	3.61%	75.64%	77.51%	83.53%	2	36	40	54	130	33
Mediapolis High School	62	COMMENDABLE	65.69%	11.80%	77.65%	75.53%	84.75%	9	34	57	42	133	34
Ankeny Centennial High School	26	NEEDS IMPROVEMENT	69.08%	29.44%	73.85%	77.10%	84.13%	140	43	43	48	134	35
Mount Vernon High School	122	ACCEPTABLE	60.58%	15.53%	75.00%	83.71%	80.34%	24	39	19	79	137	36
Waukon High School	14	HIGH PERFORMING	72.76%	20.47%	72.73%	75.63%	85.66%	71	51	56	33	140	37
Northwest High School	68	ACCEPTABLE	65.34%	23.80%	71.99%	78.69%	84.24%	96	59	35	47	141	38
Rock Valley High School	16	HIGH PERFORMING	72.42%	13.95%	71.88%	77.17%	84.78%	16	60	42	41	143	39
Cedar Falls High School	83	NEEDS IMPROVEMENT	63.76%	16.05%	78.37%	79.39%	79.60%	26	28	31	85	144	40
Johnston Senior High School	36	NEEDS IMPROVEMENT	68.09%	28.47%	72.51%	78.82%	83.26%	130	54	34	57	145	41
West Delaware High School	70	ACCEPTABLE	65.27%	17.43%	74.53%	75.46%	84.05%	41	41	58	50	149	42
Jessup High School	60	COMMENDABLE	65.82%	24.67%	62.90%	85.85%	86.27%	105	113	14	25	152	43
Madrid High School	69	COMMENDABLE	65.27%	24.26%	71.74%	75.00%	86.36%	100	62	66	24	152	44
Humbolt High School	44	COMMENDABLE	67.13%	19.75%	74.36%	79.38%	80.32%	62	42	32	80	154	45
Panorama High School	76	COMMENDABLE	64.57%	22.65%	67.80%	79.75%	84.05%	90	84	26	49	159	46
Kee High School	17	HIGH PERFORMING	71.12%	22.45%	71.43%	87.32%	78.87%	87	64	7	90	161	47
Clayton Ridge High School	82	COMMENDABLE	63.89%	30.39%	68.09%	75.38%	86.92%	145	81	60	21	162	48
Ballard High School	140	NEEDS IMPROVEMENT	59.45%	24.42%	68.10%	81.60%	82.32%	102	80	23	60	163	49
West Hancock High School	57	COMMENDABLE	65.88%	12.79%	78.05%	76.98%	79.37%	12	32	45	86	163	50

