

# Idaho Consolidated State Plan State Goals and Accountability System June 22, 2017



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

Photo taken by:  
Bethany Blitz, CDA Press



# What is Idaho's Consolidated State Plan?

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**An application for federal education funds for schools to serve various student populations under the Every Student Succeeds Act, which reauthorized the Elementary and Secondary Education Act of 1965**

## **Describes how Idaho**

- Publicly reports school progress on all schools (annual meaningful differentiation)
- Identifies schools for improvement and provides support (lowest 5% required)
- Provides assistance to at-risk subgroups of students
- Funds and facilitates professional development for educators
- Supports other at-risk student populations, changes in school culture, after school programs



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# Title Programs Represented in the Plan

Grant Title	Program	2017 Estimate
Title I, Part A	I-A Grants to Local Educational Agencies	\$58,524,938
Title I, Part C	State Agency Program--Migrant	\$3,342,283
Title I, Part D	State Agency Program--Neglected and Delinquent	\$624,564
Title II, Part A	Supporting Effective Instruction State Grants	\$9,722,812
Title III, Part A	English Language Acquisition	\$2,123,699
Title IV, Part A	Student Support & Academic Enrichment State Grants	\$1,940,000
Title IV, Part B	21st Century Community Learning Centers	\$ 5,839,198
Title V, Part B	Rural and Low-income Schools Program	\$647,113
Title IX, Part B	Homeless Children and Youth Education	\$280,330
		<b>\$83,044,937</b>



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# Title 1, Part A

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- Challenging Academic Standards and Assessments
- Statewide Accountability System and School Support and Improvement Activities
  - Subgroups
  - Minimum 'N' Size
  - Establishment of Long Term Goals
  - Indicators
  - Annual Differentiation
  - School Identification
  - Annual Measurement of Achievement
  - Continued Support for School/LEA





# Guiding Questions

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- Are these long term goals both ambitious and achievable? If not, how could we modify our long-term goals given the requirements under ESSA?
- What else is important for you to know whether a school is successful?
- Is the targeted support and improvement methodology fair? Is the definition of consistently underperforming reasonable?





# N Size

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Idaho N-Size = 25

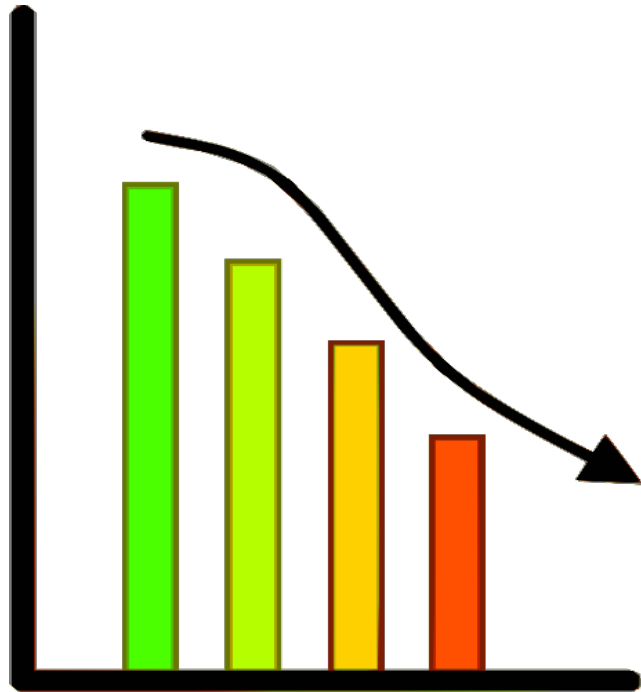
- ✓ Meets requirements for accountability
- ✓ Statistically sound
- ✓ How it was determined collaboratively
- ✓ Ensure minimum will not reveal Personally Identifiable Information
- ✓ N Size for reporting = 10



