



For Immediate Release

Wednesday, Sept. 5, 2018

www.sde.idaho.gov

Media Contact

Kristin Rodine

Public Information Officer

208-332-6807

krodine@sde.idaho.gov

State IDs Idaho schools for recognition, support

(BOISE) – The state today identified schools for recognition and for targeted support and improvement (TSI) based on the performance of 10 subgroups of students.

The identifications mark the second of three phases of information released from the state’s new accountability system.

“Today, we continue to celebrate bright spots in student performance across the state,” Superintendent of Public Instruction Sherri Ybarra said. “We also flagged for district attention schools where subgroups of students have shown performance gaps for three consecutive years. As we review the gaps identified, the most common groups are those with students who face a significant disadvantage that impacts their learning, including those with disabilities and those learning English. This information aids the dialogue underway about what state support is necessary for educators working with our highest-needs students.”

Recognition: Today, overall top performing schools were recognized on the remaining indicators in the framework: students taking advanced math in eighth and ninth grades; and performance in the spring Idaho Reading Indicator.

Also recognized were goal-makers and schools with subgroups of students who met interim targets for 2018 in proficiency for math and English language arts, and graduation rates.

TSI support: The state notified districts that of the 708 schools reviewed, 247 were identified for targeted support and improvement (TSI) based on at least one subgroup performance gap.

A school is identified for TSI when a subgroup of at least 20 students is identified as consistently underperforming. In the state’s accountability system, consistent underperformance is evidenced by three consecutive years of a performance gap of at least 35 percent each year on an indicator. Ten subgroups are monitored and their performance compared to their non-subgroup peers on nine indicators established by the State Board of Education and Legislature.

The most frequent groups identified for consistent underperformance were students with disabilities served in special education programs and students who are learning English.

Once a district is notified of a school’s TSI identification, it is required to ensure the school does the following:

- Develop a plan to improve that includes a comprehensive needs assessment and involves stakeholders including principals and other school leaders, teachers and parents;
- Identify interventions to be used;
- Submit the plan for district approval and monitoring.

Should a school not reduce the gap over a three-year period, it would be identified for Comprehensive Support and Improvement from the state.

Background on the state’s accountability system: The state is rolling out information from its new accountability system in three phases. The first phase was announced Aug. 15, identifying schools for state recognition for reaching goals and top performance and for state support for comprehensive support and improvement. The last phase will be the publishing of a new K-12 Report Card, an easy to use and understand online dashboard of information about schools, in December.

###

Editors and reporters: Below is a chart with aggregate information about today’s identifications for support and recognition. The lists of schools recognized and identified are posted on the [State Department of Education website](#):

Comparison Group	No. of schools identified for TSI
Economically Disadvantaged vs. Not Economically Disadvantaged	10
English Learners vs. Not English Learners	61
Students with Disabilities vs. Students without Disabilities	391
American Indian vs. Not American Indian	1
Asian vs. Not Asian	0
African American vs. Not African American	3
Hawaiian or Pacific Islander vs. Not Hawaiian or Pacific Islander	0
Hispanic vs. Not Hispanic	9
Multiracial vs. Not Multiracial	0
White vs. Not White	0

Number of TSI Identifications	Number of Schools/Entities
0	461
1	124
2	63
3	34
4	15
5	6
6	3
7	1
8	1