A STUDY OF IOWA SCHOOL PERFORMANCE

APPENDIX F – IOWA HIGH SCHOOL SCORES

5Feb26

			77.85%	HIGH	94.20%	94.41%	97.56%							
			60.83%	AVG	62.01%	67.06%	74.74%							
YEAR 2024			19.30%	LOW	0.00%	5.99%	9.22%	ACADEMICS						
STATE AVERAGES		116	COMMENDABLE	60.95%	21.63%	61.55%	69.81%	72.72%	80	122	113	144	379	134
SCHOOL	OP RANK	OVERALL PERFORMANCE	SCORE	ABSENTEEISM	PROFICIENT SCIENCE	PROFICIENT MATH	PROFICIENT ENGLISH	RANK ABSTM	RANK SCIENCE	RANK MATH	RANK ELA	RANK SUM	ACAD RANK	
Carlisle High School	9	HIGH PERFORMING	73.34%	23.74%	74.59%	70.90%	86.95%	95	40	103	20	163	51	
BCLUW High School	64	COMMENDABLE	65.61%	20.22%	81.40%	72.66%	82.03%	66	15	84	65	164	52	
I-35 High School	74	COMMENDABLE	64.62%	26.87%	75.00%	71.14%	86.07%	117	38	100	28	166	53	
Sioux Center High School	112	ACCEPTABLE	61.81%	17.20%	81.25%	75.00%	79.17%	37	16	64	88	168	54	
Boyden Hull High School	97	ACCEPTABLE	62.73%	17.92%	69.33%	76.70%	83.50%	47	72	49	55	176	55	
Garner Hayfield Ventura High School	55	COMMENDABLE	65.92%	19.14%	66.67%	75.12%	86.11%	58	88	62	27	177	56	
Sheldon High School	71	ACCEPTABLE	65.21%	22.59%	80.60%	72.38%	81.59%	89	21	86	70	177	57	
Vinton Shellsburg High School	136	NEEDS IMPROVEMENT	59.82%	38.59%	71.43%	74.82%	84.34%	177	65	68	46	179	58	
Liberty High School	33	ACCEPTABLE	68.33%	23.28%	73.76%	76.26%	78.76%	92	44	53	94	191	59	
Sergeant Bluff Luton High School	65	COMMENDABLE	65.50%	12.34%	61.78%	78.00%	85.54%	11	120	38	34	192	60	
Central Springs High School	90	COMMENDABLE	63.43%	22.13%	65.57%	72.19%	89.94%	85	99	89	13	201	61	
West Monona High School	18	HIGH PERFORMING	70.82%	18.75%	78.05%	71.17%	81.08%	54	30	99	73	202	62	
West Marshall High School	31	COMMENDABLE	68.52%	17.16%	59.74%	75.11%	92.00%	36	133	63	7	203	63	
Bettendorf High School	104	ACCEPTABLE	62.26%	27.85%	66.67%	77.02%	81.61%	125	92	44	69	205	64	
North Linn Senior High School	37	COMMENDABLE	68.01%	27.50%	61.36%	75.00%	88.79%	123	123	67	15	205	65	
New Hampton High School	46	COMMENDABLE	66.72%	16.42%	58.11%	79.31%	84.91%	28	141	33	40	214	66	
Creston High School	58	ACCEPTABLE	65.87%	18.01%	72.80%	71.31%	81.94%	48	50	98	66	214	67	
Central Dewitt High School	61	NEEDS IMPROVEMENT	65.74%	22.05%	73.60%	69.29%	83.04%	83	45	114	58	217	68	
Spencer High School	77	COMMENDABLE	64.57%	29.40%	60.48%	76.58%	85.00%	138	128	51	39	218	69	
IKM-Manning High School	24	COMMENDABLE	69.31%	14.29%	62.50%	76.81%	83.33%	18	116	48	56	220	70	
Sibley Ocheyedan High School	78	COMMENDABLE	64.51%	16.97%	73.58%	71.83%	80.28%	33	46	93	81	220	71	
Emmetsburg High School	34	COMMENDABLE	68.29%	17.14%	70.59%	67.07%	85.71%	35	67	125	32	224	72	
Hartan High School	115	NEEDS IMPROVEMENT	61.07%	30.06%	66.37%	75.36%	81.38%	144	93	61	71	225	73	
Linn-Mar High School	73	ACCEPTABLE	64.81%	21.97%	68.95%	74.01%	79.81%	82	75	74	83	232	74	
Forest City High School	88	NEEDS IMPROVEMENT	63.52%	19.01%	80.30%	70.00%	78.08%	56	24	109	99	232	75	