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# Long Term Goals



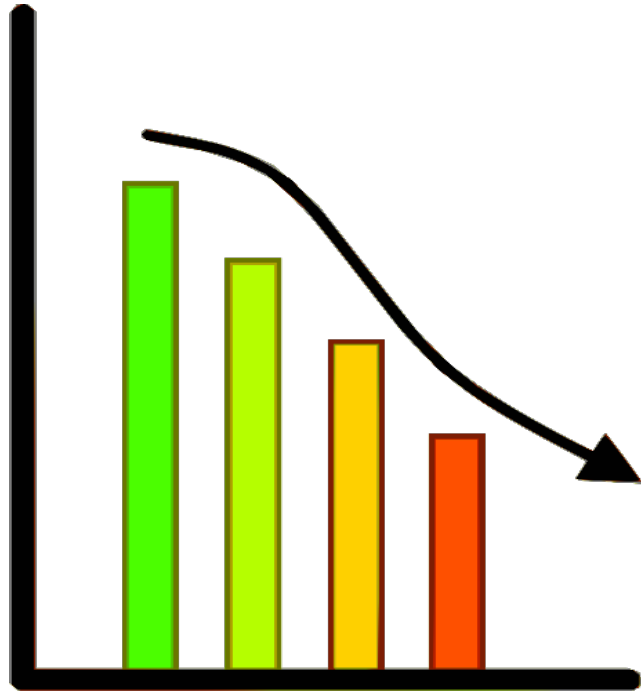
- **Academic Achievement**
- **Graduation Rate**
- **English Language Proficiency**
  
- **Same length of time for all students and subgroups**
- **Focus on closing achievement gaps**



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# Long Term Goals



## Academic Achievement

Reduce percentage of not proficient students by 50% in 6 years  
Baseline - 2016

## Graduation Rate

Reduce percentage of non-graduates by 50% in 6 years  
Baseline - 2016

## English Language Proficiency

Baseline - 2017



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# Interim Progress Goals

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(Difference in long-term goal and baseline)/6 years



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# Interim Progress Goals – English Language Arts

**(Difference in long-term goal and baseline)/6**

**(76.5-53.0)/6 years**

**76.5-53.0=26.5 (Long-term goal)**

**26.5 / 6 years = 3.92 annually**



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# Interim Progress Goals – English Language Arts

(Difference in long-term goal and baseline)/6 years

**$(76.5-53.0)/6 = 3.92$**

Year	Interim Progress Goal
<b>Baseline 2016</b>	<b>53.0</b>
<b>2017</b>	<b>56.92</b>
<b>2018</b>	<b>60.84</b>
<b>2019</b>	<b>64.76</b>
<b>2020</b>	<b>68.68</b>
<b>2021</b>	<b>72.60</b>
<b>2022</b>	<b>76.50</b>





# Indicators

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## ESSA Requires

- ✓ Academic Achievement Indicator
- ✓ Other Academic Indicator
- ✓ Graduation Rate
- ✓ English Language Learner Proficiency
- ✓ Non-Academic Measure (School Quality/Student Success)



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# Accountability Framework – Academic



## ISAT Proficiency

K-8

- ISAT Growth Toward Proficiency based on a trajectory model
- ISAT Proficiency Gap Closure
- Statewide Reading Assessment Proficiency
- English Learner Proficiency
- EL Growth to Proficiency



High School

- ISAT Proficiency
- ISAT Proficiency Gap Closure
- English Learner Proficiency
- EL Growth to Proficiency
- Four Year Cohort Graduation Rate
- Five Year cohort graduation rate



Alternative High Schools

- ISAT Proficiency
- English Learner Proficiency
- EL Growth to Proficiency
- Four Year Cohort Graduation Rate
- Five Year cohort graduation rate

# Accountability Framework – School Quality



## K-8

- Students in Grade 8 enrolled in Pre-Algebra or higher
- State Satisfaction and Engagement Survey (2018/19)
- Communication with parents on student achievement (2018/19)



## High School

- College and career readiness
- Students in grade 9 enrolled in Algebra I or higher
- State Satisfaction and Engagement Survey (2018/19)
- Communication with parents on student achievement (2018/19)



## Alternative High Schools

- College and career readiness
- Credit recovery and accumulation
- State Satisfaction and Engagement Survey (2018/19)
- Communication with parents on student achievement (2018/19)



# Annual Meaningful Differentiation

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# School Identification Using the Framework



K-8

- ISAT Proficiency or Growth (ELA and Math)
- English Learner Proficiency/ English Learner Growth to Proficiency
- School Quality/Student Success Indicator



High School

- ISAT Proficiency or Growth (ELA and Math)
- English Learner Proficiency/ English Learner Growth to Proficiency
- Four Year Cohort Graduation Rate
- School Quality/Student Success Indicator



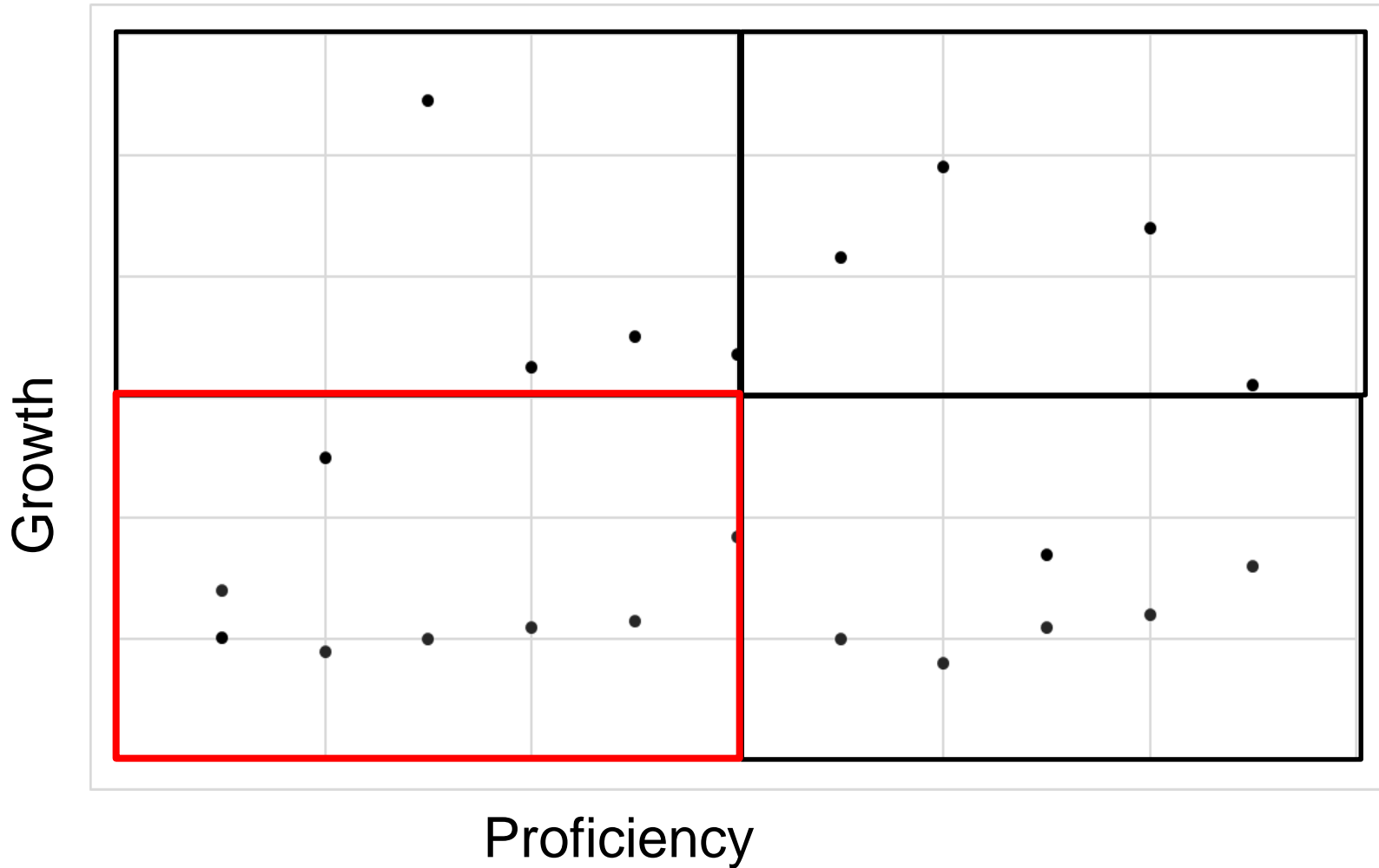
Alternative High Schools

- ISAT Proficiency or Growth (ELA and Math)
- English Learner Proficiency/ English Learner Growth to Proficiency
- Four Year Cohort Graduation Rate
- School Quality/Student Success Indicator





# School Identification



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# School Identification

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## 1. Identify Achievement and Growth

### School X math performance

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Prior year(s) Proficient/Advanced	Current year Proficient/Advanced
55%	75%

Growth is rate of change in overall proficiency at school level from at least two years - in this example, **Growth = 20 percentage points**





# School Identification

## 2. Sort Schools for Achievement and Growth

	Achievement	Comparison
School P	99	1
School F	98	2
...	...	...
<b>School X</b>	<b>75</b>	<b>197</b>
...	...	...
School G	32	378

	Growth	Comparison
School T	23	1
<b>School X</b>	<b>20</b>	<b>2</b>
School C	12	3
School L	11	4
...	...	...
School P	0	378





# School Identification

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## 3. Calculate Percentile for Achievement and Growth

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### Achievement percentile

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$$\frac{\text{Number of schools below School X (161)}}{\text{Total number of schools (378)}} * 100 = 48$$

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48 percent of schools in the state fall below School X in *Achievement*.

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### Growth percentile

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$$\frac{\text{Number of schools below School X (376)}}{\text{Total number of schools (378)}} * 100 = 99$$

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99% of schools in the state fall below School X in *Growth*

## 4. Choose Higher percentile for Each School





# School Identification

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## 3. Calculate Percentile for Achievement and Growth

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### Achievement percentile

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### Growth percentile

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99% of schools in the state fall below School X in *Growth*

## 4. Choose Higher percentile for Each School





# School Identification

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## 5. Repeat for all school identification indicators and Average the indicator scores



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# School Identification

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**6. Order Schools based on average and identify lowest 5% of Title 1 schools in each school category**