A STUDY OF IOWA SCHOOL PERFORMANCE

APPENDIX F – IOWA HIGH SCHOOL SCORES

5Feb26

			77.85%	HIGH	94.20%	94.41%	97.56%							
			60.83%	AVG	62.01%	67.06%	74.74%							
			19.30%	LOW	0.00%	5.99%	9.22%							
YEAR 2024								ACADEMICS						
STATE AVERAGES		116	COMMENDABLE	60.95%	21.63%	61.55%	69.81%	72.72%	80	122	113	144	379	134
SCHOOL	OP RANK	OVERALL PERFORMANCE	SCORE	ABSENTEEISM	PROFICIENT SCIENCE	PROFICIENT MATH	PROFICIENT ENGLISH	RANK ABSTM	RANK SCIENCE	RANK MATH	RANK ELA	RANK SUM	ACAD RANK	
South Central Calhoun High School	86	COMMENDABLE	63.61%	35.32%	79.07%	70.13%	77.92%	167	26	107	102	235	76	
Union High School	89	COMMENDABLE	63.49%	26.54%	66.67%	75.45%	79.09%	115	89	59	89	237	77	
Okoboji High School	81	NEEDS IMPROVEMENT	64.27%	26.18%	67.78%	73.51%	80.52%	114	85	77	75	237	78	
South Winneshiek High School	5	HIGH PERFORMING	74.40%	14.80%	62.00%	81.63%	77.53%	22	118	22	105	245	79	
Albia High School	54	ACCEPTABLE	66.15%	19.79%	68.75%	68.52%	83.70%	63	76	116	53	245	80	
Montezuma High School	114	COMMENDABLE	61.17%	30.94%	70.00%	70.41%	80.61%	147	71	105	74	250	81	
Earlham High School	75	COMMENDABLE	64.59%	18.18%	60.00%	75.86%	82.07%	51	132	55	64	251	82	
Clear Creek Amana High School	94	COMMENDABLE	63.00%	20.70%	67.89%	75.99%	75.77%	74	82	54	117	253	83	
North Scott High School	105	ACCEPTABLE	62.19%	27.33%	65.13%	77.48%	75.99%	122	101	41	115	257	84	
Clear Lake High School	52	NEEDS IMPROVEMENT	66.18%	19.83%	61.86%	72.34%	82.93%	64	119	87	59	265	85	
Le Mars High School	27	ACCEPTABLE	68.97%	15.54%	73.56%	68.09%	78.29%	25	47	121	98	266	86	
Dallas Center Grimes High School	118	NEEDS IMPROVEMENT	60.77%	23.10%	61.57%	72.95%	81.78%	91	121	79	68	268	87	
Woodbury Central High School	30	COMMENDABLE	68.70%	18.52%	66.67%	68.22%	82.17%	53	87	119	63	269	88	
West Bend Mallard High School	96	COMMENDABLE	62.93%	29.69%	70.83%	64.71%	81.18%	142	66	139	72	277	89	
Ames High School	123	PRIORITY	60.48%	41.43%	67.53%	71.12%	78.85%	184	86	101	91	278	90	
Glenwood High School	106	NEEDS IMPROVEMENT	62.10%	16.64%	69.28%	71.90%	76.01%	30	73	92	114	279	91	
PCM High School	84	COMMENDABLE	63.68%	20.45%	70.45%	70.28%	77.51%	70	68	106	106	280	92	
Lewis Central Senior High School	126	NEEDS IMPROVEMENT	60.34%	21.15%	64.20%	72.52%	78.77%	75	106	85	93	284	93	
Washington (CHK) High School	39	COMMENDABLE	67.66%	18.16%	72.41%	69.92%	75.56%	50	56	112	118	286	94	
Odebolt Arthur Battle Creek Ida Grove High	35	COMMENDABLE	68.14%	12.88%	61.43%	76.96%	75.55%	13	122	46	119	287	95	
Waukee High School	67	ACCEPTABLE	65.36%	27.23%	63.93%	73.16%	77.95%	121	108	78	101	287	96	
AKRON WESTFIELD	152	ACCEPTABLE	57.51%	24.35%	60.98%	79.56%	73.72%	101	125	28	135	288	97	
Bondurant Farrar High School	120	NEEDS IMPROVEMENT	60.72%	28.38%	68.56%	74.24%	73.39%	129	77	73	139	289	98	
Dunkerton High School	98	COMMENDABLE	62.70%	39.25%	65.52%	72.29%	77.71%	179	100	88	104	292	99	
Baxter High School	48	COMMENDABLE	66.46%	12.13%	65.82%	65.30%	82.19%	10	96	136	62	294	100	