**\*Identify non-Title 1 Schools in the same range**

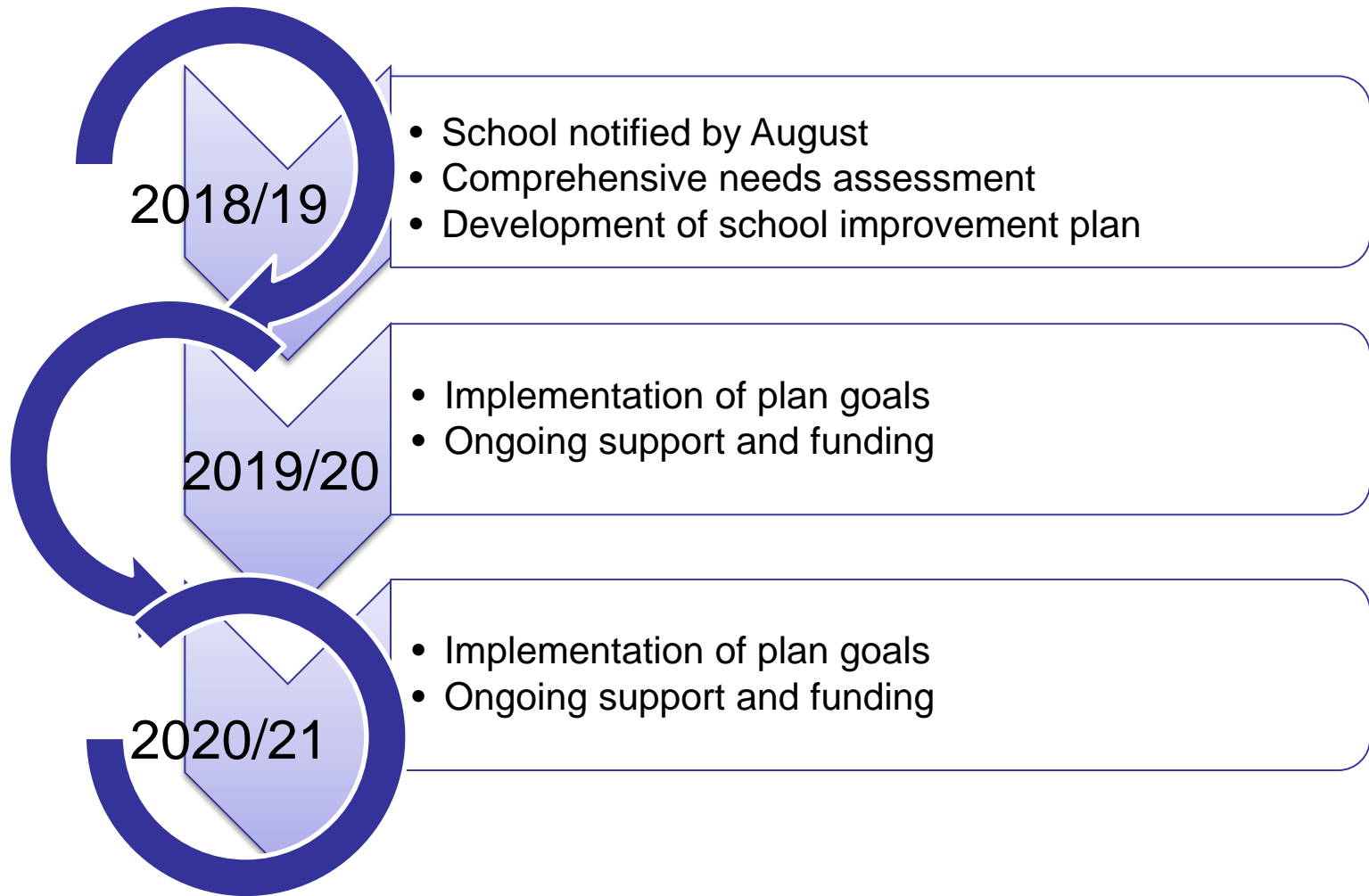
**High Schools with a graduation rate of less than 67% will automatically be identified for Comprehensive Support and Improvement.**



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# Identification Cycle – Every 3 years



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# School Identification

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**TOP**  
**10**

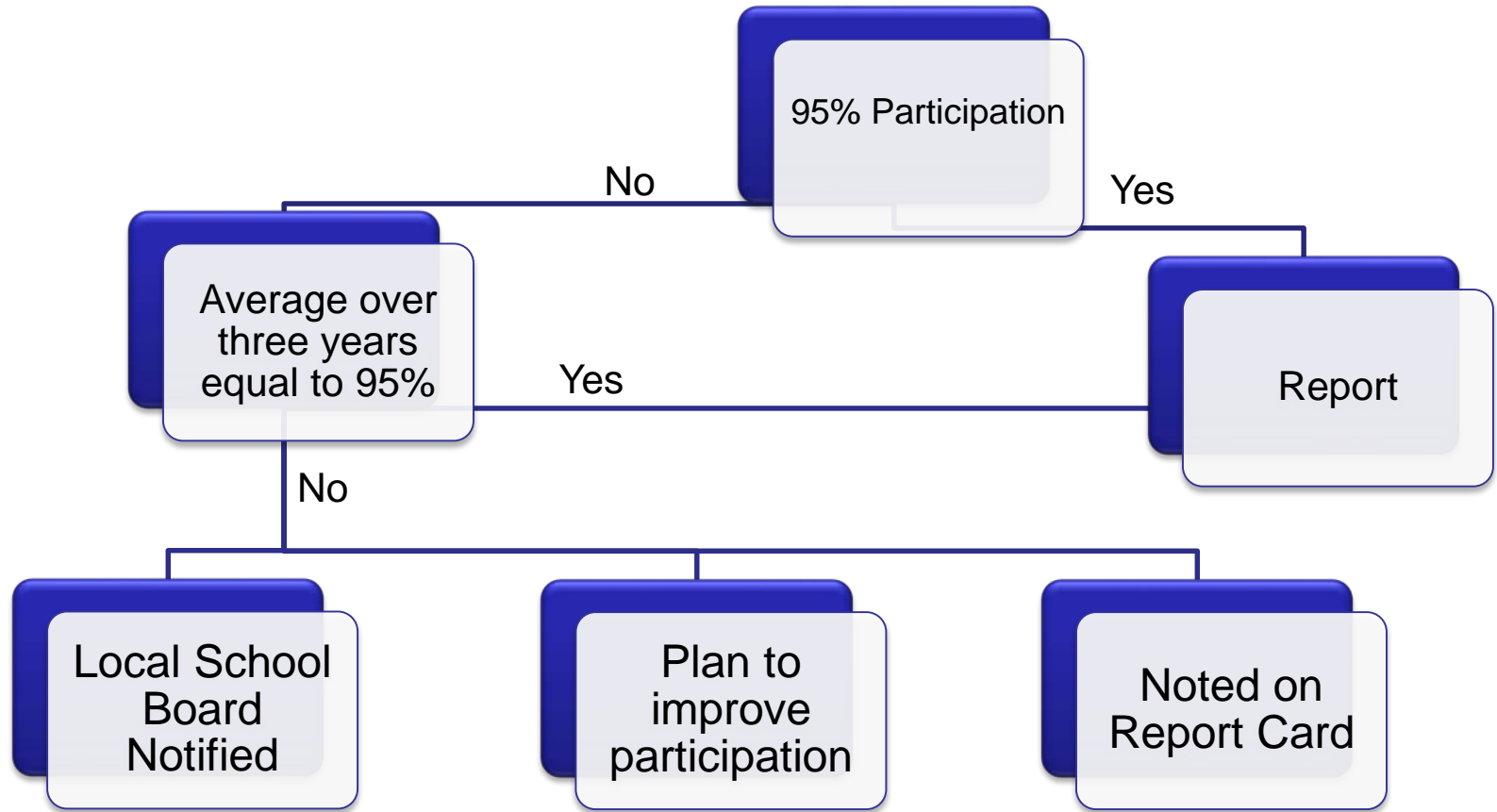


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# Annual Measurement of Achievement





# School Identification: Targeted Support and Improvement

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- ✓ Definition of ‘consistently underperforming’ subgroup: a subgroup where achievement gap exceeds 20 percentage points for 3 consecutive years
- ✓ Run School Identification Process calculations on student subgroups meeting definition above
- ✓ Annual Identification of any school with one or more consistently underperforming subgroups based on indicators in the school identification system.





# Timeline For Finalizing The Plan

JUNE						
SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY						
SU	MO	TU	WE	TH	FR	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					





# Time-Line Continued

AUGUST						
SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER						
SU	MO	TU	WE	TH	FR	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



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# Questions?

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