A STUDY OF IOWA SCHOOL PERFORMANCE

APPENDIX F – IOWA HIGH SCHOOL SCORES

5Feb26

			77.85%	HIGH	94.20%	94.41%	97.56%							
			60.83%	AVG	62.01%	67.06%	74.74%							
YEAR 2024			19.30%	LOW	0.00%	5.99%	9.22%	ACADEMICS						
STATE AVERAGES		116	COMMENDABLE	60.95%	21.63%	61.55%	69.81%	72.72%	80	122	113	144	379	134
SCHOOL	OP RANK	OVERALL PERFORMANCE	SCORE	ABSENTEEISM	PROFICIENT SCIENCE	PROFICIENT MATH	PROFICIENT ENGLISH	RANK ABSTM	RANK SCIENCE	RANK MATH	RANK ELA	RANK SUM	ACAD RANK	
Algona High School	149	PRIORITY	57.93%	29.63%	63.92%	72.03%	77.99%	141	109	90	100	299	101	
Carroll High School	144	NEEDS IMPROVEMENT	58.99%	24.61%	54.33%	74.46%	80.43%	104	155	71	78	304	102	
Starmont High School	109	COMMENDABLE	62.04%	24.04%	57.58%	73.81%	79.37%	97	142	76	87	305	103	
Guthrie Center High School	43	COMMENDABLE	67.13%	17.91%	60.00%	76.55%	75.09%	46	131	52	124	307	104	
Denison High School	121	NEEDS IMPROVEMENT	60.61%	29.05%	64.25%	71.78%	76.90%	133	105	94	109	308	105	
Highland High School	85	COMMENDABLE	63.65%	11.43%	70.27%	67.50%	75.83%	7	69	123	116	308	106	
Nodaway High School	124	NEEDS IMPROVEMENT	60.42%	26.09%	78.26%	62.50%	74.31%	113	29	152	132	313	107	
Norwalk Senior High School	103	ACCEPTABLE	62.35%	19.73%	60.90%	73.89%	76.01%	61	126	75	113	314	108	
Tipton High School	131	NEEDS IMPROVEMENT	60.24%	20.32%	68.35%	64.89%	78.37%	67	79	138	97	314	109	
Hartley-Melvin-Sanborn High School	134	ACCEPTABLE	59.97%	27.91%	69.05%	64.58%	77.78%	126	74	140	103	317	110	
Cardinal High School	116	NEEDS IMPROVEMENT	60.89%	19.58%	91.97%	52.31%	74.35%	60	2	185	131	318	111	
West Fork High School	100	COMMENDABLE	62.59%	24.87%	63.83%	62.96%	82.22%	106	110	149	61	320	112	
Woodward Granger High School	111	COMMENDABLE	61.85%	21.38%	55.13%	72.73%	79.80%	78	154	83	84	321	113	
Comanche High School	110	COMMENDABLE	61.85%	17.74%	55.74%	72.89%	78.57%	44	149	81	95	325	114	
Tri-Center High School	91	ACCEPTABLE	63.28%	17.37%	65.63%	71.43%	74.29%	39	97	96	133	326	115	
West Branch High School	135	ACCEPTABLE	59.88%	15.27%	60.29%	66.50%	80.50%	23	130	129	76	335	116	
West Central Valley High School	119	PRIORITY	60.75%	27.14%	70.15%	65.34%	74.43%	119	70	135	130	335	117	
West Senior (IAC) High School	79	ACCEPTABLE	64.38%	23.44%	59.30%	71.94%	76.78%	93	135	91	110	336	118	
North Iowa High School	87	COMMENDABLE	63.58%	34.31%	67.86%	70.00%	72.22%	158	83	110	145	338	119	
North Fayette Valley High School	80	NEEDS IMPROVEMENT	64.38%	35.26%	63.24%	70.82%	75.11%	165	112	104	123	339	120	
Ogden High School	72	COMMENDABLE	64.96%	21.85%	56.72%	68.39%	80.46%	80	145	118	77	340	121	
Winterset High School	147	NEEDS IMPROVEMENT	58.65%	19.07%	57.34%	72.93%	75.44%	57	143	80	120	343	122	
Hampton-Dumont High School	95	COMMENDABLE	62.96%	34.32%	58.93%	72.87%	75.00%	159	137	82	125	344	123	
Orient Macksburg High School	56	COMMENDABLE	65.89%	20.34%	72.73%	64.29%	69.05%	68	52	143	154	349	124	
Missouri Valley High School	38	COMMENDABLE	67.92%	19.34%	66.00%	60.80%	78.41%	59	94	161	96	351	125	

A STUDY OF IOWA SCHOOL PERFORMANCE

APPENDIX F – IOWA HIGH SCHOOL SCORES

5Feb26

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YEAR 2024			19.30%	LOW	0.00%	5.99%	9.22%	ACADEMICS						
STATE AVERAGES		116	COMMENDABLE	60.95%	21.63%	61.55%	69.81%	72.72%	80	122	113	144	379	134
SCHOOL	OP RANK	OVERALL PERFORMANCE	SCORE	ABSENTEEISM	PROFICIENT SCIENCE	PROFICIENT MATH	PROFICIENT ENGLISH	RANK ABSTM	RANK SCIENCE	RANK MATH	RANK ELA	RANK SUM	ACAD RANK	
Newell Fonda High School	42	COMMENDABLE	67.42%	17.69%	73.08%	62.50%	69.79%	43	49	153	151	353	126	
Knoxville High School	137	NEEDS IMPROVEMENT	59.58%	29.14%	68.47%	65.47%	73.13%	135	78	133	143	354	127	
John F Kennedy High School	155	PRIORITY	57.27%	31.06%	62.53%	68.61%	74.72%	149	115	115	129	359	128	
Maple Valley-Anthon Oto High School	130	NEEDS IMPROVEMENT	60.30%	37.10%	63.77%	57.95%	80.00%	172	111	166	82	359	129	
Sumner Fredericksburg High School	127	ACCEPTABLE	60.33%	16.93%	64.06%	71.35%	67.98%	32	107	97	162	366	130	
George Little Rock High School	108	COMMENDABLE	62.06%	17.05%	65.00%	61.54%	76.92%	34	102	157	108	367	131	
Indianola High School	154	NEEDS IMPROVEMENT	57.36%	25.56%	58.45%	70.97%	74.88%	111	139	102	128	369	132	
AGWSR High	133	ACCEPTABLE	60.10%	35.68%	47.50%	70.07%	78.83%	168	175	108	92	375	133	
Nevada High School	40	COMMENDABLE	67.58%	8.01%	65.60%	63.76%	73.52%	4	98	146	137	381	134	
Atlantic High School	166	PRIORITY	55.90%	26.72%	65.83%	66.67%	68.05%	116	95	126	161	382	135	
Iowa City High School	101	NEEDS IMPROVEMENT	62.57%	32.78%	66.67%	64.00%	69.48%	154	91	144	153	388	136	
Pleasantville High School	163	ACCEPTABLE	56.17%	17.34%	62.30%	61.05%	76.74%	38	117	160	111	388	137	
Ridge View High School	143	ACCEPTABLE	59.17%	37.04%	55.56%	69.51%	75.00%	171	150	113	126	389	138	
Dubuque Senior High School	139	PRIORITY	59.49%	28.63%	60.63%	68.47%	68.34%	132	127	117	158	402	139	
Chariton High School	117	NEEDS IMPROVEMENT	60.79%	27.76%	50.54%	66.17%	76.95%	124	168	130	107	405	140	
Alta-Aurelia High School	157	ACCEPTABLE	56.99%	25.24%	56.00%	67.83%	73.43%	107	146	122	138	406	141	
South Hardin High School	132	ACCEPTABLE	60.15%	18.03%	48.39%	71.59%	73.30%	49	172	95	141	408	142	
East Marshall High School	113	COMMENDABLE	61.57%	28.22%	53.33%	66.67%	75.14%	128	160	128	122	410	143	
Graettinger Terril High School	93	COMMENDABLE	63.16%	24.18%	66.67%	62.97%	64.86%	99	90	148	175	413	144	
Valley High School	125	PRIORITY	60.41%	37.90%	56.87%	67.49%	72.17%	175	144	124	146	414	145	
Mid Prairie High School	99	NEEDS IMPROVEMENT	62.69%	14.66%	55.43%	66.67%	73.70%	20	151	127	136	414	146	
Spirit Lake High School	142	NEEDS IMPROVEMENT	59.23%	21.23%	52.22%	69.93%	72.28%	76	164	111	144	419	147	
Clarke High School	129	NEEDS IMPROVEMENT	60.31%	48.88%	64.44%	54.23%	73.94%	194	104	182	134	420	148	
Boone High School	153	NEEDS IMPROVEMENT	57.49%	37.95%	55.95%	61.39%	75.29%	176	147	158	121	426	149	
Hempstead High School	169	PRIORITY	55.04%	31.27%	60.34%	65.65%	66.31%	150	129	131	168	428	150	

A STUDY OF IOWA SCHOOL PERFORMANCE

APPENDIX F – IOWA HIGH SCHOOL SCORES

5Feb26

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YEAR 2024			19.30%	LOW	0.00%	5.99%	9.22%	ACADEMICS					
STATE AVERAGES	116	COMMENDABLE	60.95%	21.63%	61.55%	69.81%	72.72%	80	122	113	144	379	134
SCHOOL	OP RANK	OVERALL PERFORMANCE	SCORE	ABSENTEEISM	PROFICIENT SCIENCE	PROFICIENT MATH	PROFICIENT ENGLISH	RANK ABSTM	RANK SCIENCE	RANK MATH	RANK ELA	RANK SUM	ACAD RANK
Fairfield High School	183	NEEDS IMPROVEMENT	52.65%	39.08%	59.60%	63.18%	71.62%	178	134	147	149	430	151
West Sioux High School	148	ACCEPTABLE	58.46%	33.72%	61.02%	61.82%	68.48%	157	124	156	157	437	152
Fort Madison High School	146	PRIORITY	58.83%	29.11%	59.29%	60.46%	73.35%	134	136	162	140	438	153
Greene County High School	160	PRIORITY	56.76%	29.29%	55.29%	64.52%	71.89%	137	152	141	148	441	154
Oskaloosa High School	145	NEEDS IMPROVEMENT	58.87%	45.43%	40.71%	65.26%	76.24%	191	194	137	112	443	155
Clarion Goldfield Dows High School	138	NEEDS IMPROVEMENT	59.57%	21.86%	53.42%	64.39%	73.17%	81	159	142	142	443	156
Wapello High School	107	COMMENDABLE	62.07%	31.35%	64.58%	56.06%	66.67%	151	103	175	167	445	157
Marion High School	141	NEEDS IMPROVEMENT	59.37%	26.90%	52.25%	65.37%	71.15%	118	163	134	150	447	158
Mount Pleasant High School	161	PRIORITY	56.45%	36.20%	55.80%	65.63%	66.06%	170	148	132	170	450	159
Keokuk High School	168	NEEDS IMPROVEMENT	55.35%	30.73%	62.76%	56.38%	66.67%	146	114	172	166	452	160
Newton High School	128	PRIORITY	60.33%	32.45%	58.33%	62.57%	65.91%	153	140	151	172	463	161
Estherville Lincoln Central High School	170	NEEDS IMPROVEMENT	54.92%	16.84%	47.56%	59.92%	74.90%	31	174	163	127	464	162
East Buchanan High School	176	ACCEPTABLE	53.82%	40.00%	42.50%	68.18%	68.18%	182	189	120	159	468	163
East (SUX) High School	165	NEEDS IMPROVEMENT	56.00%	37.70%	53.74%	61.85%	68.58%	174	158	155	155	468	164
Southeast Polk High School	162	PRIORITY	56.19%	34.83%	53.98%	62.87%	67.90%	161	157	150	163	470	165
Columbus Community High School	158	NEEDS IMPROVEMENT	56.86%	42.86%	51.92%	57.53%	71.92%	186	165	167	147	479	166
Urbandale High School	156	NEEDS IMPROVEMENT	57.21%	37.62%	51.66%	59.72%	69.49%	173	166	164	152	482	167
Webster City High School	164	NEEDS IMPROVEMENT	56.13%	22.28%	48.31%	63.99%	64.92%	86	173	145	174	492	168
Southeast Valley High School	173	NEEDS IMPROVEMENT	54.24%	16.15%	58.67%	58.54%	61.07%	27	138	165	189	492	169
Monticello High School	159	NEEDS IMPROVEMENT	56.76%	24.05%	46.34%	62.50%	68.10%	98	180	154	160	494	170
West (WTL) High School	172	NEEDS IMPROVEMENT	54.32%	51.13%	52.51%	56.31%	67.81%	200	162	173	164	499	171
MFL MarMac High School	150	NEEDS IMPROVEMENT	57.92%	14.76%	43.06%	57.36%	68.53%	21	185	169	156	510	172
Central City High School	178	NEEDS IMPROVEMENT	53.19%	22.47%	46.55%	56.74%	67.42%	88	179	170	165	514	173
Anamosa High School	179	PRIORITY	53.14%	33.00%	54.08%	55.68%	63.50%	155	156	177	182	515	174
Ottumwa High School	171	PRIORITY	54.45%	35.26%	55.28%	52.93%	63.36%	166	153	184	183	520	175

A STUDY OF IOWA SCHOOL PERFORMANCE

APPENDIX F – IOWA HIGH SCHOOL SCORES

5Feb26

YEAR 2024			77.85%	HIGH	94.20%	94.41%	97.56%						
			60.83%	AVG	62.01%	67.06%	74.74%						
			19.30%	LOW	0.00%	5.99%	9.22%	ACADEMICS					
STATE AVERAGES	116	COMMENDABLE	60.95%	21.63%	61.55%	69.81%	72.72%	80	122	113	144	379	134
SCHOOL	OP RANK	OVERALL PERFORMANCE	SCORE	ABSENTEEISM	PROFICIENT SCIENCE	PROFICIENT MATH	PROFICIENT ENGLISH	RANK ABSTM	RANK SCIENCE	RANK MATH	RANK ELA	RANK SUM	ACAD RANK
Charles City High School	177	PRIORITY	53.51%	28.55%	42.86%	61.14%	64.84%	131	187	159	176	522	176
Centerville High School	190	PRIORITY	50.88%	59.62%	50.47%	51.10%	66.18%	208	169	187	169	525	177
Muscatine High School	151	PRIORITY	57.56%	20.36%	44.35%	57.47%	64.16%	69	181	168	178	527	178
George Washington (CR) High School	188	PRIORITY	51.12%	50.83%	48.57%	53.96%	65.26%	198	171	183	173	527	179
Clinton High School	189	PRIORITY	51.09%	41.10%	51.36%	56.45%	57.65%	183	167	171	196	534	180
Praire High School	181	PRIORITY	52.80%	39.74%	46.77%	54.76%	64.08%	181	177	180	179	536	181
Roosevelt High School	191	PRIORITY	50.55%	42.40%	43.54%	55.86%	63.54%	185	183	176	181	540	182
Washington (WAS) High School	174	PRIORITY	54.18%	27.97%	48.60%	56.23%	56.09%	127	170	174	197	541	183
West Liberty High School	185	PRIORITY	51.85%	29.40%	43.02%	55.07%	64.49%	139	186	179	177	542	184
West (SUX) High School	192	PRIORITY	49.82%	57.14%	52.61%	46.80%	58.60%	205	161	195	194	550	185
Oelwein High School	175	NEEDS IMPROVEMENT	54.02%	36.02%	43.68%	54.73%	61.89%	169	182	181	188	551	186
Mason City High School	194	PRIORITY	49.00%	50.94%	46.64%	51.77%	60.31%	199	178	186	192	556	187
North (SUX) High School	180	PRIORITY	52.91%	43.42%	42.06%	55.50%	60.97%	189	191	178	190	559	188
Marshalltown High School	187	PRIORITY	51.13%	49.33%	42.71%	49.15%	63.11%	196	188	193	184	565	189
Thomas Jefferson (CB) High School	205	PRIORITY	44.06%	47.21%	40.98%	50.00%	61.98%	192	193	188	187	568	190
South Tama County High School	193	PRIORITY	49.81%	25.60%	43.30%	49.82%	58.66%	112	184	191	193	568	191
Eagle Grove High School	196	PRIORITY	47.86%	34.62%	40.28%	38.21%	66.04%	160	196	201	171	568	192
Storm Lake High School	197	PRIORITY	47.72%	35.13%	47.43%	45.36%	55.88%	164	176	198	198	572	193
Abraham Lincoln High	184	PRIORITY	52.19%	39.57%	39.67%	46.17%	63.89%	180	197	196	180	573	194
Fort Dodge High School	186	PRIORITY	51.82%	43.05%	38.98%	47.25%	62.75%	187	199	194	185	578	195
West Central Charter High School	167	ACCEPTABLE	55.43%	31.03%	35.00%	50.00%	60.94%	148	203	189	191	583	196
Saydel High School	182	PRIORITY	52.70%	33.62%	42.11%	49.68%	51.97%	156	190	192	201	583	197
Burlington High School	198	PRIORITY	47.61%	57.81%	39.59%	37.26%	62.55%	206	198	203	186	587	198
Thomas Jefferson (CR) High School	200	PRIORITY	46.59%	44.14%	41.40%	44.40%	53.39%	190	192	199	199	590	199
Central High School	195	PRIORITY	48.60%	43.08%	40.47%	40.86%	58.16%	188	195	200	195	590	200

A STUDY OF IOWA SCHOOL PERFORMANCE APPENDIX F – IOWA HIGH SCHOOL SCORES

5Feb26

			77.85%	HIGH	94.20%	94.41%	97.56%						
			60.83%	AVG	62.01%	67.06%	74.74%						
YEAR 2024			19.30%	LOW	0.00%	5.99%	9.22%	ACADEMICS					
STATE AVERAGES	116	COMMENDABLE	60.95%	21.63%	61.55%	69.81%	72.72%	80	122	113	144	379	134
SCHOOL	OP RANK	OVERALL PERFORMANCE	SCORE	ABSENTEEISM	PROFICIENT SCIENCE	PROFICIENT MATH	PROFICIENT ENGLISH	RANK ABSTM	RANK SCIENCE	RANK MATH	RANK ELA	RANK SUM	ACAD RANK
Maquoketa Community High School	199	PRIORITY	46.87%	49.51%	38.66%	49.86%	51.71%	197	200	190	202	592	201
East (WTL) High School	201	PRIORITY	46.25%	60.13%	34.02%	46.09%	51.98%	210	204	197	200	601	202
Hoover High School	202	PRIORITY	45.90%	51.45%	38.07%	37.38%	49.15%	202	202	202	204	608	203
North (DAV) High School	203	PRIORITY	44.78%	52.29%	38.26%	35.28%	50.73%	203	201	205	203	609	204
Lincoln High School	206	PRIORITY	40.91%	49.10%	33.13%	35.27%	45.30%	195	205	206	205	616	205
North (DSM) High School	207	PRIORITY	40.60%	54.23%	27.17%	35.43%	44.59%	204	208	204	206	618	206
East (DSM) High School	208	PRIORITY	39.60%	59.76%	27.32%	33.31%	44.37%	209	207	207	207	621	207
West (DAV) High School	204	PRIORITY	44.32%	48.83%	28.30%	31.31%	41.27%	193	206	208	208	622	208
Mid City High	211	PRIORITY	28.70%	76.35%	12.82%	15.00%	30.00%	211	210	209	210	629	209
Choice Charter High School	209	PRIORITY	38.55%	51.37%	20.59%	12.20%	32.93%	201	209	211	209	629	210
Gateway High School	210	PRIORITY	32.18%	58.44%	0.00%	12.35%	17.28%	207	212	210	211	633	211
Metro High School	212	PRIORITY	19.30%	77.68%	3.66%	5.99%	9.22%	212	211	212	212	635	212